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The Acadia Athenaeum.

IS PUBLISHED DURING THE ACADEMIC YEAR BY THE
UNDERGRADUATES OF ACADIA UNIVERSITY.

The aim of the ATHENÆUM 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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The Acadia Athenaeum

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WOLFVILLE, N. S., MAY, 1915.

No. 7

Dawn.

The Spirit of Dawn rose from the sea of night, dripping
with coolness,

And touched with his slim fingers blades of grass and
mosses,

Dipped his feet in the brook, hearing its babble,

And lay against the darkness of the pine trees.

Then as the lilac hues of sun rise splendor

Tinted the sky and hovered o'er the meadows,

He touched the curled up petals of the flowers,

Awakening them to light and life and loving,

But when the red and gold of later morning

Flooded the earth and gilded clouds with glory,

Kissing the snow capped summits of the mountains,

And changing every dew-drop to a diamond —

He slid again into the gloomy shadows,

Hid in the deepness of that sea, called Distance.

M. A. HARRINGTON, '17.

A Trip to Niagara.

The "Cayuga" was crowded with the noisy Fourth of July holiday-makers. To us, four eager college girls on a vacation, everything was new and of interest. With our deck chairs drawn close to the rail, we seemed in a little world by ourselves, whence we could watch the delight of the careworn laborers or laugh at the tricks of the mischievous boys. Our attention was centered, however, upon the beauties of the morning. We had left Toronto at sunrise; now the sunbeams were glittering and dancing over the smooth waters of the lake.

All too soon, it seemed to us, we neared the shore and were landed at Lewiston, the point at which the river empties from the Niagara Gorge into the lake. There, near the wharf, was the long line of electric cars towards which the crowd rushed, jostling and pushing to gain the best seats. Upon the advice of a friend, we stood a little apart, bought some tempting baskets of Niagara cherries, while we awaited the last car. We separated in order that everyone might have the advantage of an end seat; the car moved, then we were carried along as in a dream through Fairyland.

At our right was the famous Gorge, which in its seven mile course our car followed so closely that at times we seemed directly over the foaming waters. As we ascended the Gorge, the furious noise increased. The waters seethed, they boiled, they swirled around and around in their fury. The car stopped at the Great Whirlpool that we might see the mighty logs being dashed around in the never-ending spiral movements.

The car moved slowly onward and gradually carried us higher and higher above the angry waters. At our left rose the lofty cliff. The bank sloping down to the water, however, seemed a tangled mass of vegetation in luxuriant wildness. Wild grape-vines in full bloom sent to us their fragrant perfume.

Now we were told to keep our eyes fixed straight ahead for the first glimpse of the Falls. From the time we could distinguish the thundering noise of the Falls above the roaring of the Gorge waters, not a word was spoken. The outlines of the suspension bridge

came into view. In that framework the bank of mist stood forth. Immediately the wonderful rainbow stretched itself across, and still remained, even when later we could see beyond the spray the clear green of the water. Such was the American Falls! Not an exclamation escaped us, the moment was too intense. A feeling of awe took possession of us as though in the presence of the supernatural. Yet how daring is man! We watched the little "Maid of the Mist," so infinitely little beside its surroundings, receive her passengers, start playfully out on the restless waters and right into the foam near the base of the cataract. With bated breath we watched her course until the landing was safely regained.

The incline now was steep as we came into Niagara city. After dinner at the Clifton House, we spent the remainder of our time in a motor car viewing the Falls from different angles, and asking many questions of our driver. Just above the Falls is Goat Island which divides the river into two parts. The larger portion of the water flows down by the Canadian side in the marvellous Horseshoe Falls. At the base of the Horseshoe Falls, we saw the visitors clad in oil skins form into a procession ready to pass through the "Cave of the Winds."

When it was time to return, we boarded the car on the Canadian side of the Gorge, which skirts the Canadian heights, until Brock's monument at Queenston came into view. At Queenston wharf we had just time to catch the boat which would take us back again over Lake Ontario.

The impression left upon us by the Falls of Niagara has been well expressed by Charles Dickens after he had visited this spot. He said, "E'en now in many a quiet hour I think, still do those waters roar and rush, and leap and tumble all day long! Still are the rainbows spanning them one hundred feet below! Still, when the sun is on them, do they shine like molten gold; still, when the day is gloomy, do they seem to crumble like a great chalk cliff, or like a mass of dense white smoke. But ever does the mighty stream appear to die, as it descends, and from its grave rises that ghost of mist and spray, which never has been laid, but which still haunts the place with the same dread solemnity as when the first flood, "Light," came rushing on creation at the word of God!"

E. E. SMALLMAN, '15.

The School and the Rural Community.

In the olden days the country school-house along with the country church, was the center of many social interests and activities of the neighborhood. The young people gathered at the school-house for amusement. Those were the days of spelling matches, debating clubs and singing schools. The older members of the community joined with them in these neighborhood functions, partly because there was little else to do, and partly because the school children themselves were in many cases young men and women, so that there was no sharp line dividing the social interests of the adults from the pupils of the school. Then, the rural school was efficient, because it was closely linked with the life of the community in all its interests.

Gradually the school lost its hold on the community. Prominent among the causes of this deterioration was the rapid development of the city. The city community seemed to have certain comforts which the country did not possess. It afforded more diversity of amusement and more opportunity for the satisfaction of social instincts. Those who went to the city left gaps which have been filled up by a transient population of renters, who have seldom had the stability to build up a neighborhood life, that would bear comparison with that of the pioneers. Under these unsatisfactory conditions, almost every phase of the high rural life has deteriorated. Indeed, our rural schools have created a distaste for country life. This is due to inexperienced teachers educated in the cities, unacquainted with and unappreciative of country life. Then again, the formal intellectual studies taught in rural schools contribute nothing to the opening of the children's minds to an appreciation of the interests of country life. Often the wretched quality of the teaching turns the youths to improved modern schools of urban communities. Too often the ideal of the country school is to prepare boys and girls for college, but since only three per cent of them ever get there, this aim cannot be considered just.

The rural community demands a form of education particularly adapted to itself, its problems, its needs, its special type of social life.

It is needful that the rural schools be true and sympathetic interpreters of rural life. They should aim to develop in boys and girls a hearty appreciation of country life. A program of studies which shall take into consideration the natural attitudes, needs and destinies of the boys and girls should be provided. The problem of making them socially efficient men and women is specifically the problem of developing in the higher intelligence and interest in their own life, of securing greater efficiency in dealing with the peculiar economic problems of the country, and teaching them to be members of a real social community.

The social efficiency of rural education is dependent upon its getting into close touch with the actual needs of rural life. The industries of any community should be represented in the program of studies of the school. When the boy in the rural community finishes high school, if he cannot go to college he should find himself equipped with an interest in the problems of the farm, with an appreciation of the value of farm life, with a conception of the dignity of scientific agriculture as a profession.

The need is obvious,— a higher grade of intelligence in the country population, a development of interests in country problems, higher ideals of rural life, more sociability, more opportunity for healthy minded recreation in the country. All really effective education is the result of a co-operation of community and school. Before rural conditions, socially and educationally, can be improved, the rural population as a whole must rise up and demand improvement. Improvement is needed along the following lines,— (1) Development of a course of study that will furnish more definite preparation for country life; (2) Securing of teachers acquainted with farm life and problems; (3) Development of the schools as centers of social and intellectual life; (4) The development of agricultural high schools; (5) Organization of farm clubs.

There are five ways in which rural education can minister to real social efficiency,—

1. By providing a course of study adapted to country needs, including the following studies,—(a) Reading and writing, of which the materials should be those of the natural surroundings, to awaken interest in country life and problems; (b) For Grammar and Composition what could be more interesting than the farm home and

country environment; (c) The Arithmetic problem should be drawn from corn raising, stock feeding, farm accounts and expenses; (d) In Geography the problems of weather, drainage, roads and transportation should be discussed; (e) Nature Study is important since the farmer's welfare is bound up in knowing about plants, insects, birds, native and domestic animals; (f) School gardening gives practical training and cultivates an interest in plant life; (g) Chemistry and physics furnish information about soils, fertilizers, freezing, thawing, care of farm buildings; (h) Physiology and Hygiene teach sanitation and prevention of disease; (i) A course in Manual Training should enable the boys to make gates, chicken coops, and teach them the use of tools.

A course in household science, cooking and sewing, should be provided for the girls.

2. Through the social activities of the pupils. The pupils as a body can co-operate for certain purposes and learn the spirit of co-operation. When the children are brought into contact with each other, sociability and feelings of mutual interest are developed. A sense of the value of organized effort takes the place of indifference and distrust. Clubs for girls and boys may quicken their interest in the economic activities of farm and home. To teach co-operation, such things as special day programs, exhibitions and improvement of the school grounds prove useful.

3. Co-operation between home and school is necessary between teacher and pupils on one side, and parents and taxpayers on the other. The teacher must know more about the home life of the pupils, and the parents must know more about the purpose, spirit, and method of the school.

4. The school-house should become a meeting place for the community, more especially for its intellectual and aesthetic activities. The country needs a center for social life, a place for lectures, entertainments and social gatherings.

5. The teacher shall herself become something of a leader in the community. She should inspire the people to read better books, buy better pictures, and to take more interest in the things that make for culture and progress.

The "Hesperia Movement" began in Michigan in 1885. Some of the country and village school teachers organized an association to

which the parents were invited. The association met at intervals in different school houses; the meetings furnished a needed opportunity to the farmers for a social gathering place during the winter. They promoted the acquaintance of parents and teachers, and a strong appreciation sprang up between them.

Farm life, in spite of some disadvantages, offers one great advantage — variety of occupation. The farmer performs different tasks each day, and the nature of these tasks changes with the seasons. A knowledge of the sciences underlying the art of agriculture will remove the feeling of drudgery, and immeasurably add to the enjoyment derived from farming as an occupation. The school has a great work to perform. A county superintendent struck the key-note in regard to the future of rural education, when he asked: "Along with the country boy's study of the kangaroo and bamboo, why not study farm animals and the proper feeding standard for them, the care and composition of the soil, the improvement of types of grain and vegetables, and the protection of birds beneficial to the farmer?"

VESTA M. PICK, '15.

TREE CONUNDRUMS.

What tree its old age sadly cries? Elder.
And from what tall one comes low sighs? Pine.
Which bears the mark of a smoldering fire? Ash.
And which to chastise you takes your sire? Birch.
Which one do you carry about in your hand? Palm.
And which one tall and slim doth stand? Poplar.
Which one bears fruit so golden and round? Orange.
And which one hears the sea's deep sound? Beech.
Come, tell now, which is a stale joke? Chestnut.
And which from a stale acorn woke? Oak.
Which tree is cloth and fuel in one? Cottonwood.
And from which does sweet fluid run? Maple.

