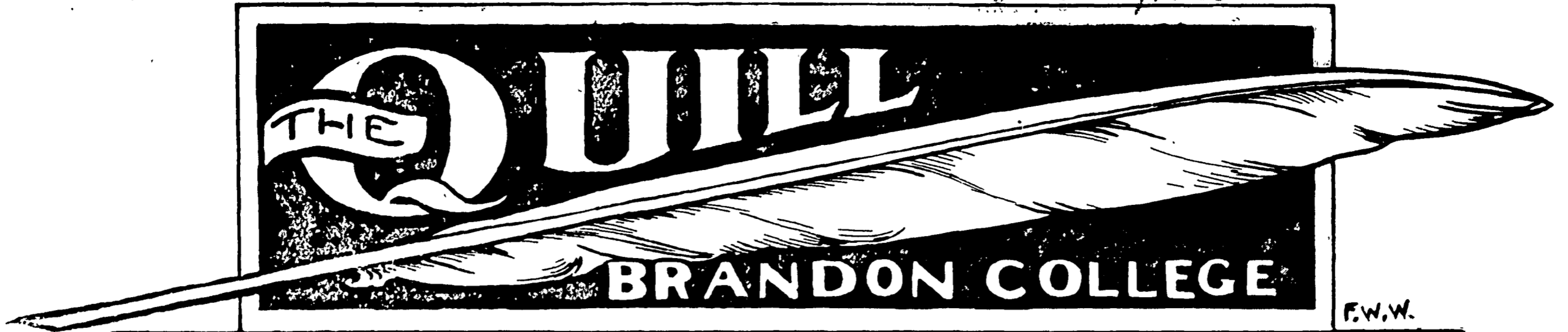


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F.W.W.

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VOL. XXIII.

BRANDON, MANITOBA.

No. 8

Arts Banquet Scheduled for March 17.

PRINCE EDWARD HOTEL AGAIN SCENE OF FUNCTION.

The annual banquet in honor of the graduating class will be held in the Prince Edward Hotel on Friday evening, March 17th, and Green and Gold, the Class colours of '33, will be much in evidence on that date. Every effort is being made to ensure a splendid program, and the other three Arts classes are working with the managing committee which is confident that this banquet will be a most successful one.

There is every reason to believe that this confidence is well founded. The Grade XII Class is much larger

than any Arts I Class of previous years and it would be unfortunate if any Junior student were unable to be present. The experience is an invaluable one, the occasion a delightful addition to College memories, and the cost will be the lowest in years. In order to cut the expenditure to a minimum it will be necessary to have a large attendance. None of us can afford to miss this opportunity of social contact with our fellow students and of showing officially to the world (and to ourselves) our graduates in all their glory.

Remember the date, March 17th, and register with your class representative as soon as possible.

Angell's "Unseen Assassins" Reviewed

WINNIFRED HARVEY PRESENTED INTERESTING PAPER.

The League of Nations Club meeting on Feb. 13th was featured by a splendid review of Norman Angell's "The Unseen Assassin", presented by Winnifred Harvey. After Miss Harvey's paper an interesting and lively discussion was held by members of the Club.

In her review, Miss Harvey pointed out that Angell, in his book, tries to elucidate the underlying causes of international difficulties today. These he calls the 'Unseen Assassins' and he states that these causes are based on false opinions held by the ordinary person, and as such, are fallacies, due not to lack of knowledge or to inherent wickedness but to the failure of people to apply to international problems certain self-evident truths which they make use of constantly in dealing with individuals. Among these fallacies at the root of international difficulties are first, the theory of unchanging human nature, which in reality has changed with history; secondly, the abstract personification of the nation,—a personification which loses the individual for the cause; a third misconception which leads to war is the idea that 'to the victor goes the spoils.' A case in point which shows the fallacy of this ar-

gument is Germany: humbling her, her very conquerors are trying to aid her now for their own advantage, for the destruction of German trade has not benefitted the allies but rather deprived them of a market.

War Not Inevitable.

Another common fallacy, states Angell, is that war is inevitable. This argument has been the cause of much harmful prejudice, producing literature on war, especially in the United States, and largely directed against Britain. And the argument that war may be required as a biological necessity, "the struggle for bread" as it were, is a joke.

