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December, 1926

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The Acadia Athenaeum Wishes Hs Teaders

A Merry Christmas

and

A Happy and Prosperous New Year

# The Acadia Athenaeum

LIII

Vol. LIV.

Wolfville, N. S., December, 1926

No. 2

#### AWARDS FOR THE MONTH

Poetry:—Aileen Cameron, '29; Virginia Dixon, '27; Marion C. Smith, '27 (one unit each.)

Articles:—1st, E. B. Paul, '28; 2nd, R. D. Perry, '27; 3rd, Helen L. Simms, '27.

Stories:—1st, M. Grace Perry, '27; 2nd, R. B. Fraser, '28; Marion C. Smith, '27. (One unit, special award.)

One-act Play:-Ralph Marven, '27.

Humour: Meredith A. White, '27.

Science:—1st, Mary A. Bishop, '27; 2nd, J. P. Nowlan, '28.

Exchanges:-No award.

Month:—1st, Margaret Belyea, '27; 2nd, Mary A. Bishop, '27.

Athletics:—1st, J. G. Patriquin, '27; 2nd, No award.

Personals:—1st, Mary A. Bishop, '27; Eleanor Kerr, '28.

Jokes:-1st, K. V. Kierstead, '28; 2nd, R. B. Fraser, '28.

Seniors 21

Juniors 9

Sophomores 1

Engineers 0

Freshmen 0

Pennant to the Seniors.

Articles Featured.



ALEXANDER SUTHERLAND, B. Sc.

It was with the utmost regret that the students of Acadia and particularly those of the Engineering Class learned of the sudden illness of Dean Sutherland. Dean Sutherland, who has been associated with the University for many years, is regarded as one of the leading authorities on engineering education in the Maritime Provinces. As Dean of the Department of Applied Science, he has shown himself a firm friend of the Engineers, and has always taken a more than professional interest in the students under his care. We trust that his illness will be of short duration and that he will soon be able to resume his duties.

T. L.

#### TWILIGHT

Softly the hour comes, With steps as light As the sandaled feet of dawn, Or wind at night That whispering by Is gone.

As the first light of day So softly seeks, With pink tippe hands The mountain peaks; So lonely dusk, the seas And lands.

The pagan temples of Earth Above me rise; The hills—their idols of stone Against the skies Brooding, hold sway Alone.

Lonely, the river's song From out the vale Drifts to the new moon's glow And starlight pale, Where the song grows dim And low.

Night has come. And all My twilight dreams are gone, As scented dew fades from the rose When touched by lips of Dawn.

A. C., '29.

### SCHOOL REFORM IN NOVA SCOTIA

While recognizing that the fundamental issue before those who seek to solve the educational problem in Nova Scotia is one involving the need of teachers who can make school and life identical, it may not be a profitless task to briefly inquire into the problem of the administration of our school system as, first, that administration is grounded in law and, second, as it works itself out in practise. An effort will be made to submit constructive suggestions relative to absolute and partial corrections of existing statutes bearing on the administration of the public school system of the province.

If a brief description of our system as it is represented in law be permitted, it can best serve us by being given at this We have what we shall call, for lack of a better name. the section system of administration. The province is divided into school districts, the districts are divided into sections. The section is, from many standpoints, the unit of administration. The members of the Executive Council constitute what is known as the Council of Public Instruction which has jurisdiction over appointment of staff of the Provincial Normal college; the division of the province into inspectorial districts: the granting and cancelling of teachers' licenses; division of the province into districts and appointment of commissioners thereof; prescription of text books, courses of study, apparatus for all public schools, books for libraries, and plans for school houses; the provision of summer schools in Rural Science; together with other duties not pertinent to this discussion. Council of Public Instruction is assisted by a committee of seven, two of whom are chosen by the teachers of the province, known as the Advisory Board of Education. The district boards do not exercise much power beyond that of laying down boundaries of sections; creating new sections; declaring, upon inspector's report, buildings, etc., to be unfit for school purposes; and determining what sections within its boundaries are entitled to special aid as "poor sections". "Poor sections" receive additional grants from the Municipal Fund which is raised by each municipality and is equivalent to a tax of one

dollar per inhabitant of the municipality. Teachers in "poor sections" may receive additional grants from the provincial government. Every section receives from the Municipal Fund a grant equal to one hundred and twenty dollars per teacher employed.

The school "section", its officials and their powers, may well be considered. As said before, each district is divided into sections. Each section has three trustees who have, as such, They hold, as a corporation, all school numerous duties. property in the section: they employ a licensed teacher or teachers for the section; they are responsible for the heating, ventilation, cleaning, repairing of the school and the preservation of the health of the school. Every year, in rural sections and in urban schools not in an incorporated town, an annual school meeting is held. The meeting elects trustees; determines the amount which shall be raised by the section to supplement the sums provided by the province and municipality for the support of the public schools of that section.

The description which has been given represents briefly the legal foundation of our school system. As can be clearly seen, the section plays a vital part in determining the type of school to be had in the section. The character of the section reflects itself in the character of the school; as to building, supplies, teachers' salaries, and other matters of importance in naming the type of service the school is to be allowed to render in the community. Our thesis is that the system just described and now in vogue in Nova Scotia has little to commend it and much to condemn it.

It is, in the first place, apparent that the section supplies most of the financial support for its own school and collects that support in the form of a school tax. Such a practise is poor business, rests on absurd psychology, and lacks common sense. Moreover it imposes direct limitations on the usefulness of the school because the salary determined by the section is quite low and reacts in an unfavorable way on the main problem of attracting capable and cultured people in large numbers to the teaching profession. The educational ideals of some communities are very low while the school, the only true agent

in the community for raising those ideals, is crippled in its task because the limitations of the section are, in a surprisingly large degree, stamped upon the school by law. The section system, again, creates inequality of taxation. Some very glaring cases of this are apparent on reading the rates that obtain in various sections and comparing them with other sections. Even when we take them by counties the inequality is striking. In the year ending July, 1925, the rate in the rural schools of the Northern counties (Cumberland, Colchester, Pictou, and Antigonish) was one dollar and sixty-four cents on one hundred and ninety-nine dollars worth of property while, in the counties of Cape Breton, the rate of the same amount was two dollars and forty-five cents. Some wealthy sections pay much less in proportion to their wealth than do many poorer sections. system, too, is cumbersome and inefficient. The trustees as a rule know little or nothing about the real needs of school life. They hamper the progress of education in many instances by their stinginess in voting supplies and their neglect of their The power they exercise is so fundamental to the basic success of a school that it should never be given to other than capable and qualified persons. The writer has in mind several sections in this province where the administrators of the school law have exhausted their erudition when they have written their names. It is undeniably true and not being in search of votes, we can record it here, that the average school trustee in Nova Scotia is not capable of holding his position. without any desire to unjustly characterize men who very often do he best they can.

We have, then, listed a few of the weaknesses of the section system they having suggested themselves as being worthy of mention. The roll of its sins is by no means complete. It is the author of many weaknesses that impair, at this hour, the effliciency of our public school system. It is awkward, unfair in the distribution of the financial burden incident to our school system, and stands in the way of the development of an up-to-date system of education in Nova Scotia.

In attempting to answer the question raised by so strong a condemnation of the section system as is here presented, an

effort will be made to be clear and brief. The question is: "What system of administration fits the needs of Nova Scotia today?" Fundamental to such a system is the need for egality of opportunity so far as educational advantages are concerned in all parts of the province. The state should ensure schools of the highest standard possible in every community: rural, village, and urban in Nova Scotia. The standards prevalent in such schools, from every stand point, should be made as high as possible and not subject to local influences of a questionable nature. The unit of the system, therefore, would require to be larger than the section. No unit smaller than the county should be adopted. For purposes of identity and supervision, the section could be allowed to remain. The trustees, however, should lose the power to hire teachers; the annual meeting should not fix the taxes nor vote supplies, indeed, it could be done away with except as a body to chose a resident secretary to act in conjunction with the new unit officials.

To make the matter clear, let us start with the Council of Public Instruction. Their duties should be enlarged and their powers increased. They should have the power to frame estimates for the cost of the administration of the schools for the entire province, submit the same to the legislature through a Minister of Education. The defraying of these expenses should be borne entirely by the province and the money raised through provincial taxation. Under the Minister of Education, three superintendents could act, each having jurisdiction over a group of counties. Under each superintendent, the county inspectors would function. Each county would have a board, half of which might be elective and half appointed by the government. Each former section would have a resident secretary.

Under the jurisdiction of the superintendents would come the placing of school teachers, with the co-operation and at the advice of the Inspectors. To him, too, would fall the necessity of seeing that all government regulations relative to the condition of buildings, repairs, and supplies were carried out: this of course, being done with the co-operation and advice of the county boards and inspectors. Their respective duties, the

organization of their departments and other details of interest to the problem in hand could be worked out in a practical and satisfactory way. The success of such a scheme would demand that the officials in question be selected because of their training and experience in school administration. Standard requirements would have to be laid down with respect to school houses and a graduated effort made to reach a uniform standard of excellence in all rural and village schools. Teacher training work would have to be enlarged, a higher salary named and paid by the government, for which purpose a graduated scale based on training and experience could be made applicable to the entire province. Teachers should be required to renew their licenses every few years and should, by reading courses carried on by the government, keep abreast of modern trends in education.

It is the writer's firm belief that the scheme here outlined has in it the nucleus of an efficient and modern system of school administration capable, with changes imposed in the light of experience, of contributing to the welfare of the schools of the province in a very considerable way.

Before such a plan could even be seriously considered by the people of the province, an intensive campaign of public education would be necessary. In the interests of the province, it is imperative that the present system be changed that the advantages gained by such worthy additions to the teaching force of the province as may result from efforts to so enrich it may not be lost.

Pulpit, school, and press should join hands in such a reforming crusade. With every intelligent public force in the province alive to the need of the hour, much time would not pass before the present system would find its way to happier hunting grounds.

