

The Acton Free Press

THURSDAY, NOVEMBER 24, 1920

TEMPERANCE CORNER

How man a "dry" decision be handed down by a jury?

Where there's a will, there's a way. Where there's a will, there's a way.

Another possible sign of dryness? It is stated that men's clothes had fallen by the wayside.

Isn't it providential that "whisky" rhymes with "frisky" - otherwise we might never have had prohibition.

The father with an old-fashioned thirst may drink patent medicine and hulk loads, but the staff won't find a place in the arm.

The prohibition jokers do not appeal to me.

"I like them. I am very fond of dry humor."

When the dry decision was announced, the drys became intoxicated with joy, and the wets indulged in sober reflection.

THE GIRL WITH THE CALICO DRESS

A sign for your upper-ton skirt. With their velvet and satins and lace.

Her step is as free and as light as the ferns upon which the hunters

And her eyes as soft and as bright as my girl with the calico dress.

She is cheerful, warm-hearted, and true.

Is kind to her father and mother, And studies how much she can do

For the benefit of her little sister and brother.

If you want a companion for life, To comfort and bless,

She is just the right sort of a wife, My girl with the calico dress.

TWENTY YEARS AGO

From the issues of the Free Press of Thursday, November 29, 1900

Winter weather here again. The heavy snow storm last Wednesday

The young men of Guelph have organized with the noble purpose in

An organist recently died in Sweden, who had his position in one church

A skating rink is likely to be one of the young people here this winter.

The removal of the old building in front of his fine new residence

Mr. Charles Holmes has been appointed assistant to the agent of the

The pastor and young people in town have arranged for a series

Mr. H. S. Holmes, agent of the G. T. R., has peculiar interest in Mr. T. L.

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The child's flag is flying low. Above our village hall.

Workmen for one, a soldier son. Who died so far away.

Thought for the land that holds his grave. We cannot call it lone.

And though no comrades may be nigh. The birds shall sing and spherules sigh

When with flowers from the velvet upspring.

With fragrance fill the air. And all is fresh and fair.

Maybe some tender hand shall pluck For him the rightest bloom.

For nature's sweetest gift is meet To grace a hero's tomb.

Following a suggestion made in the last issue of the Free Press

Mark Twain's engagement. Mark Twain was still a young man

BORN. Mr. A. J. in London, on Friday, Nov. 23.

DIED. In London, on Monday morning, Nov. 22, 1892.

DEPARTURE. At the residence of his son, lot 3, sixth line, Erin, on Sunday, Nov. 19.

THE SUNDAY SCHOOL LESSON

FOR SUNDAY, NOVEMBER 23

BY E. W. THORNTON

HOW JOHN WAS RECEIVED.—Matt. 11: 1-6, 16-19, 20-30; 12: 14.

(Golden Text)—"Come unto me, all ye that labour and are burdened, and I will give you rest." (Matt. 11: 28.)

Historical Setting. Time—A. D. 28 and 29. Place—Galilee.

Lesson Comments. Verse 1—According to the Gospel harmonists this verse belongs to a time later than the time mentioned in 2: 6.

Verse 2—John the Baptist had been imprisoned by Herod in a lonely castle some miles west of the northern end of the Dead Sea.

Verse 3—John was somewhere in touch with the outer world. In fact, Herod's steward, in view of him; simply wished to keep him where he could not tell what he knew about Herod's affairs.

Verse 4—The disciples were not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 5—These "labours" were to be described to John that his faith might be strengthened.

Verse 6—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 7—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 8—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 9—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 10—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 11—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 12—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 13—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 14—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 15—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 16—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 17—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 18—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 19—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 20—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 21—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 22—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

Verse 23—John the Baptist was not so much interested in the fact of John's coming, as in the fact of his being so near to them.

THE PRACTICAL WORK OF A MINING SCHOOL

By W. K. GIBSON

On a survey or other engineering enterprise, and it is significant of the earnest spirit of the students that fully 20 per cent. do the same at the same time (the part of the money needed to meet their next year's college expenses).

The second year is similar to the first, except that the work both theoretical and practical is more advanced, and these first two years are the same for all engineering students no matter what branch of the subject they propose to practice; but in the third year they specialize and the miners give a considerable part of their time to mineralogy, geology, etc.

The practical work at the end of this year is still further appraised and is in the form of a travelling school. Sleeping stoves are chartered for a month or more, a miner is engaged to work in the mine, and the party accompanied by a professor and a small group of competent instructors, is taken to some important mining district.

Almost one-fifth of the time is given to practical field geology—another fifth to visits to ore dressing and metallurgical plants, and the remainder to actual visits to mines carefully selected in advance so that the widest possible experience can be gained.