But, in addition to these lesser causes, there are two fundamental factors underlying all war. The first has to do with the anarchy between nations. The "sovereign nations" fallacy, he calls it. If a nation is allowed to judge whether it is right or wrong it automatically deprives its opponent of the same right. Our whole system of law and law administration is based on the principle that no man has the right to be his own judge in dealing with another. This principle is accepted within the nation, but is not applied internationally. The other great fallacy is what he calls the "mastery motive" that dominates men. It is easier, either to submit or to command than to act as a partner. Nations, less developed morally than individuals, distrust each other and are as yet unable to form effective partnerships. This, he calls "the most unseen of all assassins of national welfare."

Education at Fault.

He also severely indicts the present educational system for its failure to train the average citizen to his task. Education has failed to give skill in interpreting facts. It has failed to give a clear knowledge of the mechanism of society. It has failed to give the power to distinguish between relevant and irrelevant facts and finally it has failed to reveal the natural shortcomings of man such as might be discovered and guarded against by a reference to history.

Angell concludes his work by saying that until these facts are understood and acted upon there is no hope

for permanent peace and understanding between nations.

After a vote of thanks to Miss Harvey for her excellent interpretation of the facts as brought out by Angell, the meeting of the Club was brought to a close by an open discussion period.

"SICKLE" WILL PROBABLY BE DISTRIBUTED EARLIER THIS YEAR.

Work on the 'Sickle' has commenced in earnest and all departments have made considerable progress. With the co-operation of all members of the student body in having their pictures taken immediately, the Publications Staff hope to have the Year Book distributed at a comparatively early date this year. Those responsible for Departmental write-ups are now urged to keep up the good work and turn in their assignments on time.

ANOTHER GOOD FUNCTION ENJOYED IN SKATING PARTY

Plenty of fun, plenty of skaters and plenty of "grub" featured last week's skating party on the College rink. Shortly after eight o'clock the ice was crowded with skaters, loiterers and Paul Bugg and with the best of weather prevailing, King Winter dished out a sample of wholesome fun to all, except Biff and Alys, who crossed up the crowd and did not appear. When the "Music Box" failed to produce the desired effect, although Dr Evans and Mr Perdue worked over it for hours, Lorne Umphrey kindly consented to whistle the "Sidewalks of New York" for the skaters but got tangled up in a Big(elow) way.

Then the bell rang for scene two, in which the cast, the entire College, was pictured in the midst of doing away with the fat of the land. Frank Samis and Doreen McGuinness interrupted the works long enough to warm up our tenors and then kindly told them to "scram". The next and final scene was a close-up of the Clean up committee, led by petite Mdlle Ruth Thornton.

THE OXFORD MOVEMENT.

The Oxford Group Movement is being widely discussed from the pulpits to the ordinary places of conversation—even the universities have looked it over with a withering glance. The man of religion deems it to be accomplishing the desired end; the psychologist questions the value of some of its methods; the students—if the Toronto "Varsity" is any criterion—have had some fun out of it.

It is not intended that this page should uphold any point of view; least of all the cynical and hilarious attitude taken by the Toronto students' publication. Rather would we plead that to such a potent movement every man and woman should apply themselves intelligently. Anyone can easily fling it into the heap of his discard, but in these days when man is looking around wildly for some "mundi salvator," every movement should be given intelligent considera-

Inter-Varsity Debate Tonight,

JAPAN AND THE LEAGUE OF NATIONS SUBJECT OF DEBATE

BAILEY AND HOWLAND DEBATING IN BRANDON, AGAINST LOVE AND HARLAND

"Resolved that assuming Japan to be in the wrong, this house favours the establishment of an economic boycott by the League of Nations to compel Japan to respect the Kellogg Pact and the Nine Power Treaty."

The thrilling battle of words is to be debated tonight between Brandon and United College. The United Colleges have produced very strong teams to defend their honor. William Onions, the Managing Editor of 'Vox' is to lead in Winnipeg and he will be supported by Mervyn Sprung, a debater of long experience and ready wit. The team in Brandon will be Bert Love and Hartley Harland, two reputable debaters.

