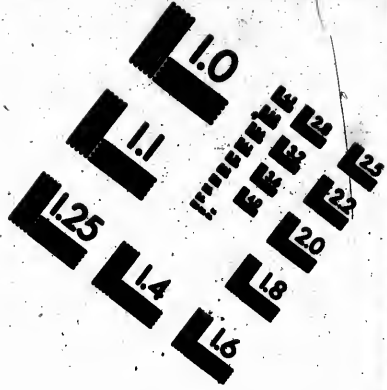
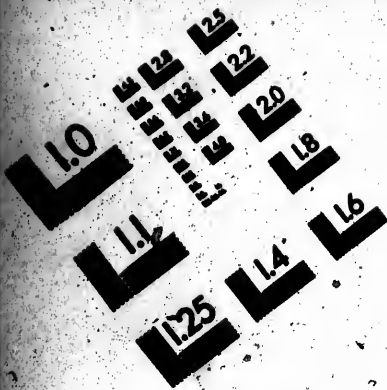




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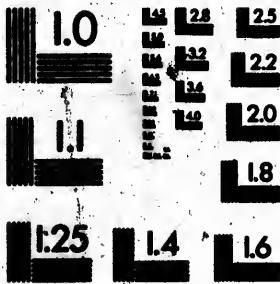
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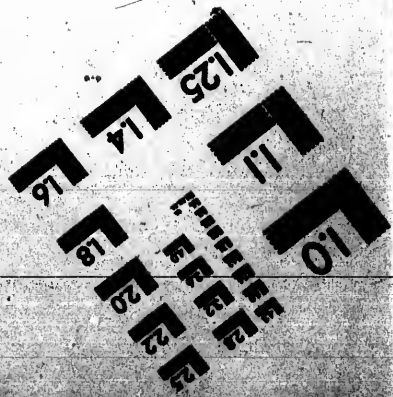
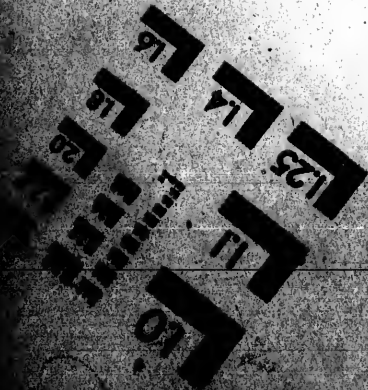
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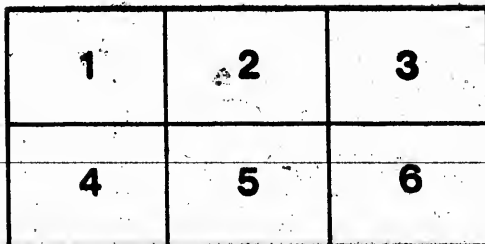
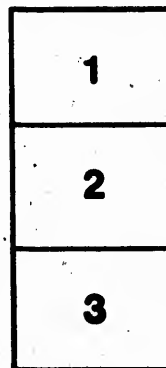
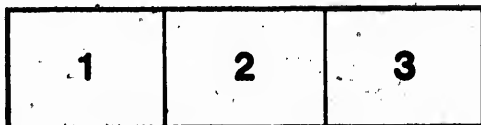
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UNIVERSITY MATRICULATION IN ONTARIO

A Paper (revised) read April 16, 1892, by

JOHN SEATH, B.A.,

HIGH SCHOOL INSTRUCTOR,

*Before the Classical, Mathematical, Modern Languages, and Science
Associations of Ontario.*



UNIVERSITY MATRICULATION IN ONTARIO

Our topic is University Matriculation, but we cannot discuss it properly apart from the High School examinations wholly controlled by the Education Department. Many candidates take both the Matriculation and the Leaving examinations; by far the greater number take the purely Departmental examinations, and the options for the latter largely determine the options for Matriculation. University men, too, are beginning to see that, while they possess the right to prescribe the courses of study for Matriculation, no satisfactory scheme can be devised which ignores the predominating influence of the Primary and Leaving examinations. I propose, therefore, to consider in connection with the question of Matriculation, the whole system of related examinations.

FIRST, then, as to

THE PRESENT REQUIREMENTS OF THE MATRICULATION AND JUNIOR LEAVING EXAMINATIONS.

