

REPORT

OF THE

MASSEY FOUNDATION COMMISSION

ON THE

SECONDARY SCHOOLS AND COLLEGES

OF THE

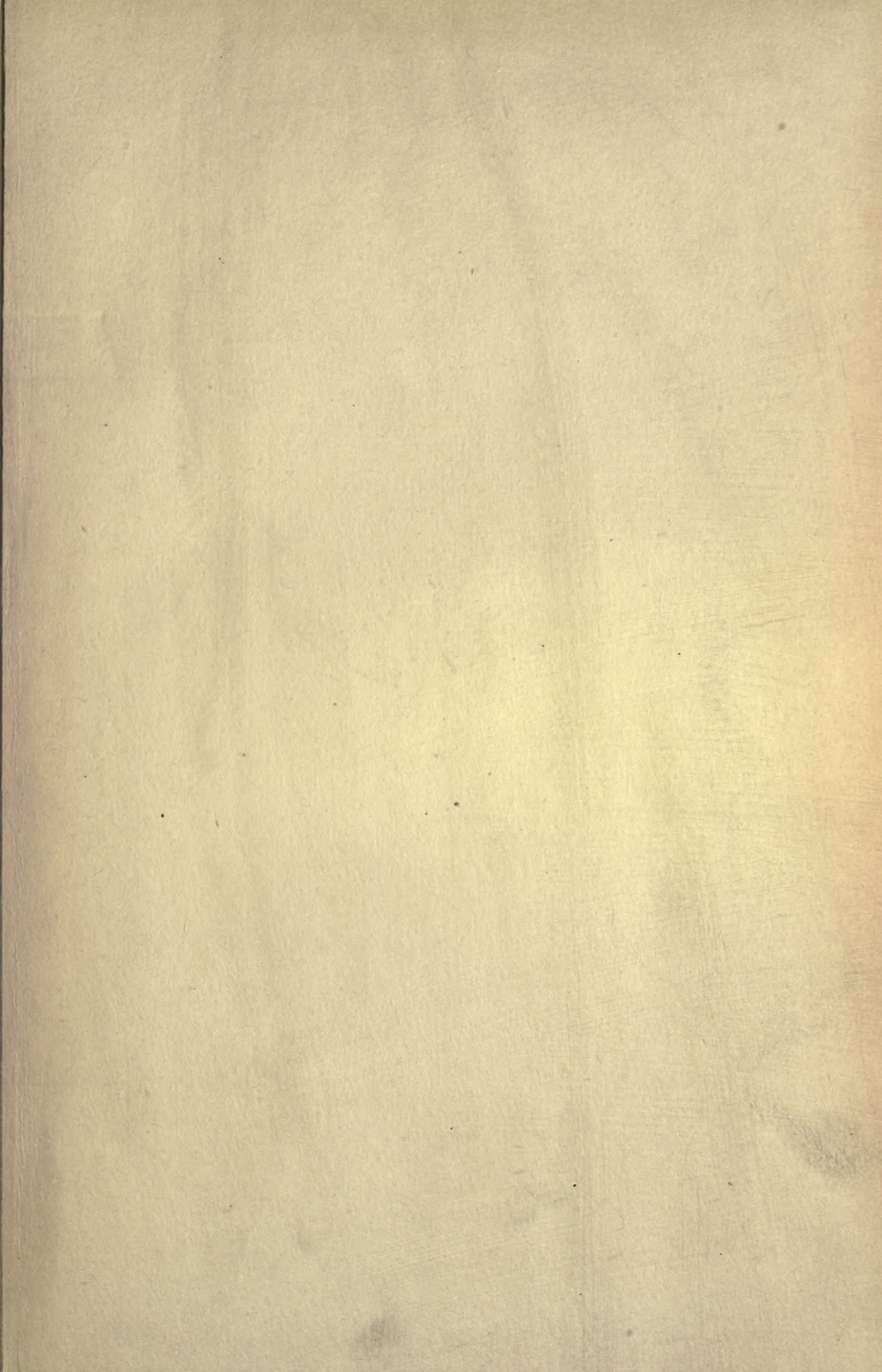
METHODIST CHURCH OF CANADA

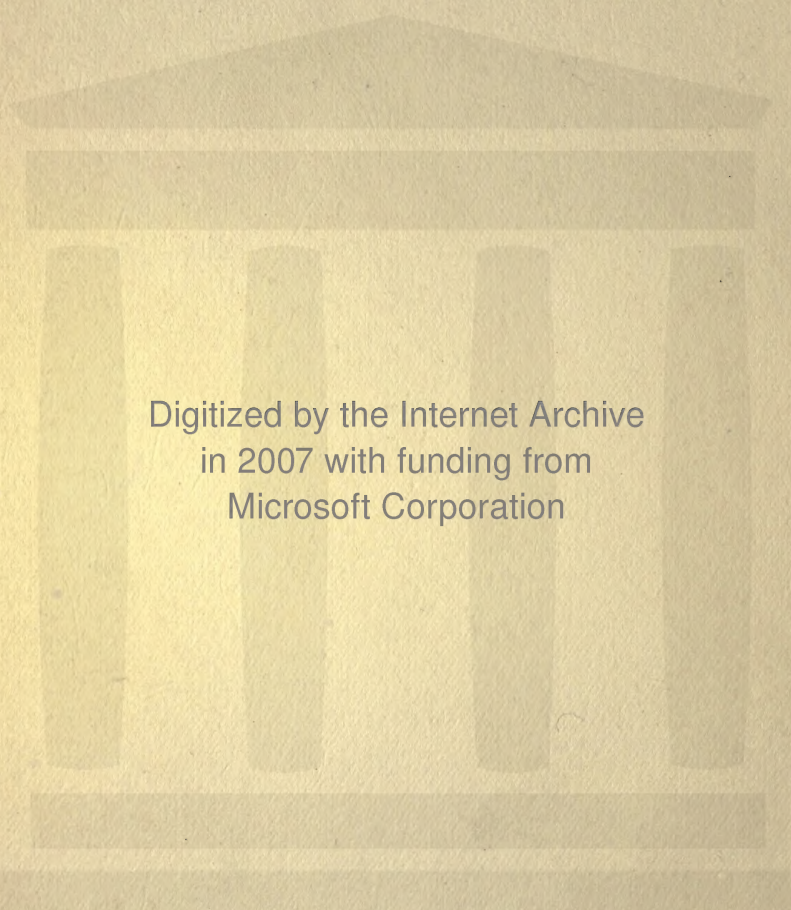
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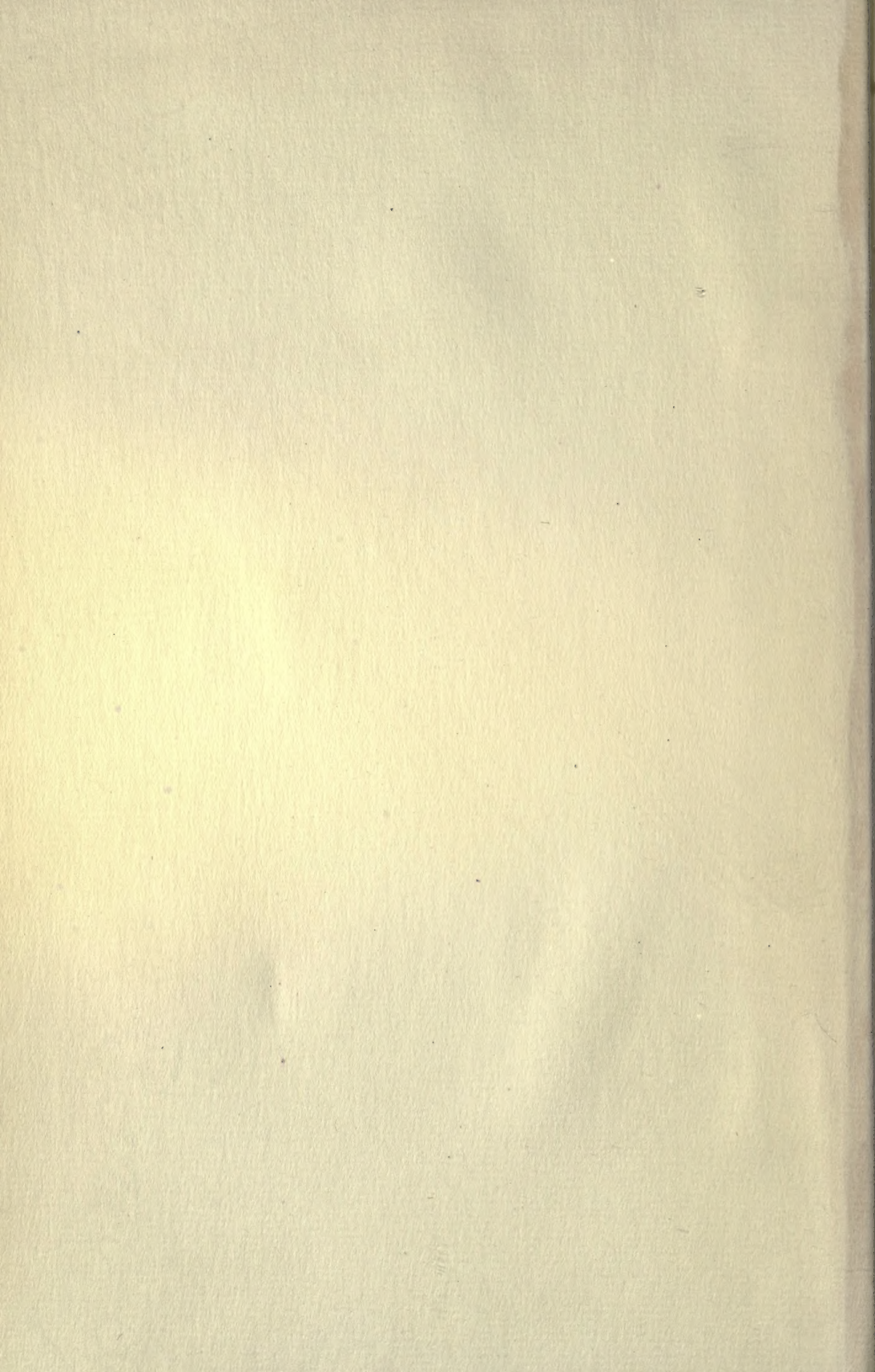
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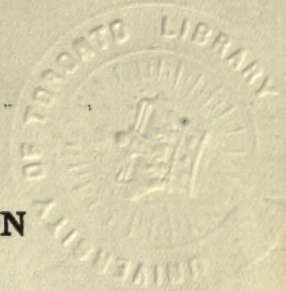
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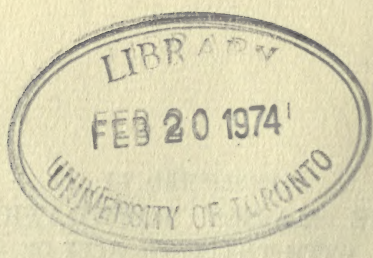


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PREFACE

The extent of the educational work conducted by the Methodist Church in Canada is such as to make an enquiry into its objects and methods of very great importance. There has never been a serious effort to determine what should be the proper function of the Methodist schools and colleges of the Dominion, and to discover how far these functions are being adequately performed. There has never been a critical examination of the educational and administrative standards of these institutions, nor has there been a comprehensive analysis of the various curricula of the schools with regard to possible duplication of effort or lack of co-ordination in their courses of study. A thorough and systematic survey of Methodist schools and colleges in Canada is clearly highly desirable, and, in order to take one step at least towards meeting this need, which, it is believed, is very generally felt, the Executors of the Estate of Hart A. Massey in 1918 determined to request the authority of the Board of Education of the Church for the appointment, by the Estate, of a Commission to conduct an enquiry into Methodist educational institutions, and to issue a report for the information of all who might be interested.

The precise terms of reference of the proposed Commission were as follows: *Terms of reference.*

“By arrangement with the Board of Education of the Methodist Church of Canada to enquire into and report upon the educational institutions of the Methodist Church.”

In a letter, dated January 11th, 1919, from the Executors of the Massey Estate to the Chairman of

the Board of Education of the Methodist Church, the plans for the Commission were outlined, and the Board was requested to give its approval to the scheme. In the event of approval being given, the Board was asked to appoint one member to act upon the Commission, who, with a member to be appointed by the Executors of the Estate, would appoint the third Commissioner.

Resolution of Board of Education.

The action of the Board of Education is represented by the following resolution which was passed unanimously at the Annual Meeting of the Board held at Toronto, on January 15th, 1919.

“That the Board of Education expresses its appreciation of the proposal made in a letter, dated January 11th, 1919, from Mr. Vincent Massey, on behalf of the Executors of the Hart A. Massey Estate* in reference to a Commission to enquire into the conditions and work of the educational institutions of the Methodist Church in Canada, and would further express its belief that this is a step in the right direction and would give its approval to the appointment and work of such a Commission, and hereby appoints Rev. James Smyth, LL.D., to act on it.”

Personnel.

The Commission was formally constituted at the end of January, 1919, with the following members: Vincent Massey, M.A., Vice-Chairman of the Massey Foundation, as Chairman; the Rev. James Smyth, LL.D., Principal, Wesleyan Theological College, Montreal; and George H. Locke, M.A., Chief Librarian of the City of Toronto. In April, 1920, Professor J. C. Robertson, M.A., Dean of the Faculty of Arts, Victoria College, was appointed a fourth member of the Commission by permission of the Chairman of the Board of Education of the Methodist Church. Professor

*The H. A. Massey Estate, in January, 1919, was incorporated as a permanent trust under the name of the Massey Foundation.

W. G. Smith, B.A., of the University of Toronto, acted as the Commission's Secretary.

In publishing this report the Massey Foundation does not claim that it deals exhaustively with its subject or that there are no alternatives to the many recommendations it makes with regard to the future policy of individual institutions. The Foundation would, however, commend the report to all those interested in the educational problems of the Methodist Church in the hope that it may be of some assistance to those attempting their solution.

March 1st, 1921.



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THE REPORT

To the Chairman,
The Massey Foundation:

SIR:

As members of the Commission appointed by the Massey Foundation "to enquire into and report upon the educational institutions of the Methodist Church" we have the honour herewith to present our report.

Your Commission has been unable to bring its task to completion at an earlier date chiefly because of the difficulty in arranging that its visits should take place while the institutions concerned were in full session. Its work was also delayed for a time by the illness of one of the Commissioners.

In the course of their work your Commissioners *Pro-* made it a rule that each institution reported upon *cedure.* should be actually visited, if possible by at least two members, and thoroughly inspected in all its departments. It was also arranged that the colleges and schools should, in every case, be visited during the academic term.

Your Commissioners found it impossible to include Newfoundland in their itinerary and, therefore, have made no report on the Methodist college in that Dominion.

Your Commission has held itself responsible for a *Scope of* report on questions of administration and equipment *Report.* as well as on purely educational problems, and in certain cases has found it necessary to deal with financial policy. In the case of each institution the Commissioners have addressed themselves to a threefold task in attempting, in the first place, to investigate and

describe fully present conditions and existing policy, secondly, to examine these critically and to propose, where necessary, a new objective or line of development, and thirdly to suggest in general terms means by which the different objectives might be attained.

In its work your Commission limited itself to an examination of *secondary* schools and colleges, or to be more exact, to institutions where secondary school work is carried on. The varied and complex nature of the courses in certain colleges, however, made it advisable in several cases to give consideration to theological training, and in two instances to deal with institutions of university grade.

*Date of
informa-
tion.*

With the exception of the report on Albert College, which was prepared at the request of that institution in the spring of 1919, the schools and colleges dealt with in the enquiry were visited in the spring of 1920. The report is, therefore, based in the main on information which was true of conditions during the academic year 1919-1920, and these, in some cases, may have varied before the publication of this report.

Your Commissioners wish to place on record their appreciation of the courtesy which they received from the officials of the Board of Education, and from the members of the governing boards and the heads and staffs of the colleges and schools which they visited in the course of their inquiry. Wherever their work led them they were met in a spirit of generous co-operation.

We have the honour to be,

Yours sincerely,

VINCENT MASSEY.

JAMES SMYTH.

GEORGE H. LOCKE.

J. C. ROBERTSON.

TORONTO,

January 14th, 1921.

PART I.

THE GENERAL PROBLEM

I. THE CHURCH AND SECONDARY SCHOOL EDUCATION

In the prosecution of the task assigned to it the Commission has felt it necessary to give some consideration to the general subject of the relation between the Church and education. In nearly every institution visited it was found that the same question recurred: What justification is there for the Methodist Church, through her educational institutions, undertaking what would seem to be the duty and concern of the State—the provision of the education needed to fit young people for the duties of citizenship? This work is assigned by the B.N.A. Act to the several provinces of the Dominion; it is elaborately organized and, on the whole, well done under the provincial departments; and for it the people in each province are heavily taxed. Why should the Church duplicate what the State should furnish, and in fact does furnish?*

The arguments advanced in each of the colleges engaged in this work are practically identical. They may be grouped under three heads:

1. For large numbers in the scattered settlements of our country the ordinary provision for secondary

*The question of the Church undertaking university instruction in Arts as at Victoria, Mount Allison and Wesley is formally identical with this, but for various reasons it seems better to confine our attention to the question as it concerns the secondary institutions of Canadian Methodism.

Insufficiency of Government schools.

education does not exist, and in many cases in the Western Provinces this is true even of primary education.

In some cases this education might be secured by going to a larger centre near by which has a high school. This involves placing the young boy or girl in a boarding-house with all the attendant perils of lack of supervision at a critical age. And very often even this is impossible for the reason that in many towns and cities the resident school population already overtaxes the available accommodation, and non-residents cannot possibly be provided for.

Advantages of residential schools.

2. Many parents rightly and wisely desire for their children a type of education different from that furnished by, or prescribed for, the state schools, an education with perhaps a different content, and at any rate combined with the advantages generally recognized as coming from the common life and careful supervision of a good residential school. In many communities also (again especially in the West) there are cases where, through the mother's death or other untoward circumstances, it is desirable, if not imperative, that children be sent away to school.

Needs of special class of pupil.

3. Many cases exist of boys and girls whose education has been retarded, who have been deprived of educational facilities while young, and now that they are nearing the borders of manhood and womanhood seek to repair these losses. Such persons it is seldom advisable to send back to the companionship of the much younger pupils with whom their backward education would necessarily cause them to be placed; and, moreover, while uneducated, they have a maturity which, combined with their new resolves and ambitions, carries them forward at a greater speed than is possible for young children.

A fourth reason might well have been advanced *Experi-* to justify the maintenance by the Church of secondary *mental* schools. It can be argued with much force that these *value.* and other similar privately controlled institutions can be made to serve as valuable laboratories of experiment in education. How far this opportunity has been seized is another matter, but it is undoubtedly true that educational experiment, necessary as it is, finds too small a place in the rigid mechanism of a centralized state-controlled system, and that independent schools could do much to supply the need. The pursuance of such a policy would be in their own interest no less than in that of the general public.

Without attempting to marshal or weigh the *What* arguments pro and con, the Commission believes that *should* the problem, of which the essential features have just *be the* been outlined, is one on which the Methodist Church *Church's* should come to a decision. Does the Church intend *position?* definitely and permanently to assume responsibility for these institutions, regarding their work as part of its business and mission, giving full approval to the ideals these colleges are striving to realize, and accepting responsibility to its own people for the way in which the work is conducted? Or should the decision be that this is strictly speaking not the business or mission of the Methodist Church, and that while it will look with sympathetic interest upon these undertakings, the Church has nothing but its blessing to bestow, and cannot allow them to be known as institutions working under its authority and direction?

The Commission does not believe that the present *Necessity* indefinite and nebulous condition of affairs should be *of a* continued. The balancing and posturing needful to *definite* preserve an unstable equilibrium makes neither for *policy.* dignity, nor for economy, nor for efficiency. Ministers

engaged in this educational work are continued in full standing in their conferences; the Church has representatives on the governing boards; the official reports of the Church contain the names of these institutions, and take cognizance of their progress; the National Campaign recognized their financial claims so far as past accumulations of debt were concerned; pulpits are opened to present the work of these colleges and solicit subscriptions for them; but the Church still declines to assume financial responsibility for the future wise administration of these institutions; and it leaves them free to follow their own educational policies. So far as real supervision, financial or educational, is concerned, there is virtually no more of it exercised over a Church institution than over some quite independent commercial school in Halifax, or Kingston, or Saskatoon, whose principal may happen to be a Methodist. Some adequate measure of authority and support should accompany Church recognition and affiliation; where the Church will not assume responsibility and exercise supervision it should not lend the prestige of its name.

II. THE COURSES OF STUDY IN SECONDARY SCHOOLS

One problem recurred with every examination made of the type of education offered by these institutions for pupils of the high-school age. They all undertake to cover a wide and varied range of instruction. This includes the ordinary work in languages, mathematics, history, and science, which form the regular courses established in the provincial high-school system, and in addition music (vocal and instrumental), art (drawing, painting, modelling, china decoration, metal work, woodcarving), elocution, manual training, agriculture, household science, commercial education (including book-keeping, stenography and typewriting, and in one case also telegraphy). In the announcements stress is often laid upon this variety of opportunity, and what at a distance may appear as one institution is revealed as a cluster of half a dozen academies, colleges, schools, departments or conservatories.

Here again there is found practical unanimity in the explanations given to justify or at least to account for this policy. It is argued that there is not one of these varied subjects which might not be an element in the education desirable for some future enlightened and well-equipped member of society and of the Church; nor need it be denied that up to a certain point the addition of some one, or even more, of these to the regular courses provided by the provincial high-school system is often desirable in developing the special aptitudes, powers, and tastes of a young person.

The Commission also found the argument advanced that it is distinctly the Church's business to provide a home atmosphere under religious auspices for the boy who comes to town for a year to fit himself to be a

stenographer, or for the girl who wishes to take a course in china-painting or the piano. If this were a valid argument, it does not seem easy to explain why the boy coming into town for a year to learn to be a printer or a plumber, or the girl who leaves home to learn to be a milliner or a dressmaker should not also be provided by the Church with a similar home with its religious atmosphere, its careful guardianship and upbuilding of character. Why should the line be drawn just where it is drawn?

iii. Financial factor.

In fact, when the question is pressed, it is admitted (with more or less readiness) that the reason some of these subjects are included at all, and the reason that others are given the prominence they receive, is that they attract pupils and produce revenue. These subjects more than pay for themselves—or they appear to do so—and to this extent they make the financing of the institution less burdensome or less impossible. That the institution is too often travelling in a vicious circle seems fairly certain. These additional pupils attracted by the courses in art, commerce, music, and elocution, call for additional accommodation; congestion follows and expansion is planned; and so more expense is incurred, to provide for which renewed efforts must be made to bring in still more pupils to these courses.

Objection to "pot boiler" subjects.

The Commission has no hesitation in declaring its conviction that the attention the school authorities feel themselves obliged to give these "pot-boiler" subjects is primarily responsible for many of the unsatisfactory conditions found, and usually frankly recognized on the spot as unsatisfactory; for instance, the very general congestion or lack of adequate facilities in classrooms, bedrooms, kitchens and dining-rooms, lavatories, gymnasiums, etc. It is these subjects, too, more than

any other which many of our people decline to regard as being the Church's duty or business to provide. They are defended chiefly, if not entirely, on the ground that without them the other and more defensible educational interests of the Church could not be maintained. Our objection is not that this sort of work is undignified, but that it is fundamentally wasteful, dissipating the time and energy that the agents of the Church should be devoting to their proper calling, and diminishing thereby the due effect of that devotion.

If, on considering the two alternatives presented above, the conclusion is reached that all secondary education, of whatever type, is outside the Church's true sphere of operation, then criticism by the Church of those who perforce adopt this method of securing revenue is out of place.

But if, on the other hand, this secondary education *Church's responsibility.* is rightly the Church's concern, then the next step is obvious. The Church should carefully examine the situation, find out just what it would probably cost each institution, situated as it is, to give up these alien activities and confine itself to its proper task, and then, even if the Church can provide no other endowment or grant, at least it should make up this loss. It would in this way deliver its colleges from a necessity which is as great a reproach to the Methodist Church as if it should leave its pastors and missionaries to eke out a too scanty allowance by engaging in some employment which distracts them from their true calling and wastes their time and strength.