Brandon College has a long and honorable record in the field of debating. Just four years ago Tommy Douglas and Helen Mann defeated the Dominion champions here in Brandon. Since

that time Brandon College has graduated men who are known far and wide as first class debaters, Stan. Knowles, Johnny Thompson and Dunc Wilkie, to mention just a few. The interest in debating has lagged this last year or so, but is on the upgrade again. The debate tonight will be in the nature of a revival, providing it gets the full and undivided support of every student.

The four debaters representing Brandon College: Edith Batho and Harry Shaw, who will debate the negative angle in Winnipeg and Edgar Bailey and Bob Howland representing the affirmative in Brandon, have been working hard for the past three weeks and can be depended upon to make a good showing. Dr. Evans has been coaching the teams. The subject is most pertinent to the times, for this week Japan has to choose between obeying or defying the League of Nations decision.

Make it a point to be there and bring your friends. Show the visitors we are a live organization and give the home team the support its efforts deserve.

Interscholastic-Kinsmen Karnival Tomorrow Night.

COLLEGE TO BE REPRESENTED IN RACE EVENTS.

The College should have particular interest in the Kinsmen's Karnival this year, as the Interscholastic officials and the Kin boys are hooking up together in staging their annual winter frolic. The Kinsmen's Karnival, and the Interscholastic Karnival are always crowd pleasers, so this year's rolled-into-one feature should be a riot.

The Kinsmen will run their usual features and some new ones while the students will provide the races. Tickets will be dispensed at the College in advance of the program, of which further announcements will be made. The price to students will be 25 cents. Remember the date, tomorrow night, at the Arena. The College is entered in a number of races which begin at 7.15 p.m. The Collegiate won the Interscholastic meet last year but the College speedsters hope to turn the tables tomorrow night.

tion. Someone writes that "to think and act intelligently is to think and act consistently."

A man may fail to see eye to eye with the centres in which the Movement works, with its choice of places of abode, with its methods of approach, but he certainly must concede that if the "absolutes" of the Movement were applied universally the world's "appreciation" would be upset as effectively as has many an individual's. Would that it might come true among the elite where the Oxford Group functions. If it could effectively win the well-to-do to an earnest consideration of their social obligations—we do not mean bridge parties—if it could lead them to see the dire need and distress of their fellows and somehow inspire them to that need, if it could move the intelligent to devote of their abundance to relieve gentians to socially apply its intelligence, it would have accomplished something. We shall act wisely if we judge it by its fruits.

There is need for intelligent consideration of the Oxford Movement.

—Argosy Weekly.

COMING EVENTS

- Tonite.—City League Basketball at the "Y".
- Feb. 24.—Debate. United Colleges vs Brandon College in College Chapel.
- Kinsman's Karnival, Arena Rink.
- Mar. 1.—Closing date for protos and "Sickle" write-ups.
- League of Nations Meeting.
- Mar. 2.—Final College games, City League Basketball.
- Mar. 3.—Second Year Lit. Chapel, 8 p.m.
- Mar. 8.—Joint S. C. M
- Mar. 14.—Arts Banquet.



KEEP MARCH 17th DATE CLOSED AND ATTEND THE ARTS BANQUET.

BRANDON COLLEGE STUDENTS' PUBLICATIONS

The Quill

The Sickle

Semi-monthly publication of Brandon College Students' Association.

BRANDON, MANITOBA.

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FRIENDSHIP.

One of the easiest things to obtain and certainly the best to retain is friendship. And one of the places where friendship is most easily cultivated is the small College. Our friendships should be sincere and permanent and should have a decided influence on good character building. Our fellowship in College is the steadying influence of our later lives; coming into College with young minds to be molded into more mature ones, we "rub elbows" with intelligence, society and learning. The former may be developed, the latter retained, but social contacts are the greatest things which we carry away with us after four years of College life. To our Alma Mater we bid farewell but not to our friends, who may be further cultivated and may further enrich our lives. As Bacon said: "A friend is another self," and we cannot have too many friends.

THE ARTS BANQUET.