E. P., '28.

#### AT THE GATE OF THE GARDEN

#### A Fantasy

It was moonlight in the garden, golden moonlight. In the half-dusk, the roses were hardly to be seen, but the air was vibrant with their breath. All around, one could have felt the stillness of life that is quiet for a moment. Even the little brook did not talk in its sleep. The edges of the tall elms looked like delicate lace against the moonlit sky. From out of the shadows a girl appeared,—tall and young and beautiful. She watched the moon as it rose slowly, slowly from off the eastern hills. Unconsciously a half-sigh escaped her lips.

Suddenly she saw two nighthawks, slim and graceful, swooping like huge swallows beneath the shadowy elm-trees. She remained perfectly still. They continued to fly swiftly but silently circling so near her that she could see quite plainly the beautiful white spots on their wings. Once, one almost touched her. Then, as quickly as they had come, they were gone. However, they seemed to have broken a spell. The little brook halfawakened, tiny winds stirred the grasses, even the elm shadows moved slightly on the path. The girl walked joyfully to the roses. "Oh, you glorious things," she whispered to them. The moon was brighter now. The girl picked a dark red rose and put it in her hair. She pinned more of them on her dress. But the white roses she kissed, saying softly, "You are too lovely to pick. You are beyond life, but red roses are life itself."

A moment later as she walked down the gravel path, she heard another step outside the garden, and a man's voice-calling her. Joyfully she started to unlatch the gate, but shrank back in surprise.

"Oh, I thought you were someone else, coming to see me in the garden," she said rather hesitatingly.

"I used to play with you in the garden, years ago. Don't you remember?"

She looked at him intently as he stood there, tall in the half darkness.

"Why—yes, I do remember, oh so many years ago," she answered softly.

But the man only smiled and said, "No, not so many years ago."

"But why are you here now? Come into the garden. The roses are beautiful tonight, and the moon makes the elm trees all lacy."

"No, I cannot come in. That is the strange thing about the garden. We who leave it can never return."

"How terrible!" the girl said pityingly, "I never want to leave it."

"But we can see it from the outside, and I can remember how lovely the elm trees looked in the moonlight." He spoke very tenderly.

"But you cannot talk to the roses. See, I had to pick some of them tonight. They were irrisistible. "She was smiling, but her voice became grave as she added, "How can you live without the roses?"

"There are other flowers here. Just look how the pansies have grown beyond the fence. And further along, in the springtime, there are lilies of the valley. Don't you like those flowers?"

"Y—Yes, but they are not gorgeous like the roses."
"Have you been happy in the garden since I left?"

"Yes, only lately there has been a difference." She continued hurriedly to hide her momentary confusion, "Do you not think I look older? See my hair is up now. Do you like it, dear old playmate o' mine?"

Across the garden gate, he took her hands in his. "It is beautiful, just as it should be." Then he added after a pause, "I have come for you. Will you leave the garden and come with me?"

The girl looked vaguely troubled as she answered, "How could I leave the garden? Oh, I couldn't!"

"But I have been waiting for you, ever since I left the garden."

"All those years?" Her question was only a whisper.
"All those years, but they weren't so very long, for I knew
that some day I would come back to the garden, for you."

There was silence a moment. Then the girl spoke. "See

how the moon has grown silver and old-looking. A few minutes ago she was all gold in the garden.

"Run back to the roses and look at the moon again through the elm-trees. I shall wait for you, but promise you will come back again," he urged.

"I promise," she said and left him quickly.

The wind was blowir g harder now, and white clouds had appeared in the sky, it seemed from nowhere. They were playing tag with the moon and the brightest stars. In the rising gale, the trees in the garden creaked. They seemed to be lamenting something and almost cried as the wind rushed through their leaves.

When the girl returned to the gate, she was sobbing, "I cannot stay there now. It is not as lovely as I thought. The wind is making the rose-leaves fall and everything in the garden looks different." As she slowly started to unlatch the gate, the man said eagerly, "I have picked these pansies for you. Will you wear them for me?" He was after all only the grown-up little boy who had played with her in the garden, oh, so long ago. She nodded and smiled through her tears.

"I am coming with you," she said sweetly, and they walked together away from the garden. M. G. P., '27.

#### SONNET

I woo thee, moon! Things dreamed are truer than Realities. Fantasy's fair,—we, frail Beings, are false; a mockery damned is man.

A Goddess, you, far-off and frigid, pale—
Calm, wan, and constant, you belong to me.
(The sea's the sky, the clouds proud lazying ships.)
I'll lean, Endymion, from yon poplar tree,
And touch my fingers to your frosty lips.
Weary am I of warm, moist limbs, and hair
Sickening and heavy, smothering my breath,
And, through the night, damp mouths and bodies bare,
For little coins, and gems, and,—droll—for death,
But you and I, ten thousand stars apart,
Shall feel the beating of the other's heart.

V. D., '27

#### THE COLLEGE PERIODICAL

By no means one of the least important phases of college life is the college periodical. It is the college periodical which promotes literary talent, assists students in a practical study of journalistic writing and, lastly, helps to mold student opinion.

We, at Acadia, have a monthly magazine of which we may well be proud, and as we have just recently had the matter of a college weekly newspaper discussed and accepted in our Studdents' Union, it is perhaps timely that one should briefly review these types of scholastic journalistic effort.

The first type is the college monthly magazine. should work primarily in the field of literature and encourage the students in their contributions to the written art. ever, it is not necessary to confine the scope of the monthly solely to things literary, for it is often well to have records of athletics, social events, and other phases of college life, as well as news of the graduates and exchanges. A joke or two also adds spice to the magazine, especially when the University publishes no periodical other than this magazine. However, all this is merely a side issue to the real literary purpose and it may be accepted or totally dispensed with at the discretion of the editorial staff. Essentially the college monthly is literary. To illustrate this, we would point out the Minnesota Quarterly. perhaps the best example of the college magazine to be found in America, which publishes only short stories, articles, poems. and book reviews, and contains not even an editorial comment other than that found in the Contributor's column. Another magazine, the Master University Monthly, which ranks high among its contemporaries in Canada, is almost, if not quite, entirely of a literary character.

The second type of periodical is the weekly, bi-weekly or daily, as the case may be. For convenience, we will term this class the weekly newspaper.

The weekly newspaper occupies an entirely different position from the monthly. As its name would suggest, its primary function is to give the students the news of University happen-

ings, and what is far more important to aid them in developing a journalistic style of writing. It is certainly desirable that every college graduate should have some idea of journalistic writing as distinguished from the literary style, and, in this matter, experience is an essential factor. In giving undergraduates this experience, the college weekly fulfills a great need.

A second function of the weekly is to help mold student opinion. This may be done through editorials or other means, and it is greatly to the credit of any staff if they can show a proper tendency along this line.

Both of these forms of periodical are good in themselves but to be run practically require no little effort on the part of the editors. There is always the cry for "Material, more material," and by material the editor does not mean quantities of poor or mediocre stuff, loaded holus-bolus on them, but real, printable, snappy material. How to get material and get the best is a problem which faces the editors of all college magazines of any type. Few if any college magazines can afford to pay cash for contributions, although some magazines offer yearly prizes of money. We think that our own paper, the Athenaeum has solved this problem quite well by inaugurating a competitive system. The idea is to divide the field of the magazine into six literary and six general departments, in which units are given each month for first and second best contributions. The student getting a sufficiently large number of units is awarded a gold letter "A", known as a literary "A." This assures considerable competition by awarding a distinction, and with modifications, this system should and does prove practicable in many cases.

But even competitive systems will fail if the student body is not behind the undertaking. So many think of the magazine or weekly as belonging to a select group of editors who must see that it offers plenty of entertainment to its readers. These students must be made to realize that the magazine is theirs, and that, without their contributions and support, it will fail. If every student reads his magazine, criticizes it, and

attempts to improve it by earnest contribution, he helps not

only his magazine and college, but himself.

We now have a long-desired weekly at Acadia. Let us get behind *The Blue and Garnet*, help the editors, and make it a great success. Remember, if the *Blue and Garnet* does fail, it is not a failure of the editors themselves, but of the whole student body at Acadia. Other colleges smaller than Acadia have snappy weeklies. Let us make our weekly one of which we may be justly proud.

R. D. P., '27.

#### THE TWILIGHT STAR

I am the star that hung
In twilight's golden galaxy,
I heard the sundown carol sung:
A mystic symmetry

Of fir trees sighing low
Beyond an orange moon
Stole softly with a mellow note
Athwart the dulcet tune.

And golden clouds sail on,
The symphony unrolls:
A splendid mass of burning pink,—
The death of poppy souls.

M. C. S., '27.

#### **ATAVISM**

It was in my Freshman year that I first met him. Herding together with the sheep-like tendency of green-horns everywhere, we discovered each other's name, and struck up that sort of friendship which is based not on mutual attraction but on mutual loneliness. Our only point in common was the fact that we knew no one. On the strength of this acquaintance, we took a room together for the first year.

He was a queer sort, this John Reale. In complexion he was very dark, with black hair and eyes; he had rather irregular features, a short, broad nose, and a large mouth which he habitually held very firm but which showed, in unguarded moments, as being peculiarly loose-lipped by nature. Although strongly built, he was not athletic; both physically and mentally he was sturdy rather than quick.

As we settled into the routine of college life, I began to see more and more clearly what a peculiar pair we made. John was a silent sort of chap; never said or did anything in haste, but always with the most careful consideration. He seemed always as though he were struggling with the world, and feared to be placed at a disadvantage by a careless word or act. I have since come to see the reason for this attitude.

It was only by very slow degrees that I came to know anything of his people. He spoke very seldom of his mother, and still less of his father, yet when he did refer to them it was with a sort of fierce pride which I could not understand. I remember him one day, glancing through a rather valuable book which his father had given him.

"Dad worked hard to give me this," he said. "He hasn't had an easy time. Nothing but work, work, work all his life, and most of the time for me."

He sat staring at the book for a while, until I had almost forgotten his words. Then suddenly:

"I'd kill a man that said anything against my father," he burst out.

so pointless, so absolutely un-called-for. I felt more certain than ever that this Reale was "a queer case."

As time went on, other odds and ends of conversation made me curious to know just who or what Reale, Senior, was. I examined the autograph in the book which he had given to the boy—it was written in a firm, rather crude hand, but of course told me nothing. Once I asked Reale directly about his father.

