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MATRICULATION BOARD, 1921- 1933

FILE 487

MATRICULATION BOARD

4

HONOURS IN THE FIRST YEAR.

At the meeting of the Faculty of Arts of Dec. 2nd 1921 the following resolution of the First Year Advisory Committee was referred to me for the preparation of a report:-

"This Committee recommends that better opportunities be given for the encouragement of Honours students in the first year."

I was instructed to consult other members of the Faculty in the preparation of the report. Among those consulted have been Dr. Eve, Dr.

Harkness, Dr. Hickson & Professor Matthews, to whose experience & knowledge of possible conditions at McGill any practical value there may ^{be} in this report is ~~due~~ chiefly due. But they would naturally not wish to take responsibility for the proposals I set forth.

The need for some differentiation between students of the first year is apparent from the great inequality of attainments to be found ~~among~~ among them. In the case of History I discovered that whereas the majority of the first year students had no previous knowledge of Greek & Roman history, a small minority had been well grounded in those subjects. The somewhat elementary lectures needed for the first class could, with advantage, have more advanced teaching substituted for them in the case of the second class. The same remark must necessarily apply to other departments in Arts.

It is indeed laid down in the Calendar that advanced courses may in certain cases be given to students of the first year qualified for them (pp. 112-3), & in the case of mathematics this course is to a certain degree adopted. But in the case of the mathematicians it has been found in practice that owing to the large number of subjects taken up by first year students, the extra work required of those taking up Honours in Mathematics causes several quite promising mathematicians to drop out of these Honours classes. In other departments the experiment of advanced courses in the first year does not appear to be the practice, largely no doubt owing to the smallness of the teaching staff, which could not undertake with profit additional courses of lectures, also because the students ~~are~~ already have so many subjects of study in the first year, that intensive work on any one of them would be out of the question. Moreover it must be remembered that the students of no other department except mathematics, desiring to take up honours from the start, have the advantage offered them in their second year of being excused one of the subjects of the curriculum.

Though it is not exactly within the terms of my reference, I have been led by the enquiry I have made & the talks with others, more qualified than I am to express a judgment, to believe that no useful step can be ~~take~~ taken in providing Honours courses for 1st year students unless the curriculum for all 1st year students is lightened, both in their interests & in the interest of getting the best teaching out of the professors & lecturers.

At present 1st year students in Arts have to take up six subjects of instruction in addition to a compulsory course of physical training. From enquiries I have made the average number of lectures & ~~physical~~ physical training periods attended by 1st year students is 26 hours per week, i.e. over 5 hours of the academic day. The result is that very little time can be devoted to private study or thought: **out of a considerable** number of answers to enquiry on that subject I found that only one student did as much as two hours private study a day, while most of them did less than half that amount. The argument I have heard adduced for the present system is that the students come up so ill-educated that if they are to do any work at all it must be by keeping them at it through lectures. But ~~the~~ the object of university education should be to train people to use their thinking faculties for themselves, not to be always pouring somebody else's knowledge into them. As I ~~was~~ overheard one student (a 4th year man).

saying to another, "it is lecture, lecture, all the time & there is no time for thinking."

I venture to think that in the first year students should not be required to take up more than five subjects at the most. All the ~~subjects~~ ~~six~~ six subjects laid down in the Calendar are in themselves so obviously useful, that I admit it is difficult to say what might be left out; but, useful as they are, there are so many that I doubt if even the best student can hope, with all his other interests, to obtain more than a superficial knowledge of some of them, as he has not time to think about them all for himself, but must accept what the lecturer ~~tells~~ tells him. He would have a better chance of learning something really well, & of so having a mind better equipped to judge on any subject, because he would have had a better chance of learning what real knowledge consists in, if his curriculum were less extensive. Within certain limits, which would have to be carefully considered, I would also suggest that he should have some choice in the subjects he **does** take up.

Further I suggest that students who are allowed to take up Honours in any subject or subjects in their first year should be excused one of ~~the~~ the pass subjects. It might be necessary to lay down, as is done at Toronto, that any ~~a~~ pass subject omitted must have been taken with credit in the university entrance examination, & no student would be allowed to take up Honours in any subject without the leave of the head of the department concerned.

If honour courses were instituted it would probably be necessary to increase the staffs of certain of the departments, to make it possible to have a wider choice of lectures to suit students of different attainments or who wish to pursue other branches of a subject than some departments with their very limited staffs can provide guidance in at present. That such a course would be the best policy for the university & would in the long run pay by attracting the best brains among the young in Canada, there can be little doubt. At present the better brains are handicapped by being kept back to a curriculum which may or may not be best for the ~~average~~ average student. But though the average student should by no means be neglected, the chief use of a university is to give the best opportunities to the best brains, who are the real makers of ~~a~~ a country.

Another suggestion I should like to put forward is that in the interests of education the number of compulsory lectures should be reduced. At present lectures tend to be regarded as the be-end & end-all of the university career, instead of the subjects, on which lectures should be one of several means of guiding the student to independent thought. So much is this the case that often the examinations are simply tests by the lecturer himself of the class's understanding of the lectures he has given, not of ~~the~~ the subject. If the lectures given by each lecturer were reduced he would ~~be~~ have more time for more individual tutorial work in small classes, which ~~is~~ would be useful to students in helping them to read & think for themselves. This, I believe, is especially necessary in the case of Honours students, & is, I gather, one the causes of the success of the Honours courses at Toronto.

In conclusion I should like to say that I submit this report, as instructed by the Faculty, with considerable diffidence. The short time I have been at McGill must be my excuse in any errors of judgment I have made on the present system, & for the crudeness of these proposals. I have deliberately avoided going into much detail, as I was called upon only to write a brief on principles; moreover if any such changes as I have indicated are further considered, the details would naturally have to be scrutinized carefully by members of the faculty well acquainted with all the conditions of the University.

24th Dec. 1921

Burt Williams

FACULTY OF ARTS & SCIENCE
DEPARTMENT OF ECONOMICS AND
POLITICAL SCIENCE

MCGILL UNIVERSITY
MONTREAL

Oct 15, 1931

Sir Arthur Currie McGill Univ.

Dear Mr Principal

Quite about from ^{what} you might think we ought to publish, I thought you might like to know the facts in regard to the comparison of the Arts Course at McGill and the Arts Course at Toronto.

To enter Toronto in Arts a student may take what is commonly called The Pass Matriculation. This is virtually equivalent to what is called Matriculation into McGill.

But all the best pupils who come up are not content with this, unless stress of circumstances confels them. They take in whole or in part what is called Honour Matriculation. This represents in each subject one year of study beyond the Pass matriculation, - one year more in classics one year more in mathematics and in English and so on. A student who takes Honour Matriculation in Arts in a subject, or subjects at Toronto would find nothing to do ^{in that subject} at McGill. At Toronto he would enter a first year Honour class and go forward from the point he had reached at Honour matriculation. The session at Toronto is as long as that

McGILL UNIVERSITY
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at McGill. Till a few years ago it was longer. The intellect of the Ontario pupil is as good as that of the Quebec pupil. The field from which they are drawn is incomparably wider. The professors at Toronto are as good as those at McGill.

It is therefore hard to see at what point the McGill student catches up to the Toronto student in Arts.

Honour matriculation has existed at Toronto ~~for~~ for fifty years. Even in my time it was taken by scores of students and now by hundreds. It is the regular and recognised means of access for all the students whose brains and circumstances warrant it. Under the new regulations the University of Toronto will teach no classes except honour classes in the first year.

You could easily verify the facts by sending this letter to the registrar of Toronto University or to Mr. Cody who took Honour matriculation in 1885. The kindly way in which you referred to me, more than compensates for any personal reflections on my honesty or my knowledge.

Very sincerely
Stephen Leacock

As the primary elementary and the primary vocational schools cover eight years of work, the new high schools are organized in 9th, 10th and 11th years. The ninth and tenth years cover subjects common to all pupils, but the eleventh year is divided into an industrial and a commercial section. Practical ends are sought, but the cultural elements are also developed. Mathematics includes algebra and solid as well as plane geometry and trigonometry. The courses in physics and chemistry run through the three years. Geology, botany and zoology are subjects in the ninth and tenth years, and in the eleventh year, the botany is carried on to vegetal anatomy and physiology. There

are separate courses for high schools for boys and high schools for girls.

Drawing and modelling receive one hour a week in the ninth and tenth years, and three hours a week in the eleventh year. Hygiene is covered in the ninth and tenth years, and physical training in all three years. There are other features of interest and importance, and the whole course manifests itself as one of a very high standard.

Notice is given that an examination for the Inspector's Certificate will be held at Montreal and Quebec on Saturday, December 19.

LATIN IN QUEBEC AND ONTARIO

It was stated by Professor Leacock at the Teachers' Convention in Montreal that the Ontario high schools were far ahead of those of Quebec in the matter of the teaching of Latin. According to him, McGill's first year Latin was equivalent to the entrance requirements to Toronto University. Professor Leacock's criticisms in general were admirably answered a few days later before the Rotary Club of Montreal by Professor Waugh, who showed that he had a much better opportunity of judging of the matriculants from the various provinces, as his subject, History, is a first year one, whilst Professor Leacock's, Economics, is only second year. "As for the products of the schools in both provinces", said Professor Waugh, "in my ten years experience at McGill University, I have failed to observe any marked difference in the quality of Ontario or Quebec entrants to the freshman year at the university".