Castle Frederick.

How long the Piziquid has been flowing into the Minas Basin, how long the "Avon Falls" have tumbled over their rocky ledges, how long the tide has ebbcd and flowed in the river, we may never know. But, if the Piziquid could speak, it could tell us many a tale of Indian orgy, pow-wow, dance, and fight; it could speak long of human life, love, hate, and onward march of civilization in this Nova Scotia of ours; its secrets are many, and never to be told, but our imagination can tell us much. The Indians lived in these forests, with never a thought of the Old World beyond, that would soon be sending the white man to take the red man from his home; many a silent, dusky warrior paddled his canoe on the full tide of the Piziquid, and out toward Blomidon, where dwelt the great Spirit that he worshipped.

There came a day when the white man landed at the head of the Piziquid; from experience in his own country of France, he knew the worth of the broad marsh lands on either side of the river; and so the boats went back without him; the history of this part of Acadia began. The whole tract of country, with the river, was called Piziquid; later, the English gave that on the left bank the name of Falmouth, that on the right, Windsor, while the name "Piziquid" was changed to "Avon."

The Acadians reclaimed the marshes from the sea, with their dykes; they cut down part of the forest, and built their houses on the hills over-looking the river. Here, too, they planted apple trees; and even yet stand many gnarled French trees, while wild apples grow everywhere, in the pastures, in the fields, and even far back in the woods. The secrets of these old trees, who shall read them aright?

All was peace at Piziquid; a church was built, and the parish priest blest a spring that is yet known as the "Holy Well;" the women sang at their spinning wheels, the men cheerfully went about their tasks, until the hated English came. Then was the change;

at last the pent-up storm broke forth, when French and English met in a battle, near the head of the river; there still remains the huge stone wall that the French built up for a defense against the English, who took up their station on the opposite bank of the river. Then came de Villiers, on his murderous errand to Grand Pré; he and his men could not cross the river where the floating ice-cakes were, and they must march more than ten miles out of their way, to come at last to the place where the tide did not reach, and which was frozen over. Their path is yet pointed out, away from the bank of the river, and up over the mountain to Grand Pré, a few miles distant.

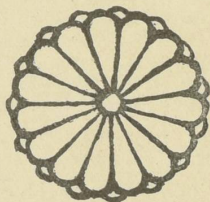
Then came the end—the expulsion. The Piziquid Acadians shared the common fate; their families were hastily called together, what treasures they could carry were taken away, and the people left their homes. A few years ago, under the “Wallen Apple Tree,” an empty pot was found; many tales of buried money are told; but doubtless there is now none left.

Some years later, Colonel Frederick Des Barres, a soldier who had fought with Wolfe, and who is said to have sent Wolfe's sword home to England, was given the land enclosed between the east and west branches of the river. Here he built a strong, large house, and called it “Castle Frederick;” his work was to keep peace with the French, who were still troublesome; he wisely chose a place easy to fortify, and one in which he could keep a garrison. The soldiers must, perforce, be paid; the English government sent a barrel of money, so the tale runs. The money arrived; it was counted, and found correct, but the next morning it was gone, and never was it seen again. It would have been easy enough for some one to roll the barrel down the hill, for the land slopes sharply down from the “castle;” search as we may, the barrel of money has never been found.

Colonel Des Barres' life and memories are full of interest, but, unfortunately, many details have been lost; for a time, he was governor of Cape Breton, founded Sydney, and opened the first coal mine in Canada. He surveyed the coasts of Nova Scotia, and published his report in “The Atlantic Neptune,” which Nelson used at one time. A romantic story centers around his life. One day, while riding along a country road, he passed a young girl, a poor

girl of the country; he was so fascinated by her loveliness that he took her away with him, educated her, and afterwards married her. There has been handed down a dainty old piece of silk, of which her wedding gown was made. Yellowed now with age, it has all the old-fashioned daintiness and charm. Four daughters were born here, they are now always spoken of in the village as "the old ladies;" but they were not always old; even if those days, which seem so far off to us who have followed, there was many a merry-making, many a gay time, they were the great ladies of the village, and attended the parish church, two miles away, in their silks and satins, riding in their coach and four. But soon sadness entered the household; one of the daughters made a wager with her lover that she could outdo him in eating the pears that grew on a tree outside the door; the wager was taken; the lady won, but died soon after, and still the old grandmothers warn the children by her example. Grief came again, when the soldier who was betrothed to another sister died while on a visit to his sweetheart; he is buried near her, in the family graveyard, which is to be seen today. On a high hill, looking out over the Avon, "the old ladies" and the soldier lover rest; their lives are done, but their charm still lingers around the old place. Sometimes, in the still evening, they seem very near, these people of the former time; always they beckon us on, but always they elude our grasp; silently they flit away, yet sometime we may catch a glimpse of them, and from their lives we may read meaning in our own.

E. BESSIE LOCKHART, '16.



The College Woman's Ideal.

The girl who enters college feels that her life is at last really beginning. The years that have already passed, have merely been a period of preparation for that which is to follow. Her four years at college will largely determine the character of her future life. If she is going to make the most of her life and be of service to the world, she must have a definite ideal to which she hopes to attain, and towards which she is always working. Nearly every girl has such an ideal, though in many cases it may be an unconscious one; indeed many of us never stop to analyse our thoughts in this direction. If we could all have definitely in our minds what it is that we should most like to be, or what it is that the Master would most like to have us be, it would help us a great deal.

We are accustomed to think that we, as college girls, have more advantages than other girls, and sometimes we rather pride ourselves on this. If it is true, our ideals should be all the higher, and our endeavors to them all the more earnest and, too, all the more successful. As college girls then what should be our ideals? Everyone has her own idea regarding the perfect woman, and these ideas necessarily differ, but there are some qualities which, as I think everyone will agree, should be the attributes of the perfect woman, who is the ideal personified.

First, she should take an intelligent interest in the world and in humanity. Only by being interested in those about her can the college girl be of service, and to realize the value and beauty of service is one of the first steps towards realizing one's ideal. Added to the interest in humanity, should be sympathy, and the desire for helpfulness. Along with opportunities, which, to our sorrow, we often fail to recognize, of narrowing her mind, the college girl has excellent opportunities of broadening it. By this broadening of the mind, her capacity for sympathetic and intelligent helpfulness is greatly increased. A broader outlook cannot fail to help her to reach her ideal of

the sympathy which enables her to be of the most real use to those who are in need of assistance. It is when women get this broad-minded, sympathetic, intelligent viewpoint, that they use their interest and their influence on questions of education, of health and sanitation, questions that involve peace and war, questions of parks and playgrounds, questions of honest administration, of child labor, and of all civic and social problems, where a woman can serve the community and the world at large.

A second quality which should form a part of the college girl's ideal, is cheerfulness. We often underestimate the value of cheerfulness, and of a sense of humor. The ability to see the bright side of things, and the funny side does more real good in the world than most people realize. It is worth while if we can make even one person happier by being cheerful, and there is no such thing as discouragement as long as one can laugh. If, in following one of the guiding principles of our ideal, we try to be of service, cheering people up, and never making them uncomfortable or unhappy, by giving expression to the trouble which we may have, we are realizing not the least of the ways of making ourselves useful.

Patience and bravery are two qualities which go together in the composition of the ideal woman. To meet the little trials without vexation, and the big ones with courage, is the mark of a girl who is striving and not falling far short of reaching the goal of perfect womanhood.

The ideal woman has always an enjoyment and an enthusiasm for her work. The college girl in a great many cases enters some field of activity to support herself. The work that is of the most value to the world and to the girl herself, is the work of the girl who brings a fresh enthusiasm to it, and who gives it her best, ungrudgingly, who says:—

“In field or forest, at the desk or loom,
In roaring market-place or tranquil room,
Let me but find it in my heart to say
When vagrant wishes beckon me to stray,
‘This is my work, my blessing, not my doom,
Of all who live, I am the only one by whom
This work can be best done, in the right way,’

Then shall I see it not too great nor small
To suit my spirit, and to prove my powers,
Then shall I cheerful greet the laboring hours,
And cheerful turn when the long shadows fall
At eventide, to play and love and rest,
Because I know for me, my work is best."

These, then, are some of the ideals which, if kept before us, will help us to make the most of our lives. We cannot attain them all at once; it takes years of patient effort, and even then, at the last, we find that we have never quite reached the standard which we have set for ourselves, but the sooner we begin the nearer we will be to our goal when the time comes that we have to leave our task. "Youth is a terrible force—it has all to learn, but it is youth, the most beautiful and hopeful thing in life, and it is the thing upon which the full development of life for a woman depends." We have life before us, and in a large measure we can make it what we will. The danger is, not aiming too high, but in not aiming high enough. After all, the qualities which make up the ideal woman, are just the qualities which we should possess if we followed closely the teachings of Jesus. He was sympathetic, He was patient, He was brave, and He was enthusiastic in his work. He wants us to be all of these things, and by trying to follow Him we shall ultimately attain to the feminine ideal, "to make toil bearable, leisure enjoyable, home habitable, and life livable."

A. D. ALWARD, '17.

Notice.

Students:—Let us have your summer address, in order that we may insure the safe delivery of your June Athenæum.

All subscribers:—As our financial year soon closes, kindly send us the amount of your subscription as early as possible. Only by this means can we guarantee the delivery of the Anniversary Number.

Tully Tavern Bells.

Ah! a hand is on the bells,
Rising bells!
What a world of groans and sighs their ringing note compels;
How they jingle, jangle, jangle
In the early morning light,
When one's thoughts are in a tangle,
And she feels inclined to wrangle,
With whomever is in sight;
Calling rise, rise, rise,
Clear the sleep from out your eyes;
Ere the last gong sounds for breakfast,
And your roommate comes and tells
Of the bells, bells, bells,
Which announce you're late for breakfast!
Oh, those bells!

Hear the ringing of the bells,
Dinner bells!
What a joyful rush thro' corridors their welcome sound impels,
Hastening down the halls and stairways
Come the girls with faces bright;
Everyone is filled with bliss,
Never one would dinner miss
For the world.
With a thud, thud, thud,
Right thro' all the awful mud
That the Cads leave in their train
In the hall,—
Oh the bells, bells, bells,
When they're calling us to dinner,
Blessed bells!

Hark! another jingling of the bells,
Study bells!
What a hush and deathly silence now their melody compels,
And we burrow into books and papers;

Each girl is on work intent;
 Not a sound is to be heard,
 As if ne'er the thought occurred
 Of one evening out,
 With its silence thus unbroken,
 Stands the place till ten o'clock,
 Then, as waking us from slumber, with a shock,
 Klang the bells!
 Oh the bells, bells, bells,
 Not a sound that can't be heard
 When at ten o'clock they ring,
 Merry bells!