"What's it to you?" he asked suspiciously. "My father's a man, that's all you need to know about him!"

I quailed. One look at the man's face was enough to tell

me that I was treading on delicate ground.

However, I was not morbidly inquisitive. Since John did not seem to like the subject, I dropped it from my mind, and I had almost forgotten about his mysterious parent when another incident revived my curiosity. It happened during Convocation Week. One of the alumni who were staying at our boarding house for the week was a Southern man, and when he heard that Reale's home was in Birmingham he dropped in for a chat.

"Reale, you say your name is? That's funny; I know most of the Birmingham families, but I can't seem to place you. Old

Alabama stock, I suppose?"

Reale flushed scarlet.

"No," he said. "We—we have only been in Birmingham

a few years. I was born in-in Ontario."

And yet I had often heard him say that he had lived all his life in Alabama! All my old interest in Reale's family returned. The boy had always avowed his pride in his father, but here he had deliberately lied to save disclosing his parentage. Could it be that he was ashamed of his father's poverty? Its true that the visitor was plainly a man who placed great value on a person's family tree, but Reale had often expressed his contempt for such a point of view, and he was not one to worry over the snub of a pompous aristocrat. I felt more puzzled than ever.

Perhaps it was on account of this curiosity that our friendship kept up during the next two years. We were certainly an ill-matched pair. Reale was reserved by nature, and cared little for society of any kind; it was only my liking for company that led him to mix with others at all. As it turned out, my efforts to bring him to a sociable turn of mind were his undoing.

I used frequently to bring a couple of boys up to the room of an evening for a few rubbers of bridge—cards were Reale's only indulgence, and he played an excellent game. It was during one such evening that the final break came.

Reale was playing the hand—a three spade bid—and making rather heavy weather of it. He was gazing across at the dummy with a meditative frown, when the door swung open,

and I saw Reale's face go livid. I turned around.

Standing in the doorway was one of the most peculiar men I have ever seen. Tall he was, and almost filling the doorway with his breadth of shoulder; his clothes were coarse, and showed, like his hands, the stamp of the laborer. But what we noticed just then was his color—the man was black.

He stepped into the room with hand outstretched.

"Well, John," he said.

Reale rose to his feet like a man hypnotized. His face had paled to a sickly vellow, his lips trembled, and he stared at the big man as though he were looking at a ghost.

"Well, boy," said the black again. "What's the matter?"

Reale gulped desperately.

"Why-I-what do you mean?" he stammered. "I don't know you."

The big negro stood there as though dazed, while the warmth faded slowly from his face. Finally he turned toward the door.

"All right, lad," he said dully. "Jest as you like. I ain't aimin' to contradict vou."

He had almost reached the door before Reale moved. Then overturning the card-table, the boy ran to the door.

"Wait!" he cried. "Wait! Come back!"

The man paused.

"Come back! Come in!" repeated Reale almost hysterically. Then, turning to us:-

"Gentlemen," he said, "Allow me to introduce my father." Nobody answered: we sat as if frozen.

"My father," repeated the boy, defiantly. He turned to me.
"The mystery is solved, eh, Mac? Your two years of patience are rewarded at last."

He spat contemptuously.

"Go ahead. Gossip your dirtiest—make the most of your two-penny scandal, damn you! I'm through with the whole lot of you; I'm going back to my own people."

They went out together.

Three years ago, I happened one day to be down at the docks—to say good-bye to a friend, I think it was. As I turned around after watching the steamer pull out, I noticed a brawny stevedore leaning on a bale of cotton. In spite of the coarse clothing and slouch hat, there seemed to be something familiar about the man. I looked more closely. It was John Reale.

The sun had turned his dark skin to an unmistakably negroid shade, the squareness was gone from his shoulders, and the clearness from his eye, yet there was a certain contentment in his face that I had never seen in the years I had known him. He looked like a man at peace with the world.

R. B. F., '28.

### LYRIC

A lane there is where the violets grow—
A flash of white 'gainst the thronging green,
A mist of blue 'neath an April sky,
A drift of fragrance from wings unseen,
Have you forgotten that you and I
Went down that lane,—in the long ago?

I. A. C. '28.

#### "HEAR NO EVIL" SPEAKS

"Yes, little boy, I'm just a funny little monkey to you, sitting with my hands over my ears, crouched up here beside my two brothers. But to the world of grown-ups, those who have truly passed beyond the pale of youth's innocence, I am emblematic of their worldly but sadly bought wisdom: they call me 'Hear No Evil'.

No, of course you don't understand, boy. You can yet look on the whole world with your clear eyes, and you see only rightness. See my brother, right here next me? He carries a name that next to mine is the hardest to bear. It is 'See No Evil'. And he must always hold his hands up so, close over his eyes, so that he can see nothing.

Thank God, laddie, that you don't see why, that you have not yet acquired that knowledge that you must shut your eyes if you would not see evil about you. That is a hard thing to learn, little boy, and a wrong thing too, for that way you will miss the good too.

I know, for I see so much that is beautiful around me. When my arms ache sometimes from holding them just so, I look around me, and there is so much poor 'See No Evil' misses; and sometimes I feel there is so much I miss too, for surely the lovely things I see must make beautiful music, and sometimes I curse the grown-ups' wisdom, that calls me a model—a moral standard, as it were.

You cry, little boy—don't be frightened—I will soon be through—and then I will be just one of your funny little monkeys again.

Do you know my second brother's name? See, he must keep his hands, so—over his mouth. He is 'Speak No Evil'. But, oh, little boy, he can't speak any good either, ever, for his hands are so tightly pressed there; and when he can see and hear lovely things don't you think he'd love to speak too? I do.

You are a good little boy, and you cry easily, and you laugh easily—for you live easily.

When will we come to know, that the happiest in life we

miss through shutting the eyes for fear of seeing evil, though stopping the ears and mouth for fear of hearing and saying evil?

No wonder, little boy, your life is so happy, for without thinking you keep your eyes, ears, and lips free to the whole bright world.

All right, then, laddie, we'll play 'let's pretend' now, and we'll be your three funny monkeys again, and play we're wild,—and you would cage us?—all right—I want to see you throw your head back and laugh—bless you!"

M. C. S., '27.

#### THE BAKE-SHOP

They're cooking things in Heaven to-day, I know And in the sky's blue mixing bowl, They're making whipped cream puffs, I know;

And then there'll be a marble cake, o—h! With frosting of a lovely coral pink Just edged with silver, ask the Cook, I know.

That if it is your birthday, whisper low, And tiny candles will gleam soft,— Oh, you will like this Shop, I know.

M. C. S., '27.

#### CHARLES WILLIAM ELIOT

Charles William Eliot at ninety was generally regarded as America's foremost citizen. This fact alone would be interesting to students of biography but couple with it the fact that, through his untiring efforts and ever present enthusiasm, education became revolutionized in America, then he becomes a figure of interest to all students.

One tribute paid to his unceasing efforts is: "If today education is fitted to the individual instead of the individual being forced to conform to a system of education, if our schools and colleges have as their aim—truth and not—the vindication of some dogma or theory or system, it is largely because of Mr. Eliot's educational apostleship."

As president of Harvard College, which duty he undertook in the spring of 1869, Mr. Eliot began to make radical changes in the curricula of this institution.

To have a president of a college only thirty-five years of age was quite a change in procedure but to have him a chemist was almost unheard of. Until this time, it was supposed that only clergymen of mature years were suitable for such a dignified position. Theology and the classics furnished the route by which every man who aimed to be fit to direct the training of the youth of our colleges was supposed to travel. Mr. Eliot was not only young, but a layman, he was not only a layman, but he was not even a classicist—he was a chemist.

In making his first report to a group of older, presumably wiser, and certainly more conservative men, he very characteristically made the remark, "The Whole System of education in this country needs thorough reformation." Mr. Eliot knew his mind which was a constructive mind, he did not hesitate to speak it, and, for this reason, he set in motion such changes at Harvard College that it evolved from a mere erudite high school into a university with a graduate school—the first real graduate school in the country.

Under his administration at Harvard, each student was permitted virtually to make his own curriculum. Previous to

this, most of the subjects taken were required. Of course even now a student could take no course for which he was not fitted by some previous study, but within reasonable limits, every student could take what he pleased. To themselves at least, every student was under obligation to justify every choice he made in the field of study. Because of this lack of system, the liberty of choice proved its educational value.

Charles Eliot was a graduate of Harvard College which he entered in 1849 after completing preparatory work in schools for young children and the Boston Latin School. He was born in Boston on March 20, 1834 the fourth child and only son of Samuel and Mary Lyman Eliot. Always keenly interested in education, he wrote several articles which were published in the Atlantic Monthly in 1868. Through these articles, he attracted much attention by their new treatment of educational problems. He was not popular, however, for, to many, he was personally formidable, a Bostonian aristocrat, now puritanical, now dangerously radical, and always tactlessly outspoken. Such was the feeling when he was elected President by the Corporation of Harvard College, that it was only after much discussion concerning his ability that they finally consented to the appointment.

Today his memory is honored and revered. Those who knew him loved him for the steadily increasing greatness of his own character and life. They loved him through the discovery of that character and of the use to which that life was put. People slowly learned that every power with which nature and unremitting labor equipped him he directed to one supreme end, truth. He had a passion for justice, for progress and for truth which was the unquenchable fire of his life.

After his graduation from Harvard, Mr. Eliot was appointed to the staff of the college, which position he held for five years. During these years, he was a member of the Union Boat Club and rowed in a Harvard six-oared crew, made up in part of graduates, which won the two notable victories on the Charles in '58. The members of this crew chose red for their color and it was later adopted as the color of the college. The knowledge of this athletic ability helped to make Dr. Eliot

popular with students but he needed no reason to be so other than his own abounding youth. Even in his ninety-third year, he was still advancing with the times, keenly interested in the youth movement of the country.

For forty years, Dr. Eliot held the reins of power at Harvard University, during which time, he was not only the found-der of the new Harvard University, but the inspirer and leader of that movement of college and university reorganization and

growth still going on prodigiously.