The Arts Banquet is one function the undergraduates cannot afford to miss. It is the one way in which the students of the undergraduate years can show their appreciation for the graduating class and its four years of unselfish service to Alma Mater. But it is more than this—it is a fine opportunity to make excellent social contacts, to meet the members of our faculty on a defferent "set", to meet friends of our institution and some of Brandon's worthy citizens. The Banquet is the function of the year and to the grad. is the crowning event of his college life, and one which will ever remain among his pleasant memories.

The Arts Banquet Committee under capable management of Mr. Frank Samis is working very hard to make the banquet a success and everything points to a "big" time. In accordance with the times, the price has been reduced to a nominal charge. It now remains to the student body to do the rest.

With Our Contributors.

DODO SEES THE SEA.

By K.M.R.

Dodo raced down the heather slopes, clambered over some tremendous boulders and sat down to look at the sea.

It wasn't the anticipated color, nor had it the expected swagger. It was just very big and dispassionate and somehow rudely oblivious of her presence, even though she had been storing things for a youth-time to say to it.

Sea swished back and forth at the rock-base, endlessly advancing and retreating, bringing with its advance, disdainfully, gifts of iodine-kelp and eel-grass. With its retreat, revealing the sea-floor, colorful with pink and purple star fish, shiny, blue mussels and bright, green seaweed. A veritable kingdom under the sea, covered with foam but momentarily given a

glimpse of the sky. There was a grandiloquence to its echo and re-echo in the great clefts and caves as it haughtily drew its waters from the rocks about itself again.

Somehow, face to face with it, Dodo couldn't repeat gushingly what Byron and Masefield had said behind its back. It imperiously silenced her. So Dodo waited till she had trudged up to the summit of the gorse slope, then turned and shot at it: "ole debble sea", then ran away and left it.

But it was most embarrassing the way she kept meeting the sea repeatedly and unexpectedly. There was the day she went to see a fishing village at Portuguese Cove. It had all the regular paraphernalia; white spired church on the hill, lighthouse at the cove-mouth, little docks and dories, nets hanging to dry or being dyed in huge, steaming outdoor kettles. The

village looked as if a number of shanties had been carelessly dumped on a heap of stones, as huge crops of boulders grew in every tiny yard. The dingy, unpainted houses were partially covered by rambling roses. Nature's attempt to conceal man's sins of carelessness and neglect. The water in the cove was crystal-clear and revealed on the sea-floor, the fish entralls swept from every dock. The fishermen's lads didn't shout to their sisters at play, but sat about smoking and exchanging talk patterned meticulously on the vernacular of their elders. These children grow old young because life is real and life is earnest when the sea is a business partner.

Three miles off the coast at this point, the hospital ship, Lititia, crumpled on a rock years ago. No lives were lost, but its disaster proved to the neighbors a realization of the dream: "When my ship comes in." It brought neither silks nor spices, but a full larder of ample firewood for a season. Its advent explained the surprising sight of beautiful oak doors, ornamented with brass bizarrely swinging from the front of drab shanties. It also obliterated the idea that many of the fisher-folk belonged to the good old family of H.M.S. Lititia, judging from the name on their silverware.

That day Dodo made an honest attempt to strike up more than a nodding acquaintance with the sea. She went in swimming. At first, the bitter taste and the stinging sensation of the salt irritated, but rhythmic motion and stimulating buoyancy brought a thrill of triumph. She swam on and on. Sea and she were friends. Dodo lay on her back and told it things and lost all sense of time and sense. The result was aching muscles and intense weariness, miles from shore. Sea was a trickster. However a little dory hove in view, loaded to the gun-wales with lobsters, in the midst of which sat a bearded old fellow, apparently munching a pipe. He drew to safety a very blue, tired and speechless Dodo, surveyed the distance she had come and withdrew his pipe to enunciate in a perfect Oxford accent, "Fate is exigentous to the transgressor."

With Other Editors.

IMMATURITY.