(1) *The standards are different*; that for the July Matriculation being twenty-five per cent. on each paper and forty per cent. of the total; while that for the Junior Leaving is thirty-three and one-third per cent. on each paper and fifty per cent. of the total—a distinction with a considerable difference. The September Supplementals held by the Universities themselves, present a still lower standard for Matriculation. The percentage is nominally the same, but it is an open secret that the papers are easier and the examiners more accommodating than in July.

The following statistics, which, I believe, are substantially correct, speak for themselves:

At the examinations held last July by the Provincial Board, 500 candidates presented themselves. Notwithstanding the fact that only 170 passed, we have at present in the first years of the four chief universities about 333 students, of whom about 198 passed in July or presented *pro tanto* certificates, 65 passed a supplemental, and 70 are non-matriculants, seven of the last, however, having partially matriculated. These totals are made up as follows: In the Provincial University, about 151 passed, the July examination or presented *pro tanto* certificates, 24 passed the supplemental, and about 50 are non-matriculated. In Queen's, Trinity and Victoria, 47 passed the July examinations or presented *pro tanto* certificates, 41 passed a supplemental, and 20 have not, or have only partially, matriculated.

(2) *Not all the subjects prescribed for the Junior Leaving and Matriculation Examinations are identical, nor are all the papers the same in those subjects that are identical.*

English, History and Geography, and Classics are obligatory at both; but, what make the Matriculation standard lower than that provided by regulation that, in these papers for pass matriculation either taken from those for the Junior Leaving or taken from those for the Junior Leaving shall be supplemented by questions adapted to the letter class of examination prescribed for the Matriculant only, Latin, Algebra, Chemistry, and Sight-Work in the latter are prescribed for Junior Leaving only. The options are also different. For the Junior Leaving, Latin, Greek, French, and Physics; and for the Matriculation, French and German, French and other languages, Chemistry, and German and other languages.

Let us now estimate

THE EFFECTS ON THE UNIVERSITIES AND SCHOOLS, OF THE DIFFERENCES BETWEEN THE MATRICULATION AND JUNIOR LEAVING EXAMINATIONS.

FIRST, AS TO THE STANDARD.

On the High Schools, the lowering of the Matriculation Pass standard has little direct effect, the number of matriculants is small compared with that for the examinations wholly controlled by the Education Department; the latter examinations dominate the schools; and it is to them we owe the advanced condition of education in this Province. But, on the Universities themselves, the effects of the low standard have been direct and degrading.

(1) *Mere elementary work has been substituted for the higher work now being done, in the Universities, in Mathematics, English and Modern Languages, and Science.*

Until 1890 the standard was but slightly higher than that of the Junior Leaving, and with equally difficult tests in the latter examination in July, a candidate may obtain a pass certificate for 50 per cent. on a paper and practically a pass certificate for the whole of the subject. In this connection the testimony of High School masters of twenty years maintained that many matriculating students are unfit to take the Junior Leaving work. I have besides the testimony of the University Faculties, who have maintained that their time is largely wasted in compelling students to do mere elementary work, and the result is a real lowering of the standard.

of many matriculants to
them to derive full benefit from
and to attain the standard even
in the undergraduate years.

we have the evidence of the
of the University of Toronto
in the report (dated April 13,
consisting of the Chancellor,
President. On page 61
of the Pass Departments of English,
and French and German, an
two per cent. failed in the
; the rejected candidates ob-
twenty per cent. instead of
three and one-third per cent.
and extremely unsatisfactory con-
the Board attributes to "the grow-
subjects by candidates and to a
supervision and direction, arising
of the teaching staff to cope with
numbers of students in the
year." Both of these causes
but many will agree with me
a far more potent cause of
of the average matricu-
and mental preparation. The re-
a yearly increase in the number
supplementals, and, what is still
increase in the number of
themselves. The Senate and the
are compelled by force of cir-
most of the candidates.

of the low Pass standard and
less Honor standard, our Univer-
Pass and Honor men—are not
should be.

by the Honor men them-
number are found each year at
ale, Harvard, and European
defects in their education
to the same extent at least,
matriculation were as high as is
condition of the Secondary sys-
proof of my contention, I may
my colleagues will bear me out
Professional Examina-
assistants' certificates, Univer-
Pass and Honor—are rejected
efficient scholarship as for want