It is a rather curious coincidence that just about the time Professor Leacock was speaking at Montreal, the Educational Record received at Quebec the October issue of "The School", published by the "Ontario College of Education, University of Toronto". That excellent magazine contained an article on "The Troubles of School Latin" by G. Oswald Smith of the University of Toronto, who has frequently examined the Ontario high school entrants for matriculation to the university. The second paragraph of his article begins with the statement:

"Even after allowing for the great capacity that human nature has both for forgetting and for idling in college, we find too many students of Latin doing badly in the university because they are inadequately equipped".

The principal reasons which Mr. Oswald Smith sets forth in explanation of the inadequate preparation are the following:

(a) "Too many pupils taking the subject". This refers to the fact that many pupils have neither liking nor aptitude for Latin.

(b) "School boards still employ too many teachers in Latin who are insufficiently equipped. Many have credit for nothing more than Upper School or one year of Pass Latin in a university".

(c) "At present there are not enough outstanding classical scholars teaching in the schools".

In (d) Mr. Smith finds it strange that "so many students after four years (are) so curiously weak on the forms". These, of course, are the declensions and conjugations and the major grammatical rules.

We submit, therefore, that the foregoing brief outline of Mr. Oswald Smith's criticisms of Latin as taught in the Ontario high schools indicates weaknesses which are to be found pretty generally on this continent at large. Mr. Smith speaks with authority as an examiner of school Latin in Ontario and as a member of the staff of Toronto University. Item (d) is very significant from one point of view. It is certain that in England, for instance, at least in the great private schools (the so-called "Public" schools) the memorizing of the forms begins at a much earlier stage than in the school grades of Canada or the United States, and many hold that memorizing at the early age is easier than it is later. The study of Latin is, in any case, a considerable hurdle for the majority of English speaking pupils on this continent, and it is therefore not surprising if "troubles" appear frequently.

While the Educational Record considers that the alleged inferiority of the Quebec high schools has been sufficiently answered by the statements of Professor Waugh and Dr. Parmelee, never-

theless there is one point which remains to be touched upon. It is surely of very great importance that the relationship established over seventy years ago by Sir William Dawson between the Protestant schools and the universities should be continued. It was in 1857 that the McGill Normal School was established, chiefly by his efforts. In his "Fifty Years of Work", Sir William Dawson referred to his other efforts for school examinations:

"The effort was made, however, and though for several years, the candidates were nearly all from the High School of Montreal, the sphere of influence of our examination for Associate in Arts was gradually extended; and now, with the co-operation of the sister university of Bishop's College, and of the Protestant Committee of the Council of Public Instruction, the examinations have become a provincial institution, and the aid and stimulus they have given to secondary education would be difficult to overestimate", (p. 124).

Sir William Dawson realized, as did also his successor Sir William Peterson, the difference in financial support of the high schools in Quebec as compared with those of Ontario. The last annual report of the Ontario Department of Education shows that the Government grants to the high schools are, in general, not so very much larger than those of Quebec, but the great difference in the financial support otherwise is due to two factors. In the first place, in Ontario the high schools are maintained for the whole population and the local taxes, therefore, fall upon all, Roman Catholic and Protestant and the incorporated companies. In Quebec, our high school taxation is levied only upon the Protestant population and upon the Protestant share of the incorporated companies. In Ontario again, every high school receives large grants from

the county council. In 1930, the 127 high schools of Ontario received in grants from the counties the sum of \$1,176,417.00 or an average of \$9,263.00 to each high school. There is still another feature to be remembered. In Ontario, the high school boards are quite distinct from the public school boards; in Quebec, the local board, Protestant or Catholic, has charge both of elementary, intermediate and high schools. Hence it is that all our intermediate and the great majority of our high schools teach the elementary as well as the higher grades. The economic side of our secondary education is, therefore, an important one. This fact is not offered, however, as an excuse in any respect for the Quebec schools, as the now admitted good quality of our matriculants shows that no excuse is needed.

The present writer, like Professor Leacock, is a native of Ontario and was educated at the Galt Collegiate Institute in the days of Doctor William Tassie. But, while unable to venture

upon such large generalizations and comparisons as those which flow so readily from Professor Leacock, we are convinced from long experience that, in spite of the economic handicaps mentioned above, the history and development of Protestant high school training in the Province of Quebec is a magnificent tribute to the intelligence, the good-will and the energy of the minority, rather than the reproach that hasty criticism has endeavoured to make it appear.

That the controversy should have arisen at all is regrettable, and we are at one with a wise commentator who urges that it would be well if people could be induced "to substitute a little collective private thinking for a flood of individual public talk". But the attack upon our high schools having been made in the most public way possible it is only right and just, in the interest of harmony, that corrective information should be respectfully submitted.

J. C. S.

DIPHTHERIA

The acute infectious disease of diphtheria has again made its appearance in our schools. This disease is more or less prevalent and is to be dreaded in epidemic form. It attacks all classes of the community and may appear at any time of the year.

Diphtheria is a constitutional affection and is exceedingly common among children, especially those from 3 to 12 years. It generally manifests itself in the throat. One of the first symptoms that appears is difficulty in swallowing. If the disease obtains a hold over the patient a little white membrane will probably appear over the throat. If the inflammation extends to the larynx and if the membrane cannot be broken the patient will suffocate and die. The disease spreads so rapidly that death occurs, in extreme cases, before medical aid can arrive.

Even when fatal results do not follow, many complications result from diphtheria, such as paralysis of the muscles which affect swallowing and speech. The eyes are sometimes affected and other parts of the body may be paralyzed. The working of the heart and many other bodily functions may be affected.

Members of school boards, teachers and parents should not expose children to the dangers of this dreadful disease. Doctors now have a very wonderful vaccine against diphtheria called toxin anti-toxin. A small dose of this is injected into the arm of the child on three occasions, a week apart in each instance. The child scarcely feels the prick he receives and scarcely suffers any ill effects from the treatment. After a period of about three months he should be taken to a doctor again and be given the schick test. If this shows that the child is immune he is immunized for life. In this respect it is unlike vaccination against smallpox which must be repeated at intervals of seven years. Again, one is often indisposed by smallpox vaccination. The effects of vaccination against diphtheria are generally almost nil.

If all our children were vaccinated against diphtheria we could eradicate the disease in epidemic form in a few weeks. When the remedy is so simple why neglect it? Will you not spread this information thus trying to save the lives of our children, cooperating to prevent many people from misery?

W. P. PERCIVAL,
Director of Protestant Education.

SUMMER SCHOOLS

A Summer School for teachers was held at Macdonald College for four weeks during the month of July last. In order to place the Summer School on a permanent basis higher grades of diplomas were offered to successful candidates. Teachers who hold Intermediate diplomas will receive Advanced Intermediate diplomas upon successfully completing the work of three summer sessions. Holders of elementary diplomas will receive Advanced Elementary diplomas upon successful completion of two summer sessions. They will also receive intermediate diplomas at the end of four summer's successful study and upon completing the requirements for entrance to the Intermediate class.

The teachers have been asking for a permanent Summer School for some years and when facilities were provided they responded so well that many more applied for admission than could be accepted. Altogether, 159 teachers attended, 108 in the Advanced Intermediate class and 51 in the Advanced Elementary class.

Arrangements are being made for the summer session of 1932. An announcement may be made in our next issue.

Bishop's University also held a Summer School attended by fifteen high school teachers.

Apart from the advantages offered by the prospect of obtaining higher diplomas we are sure that many teachers see the need of "refresher" courses, and the Summer Schools effectively furnish them.

A UNIVERSITY PROBLEM

THE University of Toronto has taken a step which has been under contemplation by most of the Canadian universities for some years in deciding that first-year pass subjects will in future no longer be taught at the university but be passed back to the high school or collegiate institute. In other words, the secondary schools will have to take over a good proportion of the pass—as distinguished from honour—work which the university has had to do in the first year of the student's academic life.

The move has been rendered necessary, as the universities argue, by the huge increase in their attendance, an increase so great that first-year classes swamp the universities' facilities for handling them. A large proportion of these first-year students do not survive the examination tests at the end of the term. Either the standards of entrance are too low or the students who thus fall by the wayside at their first trial are not seriously bent on getting their degrees. But for them the university which they elect to attend for at least a year must provide accommodation and tuition just as it does for the studious young man or woman bent upon an academic career.

Quite possibly the universities have no other course to pursue than that in which Toronto is taking the pioneer step. But it would be a great pity if the Arts course—to which alone this policy is to apply — were thereby shortened in point of time, were to become a three-year instead of the traditional four-year course. It is manifestly unreasonable to ask the university to do much comparatively elementary work which the high school should do; but the student should not be deprived of the advantages of the full course within the universities' walls in any endeavour which may be made to lighten the burden upon these institutions.

For the university is not, after all, merely a place where young men and women go to listen to lectures and to try periodic examinations. A very great deal of the benefit of a university career is derived from sources other than text-books, from hourly contacts with other minds, from competitions other than those of class-lists, from the tradition and the prestige of the place itself. No student should be deprived of all this for the sake of mere "efficiency" in teaching or economy in administration. Every hour of the old four-year course is needed. No doubt the Arts courses can be bettered: they should not be shortened.

McGILL UNIVERSITY

Office of the Principal
and Vice Chancellor.

Matriculation Board

October 29th, 1931.

