

Maritime College Confederation

(By Horatio C. Crowell.)

The news which has come from New York concerning the conference held there Thursday between officials of the Carnegie Foundation and the respective presidents of the maritime province colleges, indicated that progress is slowly being made in shaping the preliminaries of a scheme for the improvement of the means of higher education in these provinces. Growing out of a request to the Carnegie Foundation for financial assistance made by the colleges other than Dalhousie last year, President Sills, Bowdoin College, Maine, and W. S. Learned, assistant to the president of the Carnegie Foundation, visited all the colleges in the Atlantic provinces last autumn. It is known that a complete and detailed investigation of each college, its strength and its weakness, its curriculum and its method of management, the personnel of its staff and its students was made. The investigation disclosed that there were six colleges in the maritime provinces granting degrees and ministering to the educational needs of nearly fifteen hundred students. They were, Dalhousie, Acadia, Kings, Mount Allison, St. Francis Xavier and the University of New Brunswick. Of these, Dalhousie, with over seven hundred students, was the largest. The remaining five colleges confined their individual activities to giving instruction in the Liberal Arts and with the exception of the University of New Brunswick and St. Francis Xavier's granting degrees in divinity. At Dalhousie instruction was given in degrees granted in law, medicine, dentistry, pharmacy and music, in addition to courses in the Liberal Arts and Science.

Following their visit Dr. Sills and Mr. Leonard prepared a report for submission to the Carnegie Foundation embodying the results of their investigation and concluding with certain recommendations.

This report was later submitted to each college president for criticism and revision preparatory to being published. Last month the college presidents met in Halifax to give consideration to the situation and, it is understood, sought an invitation to discuss the terms of the report in detail with President Pritchett of the Carnegie Foundation and particularly to learn what financial assistance might be relied upon in the event that the various colleges should see their way clear to joining in a confederation of all the colleges. The meeting in New York on Thursday is no doubt the result.

While the Sills-Learned report has not yet been made public, and probably will not be published until the end of the month, some of the general statements of the report have gained currency, and others may be surmised with reasonable accuracy. The report deals with the higher educational needs and facilities of the million people in the maritime provinces served by six colleges, four of them denominational, and two, Dalhousie and the University of New Brunswick, non-denominational. To only one of these colleges, U. N. B., does the state contribute. The others are supported either by denominational funds or private benefactions. The cost of maintaining these colleges cannot be met by the fees collected from the students, and the cost is increasing each year. In fact, the cost of giving him a university education approximates the rise in the high cost of living. The fees charged the student at best only approximate one half of the cost of giving him the instruction he receives, and from that dwindles down to one-fifth or thereabout. This without counting interest on the investment in building and equipment.

Financial Burden Increasing.

The financial burden on the colleges is increasing every year. The difficulty in procuring efficient teaching for the moderate salaries which a college can afford to pay adds to their troubles. Then there is duplication of effort and expense in maintaining, for instance, six full professors of English whereby construction of effort in one department of a university would probably suffice. If only of the colleges is faced with a building programme to cope with the reasonable demands of the student body. King's lost its buildings by fire two years ago. Acadia is

seriously crippled by the loss by fire of an important academic building. Mount Allison requires additional building accommodation, and so with each of the others. Then it is but to state a fact to assert that the maritime provinces furnish in their youth the best "raw material" for higher education to be found on this continent. Wherever and to whatever college the maritime province youth go, they are recognised as splendid and worthy students.

It is a reasonable aspiration of every country or province to educate its youth within its own confines. Nova Scotia, particularly, for over one hundred years has striven to fulfil that aspiration, with the result that she has four colleges within her borders and principally supports a fifth, Mount Allison, within fifteen miles of her boundary line.

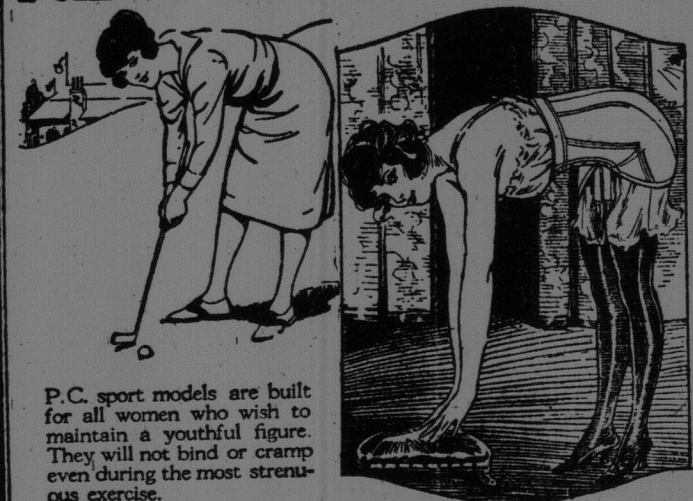
These are the facts which became apparent to the "ambassadors" of the Carnegie Foundation and no doubt prompted in their minds the thought that there was an opportunity for college concentration, confederation (call it what you will) that could not be duplicated elsewhere on this continent. It has been the dream of many Nova Scotians for many years that something of this sort would be accomplished. The importance to these provinces and of tremendous potential influence on the character of the younger generations. There are, at the moment, two factors in sight which were not present in the past which may make this dream come true, that is, the high and increasing cost of higher education and the fact that the Carnegie Foundation is willing to aid such a scheme magnificently financially.