College undergraduates of today are being criticized for their immaturity. The basis for this criticism lies in the fact that students are unable to express themselves suitably—especially in writing—when occasion demands it. In other words they cannot "act their age". This may not be the case in all universities, as much depends on the age and experience of the student when he enters college. On some campuses, however, there are a large number of students who are still in their teens. They graduate from high school when fifteen or sixteen and soon after enroll at a university. Is it any wonder that they are immature? Throughout an eleven-year old school period they have been continually "spoonfed" by their teachers. Scarcely a step has been taken, in any kind of work, that has not been approved first by the teacher. Notes are dictated verbatim and very often memorized. The pupil is given very little opportunity to think for himself. To depart from his teacher's opinion is disastrous. Consequently every year thousands of

intellectual parasites are entering universities. Having acquired the habit of depending upon someone else to explain their difficulties they are unable to grasp the full significance of a college course. They are confronted by problems that appear impossible of solution. As a result they do not make a success of their work.

Those who have been out in the world before coming to college have a distinct advantage. They know what they want to study and how to go about it. Their aim is definite, and in most cases they attain success. It is then that they realize the value of experience as a teacher.

Numerous prominent men of today have never attended college. They left school at an early age and went to work. Little by little they advanced. Finally they reached their goal—success. Throughout their long struggle they learned much of a helpful nature. They developed clear thinking, sane judgment, and an infinite capacity for leadership. They discovered their ability and used to their advantage. They became self-educated and compared favorably with university graduates. They may have known "small Latin and less Greek" nevertheles; they climbed ambition's ladder. Having gone into the world they learned to think for themselves.

Contrast their advantage with the drawback of the high school student. It is true that he may read all kinds of literature and broaden his general outlook on life. If, however, he is restrained from expressing his opinion in his early student days he will find great difficulty in overcoming his so-called "immaturity" when he goes to college.

—Argosy Weekly.

CREDITS FOR EXTRA-CURRICULAR ACTIVITIES.

Although there seems to be little likelihood of this University granting credits for extra-curricular activities, the fact that the innovation is already functioning in several American universities lends a semblance of plausibility to any discussion of the system. Once its merits become recognized, practical details will necessarily require attention. But as long as its proponents lack any reasonably strong support locally, the discussion is limited to a purely theoretical one.

Ethically, there seem to be fairly substantial grounds for the granting of credits for extra-curricular activities. Student activities in any university consume a great proportion of the undergraduates' time and energy. Granting that it is difficult to estimate the value of these activities, it is certain that the university is a better place for them and they indisputably enhance its cultural status. It is true that the experience gained in such organizations is rarely of practical assistance after graduation, but it can hardly be denied that they are educational.

The stronghold of the antagonists of the credit system lies in the many difficulties that present themselves in any effort to equitably distribute such credits. Because of the very nature of these activities, the credit system is restricted to the non-professional courses and as long as students in these faculties are active in student organization, it would be obviously an injustice to withhold such privileges from them. Again, it would be equally difficult to decide what activities should be rewarded. Since there are those who claim that physical exercise and sport should play a prominent part in any system of education, to exclude athletics would be another

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act of injustice. Actually, this would be the most troublesome problem of all—estimating the value of various student activities with respect to the granting of academic credits. Again, faculty supervision would be essential and such supervision would require the establishment of several new "schools", such as those of Journalism, Fine Arts, Public Speaking, et cetera, as in American Universities. Aside from the practical impossibility of raising funds for such purpose, the value of such "schools" scarcely justified their existence. Lastly, there is a remarkably close parallel between the student engaging in the work of student organizations and the business man who sacrifices his time for purely social organizations such as the Kiwanis—time he might well devote to his own business. If it is true that such social work occasionally assists his business, it is no less true that the student's sacrifice is occasionally rewarded in after life.

Extra-curricular activities are an integral part of university life. But in the enjoyment, experience and education he derives from them, the student is amply rewarded for his efforts. In theory and in its practical application, the credit system is incompatible with the very purpose of the university.

—The Manitoban.

The Success of the Arts Banquet Depends on You.



once. The boys claim they can beat the Seniors at basketball anyway.

Ken King is creating a lot of jealousy among college hockey players with his new accordion pleated suitcase. He claims its the latest achievement by Fisher.

"Really, Bill, your argument with your wife last night was most amusing."

"Wasn't it, though. And when she threw the axe at me I thought I'd split."—The Hornet.

ARTS II DEFEATED BY GRADE XII 2-1.