A meeting of the Matriculation Board was held in my office at 2.45 p.m., at which the following members were present:

The Principal
Dean MacKay
Dean Laird
Dean Eve
Professor Macmillan
F. Clarke
du Roure
Evans
Fryer
Woodhead

and Mr. Matthews, the Registrar.

After outlining the purpose of the meeting, I asked for an appreciation of the Pass Matriculation standard at McGill, as compared with Ontario, taking Ontario as representative of all the other provinces. The opinions given were as follows:-

	<u>Our standard</u>	<u>Ontario</u>
French	Certainly equal, and really superior.	
Physics	Not so complete in content. Ours including simple mechanics and heat. But it is understood the Physics in Quebec schools is being improved.	
Chemistry	Quite the equal	
History	Quite the equal	
Classics	Little to choose in Latin	But Ontario has Greek
English	Quite the equal here	
Math'tics	Superior here, inasmuch as there are two papers in advanced mathematics	

Unanimously agreed that the Pass Matriculation here is quite the equal of Pass anywhere in this country.

In the British schools there are apparently two certificates:

Our Pass Matriculation is generally a little better than the first school certificate in Great Britain, but those going on to universities there generally take what is called the second school certificate, which is the first plus certain credits. This examination is usually taken about a year and a half after the first school certificate. It is now becoming necessary for students going on to honour work in the universities to have the second school certificate. The opinion of the meeting was that we do not want to ask for any radical change in the Junior Matriculation standards, though it is recognized that certain weaknesses exist and should be remedied. For instance, it is thought that the teaching of Latin and Mathematics is, in some respects, weak.

The Committee felt that in addition to Pass Matriculation there should be an Honour Matriculation. This will follow if the 12th grade is established in the schools. This means that senior matriculation will be done away with and students will not be allowed to take senior matriculation and then enter second year in Arts

It was understood that the Secretary of the Protestant Board would advise the establishment of a 12th grade.

Students would not be allowed to enter this 12th grade until they had completed the school leaving or pass matriculation examinations. The content of the 12th grade would have to be set up, and I have asked Dean MacKay to associate with himself such advisers as he wishes to draw up what would be acceptable to the University as to the content and standard of this 12th grade. It is understood that it would consist of two divisions:

1. Made up of those definitely going on to the
2. University, and the other of those who would leave school on its completion.

The Pass course at the University would be continued. Students coming in with honour matriculation standard would enter the honour division of the Arts Course and continue for their four years. If they were unable to keep up with the honour work they would be put down in the pass division. That is, a student who missed completing his tests successfully in the honour division at the end of the first year, might be allowed to go on with the pass work in the second year. Of course, if he failed completely, this privilege could not be granted him, and his case would have to be dealt with on its merits.

It seems that in Toronto if a student enters the university with honour matriculation he may obtain his degree at the end of three more years, whereas we are suggesting four years. This, of course, should settle any question of difference in standards.

7/2/20

It was felt by the Committee that students entering the University with honour matriculation in Mathematics and, say, English, Chemistry and Physics, would be allowed to enter the first year Engineering course without further examination. This should relieve the Arts Faculty of its burden of first year students, who intend to proceed to Engineering.

It was also felt that a student entering Arts as an honour student and completing successfully two more years of honour work in the scientific subjects should be acceptable to Medicine, it being felt that to ask a student to take his 12th grade plus four years in Arts to be followed by five years in Medicine would be too much. If that were agreed upon, the Faculty of Arts would be asked to grant such a student his B.Sc. at the same time as his medical degree is granted him, thus offering him some reward for his scientific work in Arts. Both these matters, of course, must be referred to the Deans of the Faculties of Engineering and Medicine.

When Dean Mackay is ready to report on the content and standard of the 12th grade, I promised to call a meeting of Deans with Professor Clarke and the Registrar to give further consideration to the points raised.

AWC:DM

So far as I can understand, Toronto - every student must have some honour matriculation subjects, whether entering honours or pass course. A pass degree may be obtained in three years. The honours degree takes four. I have written to the University of Toronto for ~~XXXXXXXX~~ confirmation of this.

In the British schools there are two certificates, one, the school certificate, and two, the higher certificate. The school certificate is of about the same standard as our junior matriculation. It will admit to British universities if the candidate has five credits. The higher certificate which is taken normally two years after the school certificate, is a very specialized examination, in which a candidate takes two major subjects and one minor subject. It is required for entrance to the honours courses in some British universities.



PRINCIPAL AND VICE-CHANCELLOR:
SIR ARTHUR W. CURRIE, G.C.M.G., K.C.B.

FROM
THE PRINCIPAL AND VICE-CHANCELLOR,
MCGILL UNIVERSITY,
MONTREAL.

November 9, 1931.

Memo

While in Ottawa over the weekend, I had a long chat with Canon Cody regarding matriculation requirements, etc. and Toronto University.

No student enters Toronto University without honour matriculation. This may be obtained in any high school in Ontario provided junior matriculation has first been obtained. If an honour matriculation student enters Toronto University studying for honours he must attend for four years. If he merely wishes to take the pass course he goes into second year and gets his pass degree in three years. They are now thinking about adding a fourth year to the pass course in order to make it a better all round course.

AWC:DM

Then the word is abused.

October 30th, 1931.

Professor W. T. Waugh,
Department of History.

Dear Professor Waugh,

After a meeting of the Matriculation Board, Professor Fryer came to me and suggested that he retire from the Committee and that you take his place.

I think this is a good suggestion, and agree with him.

Will you therefore consider yourself a member of the Matriculation Board? In future you will receive intimation of all meetings.

Ever yours faithfully,

Principal.

November 28th, 1931

NOTES ON THE JUNIOR MATRICULATION EXAMINATION

1. I believe the Junior Matriculation Examination might be strengthened, and the conduct of the examination simplified if the Matriculation Board adopted the following suggestions designed

- (a) to secure a more thorough criticism and revision of the papers before they are printed.
- (b) to make definite the regulations governing the re-reading of papers.
- (c) to make definite arrangements for the revision of examiners' marks where this appears to be justified.
- (d) to make the pass-mark in individual papers 50%.

2. Criticism and Revision of Papers.

The Departments concerned should act as preliminary revising committees, so that a paper set by any examiner would be criticized and approved by all the members of his department before being sent to me.

The department would be expected to satisfy itself

- (a) that the paper was within the syllabus
- (b) that the paper covered the ground fairly and was well-balanced.
- (c) that the standard was a proper one.
- (d) that no question was ambiguous.
- (e) that the paper gave bright pupils an opportunity of showing their brightness.

In the case of Mathematics, Physics, and Chemistry, the examiner should be asked for solutions of any problems, and these solutions should be verified by the other members of his department.

3. A Revising Board should be appointed. As members I suggest one member from each of the following departments, Classics, French, History or English, Physics or Chemistry. This Board which would meet in February would give the papers a final revision, compare them with previous years' papers, and finally sanction them.

The original examiner should be informed and consulted if the Board decided to make any material alteration in a paper.

No examiner would sit on this Board and the members should be paid (perhaps \$10 each) for their work. The Registrar (unpaid) should act as convener and be a member of the Board.

4. The proofs of each paper should be read and corrected by the examiner and by at least one other member of his department.

The Re-reading of Individual Papers

5. Unjustifiably optimistic but determined parents frequently ask that their child's paper should be re-read, and are a nuisance to me if I refuse, and to the examiner if I grant their request. I therefore suggest

- (a) Any candidate may have his marks checked (i.e. the addition) on a payment of \$1.00. The fee to be returned if the addition is incorrect.
- (b) Any candidate may apply to the Registrar for a re-reading of any paper, stating in writing the reasons for this request, and, if possible, getting a letter from the principal of his school supporting it. A fee of \$5.00 must accompany the request. If the request seems reasonable, the Registrar, in consultation with the examiner, will appoint a second reader, and the two examiners will re-read the paper. For this I suggest that each reader be paid \$1.00.

If the original examiner is not available the Registrar should appoint the most suitable man he can obtain.

I suggest that these appointments be made by myself since I am here at the time and may be, and am, consulted in my office by parents and principals.

If re-reading justifies an alteration of marks, the \$5.00 fee should be returned.

The Revision of Marks

6. There are two cases

- (a) The student who has passed with high marks in all subjects but one and has failed in this by one or two marks.
When this happens I suggest that the examiner in this paper be consulted and that if he feels that an extra mark or two should be awarded, the marks be altered accordingly. Such cases are rare.
- (b) The marks of an examiner make the percentage of failures in that subject unduly high.
The Matriculation Board could not meet to discuss such an event for it would occur in July. I suggest that the Registrar call a meeting of those members of the Board and of the Revising Committee who are available, and discuss the problem with them.
If the paper is being used by the Department of Education for the High School Leaving Examination, any action should be taken in consultation with the Department.

Change of Pass-Mark

7. To matriculate a student must obtain an average of 60% in ten required papers and not less than 40% in any one paper. The High School Leaving standard of passing is 50% in each paper. This double standard increases the difficulty of examining a paper that is used for both examinations.

I suggest that the pass-mark be 50% in every paper, and that to matriculate a student must obtain an average of 60% in the ten required papers and pass in at least nine of them.

November 28th, 1931

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2. Criticism and Revision of Papers.

The Departments concerned should act as preliminary revising committees, so that a paper set by any examiner would be criticized and approved by all the members of his department before being sent to me.