D. CROWELL, '15.

EDITORIAL — (CO-EDS.).

During the last few years the college girls have not done their share in contributing to the ATHENÆUM. Psychology tells us that woman's intellect is inferior to man's. No doubt this in part explains the phenomenon. But there are other reasons, among which is the lack of feeling of responsibility. We do not blame anybody in particular for this, but if the girls were personally requested to send in material they would contribute gladly. The lower class girls hesitate about writing for fear of criticism and some of the upper class girls are hampered by the same cause.

A REFORM:—No longer do you see a college girl waving an unrubbered foot wildly about, while the other sinks deeper and deeper into the mire, between Tully Tavern and College Hall. Owing to the strenuous efforts of the emergency committee the powers have seen fit to erect a "scenic railway" between Tully Tavern and *terra firma*. The emergency committee is still agitating other reforms, which we hope will soon come. Our evening recreation periods have been fully enjoyed. As we sit around the fire in the club room, we refresh ourselves with physical and mental nourishment. The result of these firelight talks and the voluntary Sunday afternoon groups for the discussion of modern problems is a firmer and stronger college spirit.

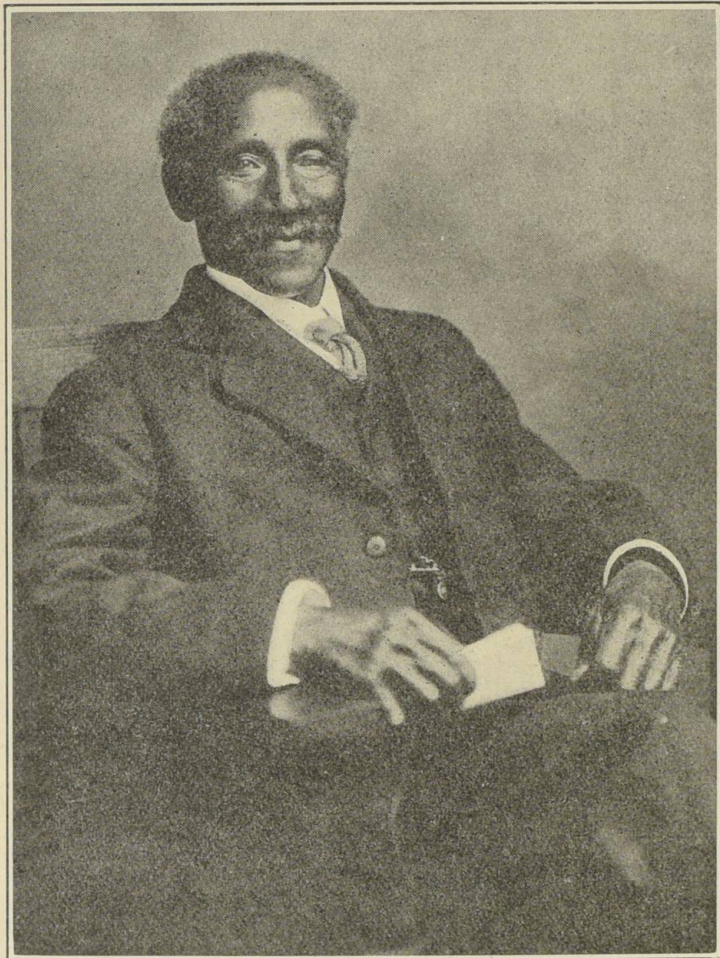
H. A. C., '15.

L. A. C., '16.

M. A. H., '17.

V. G. O., '18.

Committee.



"BILLY."

“Billy,” As We Have Seen Him.

It is unnecessary to give the surname of our hero; as “William,” — or more familiarly, “Billy” — he has been known to Acadia folk for the last quarter century. And perhaps no figure in the Acadia world is more generally known, no personality more highly appreciated than his. To many of the incoming students of the College, Academy and Seminary, he is already made familiar through the reminiscences of friends and parents. To college men during the days of storm and stress incident to the Freshman and Sophomore years, he becomes endeared as a friend and counsellor. No one knows the ropes better than Billy, for to him the pranks of twenty-five classes are familiar history. By the outgoing Senior he is remembered as a unique personality, an indefatigable worker, a genial and trusted friend, the cultivation of whose acquaintance has been well worth while. Judged by the smiles, and the heartiness of greetings accorded him by alumni, who gather at commencement, such memories of Billy have not faded with the passing of the years.

Billy came from Lucasville, Halifax County, sometime in the eighties, and in the early nineties accepted a position, under President Sawyer, as janitor of the college buildings. Acadia has experienced a remarkable development during his term of office, and his function has expanded accordingly. He is now not only janitor, but superintendent of the grounds as well. He has seen with joy the passing of the stove and the oil-lamp, and the installation of modern heating apparatus and the “tonsil” — to use his own terminology — incandescent lamp in all the university buildings. He has witnessed the passing of Chipman Hall and the old Academy Residence, and the erection of six new university buildings of brick and stone, besides the latest addition to the Seminary. Presidents have come and gone, professors have changed, the Faculty has increased from seven to twenty-three in number, and all men with the exception of Billy are now twenty-five years older than when he accepted his appointment at Acadia. His age — nobody knows it, for Billy himself has forgotten.

A man of intelligence could scarcely spend twenty-five years in such intimate connection with a college without acquiring a fairly liberal education; and Billy is no exception to the rule. The time was when he considered himself a member of the Faculty, and was treated as such by many of the professors. Billy thus gained a considerable insight into university administration, and delighted to employ his acquirement for the edification of the students. His position on the staff, however, has of late years reached the emeritus stage; consequently he is not so closely in touch with the executive forces of the college, although still retaining the personal interest of the professors.

His own interest in professors and students has never declined. He tells of the time when he and 'Doc Kei'stead' used to open the college at 5.30 a.m., to listen to the speeches of prospective debaters. Perhaps it was thus that he developed a keen sense of value, which enables him to pass intelligent and critical judgment upon the deliverances of orators, both as to subject matter and to style of presentation. His own linguistic genius is manifested in the construction of a vocabulary which will always pass muster—from a pragmatic, if not from an etymological standpoint. He is an adept in the coining of words and phrases. These are picturesque and unique. Their meaning is usually clear, although they sometimes press hard upon their context for salvation from ambiguity or obscurity. Thus, when Billy speaks of his "intiminability" with a person his meaning is readily understood. Perhaps no better illustration of this may be given, than an incident which occurred when Professor Pattison was at the head of the English department. The Seniors were practising their orations in College Hall. Billy inquired of 'Prof. Pat,' "Who's teachin' the Seniors to oratate this year?" "I do not know," replied the professor, "Wal you ought to; doesn't oratutatin' come under your department?" Billy has a working knowledge of all departments, and his keen sense of propriety abetted by his own conscientiousness enables him quickly to perceive any laxity in professors or students, and accurately to estimate the seriousness of such. Perhaps his conclusions may be arrived at as much through a careful synthesis of stray bits of conversation from the corridors as by close subjective analysis of the situation. Nevertheless, few are willing to question the profundity of Billy's reasoning powers.

He has always been deeply interested in classes, and in all their doings. Whenever there is danger of life becoming too monotonous, because of the inactivity of the two lower classes, Billy's voice may be heard in the corridor recalling the glory of the olden days when "Soph'mores did things" to Freshmen, and Freshmen responded in kind. He possesses the enviable faculty of drawing out the secrets of two belligerents, and of handling these secrets so judiciously and diplomatically that he retains the confidence and good-will of both parties, while rendering impartial service to each. A story is told of the time when a 'Junior Exhibition,' just before the Christmas vacation, was one of the annual features in undergraduate life. The Juniors upon this particular occasion were expecting some annoyance from the Sophomores, but were surprised to find all the members of the Sophomore class present throughout the entertainment. However, while the program was in progress, a stream of rice started from the ceiling and continued to flow until several gallons were piled on the platform. On the day following two Juniors were pursuing a private investigation in the loft. They found a large kerosene can inverted over a hole in the plaster, with a long string leading from a small slide which had served as a stopper, over the beams to an opening in one of the class rooms. But who had pulled the string at the proper moment? Seeing the janitor approach, they immediately began to comment on the cleverness of the trick. They also availed themselves of the opportunity of handing over to Billy some money which had been voted by the class—as a Christmas present! Billy at once became confidential. "One of the professor's gave me a little present this mo'nin' too," he said, "but I was mum; of cou'se I knowed nothin' 'bout this business. But I don' mind tellin' youse felle's. I just tol' them Sophs that this thing had to be pulled off right. I tol' them that of cou'se I didn't want to be mixed up in it; but for a trifle—wal, I'd see the thing through." The success of the trick without the absence of any Sophomore from the entertainment was thus explained. Billy had drawn tribute from three sources, and yet had kept out of trouble.

His judgment of human nature and human motives are critical and accurate. Insincerity and sham do not pass him undetected. Years of experience in "handlin" students have given him an insight into student psychology that might well excite the envy of college

presidents. This experience has not destroyed his sympathy with the exuberance and irresponsibility of youth, although at times he has reason to complain of the thoughtlessness of college men or the lack of "indignity" on the part of college girls.

He believes in the hazing of Freshmen as a part of the general scheme of things. "It's alright 's long 's it don' go too far; it helps to keep up the college spirit life a little. Cou'se they has no business 'stroying property, but that al'ays depends on the janitors. If I'd been at Willett Hall, them Sophs had never broke that do'r! My influence with the boys has al'ays been not to carry the thing too much furder so 's to cross faculty rules, and make it a tedious war, both for myse'f an' them. Some felle's comes here thinkin they know it all, and it don't hurt them to have a come down. But then it takes a fella that knows a good deal to tell them jus' where to get off."

Billy's philosophy approaches as near to the practical as philosophy ever does. His outlook upon life is in general optimistic, although when contemplating the disturbances of the present era he is moved to declare that we are "on the brink of an awful verge." He has, "howsoever," every faith in the general goodness of human nature and is inclined to be lenient with the exceptions to the rule. With regard to morality his attitude may be illustrated by his answer to a question put to him one day while he was engaged in scattering dust-bane on the floor, preparatory to sweeping. "I see you are putting dirt on the floor in order that you may make it clean. Now, Billy, do you think that a person is justified in doing evil that good may come?" "Wal," he replied, "I'll tell yo', the fella that tries it is takin' chances!" Judging from the amount of dust-bane which he sows daily he is taking pretty big chances! But the end in this case apparently justifies the means, for the results bespeak the work of a most efficient janitor.