He was in great demand for addresses and his articles on various subjects were being continually published. There was no phase of public life which did not claim his attention. Perhaps, however, he is best known to the general public through his "five foot shelf" edition of the classics which he sponsored and edited.

In 1909 Dr. Eliot resigned the presidency of Harvard and became its President Emeritus. Those who considered his life work finished were doomed to disappointment, for the next seventeen years of his life were perhaps the most fruitful of all. His outstanding ability was recognized during his life time for he received honorary degrees from many institutions of learning both in America and in Europe, was elected to learned societies and decorated by foreign governments. In 1912 he spent nearly the year in a round the world trip for the Carnegie Endowment for International Peace.

For fifty years, Dr. Eliot has been a leader in all causes that have improved social and political conditions in the United States. No movement striving for the betterment of the country could have thrived so successfully without his intelligent and energetic cooperation. There has been no saner student of the problems involving labor and capital, and in all things that promote the welfare of the masses or of children, public parks and play grounds, sanitary tenements, a watchful public health service, he was a pioneer.

During the war, Dr. Eliot wrote numerous articles and made many addresses in behalf of the Allies. He maintained that "the hope of the world lies in complete cooperation between the British empire and the United States, the two great sections of the English-speaking people." He was most enthusiastic, with President Wilson, in sponsoring the League of Nations and defending it against Republican criticism.

Dr. Eliot was famous for his lucid and limpid literary style. It is ever a joy to read his articles or to have heard his noble speech, perfect in voice and enunciation, unmistakable in purpose, dignified, controlled, but with tremendous strength in reserve. Because of this outstanding literary ability, it is not strange that he has no peer in the peculiar form of terse composition—the writing of inscriptions. He has written so many that he could not give their number and on innumerable occasions, especially when some patriotic shrine has been marked or erected, he has been called upon to use his rare gift.

Perhaps this ability is shown most truly in the inscriptions over the entrance gate at his own University. Over the outer lintel of the gate, where one entering Harvard may read, is, "Enter to grow in wisdom." Over the inner lintel, where one departing from Harvard may read, is, "Depart to serve better thy country and thy kind."

Many and varied are the forms, some tangible, others intangible, which will serve as reminders of this remarkable man and his unusual gifts, but these inscriptions chiseled in age-old granite, or cast in enduring bronze will stand through many generations a silent monument to the genius of America's foremost citizen.

When Charles William Eliot celebrated his ninetieth birthday two years ago, the press, politicians, private citizens, all united in paying tribute to this grand old man.

Ever alive to youth and beauty, his amazing capacity for work, and his delight therein, his scorn of fear, favor or defeat, his every gift of body or of mind, he used with complete unselfishness for a purpose beyond the horizon of most men in private life or in public.

When time removed his stately and beloved presence from our midst this summer, it was hard to think of him as old, save in wisdom. In the severing of all ties, a span of seventy-seven years connection with Harvard University from student to president emeritus was one of those broken. There is no better way to exemplify his ever increasing understanding of the mankind whom he loved and served than by quoting from one of his last messages to his countrymen. "If I had the opportunity to say a final word to all the young people of America, it would be this: Don't think too much about yourselves. Try to cultivate the habit of thinking of others; this will reward you. Nourish your minds by good reading, constant reading. Discover what your life work is, work in which you can do most good, in which you can be happiest. Be unafraid in all things when you are in the right."

"Strive for the truth unto death, and the Lord shall fight

for thee."

H. L. S., '27.

#### BOBBED HEADS ARE TOO MUCH WITH US

(With due apologies to Wordsworth)

Bobb'd heads are too much with us, late or soon Cutting and curling, we lay waste our powers We lose the crowning glory that was ours And all our charm and dignity, heav'n's boon.

A wave put in on rising lasts 'til noon But rain, so welcomed by the garden flowers, Is scorned by all of those with hair like ours.

—On rainy days we sing a doleful tune!

Now aged females of indefinite years

To make themselves seem young do bob their hair,
They curl their hoary locks above their ear,
And vainly think that they are passing fair;
And, as each day some new bobb'd head appears.
The dear Victorian lady is more rare.

M. A. W., '27.



### Science



#### EDITORIAL

Competition was decidedly heavier this month and, with a special science number next issue, we hope to see a still greater increase in articles relative to this important subject. Contributors will please count the words in their articles and pay closer attention to neatness and the common rules of style and punctuation that make for easy, comprehendable reading.

We congratulate Dr. MacDougall of Halifax upon his recent appointment as Director of the New York College of Surgeons.

Design .

G. D. H. H.

### THE DIAMOND—FROM MINE TO WEARER

Through all the ages the diamond has been the most brilliant and beautiful precious stone. It has adorned the crowns of kings and added to the beauty of fair ladies. It is the one imperishable everlasting gem.

The value of the diamond is determined by the degree of perfection of the stone. The estimation of the value of all known diamonds is placed at five billion dollars. That is, the value of these stones approaches that of all the gold accumulated in the word, which is valued at nearly eight billion dollars.

Most of these diamonds have come from South Africa, the total amount which has been mined there being estimated at ninety million carats. Brazil is said to have produced fifteen million carats, south-western Africa, five million, while the estimate of India's output is two million. The total amount produced by all other countries is less than two million carats.

With regard to the total production of all the various diamond fields, Dr. George F. Kung, a gem expert of international reputation, estimates it to be a little less than one hundred and fourteen million carats.

A diamond mine is a very tangible and predictable thing. This fact is accounted for by the way in which Nature manufactures diamonds. The method of this manufacture is highly interesting. The gems are pure carbon crystallized by heat and pressure and the process which brings about the production of these gems is the same process that brings about a volcano. The one difference is that the process takes place under slightly different conditions. A diamond mine is a volcano that never erupted. The process of the action of molten lava and superheated gases within the earth working their way upward for freedom, and pressing against the earth's crust is going on the world over. If the action is taking place sufficiently near the earth's crust so that the crust cannot resist the pressure, the mass of seething and boiling lava and rock breaks through—a volcanic crater is the result. If the crust is just thick enough to resist the pressure, a terrific seething is taking place just under the earth's surface. When this process occurs near carbon deposits, the carbon is fused by the heat and pressure so that when the heat is dissipated through geologic ages, the carbon crystallizes as it cools, and these crystals are diamonds. They are encased in a residue which is a bluish clay, and which at the greater depths is hardened into stones. Thus a diamond mine is invariably found in a definite location in which the various elements of volcanic heat and pressure have acted upon a carbon deposit. At the surface, this cooled deposit of diamond and rock weathers through ages of changing sun and darkness, heat and cold, and parts of it are washed away, down stream beds. For this reason, free diamonds are found in the characteristic blue gravel along the beds of stream in the vicinity of the main deposit.

In different places, the diamonds are found in different formations. In British Guiana, the formation consists chiefly of sandy clay mixed with pebbles of iron stone and quartz. In India, they are found in diamond-bearing rocks south of the Ganges. The diamonds of Borneo are found in schists and granite, while those of the Kimberley mine are found in rocks of carboniferous black with a blue ground.

The methods of diamond mining on a small scale, that is, the primitive methods of placer mining are most interesting and this method is still used in British Guiana. The first step, in searching for "free" diamonds in the creek beds, is to shovel the clay into a sluice and to wash away as much of the earth as possible, enabling the diamond-bearing clay and gems to settle to the bottom in the process. The clay is then rotated in a sieve under water, washing out the earth and leaving a small deposit of gravel in which the gems are found. Following this operation, the washed gravel is sorted out by hand, in order to discover the tiny gems of crystallized carbon that are mixed in it.

The forms of diamonds found are classified under three heads, viz., gems, carbonados, and borts. The gems are the only forms which are brilliant enough for ornaments. The others are used for gem cutting and diamond-drill boring.

The diamond as found in the rough state is useless as an ornament, and to look at it in this state one could scarcely realize that it can be made into such a brilliant object as the finished gem is. Needless to say, a great deal of skill is needed to produce this brilliancy, which can be accomplished only through the hand of an expert. Each diamond is different and must be dealt with individually so that a great deal depends upon the judgment of the diamond-cutter when he decides the treatment to be given each diamond. Before the stone is cut, the decision must be made, because the gem is too valuable for experiment, and, unless the decision of the cutter is perfect, many valuable stones may be lost.

Thus the next step after the diamond is mixed is to send it to the diamond cutter's. Amsterdam used to be the centre of the diamond cutting industry for the world. But with the World War, traffic in precious stones in Holland was seriously interrupted. The industry was then taken up by the United States with its centre at New York, and the larger wages offered in that country were a powerful inducement to highly skilled

workmen, so that the industry of late years has there grown swiftly and to startling proportions.

Now this diamond-cutting involves four stages:—examining, cleaving, shaping, and brillianteering. In the first operation the stone is examined and studied carefully by the expert in order to determine how it should be cut. As before stated, it is in this stage that a great responsibility rests upon the examiner. Often there are flaws to be eliminated by cutting, and always there is one particular shape especially adapted to every stone. After the examiner has made his decision, the stone is marked, that is, for cutting, and is passed on to the cleaver.

The cleaver divides the stone with a sharp steel blade. Only one blow is necessary to split it, but this blow must be very accurately given. During this stage of the operation, much superfluous material and many defects are removed.

The next operation which the stone undergoes is that of shaping or sawing. This step in the process is performed by the revolving disc or cap, which is charged with diamond dust. Under this revolving disc, the stone grows smaller and smaller and nearer to its final shape. With this gradual diminution of the stone, a fine powder is given off; this is diamond dust, and must be saved for use in future shaping and sawing.

The stone must be cut or polished in order to produce the glittering facets. This is the final step in the process. It is very slow and requires a great deal of patience. The greater number of facets, the greater is the danger of spoiling the diamond. On the other hand, the greater number of facets, the greater is the brilliancy and beauty of the gem, consequently, the process of cutting often lasts for several days. There are sometimes as many as fifty-seven facets in one average sized stone. After the completion of this process the stone is ready for setting.