The students get a good insight into the actual conditions of mining, and each day after returning to their travelling home they compare experience and write up notes, under the direction of the instructor.

At the end of the year are given opportunities for employment for the remainder of the summer, in the mines visited and thanks to the broad-mindedness of our Canadian mine managers many of them old McGill students get the summer job.

The value of this very practical summer school can only be fully appreciated when the extent to which the student's knowledge of the theory and practice of mining is so advanced, and the practical work is so well understood.

Perhaps no clearer illustration of the modern method of teaching than is to be found in the teaching of mining engineering as given for instance, at McGill. The students begin their course in October and spend several months attending classes in mathematics, physics and chemistry, which must otherwise be carried out elementary experiments in the laboratory.

Then, after the spring examinations they go to a camp in the country, and do practical surveying for four weeks. This ends their obligatory work for the year, but they are urged to spend at least the main part of the vacation in machine shops

of their professional duties and responsibilities that could possibly be attained by any amount either of study or of practical work taken alone.

The Mining Field School was instituted at McGill over twenty years ago without interruption, except that it was curtailed during the war. The extent of ground covered may be gathered from the fact that British Columbia has been visited on no less than four times, Nova Scotia, Newfoundland twice, Michigan and other United States mining districts three or four times.

The illustration which accompany this article have been chosen to show the lighter side of the excursion, and it is needless to add that no part of the course at McGill is more popular than the "mining trips."

JOSE BILLINGS ON GRANDPAS. The grandpa is an individual aged somewhere between fifty and one hundred years, and is a common sight in the streets of every town and city.

Next to a healthy mother-in-law, every other party in the household, they are the standard authority on all leading topics, and what they don't know about this or that happens every five years ago, or what will happen for the next three years to come, is a damage for everybody to know.

Grandpas are not untidy useless; they are handy to hold babies, and feed pigs and to run into rag-carriage; they can keep the herring, hake, egg, or bloking area kulant; or I will even dip kandelis or kere soup for aces, but I won't churn.

I have examined myself on the subject, and will be a jackknif that Josh thinks is worth a cent.

Grandpas are poor help at bringing up children; they are full of prejudice and kitchen, but the young ones like to see them. They understand that grandpas mind them a heap more than they mind grandpas.

JOSH A LITTLE HUMOR. At a Sunday School a teacher asked a little boy if he knew what an excursion was? "Excursion" was "excursion."

"Courte I do," said he, pulling a part of his trousers round in front, "there's a tear my ma sewed; I teased it when I was sliding down hill."

Irresistible. "Oh, Party, Conductor, why didn't you walk me up us I asked you? Here I am, miles beyond my station."

"Conductor," I idly try, but all I could get out of you was "All right, Maria; get the children their breakfast, and I'll be down in a minute."

In short, ladies and gentlemen, said an overpowered orator, "I can only say—big leave to get—no drink, that I assure you that I wish I had a window in my room, that you might see the emotion of my heart."

"Wager he got from the gallery: 'Won't a pane-in your stomach do this time?'"

"SAY IT WITH FLOWERS" If you could see her a wiser girl, say it with flowers. If you think her out, say it with snowdrops. If you wish her to marry me, say it with a poppy. If you know she has a sweet-tooth, say it with candy. If she impresses you as a sad girl, say it with rain. If she is a happy, joyous nature, say it with gladiolus. If she seems a prying and prying sort of girl, say it with mimulus. If you think her a sour, sharp-tongued old maid, say it with snapdragons, catnip and a century plant.

Farmers' Accounts

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Grand Trunk Railway System	
Going West	
No. 25, Hunday	10:34 a.m.
No. 29	8:15 a.m.
No. 31	10:31 a.m.
No. 33	2:10 p.m.
No. 35	6:09 p.m.
No. 37	8:12 p.m.
Going East	
No. 24, Hunday	6:58 a.m.
No. 28	7:04 a.m.
No. 30	11:18 a.m.
No. 32	2:28 p.m.
No. 34	6:15 p.m.
No. 36	8:12 p.m.
Toronto Suburban Electric Railway	
Going West	
8:17 a.m.	Daily except Sunday
8:33 p.m.	Daily except Sunday
8:00 p.m.	Daily except Sunday
11:02 a.m.	Hunday only
8:53 p.m.	Hunday only
9:54 p.m.	Hunday only
Going East	
7:48 a.m.	Daily except Sunday
8:13 p.m.	Daily except Sunday
8:58 a.m.	Hunday only
6:48 p.m.	Hunday only
8:54 p.m.	Hunday only

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