The department would be expected to satisfy itself

- (a) that the paper was within the syllabus
- (b) that the paper covered the ground fairly and was well-balanced.
- (c) that the standard was a proper one.
- (d) that no question was ambiguous.
- (e) that the paper gave bright pupils an opportunity of showing their brightness.

In the case of Mathematics, Physics, and Chemistry, the examiner should be asked for solutions of any problems, and these solutions should be verified by the other members of his department.

3. A Revising Board should be appointed. As members I suggest one member from each of the following departments, Classics, French, History or English, Physics or Chemistry. This Board which would meet in February would give the papers a final revision, compare them with previous years' papers, and finally sanction them.

The original examiner should be informed and consulted if the Board decided to make any material alteration in a paper.

No examiner would sit on this Board and the members should be paid (perhaps \$10 each) for their work. The Registrar (unpaid) should act as convener and be a member of the Board.

4. The proofs of each paper should be read and corrected by the examiner and by at least one other member of his department.

The Re-reading of Individual Papers

5. Unjustifiably optimistic but determined parents frequently ask that their child's paper should be re-read, and are a nuisance to me if I refuse, and to the examiner if I grant their request. I therefore suggest

- (a) Any candidate may have his marks checked (i.e. the addition) on a payment of \$1.00. The fee to be returned if the addition is incorrect.
- (b) Any candidate may apply to the Registrar for a re-reading of any paper, stating in writing the reasons for this request, and, if possible, getting a letter from the principal of his school supporting it. A fee of \$5.00 must accompany the request. If the request seems reasonable, the Registrar, in consultation with the examiner, will appoint a second reader and the two examiners will re-read the paper. For this I suggest that each reader be paid \$1.00.

If the original examiner is not available the Registrar should appoint the most suitable man he can obtain.

I suggest that these appointments be made by myself since I am here at the time and may be, and am, consulted in my office by parents and principals.

If re-reading justifies an alteration of marks, the \$5.00 fee should be returned.

The Revision of Marks

6. There are two cases

- (a) The student who has passed with high marks in all subjects but one and has failed in this by one or two marks.
When this happens I suggest that the examiner in this paper be consulted and that if he feels that an extra mark or two should be awarded, the marks be altered accordingly. Such cases are rare.
- (b) The marks of an examiner make the percentage of failures in that subject unduly high.
The Matriculation Board could not meet to discuss such an event for it would occur in July. I suggest that the Registrar call a meeting of those members of the Board and of the Revising Committee who are available, and discuss the problem with them.
If the paper is being used by the Department of Education for the High School Leaving Examination, any action should be taken in consultation with the Department.

Change of Pass-Mark

7. To matriculate a student must obtain an average of 60% in ten required papers and not less than 40% in any one paper. The High School Leaving standard of passing is 50% in each paper. This double standard increases the difficulty of examining a paper that is used for both examinations.

I suggest that the pass-mark be 50% in every paper, and that to matriculate a student must obtain an average of 60% in the ten required papers and pass in at least nine of them.

McGill University,
Montreal, Que.

November 30th, 1931

Dear Sir,

A meeting of the Matriculation Board will be held
in the office of the Principal on Wednesday the second of
December 1931, at 3.00 p.m.

J. H. Heathcote,

Secretary, Matriculation
Board.

Agenda

1. Reading of Minutes.
2. Statement from Dean Laird concerning the High School Leaving Examination.
3. Suggestions of Registrar concerning Junior Matriculation.
4. Letter from Professor H.F. Armstrong suggesting modification of the Drawing syllabus.
5. Appointment of Junior Matriculation examiners for 1932.
6. Appointment of Senior Matriculation examiners for 1932.
7. Other business.

Principal

File

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Montreal, Que.

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6. Appointment of Senior Matriculation examiners for 1932.
7. Other business.

REGISTRAR'S OFFICE

MEMORANDUM

January 21st

1932

To The Principal

FROM

J. H. Heathered

I suggest that we hold another meeting of the Matriculation Board soon. The matters to be decided are:-

- (1) A Revising Board (see attached memorandum)
- (2) The alteration of the pass-mark (see attached memorandum)
- (3) The new rules for Junior Matriculation in Ontario, where High School, instead of examination, marks will be accepted by the Ontario Department of Education. (Shall we accept them?)

Ans. for
next week
21/1/32

January 22nd, 1932

Dear Sir,

A meeting of the Matriculation Board will be held in the Principal's Office on Wednesday, January 27th, 1932, at 3.50 p.m.

J. H. Lattin

Secretary, Matriculation Board

Agenda

1. Minutes
2. Revising Board for Matriculation papers.
3. Suggested raising of pass-mark to 50% in each paper.
4. Consideration of new Junior Matriculation regulations in Ontario.

MATRICULATION BOARD

Wednesday, January 27th, 1932

3.30 p.m.

Agenda

1. Minutes

Arising out of Minutes

(A) Revising Board

- (1) Is such a board desirable?
- (2) If so - members to be appointed.

(B) Raising Pass Mark to 50%

- 2. Letter from Professor Armstrong suggesting changes in Drawing syllabus.
I would suggest that Professor Traquair be consulted about this.
- 3. The New Junior Matriculation regulations in Ontario.
- 4. Other business.

MACDONALD COLLEGE

Matriculation Board

RAILWAY STATIONS AND EXPRESS:
STE. ANNE DE BELLEVUE, QUE.

McGILL UNIVERSITY

POST OFFICE:

MACDONALD COLLEGE, QUE., CANADA

SCHOOL FOR TEACHERS

OFFICE OF THE DEAN

January 28, 1932.

Sir Arthur Currie,
McGill University,
Montreal. Que.,

Dear Sir Arthur,

I arranged a meeting with Dean Barton and Miss Philp this forenoon, and informed them of the attitude I had taken at the Matriculation Board yesterday. They approved of my position on the subjects discussed, and also of the position I intend to take on the question of recent changes in the regulations for Ontario.

As you are doubtless aware, the regulations in the Faculty of *Agriculture* approved by corporation, allow that Faculty to accept for matriculation those who have passed in the required subjects by either of two methods, either the 60 per cent total and a 40 per cent minimum in each subject, or the straight 50 per cent requirement in each subject and in the total.

I would like to suggest at the next meeting of the Matriculation Board that both of these methods of matriculation be permitted in all other Faculties. Perhaps notice of this should be given to the other Faculties, and, therefore, I am writing to you at once.

Yours faithfully,

J. McLanland

KC.

Dean.

?
D. Mack

*Noted and returned
Feb. 24/32 JAMK*

REGISTRAR'S OFFICE

MEMORANDUM

24 Feb

19 32

TO the Principal

FROM J. H. Heathcote

Here are my suggestions.

In making them I have remembered

① that we cannot abrogate our right to use the
provis quoted.

② that Scholarships are our affair, essentially a
University matter, and that the suggested scheme
is the fairest I can devise.

MATRICULATION AND ADMISSION

For purposes of Matriculation and Admission McGill University will in 1932 accept the marks of the High School Leaving Examination as equivalent to the marks of its own Matriculation examination subject to the proviso printed at the top of Page 82 in the 1931-32 calendar, which applies to all outside examinations.

"The certificates and diplomas named below will (if they have been obtained under no easier conditions than those which apply in the case of the McGill Matriculation certificate) be accepted pro tanto in lieu of the Junior Matriculation examination, i.e., in so far as the subjects and standard of the examination taken to obtain them are, to the satisfaction of the Admissions Committee, equivalent to those required for the Matriculation Examination of this University."

SCHOLARSHIPS

Where candidates who have written the High School Leaving Examination are competing for scholarships against candidates who have written the University's Matriculation examination, the University will ask the Department to send to the University the answer books actually written by the High School candidates. The answer books of all candidates will then be considered by a Scholarship Committee appointed by the University. This appears to be the only way of deciding fairly between candidates who have written different papers.

February 27th, 1932.

Principal W. Hamilton Fyfe,
Queen's University,
Kingston, Ontario.

My dear Principal Fyfe,

The University daily paper records that you are putting into force at Queen's University new regulations governing honours courses. That matter has been the subject of much discussion and debate here during the past two years. You would oblige me very much if you would tell me the decisions you have reached, and I should be indeed grateful if you could send your reply so that it may reach me by Wednesday morning.

With kind personal regards,

I am,

Ever yours faithfully,

Principal.

*Honours Courses in
Queen*

Principal's Office

Queen's University
Kingston, Ont.

February 29th, 1932

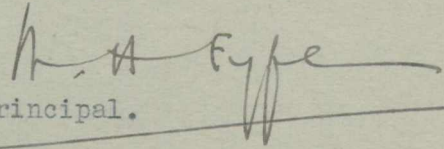
My dear Sir Arthur,

I enclose with pleasure a copy of some notes which I put together for publication in the University Journal and in a magazine which goes to our Alumni.

I can of course and will with great pleasure, if you wish, send more technical details but I fancy this general statement will better suit your requirements.

If there are any points of interest on which anyone at McGill would like further information, I shall be most pleased to answer.

With very kind regards,
Yours sincerely,


Principal.

Sir Arthur W. Currie, G.C.M.G., K.C.B.
Principal, McGill University
Montreal, P.Q.