Similar to Toronto Plan. The exact details of the manner in which this college confederation should be brought about are not available at the moment, but it is generally understood that it approximates closely the federation accomplished by the University of Toronto. Reduced to terms of Nova Scotia, that would mean that all the colleges would concentrate on one community. The teaching of medicine, law and dentistry is a most important phase of university work. These subjects are taught by Dalhousie, which has accumulated a most substantial and efficient equipment. It is not possible to teach these subjects efficiently in a centre smaller than Halifax and to the concentration, if it comes about, will be made on Halifax. In addition, Dalhousie has acquired a magnificent site at Studley of about fifty acres ground ideally situated, and in addition owns ten or twelve acres surrounding Forrest Hall, to which she has recently added ten acres fronting on the Northwest Arm—the site of University Hall. Here is ample room for the building of a University which would be a credit to the maritime provinces. In fact a most substantial beginning has already been made by Dalhousie in planning on an ambitious scale for her own expansion. All the Dalhousie has in the way of land and buildings is of the most modern type of university equipment and would fit in most admirably if a confederation of the colleges is accomplished.

Grouped on Dalhousie Campus. It is understood that the Sills-Learned report following the precedent of Toronto will suggest that each of the outlying colleges move to Halifax and establish itself on the Dalhousie Campus. Take Kings College as an example. The suggestion is that "Kings College," Windsor, N. S., move to Halifax and become "Kings College," Halifax, N. S. It would preserve its name, traditions, its governing body, its staff, its endowment and its students intact as at present. It would teach its divinity subjects and certain subjects of the Arts Course. It would have its own academic buildings and its own dormitories. Each of the other colleges would do the same thing in the same way. The college buildings remaining at Windsor, Wolfville and Sackville would fit in admirably as added school equipment for the excellent boys and girls schools which are now found at these places. There would thus be no loss of a material character in moving to Halifax. No doubt a boys school or junior college would take over and use the St. Francis Xavier's buildings at Antigonish.

In addition to the college grouped

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around Studley there would be established a university as at Toronto, which would be equipped to give instruction in scientific subjects, as well as in professional subjects such as law, medicine, dentistry, etc.

The Central University. The University would also give the advanced instructions in all college subjects save Divinity, the teaching of which would be confined to the colleges now engaged in granting degrees in that subject. The student would join or enroll in the college of his choice, be it Acadia, Kings, Mount Allison or St. Francis Xavier's. He would live in that college and would take certain classes in that college. The remainder of his classes he would take at the University. In that manner each of the existing colleges would preserve its identity, its traditions and its form of government, while co-operating for the purpose of making strong the University on which the burden of doing the major part of the teaching in the expensive subjects would fall. By expensive subjects is meant those subjects which require extensive equipment, expensive laboratories and the subjects taught in the professional schools.

As there are about fifteen hundred students now attending the six colleges, of whom about half attend Dalhousie, the confederated university would have at least as many to begin with as equipment and facilities are added, it is expected that the student body would soon number 2000.

Such in brief is the surmised outline of a situation which will undoubtedly be the subject of discussion in college circles before very long. In whatever manner the details of the confederation may differ from this forecast, when it comes it may be taken for granted at the outset that there will be no strings to any of the colleges from the Carnegie Foundation, nor will it seek to dictate the terms upon which the colleges should get together. The splendid gift of over a million each made by Dalhousie by the Rockefeller and Carnegie Foundations were without conditions other than a certain sum was definitely given for buildings and a certain sum for general endowment. No strings were attached and no conditions exacted save as stated. This is the policy of that Foundation and it will be for Nova Scotians themselves in the person of the governing bodies of each college to work out and determine upon what conditions the merger can be brought about. This then is their duty as well as their opportunity.

GOAT STANDS GUARD OVER CRAP GAME

(New York Times)

Policemen Peter F. Vobel and William F. Cowan were attacked and badly injured yesterday afternoon by a goat which was acting as outside defense for a crap game on the second floor at 260 East 161st street.