These further reflections also suggest themselves:

The courses of study devised for those who are preparing for the teachers' examinations or for University Matriculation are fixed within fairly definite limits and presumably are well adapted to prepare

*Inade-
quate pro-
vision for
general
education.*

pupils for the end in view. But the courses to be followed by those who want a general education of a different type to fit them for home life, for the farm, or for business, are not fixed either by statute or by tradition and have not been so carefully thought out as they should be. It is no easy task to plan for the training of the whole boy or the whole girl for a future somewhat indefinite; yet there is supposed to be no great harm in allowing individual tastes or even caprices to determine the course to be followed. What really happens in most cases apparently is that pupils or their parents are allowed, as in a departmental store, to take what they please provided they pay for it, inasmuch as it is a hazardous thing to turn away any prospective fee-paying pupil.

The ideal way, and, if the fear of losing fees can be removed, a quite practicable way, is to arrange certain courses of study, not absolutely rigid, but to be varied for educational rather than for merely financial reasons, and to insist that these be followed.

*Voca-
tional
arrange-
ment of
studies.*

In framing these courses three distinct classes of pupil should be kept in view :

1. Boys preparing to go back to the farm.
2. Girls fitting themselves for home life.
3. Boys or girls fitting themselves for a business career.

*Prospec-
tive
farmers.*

For the first class, namely, boys going back to the farm, in addition to the necessary arithmetic, writing, composition, and elementary book-keeping needful for their position in life, there should be provided some instruction in the sciences that underlie and give meaning to their future farm activities, and some practical instruction in the processes and principles involved in the use of the appliances of their future work, theory and practice being so adjusted as to illuminate each other.

In one college visited, boys who came for a single year before returning to the farm had been put for a very considerable part of their time in the same commercial course with boys definitely preparing for positions in a bank or office, and had been taken over a course of studies far more extensive and specialized than they would ever use in their farm book-keeping, solely because these boys wanted a practical education and the commercial course was regarded as the one practical course to give them.

For the second class, girls preparing for home life, besides the courses in cooking, with the needful scientific basis, there should be instruction in the principles of nursing, sanitation, and hygiene; some knowledge of textiles should accompany the practical courses in sewing; some instruction should be given in the use of the intricate household appliances now so generally employed; there should be some acquaintance with the art of decoration as applied to the home; and all such instruction should be made properly educational by being joined with the underlying scientific principles.

For the third class, those preparing for a business career, there should be devised something that would change the animated machine called a stenographer and typist into an efficient secretary with initiative and capacity for independent work, with a much better training than is now given in English composition, and with some knowledge of economic geography and of the principles involved in business law and commercial transactions.

And for all three classes the greatest care should be taken that, through literature, history, the study of social ethics and of the principles of citizenship, they become conscious of their duties and their

privileges as members of the State and inspired to realize their high calling and destiny as human beings.

*Place of
auxiliary
subjects.*

Music, art and book-keeping would then no longer be self-contained courses for those who desire to specialize in them merely to gratify some taste or to qualify as rapidly as possible for a salaried position; but they would become elements in carefully-thought-out and well-balanced schemes of education that would take due account of all the capacities that call for development if the pupil is to be prepared adequately to fill his place in the community.

What the precise content of these courses and their relative proportions should be we do not feel ourselves called upon to determine. What we should like to see attempted is to have those in the different colleges especially interested in these several branches confer together and co-operate in drawing up what they consider the best courses that can be given in our Methodist colleges to these respective groups of pupils. If a number of competent teachers were to devote themselves to this task they could work out much better courses of study than can now be found in any of our institutions.

*Religious
education.*

Much the same may be said of the subject of religious education. In many of the colleges visited Bible study has a place in the education of the pupil. In very few, however, does religious education constitute a recognized subject of the curriculum under a specially qualified instructor. The existence of Church schools is chiefly justified by their ability to give education a Christian background. The importance of religious education can, therefore, scarcely be overstated, and serious attention should be given to the problem of how to make this subject a genuine factor in the school-life of the pupil. We would suggest that

in religious studies there should be a never-ceasing emphasis on the teachings of Jesus Christ. Only familiarity with the life and personality of the Founder of Christianity will give the student a sense of the *positive* element in religion and will teach him his obligation to the community, which is religion's finest expression.

III. CO-EDUCATION

A question which frequently forced itself on the attention of the Commission in the course of its investigation was that of co-education of the sexes in secondary schools. To avoid frequent recurrence to this topic we deem it advisable to discuss it under a general heading.

Co-educational institutions.

The following colleges in connection with the Methodist Church adopt the system of co-education:

Alberta College, North, Edmonton.
 Alberta College, South, Edmonton.
 Albert College, Belleville.
 Regina College, Regina.
 Mount Royal College, Calgary.
 Columbian College, New Westminster.
 Wesleyan College, Stanstead, Que.
 Wesley College, Preparatory Dept., Winnipeg.
 Methodist College, St. John's, Newfoundland.
 Mount Allison Boys' Academy (in Commercial Dept.), Sackville.

Non-co-educational institutions.

Institutions where it is not adopted:

Ontario Ladies' College, Whitby.
 Mount Allison Ladies' College.
 Mount Allison Boys' Academy (except in Commercial Dept.).
 Alma Ladies' College, St. Thomas.

It will be seen, therefore, that two-thirds of our secondary colleges operate under the system of co-education. In view of the greatly increased interest in education and of the readjustment and extension contemplated in several of our secondary institutions, it is opportune to consider whether the policy of co-education is the ideal one for this country, or whether we should rather look forward to a more or less gradual transformation of the present system. Any

immediate radical change would probably be impracticable, but this should not minimize the necessity of reasoned convictions regarding the goal at which we should aim.

The problems to which co-education in secondary colleges gives rise do not present themselves to the same extent in primary schools or in the universities, so that these latter are omitted from our discussion. *The problem in secondary schools.* The matter for inquiry concerns the case of boys and girls at the plastic age covered by the interval between the age of puberty and the entrance on university study or professional training. The question is whether the development of the whole individual, physical, intellectual, social, is adequately attained in colleges where such boys and girls live under the same roof, mingle in the same dining-room and classrooms and meet more or less frequently in social intercourse; or whether more satisfactory results in the production of the highest type of young men and women are more readily secured in institutions devoted exclusively to the education of one or other of the sexes. It is important to state the matter in this way because the prevalent conception of what constitutes education has changed in recent years. The aim, it is now recognized, is not simply to impart information, however important that may be, but to insure the fullest and best development of character and personality.

Now there are qualities of personality which we aim at developing in boys quite different from those which a true education seeks to produce in girls. The femininity which is admirable in girls is contemptible in boys. It is scarcely to be expected, therefore, that a mixed school of boys and girls, living and being taught under the same conditions, will be able to do justice to the natural call for discrimination in ideals.

It was probably this feeling that in England led to the establishment of the great boys' schools such as Rugby, Harrow and Eton, and the girls' colleges found in all parts of the country, and that under very different conditions has led to a similar policy in the Eastern United States.

The present situation in our Methodist colleges in Canada has arisen largely in response to the exigencies of the process of development in a new country. But in many places the time has arrived when such pressure is not so insistent, and when a change of policy is possible if it be considered desirable.

Arguments in favour of co-education.

It provides the natural relationship.

What are the chief arguments advanced in favour of the present system of co-education?

1. It is maintained that co-educational schools retain more of the normal and natural relationships of life as seen in society and the family than do segregated schools. The traditional English system is less the result of calculated policy than the accidental outcome of a state of society in which girls were not thought to require as good an education as boys. That co-education is widely adopted in America is due not solely to the consideration of economy, but also to the modern demand for equal opportunities for girls.

It stimulates instruction.

2. On the purely intellectual side the experience of Canada and the United States is held to be decidedly in favour of co-instruction. The efficiency of the co-educational public high schools compares more than favourably with the superficiality and slackness so often charged against private schools in which the opposite system prevails. It is stated that there is a mental alertness, an absence of listlessness and dulness in classes where both boys and girls are being taught, which some educationists trace to the interest aroused by the presence of the two sexes. The stimulus of

competition is a factor which has at least as many advantages as disadvantages.

3. The advocates of co-education hold that it results in a mutual respect and a mutual understanding which are of great value in preparing the sexes for co-operation in their after life. The occupations and interests common to men and women have greatly increased in recent years, and if boys and girls are brought up in ignorance of one another, their association in the business of life will be greatly hampered, sometimes by an unjustified condescension or contempt, and sometimes by an equally unjustified idealization.

It develops a healthy comradeship.

4. It is urged that too much importance has been attached to the influence of the difference of sex upon the development of mind and character. The differences between members of the same sex may be quite as great, and may call for as distinctively separate treatment. As neither sex is complete or efficient except in association with the other, nature herself, it is argued, seems to have intended that boys and girls should be brought up together, and under the diverse and complementary influences of teachers of both sexes.

The sexes are complementary.

Arguments against co-education.

Let us now turn to some of the objections to the system:

1. It is maintained that the presence of boys and girls in the same classroom has a distracting effect so far as study is concerned. There is a certain influence in mixed classes, probably largely subconscious, which is detrimental to concentration of mind and serious attention to study at the very emotional age represented in secondary schools.

It is a distracting influence.

2. One of the most desirable qualities to be developed in boys is "masculinity," and it is argued that while in maturer years the companionship of young women is desirable and necessary, yet in boys

It produces effeminacy.

of the adolescent age association with girls is liable to produce effeminacy. In other words the system we are discussing hinders boys in the development of distinctively "manly" traits of character.

Teacher and pupil should be of same sex.

3. Boys are hero worshippers. Masters of the right kind will inspire their boys by leadership and example in study and sport in a way that is impossible to women teachers. On the other hand male teachers cannot understand the feelings and ideals of growing girls, cannot appreciate their peculiar difficulties or see things from their point of view.

The force of this argument is not destroyed by the plan in co-educational schools which provides for a mixed staff of male and female teachers. This only means that neither influence has sufficient opportunity to exert its force in its own proper sphere. Boys will not be developed to the same extent by men under whose tuition they come only occasionally and with whose influence that of young women is competing. The statement also holds if the situations are reversed.

It is usually found also that in such institutions one strongminded individual dominates the situation and that the influence of the place therefore tends to masculinity or femininity, as the case may be, but not to both.

Danger of early attachments.

4. Many parents are reluctant to send their boys and girls to co-educational institutions because attachments are frequently formed before the judgment is at all developed, and these attachments, though often unsuitable, afterwards cause much embarrassment and pain to all concerned. This aspect of the question of co-education has a particular application in the case of candidates for the ministry. Not a few young men attending our secondary colleges with a view to the ministry have arrived at matrimonial understandings

with girls there. The result in many cases is that, on one plea or another, marriage is permitted by the Conference while the candidate is on probation. He is, consequently, excused attendance at a theological college and ultimately goes out as a fully accredited minister with entirely inadequate educational training.

5. One principal informed us that the burden of his duties was immensely increased by the perpetual vigilance necessitated by co-education. From an adjacent city came boys who had not succeeded in city schools owing to the numerous distractions. They brought with them an undesirable knowledge of life which further increased his anxieties. The situation of the school buildings where the dormitories of boys and girls were adjacent made constant and anxious supervision necessary. We found also that in some cases where day pupils are admitted to a residential school the difficulties that arise from the mingling of the sexes on college premises are increased by extra-mural students who come a few times a week for subjects like shorthand or music. It is difficult to prevent these students from loitering at all hours about the halls and corridors, where they feel they have a certain right to be, and where yet they cannot be brought under residential discipline.

In arriving at a conclusion on the subject of education the members of the Commission found themselves in general agreement. Some of its members would lay greater emphasis on the point than others, but the Commissioners were unanimous in their opinion that co-education is not the ideal system for secondary schools. It is likely, of course, that many of our schools for various reasons will remain co-educational for some time at least, and the following observations, therefore, may not be out of place:

*Necessity
of in-
creased
vigilance.*

*Co-education not
the ideal
system.*

*Super-
vision
necessary
under
either
system.*

1. It seems probable that the moral dangers arising at the period of adolescence are not inherently or inevitably greater under one system than the other. Whether boys and girls at the secondary school age are sent away to a co-educational boarding-school, or to separate boarding-schools which receive pupils of but one sex, or whether they live at home and attend a day school, there is equal need for the most careful handling and wise supervision on the part of both parents and teachers. Safety depends on many factors, among which are to be reckoned not only the constant but unobtrusive watchfulness of the principal, but also proper home training and instruction, the ability of teachers to keep pupils interested both in their studies and in their other school activities outside the classroom, and the ample provision of suitable athletic exercises and games.

*Need of
separate
dormi-
tories.*

2. In residential schools where the policy of co-education is continued, the dormitories of boys and girls should be entirely separated on the campus, instead of being in the close proximity which obtains in several of our institutions.

*A Meth-
odist boys'
school.*

Finally, the Commission deplores the absence among our Methodist colleges in Ontario and the West of a boarding-school for boys only. There are co-educational schools, and schools for girls only, but a really first-class residential boys' college is urgently needed. A day-school may impart equally good instruction and with equal success foster many virtues, but (to quote Bishop Welldon, a former Headmaster of Harrow) "It is in the boarding-schools that the *ethos*—the sense of honour, the feeling that *noblesse oblige*, the pride of ancestry, the consciousness of duty, and the spiritual communion between succeeding generations of school-fellows—has attained its sovereign grace of elevating dignity."

Instead, however, of creating a new school of this type, it would in our judgment be a better plan to have an institution now doing co-educational work changed into a college purely for boys. The most favourable place for making a beginning would seem to be Albert College, Belleville, where entirely new buildings are contemplated. We would suggest that this proposal be seriously and carefully canvassed, before the plans for building are so far advanced that readjustment would be impossible.

We can see many advantages that would follow if *Albert* in Ontario the field of girls' education were left to *College*. Alma and Whitby, while Albert College became a first-class residential boys' school. Such a school might still carry on the work which Albert College has for many years set itself to do in educating boys of a particular type, and it would also open up and cultivate a new field at present quite uncared for and disregarded. It might also be pointed out that Toronto has no Methodist elementary private school for day pupils, but that the need for one has long been recognized. A school of this sort established in Toronto might work in close co-operation with a residential school outside the city, such as Albert, to which the older boys might in time be sent.

IV. THEOLOGICAL TRAINING

Suggestions have been made from time to time that the work of theological training in the Methodist Church should be consolidated. The opinion is frequently expressed that there are too many theological colleges, and that there should be some amalgamation. This view found concrete expression in a number of memorials presented to the last General Conference, and as the Commission also encountered it on various occasions in the course of its inquiries, the matter seems to call for some reference in this report.

The considerations which commend centralization are at once obvious:

*Argu-
ments for
consolida-
tion.*

1. The total number of theological students in attendance at college is comparatively small. Some colleges have less than a dozen, others possibly thirty, while only one or two have more than that number. To maintain a special staff of professors in each of six different institutions for these comparatively small bodies of students seems unnecessary and wasteful. To the cost of supporting these teachers the students contribute nothing. Theological students pay no fees, owing to the fact that they are usually drawn from the ranks of those who are not wealthy. The burden, therefore, falls entirely on the Church.

2. To build up a strong theological faculty is the work of years. Thoroughly competent theological teachers are hard to procure. Canada has produced some strong men in theology, but is not yet able to supply a sufficient number of really first-class scholars to man all our theological colleges. In order to secure experts from elsewhere an attractive salary must be

offered. This requires greater resources than several of our colleges have at their disposal.

3. This is the age of specialists. The time has gone by when it was believed that two or three men could satisfactorily cover the whole field of theological training. It is now felt that a professor should specialize on his own particular part of the field if he is to teach it properly. Under the present arrangement whereby the training of our ministry is spread over half a dozen institutions it is impossible to provide faculties sufficiently large to make this work of specialization practicable.

4. Few of our theological colleges have anything like adequate libraries. Theological works are expensive, and in the presence of other more insistent demands the requirements of the libraries are overlooked. It is questionable whether in any one of our college libraries there are sufficient facilities for advanced work.

Concentration would, therefore, have the following advantages:

- (a) Economy.
- (b) Larger bodies of students with more enthusiasm in the classes.
- (c) Larger faculties composed of experts.
- (d) More adequate library facilities.

On the other hand the following facts must be taken into account:

1. A local college makes a stronger appeal to the sentiment of the constituency it serves than one at a distance is likely to do. As a rule people are less influenced by the argument for efficiency and economy than by the natural pride in the fact that they have a college of their own.

*Argu-
ments for
decentral-
ization.*

2. It is urged that various parts of Canada have their own problems and that clergymen who are to minister in these different localities should have the first-hand knowledge of local conditions which is to be gained by being trained on the spot.

3. Finally, even when it is admitted that the ideal plan would be to have three or at most four strong institutions at strategic centres, yet it is pointed out that the practical difficulty of inducing any of the institutions already in existence to abandon theology would be almost insuperable.

With these general arguments on both sides in mind we may now investigate the matter more in detail. The following colleges give theological instruction:

Theological colleges.

Alberta College, South, Edmonton.
Columbian College, New Westminster.
Mount Allison University, Sackville, N.B.
Victoria University, Toronto.
Wesley College, Winnipeg.
Wesleyan Theological College, Montreal.

Situation in the West.

Turning first to the institutions in the East, it does not appear probable that any serious modification of existing arrangements would meet with favour. The special conditions under which the Eastern colleges have grown up, their long history and the peculiar needs which some of them are intended to serve, render the chances of any fundamental change remote. The remainder of our report will, therefore, deal only with the situation in the West. The difficulties in the way of any plan of consolidation will be best appreciated by considering a particular case. In British Columbia where the arrangements for theological training are at present merely temporary, and where also no permanent staff exists, there would appear to be the best opportunity of effecting some consolidation. But local

opinion will not hear of any combination with Alberta. The argument of one strong college for two adjacent provinces does not appeal to the Methodist leaders in British Columbia.

This is partly due to sentimental feeling and to a recognition of the work Columbian College has done. In addition it is urged that the problems and conditions of life in these two provinces are so diverse that the theological training should be different. This argument does not appear convincing. A weightier reason is that local sentiment would ensure much stronger financial support from the people of the province for a college in their own Conference, and would intensify their interest in education.

But even more important than local sentiment is the vision of what a theological college in close relation to the Provincial University might be. This last argument we consider of much wider application than to the case of British Columbia alone. We believe that a theological college should be attached to a university and not to a ladies' college or boys' academy. To a university it can make a two-fold contribution, viz.: (a) a Christian influence that will counteract the secularization so often associated with state universities; (b) the provision of hostels in which Arts students may live in right surroundings and atmosphere.

An additional argument arises from the possibility of co-operation with theological colleges established by other Churches whereby a stronger institution would be created.

But while recognizing that the plan of having theological colleges in connection with the Provincial University has much to commend it, and may ultimately prevail throughout the West, we would strongly deprecate the establishment of a new theological college or

*Relation
of a theo-
logical
college to
a univer-
sity.*

theological faculty in the near future in the Province of Saskatchewan.

We, therefore, feel that in the West, while one or possibly two strong and strategically placed theological colleges would have been the ideal plan and have served the Church better for years to come, yet, as we have shown, there are very serious difficulties in the way of any consolidation at present. Whether these difficulties are insuperable it is not for us to determine.

Consolidation in B.D. work.

We may point out, however, that in one direction some consolidation of theological work is possible, viz. : in the work for the degree of B.D. It is recommended that this grade of theological work be taken up, for the present, only at Wesley College, Victoria and Wesleyan, Montreal. Our reason is that the other colleges do not yet appear to be sufficiently strong in staff, revenues, library, etc., to do the work efficiently. Individually, the members of the staff may be quite competent to do this work, but they are so few in number that it constitutes much too heavy a tax on their time and energies, especially when no co-operation with other theological colleges is possible.

V. FURTHER CONSIDERATIONS

In the course of its enquiry the Commission *Emphasis* discovered certain general tendencies which the colleges exhibit in varying degrees. One of the common *physical* characteristics, possibly the most striking, is the *equipment.* undue emphasis which is laid on the physical equipment of the school and the failure to realize the paramount importance of the intellectual, educational and personal qualifications of the teaching staff. Many of the institutions visited, it is true, were badly housed. Occasionally the surroundings were such as to impair the tone of the institution. Such conditions require an immediate remedy in the form of structural alterations or additions, and no quarrel can be found with a determination to make the physical equipment of a college efficient. It is another matter, however, to attempt the erection of buildings so elaborate and extensive as to be out of all relation to the purpose which the institution concerned is intended to serve.

This must not be taken to mean that we are not alive to the effect on the character of fine architecture. Nothing is truer than that the student, especially one of an impressionable age, receives a most direct influence from his surroundings. His environment most certainly should embody as much beauty as possible. But a beautiful building need not be a large building, nor need it be an expensive building. It must, to be beautiful in the full sense, be an appropriate building in style and design as well as in materials and construction.

Education, we must remember, is not a thing of *Salaries of* bricks and mortar. These are but means to an end, *teachers.* and that end is served chiefly by the contact of mind

with mind, by the influence on immature boys and girls of fine personalities. Teachers, like the members of any other profession, cannot, and should not, be asked to overlook the consideration of salary. Only that institution which will pay for first-class teachers will get first-class teachers, and on a basis of first-class teaching alone can first-class schools be built. At present there is a disposition, common to many of the schools visited, not only to do too many things and do them inefficiently (this is dealt with elsewhere in the report), but to plan extravagant buildings. The motives underlying such a policy cannot be questioned, but in such cases, unless the source of revenue is vast, the building scheme can be carried out only by deliberately lowering the standard of instruction (*a*) by employing too few teachers, (*b*) by employing poorly qualified teachers, (*c*) by exploiting the loyalty of good teachers, or (*d*) by a combination of all three.

We should do well to remember the experience of a great American educationist who clearly realized that education is chiefly a matter of brains and personality. In the foundation of a new University all else was neglected to the consternation of its friends, but he knew that, given the essentials, the physical equipment would follow in due course, and Johns Hopkins University is the result. May we urge our governing boards to realize that education is, in the broadest sense of the word, a *spiritual* thing. Let them find men of the highest qualifications and pay them adequately and the other material problems will offer no lasting difficulty.

Scholarships.

If the first charge on the revenue of a school is the payment of its teachers, another serious responsibility should be the provision of generous scholarships. Many of our institutions provide small bursaries for needy students, but these, useful as they are, are generally

inadequate both in number and in amount. But whether such bursaries be large or small, there is also need in every educational institution for the establishment of scholarships—as distinguished from mere grants of money—in the award of which, intellectual promise instead of financial needs would be the primary consideration. If each Methodist educational institution through a few generous open scholarships could offer a free education under Christian influences to boys or girls likely to become the leaders of to-morrow, it would perform a valuable service to the community. Another consideration is the fact that the provision of generous scholarships for promising pupils unable to pay their fees helps to keep a private school on a democratic basis.

In its enquiry the Commission noticed a tendency *Inappropriate* common to many of our institutions to use in secondary schools the nomenclature of a university. This *nomenclature.* fault may well be only a symptom of a confusion as to the purpose which certain institutions are intended to serve, or in one or two cases, the inappropriate terminology may have historical reasons. It is submitted, however, that there is an essential lack of dignity in the practice by which a secondary school is made to masquerade as a college of university standing by translating “pupil” into “student,” “teacher” into “professor,” “staff” into “faculty,” by the misuse of terms such as “graduation” and “convocation,” and by the offering of “degrees” that have no meaning save to the institution which awards them.

Finally we feel that some reference should be made *Educational ex-* to a defect in the permanent oversight of the Methodist *perience* schools and colleges in Canada. It is obvious that if *should be* the Church is to adopt a new policy and begin hence- *used.* forth to give serious attention to the kind and quality

of secondary education provided by its colleges, it should seek to enlist, to a greater degree than in the past, the co-operation of persons possessing experience in educational work. There are in the Methodist Church many educationists of recognized standing who hitherto have not been brought into any useful relationship with the educational institutions of their Church. The judgment and advice of such persons on many questions of policy and administration would often be invaluable, if some means could be devised by which the Church could avail itself of the services they could so well render and would so gladly render.

Without attempting to recommend a detailed policy in this regard, we venture to make two suggestions:

An advisory committee.

In the first place, there should be associated with the Secretary of Education and his Board a small expert advisory committee. The members of this committee should be men of experience, judgment and repute in educational work. Their functions should be to give the Board expert advice on general questions of educational policy; to visit from time to time the educational institutions of the Church and report upon their work; to consult with the principal, staff and governing board of each college as to the best means of bringing into harmony the policy of the Church and the practice of the college; and generally to devise and suggest methods of making effective the educational ideals of the Church.

Appointment of principals.

In the second place, in the appointment of college principals, more regard might well be had to educational qualifications. Business capacity and the ability to enlist support for the college are also undoubtedly important, but it should not be imagined that these alone, combined perhaps with some enthusiasm for education, constitute the ideal principal or college president. In any other than a Church institution,

it would as a rule be regarded as axiomatic that the head of an educational institution should be an educationist of recognized standing. But if for any reason it seems well to choose as principal one who has the financial and administrative rather than the educational qualifications, there should be associated with him as vice-principal one whose duties will be complementary to those of the administrative head, and who, though junior in rank, will be regarded in his own sphere as one possessing authority.