His faith in the cosmic order and in the wisdom of the Divine Creator may also be illustrated by another conversation. The question was asked him: "What about this old world; what do you think of it?" "Wal, I'll tell yo'," he replied, "the world's alright, Its just the people. If the people was all good, kind, gentle, friendly disposition an' temp'ament, the world ud be alright." "Have you ever figured out just what will be after we are through with it?" "No, I haven't. Everybody jus' seems to have their own idears

'bout that. But, I'll tell yo,' I guess there 'll be jus' the one big idear after all, for the good Lord aint goin' to do things in a thousand diff'rent ways, though he aint never tol' us jus' what he's a goin' to do." "Isn't it a good thing, after all, that he didn't?" was asked. "Most blessed thing ever happened. Why, if people was 'lowed to come back to tell 'bout what went on in the 'uder world, they'd all jus' tell diff'rent stories same as when they come back from any uder place. The Lord 'll jus' tell the story hisself someday."

When all things are considered Billy's presence at Acadia means more than the mere sweeping of floors and the kindling of fires. He is a real teacher, although he never received a degree from any college, nor set an examination paper for any student. The faithfulness with which he performs the daily task, the readiness with which he responds to every request, and the cheerfulness and optimism of his nature may well be copied by any student of life in his preparation for final exams.

J. G., and "J. G.," '15.

NEWSPAPERS.

They sent my forest to a paper mill,
My forest, lifted solemnly and still
For skies to brood and morning sun to kiss,
Now torn to pulp and flattened into this —
This endless mass of paper, smudged with ink,
And flung abroad to men that will not think.

Instead of sweet green leaves, this dingy white;
Instead of bird songs and the pure delight
Of sturdy trunk and loving shadowy bough,
The berry glints, the asters — nothing now
But crumpled pages whirled beneath a train,
Or sodden in a gutter by the rain.

Ah, when, thou monstrous Press, thou mighty force,
When wilt thou bear thee worthy of thy source?
When, in the glad remembrance of the wood,
Wilt thou be soundly sweet and staunchly good,
Fragrant and pure and masterfully free,
And calmly strong as thine our parent tree?

— AMOS R. WELLS, IN HARPER'S WEEKLY.

Students' Council.

Whether or not Acadia has been materially benefited by a system of student self-government, is a matter over which there will be naturally some difference of opinion.

After a trial of about three years, we are now in a position to say, that it has fallen far short of what was expected. The general opinion is that the present constitution has made the Students' Council a detective agency, rather than an agency for the expression of student sentiment; not only in this lies the fault, but in that the jurisdiction of the Council is so extremely limited.

It appears that the motives for student government, as gathered from a questionnaire circulated among thirty-two of the principal Universities of the U. S., have been the following, — (1) A desire on the part of the students to govern student affairs; (2) A desire on the part of the students or faculty or (more often) both, for closer co-operation in managing student affairs; (3) The need of some point of crystallization for student sentiment, and centralization of discussion on student problems.

The second seems to have been the principal cause for the establishment of such an organization. The faculty, as has been pointed out, has no way of coming into direct touch with the student body — no way to lay matters before them as a body. The students in turn have nobody through which they may appeal to the faculty in their own interests. As Michigan puts it, there is a "feeling that the professors are not always fair or informed" on topics of vital interest to the students. Princeton, Michigan, Colorado, Grinnell, and many other colleges, established their systems on the ground that there is a definite need for "co-operation between faculty and students" in matters of general interest and for the good of the institution. In many colleges, notably Johns Hopkins, Princeton, Chicago, the Council was adopted by the students at the suggestion of the faculty, while at all of them the faculty ratified the students' proposition.

In many colleges the crystallization of student sentiment, and the centralization of student discussion are shewn to have been the result desired. For instance, Michigan reports an enrollment of 6,200 students. In such an institution, where it is impossible for individual students to voice an opinion to have any definite influence in school affairs, the Council becomes the point of crystallization for student ideas in regard to the management of their interests and affairs.

As stated, "co-operation between faculty and students" was the prominent motive, but at Acadia this apparently has failed to materialize.

In about thirty of the Universities, the form of government most in use is the Council, the average number of members being about thirteen, selected from the school at large, especially in the smaller colleges.

The general powers of the various Councils fall within four divisions,—(1) Student affairs in general, i. e., customs, rallies, school banquets, class scraps, and other affairs of student interest; (2) Athletics; (3) As mediator between faculty and students; and (4), Student conduct and morality.

The acts of the Councils are usually subject to the approval of the Faculty or the students, though in a few cases no approval is necessary. In the majority of the cases the faculty merely advises. Despite the fact, every reply, except that of Knox, denies any faculty domination over the Council. In approximately one third of the schools, enforcement of acts is through the faculty; the majority of the schools derive their power from student sentiment alone. Individual cases of student misconduct (cheating, drinking, immorality), are handled in a few over one-half the schools. One half this number have power of trial and absolute recommendation, such as for suspension and expulsion, while the remainder make the findings of facts merely, and advise the faculty of the result. So far as can be ascertained, only cases of student misconduct which reflect upon the school, or the student-body generally, are considered; isolated cases or those affecting only the individual not being considered.

The benefits enumerated by these thirty-two schools may be classified under a few heads. The most common benefits is that the students and faculty are brought into co-operation in all lines of action and thought. This condition is attested by such schools as Amherst (450 students), Univ. of Chicago (1,600), Princeton (1,700),

Cornell, Oberlin (1,800), Vermont (600), Grinnell (600), Lland Stanford (1,800). Another benefit is that students are responsible for their own actions and activities, and thus are more interested and careful. Rhode Island (250), and others say that the Council creates right ideals, loyalty to the school, brings about public opinion, honesty in exams., etc.,

It is generally acknowledged that students of Acadia are equal in every respect to students of other schools. Therefore, were the constitution of the Student Council remodelled, it might yet prove a success. Then if we are convinced that Student Government is the right thing, let us get out and boost for it. If, on the other hand, the present system should remain, let us fight it with all our might.

C. W. DELPLAINE, Eng., '15.

So far as its present constitution is concerned, the Student Council should be abolished here at Acadia. It has fallen so far short of its original purpose, that now it is only a joke, and a poor joke at that. It was intended to be the medium through which the faculty should deal with the students, and through which the students might approach the faculty, on matters in which both faculty and students were concerned. It has become the instrument by which the faculty show their disregard of many of the desires of the students, and a false support to the students to which they turn in vain for the redress of their grievances. The Student Council should be abolished because it accomplishes little or nothing, because it consumes much of the valuable time of the members of the Council, and because it gives an erroneous impression to students of other universities, who know that we have a Student Council, and who consequently form too lofty an idea of our undergraduates.

I. C. DOTY, '15.

Is the Student Council a farce at Acadia? This question will be answered in the affirmative if the writer of this article interprets the opinion of the student body correctly. As laymen we have grumbled at the failure of the Council to get results, and as members of the Council we have chafed under our lack of power and curtailment of authority.

If the Student Council was organized to settle petty disagreements among the students, to act as a private detective agency for the

higher powers who would find difficulty in obtaining such information, and to humbly submit all matters of importance to the faculty to settle without consideration of the Council's opinion, then the Student Council has been pre-eminently a success. We believe, however, that it has a higher office than this. The very fact that it has absolutely no authority is detrimental to its existence. No respect is felt for a body that is powerless. What can the Council do when its greatest authority is simply the making of a recommendation to the faculty, which can and has turned down almost any decision of any importance? We have at present before us the Sophomore-Freshman trouble. A door and window were broken at Willett Hall. The actual damage amounted to approximately ten dollars. Two fuse plugs were taken from "Butt Inn,"—these cost twenty-six cents. The Council, in view of the fact that no rules have been posted or read against such offences, recommended that the classes be assessed for damages (meaning actual damages); the faculty assessed the Sophomores \$55.00, and the Freshman Class \$10.00 damages (meaning moral damages). The Council took the matter up and sent the following recommendation to the faculty:—"In regard to the recent misdemeanor of the Freshman and Sophomore Classes, the Student Council considers the assessment unjust, in view of the actual damage done and in view of the fact that no rules had been posted regarding breakage at Willett Hall. The Council recommends as follows:—First, that the assessment be reduced to the actual amount of damages; second, that the members of both classes be debarred from participation in interclass league or college baseball for the remainder of the year." This recommendation was turned down; the Council took the matter before the student body and received its unanimous support. This decision was sent to the faculty which still held to their original decision, and defended their action before the student body, which was more than ever convinced of the justice of its position. The Council was powerless to take any further action, and the matter must now be settled outside the Council.

The writer of this article has gone to some length to explain this case fully because this is only a sample of other cases that may face a Council in the future.

Without greater authority the Council at Acadia is a farce, and until such time as the faculty sees fit to entrust this Council of the

students with greater power of legislation, it had better dissolve and allow the faculty to discover the misdemeanor of students, and settle these affairs to suit themselves, for they have done and will do that anyway. I think that we can safely say that it is better to abolish Student Government at Acadia, until it is invested with greater authority.

STERLING W. STACKHOUSE, '16.

Among the students at the present time, there is much talk of doing away with the Student Council. If we find that it is not a good institution, now is the time to rid ourselves of it before its age has established it as a fixture in Acadia college life.

The Student Council at present is a body without power. When any difficulty arises the Council cannot act. It merely recommends a course of action to the faculty, which may possibly abide by the Council's recommendation if it sees fit. An example of the student Council's lack of power is provided by the recent difficulty between the faculty and the two lower classes. The Council's intentions were good but the Council could not carry out its intentions. The faculty chose to ignore its recommendation. It seems to us that the Wolfville sewing circle accomplishes as much by its gossip, as does the Student Council by its discussion of the petty misdeeds of college students.

Although the Student Council seems to help the students but little, we heard the faculty's appreciation of the Student Council in chapel only a few weeks ago. It was said that the Council had been a very great help to the faculty. We can understand this perfectly. The faculty misuses the Council by making it discover the guilty parties in even small disturbances. But when the Student Council brings an important recommendation before the faculty the two bodies do not always have the same views, and consequently the Council's recommendation is often disregarded. We don't want a Student Council that is useful only to the faculty.

Although this year's Council is the only one we have known, it cannot be said that we do not know the Council at its best. The Council is composed for the most part of individuals who have the courage of their convictions. The uselessness of the Council is due to the limitations of its constitution.

We know the utter impotence of the Acadia Student Council, we have seen the misuse made of it by the faculty; why then should we allow it to exist any longer?

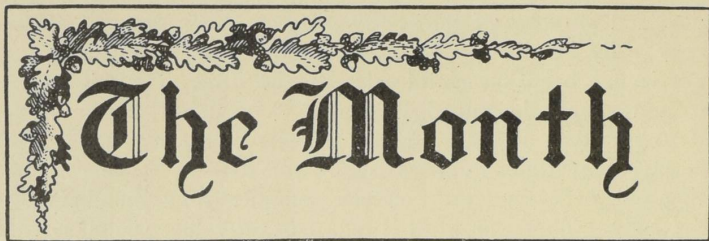
J. McLEOD BOYER, '18.