A lamp was overturned when the gamblers seized their money as the policemen rushed up the stairs and twelve players tried to get away. They said later that they thought they were being invaded by bandits. Crapshooters have complained of heavy losses recently by robbers pretending to be detectives. Vobel and Cowan were waving revolvers and shouting "Confiscate the stakes and turn 'em loose."

Vobel and Cowan threatened to shoot anybody who tried to get out the door and they picked up the lamp. This made them targets for the wrathful goat which instantly charged. Vobel went down and then Cowan. But the efforts of the loyal animal went for nothing for lack of support. The policemen retreated, dodging rapidly, barricaded a door, keeping the goat at long range and put the crap shooters under arrest. While one guarded the prisoners and their standing army, the other policeman went to the telephone and explained to the lieutenant at the Morrison station that a goat held a protective over the premises which they were raiding and that reinforcements were necessary.

A squad of policemen soon arrived. The goat's twelve wards were ordered to step forth, one at a time, through a door held sufficiently ajar to let a man squeeze through sideways. The door was manoeuvred with great skill to keep the garrison from making a sally. Each in close quarters the door was slammed. After the twelve men had been thus alienated from their bodyguard, detectives entered the room with ropes. The goat was dropped over his head and horns from several directions, and he was soon trussed up as an exhibit in the case, accompanied by Policemen Vobel and Cowan, who also had been marked for identification.

The two policemen were urged to make a charge of felonious assault against the goat, and a quick inquiry into the law by station lawyers disclosed that a goat has the same immunity from criminal prosecution as an Ambassador. The owner of the goat, Salvatore Saloni, was charged with violating the Mullan-

EDUCATION IN STAMPS.

Stimulates Order and Neatness Among Young Collectors.

Postage stamp collecting plays a more important part than many persons recognize in the education of young collectors in habits of neatness and order. In discussing this beneficial phase of philately, Fred J. Melville, one of the best known stamp authorities of Great Britain, says in The London Telegraph that many boys who have passed under his observation as keen and intelligent collectors have acquired a love of order and symmetry which was absent from the schoolboys' collections of earlier days. They have cultivated an artistic preference for quality rather than quantity, and he cites the example of a boy scout whose album he was examining a short time ago. Turning over the pages, there was one which was disfigured by a badly damaged stamp.

"The boy saw it and promptly took it out," says Mr. Melville. "It may have been a wrench to reduce his numerical total even by one, but the boy had got the right idea and many a time I have seen a lad of ten or twelve years turn down a proffered specimen because it was not quite perfect. Such discrimination is worth encouraging, and there are many adult collectors who would do well to acquire an equal preference for the perfect rather than be content with the second-rate specimen."

Mr. Melville takes his text on the habits of order and neatness stimulated by careful philatelic study from the introduction by the Rev. Dr. H. A. James, principal of St. John's College, Oxford, and late headmaster of Rugby School, in a little handbook on "Stamp Issuing Countries and Their Currencies," lately published in London by Stanley Gibbons. Dr. James is a well-known collector in English philatelic circles and he calls attention to many of the educational values of stamp collecting for young people. Among these is the knowledge of geography.

"I am quite aware," he says, "that a collector, young or old, may not take the trouble to discover where a less-known country is or to find out that Antigua is not in Australia or the Cape Verde Islands in the Mediterranean. But that type of collector will get little or no intellectual gain out of stamp collect-

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ing, any more than a student of English literature who could not distinguish between the art of Shakespeare and of Sheridan, of Pope and of Walter Scott, would achieve such from his own private study. But if the budding philatelist cares to identify on the map the place (say) of the island colonies of Great Britain or France, or of the old Balkan kingdoms and their modern successors, he will learn much that is useful, much (for instance) of the rearrangement of Europe as the result of the late war."

His most important conclusion, according to Mr. Melville, is that "the study of philately will teach the value of close and accurate observation; minute distinctions of watermark, perforation, shade of color, details of design, character of paper, and so forth, make all the differences between the

common stamp and a valuable rarity. And the successful search for such differences will be found helpful in many another sphere, perhaps of a more serious kind, such as botany, entomology, and the like. Indeed, there are few departments of life in which a true power of observation is not of greater value to the possessor."

Dr. James emphasizes the qualification "intelligent" because the mere accumulation of stamps without some knowledge of the countries of origin, the history, and the differences of detail in the stamps collected, is not philately at all. One cannot imagine, adds Mr. Melville, that the mere accumulation of old stamps would hold any fascination for the king or for the lord chancellor and the thousands of men and women of rank and distinction who find delight in the pursuit of philately.

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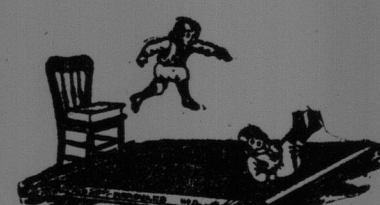
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