PART II.

INDIVIDUAL SCHOOLS AND COLLEGES

ALBERT COLLEGE, BELLEVILLE

Albert College is conducted as a co-educational institution providing residential accommodation for its pupils, and can be classed as a secondary school, although it also carries on instruction of an elementary nature as well as work corresponding to that of the first or second year in a university. The curricula of the school embrace ordinary high school courses, commercial instruction, music, elocution, and a certain amount of training in art.

Staff. The teaching staff is, in proportion to the diversity of instruction, very small. The revenue of the College does not permit of salaries commensurate with the volume of work performed by its teachers nor the qualifications which should be demanded of them.

Pupils. The pupils during the year 1918-1919 numbered 107; of these some 16 were of 23 years of age or over. Not more than 5 students came from outside the Province of Ontario. Practically all the students are in residence.

Buildings. The present college buildings for some time have been out of date and entirely inadequate. This condition has been aggravated by the recent fire which destroyed an important wing.

The College under an arrangement with the City of Belleville has acquired the use of a block of land about forty acres in extent, upon which it is proposed to erect

new buildings. These buildings under the agreement with the City must be of the value of not less than \$200,000, and construction must commence within three years of the signing of the treaty of peace. The sum of \$179,000 has already been subscribed to a College Extension Fund, \$172,000 of this having been raised in Belleville itself.

Albert College has now had over sixty years' tradition of useful work. The *esprit de corps* among its pupils and ex-pupils and the devoted service of its teaching staff are striking. The loyalty of the City of Belleville to the College is also significant. All these facts point to the urgent necessity that the College should grasp the opportunities now afforded it of both expansion and development.

In the present transitional period the College is offered a valuable opportunity of reviewing its career up to date and considering what changes of method and equipment are required in order that it may be of the greatest possible usefulness to the community of the future. It is important that the aims of the College should be defined afresh and its relation to the educational system made clear. It should be ascertained what work there is which Albert College can do better than the provincial schools or other private foundations, and any unnecessary duplication of the work of such institutions should be avoided.

We suggest that the function of Albert College is to provide a secondary education primarily for resident pupils in a community under Christian influences for the following classes:

- (a) Boys who look forward to careers in farming with or without a course at an agricultural college.

- (b) Girls who are prospective housewives.
- (c) Boys and girls who look forward to a commercial career.
- (d) Young men who by reason of their age are unable to prepare themselves in the provincial high schools for university work.

In the training comprised in *a*, *b* and *c* our high school system is very weak. The high schools make little effort to give vocational training, and the vast majority of high-school pupils in Ontario are being educated on the assumption (incorrect in most cases) that they are proceeding ultimately to a university degree. A school privately controlled, as is Albert College, has an opportunity to combine, with the discipline and influence of a residential school, training which will bear in some degree on the pupil's future vocation.

To refer to the classes outlined above:

Agricultural training.

- (a) The prospective farmer.

To meet the needs of this class Albert College should perform the functions of an agricultural high school. We would suggest that the College be used by the Government of the Province of Ontario as an experimental station in agriculture and horticulture for Eastern Ontario, so that in the various divisions of agriculture greater intelligence may be applied and greater production assured. Such a training requires the laboratories of the field, the garden, the house, which are not available in the high school.

Training for the home.

- (b) The prospective housewife.

Household science is too frequently taught at present as a mere educational frill, rather like china-painting and of as little practical importance, whereas it should

be made one of the basic studies of any girl who expects to preside over a home. Household science should involve an actual preparation for housekeeping, and should be taught under actual conditions as regards the ordinary cooking stove and other such equipment in an average home. The housewife should know how to work under those conditions in the most efficient manner, for in these days the helplessness of the untrained housewife is fraught with many dangers.

- (c) The prospective secretary, bookkeeper, stenographer, etc. *Commercial training.*

The training of the average business college lays emphasis on the purely mechanical side. There is a place in this institution for a real secretarial training in which the technical instruction is supplemented by a training which will develop the intelligence and teach the pupil how to apply it.

- (d) Young men who by reason of their age are *Over-age* unable to prepare themselves in the provincial *pupils.* high schools for university work.

In Albert College there should be no duplication of the work of the provincial secondary school. The College must be something more than a high school. If it is to be only a rival of the high school we submit that it is not worth the amount of money to support it. Therefore in purely academic work leading to the university the only class to be encouraged in the College are those over the average age. For men in this position Albert College has always been of the greatest use. First year university work, however, should not be attempted by the College if it could be avoided. The staff for this work is costly; the number of pupils concerned would not be large enough to justify the expense and the work itself lies outside the scope of the College.

Too much emphasis cannot be placed on the necessity of co-ordinating the practical and theoretical instruction to be carried on in the school. For instance, the art training should be closely connected with household decoration. Again, physics as taught should be closely connected with the work in electricity, farm tractors, water supply, drainage problems, while chemistry should be closely connected with the problems of the soil, filtration, dyeing, canning, preserving, etc.

*New
buildings.*

As regards buildings, we strongly recommend that these should be constructed in strict accordance with the aims of the school. These should include *inter alia* three separate buildings:

- (a) A dormitory for girls with accommodation for 150.
- (b) A dormitory for boys with accommodation for 150.
- (c) A building to house the administrative offices, class rooms, the library and possibly the dining-room.

Salaries.

It is important that the teaching staff should be accommodated in the buildings in comfortable and adequate quarters. Salaries of teachers can rarely be made proportionate to the service rendered and can best be supplemented by perquisites. If, however, the educational standards of Albert College are to be high, salaries must be as high as possible. We would point out the danger of emphasis on the "bricks and mortar" side of the school. Its success is dependent on intangible elements, in particular the personality of the teachers. This must be paid for generously, otherwise there is danger of an exploitation of the devotion and loyalty of the staff.

We would suggest an important point with regard to *Headship*. the headship of the College. There is always a difficulty in requiring one man to be both the administrative and financial as well as the educational head of an important school. This is particularly the case in an institution passing through a transitional period. If Albert College is to "blaze a trail" in education it will require all the energies of one man to represent the College in public and to concentrate upon the problems of finance, while there should be another man left more or less free to think of the purely educational questions, to direct the teaching personnel and to come into personal touch with pupils. We would strongly recommend that another appointment should be made which would relieve the Principal of this detail. The present Principal would be left free in this event to act as President of the College, and would be greatly assisted by the new appointee, who might be given the title of Principal.

To recapitulate it is recommended:

Recapitulation.

1. That consideration should be given to the re-definition of the aims of Albert College.
2. That the function of Albert College is to provide secondary education for the following classes:
 - (a) Boys, prospective farmers.
 - (b) Girls, prospective housewives.
 - (c) Girls and boys, prospective secretaries, bookkeepers, stenographers, etc.
3. That first-year university work should be eliminated as far as possible and that instruction for matriculants should be confined to special cases—in particular those of over-age men.
4. That the buildings should be simple and inexpensive.

5. That the schedule of salaries should be materially raised.
6. That the Principal should be assisted by a new appointee, who would have special jurisdiction over curricula and the instruction carried on in the school.

Modification of recommendations.

[Since making the report on Albert College, which was presented as a separate document in the spring of 1919, the Commissioners have modified their views on this institution to the extent of recommending that it be operated as a secondary school for boys only. Reasons for this conclusion are stated on pages 20 and 21. Such a change in the character of the school would also involve certain obvious modifications in the courses of study recommended.]

ALBERTA COLLEGES, NORTH AND SOUTH,
EDMONTON

At Edmonton, where there are two colleges, there is a problem of peculiar complexity, due to

Complexity of Problem.

- (a) the large number of students and the great variety of work undertaken;
- (b) the congestion in the buildings and the problem of location, and
- (c) the financial situation.

A few particulars under each of these heads will give some idea of the situation.

(a) The work of Alberta College, South, includes the training of theological students, the preparation of boys and girls for matriculation, together with instruction in music and in expression and physical culture.

Curriculum.

Alberta College, North, takes up the public-school course and the first year of the high-school course, has classes in music, in expression and physical culture, and in art, has a large commercial department, and a school of telegraphy. It has a night school in public-school, high-school and commercial work for young people of the city employed during the day, and it finds a large field for its activities, both in the day and the night classes, among those of the foreign population who have not had educational facilities.

Both Colleges, finally, are residential and co-educational.

(b) The South College building is well planned and substantially built, and is situated in the grounds of the University of Alberta. It is at present large enough for the number of students in attendance—although its T-plan is better adapted to a residence for one sex only.

Buildings.

The North College building is, on the other hand, quite inadequate and unsuitable. It is congested beyond imagination, and dangerous in case of fire by reason of its wooden construction and its labyrinth of corridors and passages. It is situated close to the business centre of the city, without room for adequate and desirable expansion; and while it is conveniently placed for night school work, its proximity to the down-town streets and to a large clubhouse makes it highly undesirable for young people in residence in the College. There is a certain sentiment attaching to the location, as the site is all that remains to the Church of the property left by the great missionary, Dr. McDougall, but the situation of the property and its restricted area are quite incompatible with really satisfactory educational results.

*Finances
of the
South
College.*

(c) The South College, like all similar institutions, had for years difficulty in making ends meet. In spite of rigid, and sometimes perhaps unwise, economy, a deficit was gradually accumulated. During recent years (from 1917 to 1920) the building has been in the hands of the military authorities for use as a Convalescent Home, and the rental received has been sufficiently large to make financing for the time being an easier task. The college work has meantime been carried on in the University of Alberta buildings. But there is a reverse side. It will take a considerable sum to prepare the building for use again as a residential college. A large portion of the former equipment was sold for \$7,000. It will cost at least \$12,000 to replace this, and meanwhile the \$7,000 has been used to pay arrears of indebtedness. Moreover, \$6,000 is needed to link up the building with the central heating system of the University.

The financial statement of Alberta College, North, *Finances of the North College.* bears witness to the brave struggle made to provide education for pupils, many of whom can afford to pay but little, to keep an efficient staff together on an unsatisfactory salary list, and to provide accommodation for numbers to which the building is quite unequal.

Some years ago it was proposed to establish an industrial and agricultural school on a farm of two hundred acres just outside the city, where boys and girls from the country could be given a practical education to fit them for life in the province. This Warner Property was purchased at a cost of \$60,000, on which \$18,000 is still owing. For various reasons—one of which is the inaccessibility of the farm by car-line—the project does not seem at present at all feasible, and it is not clear just what is the best disposition to make of the property, or how best to withdraw from the present difficult position. One proposal is to sell the surface rights—which could be done for a sum slightly more than sufficient to wipe out all indebtedness on the property—and retain the coal rights, which might in time prove to be a valuable asset.

A review of the whole situation in an effort to find a way out of the present difficulties has led us to the following conclusions:

(a) The night school work, desirable and even imperative as it may be, is a work which for the most part belongs properly to the educational authorities of the municipality itself—to the City Board of Trustees, and should in no way be a charge upon the resources of the Methodist Church. Whether these Trustees have ever been approached on the subject we do not know, but an effort should be made to have them undertake what in many other cities is recognized as part of the duty of the municipal board. The expense of this work should

come out of the school taxes, and Alberta College should no more be expected to make provision for these night classes than it is expected to relieve the city of its expenditures for police protection or street lighting.

*Education
of "New
Canadian."*

(b) The equally important task of giving educational facilities through a residential school to the so-called "New Canadian" is, on the other hand, one which can properly be undertaken by the Methodist Church. A great opportunity exists of creating the right loyalties and aspirations and ideals among the backward but promising pupils from the city and surrounding country, and thus of building up communities in which Christian work will be more effective than otherwise it would be. Amid all the difficulties which have attended these efforts their success has been undoubted. The work is too vitally important to be abandoned; rather it needs development, extension and liberal support.

But is it primarily and exclusively the task of the College and of the Educational Society of the Church? Is it not equally a duty belonging to the Home Mission Board and the Department of Social Service? These three are all at work in Northern Alberta, but without the needful co-operation in resources and effort. The maintenance of separate watertight compartments in dealing with such a problem as confronts the Church in Northern Alberta can never in our judgment yield permanent or satisfactory results.

*Utilitarian
courses.*

(c) The purely utilitarian courses, like much of the commercial work, typewriting, bookkeeping, telegraphy, etc., and a large proportion of the work in music, art and expression, are of little intrinsic value in furthering those ends which the Church has in view in maintaining secondary schools and academies. They are retained largely because they help to pay the College's bills.

There is no reason why they should be kept in their present form in any ideal scheme of reorganization, and if the Colleges can be put on a proper financial footing, the small amount of surplus revenue produced will not be missed, while the college staff and premises will be much less severely taxed than at present.

(d) The theological work proper and the provision of a hostel for university students in Arts are in line with the policy which has been discussed elsewhere in this report (page 25) and there approved. This would seem to be the proper function of Alberta College, South, and we strongly advise against its being combined with any other type of work whatsoever. *Theological college.*

The provision of matriculation classes in this College is in part defended on the ground that candidates for the ministry are sometimes accepted who need some preparatory or supplementary high-school training, before they can profitably undertake their theological education. It is argued that where classes have been established for such ministerial candidates, the advantages these enjoy might well be extended to others, whose parents may desire to have high-school training given to their sons and daughters in a residential college, especially in cases where they must leave home to get anything beyond a public-school education. But the number of these backward theological students is small and is not likely to increase, and their needs could be met in other ways than by the establishment of a high-school course in a theological college.

(e) It may be assumed that in Edmonton, as in so many other places, there will continue to be a demand for the type of education which a residential school affords. The general question of what such a school should aim at doing we have already discussed. We trust that it may be found possible in Edmonton to *Residential secondary school.*

develop this work under more favourable auspices, so that it may be made reasonably self-supporting, without having to be bolstered up with less justifiable undertakings, and may be set free from the distractions which now interfere with successful operation.

Edmonton has in one respect a condition of things which is not duplicated elsewhere. This academic work, including public- and high-school instruction, is divided, with a certain amount of overlapping, between two colleges, both co-educational. It would seem to be the ideal arrangement to separate this work from the other branches, theological, commercial, night school and "New Canadian," as recommended in the foregoing pages, and to unite it in one strong, well-equipped and well-staffed institution, which should have two buildings, one for boys and one for girls.

*Relation
of the two
institutions.*

(f) There remains the question: What should be the relation of this secondary institution to the Theological College, with which would be combined the University Hostel? In our opinion they should remain separate institutions, each developing along its own proper lines. They need not be absolutely unrelated, however, but could still find unity through one general board of management, and possibly one administrative head. We would reiterate our conviction of the undesirability of bringing together in the close intimacy of college life, the immature children of the public-school and high-school grades and students of university standing.

Recapitulation.

The more important points covered in this chapter may be summarized as follows:

1. There should be a complete reorganization of the two Colleges, and a consolidation and readjustment of the work undertaken.
2. An effort should be made to have the Municipal Board of Trustees (to whom it properly

- belongs) become responsible for the night-school work.
3. The important work being done to fit the "New Canadians" for life should be undertaken jointly by the Educational, Home Mission and Social Service Departments of the Church, working in the closest co-operation.
 4. A considerable portion of the work now done is either purely utilitarian or purely ornamental and should be eliminated, as being outside the province of a church institution.
 5. The very considerable legitimate work which remains should be apportioned between the two Colleges. Alberta College, South, should give up all organized secondary education and should become a Theological College and a hostel for students attending the University. Alberta College, North, should devote itself to working along the lines advocated in the introductory chapters of this report, primarily as a residential school, with such additional day pupils as could be trained in harmony with its declared policy and ideal.
 6. The two Colleges, while for educational purposes quite distinct, might possibly find it advantageous to be under one management and one official administrative head.

ALMA COLLEGE, ST. THOMAS

*Present
condition
of build-
ing.*

Alma College is one of the very few secondary schools in the connexional list that are not co-educational. The building was erected about forty years ago, and is substantially built of brick, but most unfortunately it has narrow windows, of the pointed Gothic type, so that the corridors and rooms generally are very insufficiently lighted. The building normally can accommodate only about 100 resident pupils (at times this number has been exceeded), and with a considerable attendance of day pupils there is undoubtedly some overcrowding. The classrooms are in some cases quite too small and deficient in air space. And yet on the top floor of one part of the building there are unused rooms; but rooms that are also virtually of no use on account of their poor lighting and inaccessibility.

The building when visited was very obviously in need of extensive repairs and improvements. The surplus available annually for renewals had not been sufficient to prevent the structure gradually deteriorating as the years went by. New floors were badly needed in many parts of the building; the domestic science department had an equipment which was both meagre and out of date; better facilities in bathrooms and lavatories were called for, as well as more modern equipment in the kitchen and storerooms; and a very considerable amount of decoration and painting was necessary in corridors and classrooms, both for appearance sake and to improve the lighting.

A rearrangement of rooms was almost more urgently needed than repairs and decorating, whether because of defects in the original planning or of congestion with its accompanying inconveniences. The rooms for piano

practice were so distributed as to cause the maximum amount of disturbance; the rooms used by the household science students for sewing and for laundry were at such a distance from the room used for other instruction that the teacher could not properly supervise the work done; the servants' rooms were quite too far removed from the part of the building where they were engaged at their work; and there was not a proper distribution of lavatories, those on some floors being much too far from the dormitories. If new servants' quarters could be provided, as they should be, in closer proximity to the kitchen and downstairs offices, this one change would almost automatically make possible all the other rearrangements which seem so highly desirable.

Another unfortunate feature is that the dining-room is in the basement, as also is the large room which is used alike for chapel, auditorium, and classes in physical culture.

Finally, to complete the list of inconveniences from which the College suffers, the building has very inadequate grounds. There are six acres in all, so situated in the city as to be incapable of enlargement, and with an important railway line running close to one side of the grounds not many hundred feet from the college building.

And yet with all these handicaps Alma College has *Finance.* flourished from the first and is still doing good service to the community. There is no debt upon the College except a mortgage which involves no payment of interest, and of which the principal has been gradually repaid year by year until only one-fourth remains due. The grant of \$10,000 from the funds raised by the National Campaign was not to clear off this mortgage but to effect needed repairs and renewals. However, a much larger sum will be required. The Board of Man-

agement has prepared a detailed list of the improvements regarded as absolutely necessary "to protect the exterior and to bring the interior up to date." All the items included seem to be justified by the manifest need for improvement, and the estimate of \$40,000 does not seem to be at all excessive. But to meet this amount the Board has only the \$10,000 above mentioned, and it has therefore addressed an appeal to the Educational Board of the Methodist Church, asking its support in securing the sum required. This appeal of course raises at once the question of policy, which was discussed in the opening pages of this report—the question of the attitude which the Church should assume to secondary schools like Alma. We have there taken the position that support and supervision should go hand-in-hand; and that the Church should either undertake seriously both support and supervision, or should definitely "cut the painter."

Obviously the question of extending financial aid to Alma depends also on the estimate the Church forms of the value and importance of the educational work done there.

*Courses
of study.*

The courses of study include:

- (a) A preparatory class below the high-school entrance grade.
- (b) The four years' high-school course leading to junior matriculation or the teachers' examination, with certain additional subjects offered which are not included in the present high-school curriculum, such as Bible study, civics and elementary psychology.
- (c) Technical courses in music, fine art, commercial branches, elocution, and household science. Of these the most popular are the course in music and the commercial course.

The preparatory department is an ungraded school, *Preparatory class.* with two teachers, for young girls belonging to the town (day pupils, not boarders) who are not yet ready to enter upon high-school work. In the circumstances there does not seem to be any clear justification for maintaining a department of this nature, especially as it does not pay for itself. The preparatory departments in other colleges, such as those at Stanstead, Whitby and Edmonton, are differently constituted and seem to have a better reason for existing.

As to the other departments of work, and especially the technical courses, most of the comments made upon the very similar conditions obtaining in the Ontario Ladies' College at Whitby are applicable here (see page 79). Alma, according to its calendar, is also a college composed of seven "schools," and it would appear that both in theory and in practice these schools are quite too self-contained and uncorrelated. Indeed, *Narrowness of special courses.* Alma goes farther than Whitby in allowing pupils to pursue exclusively a single branch of study, such as music or commercial work, without insisting upon any supplementary or complementary studies whatever, even literature or history.

Especially for pupils at this stage of development the theory enunciated for many years in the calendar seems a singularly inadequate, if not absurd, defence of a practice educationally quite indefensible, that "while the student may devote herself to one study, this study is pursued in the tonic atmosphere of commingled currents of thought. Unconsciously she will acquire a wider sympathy and culture, simply by living with those who are enthusiastically pursuing other subjects."

Upon day pupils who take such a course the College cannot possibly leave any impress; and in the case of

even the resident pupils who take the crowded one-year course in shorthand, typewriting and bookkeeping, and who study nothing else, it is to be feared that they are merely using the College as a convenient boarding-house while they are getting ready to earn money in an office.

More emphasis on general course.

The courses of study, we believe, need reconsidering and correlating along the lines indicated in the general section on this subject (page 10). The practice at Alma seems to have been too frequently to allow a girl to come to college and take just what she pleased. As a commercial undertaking that may be a wise course for an institution to pursue; but it is doubtful if it will produce the results for which the College was founded, "a well-rounded life under the influence of Christian culture." Again, when the small list of those who since the founding of the College have completed the courses which give a well-rounded liberal education, is compared with the much longer list of those who have received diplomas in music, elocution, fine art, and "commercial science," a doubt suggests itself whether the College has been working on right lines, especially when it is realized that these latter courses are so narrowly technical. There would seem to be room for a determined effort to reinstate in favour a better balanced type of education that will fit a young woman more completely for the manifold interests and activities of her after life in the home, the church and the community.

Recapitulation.

The following are the chief recommendations made in this report:

1. That the Board's proposed schedule of repairs and improvements (including new domestic quarters) be carried through as soon as possible, these improvements taking precedence of any scheme for new buildings or extensions.

2. That the preparatory department be discontinued.
3. That pupils taking special courses in music and commercial work be required to supplement the narrowly technical instruction by a due proportion of cultural subjects.
4. That a properly balanced general course be framed which shall be the course taken normally by all pupils not preparing directly to become teachers or to enter the University.

COLUMBIAN COLLEGE, NEW WESTMINSTER

Buildings. The two buildings of the College are situated on beautiful grounds facing Queen's Park, about six acres in extent, in an excellent part of New Westminster, with a fine view of the Fraser River and surrounding country. The grounds, in addition to trees and shrubbery, provide tennis courts, croquet lawns, etc., and there is a campus of about two acres for other sports.

The building of the Ladies' College, while of good appearance, is of wood, and, although provided with fire escapes, must be a continual source of anxiety regarding fire, especially as most, if not all, the fuel is wood, which is stored on the grounds adjacent to the basement. The heating is by steam and the lighting is by electricity.

The first or ground floor contains the reception room, assembly hall, library, Principal's and Bursar's offices, dining-room and kitchen. The second floor contains the apartments of the Principal, the music studio and practice rooms, and also rooms for teachers and pupils. The third floor contains teachers' and pupils' rooms and a general sitting-room.

While the teachers' and pupils' rooms on these two floors appear comfortable and pleasant, with considerably more light than on the rather gloomy ground floor, the transverse character of some of the passages, coupled with their narrowness, would cause difficulty in the event of fire.

The men's building, also of wood, is heated with steam and electrically lighted. The bedrooms are somewhat meagrely furnished, the pupils themselves supplying bed-linen and towels. The gymnasium, used on certain days by the girls, the classrooms for

academic work for both boys and girls, and the apartments of the male teachers are all in this building. The sanitary arrangements are fairly adequate, but repairs were needed at the time of our visit.

The equipment of the classrooms is also somewhat meagre, consisting of long, flat, narrow desks or tables, which are quite different from the style of desks found in a modern schoolroom. To change the equipment so as to provide comfortable and commodious classrooms may require an expenditure of money greater than the style and construction of the building would warrant, but some better arrangement than the present would appear desirable even if some of the present activities of Columbian should be transferred to the proposed Ryerson College.

Columbian College offers the usual imposing list of *Courses of study*: Academic, including public- and high-school work up to matriculation, music, elocution, household science, commercial, etc. Many of these courses are maintained for the sake of the fees which they bring in rather than as part of a well-considered scheme of education for those whom such an institution should exist to serve.

As to the success of co-education in the College the *Co-education* verdict there is favourable. It is, however, recognized that it would be better if the boys and the girls were farther apart, chiefly, according to the Principal, because different rules and discipline are necessary for each group. At the same time the buildings must be near enough to form one institution in management, co-operation of teachers, etc. At Columbian there is virtually no room for expansion on the present site, and the only other space available is about a quarter of a mile away.