What our Ontario Univer-
post-graduate courses,
undergraduate courses.

most University departments,
of the graduates are, I believe,
; but the minimum stand-
advanced in accordance with
of the higher educational interests
is inadequate, indeed, has the
standard been found, that the
has been forced to raise the
certificates to sixty-seven
prescribed.

position gives them ample
a reliable opinion, main-
of the year in Ontario a
of Classical scholarship.
Individuals, who ap-

pear to be unable to distinguish the different con-
jugations and the different declensions of ordinary
verbs, and the compositions they send in show
that, so far as concerns real classical knowledge,
they are in a state of almost Cimmerian darkness.
Owing to limited opportunities, I cannot say wheth-
er or not there really has been a decline in the
character of Classical scholarship. I can say, how-
ever, that most of the Pass men and too many of
the Honor men, are not in possession of that accu-
rate scholarship which is necessary for thoroughly
good work in the Classical departments of our High
Schools. It is even possible that there is a connec-
tion between this fact and the smallness of the num-
bers that now take Greek. From the nature of the
case, however, I think it probable that there has
been a decline. Years ago, Classics was the fash-
ionable study. It was then generally supposed, as
even now in some localities, that no one could be a
gentleman who was not a Classic, and, as some will
remember, at one time no pupil could attend a
High School without taking Latin. As a conse-
quence, Classics received the lion's share of attention
and the Classical honor lists were larger than at
present. Of late, however, there have arisen new
and powerful claimants on the teachers' attention,
and the amount of time now devoted to Classics is
just the amount that will insure a Pass. The mod-
ern system of examination has pervaded our schools
with a business-like spirit. Passing examinations has
become one of the exact sciences; and when twenty-
five per cent. in Classics will suffice, not to speak of
the September supplemental, neither teacher nor
pupil considers it to his interest to secure more.
The remedy, of course, is to require at Matriculation
those attainments which will ensure thorough
and satisfactory undergraduate work; not, as some
advocate, to give Classics a position it does not de-
serve in our scheme of Secondary Education. The
Ontario Classical Renaissance should be a gradual
one, concurrent with the growth of our material and
national prosperity. It would only injure the de-
partment to force it by any system of protection
upon those who have neither the leisure nor the in-
clination to give it the attention it requires.

In my strictures so far, I have had in view chiefly
the University of Toronto. We are better ac-
quainted with its condition than we are with that of
the other Universities, and we have a better right to
discuss it, as it is a Provincial institution. In view,
however, of the fact shown above, that of the
matriculated students in the first years of Queen's,
Trinity, and Victoria, 47 per cent. entered
through the easily revolving doors of a Septem-
ber Supplemental, I am putting the case fairly,
I think, when I assert that my strictures apply with
at least equal force to the standard attained by
these Universities.

SECONDLY, AS TO THE SUBJECTS.

(1) *The present differences between the subjects
prescribed for Matriculation and for the Junior
Leaving Examination, interfere materially with the
organization of our High Schools.*

These differences render impossible in some
cases, and difficult in all, a proper economy of edu-
cational forces. An almost complete unification has
now been effected, of the different High School and

Teachers' Examinations, and we have secured for one Board of Examiners complete control of all the High School Examinations. Formerly, at the beginning of each half year the Principal was perplexed by the conflicting claims of a dozen different examinations and the construction of his time-table was a never-failing source of trouble. Now, however, while the difficulties of organization will never wholly disappear, most of those that remain, so far as concerns the examination system, are due chiefly to the still existing divergencies of the Matriculation and Junior Leaving Examinations.

(2) There is not that full correlation between the Matriculation and the University courses, which is justified by the present condition of our High Schools.

In the University report from which I have already quoted, the following passage occurs on page 74:

"It is proper to observe that the present difficulty (the need for further teaching strength) is intensified by the fact that many students take French and German without any, or with but the slightest, previous knowledge of the subjects. These elements should be acquired in the High Schools, and not in the University. It is to be hoped that they may, in the course of the next few years, be taught universally in the schools. It is suggested that provision should be made by the University to check the practice of students taking up French and German without proof that they have already acquired an elementary knowledge of them." *Mutatis mutandis*, this quotation, I may add, applies to Science also, for the teaching of which there is now satisfactory provision in the schools of the Province.