A bruising game of hockey was waged on the college ice Tuesday afternoon. In the first period Perkins showed his style by scoring for the Grade XII gang while Wright assisted by Brown evened the score. Except for spills and thrills the second period was uneventful. Near the first of the third period Perkins again scored.

It was largely due to the heroic playing of Rowe that his team kept the lead. He might be called "Horatius" (not Horatio Alger).

Lets have more fans at these Inter-form games—they are worth your time. The next game is between Arts IV and Grade XII on Friday at 4.30 p.m.

The line-ups were:—Bolton, King, Scott, Wright, Cummings, Brown and Davey for Arts II; and Rowe, Smith, Tooke, Kennedy, Perkins, Mutter, Cohen and Morrison for Grade XII.

—The Reporter.

STUDENTS EXPLAIN SLANG TO PROFS.

Toledo, Ohio.—When a pupil learns from a professor, that's customary, but when a professor learns from a pupil, that's news! Such was the case in certain rhetoric classes this week, when freshmen students, in connection with the study of informal essays, were asked to list as many slang expressions as possible.

It was all very bewildering to the pedagogical mind to "get a load" of the language of the day when the lists were read. And when the teacher, himself endowed with a multifarious vocabulary, "got the dope" on some of the newest and choicest of phrases, was he shocked and abashed at his own ignorance? "And how!"

The large number of slang synonyms concerned with the female sex was most informative to the professor. Up to the present he had been blissfully unaware of the fact that the young ladies in his classes were not only girls, but "fralls," "dames," "janes," "babies," "molls," "skirts," "fems," and "frills." Moreover, he learned that the ones with the brilliantly tinted golden locks were "bottled blondes," and that the domestic looking ones who entertain by the fireside at home are "fever fraus."

Parts of the body were named in the new language. A "bloke" with a "dirty pan," big "paws," round "beezzer," large "schnozzle," "snoot," or "smeller," heavy "dogs" or "gunboats" might easily be the biggest "heel" in town. Likewise, he might be not only a "dome head," "iron head," "fat head," "square head" or "bone head," but a "jug head" besides.

A knowledge of gangster "rackets" and the prohibition problem was revealed in the lists. The professor now knows what is happening when a "chiselling" "stool pigeon" "squeals" on a "squirt" who used "soup to blow the crib" and is taken by a "blue

THE BASKETBALL TEAM.

Keith went to the practice and P.K. and he, Keith practiced, George practiced, they practiced all three.

"Good shot", cried Doc. Evans as Rex missed the ball; "Good", echoed Gilroy, and slammed into the wall;

No work had the scorer, he slept at his post, To the scoreless Collegians he offered a toast.

Not a word to each other; our glances were fire;

We were licked as usual we were deep in the mire.

I crossed up my signals and spoiled Thorman's too,

And in the excitement Tooke lost his right shoe.

As "Brandon Will Shine" rung out in my ear,

"Twas Biff alone who offered the cheer

We were scoreless at starting, and time added nil,

For luck was against us, no score sheet would fill.

At half-time one spectator came out to see,

How the game was progressing, for he got in free.

Oh where were the students who holler with Frank,

We're in there and fighting even if the game's rank.

One quarter to play, and up leaped our hope,

For Thorman had scored on a leisurely lope;

I called for a snap play, from centre it came,

I scored and again we had hopes for the game.

Ten more baskets, the bell, and I let out a scream

We won, but the darn thing was only a dream.

(Apologies to Browning.)

SPORT SALAD.

Unfortunately the girls basketball team has been unable to hit a winning stride since the mid-year lay-off. Though playing below form they are still good enough to scare any team in the league and the final whistle always comes as a welcome sound to their opponents. A little more support in the way of attendance wouldn't do very much harm to their game either.

One little girl who seldom breaks into the scoring columns but who is always very much in any basketball game is Florence Simpson. Breaking up rushes is her specialty, and when the going is rough, O my.

Rex Gilroy is making quite a name for himself as referee in the Inter-mural puck fixtures. The absence of penalties shows the iron hand with which he rules the players. His innovation to College hockey, the invisible blue lines, has been a startling success. Rex claims they are a great help in calling close plays.