Theological instruction.

For many years Columbian has been the one Methodist College giving theological training in British Columbia. For four years during the war this work was discontinued, but was resumed in 1919 in response to the wishes of the British Columbia Conference. Great credit is due those who have been carrying on this work, but it is at best a temporary expedient. Local feeling rightly deprecates the placing of theological training in close connection with a small boys' academy and ladies' college. It has, therefore, been proposed to transfer the theological work to a new institution, Ryerson College, to be established in close connection with the Provincial University at Point Grey.

Four of the six instructors in theology are ministers in charge of churches, who serve without salary. It is apparent that the theological work done by Columbian College would be impossible if these instructors did not cheerfully give their time and strength to the work of teaching, without anything in the form of appropriate remuneration such as the work of theological training deserves. The whole arrangement, while perhaps unavoidable, can scarcely be regarded as satisfactory.

In the event of the withdrawal of the Educational Society's grants for theological work, an endowment to yield \$5,000 per annum would be needed to make the institution what it should be. It is doubtful, however, if local sentiment is strong enough to support a really strong secondary school here, especially after Ryerson College comes into being.

Household science.

The Household Science Department had a meagre outfit until supplemented by a private donation, but there still remains the problem of how the equipment thus procured may be maintained in a proper state of efficiency. While great credit is due the

ladies' auxiliaries in the district, dependence on local subscriptions is very precarious.

It will be evident that the conditions facing Un-
Columbian College contain so many elements of uncer-*certainty*
tainty that it would be the part of wisdom to *of future.*
proceed cautiously in all schemes of extension. Only
as the future unfolds itself will it become clear what
the policy of the College ought to be.

The following are the chief recommendations as to *Recapitu-*
this institution: *lation.*

1. That more suitable equipment be provided as soon as possible.
2. That the courses of study be both simplified and properly co-ordinated.
3. That, if the co-educational system is continued, the boys and girls be housed separately.
4. That the theological work be abandoned.
5. That plans of extension should be proceeded with very cautiously.

MOUNT ALLISON, SACKVILLE

The corporation known as "The Regents of Mount Allison" has under its control three institutions situated at Sackville, N.B., viz.: a University, a Ladies' College and a Boys' Academy. The buildings connected with these institutions are agreeably situated with sufficient land for present needs and future development. Each of the three institutions owns and operates a farm with the usual live stock.

University buildings. The principal buildings of the University consist of (1) a university residence, a large brown stone building of four stories with accommodation for 130 students; (2) The Centennial Hall, where most of the teaching is done. In addition there is a wooden hall used as a gymnasium, and a Memorial Hall of the same material, which is used for Convocation and other public gatherings.

Ladies' College buildings. The Ladies' College consists of three buildings forming practically a continuous front: (1) The main building and annex, (2) A conservatory of music at one end, (3) Hart Hall, a stone building at the other. The three buildings, of which the first two are constructed of wood, are connected with one another, and in addition to classrooms and other facilities provide accommodation for about 250 girls in residence.

The Principal and his family have apartments in Hart Hall. These buildings are placed on an eminence commanding a view of the surrounding country and occupy a most desirable position. Adjacent to the Ladies' College and under its control there is also an Arts Museum constructed of stone.

Boys' Academy buildings. The Boys' Academy, in which there is included the work of a commercial college, is housed in a large

wooden building composed of two houses united into one. The grounds are ample and the situation most agreeable. The building contains the residence, classrooms and Principal's quarters. There is a gymnasium in the rear.

All these buildings of the University, Ladies' College and Boys' Academy are situated at no great distance from one another, and in a sense form a unity.

With reference to the buildings and grounds generally, a number of matters appeared to the Commission to deserve consideration:

(a) The erection of several additional buildings, in *Condition* the not distant future, is contemplated. It would, *of* therefore, be most desirable that some comprehensive *buildings.* scheme should be elaborated by competent architects, in which projected buildings would find a place and contribute to a well-thought-out and unified plan for all the Mount Allison institutions. There should be considered, at the same time, the question of a central heating and power plant and the general lay-out of the whole property.

(b) It is unfortunate that both the Boys' Academy and the large Girls' College are constructed of wood. The residence quarters in both these institutions are already crowded, and one shudders to contemplate what the result might be if a serious fire occurred. The same danger is referred to elsewhere in our report of other institutions. We would express the hope that the Church authorities will refuse to sanction the erection of any further schools or colleges unless they are largely fireproof.

(c) The interiors of the University Residence and the Centennial Hall require a greater annual expenditure to withstand the effects of wear and tear and to keep the buildings in a condition befitting a university.

(d) Barns and stables should be removed from the campus to a distance, preferably to the various farms managed by the different institutions. Such buildings at the rear of the Ladies' Residence must be particularly objectionable. In this connection might be mentioned the suggestion that the farming operations of the three institutions should be consolidated. It seems unfortunate that the President of the University and two College Principals, whose attention might much more profitably be given to educational matters, should each have to act in the capacity of farmer. A competent steward, working under direction of a small committee, could relieve them of the burden with beneficial results.

(e) The heating system in the Museum is inadequate and unsuitable. The basement in which part of the work is carried on is sometimes insufferably cold, and some of the pictures and casts on the ground floor are being ruined by the present hot-air system, with its inevitable dust and discolouration.

*Proposed
exten-
sions.
New
science
building.*

In dealing with proposed extensions we shall begin with the University.

(a) Here the most urgent need is a new science building. The work in this department is at present carried on under almost impossible conditions. We were informed that plans for a new building have been in hand for some years, but are being reconsidered. A rough estimate of the cost of building and equipment is \$150,000; of this amount \$25,000 would be required for equipment.

*Accom-
modation
for women.*

(b) Some further accommodation is required for resident women students attending the University, of whom about 45 at present reside in the Ladies' College. To meet this need there are two alternative suggestions: (1) A university residence costing, say, \$75,000, with accommodation for 60 or 70 students, or (2) An

extension of the present Ladies' College at a cost of \$25,000.

The former plan would have the undoubted advantage of separating the girls of university grade from those in the elementary classes, and thus enabling the more mature students to realize to a fuller degree the benefit of their common life in residence. The latter plan would avoid the unnecessary duplication of expense involved in maintaining a completely separate establishment with its separate kitchen and dining-room.

Possibly a better plan would be a combination of A the two. The best opinion now holds that a students' residence should be made up of a number of contiguous houses, or units, each containing the rooms of a limited number of students with the requisite sitting or common rooms, bathrooms, etc. These houses should be so grouped that, whether they have separate dining-rooms or one dining-room, they at least can all be conveniently served from one common well-equipped kitchen. In the case of Mount Allison Ladies' College it seems certain that eventually the present wooden building will be replaced by a more permanent structure, an extension in effect of Hart Hall. This might well be planned to consist of a series of such houses as have been described, each in a large measure independent and self-contained, and yet each forming an integral part of a large women's residence.

We would suggest that in this way the desired university women's residence could have all the separateness that is so highly desirable without being so completely isolated as the former of the plans proposes. Whether it could be placed in the gap now existing west of Hart Hall, or whether some other position would be better would be a matter to be

determined in connection with the architect's survey already suggested.

Library. (c) There is no adequate library accommodation for the University. The space allotted for this purpose is unsuitable and entirely inadequate. For want of sufficient accommodation large numbers of books are stored here and there in other rooms. A library fund had been started and \$25,000 had been subscribed (though not paid), but conditions brought about by the war and the Methodist National Campaign made the continuance of the appeal inadvisable. We were informed that a suitable building would cost about \$125,000, with an additional \$50,000 for maintenance.

Central heating. (d) A central heating and power plant, while not so urgent as some of the other matters, is considered highly desirable and must not be left out of account when future extensions are contemplated.

The buildings of the Ladies' College are in good order and well kept. At the time of our visit there were 222 girls in residence.

We were informed that some addition to the residential accommodation is much needed. If a university women's residence were provided as suggested above this would relieve the congestion and meet requirements for some years.

Household science building. A building for household science is also considered necessary by the Principal and the teachers in that department for the following reasons: The pupils who use the rooms at present allotted for this work have no separate laundry, but use one in Hart Hall, and have to carry to and fro everything needed. There is no suitable sewing-room, except a very small one below Hart Hall, a considerable distance away. There are no classrooms; only two laboratories accommodating twenty-four at most. There is no suite of

rooms for practice, as required by the New Brunswick Board of Education. Because of these deficiencies there is danger that the Provincial Board may cease to recognize the Mount Allison diploma, at one time regarded as the best in the province.

It should be mentioned, however, that the present registration of resident pupils for this course is only twenty (which includes "partials"), although it might be expected that with more than two hundred girls in attendance at the College many more would appreciate the importance of a training in household science, whereas music and art seem to be much more attractive. Those in charge of the department attribute the unsatisfactory registration largely to the lack of a proper building and equipment.

By arrangement with the town of Sackville, five classes of public-school children receive training in household science in the present rooms. A building costing about \$60,000 (including equipment) is considered necessary by the Principal of the College to enable the subject to be taught properly.

It was gratifying to find the interior of the buildings of the Boys' Academy so clean and orderly. Here there was the same demand for additional dormitory and classroom accommodation; the latter need being the more urgent owing to the fact that about seventy girls from the Ladies' College attend for shorthand and bookkeeping.

The finances of the various Mount Allison institutions are, on the whole, in a satisfactory condition. Previous to the National Campaign the debt on the University was \$115,000. Of this amount the sum of \$80,000 is to be paid by the National Campaign Fund. But even with the former debt the University proper made a profit of \$4,494 in 1918-19, and \$4,420 in 1919-20, *Finance.*

so that now it will be in much easier circumstances. Additional expenditure must, however, be faced at once for salaries. During the year 1918-19 the endowment was also increased by \$11,674, largely through the efforts of the President. A recent obligation of \$17,000 has been incurred for a skating rink, but this will be shared by the other institutions.

*Pro-
fessors'
salaries.*

The debt on the University has not increased during the last four or five years, but this desirable result has been achieved largely at the expense of the teaching staff, whose salaries are quite inadequate. The normal salary has been increased to \$2,000 for this year. It should be raised to at least \$2,500.

The Boys' Academy does not appear to have any debt, and in 1918-19 showed a profit of \$1,549 on the year's operations, and in 1919-20 a profit of \$3,404.

The Ladies' College seems to be even more fortunate. There was a surplus in 1917-18 of \$6,446, and in 1918-19 of \$89, and in 1919-20 \$10,652. As business enterprises both these institutions are in a healthy condition, and as at present conducted there is no reason why they should not each year show a substantial profit.

*Control
of Mount
Allison.*

The ultimate ownership of the University is in the General Conference of the Methodist Church of Canada (whether this is also true of the Academy and Ladies' College is not quite clear). The direct government of the three institutions is in the hands of a Board of Regents, and the only controlling influence which can be exercised by the General Conference rests in the fact that it appoints a majority of the Board. Of the members of the Board 24 are appointed by the General Conference, 10 are elected by the Alumni Society of the University and Academy, and 4 are elected by the Alumnae Society of the Ladies' College.

The Commission found some difficulty in understanding the relationship between the various institutions of Mount Allison. They are a unity in that they are under the control of the same board, yet they appear to be entirely separate institutions, with few common interests and little, if any, co-ordination. The President of the University and the two Principals are each supreme and independent. Each institution frames its own course of study, manages its own finances and runs its own farm.

Whether the present system is the ideal one may be questioned. The President of the University apparently has no direct control over the residential life of his women students. The lack of co-ordination is also possibly responsible for the rather disappointing fact that very few girls from the Ladies' College enter the University. Again there is no one person who can officially represent all the Mount Allison institutions, unless it be the Chairman of the Board of Regents, whose position as such is his only connection with the work. In appeals for financial support there would be three competing interests. Difficulty in this respect has been obviated by the fact that the Academy and the Ladies' College have been successful as business enterprises. It should be considered whether it would not be better to have one administrative head and leave the various Principals free for educational work.

Full courses are given in the University in arts, divinity, science and music. In engineering, the first two years are given. Honour courses are provided in Latin, Greek, mathematics, chemistry, physics, philosophy and in English language and literature. Some lectures are also delivered in law.

It is evident that in endeavouring to cover all the subjects in these courses with a comparatively small

*Over-
burdened
staff.*

number of professors (as well as to provide for honour courses) some of the members of the staff will be overburdened, with the usual consequence to professors and students. We found, for instance, that one professor teaches philosophy of religion, systematic theology, economics and history of doctrine. The Faculty expressed the opinion that the staff should be enlarged so as to make possible extension of work in economics and in modern history, as well as a division of the large freshman classes in English and in mathematics.

Gaps in curriculum.

Very little is being done in economics, which is not to be wondered at when the duties of the professor in charge are remembered. There is only one course, for one year, offered. In psychology, three hours per week are given in the second term and (in alternate years) an advanced class is held for one hour per week during the session. There is no experimental work done in this subject. History of philosophy has only two hours per week for one session.

Co-operation with other colleges.

By arrangement with McGill University, Montreal, and the Technological College in Halifax, students can complete their engineering courses in these institutions after two years in Mount Allison. By arrangement with the Dalhousie Law School, credit is given for certain subjects in law taken at Mount Allison. We suggest for consideration whether further co-operation with other institutions is not possible. The Maritime Provinces are pretty liberally supplied with colleges and universities. There are Dalhousie and Pine Hill, Acadia, King's College, and the Technological College in Halifax, all in Nova Scotia; the University of New Brunswick at Fredericton, and Mount Allison University at Sackville, in New Brunswick. There is also a college in Prince Edward Island covering the first two years in Arts. If some scheme of co-operation

or specialization could be arranged it might relieve Mount Allison from the strain of trying to cover the entire field of university instruction, including honour courses and graduate studies.

In the Ladies' College there is (1) a preparatory *Studies in Ladies' College.* course for all girls under sixteen years of age who have not passed grade 8 or an equivalent, (2) a three years' course for the M.L.A. degree and senior matriculation. In addition to these there is the usual list of subjects taught in similar institutions: music, art, expression, household science, etc.

It may be pointed out that: (1) A large number of those in attendance (both resident and day pupils) enter the College without any intention of acquiring a thorough general education, but rather with the idea of getting some knowledge of such subjects as fine art and music. (2) About seventy of the girls attend commercial classes in the Boys' Academy and have evidently come to the College to acquire a knowledge of subjects such as shorthand and bookkeeping. (3) A large number of the day pupils are public-school children from Sackville, who come for instruction a few hours weekly in music or domestic science. (4) Very few proceed from the College to study in the University. It would appear, in fact, that the Ladies' College does not encourage its girls to do so.

The questions raised by such facts have been discussed elsewhere in our report, and need not be again referred to, further than to emphasize the necessity of deciding on a settled policy in regard to the responsibility of the Church for the education of students who come under headings 1 and 2 above. In the report of a Commission appointed by the Board of Education in 1914 we find the following statement: "We do not

think it the province of the Church to undertake professional education beyond that of the Ministry."

The problem of additional space might be solved if some limitation were placed on the admission of students who desire simply an acquaintance with one or two "ornamental" subjects or a short course in shorthand and bookkeeping, such as could readily be obtained in a commercial academy maintained by private business enterprise.

*Studies
in Boys'
Academy.*

The Boys' Academy has four main departments: (1) Elementary work. (2) A course leading to matriculation in the University. (3) A business course, embracing bookkeeping, business forms and practice, penmanship, correspondence, arithmetic and English. (4) Stenography and typewriting.

With the exception of the Principal, no teacher has a university degree. The teaching is done largely by students of the University, who are glad to avail themselves of the opportunity thus afforded of supporting themselves during their university career. Those selected for this work are in some cases thoroughly qualified teachers holding provincial diplomas.

The Boys' Academy acts, to a much larger extent than the Girls' College, as a "feeder" for the University. It also assists the work of the University in helping along students who for various reasons have been compelled to keep one or two subjects "hanging over."

There is a certain amount of vocational training given for the benefit of boys looking forward to a career on the farm. These are taught something of the chemistry of the soil, etc., but the instruction given is not sufficiently extensive to furnish a thorough professional training, nor is it so arranged as to constitute an element in a well-organized scheme of

general education. Some readjustment of policy seems necessary.

A certain amount of manual training is done in the basement of the science building of the University. Nominally, there are two years of this work, but the second is largely a repetition of the first. This department should be developed, better equipment provided, and a more thorough course given.

With reference to the work of the Academy generally, we have pleasure in reporting that:

(a) The institution is clean and well kept and is pervaded by an air of business and discipline. The boys are undoubtedly under good healthy moral influence and all the arguments for secondary Church schools arising from such considerations are applicable here.

(b) Some of the questions that arise in connection with other secondary institutions confront us here also, such for instance as the Church's relation to and responsibility for secondary work generally and for professional training in particular. These matters have already been discussed and need not be reopened.

(c) A reconsideration of the aims of the institution and scope of work attempted would be advisable. The list of subjects offered is not of such a miscellaneous character as in some other schools visited, yet a further restriction and concentration on a smaller field of operation might yield a much more valuable contribution to the educational life of the community, though the record might not be so spectacular from the point of view of numbers.

We would suggest for consideration whether some standard of general education should not be required in the case of those taking the shorthand and type-writing courses. Where purely mechanical facility is

desired by parents for their boys, other institutions are available. The Academy should rather aim at turning out from this department boys who have a good general education and some degree of culture, who have been trained to use their intelligence and are expert in more than the use of a typewriter.

(d) If the present policy of admitting all who apply be discontinued the problem of additional dormitory and classroom accommodation would probably be solved.

(e) There is reason to believe that the boys sent from the Academy to the University are not, generally speaking, as good material as those coming from the high schools. This perhaps is not surprising considering how many of the Academy boys have been denied early opportunities. The certificate of the Academy is accepted for University matriculation, and we would suggest that an improvement would be effected if members of the University were associated with the Academy staff in examining for this certificate.

*Higher
salaries*

(f) The staff is insufficiently paid. A great deal of faithful hard work is done by the Principal and his assistants, five in number, yet the total for salaries is only \$6,600. This is much too small. It is true that young men at the University, often certified teachers, anxious to eke out their slender resources by labour of this kind, may continue to be available; still the quality and the amount of their work should be the consideration in determining their remuneration rather than the compulsion of their circumstances. Possibly no one thing would do more to improve the work done by the Academy than the appointment of two or three first-class teachers at salaries sufficient to retain their service with some degree of permanence.

The needs of the three institutions may be summarized as follows: *Recapitulation.*

(a) The University:

- (1) The most urgent need is that of a substantial increase in the salaries of the professors.
- (2) Some additions to the Faculty.
- (3) A comprehensive scheme for future extensions.
- (4) A new science building.
- (5) Residence accommodation for University women students.
- (6) A building for the library.

(b) The Ladies' College:

- (1) A household science building and equipment.
- (2) A proper heating system for the Art Museum.
- (3) Closer co-ordination with the University.
- (4) Consideration of the problem of short courses and the desirability of limiting the number of partial students.

(c) The Boys' Academy:

- (1) Better salaries and greater permanence for the teaching staff.
- (2) Either (a) additional residence and classroom accommodation, or (b) a limitation of the number of partial students.
- (3) The provision of a more adequate course of training for prospective farmers.
- (4) Better arrangements for manual training.

(d) General:

- (1) A possible modification of the present tripartite system of administration and control.
- (2) Removal of the barns and stables and consolidation of farming operations.
- (3) A central heating and power plant.

MOUNT ROYAL COLLEGE, CALGARY

This College was first opened for the registration of students in September, 1911, and is, therefore, one of the most recent additions to the educational institutions having a connection with the Methodist Church. A general description of the College and its work, with a statement of its needs as indicated to the Commission, may conveniently precede a discussion of its problems.

Mount Royal College is co-educational and residential. The buildings, which are in good condition, are substantially constructed of brick and sandstone, and are so arranged that with little alteration they could be used as dwelling houses if it were decided to remove the College to a more suitable site elsewhere.

There is not sufficient accommodation in the present buildings for all the work it is desired to carry on. As a temporary arrangement a house across the road has been rented and is used for classes in fine art, expression and music. Three members of the staff also live there, and the top floor is used as a hospital.

There is also a demand for additional dormitories. The Principal stated that between thirty and forty pupils had been refused admission owing to lack of room, and that if conditions had been normal in Southern Alberta the numbers applying would have been much larger.

Provision is also desired for:

- (1) Gymnasium.
- (2) Assembly hall or chapel.
- (3) Hospital.
- (4) Science of high-school grade.
- (5) Manual training.
- (6) Extension of work in household science.
- (7) Various phases of commercial work.

There is room for extension on the present site if some tennis courts are sacrificed. It is represented that an addition to the present buildings, costing, say, \$50,000, is necessary to meet immediate needs.

New site. Some time ago a gift of fifty acres of land was obtained as a new site to which the College might be transferred. This land is situated just outside the city boundary, but is two miles from present city buildings of any consequence. Whether this site will ever become the permanent home of the College is, we think, questionable, and in any case it would be most unwise to consider utilizing it in this way for years to come. Before removing from the present site the prospects before the College in the rapidly changing conditions of the West should be more apparent, and the particular lines of development the institution is to follow should be marked with more definiteness.

For the same reasons, as well as from a consideration of the uncertainty of the general financial situation, we would advise caution in proceeding with any considerable additions or extensions.

Analysis of pupils. At the time of our visit there were 104 pupils in residence, 40 boys and 64 girls. Of this number 95 per cent. come from country districts. One-third or more of the resident pupils have been retarded in their education by the conditions in their home centres or other causes. One-half were born in the United States, and a few belong to other nationalities. About one-third come to the institution for a general education; of the remaining two-thirds some come to secure the teacher's diploma and some for matriculation. During the session twelve religious denominations and thirteen nationalities were represented by the registered pupils.

Finance. Since its foundation the College has struggled under a heavy debt contracted for the purchase of the site

and the erection of the buildings. During the first year of its existence the capital expenditure was \$86,711, while the donations received were only \$6,000. In February of 1920 the net deficit on capital account was \$76,803. Most of this debt will be removed when the grant from the National Campaign has been paid in full. There was also a debt of about \$20,000 on operating account, accumulated during the years 1913-17. But as there has been a considerable profit on the operating account for each year since 1917, this College, like similar institutions visited, can look forward to a balance each year on the right side.

In addition to the new site of fifty acres already referred to, the College owns sixty-eight lots in Calgary. None of these properties is included in the calculation of assets. The title to another ten acres is also promised.

Most of the questions raised by the case of Mount Royal College have already been encountered in other secondary institutions and have been discussed elsewhere in our report. The following matters seem, however, to require consideration, though reference has been made to some of them in other connections.

(a) There are 263 non-residents in attendance, all *Curriculum* but 40 of whom take only such subjects as music and fine art. We can but reiterate our opinion that it is not the business of the Methodist Church to educate Canadian youth in these subjects, except to the extent indicated on page 12. If the motive for admitting these pupils is chiefly financial, i.e., to enable the College to do its more legitimate work, our opinion of this policy will be found on page 8.

(b) It is not clear that an institution which is subsidized by church funds, and whose energies might more appropriately be directed into other channels,

should maintain a commercial department of the same type as those with which Calgary is already well supplied, and in competition with these business undertakings.

The chief argument in favour of the policy, apart from the financial one, is that young people coming to the city for a commercial education should be taught in a Christian atmosphere. This argument (already examined on page 7) is at best an argument for hostels under church supervision; and as a matter of fact there seems to be in Calgary an urgent need for hostels with a distinctively Christian influence. About 200 young people come from outside the city to its high schools and collegiate institutes, and if commercial colleges are included the number would be at least 1,000.

Staff.

(c) The staff in the Academic Department seems scarcely sufficient to teach with thoroughness all the courses set out in the calendar. These courses include public school grades 5, 6, 7, 8; high school grades 9, 10, 11 and 12. Grades 11 and 12 represent respectively junior and senior matriculation. That is to say, children of ten are admitted to the school and carried through all the grades up to the close of the first university year.

To cover the work of these eight grades, there are six teachers in addition to the Principal who, with the burden of administration and the public duties of his position, cannot devote a great deal of time to the regular routine of class work. With the present accommodation it is difficult to see how the staff could be increased, and yet a larger staff is desirable to do all this work efficiently. That the staff, though over-taxed, has been rendering faithful service is indicated by the fact, that, after Government inspection, the

College has been permitted this year to promote pupils in grades 8, 9 and 10 on its own examinations.

So long as present conditions continue, we suggest that precedence be given to the academic work of the College, and that relief from overpressure in both residence and classroom accommodation be sought by following the educational policy outlined in Chapter II.