In order to determine correctly the success and value of the Student Council, it is first necessary that we acquaint ourselves with the aims and purposes of that body. If the name is not a misnomer, and it is really intended to be a Student Council, it is difficult to see wherein it has been successful. If, on the other hand, it is a misnomer and should be called "Faculty Council," then we must be forced to admit its success. At the present time the Student Council to the average student means a sort of detective agency for the ferreting out of every petty offence committed by members of the student body. That this work is of a certain value, I shall not deny, it is necessary in order that Acadia's good name be maintained, that misdemeanors among the student body be punished. But if that is to be its only function, then it were far better that it should be abolished, and the onus of executing punishment fall upon the faculty. Its inability to act as a medium between the students and the faculty was shown in the recent difficulty between the faculty and the Sophomore and Freshman Classes. After the Council's recommendations had been coolly brushed aside by the faculty, the matter was settled on a mutually satisfactory basis by the old-fashioned method, of having a committee from the two classes wait upon the president.

Now the main reason for this unfortunate state of affairs is the limitations placed upon the council by the faculty. It has no real power. The faculty can, and do, accept any recommendations of the Council that suit it, and reject any that do not. Under such a constitution the most efficient body of men can do nothing to help the students in a constructive way.

Undoubtedly the Student Council at the present time is before the bar of student opinion. Many are urging its abolition. Shall it be abolition or reform. If it cannot be conducted on more satisfactory lines than at present, it should be abolished, before its age shall make its folly venerable. It can only be reformed by the consent of the faculty. Surely it is high time that the faculty should give some measure of real power to what is a powerful tool in their hands. In conclusion, if it can be reformed, that is, if its constitution can be so modified as to make it more suitable to the needs of the student body, by all means let us reform it. If not, let it be abolished, and its constitution placed in the library, as a perpetual reminder to posterity of the folly of attempting to conduct student government on such an unfair basis.

E. C. LESLIE, '17.



Y. W. C. A.—Immediately after the Easter holidays, Miss Conklin, travelling secretary of the Student Volunteer Band of North America, visited Acadia, and gave to both the Y. M. and Y. W. C. A. much inspiration for the work of next year. Miss Conklin's personality is exceedingly attractive and her visit was much enjoyed. She was able to make many practical suggestions concerning Association work which, it is hoped, we may be able to carry out in the coming year.

The regular Sunday morning prayer-meetings held in the club room at the Ladies' Residence, are always helpful. Especially so were those led by Mrs. Hill, returned missionary from Africa, who spoke on the work in that country; and by Mrs. Manning, who gave a talk on "Home Missions."

Prof. Hannay's Lecture.—On Thursday evening, April 8th, under the auspices of the College Y. W. C. A., Prof. Hannay of the English Department gave a most interesting lecture on "Literary Associations of the Lake District." Miss Crowell, '15, presided and introduced the speaker with a few fitting remarks. Starting at Whitehaven, Prof. Hannay took his audience on a very instructive and entertaining trip through that beautiful part of England made memorable by the poets Wordsworth, Coleridge, Shelley and Southey. The lecture was illustrated by one hundred exquisite views prepared by one of the best photographers in Great Britain. At the close of the lecture a vote of thanks was moved by Miss Lockhart, '16, and seconded by Miss Chute, '16, expressing to Prof. Hannay the hearty appreciation of the Y. W. C. A. for his excellent lecture.

Propylæum.—It is a custom at Acadia that once a year the young ladies of the University shall unbar the doors that shut out all intruders, and reveal to the faculty and students the otherwise secret doings of the Propylæum Society. On Saturday night, March 27th, this important event took place. The President, Miss Pick, '15, presided; Miss Lockhart, '16, was appointed critic for the evening. After the roll-call and reading of the minutes by the secretary, Miss Carson, '17, the following program was given:

Clause I, Piano Solo.....	C. Layton
Clause II, "The Clancey Kids".....	
Mrs. Van Sorrel.....	P. Pinneo
Daisy.....	G. Blenkhorn
Pearl.....	M. Roscoe
Dora.....	I. Ganter
Rexie.....	O. Elliott
Nathalie.....	B. Addison
Mademoiselle.....	D. Alward
Fluff.....	D. Crowell
Hopeful.....	E. Starratt
Dandelion.....	V. Alward
Dolores.....	H. Smith
Martha.....	R. Wilson
Mrs. Clancey.....	J. Wood
Clause III, Synopsis.....	M. Jenkins

The play was very amusing, especially when the local hits "struck home." Each girl played her part well, but perhaps Mrs. Clancy, Mrs. Van Sorrel, Fluff and Dolores deserve special mention. At the close of the program refreshments were served; then the reading of the critic's report brought a most delightful evening to a close.

On the night of April 21st, the program for Propylæum was in charge of the Junior girls. A very interesting Acadia Book was presented to the audience, showing the railway ticket, the registration card, the song-sheet, the rules, the topic-card and the wish-bone. Especially funny were the scenes representing the registration card, and the rules, but the whole entertainment showed decided originality and unusual ability on the part of the Juniors.

Some of the regular meetings of the Society have also been very interesting. At the last meeting, held Friday afternoon, April 23rd, the following program was given:—

Clause I.—Paper, "The Strategic Importance of the Dardanelles."

MARGARET CHASE.

Clause II.—Trio, "Blow, blow, ye winter winds."

W. OUTHOUSE, C. LAYTON, F. MARSHALL.

Clause III — Pantomime:

"Patiently waiting, sleepily waiting,
Wild waiting, evaporating."

H. CUSHING, V. ALWARD.

Clause IV.—Synopsis: - - - - - VERA OGILVIE.

Social Functions.—Throughout the year the professors and their wives have been most kind in entertaining the students of the University. Early in the year Miss Andrews, at the home of Dr. Tufts, gave a most delightful tea to the Senior girls. Later in the fall Prof. and Mrs. Balcom and little Miss Hilda were "At Home" to the class of 1915. On March 7th, Prof. and Mrs. Cavicchia served an Italian supper to the Italian class, and just before the Easter recess, Dr. and Mrs. Chute entertained the Hebrew class at an enjoyable party. On Thursday night, April 22nd, Dr. and Mrs. Cutten invited the Seniors to a party at their pleasant home. The evening was spent in playing games that even dignified (?) Seniors enjoy, and every one had a good time.

On the evening of April 21st, immediately after the Junior Propylæum, Miss Letha S. Allen, of the Faculty of Acadia Seminary, entertained the Junior girls at a delightful tea. The refreshments were dainty and much appreciated. She was assisted in serving by the Misses Harrington and Woodworth, both of the Sophomore class.

Another "At Home" that well deserves mention is the one given to the Propylæum Society by Mrs. (Dr.) Elliott, former librarian, and the friend of all the "Props." Miss Marjorie Haley and Miss Evangeline Elliott received with Mrs. Elliott, while Mrs. H. G. Perry poured the tea and the Misses Myrtle Ganong and Jean Goucher served the dainty refreshments.

Although not a "social function," there is one event of a similar nature that should not pass unnoticed; namely, the presentation by

Prof. Clarkson of a box of chocolates to each of the members of his class in Spherical Trigonometry. Such acts of thoughtfulness on the part of the Professors are greatly appreciated by the students.

On Wednesday afternoon, April 28th, the Sophettes were the guests of the Senior girls at Mr. Hugh Watson's ice-cream parlors; in the evening the Juniors entertained the Freshettes at a nickel party. Needless to say both parties came off with much fun and merriment.

Mock Parliament.—Our Athenæum Society, after a Rip Van Winkle sleep of several months, woke up a few weeks ago, and initiated the splendid practice—we hope we are prophetic in using the word **practice**—of having a Mock Parliament at Acadia. True, this parliament lasted only one evening, but “Great oaks from little acorns grow.” Let us hope that, in years to come, the Athenæum Society may give opportunity to the Acadia men to get some training in parliamentary and court procedure. This opportunity can well be given in the mid-winter months, following the inter-class debates. But this is not **news**, is it? Pardon the digression.

Parliament was opened on the evening of April 23rd, by our Governor-General, H. R. H. J. W. Meisner, who was accompanied by his stately consort, otherwise known as “Fat” Vail. The speech from the Throne, mentioning many important bills to be introduced, foreshadowed a busy session.

The Conservative force, on the Government benches, was led by the Rt. Hon. “Lofty” Leslie, while the Liberal Opposition followed the worthy lead, not of the white plume of Sir Wilfrid, but of the “Woolly” head of J. H. MacNeil.

Well was there need of a vigorous Opposition. None of the bills, all of which dealt with local issues, showed the slightest regard for economy. Unbridled political corruption was plainly evident in every bill brought forward by the Government. For instance, in “The Cracker Bill,” whose object was to provide a grant of \$200,000 a year for crackers for “Tully Tavern,” the crackers were to be of a size now turned out by no cracker factory on earth. What would this mean, but the construction of a gigantic factory—and, according to reports, it would need a gigantic factory to supply the Cads—under government control, where Gammy Atkins, Green, Stackhouse, Gregg, Ryder and other government “heelers” could loaf away their lives in idle contentment.

The other financial proposals showed the same reckless extravagance in the misgoverning policy. But here let our criticism end.

Our hearts throb in whole-souled sympathy with the noble-hearted efforts of the Conservatives to relieve in some measure the abject misery of the Sems, due to their close confinement and cruel restrictions. One of these relief measures was a "Bill to Relieve the Teachers and Monitors of Acadia Seminary from Duty on Sunday." This same bill provided for the erection of a chapel, in which, on each Sabbath day, these dignitaries were to fast and pray from 6 a. m. to 11 p. m.

Another bill revealed the horribly benighted condition of the Sems: but few more than half of them attend church service on Sunday morning. The object of the bill was to alleviate this condition by providing for them automobiles, new hats, and suitable companions chosen from the college boys, on each Sabbath day.

Several other bills were also passed by the Parliament. Through the whole session, Ex-Premier MacNeil and his colleagues splendidly upheld the traditions of Opposition partyism in Canada; that is, they violently opposed every bill whether good, bad, or indifferent.

The large number of spectators thoroughly enjoyed the whole session.

OFFICIALS OF HOUSE.

H. R. H. The Governor-General.....	J. W. Meisner
His Consort.....	H. G. Vail
Speaker.....	I. C. Doty
Clerk.....	G. S. Atkins

MEMBERS OF CABINET (Conservative.)