As to French and German: the High School reports for 1891 show that French is now taught in all but four schools, and German in all but twenty-two. I know besides that all the staffs are competent to teach French, and about half of the twenty-two are competent to teach German. In most cases, the subject has been omitted by the Principal, simply to reduce the number of his classes. And if not all were competent, experience has shown that the High Schools would respond to any reasonable demand. The blame for the present state of affairs has for years been chargeable to the Universities, which have not constructed their Matriculation schemes in accordance with the capabilities of the Secondary Schools and have shown the Matriculant a consideration which has proved injurious to the interests of Provincial education.

There is, besides, another aspect of this question. Not all the present options for Matriculation have regard to subsequent University courses. The High School programme embraces the departments of Classics, Mathematics, Science, and Modern Languages, with History and Geography. The Matriculation courses recognize all properly, except Science, for which we have now four separate options: French and Chemistry, French and Physics, German and Chemistry, and German and Physics. This provision for Science is not in accordance with any known educational principle. It is simply the solution of a problem in Permutations and Combinations. In fact, the whole system of options is a compromise to meet the views of the partisans of

the different courses, based on the capabilities and requirements of the University.

(3) The omission of Greek examination deteriorates the quality of the University students.

The following table, compiled by the Education Department, shows the number of pupils in the different classes in 1891:

	Total.	Phy's.	Chem.	Maths.
1877....	9,327	2,108	1,647
1891...	21,811	6,406	5,066	6,339

These statistics show that a marked increase in other subjects has taken place, while a little in the number taking Latin is shown in the statement given on p. 58 of the report from which I have already quoted. Toronto University there has a marked increase in the number taking Latin, 132 taking it in 1890 and only 129 in 1891. The condition of Greek is, I believe, practically the same. The practical tendencies of the age, and the selfishness of the parents themselves, have, I think, been the cause of this. The consideration however, of the position in our High Schools will show that it has been another influence at work. A pupil who intends to take Greek and Latin in a well-organized school, and then Greek as soon as he can, will find the initial difficulties of Greek such a pupil is at the Primary School for two years and at Greek for two years. If Greek were made an optional course prescribed in it as at present, one would take it; all would be doing the easier option. If the course were prescribed in Greek as a favorite, because the easiest, the result, I need hardly point out, would be to the general interests of the student, Greek, alone, therefore, is the Primary option; and, as the result has, in almost every case, to the disadvantage of the modern languages, he cannot but be glad, if possible; thus to reduce the number of his classes and economize time.

(4) According to some, the omission of Latin in the Primary and Leaving Examinations is a disadvantage against Latin and favor Modern Languages.

So far as concerns all the languages, the advantages are, I believe, in favor of the view of the requirements of the University. Science is the most suitable option for a pupil who has not a University course in view. Science, again, is the option which the pupils who begin their studies in the ordinary High School course, and who are of young entrants, it has long been the most popular to take. French is the most popular. As a matter of

which entitles take the Science chiefly in Form II, III, and IV. Arrangements have all the advantage in a favorite examination option is that a large proportion of people have in view a teacher's not University Matriculation. The Science of the nineteenth century was Latin, German and Science; but this is offset by the fact that the University Matriculation and the examinations.

It is by some that the prescription of all candidates at the Junior Leaving is unfair to Classics and gives advantage. There may be some. About seven years ago, made obligatory for Second Class candidates. The opinion was then be contrary to the interests of the Science to confer a permanent and Professional teachers wholly untrained in Modern Science, and to ignore one of the developments of nineteenth-century Chemistry was then preferred of higher educational value, and more easily taught in the then condition of the High Schools. Leaving examinations were non-professional examinations, in favor of Science again prevailed; it was considered unwise to for Chemistry. Under these conditions the course for the University Matriculation scheme is obligatory on all candidates; the Education Department to make with Latin or Greek.