HONOURS COURSES IN ARTS

The object of the changes to be introduced in the Honours Courses of the Faculty of Arts is to raise somewhat the standard of work required; to exact from each candidate a greater exercise of his own mental activity and less passive acceptance of professorial dicta; and by a comprehensive final examination to make sure that students have actively assimilated instruction and have not dropped from their minds the subjects studied in the early stages of the honours Course.

The weight of work required for a B.A. with Honours will be the equivalent of twenty-three courses (each of three hours per week). That is rather more than is required at present; and the distribution of this work will allow rather more concentration than is now possible. The "Major" comprises nine lecture courses and three courses of "directed reading". Of the nine lecture courses seven must be in one subject; the other two may be either in the "Major" subject or in some allied subject, e.g. the prescription for the lecture courses in Physics may be seven courses in Physics and two in Mathematics. The decision in this case would rest with the Department of Physics.

The work for a "Minor" is five lecture courses. The combination of subjects as "Major" and "Minor" will be controlled by regulation. It is for instance improbable that anyone would be allowed to combine Economics and Hebrew!

In addition each candidate must take six general courses outside his "Major and "Minor" subjects and he must somehow - either in his Major or Minor or general subjects - include in his work two courses in English and one in Philosophy, in Mathematics, in a Science and in two foreign languages, one of which must be Latin unless the "Major" subject is Mathematics or a Science.

Grades in Honours in the "Major" subject will be awarded according to the candidates' performance (a) in the examinations held every spring at the close of each lecture-course; (b) in the comprehensive examinations at the end of the whole course. The comprehensive examination will consist of five papers designed to test each candidate's knowledge of the whole subject studied and his power of assimilating, arranging and presenting what he has learnt. In some subjects an oral examination will be substituted for one of these papers. The comprehensive examination will be conducted by each department as a whole and each paper judged by at least two examiners. Honours will be awarded in the "Major" subject with the "Minor" mentioned as subsidiary (e.g. English with History).

In the "Minor" and general subjects students will be examined as at present by the lecturer at the end of each lecture-course and their grades will be partly determined by the exercises written during the session.

A candidate for Honours will thus be judged partly on the work that he has done during each session and partly on his capacity to use his own power of analysis and synthesis, to carry knowledge in his memory and upon demand to give it expression in lucid and vigorous English. A high demand, perhaps, but not high for a worthy standard of Honours.

The normal period of study for these Honour Courses will be five years from Pass Matriculation or four years from Honour Matriculation, but one of the new regulations to which the Faculty of Arts attach considerable importance will make it possible for a student of exceptional ability and industry to cover the course in four years from Pass Matriculation (or in three years from Honour Matriculation), provided that he is prepared to

HONOURS COURSES IN ARTS - 3

spend part of the long summer vacation in reading, revision and research. In these days there are many students who do not earn money during the summer. For them a holiday of five months is a serious obstacle to the development of intellect and character. Others who need to earn money and find it in time of depression impossible to get employment, may find financial salvation in shortening the length of their course. To succeed in this shorter course will require exceptional ability as well as exceptional industry.

Some people may wonder how a student who has followed a course of study for only four years can be "as good as" a student who has followed the same course for five years? Is that possible? The answer is easy. It depends on the student. Some athletes can run a hundred yards in ten seconds. Others take the best part of a minute. The latter, though they have spent longer on their course, are not the better runners. Similarly if an exceptionally good student can "get there" in a shorter time than the ordinary man, it would be educationally harmful to insist that he should mark time. A degree course should be a test of quality.

These new regulations for the Honours Courses in Arts will not necessarily affect any students already registered at Queen's. They will be free to continue towards a degree on the path on which their feet are set already or, if they prefer the new path, they can without difficulty transfer to that. All aspirants for Honours in Arts who register next fall and later will come under these new regulations which are at present being edited for the Arts Calendar of 1932-33

Queen's University
Kingston, Ontario
February 29th, 1932.

REFERENCE LISTS AVAILABLE TO ALUMNI

THE Douglas Library has published a small pamphlet giving a list of reference books in connection with the public lectures being delivered this term under the auspices of the Department of Extension and the University Lectures Committee. The subjects included in this list are: "The Gold Standard," "Medical History from Hogarth's Prints," "History of the Application of Power to Transportation," "Masefield, the Poet Laureate," "Bacteria and the Age of Man," "The St. Lawrence Waterway" and "Soviet Russia." These and various other books on the same subjects are available in the Douglas Library and probably in many of the larger libraries elsewhere.

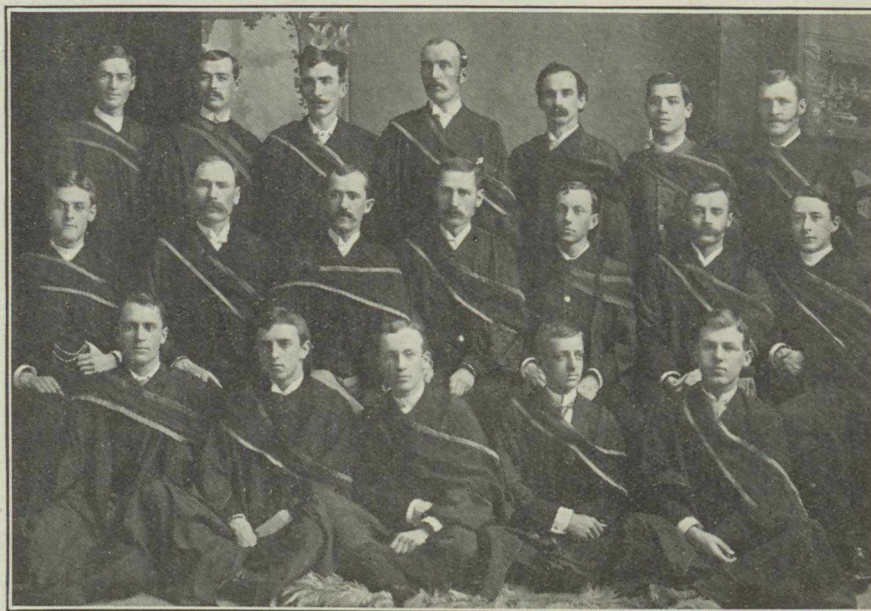
A valuable hand list of the most important encyclopedias and other books of reference in the Library has also just come off the press. This is a booklet of eleven pages, with brief analyses of the volumes listed, and should be useful to anyone wishing knowledge of where to turn for factual information.

STAFF MEMBERS CONDUCT WORKERS' "VARSITY"

IN co-operation with the Workers' Educational Association of Ontario three Queen's professors are conducting classes among groups of workers this session.

Evening classes are being held once a week from October to April in Kingston, Belleville and Brockville. Locally, Prof. F. A. Knox meets in the Labor Hall a group varying from seventeen to thirty, composed of workers and a few soldiers. At Brockville, Prof. N. McL. Rogers teaches a group of twelve or fifteen, and at Belleville, Mr. J. Aitken has a class of about the same size.

In all three centres the instruction being given this winter is in elementary economics. The theories of land rent, increasing and diminishing returns, value and distribution, are touched on, along with money, banking and labour problems. In future years it is anticipated that more classes will be organized. The University authorities are prepared to furnish instruction in current events, psychology, literature or any curricular subject the workers desire.



ARTS GRADUATING CLASS, 1887

J. Finlay, P. A. McLeod, M. McKenzie, J. M. McLean, C. A. D. Fairfield, H. L. Wilson, R. Sturgeon,
D. Fleming, J. McEwen, W. J. Kidd, S. H. Gardiner, F. R. Parker, T. A. Cosgrove, J. W. H. Milne,
H. Pirie, W. A. Logie, J. J. McLennan, H. F. Folger, W. C. Cameron.

REGULATIONS CHANGED FOR HONOURS IN ARTS

CHANGES which will place the degree of B.A. with Honours granted by Queen's University on an entirely new plane are now being embodied in the calendar for 1932-33. The new requirements are the result of long and careful consideration by a committee of heads of departments appointed two years ago. They impose a rigid differentiation between the Arts Pass and Honours courses and, for most students, will necessitate a five-year period of study beyond pass matriculation.

Many important innovations, including several comprehensive examinations, are in line with Principal Fyfe's campaign against "regurgitative" papers. In a recently published statement Principal Fyfe declared the object of the changes to be "to raise somewhat the standard of work required; to exact from each candidate a greater exercise of his own mental activity and less passive acceptance of professorial dicta; and by a comprehensive final examination to make sure that students have actively assimilated instruction and have not dropped from their minds the subjects studied in the early stages of the Honours course."

In the past the Honours B.A. required a certain standing in only twenty courses, including one reading and seminar class; and a year ago, as a further requirement, it was stipulated that a general examination covering the whole field of work in the major subject must be passed at the end of the final year. Twelve courses had to be in two related subjects, seven constituting the "major" and five the "minor." The remaining eight could be general courses, and had to embrace certain compulsory subjects.

Henceforth the weight of work required will be the equivalent of twenty-three three-hour courses. Greater concentration of work will be allowed, as in future a major shall comprise nine lecture courses along with three courses of "directed reading," each equivalent to a lecture course of three hours per week. Five lecture courses will constitute a mi-

nor, as formerly. Seven of the nine lecture courses in one's major must be in one subject; the remaining two may be in the major subject if the department concerned can give them, or in some allied subject. With the approval of the major department a student may substitute field work or research for a reading course.