(d) Like some other institutions visited, Mount Royal College duplicates the work of the public schools, academies and collegiate institutes, of which there seems to be a fair supply in Calgary. There are two collegiate institutes and one high school, a resident boys' college, a resident girls' college and, as already mentioned, quite a number of commercial colleges. The arguments for the existence of Mount Royal College are similar to those advanced in other centres, for institutions of this type, viz:

- (1) Education under Christian influence.
- (2) The insufficiency of high schools throughout the province.
- (3) Facilities for those whose education has been retarded.

From a survey of conditions in the Province of Alberta, as indicated to us by a public official, there would seem to be ample scope at present for the academic activities of Mount Royal College.

The following are some of the facts referred to: The high schools in the towns and cities of Alberta are all crowded, but better educational facilities are impossible for some time to come owing to the financial situation. East of Calgary one has to travel one hundred and fifty miles to Medicine Hat for a real high school. None north nearer than Red Deer is doing grade 12, none west except Banff, on a small scale, and

a little at Canmore. Domestic science and manual training are taught only in Calgary and Edmonton.

Some further very impressive statements regarding the condition of education generally in the province have been made in a survey conducted by the Women's Organization of the United Farmers.

As the province develops and abnormal conditions pass away, what sphere of work, uncultivated by others, will remain to Mount Royal College? This is the question the answer to which must determine its future policy. Those who understand local conditions are best qualified to furnish guidance in the matter, but we would suggest that no extensive plans for the future should be framed in simple reliance on the virtues of the sort of institution which attempts to meet educational demands of every description that may be made by any class in the community.

In view of the serious financial difficulties which beset this institution in common with others in the West, from the first day of its establishment, owing to the fact that so small a proportion of the subscriptions had been paid when building commenced, it seems almost superfluous to urge that no further building operations be undertaken till most of the necessary funds are in hand.

*A possible
develop-
ment.*

If sufficient support should not be forthcoming to provide adequate buildings and grounds for the work which a Church College might legitimately aspire to do in Calgary, we would strongly recommend that serious consideration be given to the question of ultimately changing Mount Royal College into a hostel for the accommodation primarily of Methodist students in attendance at the high schools, normal schools and other educational institutions. In such a hostel there could be provided cultural studies to supplement the

technical instruction received elsewhere and also some tutorial assistance for those engaged in academic studies.

Summary of Recommendations :

Recapitulation.

1. Plans for further development should be framed only with a clear conception of the future destiny of the College.
2. No further buildings till most of the money is in hand.
3. Limitation for the present of the scope of work attempted to what can be efficiently done with the present accommodation and staff.
4. Consideration of the case of pupils who take merely the special courses in music, art or commercial work.
5. Consideration of the advisability of providing hostels.

ONTARIO LADIES' COLLEGE, WHITBY

This College is a residential school for girls only, not co-educational as are most of the secondary schools associated with the Methodist Church in Canada. Because of its situation, on the outskirts of a small town, it has very few day pupils, and for this reason the College is more homogeneous than is usually possible in these institutions, and the influence of the common life more complete.

Curriculum.

The courses of study are largely identical with those given in the secondary schools of Ontario, but with the addition of other subjects such as music, household science and religious education. There is, in addition, an elementary class, covering the year preparatory to the ordinary high-school work. The College has at the other end of the scale students preparing for the first-year examinations of the Provincial University, both in the Pass (or General) Course, and in Honour Moderns. The official calendar also offers the pass work of the second year. It seems unlikely that any such class actually exists; and with the resources and present staff of the College, it is not in the interest of either teachers or pupils that such work should be attempted. In either case this "sixth-year" course should, in our opinion, cease to be announced in the calendar.

In addition to the subjects prescribed for university matriculation or the provincial teachers' examinations, provision is made for pupils who are not preparing for these tests, and who desire an education of a broader or less specialized nature. It is one of the gravest responsibilities of all Principals to see that this

broader education does not become shallow and superficial. We commend the rule that all pupils must take the courses in Bible study and in physical culture.

The subject of music is given great prominence in *Emphasis* this College, and a very extensive course of study has *upon* been organized in association with the Toronto Conservatory of Music. It is a rule of the College that *music.* "students who are specialists in music will be expected to take one or more literary studies for the profitable employment of their time, unless they can show that their time is otherwise fully occupied"—we presume in piano-practice chiefly. This rule, admirable as far as it goes, would be much improved by the omission of the last clause, "unless, etc." We have elsewhere (page 12) stated our views on this subject, and would again reiterate our opinion that our secondary colleges should not be content with sending out "graduates" who have considerable technical proficiency, whether in music or art or commercial branches, but whose education in general culture has been neglected. Skill of hand will seldom go far with an ill-furnished head.

There are also teachers of the subjects of drawing, *Over-* dramatic reading, domestic science, and commercial *elaborate* branches. Whether the number of the staff engaged in *organiza-* these subjects or the extent of the work covered can *tion.* justify the somewhat pretentious titles of College of Fine Arts, School of Expression, College of Domestic Science and Art, and Commercial College seems very doubtful. Not that this institution is a greater offender than others. It would perhaps lose caste—and pupils—if it failed to follow the fashion so prevalent in residential secondary schools of magnifying subjects into schools or colleges, teaching staffs into faculties, and diplomas into degrees. The whole institution, we believe, would gain in both unity and dignity if it were

not represented as a federation of distinct, separable, self-contained "colleges" of music, art, literature and science, commerce, domestic science, etc. These are subjects, or at best departments; and they should be regarded, not as independent and complete systems, but primarily as factors in an education duly compounded of many elements, variously combined to serve different ends.

Buildings. The college buildings are exceedingly attractive and seem to be well adapted to their purpose. The nucleus was an imposing private residence of brick and free-stone in the Tudor Gothic style; to this various well-planned and well-built extensions have been added. The original building, known as Trafalgar Castle, has a dignified entrance hall and fine spacious reception and common rooms. The dining-room has the great advantage of being on the ground floor, not in the basement, and is airy and well lighted. The College possesses also a good-sized gymnasium with a large swimming-pool, and there is a suitably equipped isolation hospital. The whole building was found in excellent repair and is kept in admirable order. The grounds about the College give plenty of room for tennis and other outdoor activities as well as furnishing a harmonious setting for the college buildings. There is in connection with the College a farm of two hundred acres, from which it draws most of its supplies for the table.

General policy.

The whole institution gives the impression of being admirably managed and of being in a vigorous and healthy condition. It is not staggering under a burden of debt accumulated in its earlier history, and the authorities wisely are not embarking on any large schemes of extension, but are engaged in consolidating and ensuring the success of the institution as it now exists.

But while the College enjoys a degree of prosperity which some of its sister colleges might well envy, it is not without its problems. The resident staff of teachers, which is none too large for the work undertaken, cannot be maintained in a state of efficiency if the salaries paid fall decidedly below the standard prevailing in the provincial high schools and collegiate institutes, with which in a sense it is competing. The rapid rise during the past year in the salaries paid secondary school teachers in Ontario, and the marked scarcity of qualified teachers even at these increased salaries, will produce a difficult situation with which only increased revenues can cope. The difficulty is not lessened by the fact that teachers who have just completed their course of training in the Faculty of Education must teach for two years in the schools of the provincial system and be favourably reported by Government inspectors before their certificates are made permanent. As long as private institutions such as our church colleges are not recognized for this purpose by the Department of Education, the College will be under a serious handicap in its endeavour to secure efficient teachers, even at equal salaries. It is not impossible that if Albert, Alma, and the Ontario Ladies' College were to unite in making representations to the Department, they might, under proper conditions as to inspection and courses of study, be recognized by the Department as on an equality in this respect with the municipal schools of the province.

The recommendations made in this report are chiefly these: *Recapitulation.*

1. That the sixth-year course be dropped from the list of those offered by the College.

2. That much greater attention to general culture be required of pupils who are engaged almost exclusively in the study of music.
3. That the high-sounding nomenclature of the departments and courses of study be revised.
4. That the staff be maintained on as high a level as that of any collegiate institute.

REGINA COLLEGE

Regina College is finely situated on a wide boulevard in the best part of the city. Immediately to the west is the large city park; to the east lies the Provincial Normal School, across the road from which is the Collegiate Institute of the city. On the space at present vacant between the College and the Normal School a large Technical Institute is to be erected, in which special attention will be given to agriculture. The grounds of the College comprise twenty-three acres, and these with the twenty acres of the park run back to a small lake across which are the stately new Parliament Buildings. None of our colleges has a finer site or a more impressive and handsome building.

The main building, of brick and sandstone, has a tower and wing at the west end, which are eventually to be balanced by a similar addition at the east end. It is of three stories, with well-lighted rooms (though certain corridors were somewhat dark), and contains the classrooms, offices, reception rooms and a chapel for the whole body of pupils. There is also a large suite of rooms for the Principal's residence, as well as rooms for many of the teachers and dormitory accommodation for the pupils in residence. The demand for admission is much beyond the building's capacity, and has, in part, been met by leasing a house on an adjacent street to accommodate 2 teachers and 35 pupils. The dining-room, where the boys and girls sit at separate tables, is in the basement, an arrangement that it is hoped will not be permanent.

Besides the regular high-school courses leading to junior matriculation or teachers' certificates, the College provides a preparatory department (30 pupils),

a class (of over 30) for the work of senior matriculation or first-year Arts, a short winter course for boys from the farm (nearly 50 last year), a business college course, and courses in music and household science. As a separate course this last is taken by very few, and for one year only; a larger number take it as an optional subject allowed those preparing for teachers' certificates. Manual training is not taught in the College; pupils desiring to include this subject in their course of study take it at the adjacent Normal School.

The more strictly academic courses are taken almost entirely by pupils in residence, only a small portion being resident in the city; but for the commercial and music courses there is a very considerable registration of day pupils from Regina.

In comparison with most of the other Methodist colleges, Regina is fortunate in having nothing to "scrap" and in possessing room for expansion. This does not, however, mean freedom from all perplexities and problems, even apart from the ever-present need of increased revenue and adequate endowment.

*Prospects
of expansion.*

What direction should that expansion take which may be regarded as the natural result of the success of the College hitherto, and the ambitious and progressive spirit of those who direct its policy? And what are the prospects of the College finding in the future a distinct and proper sphere for its activities? If at all possible these questions should be answered as definitely as the nature of the case will permit. Only then—and always in the closest relation to these answers—can it be determined what are the merits of the various projects for expansion that have been suggested.

These, as outlined to the Commission, are as follows:

1. A new dormitory for 100 boys, to cost \$175,000.
2. A central heating plant (cost perhaps \$50,000).
3. A gymnasium building, including swimming tank (cost perhaps \$60,000).
4. A convocation hall, to include rooms for music and art, as well as space for classrooms and for dormitories for girls (cost perhaps \$100,000).
5. An agricultural and technical building especially for those who come in from the farms for the short winter courses (cost perhaps \$75,000).
6. A new dining-room, if possible in a separate building and not a basement room.

The Commission would in the first place deprecate the establishment of anything that would duplicate (even partially) the splendid work done by the Provincial Agricultural College at Saskatoon, or the large new Technical School contemplated at Regina. Those who desire even a short professional course in agriculture should go to the provincial institution, as those from the rural districts near Stanstead, Que., are recommended to go to the Macdonald College at Sainte Anne de Bellevue. A college working under the auspices of the Methodist Church and forming an integral part of the Church's operations should, we believe, direct and confine its efforts to providing as good a course as can be devised—combining cultural, scientific, and business training duly proportioned—for those who do not want a technical training in agricultural methods and processes, but rather a general education for future citizens who are expecting to live on a farm. The amount of agricultural education and technical training this would

involve is inconsiderable in comparison with what is apparently contemplated in number 5 above.

*The
future.*

Again, unlike some of the other Western colleges, Regina College is not situated at the seat of a university, and therefore her probable destiny will not include provision for theological courses or accommodation for students who come to study in the University. Even should the growth of the province require a separate theological college, it ought to be placed close to the Provincial University at Saskatoon. Regina College will doubtless remain a secondary school. What demand will there be for a Methodist secondary school in Regina ten or twenty years hence? The province will gradually fill up and local high schools will more and more be available in most localities, especially in the southern half of the province. Even when good local schools are available, there will, however, probably always remain, as in Ontario, a considerable number of parents who desire for their boys, and even more for their girls, the advantages of a residential school with a Christian atmosphere. There will also probably always remain a number of cases where suitable schools are not close at hand, and where to get a high-school education children have in any event to go away from home, either to a town where they secure board or to some residential college. The proportions of these two classes will doubtless vary from time to time, the former increasing, and the latter decreasing, as the province becomes richer and more fully settled. But the total of the two classes should remain fairly constant.

*Necessity
of caution
in expansion.*

The expansion contemplated in dormitory accommodation, gymnasium and dining-room should not in our judgment exceed the limits prescribed by a wise and conservative estimate of the probable numbers of these two classes during the next few decades. What that

estimate should be, those can best say who know the local conditions better than the Commission can possibly do. But upon the answer to such questions, carefully thought out, must depend the decision as to the wisdom or unwisdom of any particular policy of expansion. In all our colleges, in fact, and not specially in Regina, there are indications of a tendency to ambitious schemes of expansion which outrun the assured capacity of the College Board to finance. We seriously question the advisability, especially in the present condition of affairs, of entering upon any large undertaking for which the money is not definitely secured. So far as educational work is concerned, the National Campaign has been less a true Forward Movement than a mere means of wiping out past accumulations of debt; doubtless a necessary step before progress could be made, but in itself really negative. It will be a much more difficult task in future to get large sums of money from the Church simply to repeat the process of cancelling debts incurred through local optimism and without the express sanction, much less the guarantee, of the Church.

There is one possible line of development which the *A possible* future may bring and which should not be lost sight of *Junior* by those who are connected with the development of *Univer-* educational policy in Saskatchewan. The central *sity* Provincial University at Saskatoon will in its expansion *College.* some day reach the limit of efficiency—at least on the Arts side. And there will come a time when it will be worth while considering whether the Provincial Government should not facilitate the establishment in other parts of the province of one or more colleges which should do for a large local district the junior work in Arts—the work of the first two years after matriculation. One advantage would be that students would not then have to travel such great distances to reach these

colleges. And, again, the age and character of the students of these two lower years in Arts are such that little is lost by not participating as yet in the larger life of a great university. For the last two years of their course, when the students are of maturer age, they would go to the central University to carry on the more specialized studies of the two upper years, and to obtain the stimulus of contact with other advanced students under the best men in the provincial system. Finally such a dispersion would probably foster throughout the province a wider and keener interest in higher education.

If such a policy should some day seem a wise one for the province to adopt, it would probably begin with Regina, and Regina College will be vitally concerned in the matter if and when that day comes. Already a beginning has been made in the large senior matriculation class in the College which does locally the first of the four years of the Arts course.

To turn now to some matters of detail in the present working of the College:

Casual pupils.

(a) There is, as in many other colleges visited, a considerable number of local pupils coming in for a few hours' instruction a week to take advantage of the facilities afforded for studying music and commercial subjects. It is a question in our mind whether these pupils are not (even financially) more of a burden than they should be, and whether they do not in various ways interfere with the work which it is the primary object of the College to do. That they swell the number of registered pupils does not in itself justify their admission.

Improvement of short courses.

(b) The course devised for farm boys coming in for the short winter courses seems to be better than any other college visited has yet worked out. But both this

course of study and the commercial courses could be improved along the lines indicated already (page 10). Especially we question the wisdom of a Methodist college continuing to receive pupils who get little from the college beyond training in such mechanical operations as shorthand, typewriting and piano practice, and whose chief object is to be able as soon as possible to take a salaried position. Such pupils going out as graduates of a college are often no creditable advertisement, and lower its standing in the eyes of its best friends. Wisely Regina College insists on some standard of general education before granting admission to such pupils; it might be well to consider the advisability of materially raising this standard of admission and then in the course itself of combining some larger measure of cultural work with the technical branches.

(c) There is a loss of revenue from the practice of *Short* reserving rooms for pupils who come in for the short *winter* winter courses. These rooms are empty for several *courses* weeks both at the beginning and at the end of the academic year. There may be no way of obviating this loss. In any event the policy followed would be justified in a Methodist college only in so far as the courses provided for this class of pupil train for citizenship and for larger issues than mere technical facility in even so important a calling as farming.

(d) The academic courses of study follow closely *General* the lines determined by the provincial examinations for *course of* teachers' certificates and university matriculation. *study*. There is fortunately much less rigidity in these courses in Saskatchewan than in Ontario, and correspondingly less need, therefore, for drawing up other courses of study for those who do not intend to teach or to enter the University. This fact does not at all lessen the desirability of seeing that such pupils have provided for

them quite as thorough a course (though differently constituted); and all the more so that those who take these courses are without the stimulus of a definite objective, such as is set by the provincial examinations, and are too often inclined to choose what is easy and attractive and ornamental.

Recapitulation. The chief points dwelt on may be briefly restated as follows:

1. Caution is advised in undertaking schemes of expansion, not merely on financial grounds, but also because a careful survey of further requirements should precede and determine lines of development.
2. The establishment of a technical course in agriculture is deemed unwise.
3. It is questionable whether the admission of day pupils taking partial courses is to be encouraged.
4. The present excellent course for boys who are being educated to return to the farm could be further improved.
5. It is suggested that a higher standard of general education be required of those admitted to the commercial courses.
6. The future development of the province may make it advisable to consider the possibility of Regina College some day becoming a Junior College in affiliation with the Provincial University.

RYERSON COLLEGE, VANCOUVER

At Point Grey, on the outskirts of Vancouver, a splendid site was granted by the Provincial Government some years ago for the University of British Columbia. Building operations were delayed, first by economic disturbances, and later by the war. It is expected, however, that the University will be in a position to start teaching on the new site in about a year.

On the university campus twenty-eight acres were allotted for theological colleges—five acres for each of five communions and three acres for a common campus. This land has not yet been legally conveyed, as the nature of the title to be given has not been determined.

The Methodist Church decided to participate in this scheme by establishing a theological institution, to be known as "Ryerson College." A board of governors was appointed and an appeal for funds inaugurated. Contributions approximating \$200,000 were promised, but the same intervention of business depression and war reduced the amount, until only \$32,000 is now available.

The plans for Ryerson College seem well thought out and have the support of many strong laymen. At the outset duly appointed committees of the Methodist and Presbyterian Churches applied to the Government for adjacent sites, on the campus of the University, and preliminary negotiations between the two Churches resulted in a plan to co-operate in both building and teaching. The colleges were to be so constructed as to avoid duplication of dining-room, library, and other features; and the possible union of the Churches and the consequent growth of a united college were expected to result in one institution, of Collegiate Gothic architecture, enclosing a quadrangle, after the plan of Oxford.

Local sentiment is almost unanimous in favour of the Methodist Church being represented on the university campus. It is felt that the influence of the theological colleges will tend to introduce and keep alive a religious spirit in the University.

The possibility of union with the Presbyterian Church has to be kept in mind, and arrangements as to the organization, location and equipment of the buildings must be such that each building erected will fall into place as a unit in the larger scheme, if union is consummated.

*Need of
a hostel.*

The need for hostels for students attending the University will soon become urgent. We discussed with a committee of the Ryerson Board the advisability of utilizing part of the theological college for this purpose, as the entire building would not be required for theological purposes, in all probability, for many years to come.

Whether there should be united or separate hostels for the various denominations will depend largely on the issue of the negotiations for Church union. In any event it will be possible to co-operate in theological instruction; so that each college will have to provide only two or three professors. Better men and a much stronger faculty will thus be provided than would otherwise be possible.

Cost.

It is estimated that a suitable building would cost from \$150,000 to \$200,000, while an additional \$125,000 would be required for endowment. Of the total amount it is thought that \$125,000 might be raised in British Columbia.

STANSTEAD WESLEYAN COLLEGE

Stanstead, Que., lies close to the Vermont border in *Situation.* a most picturesque situation. It is the most northerly of three small towns or villages which form one continuous line along a road running north and south from Quebec into Vermont. The College is at the extreme south end of the plateau on which Stanstead is situated. In the river valley just below is Rock Island, a busy manufacturing place, and across the indistinguishable boundary line is the American village of Derby Line.

The college buildings proper are five in number. *Buildings.* The main building includes the administration offices, the Principal's residence, some classrooms, the boys' and girls' dormitories, and in the basement the dining-room and kitchen. It is substantially built, but being on "springy" soil is constantly settling, so that it is difficult to keep the walls and ceilings in proper condition. The building is overcrowded, and for this and other reasons it is very desirable that a separate girls' dormitory should be erected.

The other buildings used for teaching purposes are the Holmes Normal School, Pierce Hall, used for the Conservatory of Music, and the Bugbee Commercial College. The last-named had been gutted by fire some months before our visit, and had merely been put temporarily in such condition that classes could be resumed for the rest of the college year. In repairing this building it was proposed to enlarge it so as to include with other improvements better accommodation for the library, which had been housed in the science classroom and had no reading-room attached. The repairs were expected to cost \$15,000, of which \$5,000 would be provided by the fire insurance. With the exception of the

Commercial College the buildings are of brick and all are without any pretensions to architectural beauty. In the rear of this group of buildings are a brick gymnasium and a small cottage which serves as a hospital with a nurse in charge.

Farm.

The college grounds have been extended by the purchase of a farm of two hundred acres, nearly all of which is under cultivation. There is also a charming bit of natural park lying in the valley along the river-side, which must prove a great attraction in the spring and autumn to the pupils of the College. The stable and other farm buildings are nearer the College than is desirable, and their removal is proposed, together with the erection of a new up-to-date barn.

*Sunny-
side
and girls'
dormitory.*

Across the street from the main building lies Sunnyside, a fine old-time residence of a well-to-do family, bequeathed to the College with a considerable bit of land. This building we found much in need of repair; it had reached the stage where only the expenditure of considerable money would save it from rapid deterioration. At present it serves to house several members of the staff and some senior pupils. If a separate girls' dormitory is to be built, it might be well to utilize Sunnyside, whose spacious parlors would make admirable reception and common rooms, and build an extension to the rear to accommodate the bedrooms and bathrooms of the dormitory proper. Whether the consequent readjustment in the main building would make it possible to have a dining-room on the ground floor is perhaps doubtful. But there is no doubt that in Stanstead, as in many of the other colleges visited, the basement dining-room, with its low ceilings, restricted outlook and scanty sunlight, is far from ideal.

The money spent annually on repairing and renovating the main building has for years been insufficient,

with the result that the floors, walls and ceilings have been steadily growing worse. It was estimated that instead of the normal expenditure of \$3,000 on such repairs, a sum of \$10,000 would be required this year to put the building in thoroughly good condition. The most imperative need of all has been for an adequate water supply, as for some period each winter in the coldest weather, the buildings have been entirely without water. We understand that since our visit this grave defect has been remedied and that the College has now an ample supply of water from springs which it has purchased.

We turn now to more educational features.

1. The Model School (as a local Quebec usage calls *Model* it) is an elementary public school. There are no element-*School*. ary public schools for Protestant children in either Stanstead or Rock Island, but by an arrangement of long standing the children of public school age in these two towns are taught in Stanstead College in an elementary school of four rooms. The course covers the first seven of the grades, from kindergarten to "entrance" work. In payment for this instruction the College receives certain annual grants from the two Municipal Boards of School Commissioners. Young children from a distance also are admitted, some of whom reside in the College and others board in the village and rank as day pupils. These are largely children of Protestant families living in portions of the Eastern Townships where the Protestant English-speaking population is too small to maintain a separate school even for young children. A certain proportion also comes from towns where, because of the death of parents or other circumstances, proper supervision is found to be out of the question. While the farm population of the district may in time come to be entirely French Catholic, there will always be a number of English-speaking families in the small

towns and villages for whom such a school will be a great boon.

This unique combination of a public and a private elementary school seems in the peculiar circumstances a very commendable arrangement; it works smoothly and serves a real need. The manufactures of Rock Island are rapidly increasing, and as the population grows, a local school will doubtless be established there; but there will still remain a considerable number who for various reasons will prefer to use the Model School conducted by the College.

*Commer-
cial
College.*

2. The Bugbee Commercial College occupies a building valued at \$10,000, which was presented to the College by Dr. Bugbee, and endowed by him with a further sum of \$30,000. This department is a typical business college of the better sort, apparently saved from the obtrusive commercialism noticeable in some other pupils by the absence of short-course day pupils.