It is also objected, that, whereas the scheme of examinations equates the importance of the different options,

Department statistics have not shown the percentage of the forms doing the work below. In thirty-two schools (ten and twenty-two High Schools), so far (April of the present year, the percentage in each Form II (II doing the work for the Primary of

they are not of equal difficulty nor of equal educational value; that either Latin or Greek—and Greek, in particular—is equal to both French and German, or to an indefinite number of the Sciences. This is a matter on which, owing to the construction of human nature, some of the promoters of the different subjects hold opposite and extreme views. Without classifying myself, I may state my opinion. It is, I believe, far more difficult to reach in Latin or Greek, and especially in Greek, that state of proficiency in which the literary value of the language is fairly available, than it is to reach the same state in either French or German. The educational, not to speak of the literary value of Latin and Greek, when properly taught and given the necessary time, is greater than that of French and German; and, assuming the requisite mental maturity, it is easier to become fairly versed in a science than in a language, either ancient or modern. But for the ordinary High School entrant the Science option, which attaches less importance to mere memorization and more to correct observation and induction, is more difficult than a Language one. The practical value, however, of French or German is greater than that of either Latin or Greek. So, too, in the case of a science, the educational value of which, besides, is at least as great for the ordinary purposes of life, as that of a language; having due regard, of course, to the fact that, assuming proper receptivity, the science is more readily acquired. It is usually not difficult to determine the relative values of the subjects that constitute a department, for they are parts of an organized whole; but the determination of the relative values of Classics, Moderns, and Science, is a problem, incapable, I believe, of definite solution. The parties interested cannot agree on the conditions, and the conditions themselves vary from year to year in accordance with the changing requirements of our ever-progressing civilization. But the relative value of the different departments is not, I hold, a matter of prime importance, so far at least as our High Schools are concerned. What one department lacks in purely pedagogical value it makes up in greater and more available practical usefulness; and, so far as the languages are concerned, the real differentiation is more marked in the later than in the earlier stages of their acquisition. Most modern and progressive Universities also, as, for instance, London and Harvard, equate Greek, French, German, and some Science, and even so difficult a language as Arabic or Sanscrit. This course, we have reason to believe, has proved advantageous to the Universities and to the general public.

THE PRACTICABILITY OF UNIFYING THE MATRICULATION AND THE JUNIOR LEAVING EXAMINATIONS.

If I have succeeded in expressing the objections to the present examination scheme as strongly as I feel them, it will, I think, be conceded that the subjects for our Matriculation and Junior Leaving Examinations should, if possible, be unified, and that certainly the Matriculation percentage should be raised to that of the Junior Leaving Examination, which is at present the upper limit of our weakest High Schools.

Form	Latin	Greek	French	German
Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
10	41	1	43	10 1/5
87	30	4	35	12

be shown as showing approximately the percentage in the schools. The increased percentage in the Science courses, due to the fact that most who enter Form II, in the Science courses, are in Form II, in the Science courses. This is further shown by the statistics of the Primary last July 1, 1898 took 793 Latin; and 104 German. The department of view, of a large number in the Science courses, is shown from the fact, that of Form I, and II.) In 1898, only 2,743 took the Science course over 50 per cent. In 1899, only 2,743 took the Science course over 50 per cent. It will maintain that the percentage in Latin, or French, or German, is not a fair measure of the proficiency in Science.

Whether there can be a unification of subjects evidently depends upon the objects of these examinations. The object of our High Schools, or, as they have been well called, "the people's Colleges," is, by statute, two fold: to provide for the people a good general education of a better character than can be obtained in the Public Schools, and to prepare pupils for University Matriculation. The object of our universities is to provide that higher culture, which, unfortunately, must always be the privilege of the few. The object of the University and, in one aspect, of the High School, is, therefore, the same—to provide a liberal education for our citizens, the difference being merely one of degree; and, as the Matriculation examination is but the first step in the University course, the possibility of the unification of its subjects with those for the Leaving Examinations, depends simply upon the capabilities of the High Schools and the requirements of the Universities.

I now submit, as my contribution to this important discussion, the following scheme for the unification of these examinations and the harmonized therewith of the Primary—a scheme which, as I shall try to show, meets the objections to the present system as fully as they can be met in the present condition of our Secondary System.

PROPOSED SCHEME OF HIGH SCHOOL EXAMINATIONS.

Senior Leaving Examination.

HONOR PAPERS.

I. *Obligatory*:—English, History and Geography, Mathematics.

II. *Options*:—(a) Latin and Greek; (b) French and German; (c) Chemistry, Physics, Zoology and Botany.

Junior Leaving Examination.

I. *Obligatory*:—English (3), History and Geography (3), Mathematics (3), Physics (2).

II. *Options*:—(a) Latin (3), Greek (2), and French or German (2); (b) Latin (3), French (2), and German (2); (c) Latin (3), Chemistry (1), French or German (2); (d) Chemistry (1), Botany (2), and Zoology (1).