The six remaining courses must be of a general nature outside a student's major and minor groups, according to the new division of work. Certain subjects are compulsory; and thus, either in his major, minor or general courses, a student must include two courses in English, one in philosophy, one in mathematics, one in science, and two foreign languages, one of which must be Latin, unless the major subject is mathematics or a science.

Contrary to former practice, no student will now be enrolled on an Honours course until the University authorities have gained some knowledge of his ability and his powers of application. This is ensured by stipulations that a candidate must apply through the Registrar for permission to proceed in his major and minor subjects at the end of his second year from pass matriculation. A student may not be accepted for Honours work unless he has shown promise of ability to measure up to the new standards. Another innovation is that the fitness of each Honours candidate to proceed on his course shall be adjudged by the committee of departments at the end of his third and fourth years. If his record is not satisfactory he may now be required to revert to a pass course.

Two grades of Honours (first and second class) will be awarded in one's major subject with the minor mentioned as a subsidiary (e.g., Latin with Greek). The candidate's standing will be determined partly by regular sessional examinations held every spring in the early years of his course, but chiefly by "comprehensive" examinations at the conclusion of the final year. These comprehensive examinations will consist of five papers designed to test the student's knowledge of the whole field of his study, his powers of assimilating what he has learnt and of presenting it in co-

*This
unanimously
recommended
for us by
Arts Survey
Committee*

ordinated form. In some subjects the last of the five examinations will be oral or practical. All five will be "departmental" papers. That is, they will be conducted by the major department as a whole, and each read by at least two examiners. In the minor and general subjects students will be examined as at present by the lecturer at the end of each lecture-course.

Principal Fyfe's recent statement on the new prescription of courses summed up the section on examinations and standards thus: "A candidate for Honours will be judged partly on the work that he has done during each session and partly on his capacity to use his own power of analysis and synthesis, to carry knowledge in his memory and upon demand to give it expression in lucid and vigorous English. A high demand, perhaps, but not too high for a worthy standard of Honours."

The new course will normally cover five years from pass matriculation or four years from honour matriculation. Much importance is attached, however, to features which make it possible for a student of "exceptional ability and industry" to complete the course in four years from pass matriculation. To do so he must spend part of the summer vacation in reading and research, and to encourage this practice, September examinations will be offered in two of the three "directed reading" courses. Only the best students will be permitted to proceed beyond the second year on a four-year plan.

An attempt to exclude the poorest students may be seen in new regulations which refuse any allowance towards a degree to candidates entering the University with honour matriculation in fewer than four subjects. Such students have usually tried examinations in five subjects and failed in several, and the University records show them to be of low calibre.

Students well on towards an Honours degree under the former regulations will be unaffected by the new prescription. Whether or not all aspirants for Honours now registered will continue as at present has not been definitely decided, however.

A ROUND-THE-WORLD QUEEN'S NIGHT

SEVERAL months ago an interested alumnus, E. T. Sterne, Science '13, of Brantford, put forward the suggestion that the General Alumni Association establish an annual Round-the-World Queen's Night. Such nights are a definite feature of the alumni programme of many of the larger universities on this continent and in England, where it is believed that they have an excellent effect on alumni *esprit de corps*.



E. T. STERNE, Sc. '13
President, Brantford Alumni

The matter was given consideration by the Directors of the Alumni Association and was endorsed in principle, but it was not possible to go further than that until additional information could be secured and a more detailed plan formulated. It was evident that to assure the success of such a scheme a large measure of co-operation among the alumni would be essential. In order to lay the foundation for this and possibly bring forth some further constructive suggestions, the *Review* is presenting an outline of the project and some of the problems involved.

In brief, the proposal is that concurrent gatherings of Queen's people be held on a certain night each year throughout the world—not only at those centres in which there are established Alumni branches, but at all places, near or far, where a group of Queen's people might find it possible to forgather. Without interfering in any way with other meetings held by the branches during the year, the

Round-the-World Night would take its place as a regular event, deriving a special significance from the fact that in metropolis and village, on the prairie and on the veldt, members of the Queen's clan were met together in that good fellowship and single-heartedness which are the mark of Queen's reunions everywhere.

It was at first considered that an evening during the regular Autumn Reunion might be convenient for the event. This occasion, however, attracts many of the most enthusiastic alumni back to the University for class gatherings, alumni whose presence would be sorely missed at their own centres. There is a similar objection to the day of any of the football games. For these reasons it has been thought that the time most suitable for a Round-the-World Queen's Night would be during January or February.

The details of the programme for this special Queen's event would properly be left to the discretion of the local committees and branch executives. Some major part of the programme might be made universal, however, in order to lend colour to the whole affair.

The Alumni office will welcome opinions and suggestions in the matter from the Association's branches, from Queen's groups in other centres, and from individual alumni. Upon the co-operation of all of these the success of the proposed Round-the-World Queen's Night will certainly depend.

BACTERIOLOGICAL RESEARCH PROGRESSES AT QUEEN'S

THE staff of the Bacteriology department, Professor Reed and Drs. John Orr, Med. '23, and Christine Rice, Arts '26, has been concerned for several years with a study of the tubercle bacillus. This has recently resulted in some very important observations. It has been shown that cultures of the causal agent of tuberculosis may, by appropriate selective procedure, be separated into at least two temporarily true breeding types. One type is characterized by a high degree of virulence for animals and by its

ability to stimulate the animal to the production of specific immunity to a high level, while the second type lacks both ability to produce disease in the animal and to activate immune reactions. At the same time under certain conditions, which have been in part defined, the virulent type may change to the avirulent or the avirulent may change to the virulent form with disease-producing properties.

The application of this thesis to the much-debated French method of vaccination against tuberculosis, the B. C. G. vaccine, has provided an explanation of the origin of this material. It has also shown the element of risk that is inherent in the procedure and given an indication of its ineffectiveness.

But a more significant extension of the results has come from a study of the distribution of these newly defined types of organisms and of the immune bodies which they activate in human cases of tuberculosis. This, it is anticipated, will throw entirely new light on the nature of the disease and at the same time offer new means of prognosis and possibly treatment.

Such studies unfortunately are expensive, and the department seriously lacks funds.

EXTENSION DEPARTMENT SPONSORS LECTURES

THE first public lecture in the series arranged by the Department of Extension was delivered in Convocation Hall by Professor F. A. Knox on Monday afternoon, January 18. Professor Knox, speaking on the "Gold Standard," showed that its operation implied a legally established and unvarying mint price for gold, the convertibility of all other forms of currency into gold, and the free export or import of gold on the initiative of private individuals. Under such conditions the price of gold remains fixed, but its value, or power to buy other goods, varies with its amount just as does the value of any other commodity. A fall in the value of gold is not reflected in a fall

Announce Radical Changes In Arts Course At Queen's

Regulations Will Require
Higher Standard
Of Work

DR. FYFE APPROVES

Journal' Expects Proposals
To Become Effective
Next Semester

Kingston, Ont., February 3.—(Special to the Daily)—An announcement of paramount importance has been issued from the Registrar's office to the effect that a radical change in the Honours Courses of the Faculty of Arts is under consideration. The proposal, while not official, has been approved by Dr. W. H. Fyfe, and Dr. W. E. McNeil, and will probably go into effect next semester. It will not apply, however, to students already registered within the University.

According to the announcement the object of the changes to be introduced is to raise somewhat the standard of work required; to exact from each candidate a greater exercise of his own mental activity and less passive acceptance of professorial dicta, and by a comprehensive final examination to make certain that students have actively assimilated instruction and have not dropped from their minds the subjects studied in the early stages of the Honours Course.

Demand More Concentration

The weight of work required for a B.A. with Honours will be equivalent of twenty-three courses, each of three hours per week. That is rather more than is required at present and the distribution of this work will allow more concentration than is possible.

Grades in Honours in the major subject will be awarded according to the candidates' performance (a) in the examinations held every spring at the close of each lecture-course, (b) in the comprehensive examinations at the end of the whole course. These comprehensive examinations will consist of five papers designed to test each candidate's knowledge of the whole subject studied and his power of assimilating, arranging and presenting what he has learnt. In some subjects an oral examination will be substituted for one of these papers.

Change Exam System

The comprehensive examination will be conducted by each department as a whole and each paper judged by at least two examiners. Honours will be awarded in the Major subject with the Minor mentioned as subsidiary (e.g. English with History). In the Minor and General subjects students will be examined as at present by the lecturer at the end of each lecture-course and their grades will be partly determined by the exercises written during the session.

A candidate for Honours will thus be judged partly on the work that he has done during each session and partly on his capacity to use his own power of analysis and synthesis, to carry knowledge in his memory and upon demand to give it expression in lucid and vigorous English.

Course Five Years

The normal period of study for these Honour Courses will be five years from Pass Matriculation or four years from Honour Matriculation, but one of the new regulations to which the Faculty of Arts attach considerable importance will make it possible for a student of exceptional ability and industry to cover the course in four years from Pass Matriculation (or in three years from Honour Matriculation), provided that he is prepared to spend part of the long summer va-

(Continued on Page Four)

Honours

Announce Radical Changes In Arts Course At Queen's

(Continued from Page One)

education in reading, revision and research.

In these days there are many students who do not earn money during the summer. For them a holiday of five months is a serious obstacle to the development of intellect and character. Others who need to earn money and find it in time of depression impossible to get employment, may find financial salvation in shortening the length of their course. To succeed in this shorter course will require exceptional ability as well as exceptional industry.