Prime Minister and President Privy Council.....	E. C. Leslie
Minister of Justice.....	L. W. Slocomb
Secretary of State.....	K. P. Day
Minister of Finance.....	J. A. Green
Minister of Public Works.....	G. B. Peck
Minister of Trade and Commerce.....	J. M. Boyer
Postmaster General.....	R. S. Gregg
Minister of Railways and Canals.....	W. S. Ryder
Minister of Customs.....	R. M. Millet
Minister of Inland Revenue.....	A. B. Dawson
Minister of Labor.....	S. W. Stackhouse
Minister of Militia.....	John F. MacNeill

THE FOLLOWING OF THE LIBERAL OPPOSITION ARE EX-CABINET MINISTERS

Ex-Premier and Leader of Opposition.....	J. H. MacNeil
Ex-Minister of Justice.....	I. B. Rouse
Ex-Secretary of State.....	L. F. Titus
Ex-Minister of Finance.....	C. L. Moore
Ex-Minister of Public Works.....	C. A. S. Howe
Ex-Minister of Trade and Commerce.....	J. G. MacKay
Ex-Postmaster General.....	H. H. Titus
Ex-Minister of Railways and Canals.....	H. M. Roscoe
Ex-Minister of Customs.....	A. D. Borden
Ex-Minister of Inland Revenue.....	H. F. Lewis
Ex-Minister of Labor.....	R. C. Borden
Ex-Minister of Militia.....	R. M. Godfrey

Recital.— On the evening of April 30th, Miss Blanche Thomas, '14, who completes this year the elocution course for diploma at Acadia Seminary, assisted by Miss Helen Knowles, A. L. S., '10, gave a most enjoyable recital. Both Miss Thomas and Miss Knowles are general favorites with college audiences. The following program was most pleasingly rendered:

1. The Legend Beautiful.....Longfellow
(Musical accompaniment), MISS THOMAS.
2. Prelude, The Cycle of Life.....Landon Ronald
MISS KNOWLES.
3. Monologue, Their Last Ride Together.....Marjorie Benton Cooke
MISS THOMAS.
- 4a. Time's Roses.....Katherine Barry
- b. Tired Hands.....Wilfred Sanderson
MISS KNOWLES.
5. One Act Play, "Miss Civilization"..... Richard Harding Davis
MISS THOMAS.

After the Recital the members of the Propylaeum Society were invited to an informal reception at the home of Miss Thomas's aunt, Mrs. Offen, Linden Avenue; here Miss Vesta Pick, on behalf of the Society, presented Miss Thomas with a beautiful bouquet of carnations.

Drill.— After a lapse of several weeks, military drill has been resumed. We are now organized as a company with F. C. Manning,

'16, as our captain. Though since the departure of Sergt.-Major Long we have not been able to secure an instructor from the Militia Department, we have a very efficient one in Capt. Manning.

Over sixty students have met the requirements as to number of drills, efficiency, etc. Each of these, who has thus been passed by our Military Committee, will receive one and a half units on his college course. Before the close of the term, we shall be inspected. by an officer from Halifax.

Gift to Acadia.—Through the generosity of Mr. B. I. Rayner, of Alberton, P. E. I., the building of an Academy Residence, to replace the one destroyed by the fire of February 3rd, is assured. Mr. Rayner has very generously offered to the Governors of Acadia \$16,000, to be used for that purpose. This, together with the gift, announced some time ago, of \$3,000 from Mr. D. C. Clark of St. John, and the insurance funds, will enable work to be begun at once.

According to the terms of Mr. Rayner's gift, one room shall be occupied rent free by two worthy and needy students, to be named by Mr. Rayner, or by the Principal of the School. The residence will be called Rayner Hall.

Sophomore Hat Parade.—The Class of 1917 this year revived the custom of holding an Easter Hat Parade, which has been allowed to drop since 1912, because of difficulties which the class of 1914 had with the faculty on account of their parade at that trial. The parade this year was held on Sunday, April 10th. The fact that some of the authorities of the Seminary thought it was to be held on March 28th, occasioned a very serious decrease in the number of Sems at morning service on that day. When the Sophs did put on their parade, however, the Sems were there in force to witness it. About thirty members of the class took part in it. Lack of space and vocabulary prevent a detailed description of the different hats, but it is sufficient to say that the creations were of such wonderful designs that the Class was followed in its march by nearly a thousand (?) spectators. The hats were exhibited in Calkin's drug store on Monday and Tuesday, and were the objects of delighted approval from all who were so fortunate as to see them.

The Acadia Athenæum

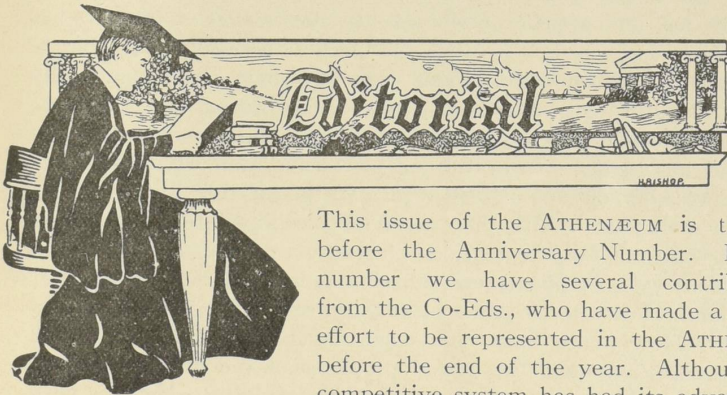
VOL. XLI.

WOLFVILLE, N. S., MAY, 1915.

No. 7

W. S. RYDER, 1915, Editor-in-Chief.

A. H. G. MITCHELL, '16, Month. J. S. MILLETT, '16, Exchanges.
 J. W. MEISNER, '15, Personals. MISS L. CHASE, '16, Humorettes
 I. C. DOTY, '15, Athletics. C. A. S. HOWE, '15, Staff Artist.
 M. G. SAUNDERS, '16, Bus. Mgr. H. F. LEWIS, '17, Circulation Mgr.
 Miss A. ATKINS, Seminary. C. WHITE, Academy.
 A. P. WATSON, '17, and L. F. TITUS, '18, Assistants.



This issue of the ATHENÆUM is the last before the Anniversary Number. In this number we have several contributions from the Co-Eds., who have made a special effort to be represented in the ATHENÆUM before the end of the year. Although the competitive system has had its advantages, we have learned that contributions come in only after personal canvassing on the part of the editors of the various departments. So far as the Literary Department is concerned, we regret that other duties have so claimed our time that we have not been able to do the necessary canvassing that would bring the very best results. Thanks, however, to the members of the Seminary, the Academy, and the Girls' Residence, for the special efforts they have made during the year,

and to all students who have voluntarily sent forward the results of their literary achievements.

One of the greatest handicaps in the publication of the *ATHENÆUM* is the lack of continuity of policy. The members of the editorial and managing staffs enter upon their duties in October in a state of confusion, they get their bearings about January, while in May, when they are about to drop the work in favor of the incoming staff, they begin to learn something about the solution of their problems. Truly may we ourselves say — and we probably express the thoughts of our colleagues — that if we had the road to recover we could do better work. These facts we know are "the way of the world," which affords us a certain amount of encouragement.

We are already making preparation for the amassing of material for the June Number. As in past years, this issue will contain several valuable articles, an account of the closing exercises in the Academy, Seminary, and College, reports of the year's work in the various societies and other extra-curricular departments of our college life and activities, and approximately seventy illustrations.

Student Activities.— For some time we have been personally nurturing an inward protest, which up to the present time we have failed to make public expression of. A suggestion from contemporary Exchanges has seemed so truthful and persuasive, that we are prompted to express our own opinion in regard to the multiplicity of student activities at Acadia. With the growth of a college into a university, there is naturally an extension of extra-curricular activities. In our opinion, we as students are suffering today from extra-curricular indigestion. How much time does the average student spend in studying? How many hours in general reading? How much time in sober reflection upon the actual problems of the universe and of life? How does the time spent on outside activities compare with that spent in study and reflection? Perhaps we are among the exceptions, the few, who, being fairly willing to assume burdens and responsibilities, have received a disproportionate share of work; but the most of the college students today are practically enslaved victims of a chain of circumstances, from which many of us would wish to be delivered. Probably neither students nor faculty can do anything to relieve the situation. We recognize that this is merely destructive

criticism. Many have thought about the matter; a few have expressed themselves. We simply send these lines out as a personal warning and protest against a regime which in our opinion is not conducive to the best scholarship, the best preparation for life, and the best manhood and womanhood.

The War.—On account of the large place given to the war situation by newspapers and magazines, we have thus far chosen to refrain from any editorial comment in regard to it. Within the past few weeks, however, certain conditions have so aroused us to a renewed appreciation of this awful struggle which is shaking the very foundations of our world, that we are constrained to say a few words in this the last number of our paper before the students separate to return to their individual homes.

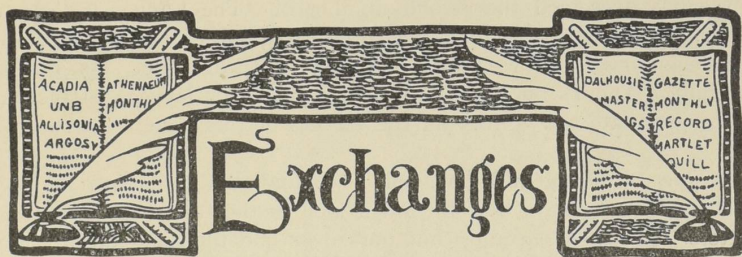
When the war opened last August we believe that our ideas were comparable with those of the most of our young people. At that time we were in a state of awe and mental confusion. This is a catastrophe among the nations which has alarmed the great and outstanding leaders of the world. Much more should we as younger persons, unacquainted with international diplomacy, be alarmed and confused at the approach of such an appalling struggle. This is a war in which we as students of modern problems should be deeply interested, and which, if possible, we should understand. We fear that we have not studied its causes, issues, developments, and possible results, as we should have. While at first we read every word in the newspapers, today we are content with the headlines. Six months ago we thought that a year or eighteen months would settle the issues; today, if we accept the opinions of authorities, we cannot hope to have peace in less than two or three years. In moments of idealizing, we had hoped with many others that this war were the Armageddon which should usher in the Millennium; today, as we face the realities of greed, "will to power," long lists of casualties of our own Canadians, the probabilities of a continued struggle, and the sacrifice of thousands upon thousands of human lives, in all likelihood we are not so inclined to look upon the affair with the same degree of complacency.

If we have entertained any room for the principle of evolution, of struggle for existence and of "survival of the fittest," among the

nations of the world, probably we can form some appreciation of the benefits, immediate and ultimate, which may yet be derived from this appalling carnage. The elimination of the absinthe in France, the vodka in Russia, the beer in Germany, and the beer, wines, and liquors in Great Britain, and the world-encircling sentiment in favor of the prohibition and destruction of these monstrous enemies of humanity, have alone justified our hopes that out of the present chaos and disorder may yet come among men the cosmos of peace and order, and the Kingdom of our God and of his Christ.