In the process of cutting, sixty per cent of the weight of the diamond is lost. The tremendous cost of cutting partially accounts for the high price of the finished article. However improvements are continually being made in the cutting process, and, during the past few years, machinery has fast been

supplanting hand work, and mechanical device is being relied on instead of the operator's eye and judgment.

However, in spite of these delicate processes, through which it must go, the diamond still remains supreme for beauty and brilliancy.

M. A. B., '27.

## THE THEORY OF DISPLACEMENT OF THE CONTINENTS

Were the two Americas once joined on to Europe and Africa? This is the question which has been raised by Professor Wegener of the University of Graz in Austria.

The close similarity between the Eastern coast of America and the Western coast of the Old World appears to be a very remarkable coincidence. To Professor Wegener, however, this appeared to be more than a coincidence. He was looking idly at a map of the world one day in 1901 when the similarity first attracted his attention. The theory, then only a wild idea, even to him, at once came to him although, of course, he could not then outline it in more than a vague manner. He has, however, recently published the complete story of his hypothesis, in his recent book *Origin of Continents and Oceans*. Although not backed by positive proof, this idea is now more than a guess, since it conforms to the possibilities of Nature, helps explain many heretofore inexplicable facts, and has various items of knowledge in its favor.

The earth, according to this theory, is composed of two layers or rings around a central core. This core is thought to be composed mainly of nickel and iron, and has been called Nife from the chemical symbols of its constituents. Around this is a concentric layer known as the Sima, named in the same manner as the core. This Sima forms the bed of the ocean. The continents and continental shelf are formed of a substance known as Sial.

According to Wegener, the Sial was formerly all in one body, collected in the part of the world where the Old World is now. Some vast cataclysm, perhaps, or possibly merely the action of tidal forces caused the breaking away of North and South America and started these continents floating away from Europe in a westerly direction until they reached their present position.

Now rock is not a liquid in the ordinary sense of the word. It has been proved, however, that it may be made to flow if sufficient pressure be exerted, much as wax will eventually flow if put in a warm place. Rock requires, of course, a much greater pressure and has a very slow rate of flowage. The enormous pressure of the continents, greater than any possible pressure that could be exerted at the earth's surface, is certainly enough to cause flowage.

The continents must be conceived of as floating very deep in the Sima. The specific gravity of Sial is approximately 2.9, while that of Sima is about 3. Only about an average of three miles out of the complete depth of sixty thus shows above the surface of the Sima.

What was the tremendous force which started these continents apart? It must have been an enormous one to cause the cleavage of such an immense body of rock. Here is where Wegener is weak. He attributes it mainly to the action of the moon on the earth's crust causing it to break away with the tide. Most scientists agree that this force is not strong enough to cause the rupture, but we have as yet no definite knowledge

Granting, however, that it did break away, what points are in favor of such a theory? In the first place, one notices that along the western coast of both North and South America there is a long line of mountains. These could have easily been formed by the tremendous pressure of the continent still pushing forward when the western edge had struck an obstacle to further progress in the well-cooled floor of the Pacific. Similarity in the fossil remains of both the Old and New Worlds could be more readily accounted for by this theory than by any other which has been proposed. Various similarities between the rocks of Brazil and Africa are explained by this method.

There is a positive method of proof which will give results 1935. It is believed that Greenland is still drifting westward

at the rate of sixty or more feet each year. In 1823, 1873, and 1907 determinations of longitude were taken which seemed to show a change in Greenland's position. These records were taken, however, by the old lunar method. This is not always accurate and its results cannot be accepted as definite proof. A new and precise method of longitudinal determination, utilizing radio call-signals has now been used and in 1935, ten years from the first observation in the new manner, the problem of Greenland's drift will be settled. With this will come evidence enough to either prove or disprove Wegener's theory. In the meantime, the hypothesis remains interesting to us by virtue of its possibilities.

J. P. N., '28



## The Acadia Athenaeum

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No. 2

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### Editorial



The most important event of the past month has been the appearance of The Blue and Garnet, our youthful contemporary. which comes to us in direct response to the need, long felt, for a weekly newspaper which would keep the student body informed of campus activities: discuss questions of importance in college life, and exert a unifying influence throughout our raipdly growing student body with its many and varied interests.

The proposal to establish such a periodical has long been a sure means of evoking extended discussions in union meetings often marked by an intensity of feeling that inspired rhetorical outbursts of the most extraordinary character. Interest waxed and waned with the successive attempts by various groups of students to establish a weekly newspaper, the most recent of which, the ill-starred Spokesmen, within the memory of the present student body.

Last year, a committee was appointed by the Students'

Union to gather statistics upon the subject. The Blue and Garnet is the direct result of the labours of that committee.

The personel of the staff is as follows:

Editor-in-Chief Business Manager Assistant Business Manager General News Editor Associate General News Editor E. Louise Fritz, '27. Sport Editor Joke Department Editor Personals Department Editor

Elbert B. Paul. '28. Carl F. Messenger. '27. Stuart Raiston, '30. R. R. Prosser, '27. J. Graham Patriquin, '27. Irene A. Card. '28. Miriam Duffy, '29.

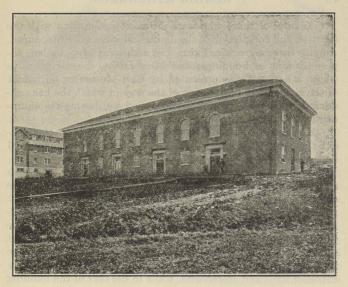
As we see it, no real conflict exists between the two college publications. The field is a wide one and the approach in each case is different. Consequently, it is not proposed to alter in any way the make-up of the Athenaeum. Our enrollment has been greatly increased in the last few years. Surely this increase has not been a matter of members only. Can not our student body now support two publications without either suffering from a lack of contributions?

The advent of The Blue and Garnet has been most auspicious. Its finances are in a healthy state, its staff energetic and capable. The issues to date have been uniformally of a high character and the paper is steadily winning for itself a prominent place in the thought of Acadia students.

To our new contemporary, we extend a hearty welcome with every wish for a most successful year.

It is the pleasant duty of the Athenaeum this month to record the formal opening of the newest of Acadia's new buildings, the central dining-hall.

Last spring when college closed there was a rumor current upon the campus that such a building was to be erected, but we think it may be safely said that few of the students, expected to see it when they returned this fall. Through the seemingly superhuman efforts of the contractors, the dining-hall though



NEW CENTRAL DINING HALL

not fully equipped, was in use at the opening of the present term. The work of installation and finishing has since been completed and on October twenty-ninth the building was formally opened with a banquet. In addition to the college and academy students who ordinarily have their meals in the new hall, there were upward of two hundred guests present. Included among these were members of the Board of Governors, and many others who were interested in the construction of the building as well as a number of the more prominent citizens of Wolfville.

President Patterson acted as master of ceremonies, and, as a preliminary to the after-dinner program, gave a short address upon the Acadia of the present and of the future. He then introduced Dr. Roach, the mayor of Wolfville; Mr. Shaw, President of the local Board of Trade; Mr. Illsley and Mr. Nowlan, two Acadia graduates, who have made names for themselves on opposite sides of politics.

Several of those who were intimately connected with the erection and completion of the dining-hall were also introduced. Among these were Mr. Fairn, the architect; Mr. Borden, superintendent of buildings; and Miss Jarvis, the dietician, to whom a bouquet was presented by Carl Messenger on behalf of the students in recognition of the way in which she has conducted the service though handicapped by incomplete equipment during the first month of the term.

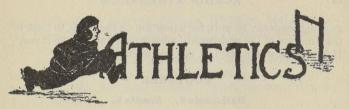
The Lotus Quartette provided music at intervals throughout the evening, a feature which was thoroughly enjoyed and appreciated.

The occasion was an enlightening one for many inasmuch as it demonstrated the rapid development of the needs of the college and the admirable way in which they are being met.

It might be well to give here some idea of the dining-hall itself. The second floor of the main part of the building consists of a dining room capable of seating about seven hundred, at the rear of this are the serving room and the kitchens. Beneath the dining room, on the first floor, are the entrance halls and storerooms, while in the rear of the building is a central heating plant providing the Womens' Residence, Willett Hall, the Seminary, and the Library with heat. This is another remarkable feature of the new building inasmuch as it does away with the need of furnaces in all of these buildings.

On the whole, it may safely be said that our new dining hall revolutionizes the ideas heretofore held regarding the equipment of a relatively small university inasmuch as it certainly cannot be equalled east of Montreal, and is probably not surpassed even there. With the addition of this new building, Acadia provides by far the best equipment of any college in the Maritimes, and, if indications prove correct, there are still more improvements to come in the near future.

D. H. G.



The football season is at an end. In retrospect it is difficult to say whether the season has been successful or not.

We must take into consideration that the new system, or lack of system, has handicapped both the team, and the managers. There has been, undoubtedly, the feeling that there was no objective for which the team should work, but, even at that, Acadia's representatives should learn to play the game for the sake of playing. We can do well to take a tip from the Bermuda and United Service teams in this respect. These clubs showed plainly that teams can work enthusiastically without championship hopes, but our own peculiar situation may have prevented the spirit to a certain degree. Since all other Maritime colleges have championship aspirations in their various leagues, it cannot but have a decided influence on both the Acadia players, and the student body. It is safe to say now that Acadia must either develop a new "spirit" in exhibition football, or reenter a league.

Who is responsible for this apparent lack of spirit? It is certainly not the officials in charge. Coaches Kierstead and Havelock are instructors of exceptional ability and worked unceasingly to mould together a good team; our captain this year put every ounce of his energy into his work; the manager arranged a schedule of games with the best teams available, in fact, the best schedule that an Acadia team has had for years; the student body turned out in full force to every game, and rooted as only Acadia students can root. With all these factors and with the available material, we should have made a far better showing. Is it presuming too much to say that the fault lay with the players? From the statements and conduct of some of the squad, we think it is not unfair to say that the morale of the team was far from what it should have been. There is a

growing tendency to work for a position on the team, to bask in the sunshine of the undergrads' admiration, and to take it easy. If football is worth playing, is it not worth playing well?