Commenting on the plan, the Queen's Journal says, "Some people may wonder how a student who has followed a course of study for only four years can be as good as a student who has followed the same course for five years? Is that possible? The answer is easy. It depends on the student. Some athletes can run a hundred yards in ten seconds. Others take the best part of a minute. The latter, though they have spent longer on their course, are not the better runners. Similarly if an exceptionally good student can "get there" in a shorter time than the ordinary man, it would be educationally harmful to insist that he should mark time. A degree course should be a test of quality.

"These new regulations for the Honours Courses in Arts will not necessarily affect any students already registered at Queen's. They will be free to continue towards a degree on the path on which their feet are set already or, if they prefer the new path, they can without difficulty transfer to that. All aspirants for Honours in Arts who register next fall and later will come under these new regulations which are at present being edited for the Arts Calendar of 1932-33".

McGill University,
Montreal.

November 22nd, 1932

Dear Sir,

A meeting of the Matriculation Board will be held in the Office of the Principal on Wednesday, November 30th, 1932, at 3 p.m.

J. H. Leathem,

Secretary, Matriculation Board

Agenda

1. Minutes.
2. Business arising out of the Minutes.
 - (1) New Junior Matriculation French Syllabus.
 - (2) B.Sc. Entrance Requirements.
3. Suggested new Syllabus in Physics for Junior Matriculation.
4. Revision of other Syllabi if necessary.
5. The Issue of Matriculation Certificates to High School Leaving Candidates.
6. The Issue of Certificates to Good Students Failing in one Subject.
7. "Extra English" - Letter from Mr. C.E. Poyart, Shawinigan Falls High School.
8. Ontario Private Schools - Letter from Dr. C.R. Carscallan, Ontario Ladies College.
9. Junior Intermediate Algebra and Senior Algebra. Should Syllabi Remain Identical?
10. Request from Westmount High School for Oral Examination in Senior Matriculation French.
11. Senior Matriculation and Entrance to the Faculty of Engineering.
12. Appointment of Examiners for 1933.
13. Other Business.

Matriculation Board

Notes on Agenda

2. (1) The two syllabi in French, "Direct" and "Indirect" have been replaced by one syllabus including an optional, but recommended, reproduction of a story read in French.
- (2) It is suggested that item 6 at the top of Page 31 of the General Announcement should be modified to read

Marks

200

Either

Latin or French or German (if not already taken)

or

Any two of the following papers not already taken:

- (a) Intermediate Algebra
- (b) Intermediate Geometry and Trigonometry
- (c) Botany
- (d) Chemistry
- (e) Physics
- (f) Music or Drawing (Music and Drawing may not both be counted).

This new wording (1) simplifies and clarifies the section, (2) widens the choice slightly since it permits a student to qualify by taking two such papers as Intermediate Algebra and Drawing under (6) which the previous section did not do.

3. The Department of Physics recommends a new syllabus including Elementary Electricity and Magnetism. This is almost exactly the same as the new High School course in Physics.
4. Since joint papers with the High School examinations were abolished last year we can now modify our requirements in any way the Board considers desirable.
5. A student who obtained Matriculation standing in the Quebec High School Leaving Examinations could, in the past, obtain a McGill Matriculation Certificate on payment of \$5.00. Is this desirable now that the examinations are entirely separate?
6. Our regulations state that "a candidate who makes an exceptionally high aggregate, but fails in one paper only, may be admitted". Does such a student get a Matriculation Certificate? It is suggested that the regulation be modified to read "A student who fails in one paper only will be granted matriculation standing if the average mark in the required papers is not less than 70% (or 75%)".
7. "Extra English" is a new High School course. I have been asked if the Board will recognize this as a Matriculation subject. The "Extra English" syllabus may be seen in the Registrar's Office.
8. Should we accept certificates from approved Ontario Private Schools? These are accepted by the Ontario Matriculation Board for Ontario Universities.
9. At present the Senior Matriculation Algebra syllabus is identical with that of Intermediate Algebra in Junior Matriculation, and teachers wish to know if a student who has obtained 50% in the latter may count it towards his Senior certificate, or whether he has to repeat work already done.
11. The entrance requirements of the Faculty of Engineering do not demand a Modern Language and so differ from those of the B.Sc. Senior Matriculation and students are admitted who have not matriculated. Can this contradiction in terms be avoided?

McGILL UNIVERSITY

Registrar's Office

9th February, 1933.

Dear Sir:

There will be a meeting of the Matriculation Board in the Principal's Office on Thursday, 16th February, 1933, at 3.00 P.M.

J. H. Heathcote,

Registrar.

Agenda

1. Minutes.
2. Business arising out of minutes
 - (1) Oral French in Senior Matriculation
 - (2) Senior Matriculation requirements for Engineering.
3. New Syllabi for Junior Matriculation.
4. New Syllabi for Senior Matriculation.
5. Senior Matriculation B.Sc. German

At present there is only one Senior Matriculation German Syllabus designed for students who have studied for a year beyond the standard of Junior Matriculation German, and there is nothing to correspond to the First Year B.Sc. course which is compulsory for students who matriculated in French. It is proposed that we should accept Junior Matriculation German with a pass-mark of 50 in each paper, as a subject for Senior B.Sc. students provided they have already taken Junior Matriculation French.
6. Other Business.

Notes on today's meeting of the Matriculation Board (February 16th, 1933)

1. The appointment of a committee to moderate syllabi amounts to the appointment of a Revising Board. This suggestion was turned down by the Matriculation Board in January 1932 on the ground that the heads of Departments ABC and D were not as competent to criticize a syllabus or paper submitted by another Department E as the members of that department E, and any criticisms offered were more likely to breed inter-departmental friction than to improve syllabi or papers.

2. I would like to see some recognized channel by which the teachers of Matriculation subjects could make their criticisms known to the University.

I think it desirable to recognize in this way ^{that} the process of education through the schools and the University is a continuous one and would suggest a permanent Matriculation Syllabus Committee, consisting of about three University men, perhaps F. Clarke, F.M.G. Johnson, and myself, whose duty it would be to select from the schools one or two teachers in each subject and one or two representatives from that department in McGill and thresh out the syllabus in one subject at a time, reporting the results of such conferences to the Matriculation Board. I think the bringing together of teachers and examiners in this way would be an excellent way of obtaining ~~the~~ good courses and would greatly increase the feeling of cooperation between the University and the schools. I think the same committee might by the same method go over the Senior Matriculation syllabi and know that such a cooperative action would be appreciated by the Westmount High School teachers.

3. The final decisions would naturally lie with the Matriculation Board and the small permanent committee would act only as a kind of Arbitration Board, trying to obtain results that satisfied the University as to standards and yet were eminently practical from the point of view of the good school teachers.

4. If it felt so inclined this committee might invite teachers preparing students

for the Department of Education's examinations to give their views, but it should not be empowered to consult the Department as such. Cooperation with the Department should be secured, if possible, through the Matriculation Board which can speak formally for the University. Such a restriction would, I feel, preserve the informal character of the committee's work. This informality should make consultation with teachers easier and more profitable.

T.H. Matthews

REGISTRAR'S OFFICE

MEMORANDUM

19 Feb

1933

TO the PrincipalFROM J. H. Leathard.

I wrote these notes after Thursday's meeting.

Charlie has seen them and thinks the suggestion
a good one. It will be discussed by the sub-
committee which meets at 3 P.M. on Monday.

WHL

23 Feb 1933

The Principal.

The matriculation sub-committee which met on Monday suggests that some such statement as the enclosed should be incorporated in the Board's minutes as expressing the attitude of the Board towards the Departmental High School leaving Examinations.

The statement is, I hope, really friendly and indicative of a willingness to consult and cooperate.

I am sending you this copy now in view of the discussion that may take place on Friday at the meeting of the Protestant Committee.

J. H. Hatfield.

1. A good University Entrance Examination must necessarily be designed to select those students who are intellectually fitted to undertake University work.
2. A good School Leaving Examination designed to test students who do not intend to enter a University has a different function and should be of a different character.
3. Public and Private Schools alike have pupils who intend to enter a University and other pupils who do not so that the ideal solution of this examination problem would be briefly as follows:
 4. There should be two examinations with different papers in the majority, if not all, of the subjects.
 - (a) The School Leaving Examination
 - (b) The University Entrance Examination.
5. The School Leaving Examination should be available to Public and Private Schools and the University Entrance Examination available to anyone including privately taught students.
6. The School Leaving Examination should be conducted by the Department of Education.
7. The University Entrance Examination should be conducted by the University.
8. The University should make arrangements for permanent and continuous cooperation and consultation both with the Department and with teachers in Public and Private Schools to ensure that its entrance examination was as good as it could be made.

9. These proposals are unfortunately impossible at present, and the Matriculation Board (like the Department of Education) has to conduct one examination fulfilling as best it may the double function.
10. The Board recognizes fully the essential unity of the educational process through School and College and is anxious and willing to cooperate with everyone engaged in this process in order to obtain the best possible results.
11. The Board is of the opinion that the work required of pupils in Public Schools and of pupils in Private Schools should not differ in difficulty and should follow similar lines, but is in favour of occasional experimental variations rather than an enforced identity of programmes.
12. The Board has set up a small Syllabus Committee which is inviting specialists from both Public and Private Schools to discuss with specialists from the University the syllabi and the examinations in the various subjects. It is grateful for the help such school teachers are giving and hopes that this cooperation will establish a most valuable bond between the Schools and the University.
13. The Board will inform the Department of any changes it may decide to make and in return would be grateful if the Department would keep it informed of changes in the Public School Curriculum authorized by itself.
14. Finally the Board would welcome any suggestions concerning the

Page 3

syllabi or the examinations from the Protestant Committee, or any of its Sub-Committees, from the Department of Education, from the P.A.P.T. or from any teachers.