Of the above options, any one might be taken for a teacher's non-professional certificate, and (a), (b) and (c), for Pass Matriculation.

Primary Examination.

I. *Obligatory*:—English (2), History (2), Geography (2), Mathematics (2); Reading, Drawing, and the Commercial Course.

II. *Options*:—(a) Latin (2) and Greek (1); (b) Latin (2) and French (1); (c) Latin (2) and German (1); (d) Physics (2), and Botany (1).

The number in parenthesis after a subject above indicates the number of years of the course therein. In the case of Science it is assumed that the pupil takes up the subject with greater mental maturity than in the case of a language: not so much time is, therefore, necessary.

* Since writing this paper I have thought it might be found desirable to add another Primary option—French and German—for the sake of those who do not wish to take Latin. Such pupils could, of course, omit the Junior Leaving and take the Senior Leaving Examination, if they remained at school.

Modifications of Present

I. The course of study to be present with the following modifications:

(1) The course in Zoology to be respectively of any text book, and dissected and studied to be named.

(2) The courses in English Grammar and Arithmetic to be omitted in the Junior Leaving Examination, and in these subjects at the Primary as difficult as they are at the Junior Examinations; and these subjects to be omitted in IV, and at the Senior Leaving Examination.

(3) The examinations in Latin, and German prose authors to be on the poetical authors, when deemed prescribed.

(4) A larger amount of English Literature prescribed—whole works in every case at each examination one set of authors, an intimate acquaintance would be another (and the larger portion) general acquaintance would be theses in composition being selected the prescribed authors. This implies a description of authors, not of selections School Reader, for the Primary Examination.

(5) As now with Reading, Writing, and Education in the High School course of two lessons a week in Science to be for each division of Form I; Physics and Botany when flowers are available books not being used; there being no Departmental examination in Science except in the case of those who take Science option and whose special study subjects would begin in Form II.

II. The papers and standard for First Examination, the standard being marks for each paper and half of the marks obtainable.

III. Supplemental Matriculation Examination to be abolished.

EXPLANATION AND DEFENCE OF THE

A brief explanation of some parts of will not be out of place.

FIRST, AS TO THE COURSE.

The scheme, I believe, correlates the present conditions of the Secondary permit, the High School and University. The Senior Leaving Examination of all the Blake scholarships but two, Classics, and Moderns and Science groups cannot be prescribed for this. This defect is due to the fact that for First Class teachers, the examinations include the Honor courses in English, and History and Geography. Additions to the proposed necessary present an examination beyond of the average candidate and the School. The Junior Leaving Examination the options (a), (b), and (c), Mathematics, a Modern Language,

with a sub-department of History and a matriculant, therefore, may select a University course, so far as the High Schools are concerned, it, before he enters the and can secure special preparation. He also enters with a knowledge of at least one modern language and of that science which is the foundation of the other sciences and which the High Schools are now competent to teach. This course should be made obligatory; but the High Schools would not justify this.

Not all, as I have shown, are to teach both French and German; and I have proposed would, with one Modern Language, make a larger demand on the matriculant than the scheme which now the Universities refuse to do else, as is suggested in the University course referred to, the High Schools will be required to take the changed circumstances. The option (d) for both the Senior and Junior Examinations is necessary in the case of the Public School teacher and of the High School pupil, who has neither the inclination to take up properly an modern language.

Options for the Primary correspond to those for the Leaving Examination, and I think I am claiming that the scheme as a whole for the courses for the different examinations will, no doubt, see that it is the present discrimination against the Modern Language on an equal footing with the other in the High School programme. It is more important still, besides a rational one, it provides a system of examinations adapted to the requirements and the High School pupil who has in view a University certificate nor a University pupil, indeed, whose claims should be considered in any scheme of secondary

education proposed by some in the interests of the Matriculant, to make Latin or French or German a compulsory subject at the Primary or at least at the Leaving Examination. This proposal could be entertained. Not all candidates for the Primary are able to attend a High School; and, consequently, an option for a Modern Language course is indispensable. For the other, and still graver objection, the High School pupil for whom the Primary is the medium of a language presented to him is not so educationally advanced as Latin and Botany when taught as they are in most of the High Schools. If, in a modern language, or Latin and a Modern Language were made obligatory at the Junior Leaving Examination, we should have an undesirable result with the organization of our High Schools. Candidates who had taken science would attempt to acquire the language in a year. I need not, I am sure, state the value of a language so early acquired. And, at the advanced age of matriculation. An elastic and harmonious

system of options is all that is needed, or should be expected.