We have elsewhere dwelt on the inadvisability of a church institution providing a highly specialized and professional commercial course, such as is given here, but we are free to admit that if an exception could anywhere be made to the rule we have advocated, it might be in Stanstead. The idea which lay back of Dr. Bugbee's benevolence was apparently the special need for education which exists in the Eastern Townships. Here a small and steadily diminishing English-speaking Protestant minority, living partly in towns, partly in scattered farms, is surrounded by a large Roman Catholic and French population, and the problem of providing an education for their children wears a different aspect from that found in other parts of Canada. In order to preserve the solidarity of this element, and prevent it being forced to abandon the homes to which it clings, it may well be good policy to bring together

in one centre the means for obtaining various types of education, both general and semi-professional, even if some of these would ordinarily be considered to be outside the proper sphere of the Church.

Those who desire a short professional course in agriculture or household science must still go to Macdonald College at Ste. Anne de Bellevue. The equipment and staff needed for such courses as are there provided are quite out of the question for Stanstead College, but a good business college can be maintained at much less cost.

We should, however, like to make a few suggestions regarding the work of the business college:

(a) We believe a greater proportion of cultural work should be combined with the technical training, even for those preparing for a professional career. These pupils are to be men and women and citizens, and not simply accountants and secretaries. If the opportunity is not seized now it will probably never recur, of developing wider interests than those connected with their professional employment. Stanstead should aim at doing something better and higher than merely duplicating, in however efficient a way, the work of the ordinary technical business college.

(b) These business college pupils have an enviable opportunity in Stanstead of acquiring a good knowledge of French. But little use is made of the opportunity, apparently for no better reason than that the ordinary business college diploma does not include French, and no attempt seems to have been made to discover some way of giving additional credit to those who show a mastery of the language. We should think no better plan could be devised to give the Stanstead diploma an exceptionally high standing.

(c) We would also strongly reiterate what has been said elsewhere at some length (page 10) of the great

*Short
practical
courses.*

need for a well-planned course of study for those who come to the College for a year to secure a really practical education, and who intend to go back to the farm rather than to enter a bank or a business office. Stanstead has no more important or urgent educational problem before it than the planning of such a course for boys whose last chance of getting an adequate preparation for their life work is this one year spent at Stanstead College. A course in manual training is provided, but it is very inadequate and one-sided from lack of proper equipment. There are carpenters' benches, but there are no lathes or forges or other facilities for instruction in such iron work as is required on a farm. Considering the class of pupil to whom Stanstead specially ministers, it is very desirable that both manual training and household science should be developed along right lines so as to be made integral parts of the training given boys and girls who are not preparing for professional or business careers.

*Conservatory of
Music.*

3. The Conservatory of Music is intended primarily for those who desire a highly specialized training in music, and who, but for that, would not be at this College at all. It also serves to supplement the education of those who are primarily engaged in some other course of study, but who have the time and the taste to add to their academic or business training this most desirable element of culture.

We cannot but feel that in our church schools the latter class rather than the former should be kept in view in providing instruction in music. If this principle were recognized a much less expensive equipment would suffice; much valuable room would be saved; the distracting noise of piano practising at all hours would be greatly lessened; and the school would come much nearer providing the ideal education it should aim at giving.

Whether in view of the peculiar needs of the district surrounding Stanstead the same plea could be made for a highly organized conservatory of music as for a professional business college may well be doubted. There are very few, indeed, whose future careers depend on their obtaining a professional diploma in music; few whose best preparation for their future lives in the community is to devote themselves for so long a period almost exclusively to acquiring technical proficiency in music.

This must, however, be said in justice to the courses provided by the Stanstead Conservatory. Unlike most departments of music in our colleges, it requires of all who specialize in this subject that they shall take additional courses in English and other (but unspecified) subjects, and that before being given a diploma, they shall have reached the junior matriculation grade in English Literature. But much more than this might well be required to the great advantage of the pupil.

4. The regular work of the Academy embraces *Stanstead Academy*. grades 8 to 11 of the courses prescribed by the Protestant Committee for Quebec Secondary Schools (that is to say, it covers high-school work from entrance to junior matriculation). The courses offered differ only slightly; that for matriculation includes Latin, for which in the other courses various options are substituted. All these courses include manual training or household science, apparently as a compulsory subject. This, we would point out, only increases the need for relating these subjects more perfectly to the needs of the pupils in attendance. A large proportion of those who go through the College are intending to teach or to enter the University, and for these the course is fixed by government prescription. The classes are inspected by the Government's officials and the College receives a small

government grant. This fact should not, we trust, make it impossible for the college authorities to vary the courses of study where it seems wise to do so, in the interests of those who want a general education rather than one which shall qualify them for the University or the teaching profession.

Recapitulation.

The following recommendations have been made in the report upon this College:

1. In addition to the rebuilding of Bugbee Hall and the contemplated improvements and repairs in the main building it would be a very great gain if the basement dining-room could be done away with and if a separate dormitory for girls could be erected, perhaps as an addition to Sunnyside.
2. In view of the special needs of the district, the Model School and Commercial College should be maintained.
3. The course for prospective accountants in the Commercial Department might be considerably improved by increasing the amount of cultural work required, in harmony with the suggestions made in the second chapter of this report, and by stimulating the study of French.
4. There is very great need of a more suitable education than is now offered those who come to the College for but one, or at most, two years before returning to spend their lives on the farm.
5. The highly specialized courses in music might with advantage be made less technical and the element of general culture which they now contain greatly increased.

WESLEY COLLEGE, WINNIPEG

Like the University of London, as originally constituted, the University of Manitoba was for many years an examining and degree-conferring body, but not a teaching body. Several denominational colleges provided the teaching staff without having the power of conferring degrees in Arts, and of these Wesley College was for years the largest and most successful. More recently the University has been reorganized and is now a teaching body covering the whole field of the Arts curriculum. It seemed for a time to many that there was no longer a place for Wesley in university Arts education, and it was at one time decided that it should retire from this field. Other counsels prevailed and a new adjustment was made of the Arts courses taught by Wesley. At present the work of the first two years is done in Wesley as well as in the University. While this involves duplication, Wesley, by this arrangement, shares with the University the task of instruction in those junior college years in which it is a great advantage to divide large classes into smaller groups. Certain subjects also belonging to the two higher years (such as history, English, Hebrew, philosophy and economics) are taught in Wesley as well as in the University, but in other subjects (as also heretofore in the science of the second year) the students enrolled in Wesley take their lectures in the University. Students may thus all through their Arts course enjoy the advantages of the life of a church residential college, and yet have their place in the provincial University.

The degree of B.A. is conferred by the University of Manitoba; the examinations are conducted by boards on which members of the staff of Wesley College have a

place. Wesley College also provides courses in theology for those desiring instruction either in the curriculum prescribed by the General Conference or in the course leading to the B.D. degree.

In addition, there is in the College a preparatory department covering the whole high school course up to matriculation.

*Problem
of site.*

It has for some time been proposed that the University of Manitoba should remove from the present entirely inadequate and unsuitable buildings and site in the heart of the city to a larger site which has been secured on the outskirts of Winnipeg. On the new university grounds it is intended that sites shall be reserved for the colleges which, like Wesley, are now connected with the University. But there seems to be no immediate prospect of this highly desirable step being taken, and Wesley's problems, at no time inconsiderable, are greatly increased by the uncertainty. Expansion that otherwise would be justifiable might conceivably be highly injudicious because of the lack of permanence in the prospect.

Buildings.

Wesley's present buildings consist of (1) the main building, which contains the classrooms, offices, library, auditorium, etc., and which also provides rooms for 64 male students of the College proper or of the preparatory department; (2) a women's residence with accommodation for 50 women and girls. There is a dining-room connected with the women's residence but none in connection with the men's residence in the main building. The male students, both boys and men, have found their meals outside where they can, and in consequence one of the most important features of residential college life has been wholly lacking. Many highly desirable and long overdue rearrangements and improvements in the college buildings have been effected during

the past few months, and in all probability little more can be done with the present buildings to fit them for their purpose.

In order to provide the additional residence accommodation desired, the building of a wing at a cost of \$100,000 has been suggested to connect the two existing buildings. Unless this addition is to be such that the expenditure will be recouped in case of removal, the Commission ventures to deprecate this step, in view of the uncertainty attending the length of time the present site will be retained. Every new building both in the University and in Wesley College is another anchor to hold these institutions in their present situation. Rather the Commission would suggest to the Board of Wesley College the possibility of so curtailing the preparatory department that the students proper—those in university Arts courses and in Theology—could be adequately provided for both as to bedrooms, common rooms, and dining-rooms.

There may or may not be room in Winnipeg for an academy doing secondary school work under the control of the Methodist Church, but there is no necessary connection between such an institution and the higher work of the College. The increasing youthfulness of the boys and girls attending these preparatory classes is a factor which must make it more and more difficult to maintain the common life which should mark a residential college. It is doubtless true that in Winnipeg, as in Toronto, the Methodist College will not get nearly its full share of the University students resident in the city itself, who have their own homes and other established circles of interest; but it will attract more than its share of students from outside the city, who desire the safeguards and the other advantages of the residence and life of the small college. And it is for this class of student rather

Preparatory work should be separated from College.

than for the city student living at home that the Church is chiefly interested in providing an Arts college. The preparatory classes are spoken of as the "chief feeders" of the College proper; but if the removal of the preparatory department greatly increases the desirability of life in Wesley for the regular college student, there would seem to be little reason to fear a falling off in numbers even though the present "feeders" should go. The change might perhaps be made gradually; if it is an end really to be desired—and this question the Commission would urge the authorities of the College to take under careful deliberation—there will probably not be great difficulty in determining the details of the transition. There may at one time have been force in the argument that a preparatory department should be maintained for theological students whose high school training is deficient. These are now extremely few in number, and in any event their needs can be provided for in other ways.

*Provision
for music.*

The provision for instruction and practice in music (of which the calendar of the College makes little mention) demands a much greater amount of space than its importance in such an institution at all justifies. It is doubtless highly desirable for many students attending Wesley to be able to profit by the advantages of musical education offered in a large city, provided this does not interfere with the main purpose for which the College exists and the objects for which presumably the students are at college. If a separate secondary academy were established, courses in which music is rightly a constituent would find their proper place there. But in a college established by the Church and endowed for the purposes that presumably Wesley exists to serve, finishing courses of meagre content for young ladies who are not serious university students should find no place, especi-

ally when it is at the expense of the genuine college student.

On the academic side of the work the Commission would suggest that if a still closer measure of co-operation with the University than now exists could be secured, it would increase the efficiency of the work done by Wesley, would reduce expenses and make the task of some instructors less heavy.

(a) It would seem to the Commission that the proposal to establish laboratories in Wesley for the second-year science, or a portion of it, is unwise. That this would use up much-needed space and would be costly both as regards staff and maintenance is obvious. Nor does there seem to be any educational advantage to be gained by the change. In the rest of the work of the first two years it is a distinct advantage to have the small classes secured by the existing arrangement. But in science, so far as the laboratories are concerned, it would seem to us that (in view of the expense) the best course for Wesley to adopt is to relegate the work to the University, where it can be much more effectively done, and if thought desirable have additional tutorial instruction in science for those who may need it. Certainly this plan should be adopted in the science of the second year, and it might well be considered also for the first year. In the first and second year mathematics on the other hand there is probably as strong an argument as in the languages for having the small classes possible in a small college as opposed to the larger classes of the University.

With laboratory room thus saved, with the elimination of the space required for music, and with the removal or the cutting down of the preparatory department, it would seem that the present buildings might serve for the needs of all genuine college work in Arts

and Theology until such time as the question is settled of moving from the present site along with the University. And the more concentrated work would produce from the same endowment and annual revenue much more satisfactory results, of which Wesley would be even more proud than of the fine record already achieved.

Participation in advanced subjects.

(b) Reference has been made to the fact that in certain subjects Wesley does work in the third and fourth years. That other advanced subjects of the Arts curriculum are not taught by Wesley is of course due to practical reasons based ultimately on her financial resources. But other than monetary considerations have doubtless determined the particular selection that is made. History, English, philosophy and economics stand on quite a different footing from advanced work in science or mathematics or foreign languages. They are subjects which rightly have a special place in Wesley for two reasons: they are intimately connected with the work of the theological students, and they are of more significance than the other subjects in determining the nature of the impress which the College is to leave upon her graduates in Arts.

But even in these subjects it is far from necessary that the staff of Wesley should undertake to cover all the advanced work required by the University curriculum for the two upper years. That cannot be very satisfactorily done even now with so limited a staff, and as the University comes more and more to specialize in the upper years, it will be increasingly difficult to maintain a proper standard. Fortunately the various subdivisions of these departments are not all of equal value for the purposes for which the College rightly retains them. In economics, the aspects that a Church college is chiefly interested in are sociology and the

principles of citizenship; in philosophy, ethics rather than advanced history of philosophy or experimental psychology. History and English again are fields so extensive that only the co-operation of several instructors can adequately cover them. Yet in either department a single college professor, while himself teaching but a portion of the curriculum, can establish such relations with all the students in the department, can so guide their studies and inspire their efforts, as to produce all the results at which the college aims.

What, therefore, the Commission would suggest is that in each of these four subjects (sociology, ethics, modern history and English), Wesley's staff should contain one highly qualified man, capable of doing advanced work. For all other instruction in the third and fourth years the resources of the University are at the disposal of Wesley students. If some, though not all, of the advanced work of the upper years in these departments is thus taught in Wesley, it should be easier to secure for the staff professors of as high standing as those who teach in the University. But such men as Wesley ought to have for these subjects will think twice before going (or staying) where there is no advanced work at all to do, or where, on the other hand, so much is attempted that they cannot hope to do justice either to their students or themselves.

It is, moreover, highly probable that the University *Co-operation with University.* would be willing to consider the possibility of giving these highly qualified instructors provided by Wesley a place in the general scheme of University teaching. But even if the University cannot see its way to making such an arrangement, the plan we propose is from every point of view far better than, for example, to have one overburdened professor attempting so much of the whole field of philosophy, and duplicating in Wesley

with small classes advanced work already done by the University.

Recapitulation. The suggestions made in the preceding chapter may be summarized as follows:

1. That in view of the uncertainty as to the future location of the College, the expense of adding a new wing would not be justified. The additional space required might be secured in other ways, especially by a change of policy in regard to the preparatory department and the work in science and music.
2. That the provision of secondary education, as in the present preparatory department, be disassociated from the college instruction in Arts and Theology.
3. That the College cease to make provision for instruction in music.
4. That the provision of laboratories for the science of the second and even of the first year be left to the University.
5. That in the third and fourth years of the Arts course, in the departments of economics and philosophy, the College provide advanced instruction in sociology and in ethics, and leave the other branches to the University.
6. That in the third and fourth years of the Arts course in the departments of modern history and English, only a portion of the prescribed work be covered in Wesley, the rest being taken in the University.
7. That under present conditions no other subject in the last two years of the Arts course be attempted in Wesley with the exception of Hebrew, in which also there might well be co-operation with the University staff.

APPENDICES

The following financial statements are taken, in more or less synopsised form, from the annual reports of the several colleges concerned. They exhibit the expenditures and income of the institutions, together with amounts of endowment, indebtedness, etc.

An attempt was made to construct a comparative table which would show the number of registrations, the number of pupils in residence, the amount of income and expenditure with loss or gain, the value of the properties and the invested funds and mortgages. This task, however, had to be abandoned because of three difficulties:

- i. The inadequacy of some of the statements furnished.
- ii. The incorrectness of some statistics from registrations and residence.
- iii. The lack of uniformity in the book-keeping of the different colleges.

ALBERT COLLEGE, BELLEVILLE

ATTENDANCE, SESSION 1919-20

COURSES	A Total Enrollment	B Belonging Primarily to Course	C Number of B in Residence	D Number of B without Near-by Facilities	E Number of B of Retarded Education	F Number of B without Entrance	G Number of B without Matriculation	H Number of A doing mainly Preparatory Work
<i>Academic or High School Courses.</i>								
1. In 1st year of course—grade 9	30	30	29	21	20	....	....	....
2. In 2nd year of course—grade 10	20	20	19	9	10	....	....	....
3. In matriculation or teachers' Class	33	33	30	10	9	....	....	....
4. In senior matriculation class	8	8	....	3	1	....	....	....
91	91	78	43	40	....	....	....	....
<i>Theological Courses.</i>								
5. Probationers' course	12	....	....	....	....	....	....	....
<i>Commercial Courses.</i>								
6. Taking full course	26	26	23	16	4	3	....	....
7. Occasionals . . . . .	....	....	....	....	....	....	....	....
8. Taking composite course	13	....	....	....	....	....	....	....
39	26	23	16	4	....	3	....	....
<i>Expression.</i>								
9. Taking full course . . . . .	....	10	....	....	....	....	....	....
10. Occasionals	33	5	20	....	23	5	....	....
11. Taking composite course . . . . .	....	18	....	....	....	....	....	....
33	33	20	....	....	23	5	....	....
<i>Music.</i>								
12. Taking full course	40	40	....	....	....	....	....	....
13. Occasionals	62	62	5	....	....	....	....	....
14. Taking composite course	12	5	....	....	....	....	....	....
114	107	5	....	....	....	....	....	....

FINANCIAL STATEMENT OF ALBERT COLLEGE, BELLEVILLE, YEAR ENDING JUNE 30, 1920.

EXPENSES.

<i>Departmental:</i>	
Salaries, including board and allowance.	
Administration	\$4,651 45
Collegiate	7,535 00
Commercial	1,638 38
Expression	1,013 70
Piano	813 35
Vocal	1,200 51
Art	1 85
Athletic	373 08
Piano rent	400 00
Conservatory, city	2,470 25
Dining hall	15,636 70
Fuel	2,008 52
Water and light	357 92
Wages	530 60
Repairs	3,079 94
Advertising	1,146 02
Office furniture, etc.	216 69
Interest, exchange	794 15
Miscellaneous	1,256 78
Surplus	6,318 29
	<hr/>
	\$51,443 18

Depreciation:

Buildings, furnishings	\$2,791 75
Bursaries, travelling expenses	1,568 65
Returned to Endowment Fund	1,984 11
Endowment Fund special	4,000 00
Net surplus	1,026 54
	<hr/>
	\$11,371 05

INCOME.

<i>Tuition Fees:</i>	
Collegiate	\$6,177 26
Commercial	1,702 43
Expression	1,075 45
Piano	1,077 85
Vocal	1,150 00
Violin	10 50
Athletic	335 30
Laboratory	148 02
Piano rentals	208 25
Conservatory, city	2,892 80
Dining hall:	
Students	30,626 84
Staff allowance	5,410 00
Rent, Tp. Thurlow	400 00
Miscellaneous	228 40
	<hr/>
	\$51,443 18

Surplus	\$6,318 29
Educational grant	1,500 00
Interest, endowment	3,552 76
	<hr/>
	\$11,371 05

SUBSCRIPTION ACCOUNT.

To June 30, 1919	\$100,712 86	Accounts written off	\$696 14
Legacy	8,000 00	Transfer A. E. B.	1,000 00
Albert College special account	4,000 00	Subscriptions unpaid June 30, 1920	25,193 88
Interest account	1,929 70	Albert College, special	4,000 00
		Balance	83,752 54
	\$114,642 56		\$114,642 58

INVESTMENT ACCOUNT.

Dominion of Canada 1933 bonds, 5½%	\$28,000 00
“ “ 5%	1,000 00
Grafton League bond	100 00
Coupon bond	50 00
“ T. W.	50 00
Montreal Tramways bond	1,000 00
Newfoundland bonds	30,000 00
U. S. gold bond	500 00
Newcombe Piano Company	1,000 00
Dominion of Canada bonds	17,000 00
“ “	5,000 00
Coupon bonds	200 00
	\$83,900 00

EXTENSION FUND.

		INCOME.	
Bonds and securities	\$50,500 00	Cash on hand July 1, 1919	\$488 31
Endowment Fund	3,400 00	Subscriptions paid	5,971 10
Fair ground	850 00	Meth. Nat. campaign	47,000 00
Albert College, taxes, travelling	1,298 70	Mortgages	300 00
Cash on hand	144 78	Interest	1,462 39
		Insurance	175 00
		Rents	796 68
	\$56,193 48		\$56,193 48

ASSETS.

Investment bonds	\$49,500 00
Central Canada Loan	23,500 00
Mortgage receivable	575 00
Walker notes	400 00
Cash in bank	144 78
Endowment Fund	3,900 00
L. W. T., re Fair grounds	620 37
Real estate	28,781 49
(option)	5 00

SUBSCRIPTION ACCOUNT.

To June 30, 1919	\$191,702 00
Gibbard subscription	500 00
Sundries	142 60
A. E. B. transferred	1,000 00
Unpaid subscriptions	\$193,344 60
134,874 00	
Total paid on subscriptions	58,470 60
Receipts:	
Interest	1,540 68
Insurance	175 00
Rents	603 85
Meth. Nat. Campaign	47,000 00
Less sundry expenses	\$107,790 13
363 49	
	\$107,426 64

\$107,426 64

INVESTMENTS.

City of Belleville bonds, 1938	\$20,500 00
Dominion of Canada, 1933	2,000 00
" " 1934	3,000 00
" " 1934	25,000 00
Central Canada Loan and Savings Co. ...	23,500 00
	\$74,000 00

ALBERTA COLLEGE, SOUTH

ATTENDANCE, SESSION 1919-20

	A Total Enrollment	B Belonging Primarily to Course	C Number of B in Residence	D Number of B without Near- by Facilities	E Number of B of Retarded of Education
ACADEMIC COURSES					
In 2nd year of course or grade 10	32	25	16	18	9
In matriculation or teachers' course	58	49	34	39	28

				Number of B without Matriculation	Number of A doing mainly Preparatory Work
THEOLOGICAL COURSES					
Probationers' course	17	17	9	6	5
Course for graduates	10	10	8	.....	.....
In B. D. work	3	3	2	.....	.....
Occasionals	1	.....	.....	.....	.....
MUSIC COURSES	120 Majority day students	.....	.....	.....	.....

FINANCIAL STATEMENT OF ALBERTA COLLEGE, SOUTH, EDMONTON, YEAR ENDING JUNE 30, 1920

<i>Departmental.</i>		Expenses.	Income.	Profit.	Loss.
Academic Department		\$4,962 60	\$4,564 70	.....	\$397 90
Music Department		2,803 75	3,884 70	\$1,080 95	.....
Theological Department		7,607 50	2,091 50	.....	5,516 00
Departmental loss	\$4,882 95	\$15,373 85	\$10,490 90	\$1,030 95	\$5,913 90
<i>Administrative.</i>					
Advertising		\$368 45	\$7,000 00	Educational grant.	
Board meetings		63 20	10,999 92	Rents, Military Hosp. Com.	
Interest to bank		531 38	58 00	Sundry rents.	
Interest on mortgage		3,698 22	60 00	Circuits.	
Insurance		1,081 94	500 00	Donation (Purdy Estate).	
Office expenses		634 50	14,543 65	Forward Movement.	
Rent		563 50			
Repairs, principal's house		216 60			
Travelling expenses		412 50			
Taxes		719 40			
Adjustments, A. C. North		20 50			
Bill payable paid		262 00			
General expenses		468 65			
Reserve		500 00			
Depreciation, principal's house		350 00			
Balance gain		\$25,264 69	\$43,652 47		
		18,387 78			
		\$43,652 47	\$43,652 47		
<i>Property Transfers, Balances, etc.</i>					
Balance, 1921		.....	\$18,387 78		
Surplus at June 30, 1919		.....	116,940 92		
Transfer, Warner Property, A. C. North		\$20,000 00			
Transfer liability, do		.....	18,721 23		
Transfer lots C.D.E., except rear		.....	23,062 50		
Balance		157,112 43			
		\$177,112 43	\$177,112 43		

ALBERTA COLLEGE NORTH, EDMONTON

ATTENDANCE, SESSION 1919-20

COURSES	A Total Enrolment	B Belonging Primarily to Course	C Number of B in Residence	D Number of B without Near-by Facilities	E Number of B of Retarded Education	F Number of B without Entrance	G Number of B without Matricu- lation	H Number of A doing mainly Prepara- tory Work
<i>Preparatory Course.</i>								
1. Below grade 7 (4th book)	{ Day 35 Night 12 }	....	15	47	47-40N.E.S.	....	....	....
2. In grade 7 or 8 (4th book)	{ Day 37 Night 20 }	....	20	57	48-14 N.E.S.	....	....	....
Special night classes	25	....	....	25	25-25 N.E.S.	....	....	....
	129	....	35	129	120-79 N.E.S.	....	....	....
<i>Academic or High School Courses.</i>								
A. Following regular courses similar to state schools.								
3. In 1st year of course—grade 9	Day 35	....	20	30	25-10 N.E.S.	....	....	....
4. In 2nd year of course—grade 10 . . . . .	....	....	....	....	....	....	....	....
5. In matriculation or teachers' class	Night 45	....	8	....	30-11 N.E.S.	....	....	....
6. In senior matriculation class—grade 12	Night 15	....	1	....	....	....	....	....
B. Special Courses.								
7. Civil service	{ Day 5 Night 3 }	....	....	8	....	....	....	....
8. French conversation	15	....	4	....	....	....	....	....
9. Special for S.C.R.	15	....	4	....	....	....	....	....