#### FOOTABLL

#### Dalhousie 6. Acadia 5.

Dalhousie's Tigers were barely able to nose out Acadia in their first meeting of the year on the campus, October 16. Two tries, neither of which were converted, gave Dal six points and the victory, since Acadia's best efforts produced a touch and its convert, totalling five.

The weather was ideal, and the biggest crowd of the season saw a fine game of football. Plenty of open work, good kicking, and brilliant runs, all combined to make the exhibition the best of the season. Acadia's backfield held its own with the veteran Dal. quarter-line although the local scrum was inferior to the Tiger forwards. Captain Barteaux, McLean, and Elderkin were outstanding in their efforts for Acadia, and compared very favorably with "Doc" Smith, Langstroth, and Beardsley, the shining lights of the Dal. team.

After a series of scrummages in neutral territory, Matthews made a twenty-five yard run to carry the ball to Dal's five yard line, but Moore relieved after a few minutes with a run half the length of the field. "Bunker" Murphy and Don McLean featured with some nice runs but were unable to score. Shortly before half-time, Langstroth got the ball from a scrummage, passed to Beardsley, and the former Acadia man registered the first Tiger try. It was not converted.

Dal. scored again about two minutes after the second half started, "Doc" Smith taking the leather through to the corner. Moore again failed to convert.

Acadia staged a great comeback in the last few minutes of the game, which resulted in Dougan's touch directly behind the posts. Davison converted easily, and Acadia took life anew, but Dal's tackling prevented further scoring.

The line-up:

Dalhousie: Moore, fullback; D. Smith, Murphy, Lang-

stroth, Beardsley, quarters; Dobson, Wickwire, McLean, halves; Baird, K. McLean (Capt.), Baxter, H. Smith, Sutherland,

Tupper, F. Smith, forwards.

Acadia: Elderkin, fullback; Brady, Estey, Wilson, Matthews, quarters; Dougan, Barteaux (Capt.), Davison, halves; Lane, G. Titus, S. Titus, Hubley, White, Gordon, McLean, Taylor, forwards.

#### St. F. X.-12. Acadia-0.

Acadia's first trip away ended rather disastrously at Antigonish on October 19th, when the St. Francis Xavier team. triumphed over the Blue and Garnet to the tune of 12—0.

St. F. X. had a good team, but not as much better than ours as the score would indicate. To give the Xavier players their due, they possessed two wonderful back-field men in Kenzie McNeil and Joe Chisholm, but, all the same, our own team

played sluggishly and lacked its usual punch.

Acadia assumed the offensive at the whistle, and held the ball well down in St. F.X. territory for about seven minutes. St. F. X. worked the play back again, aided by Acadia fumbles, until Joe Chisholm broke away with nobody except the full-back in front of him. Goudey could not connect with him for a tackle, and the little speed demon crossed the line for a try which was not converted. Acadia attacked, but fumbled at a critical moment. Captain McDonald returned with the ball, drew the entire Acadia team, passed to Kenzie McNeil who went over like lightning. Again the attempt to convert failed. Acadia received five free kicks before half time, but were unable to score.

Joe Chisholm secured St. F. X.'s third touch down about half way through the second period, running ninety-five yards without being tackled by an Acadia man. Shortly afterward, Gillis made a long run, but was brought down by Elderkin. Chisholm took his pass and completed the play with a brilliant try near the side-line. Score 12-0. Matthews and Wilson combined for a long gain, but the former was tackled on the St. F. X. ten-yard line.

There were several minor casualties during the game, the injured men being Gillis, White, and D. McLean.

R. H. Murray refereed.

The teams were:

Acadia:—Gowdy, Elderkin, fullback; Brady, Estey, Wilson, Matthews, three-quarters; Dougan, Barteaux, Hatfield, Davison, halves; Lane, G. Titus, S. Titus, White, Hubley, Taylor, Gordon, McLean, forwards.

St. F. X:—Mahoney, fullback; Gillis, McNeil, Coleman, Chisholm, Monahan, three-quarters; Miller, Young, halves; McGilvary, V. MacDonald, Lamey, MacLean, Rankin, J.

MacDonald, forwards.

#### Acadia-14. Bermuda A. A.-0.

What ho! Acadia had a taste of English rugby and English sportsmanship on October 23rd, when the famous Bermuda team met the Acadians on the campus in an exhibition game. Although defeated, 14-0, the Bermudans won the hearts and the applause of everyone by their game, which possessed, as few games do, personality. Acadia outclassed the visitors in almost every department of the game, but the green and white team were in the game every minute, played a clean, hard contest, and received well-merited applause as they trotted off the field after the final whistle.

Of the visitors, Sinclair, the sturdy fullback, with Crisson, and Neville were the pick.

Barteaux, Dougan, and McLean, along with Blair Elderkin, who played the game of his life, were perhaps the best men on the field. Elderkin's work deserves special mention, for it was his wonderful punting and following-up that kept the back division clear of the Bermuda attack.

Bermuda used an eight man forward formation, and controlled the scrum work, but the Acadia backs manipulated the ball like a bunch of jugglers every time they received it, and were the big factors in Acadia's victory.

Barteaux started the scoring, eight minutes after the kickoff, with a great run to the Bermuda touchline. He passed to McLean right in front of the goal post and the big quarterback registered the first try. Davison booted over the convert easily. Davison, McLean, and Mathew's combined a few minutes later for another score which was not converted.

Bermuda then controlled the play with their forward line until Brady broke through for a long run before tackled. Barteaux took his pass and almost reached the line before Sinclair grassed him. As he fell, he tossed the oval to Wilson ,who fell over the line near the corner to make the score 11-0. Davison could not convert from the difficult angle.

Bermuda took a new lease of life in the second half, and held the ball well down in Acadia territory for some time.

Acadia's five man combination relieved. The game speeded up, and Hubley bucked the line for a ten yard gain. His pass went to Wilson to Barteaux to McLean to Dougan, and the local half back placed the ball down for the last score, which was not converted.

The line-up:

Bermuda: Fullback—Sinclair; three-quarters—Walmsley, Neville, Crisson, Yorke; halves—Burrows, Cooper; forwards— Pantry (Captain), Churcher, Halliday, Godet, Trimmingham, Dunkley, Hayward, Stone.

Acadia: Fullback—Elderkin; three-quarters—Brady, Mc-Lean, Wilson, Matthews; halves—Dougan, Barteaux, Davison; forwards—Lane, G. Titus, S. Titus, Hubley, White, Estey, Gordon.

Referee: Dr. DeWolfe.

#### Dalhousie—11 Acadia—3.

Studley campus, Halifax, was the scene of the second Dal.-Acadia game of the season on November 3rd. Again Dal was victorious, the score this time being 11-3. The game failed to produce brilliant football, and was not nearly as good an exhibition as the first meeting of the two colleges.

"Bunker" Murphy, a product of St. F. X. was the big gun n the Tiger squad, and was chiefly instrumental in the Dalousie victory. Wilson, Davison, and Elderkin performed well for Acadia, but the local team was outclassed. "Duckie" McLean's effectiveness was crimped by several injuries, and he was finally replaced by McWha.

Acadia touched for safety almost as soon as the game began, and played defensive football. Matthews relieved the situation with a long run, and a McLean-Barteaux combination almost got the Acadians a try. Dal. worked back, and eventually McLean picked up a fumble and raced across for the first score. A. Smith converted, and the teams left the field with the score standing 5-0 for Dalhousie.

Acadia rallied in the second half, and Wilson's 40 yard run put them in scoring position. Davison took a free kick from a difficult angle and sent the oval sailing over the bar for Acadia's only score. Dal. punted back into Acadia territory and Murphy made the score 8-3 with a nice run for a try.

Dal's last three points came from A. Smith's boot. The Dal. kicker got a penalty kick in front of the posts, and the rest was easy. Acadia's attempt to rally was unsuccessful, and the

game ended. Dalhousie 11, Acadia 3.

Prof. MacDonald refereed.

The line-up:

Acadia:—Elderkin, fullback; Wilson, McLean, Matthews, Brady, McWha, three quarters; Dougan, Barteaux, Davison, halves; Lane, G. Titus, S. Titus, Hubley, Taylor, Raymond, Gordon, forwards.

Dalhousie:—McLeod, fullback; Murphy, Brown, D. Smith, A. McDonald, Sutherland, three-quarters; Wickwire, Hewat, Dobson, halves; Ernst, K. McLean, Beaton, Tupper, Cox, Baxter, A. Smith, forwards.



The second month of the new college year is almost gone. It has been much the same as any other with the exception of two events. One, the appearance for the first time on a week day of the members of the Freshman Class in ordinary attire. At first it seemed rather strange for flowing green ribbons to be a minus quantity on the campus, but as time goes on we are becoming quite accustomed to it.

The other event which has marked this month from other months is the publication for the first time of the *Blue and Garnet*. The *Blue and Garnet* is an enterprising looking newspaper of four pages which records all college news in a very efficient manner. The students are delighted with this publication and are giving it their strongest support.

#### STUDENTS' UNION

No questions of tremendous importance have been brought before the Union up to the present time. The majority of meetings seem to have been for the purpose of either adding to or subtracting from the Freshmen Rules. The Freshmen, after great delay, finally managed to get a game of football with the Cads, and succeeded in defeating them. Soon afterwards, by a vote of the union, the Freshmen rules were removed with the exception of the one concerning the "Freshman Entertainment" which was to have been put on within six weeks from the opening of the college term. The Freshmen being tardy also in the preparation of their entertainment, found it necessary to ask for a week's extension to the time, which was granted.

#### DRAMATIC SOCIETY



MISS M. E. GRAVES B. L., Director of the College Play

Everything points to a banner year for the Dramatic Society. We have a very efficient president in the person of Doane Hatfield, who has won recognition as a playwright as well as having directed plays. We have also an enlarged membership, the total number being sixty-five and every member is enthusiastic.

We are fortunate this year in having Miss Mary E. Graves, Head of the Department of Speech, to direct the Christmas Play, which is to be Sir James M. Barrie's charming production Dear Brutus which has been cast as follows:— Nita Trethewey,

'27, Helen Simms, '27, Kathlyn McLean, '28, Margaret Porter, '29, Florence Tory, '29, H.F. Sipprell, '27, R. Marven, '27, Ted Taylor, '28, Earl Chesnutt, '29, and Don Wetmore, '29.