Objections have been taken to Zoology, some to the text-book, and others to the subject itself. As to the book: it is now no longer authorized; the teacher may use whatever book he pleases, and the plan I suggest in reference to this subject meets any difficulty on this score in the best way possible. The more we make of the teacher and the less we make of the text-book in every department, the better for the pupil and the better for the public. The subject of Zoology itself is, I find, in the schools where it is properly taught, one of the most popular and interesting on the programme. A Science course, too, which would ignore one of the two manifestations of life would be a lop-sided one, productive of narrow and erroneous views on the part of the ordinary student, besides being an inadequate preparation for a University Science course. We must not forget, either that, from the educational standpoint, Zoology has as much right to a place in a Science course as French or German grammar has in a Modern Languages course. Language teachers will also, no doubt, see that, without Zoology, the proposed Science option for the Junior Leaving Examination would not be nearly so difficult as any of the others. On the effects of such an arrangement I need not expatiate.

As to the omission of English Grammar and Arithmetic: Our schools are so organized that no matriculant could enter a University without a fair acquaintance with both of these subjects. I do not undervalue an accurate knowledge of the logical structure of our language or of the principles of numbers, or the mental training given by either; but, I do maintain that they now receive an unnecessary amount of attention. I object to philological discussions beyond the capacity of High School pupils and to mere memorization of unimportant facts, and I object just as strongly to the theory that, to be a good arithmetician, a boy or a girl should have solved in school, every conceivable form of problem. After a course in Forms I. and II., the pupil who reaches Form IV. will attack the higher problems in language and numbers with more zest, greater mental capacity, and a wider range of cognate knowledge. The omission of these subjects will also allow of more thorough work in the others and will lighten the labor of school organization. In educational matters Ontario is a law unto itself; but it will not be amiss to remember that there is no other country in the wide world in which so much time is given as we give, to English Grammar and Arithmetic.

The limitation to sight work, of the examination in Latin, Greek, French, and German prose, while poetical authors may be prescribed, needs no justification. It is as far, I think, as we should go in this direction at present. Such a course would reduce the course of cram and would do more than anything else to make language study what it may be, and what, in most cases, it certainly is not now, a powerful instrument of intellectual training.

As to the English Literature: The object of a High School course is, I take it, to form in pupils good literary taste and the habit of intelligent and appreciative reading. This habit can be acquired only by the minute study of a comparatively

limited course and whether such a course will develop taste depends infinitely more on the culture and the zeal of the teacher than it does on school programmes or examination papers. But really satisfactory results can be secured only by extended familiarity with our best authors. It is, I believe, generally felt that for the proper cultivation of taste, the amount of English Literature now prescribed is quite insufficient. This defect many schools remedy by a system of supplementary reading which indeed, should, under any circumstances, be maintained; but, as not all have adopted this system, and in some quarters an examination is the most powerful incentive, it would be well to adopt the system proposed above, which is but a reproduction of the very admirable system now adopted in the department of English Literature in the Provincial University.

The course proposed for the Primary would, I am sure, prove defective were no Physics and Botany taken by all pupils, no matter what their options might be. For the purpose of general education, my suggestion is a proper one; and it has already been adopted in some of our best schools. It would also secure for the pupil one year's study of Science in Form I, and would allow Botany to be, what in the nature of the subject it should be, the first science taken in the school programme.

The general scheme I submit for your consideration ignores the question of the relative values of the different departments. The examiner will simply assume on the part of the pupil such knowledge of the subject as may be fairly expected after a course of the prescribed length of time. The matter of organization may be safely left to the judgment of the High School Principal.

SECONDLY, AS TO THE STANDARD.

I take the position that the present capabilities of our High Schools and the evils of a low July percentage for matriculation necessitate the higher percentage proposed. These evils are intensified by the existence of supplementals which have no justification, I maintain, either in reason or in expediency. The bad effects on the Universities are made still worse by the vicious system of, in some cases, an apparently unlimited admission of non-matriculated students. The High School master who guards the door of his school with the High School Entrance examination needs no mentor on this subject. A scarcity of students, as every one knows, does not justify the present laxity of admission into our Universities. - Nor can it be justified on any educational ground.