Au Revoir.—Almost simultaneous with the delivery of this paper our Commencement Exercises for the year 1914-15 will be in progress. To the majority of us this year means one more milestone in our college course; to a small portion of us, young men and women, this is the last year as citizens of the town of Wolfville, and as undergraduates of our beloved Alma Mater. Tomorrow we few pass across the threshold of the home which has sheltered, protected, and nurtured us for four years, to the "wide, wide world," with its seething millions of people, throbbing excitements, and heart-rending, brain-racking problems and adversities. While living within the surroundings of Acadia and enjoying their privileges and opportunities, we trust we have caught some thought, some conception and vision of life, of humanity, and of God, which will better enable us to take our places in the world as strong, valiant, pure, and loving men and women.





"To-morrow to forest woods and pastures new."

Some months ago we awaited eagerly the day which should mark our return to college. To-day with equal expectation we look forward to the joyous home-coming. This month we must say farewell to our readers and contributions. We appreciate the co-operation of the student body in helping to make the college paper a success, but feel that it would have been much better if each had done his duty. We have tried in this department to give our readers a glimpse behind the scenes of other colleges. Although we have not reached our goal, we hope that our efforts have not been fruitless. Let us return next year determined to make ours the ideal college magazine, one that will extol higher yet the dear old name "Acadia."

The leading article in the "Dalhousie Gazette" is the account of theatre night. It is comforting to notice that other colleges have worse trials than we on "theatre night."

The "University Monthly" contains an interesting, instructive article on "The Effective Use of Scene in Jane Eyre." It contains also an excellent picture of the U. N. B. hockey team.

This magazine also publishes an amusing and well-written account of the Mock Trial that reflects truthfully the carefree and fun-loving atmosphere that characterizes college days. Its editors, however, seem to be very short of stories and interesting articles. In their account of the U. N. B.-Acadia hockey game, they mention the "Fratt House" choir and its members. We would respectfully refer them to the December issue of the "Athenæum" for the line-up of the "Fratt House" orchestra.

We have received the second number of "The Langarian," Vancouver, B. C. It contains some interesting cuts and its accounts of college doings are written in an easy, natural style. Its stories, especially "The Hypnotist," are good. Its cover is very attractive. We congratulate the editors on the success of this issue.

In the "Contingent-Supplement" we find many illustrations and articles which indicate that McGill is well in the forefront in military matters. McGill's battalion numbers over one thousand strong, and boasts a regimental band. The University is represented, in practically every department of the army, both on the field of battle and at home by graduates and undergraduates.

In regard to the McGill paper, however, there is one criticism that we are in duty bound to make. We do not believe that any college paper should stoop to the low level of introducing into its columns advertisements of cigarettes and of breweries. No college can afford to sell its prestige for a few paltry dollars.

In the Easter number of "The Mitre" are several very interesting articles of a thoughtful nature. "The Mitre" tells us that the lady students of Bishop's College played hockey against the divinity students. Our co-eds might consider this a suggestion. The following is from an editorial in "The Mitre:" "One thing that impresses one as each successive college year loses its breezy, autumnal, foot-ball-season freshness and wears on to the end of the hockey season, is that we try to do too much. Even those among us who are by inclination most contemplation give themselves little time for thought, while those who are most active undertake to do, often, many times as much as is possible for them in the given time. But it seems useless to protest. Perhaps it must be so. Assuredly, overwork is in many respects less evil than idleness. And yet one cannot but feel that if some of the activities were curtailed, the others would be better carried out."

The "Red and White" of March seems to excel in stories. We believe, however, that the magazine would be greatly improved by the addition of a few good poems and articles. We would like to remind the staff of the old slogan, "Too much of a good thing."

The "Xaverian" contains a story entitled "A Deep Sea Adventure" in which the narrator tells of a storm on the Banks of Newfoundland, and of how he and the captain, by almost miraculous good fortune, survived. The story has a touch of pathos about it and is very cleverly told. "The Xaverian" prints some rather amusing selections called "Variety Verses" from which we quote:

MORNING CHAPEL.

Why haul us, dear Dean, if we don't see the fun
Of joining the ranks of the blest,
Who gird their pyjamas about them and run,
With language that can't be expressed?

We are not as black as your eloquence paints,
When you pour out your wrath on our heads;
In future remember we cannot be saints,
If we may not rejoice in our beds."

"The Manitoban" asks the faculty to regulate the number of college activities. "They have too much going on." Not merely the matter of functions, but also the matter of the number of student offices may hold at one time, could be regulated with great advantage to all students. Very often, especially in the senior year, a man who has proved himself capable in the early part of his course, is loaded down with offices and as a result does justice neither to the position he is filling, to the students who are debarred from acting in those capacities, to the student body as a whole, nor to himself.

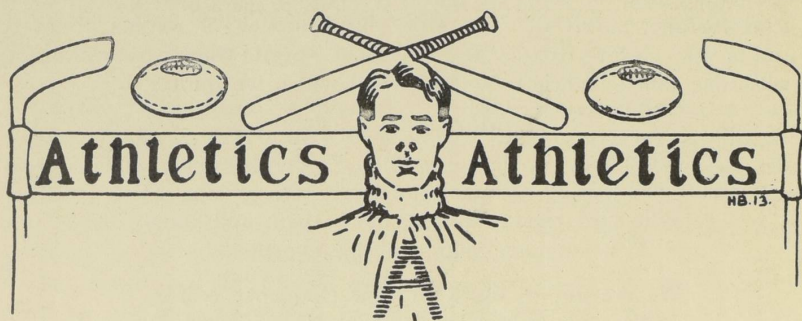
"Brandon College Quill" is brightly written. It contains a clever article entitled "Twaddle," which is worth reading.

"If you would enjoy college life—help the other fellow and—

Don't nefer grunt
But do your stunt."

—THE BRANDON COLLEGE QUILL.

We gratefully acknowledge "The Argosy," "Brandon College Quill," "Dalhousie Gazette," "Langarian," "Manitoban," "McGill Daily," "Contingent Supplement," "Mitre," "Normal College Gazette," "Red and White," "University Monthly" (two copies), "Theologue," and "Xaverian."



The month of April⁷ at Acadia has offered us very little in the way of athletics, except baseball, and, as yet, owing to climatic conditions, not much baseball has been played. Before the interclass baseball league opened, two or three scrub games were played by teams representing some of the different courses given in the University, and also teams representing other lines of undergraduate activity:—

Pan-Germanism defeated Sophomore Bible. The ATHENÆUM Staff defeated the Student Council. Division A. Freshman English defeated Division B. Freshman English.

The interclass baseball league opened April 22nd, with four teams entered: Seniors, Sophomores, Academy and Junior-Freshmen. The Engineers decided not to enter a team.

ACADEMY 22 — JUNIOR-FRESHMEN 2.

In the opening game of the league, the Cads had no trouble in defeating their opponents. Day and Millett were unable to stop the heavy batting of the Academy team, although fielding errors were responsible for many of the latter's runs. Rust pitched a good game for the winners, and had the best of support. The teams lined up as follows:

ACADEMY.

Locke, c.
 Rust, p.
 Walker, 1 b.
 Stewart, 2 b.
 Hudson, 3 b.
 Grady, s. s.
 Porter, l. f.
 Rogers, c. f.
 Benjamin, r. f.

JUNIOR-FRESHMEN.

Borden, c.
 Clark, c.
 Day, p. and 3 b.
 Wood, 1 b.
 Parker, 2 b.
 Bleakney, 3 b and l. f.
 Saunders, s. s.
 Hirtle, r. f.
 Evans, c. f.
 Millett, l. f. and p.

JUNIOR-FRESHMEN 13 — SENIORS 12.

On April 28th, the Junior-Freshmen defeated the Seniors in a close and exciting game. Both sides fielded loosely, and the result of the game was in doubt until the last inning. The line-up:

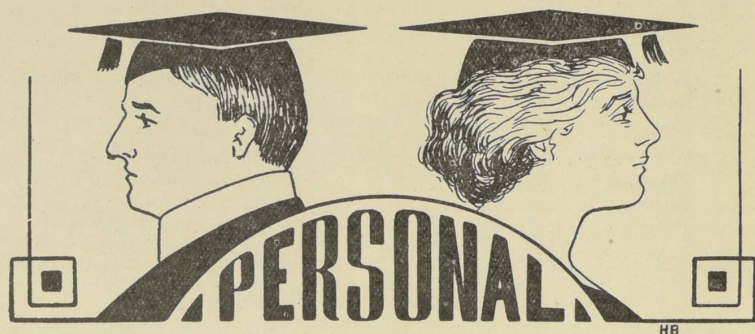
JUNIOR-FRESHMEN.

Saunders, c.
 Day, p. and c. f.
 Wood, 1 b.
 Parker, 2 b.
 Bleakney, 3 b.
 Hirtle, s. s. and p.
 Curry, l. f.
 Evans, c. f. and s. s.
 Millett, r. f.

SENIORS.

Marshall, c.
 Ryder, p.
 Piper, 1 b.
 Harlow, 2 b.
 Doty, 3 b. and s. s.
 Leeman, s. s. and 3 b.
 McKay, l. f.
 Atkins, c. f.
 Godfrey, r f.





'58 — We regret to note the death, at his home in Halifax, on April 27th, of Sir Robert Linton Weatherbe. The late Sir Robert was born in Bedeque, P. E. I., on April 7, 1836, and was educated at Prince of Wales College and at Acadia University. From the latter institution he received the degree of Bachelor of Arts and Master of Arts in 1858 and 1861 respectively. His Alma Mater in 1883 conferred on him the degree of Doctor of Civil Law.

The deceased studied law in the office of the Honorable James W. Johnston; was admitted to the bar in 1863, and took silk in 1876. His career at the bar was one of great distinction and success. He was one of the leading counsels for the British Government before the Halifax Fisheries Commission in 1877, and was appointed puisne judge of the supreme court of Nova Scotia in October 7, 1878. In January 1905, he was made Chief Justice of the Supreme Court. He was knighted in 1906, and retired from the bench in 1907.

While on the bench he was regarded as one of the ablest judges in Canada. His written decisions were distinguished by logical presentation and keen reasoning. By the removal of Sir Robert Weatherbe the province has lost one of its most gifted citizens, and the law profession one of its ablest exponents.

'61 — We regret to note the death of one of our veteran ministers, Rev. J. Melbourne Parker, of River Hibbert, N. S. His death was caused by a severe attack of pneumonia.

'71 — Rev. A. Cohoon, treasurer of Acadia University, has just returned from Ottawa, where he has spent two weeks, having been

called there by the serious illness of his son Avard, '02, who has been suffering from a very severe attack of rheumatic fever.