The junior basketeers are about to find themselves in the same class as the Brandon Senior hockey team, though the hockey boys won a game,

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MARCH 2nd and 3rd.

Curtain at 8.15.

Collegiate Auditorium.

Tickets 40 cents.

Don't fail to see this famous play.

COLLEGE LOST TO OLYMPIAS IN BASKETBALL THURSDAY

After being hopelessly outclassed in the first half of the game, the Brandon College girls came back strongly in the second half and almost snatched a victory away from the eager Olympias. The Oly sharpshooters Ellis, L. Parker and Miller gave their team-mates a 18-6 lead to work on but "Bun" Strachan showed the gallery just how points are made by picking up ten of those things in the second half.

The final score showed the Ollies still out in front to the tune of 26-19.

Line-ups:— College.—Simpson, Molberg, Bonar, Strachan (12), Coutts (7), McDorman. Olympias.—Sutherland, E. Calver, Ellis (10), Parker (12), Miller (4).

SECOND YEAR WINS DOUBTFUL INTERFORM GAME

Arts IV Squad to Apply to M. A. H. A. For Ruling.

Friday afternoon saw the second clash in the new Inter-form puck loop. This time Arts II and IV collided, with Arts II getting the newspaper decision two goals to one. Arts IV claim that the winning goal was scored after time had been called, but the referee hadn't rung the bell. The C. A. H. A. promise a ruling on the question early next fall.

The first period was scoreless. George Brown opened the scoring in the second period with a goal that caught Klenman flat-footed. Arts IV turned on the steam and Kennedy slapped the puck in the corded back-ground behind Bolton. Just before time was called King took a beautiful pass from Wright to beat Klenman.

On the Arts IV line-up "Crutchy" Edmison, Bugg and Harper were outstanding while for the Second Year outfit Scott, Greenwood and Marshall stole the show. "Beano" Bolton fitted the Arts II net like a cork in a bottle and only slipped up once in his whole six shots. Klenman at the other end of the rink was good but needed his horseshoes on several occasions. The chimes were under the musical direction of Rex. Gilroy A. T. C. Q.

The line-ups:— Arts IV.—Klenman, Bugg, Edmison, Kennedy, Umphrey, Young, Percy Brown, Harper.

Arts II.—Bolton, Scott, King, Cumming, "Butch" Brown, Wright, Greenwood, Marshall.

COLLEGE AND NORMAL IN HOCKEY DEADLOCK.

Hunter Makes Debut in Goal.

Saturday afternoon the fair maidens from the College engaged the Ramsels from the Normal in a scheduled Interscholastic Hockey League tilt. The game was a thriller from gong to gong and although ten minutes overtime was played neither squad was able to ruffle the draperies. The College girls grabbed the bulk of the play throughout and were good enough for at least a one goal margin. Hunter in goal, while spending most of her time in a prayerful attitude, turned in a good performance. Kay Brandon and Lois Gainer presented a robust defence. All the forwards did heavy duty both coming and going. Rex Gilroy officiated efficiently, while Hugh Kennedy was kept busy keeping Rosa company.

Line-up.—Hunter (goal), Brandon, Gainer, (defence); McKinnon, Harris, Vasey, Coutts and Maltman (forwards)



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THE VALUE OF EDUCATION

We often hear the question asked, "What's the use of an education anyway? Can you get a better job as the result of it? Isn't it true that College graduates are a drug on the market, and that it is often a handicap rather than an advantage to be one when seeking a position?"

This point of view which is purely commercial is to be regretted as it ignores all the benefits of a college education which cannot be reckoned in terms of money. However, even taking this viewpoint, it is easily proved that the value of education is considerable.

Dean E. W. Lord of the College of Business Administration, Boston University gives the following figures:

"The average elementary school trained boy goes to work at about 14 years of age. At thirty he reaches his maximum income of about \$1200 a year. Between the ages of fourteen and sixty he earns about \$45,000. No more than \$2,000 is earned during the four years that would have given him a high school education.

"The High-School graduate goes to work at eighteen, passes the average untrained man within seven years, rises steadily to his own maximum of \$2,200 at forty, and continues at that level for the remainder of his active life. His total earnings from eighteen to sixty are \$78,000. The \$33,000 difference between his lifetime earnings and those of the untrained man, represents the cash value of a high-school course.