As to the Supplemental: Those who defend its maintenance, apparently assume that the candidate who passes in some of the subjects in July and in the rest in September is as well prepared as the candidate who in July passes in all the subjects at once; that, assuming the papers to be as difficult, there is no real lowering of the standard in September. This is on a par with the argument that the man who can lift two-hundred weight at once is not stronger than the man who can lift them only one by one. If supplementals were maintained, the examiners thereof should, of course, be the same as those at the July examina-

tion; but any argument that the standard should be lowered applies also to the Junior and it would be unwise, not to put into motion in September the expensive machinery of the Board. Some maintain, and I think rightly, that it is unjust to put back for a week a candidate of a slight failure a young man who has failed the average candidate, or to reject a candidate who has failed a little in some departments; and that, to make good these cases, a supplemental is indicated. To this reasonable objection, the Board has only to say what the Education Department does at the Entrance Examination; in all such extenuating circumstances the Board must pass judgment upon the candidate. It is better to pass a candidate at the July examination than put him and the University to the expense of a second examination. The influence of a University depends upon the numbers it has on its roll than on the work done by its faculties.

Before I close, let me examine briefly the objections I have heard urged against the proposed percentage.

The main one is the alleged inability to desire a University course to qualify for a standard at the age when a University course should begin. Let us see what the numbers are on this point. Of 1,496 who last July obtained Primary certificates, thirty-seven were only sixteen years of age or under. If these were to be admitted to a supplemental study would, of course, fit them for the Junior Leaving—and of 1,008 who then obtained Leaving certificates, nearly forty were only seventeen years of age. When we consider that most of those who take these examinations are teachers' sons, and therefore, older than the average, the significance of the figures is plain. It is surely time enough to begin a University education at the age of seventeen, when the supplemental is a *deus ex machina* certainly not pass or might have been but the theory that a University course is available even for the intellectually weak is actually stolthful, is not justifiable on any able grounds whatever. My own opinion is that it might be a good thing in many of our Universities and the Ontario Board did not attempt an education which was not fitted them to receive.

Another objection is that raising the percentage would reduce the attendance at the University and exact too much from the High Schools. The latter objection I need not deal with. The Provincial University is concerned with the attendance would, for a time, be suffering in disguise. The University Board I have already referred to shows that the departments is crowded, and cannot

...the standard would for a
...reduce the attendance, but
...In the meantime, that
...endowment which is now un-
...would become productive, and
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...concerned, there need be no fear
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...for a higher Matriculation stand-
...of one of them has of late
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...Such a change assumes, of course,
...the re-organization of Matriculation
...for no honorable man or body
...support a high standard for July
...maintain a low one in Sep-

...I might almost omit. It is
...that a higher percentage would shut
...of a University education, the
...who do not take kindly to, or are
...well equipped for, the preparatory
...that their exclusion would weaken
...of the University and deprive such
...educative associations of University
...is an exotic; it is based, I be-
...ception of the function of a Can-

adian University, and is not in sympathy with the
trend of sentiment on the American continent. In
the last century, as is well known, the great Eng-
lish Universities were, and to a great extent are
still, primarily, places for spending three or four
pleasant years, only incidentally places of instruc-
tion. With late breakfasts, singing, tennis, foot-
ball, and various other amusements and social en-
gagements, the *pass-man* (the prototype, in some
ways, of our unfortunate *pass-man*) has little time
for study, and unless he is much belied, he feels the
want of it just as little. He acts in accordance
with the theory, probably shared by his parents,
that he entered the University in order to enjoy
himself and form useful social connections.* I do
not undervalue the educative influence of Univer-
sity life, and above all, of personal intercourse with
a faculty, each member of which has an enthusiasm
for learning and a lofty ideal of a professor's duties;
but we have not yet an established plutocracy,
much less an established aristocracy. It will be
time enough, I trust, to deal with this question
when it has pleased Providence to afflict us with
these blessings. In the meantime, let us work out
the solution of our educational problems in the
spirit and with the aims of a democratic people.

*See Bryce's "The American Commonwealth," Part VI, Chap
XI. These three sentences are adapted from this chapter.