'90 — Rev. G. P. Raymond, now of Berwick, N. S., has accepted a unanimous call from the Baptist Church at Aylesford, and will resume pastoral work in a short time.

'92 — H. S. Ross, of Montreal, has an article in the April number of the "Michigan Law Review" on "Conveyancing in the Province of Quebec."

'93 — Mildred McLean is in Pasadena, California.

'93 — Annie McLean is professor of Sociology at Adelphis College, Brooklyn, N. Y. The Misses McLean have each furnished a double room in our new residence for college girls.

'97 — Prof. Dr. S. Spidle has been chosen to preach the sermon at the dedication of the First Baptist Church, Moncton, on Sunday, May 16.

'98 — Rev. A. F. Newcomb, of Fredericton, N. B., has been attending the biennial session of the Canadian Bible Society, held in Toronto. He was for some years the efficient secretary of this Society in these Provinces.

'00 — Major C. J. Mersereau, well known in Wolfville, and at one time principal of Acadia Academy, is reported among the seriously wounded. He was one of the first officers in New Brunswick to volunteer for active service at the front, and enlisted in a corps of guides. His efficiency as a well trained soldier was recognized by the Department of Militia, and he was appointed Brigade Major.

'01 — W. I. Hutchinson, who has been working in the United States Forest Service for a number of years as Forest Examiner on the Pike National Forest, Denver, Colorado, was promoted on February 1, to Forest Supervisor, and placed in charge of the San Isabel National Forest, in the southern part of the State. This forest covers an area of 650,000 acres, and has within its boundary the celebrated Sangre de Cristo range of mountains. Hutchinson's headquarters are in Westcliffe, Colorado.— *Bulletin*.

'01 — Rev. A. V. Dimock, who has been for eleven years pastor of the First Baptist church, Dorchester, Mass., has been granted a six months' leave of absence, which he will spend at his summer home in Gilmontown, N. H.

'03 — Arthur H. Taylor has been promoted to the charge of the largest settlement work in America, and is now stationed in New York.— *Bulletin*.

'05 — Elizabeth Elderkin, who has been a missionary in West China for five years is now on furlough at her home in Wolfville, N. S.

'07 — Verna Sexton is teaching school in Vancouver, B. C.

'07 — Edith Spurr is at her home in Hantsport, N. S.

'08 — Mildred W. Daniels is teaching in Fernie, B. C.

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

'09 — Josephine McLatchy is taking her Ph.D. at Chicago University. She is writing her thesis on the "History of Education in New Brunswick."

'10 — Henrietta Crandall is teaching in Boston.

'10 — Elsie Porter is at her home in Truro, N. S.

'10 — Evelyn Slack is teaching at Albert Canyon, B. C.

'11 — Alice Eaton is teaching in Revelstoke, B. C.

'11 — Hildred M. Herkins is teaching in B. C.

'11 — Gwen Fullerton, who has been spending the winter studying at Columbia, has returned to her home in Port Williams, N. S.

'11 — Roy Stultz, who has been reading law for the first three years at Vancouver, B. C., was called to the bar, and admitted as a solicitor for British Columbia on April 17.

Ex. '11 — Leon Archibald is reported to have been wounded in the battle of Flanders.

Ex. '11 — Among the Canadian nurses who went to the front, the two chosen from Prince Edward Island were Marie McLeod and Marion J. Sharpe.— *Bulletin*.

'10 and '12 — Born, on March 24, to Mr. and Mrs. A. Gordon McIntyre of Bathurst, N. B., a son.

'11 — Rev. T. S. Roy, who graduates from Newton Theological Seminary this year, has been chosen one of the readers at the closing exercises.

'12 — Jean McGregor is teaching in Ganges Harbor, B. C.

'12 — Mary Porter has returned from Boston, and is now at her home in Wolfville, N. S.

'12 — Chas. A. Britten, who has been taking a post-graduate

course at Rochester Theological Seminary, has accepted a call to the North Sydney Baptist church.

'12 — Clare Freeman is teaching in Bamfield, B. C.

'12 — Wm. C. Archibald, who has been taking a medical course at McGill, has joined the Medical Corps for service at the front.

'13 — Myrtle VanWart expects to receive her M.A. from this university this spring.

'13 — Rev. E. M. A. Bleakney, who graduates from Newton Theological Seminary this spring, has accepted a call to the First Baptist Church of Stoneham, Mass. Mr. Bleakney is also one of the readers at the closing exercises.

'13 — Aubrey S. Bishop also graduates from Newton this spring. He is now supplying the Centre Street Church, Jamacia Plains.

'14 — Flora B. Reid and Blanche Thomas get their M.A. from this university this May. Miss Thomas has successfully completed the elocution course for a diploma at the Seminary.

'14 — Elizabeth Eaton is visiting in Wolfville.

'14 — Frank Higgins left Wolfville on April 5th, for Toronto, where he will take a course in military training.

ENG. '14 — Preston Illsely, of the Queens University Regiment, recently visited his home in Berwick, N. S. He expected to sail for England, April 18.

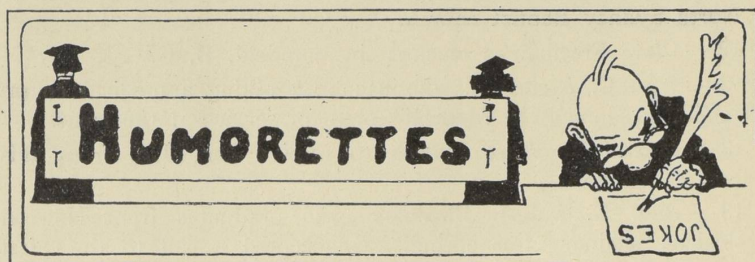
Ex. '15 — Alice Herald is principal of the school at Marysville, N. B.

Ex. '15 — Emma Patillo expects to get her B.Sc. (in Household Science) from Simmonds College, Boston.

Ex. '15 — Edna Giberson has returned from the West, and is now teaching in St. Andrews, N. B.

Ex. '15 — Married in Edmonton last August, Eva M. Crocker of Freeport, and Harold P. Warne of Digby, N. S.

Ex. '16 — E. Marion Simpson has met with great success in the West. She is teaching at Reiseker, Alberta. She has recently won the Strathcona prize for physical drill in her school. There were seventy schools competing.



Fair Sem—"Where does DelPlaine come from?"

Slocum, '17:—"From Mexico, I think."

Fair Sem:—"Why, I thought he came from England. He has Eng. after his name."

Miss Harrington, '17:—"Do the fellows that go in training for track give up ice-cream?"

Miss Woodworth, '17:—"I think they must."

J. A. Green, '15 (coming out of the Library):—"Where have my rubbers gone to?"

"J. G.":—"Likely Paige Pinneo has swiped them for her Acadia Book."

Miss Wilson, '15:—"I don't like this, it is flavored with curry."

Miss Outhouse, '15:—"O give it too me. I like curry."

Miss Ganter, '15:—"Can a person really love more than once?"

Dawson, '15:—"Yes, sure. Even half a dozen at once. I wouldn't limit anyone's love."

Green, '15:—"A person shouldn't specialize. For my part I've loved six times in five years."

English Prof.:—"If you are at a private reception, what is the advantage of being introduced to all the people there?"

Miss Bowlby, '18:—"So that you will know whom to talk about."

Biol. Prof. (holding up a plant):—"This plant is called Matrimony. The story goes that whenever it blooms a wedding takes place in the family."

Miss Lockhart, '16:—"We have one at home, but ours never bloomed."

Miss Giffen, '17 (when names are being discussed):—"I like 'Marian' all right, but I'm going to change my last name just as soon as I get through college."

Prof. (in Russian History):—"What was the one event in Alexis' life?"

Miss Pinneo, '16:—"Striving for More."

(Geology Class at Avonport Station) Richardson (as station mistress puts up the green signal):—"Ah! Now we'll stop the train."

Station Mistress:—"You'd stop it anyway."

Prof. Clarkson:—"Gentlemen, if you can worry through two more classes in this subject, we will omit the final exam."

Ells:—"Prof., 'We should worry.'"

Prof. Perry:—"Did you gentlemen ever notice the odor of the air, where cats are?"

Hoffman:—"Yes, sir; I have, especially when they are 'black cats'."

Gammy (in excitement, talking about ?—who is bald):—"He certainly was mad. He pulled his hat off and threw it on the floor and was so blamed mad his hair stood up all over his head."

Green:—"Where have you been Manning?"

Manning:—"Up to the Hall discussing the war situation."

Green:—"That evidently accounts for the powder on your shoulders, eh?"

Prof. Coit:—"Analytics is the best friend you can have. It will stick by you better than any other."

Webster:—"It certainly has stuck by me, Prof."

It is rumored Miss W-s-t-on, will buy out the Canada Coal Co. and that already she has a "Coleman" for chief adviser.

DelPlaine at luncheon on geology trip to Mrs. Haycock:—"These beans are just delicious."

For latest style in Derby hats and the fitting thereof, see Dutch Millett on Sunday parade.

Doty:—"What is Christie going to do this summer?"

Piper:—"Mil dew."

Prof. Hanney in English:—"Mr. Mosher — discuss the time when Shakespeare wrote."

Mosher:—"Well — er — 'it was pastime.'"

Robbins:—"They say the Sem is haunted."

Piper:—"I don't believe in 'ghost' stories."

WINNERS FOR MAY,

POEMS:— D. Crowell, '15; M. A. Harrington, '17.

ARTICLES:— Vesta Pick, '15; A. D. Alward, '17.

STORIES:— H. F. Lewis, '17; E. E. Smallman, '15.

MONTH:— Charlotte M. Layton, '16; E. C. Leslie, '17.

ATHLETICS:— M. G. Saunders, '16; no second.

PERSONALS:— Hettie Chute, '16; no second.

EXCHANGES:— Lillian Chase, '16; S. M. Hirtle, '18.

JOKES:— Hettie Chute, '16; Vesta Pick, '15.

HONOURABLE MENTION:—

POEMS:— S. W. Stackhouse, '16.

ARTICLES:— E. D. Lockhart, '16; J. I. Morton, A. C. A., '15.

STORIES:— M. A. Harrington, '17; C. W. delPlaine, Eng., '15;
Mildred Brown, '16.

ACKNOWLEDGMENTS.

Carrie Currie, M. B. McKay, M. F. MacCutcheon, Ross W. Collins, J. F. Bowser, Amy F. Freeman, Victor Woodworth, J. Walker, C. Freeman, Thedora Warne, H. E. DeWolfe, Prof. Cavicehia, Gertrude Burditt, C. K. Ganong, Margarite Kinney, Prof. Nowlan, Mildred McKinnon, Ross C. Eaton.

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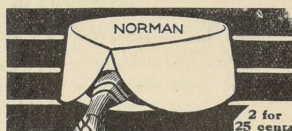
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