"The college graduate begins work at twenty-two, and at twenty-eight is earning as much as the high-school graduate at forty. His total earnings from twenty-two to sixty amount to \$150,000 or \$72,000 more than those of the high school graduate, a measure of the cash value of a college course.

"The conclusions which may be drawn from these facts that every hour spent in high school is worth at least \$5.00 in after life, and every hour spent in college earns at least \$10.00."

This should prove conclusively to all doubters that an education has a very real commercial value. We think, however, that this is the least of the benefits to be obtained from one.

The cultural benefits of a college education must not be lightly glossed over. If it does nothing else it teaches a man how to read and how to ap-

preciate some of the finer things of life. We speak of an educated man as being well-read, and this is literally true. No one can spend four years in any reputable university without having read fairly widely on various subjects. Usually, when he is through college he continues reading books of real cultural benefit, for after four years he has got the habit of reading, and his mind is trained to appreciate somewhat better books than the man with only an ordinary education.

But this is not all. At college a man usually participates to a greater or lesser extent in a wide variety of activities. He sees some good shows, hears some good music, and attains a broader outlook on life. He makes friendships based on a community of interest, which are real and lasting. He attends some dances and some parties and learns how to handle himself in various situations. He probably does some debating and acquires enough self-confidence to be able to make a public speech without making a fool of himself. In short he is in every way a better all round man. Yes, we repeat, the monetary gains are the least of the benefits of a college education.

—McGill Daily.

EXCHANGE HUMOR.

Sweet Young Clark Hallian. "Who is speaking?" Voice.—"Rex." S.Y.C.H. "Rex who?" Voice—"Rex Gilroy." S.Y.C.H.—"Oh, I know a lot of other wrecks around here."

Bolton, in Physics Class—"Hic! May I be excused please?" Mr. Robertson—"Why?" Bolton. "Hic! I just sold an ad. to 'Sheas' and the 'copy' is pretty strong"

Prof. Lucas (in Chem. Class).—"What is density, Willie?" Willie Johnson.—"I can't describe it but I can give you an illustration." Prof. Lucas.—"The illustration is good enough. Sit down"

Prof. Westcott (in Econ. Hist.)—"Well, I guess we can call it a day, we've covered two thousand years."

Prof.—"Any fool can ask a question a wise man cannot answer." Student.—"Yes sir: that's why so many of us get plucked in examinations."

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Prof. Westcott.—"You cough easier this morning." P.K.—"I ought to. I've been practicing all night."

Biff.—"And then I asked if I could see her home." Kennedy.—"And what did she say?" Biff.—"Said she'd send me a picture of it. Heh Heh."

Mr. Perdue.—"Sink McLachlin requires a bed seven feet long. Can you make one?" Mr. Carrothers.—"Boy, that's a lot of bunk."

Barney—"But, your honor, I am a Brandon College student. Judge—"Ignorance doesn't excuse anybody."

Griggs. "We've been waiting a long time for that mother of mine" Paul.—"Hous, I would say" Griggs, (rapturously) "Oh, Paul!"

Robertson. "How many varieties of natural magnets are there?" Bolton. "Two, Blondes and Brunettes."

Shaw—"Who is that man over there snapping his fingers?" "Biff" McDowell.—"That's a deaf-mute with the hiccoughs."

The aviation instructor, having delivered a lecture on parachute work, concluded "And if it doesn't open—well gentlemen, that's what is known as 'Jumping to a conclusion.'"

Salesman.—"Care to buy a nice letter-opener, sir?" Mr Crawford Scott.—"Don't need one. I'm married."

Professor—"Did your father help you with this problem?" Bert Fraser.—"No, I got it wrong myself."

LETTERS TO THE EDITOR.

Brandon College, Feb. 22, '33 Dear Mr. Editor.

I wish to take this opportunity to thank Mr Bert Ingram for giving us the low down on the pictures that hang on yon Chapel wall. In my couple of years in the College I have often wondered whom they represent.

The mystery is solved. Now I am, ENLIGHTENED.

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