10. Shorthand and bookkeeping for students taking some academic courses

16	....	5	10	10-3 N.E.S.	....	....
149	....	42	48	65-24 N.E.S.	....	....
}	Day 300	125	200	100-20 N.E.S.	100	....
		Night 150	100	100-10 N.E.S.	125	....
}	Day 147	....	100	10-10 N.E.S.	100	....
		Night 50	40	7-7 N.E.S.	40	....
100	....	....	....	....	....	....
21	....	....	21	21	....	....
768	....	145	461	338-47 N.E.S.	365	....

Commercial Courses.

- 11. Taking full course
- 12. Occasionals—few subjects
- 13. Composite course
- 14. Correspondence courses

Art Courses.

- 15. Composite courses

Expression.

- 16. Taking full course
- 17. Occasionals
- 18. Taking composite course

Music.

- 19. Taking full course
- 20. Occasionals
- 21. Taking composite course

Household Science.

Arrangements with Edmonton Technical School.

- 1,050

N.E.S.—Non-English speaking

FINANCIAL STATEMENT OF ALBERTA COLLEGE NORTH, EDMONTON, JUNE 30, 1920.

ASSETS.

Cash on hand	\$285 26
Bills receivable	1,733 64
Advertising	60 00
Boarding	2,500 00
Correspondence	21 25
Insurance	300 00
Supplies	746 45
Taxes	393 50
Furniture, equipment	14,246 89
Library	1,000 00
Buildings	33,736 61
Real estate	52,445 40
	<hr/>
	\$107,469 00

LIABILITIES.

Imperial Bank	\$40 02
Accounts payable	1,834 70
Students' balances	3,200 00
Alberta College S. (Warner)	2,250 00
Warner agreement	13,875 00
Accrued interest	912 50
Mortgage, Principal's house	2,900 00
" College building	12,500 00
Accrued interest	1,268 75
Reserves advertising	500 00
Repairs	1,000 00
Surplus	67,187 86
	<hr/>
	\$107,469 00

Surplus \$67,187 86

ALMA COLLEGE, ST. THOMAS

ATTENDANCE, SESSION 1919-20

	A	B	C	D	E	F	G	H
COURSES	Total Enrolment	Belonging Primarily to Course	Number of B in Residence	Number of B without Near-by Facilities	Number of B of Retarded Education	Number of B without Entrance	Number of B without Matricu- lation	Number of A doing mainly Prepara- tory Work
<i>Preparatory Course.</i>								
1. In below grade 7 (4th book)	23	23	3	....	3	....	....	....
2. In grade 7 or 8 (4th book) .....	....	2	....	....	....	....	....	....
23	23	25	3	....	3	....	....	....
<i>Academic or High School Courses.</i>								
A. Following regular courses similar to state schools.								
3. In 1st year of course—grade 9 ...	26	....	....	....	....	....	....	....
4. In 2nd year of course—grade 10 ...	6	6	5	....	....	....	....	....
5. In matriculation or teachers' class	8	8	3	....	....	....	....	....
6. In senior matriculation class	4	4	4	....	....	....	....	....
....
B. In special courses.								
7. In 1st year .....	....	....	....	....	....	....	....	....
8. In 2nd year	8	....	....	....	....	....	....	....

ATTENDANCE, SESSION 1919-1920—Continued

COURSES	A Total Enrollment	B Belonging Primarily to Course	C Number of B in Residence	D Number of B without Near-by Facilities	E Number of B of Retarded Education	F Number of B without Entrance	G Number of B without Matricu- lation	H Number of A doing mainly Prepara- tory Work
<i>Commercial Courses.</i>								
9. Taking full course	13	13	10	....	....	1	....	....
10. Occasionals	10	....	10	....	....	....	....	....
	23	13	20	....	....	1	....	....
<i>Art Courses.</i>								
11. Occasionals	16	....	13	....	....	....	....	....
<i>Expression.</i>								
12. Taking full course	1	....	....	....	....	....	....	....
13. Occasionals	30	....	....	....	....	....	....	....
<i>Music.</i>								
14. Taking full course	18	....	....	....	....	....	....	....
15. Occasionals	135	....	....	....	....	....	....	....
<i>Household Science.</i>								
16. Taking full course	4	....	....	....	....	....	....	....
17. Occasionals	14	....	....	....	....	....	....	....

FINANCIAL STATEMENT OF ALMA COLLEGE, YEAR ENDING JUNE 30, 1920.

EXPENSES.

Salaries, including board and room	\$16,451 30
Office salaries and board	1,138 70
Board, room, laundry	14,900 51
Light and fuel	4,950 07
Repairs and furnishings	5,218 96
Church, library, etc.	710 23
Advertising	1,669 70
Insurance, taxes, auditor	1,232 03

INCOME.

Piano, harmony, vocal	\$6,670 90
Elocution and physical culture	1,798 05
Art	430 50
Commercial	1,556 40
Domestic science	690 50
Collegiate and preparatory	2,278 40
Registration fees	394 00
Church, library, concerts	921 53
Board, room, laundry (Students)	15,991 19
Board, room, laundry (Summer School) ..	958 55
Board, room, laundry (Faculty)	5,725 00
Depository profit	179 74
Interest	53 64
National Campaign Fund	2,800 00

Total income	\$40,448 40
Net loss for year	5,823 10

\$46,271 50

\$46,271 50

COLUMBIAN COLLEGE, NEW WESTMINSTER

ATTENDANCE, SESSION 1919-20

COURSES	A	B	C	D	E	F	G	H
	Total Enrollment	Belonging Primarily to Course	Number of B in Residence	Number of B without Near-by Facilities	Number of B of Retarded Education	Number of B without Entrance	Number of B without Matricu- lation	Number of A doing mainly Prepara- tory Work
<i>Preparatory Course.</i>								
1. Below grade 7 (4th book)	53	33	22	5	....	....	....	....
2. In grade 7 or 8 (4th book) .....					....	....	....	....
<i>Academic or High School Courses.</i>								
3. In 1st year of course—grade 9.	13	13	8	3	....	....	....	....
4. In 2nd year of course—grade 10..	19	17	15	6	....	....	....	....
5. In matriculation or teachers' class	17	16	13	2	....	....	....	....
	49	46	36	11	....	....	....	....
<i>Theological Courses.</i>								
6. Probationers' courses	8	8	5	....	....	....	3	3
<i>Commercial Courses.</i>								
7. Taking full course	40	40	24	....	....	....	....	....
8. Occasionals	2	....	....	....	....	....	....	....
9. Taking composite course	12	....	....	....	....	....	....	....
	54	40	24	....	....	....	....	....

FINANCIAL STATEMENT OF COLUMBIAN COLLEGE, NEW WESTMINSTER, YEAR ENDING JUNE 30, 1920.

Departmental.

	Expenses.	Income.	Profit.	Loss.
Commercial	\$2,338 05	\$3,438 30	\$1,100 25	.....
Household Science	528 89	533 25	4 36	.....
Music	2,757 19	4,183 59	1,426 40	.....
Elocution .....	.....	152 00	.....	.....
Telegraphy .....	.....	42 00	.....	.....
Physical Culture .....	.....	250 35	.....	.....
Theological .....	.....	175 00	619 35	.....
Academic Department	5,212 75	3,603 27	.....	\$1,609 48
School supplies	2,324 28	2,588 16	263 88	.....
	<u>\$13,161 16</u>	<u>\$14,965 92</u>	<u>\$3,414 24</u>	<u>\$1,609 48</u>
			.....	<u>1,804 76</u>
			<u>\$3,414 24</u>	<u>\$3,414 24</u>
			<u>\$1,804 76</u>	

Departmental gain

Administrative and Maintenance.

	Expenses.	Income.	Profit.	Loss.
Maintenance, board, etc.	\$12,659 82	\$18,017 79		
Insurance, taxes	3,164 48			
Interest, exchange	2,067 80			
Administration	1,859 56			
Repairs	1,452 62			
Printing and advertising	517 06			
Depreciation on school equipment (5% on \$5,008.74) ..	250 40			
Depreciation on furnishings (5% on \$5,464.29)	273 20			
Fuel	2,165 80	300 00		
Office expense	939 93			
Teleg. and telephone	118 96			
Water and light	513 05			
Travelling expense	158 20			
Bad debts	153 40			
Honoraria	400 00			
Rent .....	.....	271 81		
	<u>\$39,855 44</u>	<u>\$33,555 52</u>		
		<u>6,299 92</u>		
	<u>\$39,855 44</u>	<u>\$39,855 44</u>		

Loss on operating account

MOUNT ALLISON UNIVERSITY, COLLEGE AND ACADEMY, SACKVILLE

ATTENDANCE, SESSION 1919-20.

COURSES.	A	B	C	D	E	F	G	H
	Total Enrolment	Belonging Primarily to Course	Number of B in Residence	Number of B without Near-by Facilities	Number of B of Retarded Education	Number of B without Entrance	Number of B without Matriculation	Number of A doing mainly Preparatory Work
<i>Academic or High School Courses.</i>								
A. Following regular courses similar to state schools.								
1. In 1st year of course—grade 9...	12	12	12	....	....	....	....	....
2. In 2nd year of course—grade 10...	20	20	20	....	....	....	....	....
3. In matriculation or teachers' class	73	35	34	....	....	....	....	....
B. In special courses (e.g., M.L.A.).								
4. In first year	128	....	....	....	....	....	....	....
5. In second year	53	....	....	....	....	....	....	....
6. In third year	40	....	....	....	....	....	....	....
	326	67	66	....	....	....	....	....
<i>University Courses.</i>								
7. In 1st year	95	....	....	....	....	....	....	....
8. In 2nd year	51	....	....	....	....	....	....	....
9. In 3rd year	33	....	....	....	....	....	....	....
10. In 4th year	26	....	....	....	....	....	....	....
11. Occasionals	35	....	....	....	....	....	....	....
12. Graduates	3	....	....	....	....	....	....	....
	243	....	....	....	....	....	....	....

FINANCIAL STATEMENT OF MOUNT ALLISON UNIVERSITY, YEAR ENDING JUNE 15, 1920.

EXPENSES.

Residence, provisions, fuel, wages, etc.	\$41,131 04
Salaries	27,876 48
University, fuel and light	1,997 69
Repairs, buildings	364 83
Interest	5,533 29
Wages, taxes, insurance	1,226 29
Tuition	466 67
Reading room and library	138 12
Advertising, stationery, etc.	1,486 42
Bank charges	38 33
Auditor	63 50
Science supplies	1,631 77
Baccalaureate sermon	50 00
Bowser annuity	700 00
Smith annuity	200 00
Rent, Fawcett Hall	20 00
Travelling expenses	423 52
Founder's Day expenses	17 85
Miscellaneous	138 75
Total cost	\$83,504 53
Net gain	4,420 61

\$87,925 14

ASSETS.

Real estate and buildings	\$143,731 50
New rink	17,890 50
Endowment Fund investments	397,606 96
Students' balances	5,454 14
Bills receivable	2,241 00
Accounts receivable	4,488 18
Bursaries prepaid	596 97
Athletic Association, loan	1,275 00

\$87,925 14

INCOME.

Students' board and room	\$33,815 96
Faculty, board and room	1,007 00
Tuition and fees	11,463 56
Books and stationery to students, gain	1,114 78
Fees, Athletic Society, gain	180 65
Diplomas, certificates, etc., gain	316 20
Ladies' College, tuition and fees	4,331 10
Endowment Fund	24,683 20
Educational Society, grants	4,551 94
Loyalty Fund, subscription	875 00
Theological Chair, grants	3,230 00
Rents	345 00
Board, Reunion, etc.	41 28
Board, Y.M.C.A. Conference, etc.	390 00
Premium on cheques	15 28
Interest on students' accounts	327 27
Farm produce, gain	36 42
Rink rents	1,200 00

\$87,925 14

LIABILITIES.

Investments and surplus	\$393,691 91
Surplus, 1919	4,494 30
Endowment Fund, additions, 1919-20	39,431 63
Forward Movement	21,400 00
Debentures	54,000 00
Loans	44,058 06
Library Fund, 1919, and subscriptions	4,815 55
Accounts payable	1,189 34
Bursaries and prizes	2,150 88
Science Building Fund	1,800 00
Overdraft, Royal Bank	1,831 97
Gain	4,420 61

\$573,284 25

MOUNT ALLISON LADIES' COLLEGE, YEAR ENDING JUNE 15, 1920.

EXPENSES.

Salaries and board	\$23,063 99
Wages	6,715 75
Provisions	28,651 23
Fuel and light	7,668 84
Furnishings and repairs	7,064 27
Repairs, Fawcett Hall	30 45
Household science	145 94
Music	92 81
Library and reading-room	572 57
Medical	391 40
Founder's Day expenses	19 75
Closing exercises	10 00
Piano and organs	323 18
Laundry	735 25
Stamps, stationery	1,086 96
Prizes	73 02
Rent, University Gymnasium	100 00
Travelling expenses	134 95
Insurance	734 80
Church contributions	106 20
Interest and bank charges	506 14
Advertising	367 18
Auditor	80 50
Taxes, etc.	213 00
Fees for campus	22 00
Quartette	125 18
Miscellaneous	373 73
Gain	10,652 44
	<hr/>
	\$90,063 53

INCOME.

Students' board and room	\$49,551 92
Tuition	27,830 78
Fees	1,487 15
Diplomas	10 00
Board and room, Faculty and Management	5,405 25
Summer conferences	1,671 57
Reunion	64 75
Household science	123 04
Sales, books and stationery	634 92
Sales, studio	1 26
Gymnasium	26 38
Hospital	78 02
Rents, Fawcett Hall	90 00
Interest	1,129 40
Farm produce	1,627 02
Concerts	161 95
Miscellaneous	169 12

\$90,063 53

MOUNT ROYAL COLLEGE, CALGARY

ATTENDANCE, SESSION 1919-20

COURSES	A Total Enrollment	B Belonging Primarily to Course	C Number of B in Residence	D Number of B without Near-by Facilities	E Number of B of Retarded Education	F Number of B without Entrance	G Number of B without Matricu- lation	H Number of A doing mainly Prepara- tory Work
<i>Preparatory Course.</i>								
1. Below grade 7 (4th book)	24	24	17	10	13	....	....	....
2. In grade 7 or 8 (4th book)	25	25	16	16	12	....	....	....
	49	49	33	26	25	....	....	....
<i>Academic or High School Courses.</i>								
Following regular courses similar to state schools.								
3. In 1st year of course—grade 9...	22	22	15	16	6	....	....	....
4. In 2nd year of course—grade 10...	17	16	14	11	1	....	....	....
5. In matriculation or teachers' class	23	22	11	10	7	....	....	....
6. In senior matriculation class	5	3	4	4	1	....	....	....
	67	63	44	41	15	....	....	....
<i>Commercial Courses.</i>								
7. Taking full course	26	26	24	24	8	4	....	....
8. Taking composite course	1	....	....	....	....	....	....	....

ATTENDANCE, SESSION 1919-20—Continued

COURSES	A Total Enrollment	B Belonging Primarily to Course	C Number of B in Residence	D Number of B without Near-by Facilities	E Number of B of Retarded Education	F Number of B without Entrance	G Number of B without Matricu- lation	H Number of A doing mainly Prepara- tory Work
<i>Art Courses.</i>								
9. Taking full courses .....	...	...	...	...	...	...	...	...
10. Occasionals	35	...	...	...	...	...	...	...
11. Taking composite courses	15	...	...	...	...	...	...	...
<i>Expression.</i>								
12. Occasionals	51	...	...	...	...	...	...	...
13. Taking composite course	4	3	3	3	2	...	...	...
<i>Music.</i>								
14. Occasionals	214	50	...	...	...	...	...	...
15. Taking composite course	50	...	...	...	...	...	...	...
<i>Household Science.</i>								
16. Taking composite courses	21	...	...	...	...	...	...	...

FINANCIAL STATEMENT OF MOUNT ROYAL COLLEGE, CALGARY, YEAR ENDING JUNE 30, 1920.

EXPENSES.

<i>Departmental:</i>	
Salaries of staff	\$19,527 58
Text-books, music, etc.	6,937 17
<i>Administration:</i>	
Salaries	3,475 00
Nurse and drugs	1,337 95
Janitor	1,200 00
Sundry expenses	326 25
Advertising and calendar	1,644 50
Students' canvass	172 45
Phones, postage	532 45
License, bond, car insurance	108 00
Rent of annex	705 00
" of music studios	325 00
Insurance on College	395 00
<i>Residence:</i>	
Wages to help	6,923 75
Laundry	1,488 40
Foodstuffs	15,264 53
<i>Maintenance:</i>	
Repairs and upkeep	3,353 42
Coal	2,238 38
Gas	783 90
Light	736 16
Water	500 11
Sundry expenses	433 00

Stock on hand July, 1919	\$68,508 00
	2,848 90
	<u>\$71,356 90</u>

INCOME.

Departmental fees	\$24,576 41
Fees from boarding, laundry, nursing, etc.	35,539 42
Sale of text-books	6,593 44
	<u>\$66,709 27</u>
Stock on hand June, 1920	3,442 30
	<u>\$70,151 57</u>
Net deficit for year	\$2,195 33

\$72,346 90

CAPITAL ACCOUNT.

EXPENSES.

Interest on mortgages and bank loan . . .	\$4,845 60	
Equipment purchases	1,205 11	
Proportion of salary expense account	2,925 00	
Taxes on College and property	330 57	
Surplus revenue	731 28	
	<hr/>	
	\$10,037 56	\$10,037 56

INCOME.

Donations	\$5,037 56
Grant, Educational Fund	5,000 00

GENERAL REVENUE ACCOUNT.

Deficit on operating account	\$1,195 33	Surplus assets, June, 1919	\$2,188 46
Interest charges and taxes	4,439 88	Surplus capital revenue	731 28
Surplus assets at June, 1920	23,489 64	First payment, Forward Movement	25,000 00
	<hr/>	Equipment added in 1920	1,205 11
	\$29,124 85		<hr/>
			\$29,124 85

BALANCE SHEET, OPERATING ACCOUNT.

ASSETS.

Balance at bank	\$911 82
Fees and notes unpaid	4,670 92
Stock on hand	3,442 30
	<hr/>
	\$9,025 04

LIABILITIES.

General accounts	\$2,952 44
Salaries	2,770 45
Surplus	3,302 15
	<hr/>
	\$9,025 04

CAPITAL AND PROPERTY ACCOUNT.

College site (cost)	\$10,152 35	O'Callaghan, mortgage and interest	\$31,620 00
Buildings	50,586 57	Mrs. Langford	31,369 40
Equipment	28,447 97	Merchants Bank, and	6,010 00
Operating account, surplus	3,302 15	Surplus assets, June, 1920	23,489 64
	<hr/>		<hr/>
	\$92,489 04		\$92,489 04

SUMMARY OF ASSETS AND LIABILITIES.

Operating account assets	\$9,025 04	Operating account, creditors	\$5,722 89
Net deficit	65,697 25	Mortgages and interest	68,999 40
	\$74,722 29		\$74,722 29
Unpaid, Forward Movement	\$45,000 00		
Amount to provide	20,697 25		
	\$65,697 25	Net deficit	\$65,697 25

ONTARIO LADIES' COLLEGE, WHITBY

ATTENDANCE, SESSION 1919-20

COURSES	A	B	C	D	E	F	G	H
	Total Enrollment	Belonging Primarily to Course	Number of B in Residence	Number of B without Near-by Facilities	Number of B of Relarded Education	Number of B without Entrance	Number of B without Matriculation	Number of A doing mainly Preparatory Work
<i>Preparatory Course.</i>								
1. In grade 7 or 8 (4th book)	11	11	11	11	5	....	....	....
<i>Academic or High School Courses.</i>								
2. In first year of course—grade 9...	13	13	13	....	....	....	....	....
3. In 2nd year of course—grade 10..	15	15	15	....	....	....	....	....
4. In matriculation or teachers' class	12	12	12	....	....	....	....	....
<i>University Courses.</i>								
5. In 1st year	4	4	4	....	....	....	....	....
<i>Commercial Courses.</i>								
6. Taking full course	10	10	8	8	....	....	....	....
7. Occasionals	5	5	4	4	....	....	....	....
8. Taking composite course	*12	12	12	12	....	....	....	....

FINANCIAL STATEMENT OF ONTARIO LADIES' COLLEGE, YEAR ENDING JULY 31, 1920.

EXPENSES.

Salaries	\$23,261 09
House expenses	18,940 59
Fuel	6,283 55
Water and light	1,149 38
General repairs	5,276 35
Insurance	683 00
Interest	2,582 52
Bank commission	29 95
Travelling expenses	334 40
Auditing	40 00
Printing	273 01
Advertising	2,030 47
Postage and stationery	302 33
College journal	40 00
General expense	670 63
Piano tuning	235 00
Dr. Hare	300 00
Surplus for year	4,312 27

\$66,744 54

INCOME.

Board and tuition	\$63,362 24
School books and stationery	76 74
Music	75 05
Art material	1 50
Extra service	128 40
Farm products	2,026 87
Domestic science	73 74
Subscription, Dr. Hare	1,000 00

\$66,744 54

ASSETS.

Cash	\$2,372 81
Accounts receivable	131 87
Tuition unpaid	2,662 94
Victory Bond	500 00
Inventories	8,722 60
Pianos	12,527 88
Pipe organ and motor	1,872 91
Furniture and furnishings	26,778 56
Science and Art room	2,642 16
Library	1,471 32
Domestic Science furnishings	1,134 65
Horses and implements	2,045 59
Land, buildings, etc.	110,035 32
New buildings	31,342 06
Deferred charges	1,695 55
Total assets	\$205,936 22
Less reserves	21,680 61
	<u>\$184,255 61</u>

LIABILITIES.

Bills payable, bank	\$12,000 00
Bills payable, sundry	2,912 51
Accounts payable	6,495 28
Mortgage payable	33,800 00
Net surplus assets	129,047 82
<hr/>	
	<u>\$184,255 61</u>

Capital stock subscribed	\$93,450 00
Less unpaid	7,588 73
	<u>\$85,861 27</u>
Balance, July 31, 1919	38,874 28
Surplus, July 31, 1920	4,312 27
	<u>\$129,047 82</u>

REGINA COLLEGE, REGINA

ATTENDANCE, SESSION 1919-20

COURSES	A Total Enrollment	B Belonging Primarily to Course	C Number of B in Residence	D Number of B without Near-by Facilities	E Number of B of Retarded Education	F Number of B without Entrance	G Number of B without Matricu- lation	H Number of A doing mainly Prepara- tory Work
<i>Preparatory Course.</i>								
1. Below grade 7 (4th book)	8	8	6	8	6	....	....	....
2. In grade 7 or 8 (4th book)	23	20	17	17	4	....	....	....
<i>Academic or High School Courses.</i>								
3. In 1st year of course—grade 9...	31	28	23	25	10	....	....	....
4. In 2nd year of course—grade 10...	38	37	34	30	1	....	....	....
5. In matriculation or teachers' class	44	42	40	41	2	....	....	....
6. In senior matriculation class	50	48	41	41	....	....	....	....
	33	33	26	28	....	....	....	....
<i>University Courses.</i>								
7. In 1st year	165	160	141	140	3	....	....	....
	21	21	18	18	....	....	....	....
<i>Commercial Courses.</i>								
8. Taking full course	101	101	89	90	19	25	....	....
9. Taking composite course	22	22	20	20	....	....	....	....

Art Courses.

10. Occasionals	10	10	....	.....	....	....	....	....	....
<i>Expression.</i>									
11. Occasionals	14	....	....	....	....	....	....	....	....
12. Taking composite course	8	....	8	8	....	....	....	....	....
<i>Music.</i>									
13. Taking full course	232	232	6	6	....	....	....	....	....
14. Taking composite course	223	190	73	73	....	....	....	....	....
<i>Household Science.</i>									
15. Taking full course	9	9	7	7	....	....	....	....	....
16. Occasionals	9	....	....	....	....	....	....	....	....
17. Taking composite courses	57	....	48	48	....	....	....	....	10

FINANCIAL STATEMENT OF REGINA COLLEGE, APRIL 30, 1920.