REGISTRAR'S OFFICE

MEMORANDUM

20 *Nov* 19 *37*

TO *The Principal*

FROM *J. H. Heath*

I don't think I made it clear to Dr. Fantham and to yourself just now that is ~~not~~ High School Leaving Biology which is being discussed on Thursday.

We have no jurisdiction over the syllabus and can only say "yes" or "no" to the question: "Will you accept this as one of the required 10 papers for admission to the fall?"

The Matriculation Board of McGill University is willing to accept the High School Leaving Examination in Biology as one of the science papers qualifying for admission to the University. It thinks it desirable that for the first year or two the examiner should be appointed in consultation with the Matriculation Board, which would be pleased to co-operate with the High School Leaving Board in making recommendations to the Protestant Committee.

DOCKET STARTS:

UNDATED MATERIAL

Matriculation Board

1. The work of school pupils who intend to enter a university should differ from that of pupils who do not. In schools containing both these classes of pupils there should therefore be at least two courses of study, (1) the Matriculation course leading to a University Entrance Examination, (2) the other course or courses leading to a School Leaving Examination.
2. A good University Entrance Examination must necessarily be designed to select those students who are intellectually fitted to undertake University work.
3. A good School Leaving Examination designed to test a pupil's fitness to stop academic work and his readiness for employment, has a different function and should be of a different character.
4. Public and Private Schools alike have pupils who intend to enter a University and other pupils who do not, so that the ideal solution of this examination problem would be briefly as follows:-
5. There should be two examinations with different papers in the majority, if not all, of the subjects.
 - (a) The School Leaving Examination.
 - (b) The University Entrance Examination.
6. The School Leaving Examination should be available to Public and Private Schools and the University Entrance Examination available to anyone including privately taught ~~schools.~~ *pupils.*
7. The School Leaving Examination should be conducted by the Department of Education.
8. The University Entrance Examination should be conducted by the University.
9. The University should make arrangements for permanent and continuous co-operation and consultation both with the Department and with teachers in Public and Private Schools to ensure that its entrance examination might be as good as possible.
10. These proposals are unfortunately impossible at present, and the Matriculation Board (like the Department of Education) has to conduct one examination fulfilling as best it may the double function.
11. The Board recognizes fully the essential unity of the educational process through School and College and is anxious and willing to co-operate with everyone engaged in this process in order to obtain the best possible results.
12. The Board is of the opinion that the work required of pupils in Public Schools and of pupils in Private Schools should not differ in difficulty and should follow similar lines, but is in favour of occasional experimental variations rather than an enforced identity of programmes.
13. The Board has set up a small Syllabus Committee which is inviting specialists from both Public and Private Schools to discuss with specialists from the University the syllabi and the examinations in the various subjects. It is

grateful for the help such school teachers are giving and hopes that this co-operation will establish a valuable bond between the Schools and the University.

14. The Board will inform the Department of any changes it may decide to make and in return would be grateful if the Department would keep it informed of changes in the Public School Curriculum authorized by itself.
15. Finally the Board would welcome any suggestions concerning the syllabi or the examinations from the Protestant Committee, or any of its Sub-Committees, from the Department of Education, from the Provincial Association of Protestant Teachers or from any teachers.

Latin & Continuation Year
J. Clarke

Latin and High School Organization

Consideration of a course of study in Latin for the High School opens up at once the whole question of organization of the High School to meet modern demands. The reason is that a right adjustment of the claims of Latin involves a survey of the whole transition from the aristocratic conditions in which the Grammar School worked to the democratic conditions that have to be faced today. Now, many pupils must be provided for in the High School for whom no case can be made out for the study of Latin. Those who do study it will have a somewhat different interest and different needs from those which were operative in the old Grammar School tradition. Nor will they all pursue the study with the same intensity, and over the same range.

No stable solution seems possible, apart from a survey of the whole field of Secondary Education in terms of modern needs. I say advisedly "Secondary Education" rather than "High School" Education, since the use of the latter term, especially in Quebec, is apt to carry with it purely local and traditional implications which obstruct the view, and conceal the nature of the problem as one which all modern countries are compelled to face in the same essential form.

The problem arises just because modern needs are such that systematic education must now be carried on well into the years of adolescence, not for a select few, but for the whole population. Such education, since its function is to take account of the needs and capacities of adolescence, is properly termed "Secondary Education", whatever its form and content, and in whatever institution it may be given.

This "Secondary Education for All" is no longer a visionary aspiration; it is an urgent practical necessity calling for radical new thinking and comprehensive efforts of construction, for which there is no parallel in the past. Not only are new types of schools, and new forms of school organization called for - the question will have to be asked, granting the need for systematic education for all adolescents, whether school, as ordinarily understood, is the best place of education for all of them. It may be found that, for many, education can be provided in more relevant and effective form through some other type of social activity, such as farm or workshop, with only part-time attendance at school in the conventional sense. A strong and growing body of opinion in England is insisting on this view, and that not for reasons of class jealousy or financial economy, but for sound reasons of educational principle that refuse to treat "Schooling" and "Education" as necessarily identical.

It is against some such comprehensive background as this that we must project our problem of Latin. Three main groups of pupils are to be distinguished in this regard:-

1. Those who, will do no Latin.
2. Those who take Latin as part of a general education in the old, and still relevant, "cultural" sense. This will mean a school course of four or five years, followed by a course of at least one year at the University.

3. Those who are potential classical scholars, capable of carrying on a serious study of classics at the University, and ultimately of becoming members of the small, but highly trained body of interpreters of ancient culture, of which a country like Canada will always stand in need. These should do more in Latin than pupils of Group 2, and at least two years of Greek.

N.B. I omit here consideration of the content of courses for Groups 2 and 3 respectively. Especially as regards Group 2, this question must involve much discussion and experiment.

Secondary School Organization

When we remember that the question of Latin cannot be determined apart from consideration of types of Secondary training as a whole it is clear that we are committed to a corresponding reconstruction of the Secondary System. I can do no more here than indicate in an ideal way, and without regard at the moment to practical difficulties in Quebec, the main lines that such re-construction should follow.

1. The change of gauge should come immediately after Grade VI. This is the point at which adolescent traits are beginning to emerge, and an early start should render more effective the sifting process that ought to go on during the first two years or so.

2. Two main types of course should be contemplated:

(a) A shorter course of three years, organized to its own ends, and fitted with proper terminals. A well-rounded three-years' course existing in its own right should be free from the misdirection and futility that arise from the performance of a fragmentary three years of a five or six years' course.

(b) A full course of five (or possibly six) years.

3. Each of these two main types should admit of variant forms according to diversities of need, and within the limits of possibility. The shorter course, for instance, should admit of diverse types of practical training.

4. The full course should provide both General and Advanced Courses. The General Course (with appropriate variants) would be taken by all Full Course pupils. It should be assessed by a school certificate examination of such a type that those who pass in prescribed subjects, and at a prescribed level may be eligible for University admission. But it should still be possible to pass the examination on a lower grade and with a range of subjects not qualifying for University admission.

Pupils of average ability would take the whole High School period to cover the course.

A select group of able pupils should, with proper organization of studies, cover the course in considerably less time. These should then go on to more specialized studies in selected groups, without, however, dropping all concern ~~with~~ with more general education. Instances of of such groups of studies are:-

Classics and History
Science and Mathematics
English and History
Modern Languages and History (or English)

Pupils who took such advanced work should not look for Senior Matriculation standing at the University. Their profit at the University would take the form of greater solidity and promise of University Studies generally rather than gain of time. Ability should express itself in more work done rather than in less time spent on an allotted task which is the same for all.

It is in this sense that I construe the Continuation Year. The idea of such a year should be distinguished from the idea, on the one hand, of helping the weak, and, on the other hand, of offering a time-bonus to the strong.

There should be nothing to prevent any pupil, whether strong or weak, from taking an extra year in point of actual time at the High School if needs require and conditions permit. But this expenditure of a period of time is quite a different thing from the provision, as a piece of good organization of special opportunities to the able, gained by a wise economy of the time normally provided.

5. Although all reasonable scope should be left for the experiment, authority should determine what courses any particular school is competent to offer. The question of the small country High School will arise here, and I know too little of these to be able to offer any suggestion in regard to them. In view, however, of the degree and variety of the needs that the modern High School has to meet, one may be permitted to wonder whether some, at least, of these High Schools, can lay claim to very much beyond the use of the name. But the organizing of efficient Secondary Education for sparsely settled rural populations is a problem that is difficult as it is urgent. The cost of the necessary consolidation is ~~enormous~~ inevitably great, and in many countries, of which Quebec is one, local traditions and local jealousies set up a formidable obstacle.

I sometimes wonder whether the chief evil that arises where small and ill-equipped institutions are trying to do Secondary work is not so much inefficiency, as the perpetuation of an idea of what Secondary Education itself is, that is out of all relation to the real needs of the time.

Submitted by Prof. F. Clarke.

DOCKET ENDS:

UPDATED MATERIAL