At a recent meeting of the society, C. F. Messenger, '27 was appointed stage manager, to be assisted by V. T. B. Wil-

liams, Charlie Coy, and J. A. Wardrope.

Preparations are well under way for the Society's first social evening of the year. This is to take place on November 19 and at that time a one-act play will be produced under the direction of Mary A. Bishop, '27.

#### SENIORS' FEED FOR THE NEW GIRLS

According to custom and, perhaps, tradition, the Senior girls invited all the new girls to a feed in Tully Club Room at 11 p.m. on October16, after the S. C. A. Reception. The hour being late, the real business of the evening was attended to immediately and soon all were enjoying sandwiches, cake, and

cocoa. After all were satisfied, some time was spent in singing college songs and giving both class and college yells.

#### HONORARY DRAMATIC FRATERNITY

Late in the spring of the last college year preparations were begun for the organization of an honorary dramatic fraternity. These preparations were continued this fall and organization has been completed with the result that the fraternity is now carrying on. The organization boasts of twelve members including the three officers who are:—

Director	G. D. H. Hatfield '27.
Secretary	
Business Manager .	

The purpose of the fraternity is to promote dramatic interests, the motto being "Fellowship and Service."

Our regular meeting has been held to date, at which initiation of the members took place, as well as a delightful vocal solo by Helen Simms.

Several special meetings have been held for the purpose of making plans and getting well under way.

#### THEOLOGICAL CLUB

The Theological Club has held its regular meetings this month as usual. On October 15, Mr. Close brought in a report of the program for the year, after which the report was discussed. On October 22, Mr. Robertson spoke on "All things work together for good to him that loves God." A short testimony meeting followed in which many strong testimonies were given. The meeting on November 5 was addressed by Mr. Elbert Paul on "Work of Christian Ministry." A discussion followed in which many of the members took part. On November 12, the meeting was in the nature of a social testimony meeting. A. G. Robertson gave a very appropriate talk after which the meeting was open for testimony.

#### JUNIOR CLASS PARTY

After having been postponed three times, the Junior class-partyat last took place on October 19. After meeting at Tully club-room, they had a novel scheme for obtaining partners, the list being read off before they started out, and partners were changed three times during the evening. The chaperones, Prof. and Mrs. Jeffery as well as the eats went to the "Dug Woods" in a car. Between songs and other entertainment, they ate hot dogs and drank pop.

#### PROPYLAEUM

New Girls' Propylaeum was held on October 25. The following program showed much new talent:

Lift I—Piano Solo.
Lift II—Reading.
Lift III—Vocal Solo.
Lift IV—Dance.
Lift V—Piano Solo.
Lift VI—Synopsis.
Lift VII—Violin Solo.

Virginia MacLean read the critic's report.

On November 1, the meeting was turned over to the Sophettes who proceeded to initiate the New Girls. Attired in bathing-suits, they were painted up and made to perform before the interested on-lookers.

#### SENIOR-JUNIOR GIRLS' DEBATE

On November 10, Room A4 of University Hall was the scene of a battle of intellect and tongues between girl representatives of the Junior and Senior classes. The girls chosen by the Seniors to represent them in this, the first debate of the year, were Helen Simms (leader), Margaret Brown, and Louise Fritz. The debaters for the Juniors were Lena Keans (leader), Margaret Schurman, and Queenie McLean. The resolution, "Resolved that gowns should be worn to classes by the students of Acadia University was upheld by the Juniors, while the Seniors brought forth arguments in favor of the present condition at Acadia.

The speeches of both sides were listened to with great interest, and the debate was fairly even throughout. Amidst great suspense on the part of the audience, the judges gave a 2-1 decision in favor of the Juniors.

The critic's report was given by Evelyn Powell.

#### CLASSICAL SOCIETY

The first meeting of the classical Society was held in Prof. Havelock's room on October 27. Very little was done except organization. The officers appointed were Dr. Thompson as President and Ethelyn Osborne as Secretary. A program for the year was discussed.

The second meeting was held at Dr. Thompson's home, on November 11. The President had charge of the program for the evening and read translations of some very interesting character sketches from Thersites. At the end of the evening, Mrs. Thompson served refreshments, which were much appreciated by everyone. The meeting was voted a great success by all the members and fortunately ended just in time for the Tullyites to get in before the door was locked.

#### DR. MUNROE'S ADDRESS

On Thursday, October 28th, Dr. H. F. Munroe delivered a splendid address before the faculty and students of Acadia University. Dr. Munroe's subject was "Education and Citizenship." His remarks proved very helpful in that they gave many of us a clearer idea of what the teaching profession really is, and of what its ideals should be.

We consider ourselves very fortunate in having had this opportunity to listen to the new Superintendent of Education for the Province of Nova Scotia.

#### GIRLS' S. C. A.

The girls, unit of the S. C. A. has had a very successful month. Several study groups have been formed, the majority of which are being led by students. Miss Sharman is leading the Sophettes in the study of "Jesus in the Records." The new girls in Tully Tavern are also studying "Jesus in the Records" under the leadership of Margaret Belyea while Eleanor Kerr is leading those in the "Seminary" building. The Juniors are divided into two groups, one of which is led by Helen Simms and is studying "Students' Standards of Conduct"; the other is led by Mrs. Hill and is studying "The Manhood of the Master." The Seniors are not yet fully organized into groups.

Meetings have been held each Sunday evening in Tully Club Room and have been well-attended. The meeting on October 17 took the form of a decussion of the program to be followed this winter and the books to be used in the study groups. Reports of the S. C. A. Conference, held at Pinehill this Spring were then given by Margaret Belyea and Saidee Newcombe.

On October 24, a sing-song was held, the special features being a vocal solo by Marion Read and a violin solo by Marguerite Baird.

The meeting on October 31 was given over to the Mission and Social Service Committee so Margaret Belyea was in charge. The subject was "Christian Stewardship" and papers were read on it by several girls. Lena Keans made a plea for the Indian children so plans have been made to send them postcards, crayons, and such other things as the girls will contribute.

Since so many were away for the Thanksgiving holidays on November 7, we had only a sing-song in which several participated to their enjoyment.

The meeting on November 14 was led by the President, the subject being "Prayer."

#### JOINT S. C. A.

The S. C. A. held their annual reception in the gymnasium

on the evening of October 16. Dr. and Mrs. Spidle and Prof. Havelock acted as chaperons. The entertainment consisted of a vocal solo by Nita Tretheway, violin solo by Kathleen Bancroft, violin duet by Kathleen Bancroft and Saidee Newcombe, reading by Virginia MacLean, vocal solo by H. W. Mollins. The reception closed by the singing of A-C-A-D-I-A. Everyone agreed that it was the best reception yet.

The Wednesday evening meetings have been very successful. On October 20, Prof. Norman Rogers gave a brief but highly interesting talk on "The Ethics of Sport." He assured us that he knew little of either Ethics or Sport, but, having listened to his talk, we feel almost like disagreeing with him.

Mr. Clark, making his annual tour of the different Universities, was persuaded to address the meeting on October 27, and talked on the ideas and aims of the S. C. A., giving many of us a new view on the subject. He also outlined what will take place at the National Conference at St. Anne de Bellevue during the Christmas recess.

A joint study group will be formed to study the questions which will be taken up at the Conference, for it is hoped that about ten Acadia students will attend this national conference at St. Anne de Bellevue.

#### S. V. B.

The Student Volunteer Band, led by Ben Gullison meets each Sunday morning in Tully Club-room, studying the different faiths of mankind. As it is really a study group and very few of those attending are "Student Volunteers", it has been decided to change the name from the Student Volunteer Band to the "International Study Group", hoping that more students will feel free to attend and join the discussions. The Student Volunteers will meet alone for prayer services at some other hour which will be arranged to suit their special convenience.

#### FINE ARTS

#### LOTUS MALE QUARTETTE

The Lotus Male Quartette of Boston entertained us in

University Hall on October 29 rendering many beautiful selections, a few of which were familiar.

They were assisted by Helen Cannon, Reader, who entertained us with a variety of readings from 'The Valiant', a highly dramatic one-act play, to the well-known encore describing Johnny's mother getting young Johnny off to school.

#### ITALIAN ART.

Mr. Stewart Dick of the Royal Academy, London, presented a series of illustrated lectures on Italian Art, in University Hall, on Nov. 1, 4, 12, 13, which were very instructive and interesting.

The lectures started with the beginnings of Italian art in the Fourteenth Century and traced the growth until the end of the Sixteenth Century had given to the world the great masters, Leonardo da Vinci, Raphael, Michael Angelo, and Titian.

#### HALLOWE'EN PARTY

The Sophomores held their annual Hallowe'en Reception in the Gymnasium on October 30. The gymnasium was decorated in yellow and black which made it as much like Halloween as possible. A great many beautiful and original costumes were worn by the young ladies, the men as usual, disdaining to appear in costume. Refreshments in the form of cake and punch were served.

#### ATHENAEUM SOCIETY

The program at the meeting on November 13 was the Junior-Senior debate. The subject was: "Resolved that Latin as a required subject in the B. A. course as such should not be abolished." The Seniors took the affirmative, their debaters being Messenger (leader), Stultz, and Marven. The negative was upheld by Fraser (leader), Henson, and Jenkins. After forcible arguments and still more forcible rebuttals, a very amusing and excellent critics' report was given by Mr. Gordon

Ross '29. The judge's decision was 2-1 in favor of the Juniors.

#### FIRST YEAR STUDENTS' ENTERTAINMENT

When we had begun to despair of seeing the talent of the First Year Students, their entertainment was suddenly announced in chapel on November 15 for the same evening. The program consisted of jokes, choruses, solos, and readings. The orchestra deserves special mention.

The Sophomores occupied seats reserved for them in the front seats of the center row dressed in clothes which made them look really much more youthful than the Freshmen and Freshettes themselves.

During the entertainment, a presentation was made on behalf of the Sophomores, which, was not very complimentary to the First Year Students, we fear.