EXPENSES.		INCOME.	
<i>Departmental:</i>			
Salaries, Academic	\$11,954 58	Fees:	
" Commercial	3,461 70	Academic	\$15,917 47
" Music	16,747 52	Commercial	5,972 33
Advertising (special)	360 00	Music	22,722 21
Rentals and tunings	223 00	Art	270 90
Musical supplies	149 50	Boarding	41,816 02
Recital expenses	145 77	Rooms—Rentals	21,335 85
Art	208 50	Registration fees	679 00
<i>House Department:</i>		Profit on sales of music books, supplies...	788 46
Boarding	30,152 81	Profit on garden	33 00
Salaries and wages	5,582 27	Net loss on operation	7,827 96
Crockery and supplies	746 73		
Laundry	488 44		
Fuel	403 75		
Ice	180 00		
<i>Rooms:</i>			
Salaries and wages	4,890 91		
Supervision	2,100 00		
Annex expense	1,622 33		
Laundry	748 01		
Caretaking supplies	617 89		
<i>Overhead charges:</i>			
Fuel	11,771 16		
Administration expense	9,099 07		
Caretaking	3,550 31		
Repairs and decorating	3,050 16		
Hospital expenses	1,392 92		
General expense	1,152 45		
Electric light	1,118 45		
Advertising	1,090 21		
College Year Book	853 68		

Travelling expenses	815 02
Water	785 22
Stationery and printing	581 55
Interest and exchange	507 33
Postage	356 41
Scholarships	270 85
Telephone rentals	239 70
	<hr/>
	\$117,413 20

Balance, net loss on operation	\$7,827 96
Principal paid on mortgage	5,000 00
Interest paid on mortgage	4,200 00
Interest on mortgage, 4 months' accrued..	1,983 00
Paid on notes, Imperial Bank	4,375 59
Insurance	517 70
Bad debts written off	344 33
Taxes	331 88
Ministerial Conference	298 17
Surplus, forward	13,659 57
	<hr/>
	\$38,538 20

\$117,413 20

By special contributions	\$25,826 50
Grant, Ed. Society	5,000 00
Forward Movement	5,000 00
Conference assessment	2,401 70
Payment re Kronau mortgage	250 00
Interest on mortgage	60 00

EXPENDITURES ON CAPITAL ACCOUNT.

Furniture and furnishings	\$2,556 77
Improvements to buildings	1,738 27
Improvements to grounds	1,226 00
Pianos	1,102 30
Library	235 56
Garden, 1920	111 80
Net surplus, forward	6,688 87
	<hr/>
	\$13,659 57

\$13,659 57

\$38,538 20

\$13,659 57

BALANCE SHEET.

ASSETS.

Cash on hand	\$93 80
Victory bonds	3,850 00
Accounts receivable	18,627 43
Inventories	2,678 31
Telephone rentals prepaid	79 85
Electric light deposit (Regina)	60 00
Capital No. 1, transfer account	14,175 75
	<hr/>
	\$39,565 14

LIABILITIES.

Overdraft at bank	\$458 13
Accounts payable	15,642 73
Fees (May-June, 1920)	16,361 30
Surplus (capital account)	6,688 87
Surplus from 1918-1919	414 11
	<hr/>
	\$39,565 14

CAPITAL ACCOUNT.

ASSETS.

Real estate, college site	\$50,000 00
Buildings: Main college	315,000 00
Women's residence	125,000 00
Furnishings and equipment	49,000 00
Subscription notes	20,926 81
Mortgage	750 00
	<hr/>
	\$560,676 81

LIABILITIES.

Imperial Bank notes	\$39,900 00
First mortgage	85,000 00
Interest accrued	1,983 00
Second mortgage	17,130 00
Bills payable	3,300 00
Net surplus	413,363 81
	<hr/>
	\$560,676 81

Collections on account of subscriptions
by bank since May 1, 1919

	\$4,264 14
Paid by current account	4,375 59
	<hr/>
	\$8,639 73

Reduction of principal

	\$5,377 28
Interest	3,262 45
	<hr/>
	\$8,639 73

STANSTEAD WESLEYAN COLLEGE, STANSTEAD

ATTENDANCE, SESSION 1919-20

COURSES	A Total Enrollment	B Belonging Primarily to Course	C Number of B in Residence	D Number of B without Near-by Facilities	E Number of B of Retarded Education	F Number of B without Entrance	G Number of B without Matricu- lation	H Number of A doing mainly Prepara- tory Work
<i>Preparatory Course.</i>								
1. Below grade 7 (4th book)	167	167	44	123	8	....	....	....
2. In grade 7 or 8 (4th book)	59	59	22	37	3	....	....	....
<i>Academic or High School Courses.</i>								
3. In 1st year of course—grade 9....	35	29	29	15	2	....	....	....
4. In 2nd year of course—grade 10..	27	19	14	10	....	....	....	....
5. In matriculation or teachers' class	20	20	13	12	....	....	....	....
<i>Commercial Courses.</i>								
6. Taking full course	82	68	56	37	2	....	....	....
7. Occasionals	77	87	46	75	5	10	....	....
8. Taking composite course	6	....	....	....	....	....	....	....
<i>Expression.</i>								
9. Taking full course	10	....	....	....	....	....	....	....
10. Taking composite course	93	....	....	....	....	....	....	....
<i>Music.</i>								
11. Taking full course	2	2	2	2	....	....	....	....
12. Taking composite course	28	....	....	....	....	....	....	....
<i>Totals</i>								
	30	....	....	....	....	....	....	....
	20	20	17	....	....	....	....	....
	139	58	....	78	....	....	....	....
	159	78	17	78	....	....	....	....

FINANCIAL STATEMENT OF STANSTEAD COLLEGE, STANSTEAD, YEAR ENDING JUNE 30, 1920.

INCOME.		EXPENDITURE.	
Students	\$55,596 61	Salaries and wages	\$24,670 79
Stable, farm and garden	1,284 74	Provisions	23,554 19
A. O. Norton Estate	2,000 00	Repairs	16,813 92
Government grants	800 00	Light, heat, water	7,992 08
Book store	562 01	Office	733 29
Poultry	277 86	Advertising	1,878 39
Endowment, Bugbee, \$1,650; endowment, general, \$753	2,403 00	Laundry	2,760 24
Hodge Endowment	1,900 00	Prizes and closing exercises	111 04
Rock Island Commissioners	1,474 15	Interest and discount	668 27
Stanstead Commissioners	1,034 00	Medical attendance	857 84
Music supplies	228 07	Sundries	285 73
		Reading room and library	104 40
		Manual Training	272 08
		Athletics	906 03
Total	\$67,560 44	Total	\$81,608 29
		Loss	\$14,047 85
		LIABILITIES.	
		Bank	\$1,006 11
		Bills payable	12,000 00
		Parlor Fund	96 47
		Forward Movement	5,510 39
		Insurance, B. B. College	6,000 00
		Memorial Fund	312 00
		Unpaid accounts, students	1,567 95
		“ “ books	272 48
		“ “ repairs	1,317 75
		“ “ provisions	1,068 09
		“ “ wages and salaries	368 64
		“ “ light, heat and water ..	16 50
		“ “ stable, farm and garden..	151 00
		ASSETS.	
Change	\$235 53		
Students, 1919-20	3,263 60		
Students, 1918-19	133 87		
Students, former years	744 64		
Trustees	2,141 56		
Water supply	1,081 77		
Rock Island Commissioners	574 15		
Stanstead Commissioners	134 00		
Inventory, books	1,058 85		
“ “ provisions	866 80		
“ “ fuel	2,146 00		
“ “ stable	1,415 00		
“ “ music	50 00		

" manual training	46 00	" " Boston Music Co.	519 87
" poultry	100 00	" " prizes and closing exer-	
" repairs	1,907 80	" " cises	40 00
" sundries	43 00	" " medical attendance	428 66
" special repairs, B.B.C.	741 49	" " poultry account	26 00
Total	\$16,684 06	Total	\$30,731 91
		Loss	\$14,047 85

PRINCIPAL ACCOUNT.

CREDIT.	DEBIT.
By \$3,000 Toronto Harbor Commission fund, bought at \$87.45	To balance principal on hand
" \$500 Dom. Vic. Bonds	" special prize fund
" Balance on hand	" balance Sanborn Mortgage paid
	" Bond, Village of Rock Island, redeemed
	" cash, from Rev. J. M. Hager
Total	Total

CURRENT ACCOUNT.

CREDIT.	DEBIT.
By transfer to Registrar's Account:	To interest dividends and exchange
Hodge Fund	" insurance on Bugbee building
Bugbee Fund	" received from college's special fund
General Fund	
paid balance note account Colby Field..	
" on Pierce Farm mortgage	
" interest	
" insurance premiums	
" notary for discharge of mortgage..	
" safety deposit box	
cash on hand	
Total	Total

ENDOWMENT FUND INVESTMENT.

SUMMARY.

	Book Value.	Income.
Hodge Fund	\$37,273 50	\$1,885 00
Bugbee Commercial Fund	\$30,000 00	1,650 00
General Endowment	86,054 83	4,731 40
Totals	\$153,328 33	\$8,266 40

BUILDINGS, GROUNDS AND EQUIPMENT.

Main Building, Grounds and Land	\$80,000 00
Bugbee Business College	18,000 00
Pierce Memorial Hall	15,000 00
H. D. Holmes Graded School Building	8,000 00
Cottage Hospital	4,000 00
Sunnyside Hall and Grounds	25,000 00
Gymnasium, Building and Equipment	10,000 00
Pierce Farm	7,000 00
Cottage	3,800 00
Musical Instruments and Equipment	40,000 00
Total value	\$210,800 00

WESLEY COLLEGE, WINNIPEG

ATTENDANCE, SESSION 1919-20

COURSES	A Total Enrolment	B Belonging Primarily to Course	C Number of B in Residence	D Number of B without Near-by Facilities	E Number of B of Retarded Education	F Number of B without Entrance	G Number of B without Matri- culation	H Number of A doing mainly Prepara- tory Work
<i>Academic or High School Courses.</i>								
1. In 1st year of course—grade 9	23	19	5	12	9	. . . .	. . . .	. . . .
2. In 2nd year of course—grade 10	44	35	6	14	18	. . . .	. . . .	. . . .
3. In matriculation or teachers' class	66	63	22	34	30	. . . .	. . . .	. . . .
4. In senior matriculation class	29	29	11	. . . .	6	. . . .	. . . .	. . . .
	162	146	44	60	63	. . . .	. . . .	. . . .
<i>University Courses.</i>								
5. In 1st year	46	44	19	. . . .	. . . .	. . . .	. . . .	. . . .
6. In 2nd year	36	32	13	. . . .	. . . .	. . . .	. . . .	. . . .
7. In 3rd year	29	17	8	. . . .	. . . .	. . . .	. . . .	. . . .
8. In 4th year	26	26	14	. . . .	. . . .	. . . .	. . . .	. . . .
	137	119	54	. . . .	. . . .	. . . .	. . . .	. . . .
<i>Theological Courses.</i>								
9. Probationers' courses	11	11	8	6	. . . .	. . . .	. . . .	. . . .
10. Graduates' course	4	4	2	. . . .	. . . .	. . . .	. . . .	. . . .
11. In B. D. work	1	1	1	. . . .	. . . .	. . . .	. . . .	. . . .
	16	16	11	6	. . . .	. . . .	. . . .	. . . .
<i>Music.</i>								
12. Taking full course	81	81	14	13	. . . .	. . . .	. . . .	. . . .
13. Occasionals	58	58	4	4	. . . .	. . . .	. . . .	. . . .
	139	139	18	17	. . . .	. . . .	. . . .	. . . .

FINANCIAL STATEMENT OF WESLEY COLLEGE, WINNIPEG, YEAR ENDING JUNE 30, 1920.

EXPENSES.

Salaries	\$35,748 10
Operating	18,260 86
General	5,237 37
Surplus	7,447 51
<hr/>	
	\$66,693 84

INCOME.

Conference and Educational Society	\$27,148 06
Special gifts	11,215 00
Endowment interest	9,743 98
Residence, net receipts	5,565 58
Rents	2,390 00
Music Department	473 64
Arts Department, fees	3,841 60
Theological Department, fees	724 00
Preparatory fees	5,581 50
Boarding Department	10 48
<hr/>	
	\$66,693 84

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ASSETS.

Cash on hand and in bank	\$10,971 89
Students' accounts	212 35
Accounts receivable	1,467 00
Rents outstanding	500 00
Educational Society	6,000 00
Supplies	486 42
Furnishings purchased	1,509 07
Deficit	6,791 42
<hr/>	
	\$27,938 15

LIABILITIES.

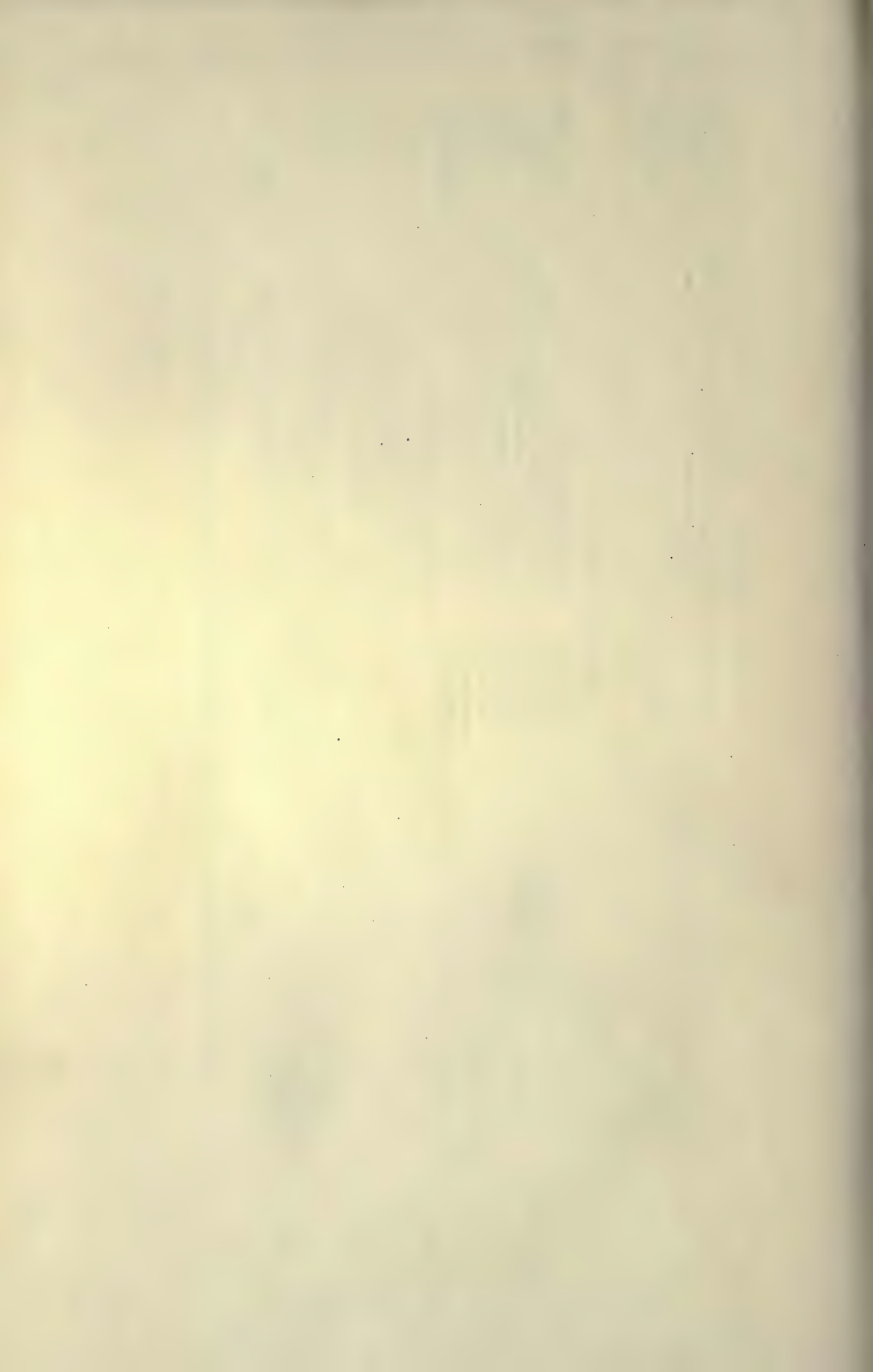
Bills payable	\$938 15
Endowment Fund	27,000 00
<hr/>	
	\$27,938 15

DEFICIT ACCOUNT.

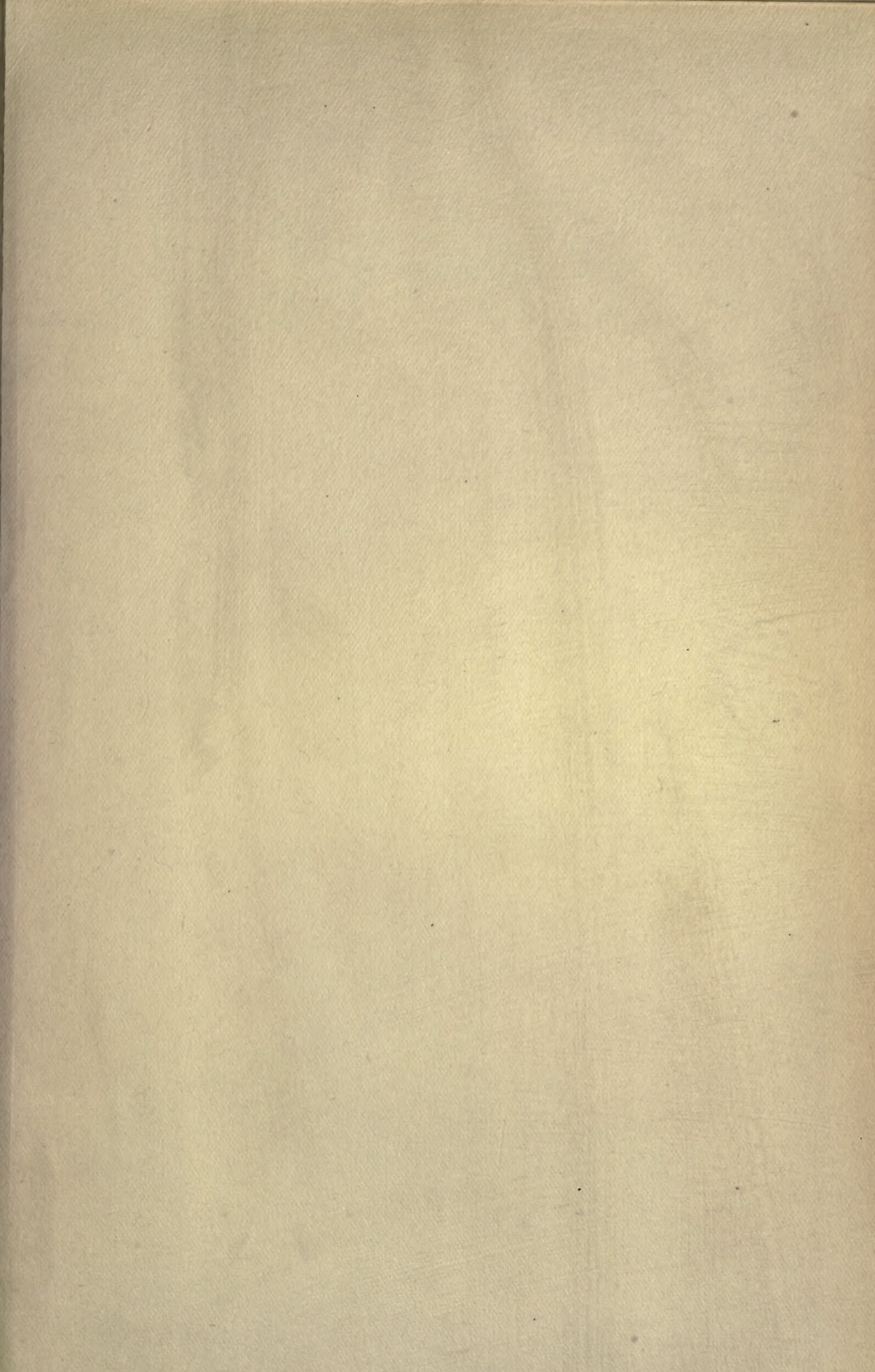
Deficit, 1st July, 1919	\$14,238 93	
	-\$14,238 93	
Surplus for year ended June 30, 1920		\$7,447 51
Deficit as above		6,791 42
		\$14,238 93

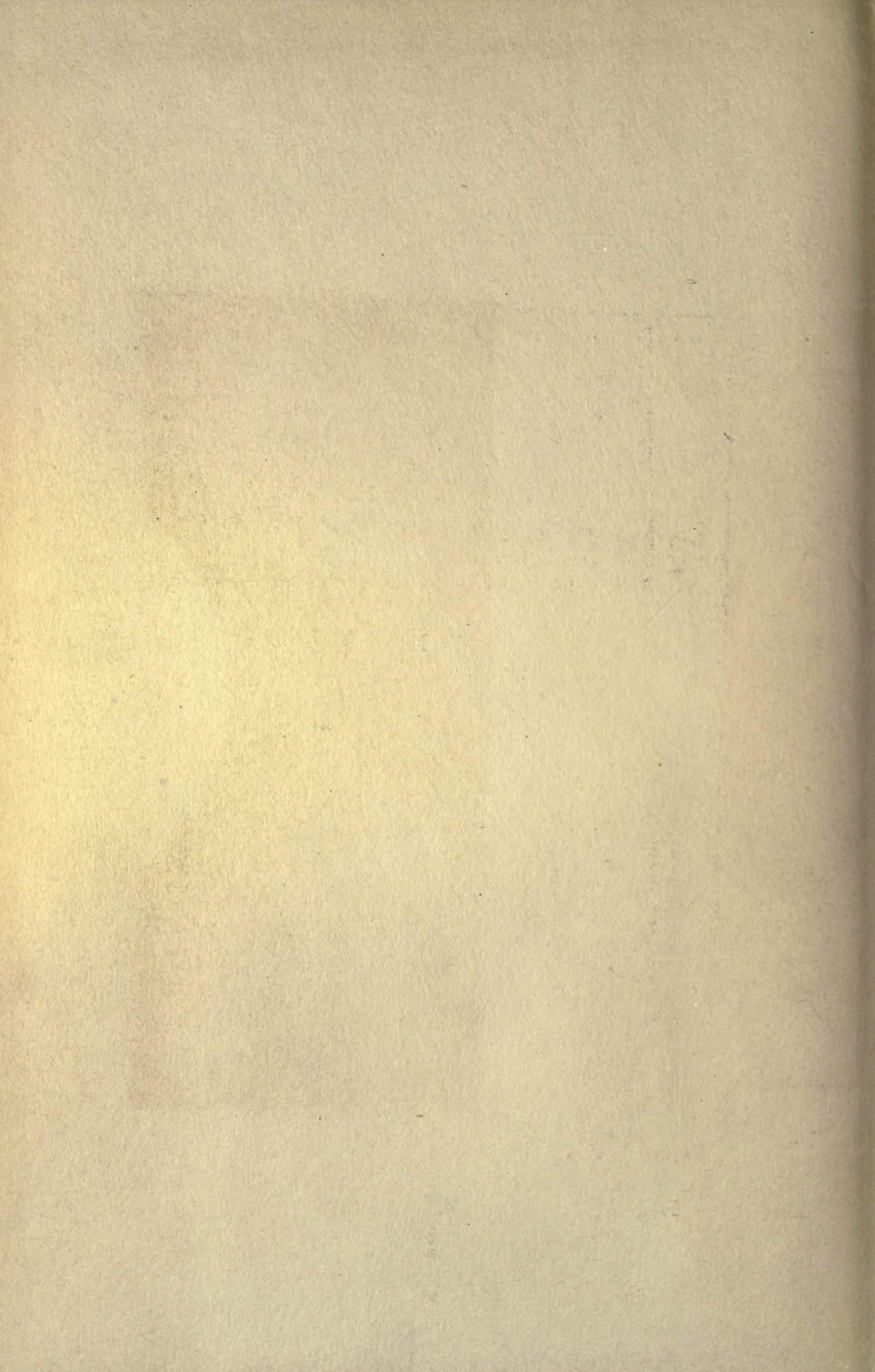
BALANCE SHEET.

Cash and accounts receivable	\$19,637 66	
Endowment Funds not invested	29,015 13	
Endowment Funds invested	128,954 87	
Land and buildings	690,000 00	
Equipment	25,244 07	
	\$892,851 73	
Bills payable		\$938 15
Current account to Endowment Fund		27,000 00
L. Butchart, Endowment		2,000 00
Mortgage on annex		50,000 00
Surplus		812,913 58
		\$892,851 73









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