However, the last of the First-year rules is now finally fulfilled, and they may be allowed to go their way in comparative peace from now on.

#### SUNDAY NIGHT MEETINGS

The meetings on Sunday night have been held regularly except during the holidays. The Students read the scripture and lead in prayer while one of the members of the Faculty gives a short, interesting talk which is as practical as possible. They have been led by Dr. Spidle, Dr. DeWolfe, and Mr. Havelock this month. Special music is given each evening.



 $\mbox{Dr.}$  F. W. Patterson attended the Acadia Alumni Banquet recently held in Boston.

Dr. D. G. Davis attended the Teachers' Convention recently held in Pictou.

Dr. Wellington Camp is spending the winter in St. John, N. B.

'81—Dr. Arthur Crawley Chute has recently published a book of interesting data regarding the past graduates of Acadia.

'88—Dr. H. T. DeWolfe preached in Moncton on Nov. 14.

A.L.S. '89—We regret to record the death of Miss Mabel Parsons, which occurred at Wolfville on Oct. 22. The late Miss Parsons, it will be remembered, was honoured by the University last spring when she received the degree of Master of Arts (Honoris causa).

'91—Rev. Z. L. Fash has resigned his position as pastor of the Hantsport church to accept a call to the pastorate at Lewisville, N. B.

'92—O. P. Goucher, M. L. A., and Mrs. Goucher are removing to Halifax where they will reside during the winter.

- '01—J. G. Sipprell is practising his profession as mining engineer in Cheminis, Ont.
- '01—Mr. Garfield White recently spent several weeks in Wolfville.
- '07—Dr. J. A. Estey and son spent the summer in Wolfville.
- '07—A. B. Balcom attended the meetings of the Canadian Board of Trade recently held in Saint John.
- '14—Congratulations to J. L. Illsley on his election to the House of Commons.
- '18—Lalia B. Chase, M. D., C. M., is spending the winter at her home in Wolfville.
- '20—Mrs. Stenner Philips (nee Minta Hatfield) spent part of the summer in Wolfville.
- '20—Paul Tingley, M.D. C. M. is practising medicine on the Isle of Wight.
- '20—Congratulations are extended to Charles Clark on the birth of a son.
- '21—J. Murray Beardsley is completing his course in medicine at Dalhousie this year.
  - '21—Hilda Bishop is teaching at Kentville.
- '21—Grace Porter is Vice-Principal of Wolfville High School.
- '22—Albert Corey is professor of History and Economics at Wagnesburg College, Pa.

- A. L. S. '22—Miss Annie Penwarden has returned to Acadia University to continue her studies in Household Economics,
- '22—Ludlow Weeks is on geological expedition to the Arctic Region.
  - '22-Margaret Ford is teaching in Toronto.
- Eng.' 22— Congratulations to Mr. Chester McGill and Mrs McGill on the birth of a son.
  - '23-Vivian Vaughan is at her home in St. Martin's, N. B.
- $^{\prime}24-$  The engagement is announced of H. L. Parsons, marriage to take place at the beginning of the New Year.
  - '24—Helen Archibald is teaching in Wolfville.
  - '24—Eldred Bridges was married during the summer.
  - '24—Edgar A. DeWolfe is teaching in Hantsport.
  - '24—Gwen Belyea is teaching at Grand Mere, Que.
- $A.\ L.\ S.,\ '24-Miss\ Marion\ Banks$  is continuing her studies at Acadia University.
- '25—E. R. Rafuse entered Harvard Medical School this fall.
- '25—The Athenaeum extends congratulations to  $\,\mathrm{Mr.}\,$  and  $\,\mathrm{Mrs.}\,$  Tom Cook on the birth of a daughter.
- $\ensuremath{\text{Ex}}$  '25—Marion Fowler is to graduate from Mt. A. this year.
  - '25-Bea Smith recently visited friends in Wolfville.

- '25—Inga Vogler, Edith Illsley, C.R. Gould, Gerald Eaton, Ken McKenzie (Eng.), and Harding Moffatt attended the Alumni Banquet, Boston.
- '21 and '25—Mr. and Mrs. H. G. Goucher were in Wolfville to attend the opening of the new Dining Hall.
- '25—Stanley Seaman is representing the Metropolitan Insurance Co. in Wolfville and vicinity.
- ${\rm ^{\prime}26-Maurice~Haycock}$  is on a geological expedition to the Arctic Region.
- '26—G. W. Guion delivered an address at the Memorial Service held at Wolfville, Nov. 11.
- A. L. S. '26—Miss Mary Millard is at present taking a course in Dietetics at the Royal Victoria Hospital, Montreal.
- A. L. S. '26—Miss Lucile Bridges has accepted the position of teacher of Household Science at Mount St. Bernard, Antigonish, N. S.
- A. L. S. '26—Miss Gertrude Tingley, graduate in voice, is spending the winter at her home in Dorchester, N. B.
- A. C. A. '26—Miss Marjorie Stevens has accepted a position as stenographer in Amherst.
- A. L. S. '26—Miss Vella Tapley, of Fredericton, is teaching Household Science in Kingston, N. B.
- A. L. S. Ex. '26—Miss Lillian Horton who attended Acadia Ladies' Seminary last year, is teaching in Gaspereaux Valley.
- A. L. S. '26—Miss Ruth Harris, graduate of Household Economics, is taking a course in Dietetics at the Rhode Island Hospital, Providence, R. I.

- '26—Owen Rumsey, who is teaching in the State of Connecticut Reform School, visited Wolfville recently.
- '26—Ardis Whitman is teaching English in a Junior High School at Belmont, Mass.
  - '26-Byrns Curry spent Thanksgiving in Wolfville.
- '26—Charles McElhinney spent Thanksgiving in Wolfville.
  - Ex '26—Kathleen McLean has joined the class of '28.
  - '26-Margaret Freeman recently visited friends at Acadia.
- '26—H. Fritz, Jost Elderkin, and "Freddie" Wright spent Thanksgiving together in New York.
- $^\prime 26-\!\!\!\!$  Olive Archibald recently had a short story accepted by an American publishing company.
- '26—The Athenaeum extends congratulations to Serena True on her recent marriage.
  - '26— Lou Covert is teaching in Canning.
  - '26-"Freddie" Wright is employed in New York.
  - '26—"Bennie" Swim spent Thanksgiving in Wolfville.
  - '26—"Mac" MacClatchey is in Toronto.
- Ex '27—Isabel Olmstead will graduate from Dalhousie this year.
  - Ex '27—Ruth Clark is completing her last year at Dal.
  - Ex '27—Mary McPhail is at McDonald College.

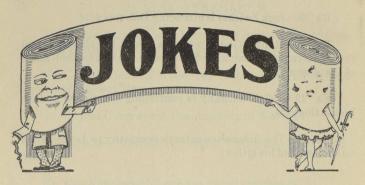
Ex'28—Jack Zwicker is attending Dal. this year.

Ex '28—Robert Goudy who has joined the class '30 had the misfortune to break his collar bone in the last football game of the season.

Ex '29—Edith Barnaby is continuing her course at Dalhousie this year.

Ex '29—The Athenaeum extends sympathy to Lorne Miller on the death of his father.





Paul '28 (in the library): I want something light and refreshing. Something that will sweep the cobwebs from my brain.

Marge Wickwire: Better try a vacuum cleaner.

Condon, Eng. '27 (being coaxed to sing): I'd much prefer not to.

Williams, Eng. '27: Go ahead, Lloyd. It's their own fault for asking you.

Dickinson '28: What makes you think that Goudy is conceited?

Whitney '30: Why, he just sent a telegram of congratulations to his mother.

Dickinson: Well, what about it? Whitney: You see, it's his birthday.

Henson '28: How is it that I never see you in church now. Chipman '28: Well, perhaps it's because I'm never there.

Stub says: "Ignorance is when you don't know anything and somebody else finds it out."

Rexton '29 (studying Geology): Where is the ocean's bed?

Eliot, Eng. '27: I think it's in the Cradle of the Deep.

McLean '30: What would you advise me to do in order to avoid the pitfalls of college life?

Siki '27: Don't eat all you see, and never tickle a girl you have just met.

Tommy., Eng. '27:There goes the light-weight champion of Wolfville.

Foulis: Pugilist?

Tommy: No, grocer.

Black '28: For the last time I am asking you for that \$2.00 you owe me.

Stub '28: Thank Heavens that's over.

Mathews '30: Say, Pete, what do you call this stuff?

Collins, Eng. '27: Cottage pudding.

Mathews: Gosh, I must have swallowed one of the nails.

Doc Dewitt (at medical examination): Have you any scars on you, Bishop?

Dickie '29: No, but I can give you a cigarette if you want it.

R. D., '27: Do you think your father would consent to our marriage?

Greta '27: He might—Father 's so eccentric.

Jerry '29 (after a hearty lunch at Artie's): Gee, I'm sorry I ordered so much.

Ted '28: So's your old man!

Doc Avery (in Hygiene): What are three foods necessary to health?

Dugan '30: Breakfast, dinner, and supper.

Torchie '28: Dr. Wheelock must have been a bright baby. McMillan '30: How come?

Torchie: He told me he began life as a school teacher.

Fraser '28 (writing home): How do you spell financially? Higgins '28: F-i-n-a-n-c-i-a-l-l-y, and there are two r's in embarrassed.

Prof. Hutchins: What was the chief result of the flood? Ted '28: Mud, sir.

Duckie, Eng. '28(in an hotel in Halifax): Last year when I was here this cheese was good, but it's getting a little stale now.

Brehaut, Eng. '27 (in dining hall): It's hard to think that this poor horse should be destroyed just to satisfy our appetites.

Miss Brown '30 (struggling hard): Yes, it is tough.

Bancroft, Eng. '27: Have you ever been on government work before?

Yank, Eng. '27: Very nearly.

Bancroft: What you do mean—very nearly?

Yank: Well, you see there wasn't enough evidence to convict me.

Mellish, Eng. '27: I see you and Liz are all broken up. What happened?

Bent, '28: Oh, I stole a kiss, and she got angry. Mellish: She shouldn't mind a little thing like that.

Bent: The trouble was I stole it from another girl.

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