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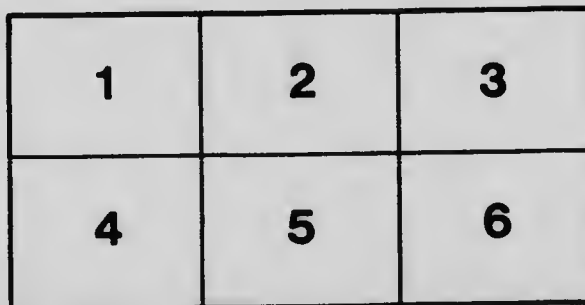
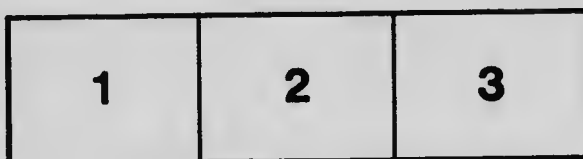
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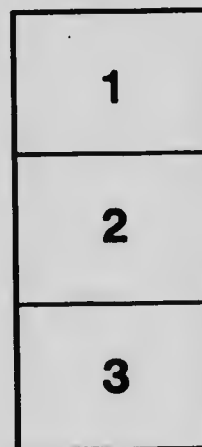
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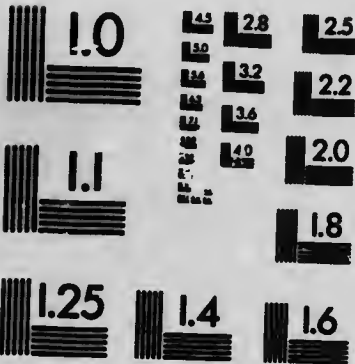
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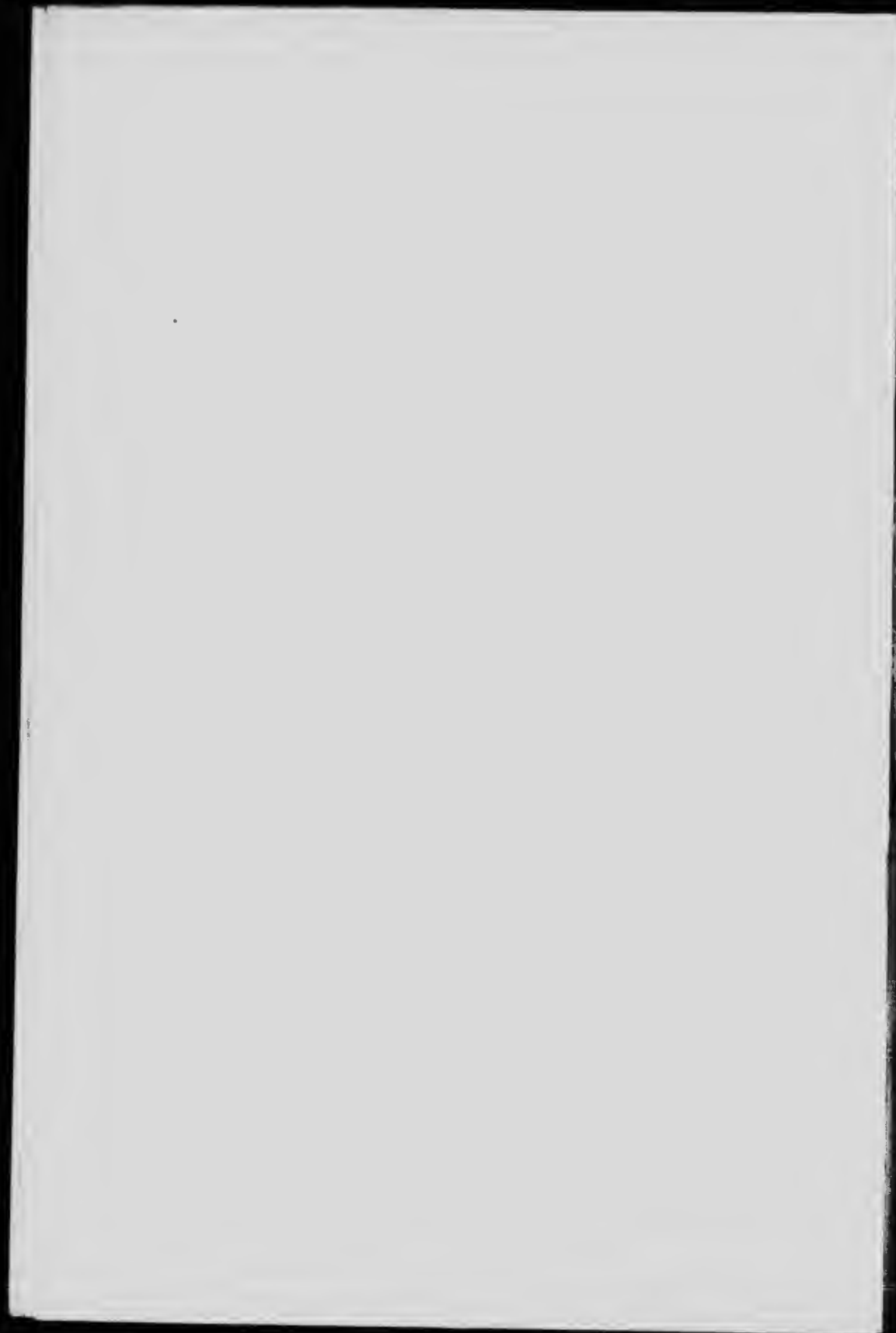
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**The First, Second, Third  
and Fourth**

# **Conferences**

**OF THE**

# **Canadian Universities**

**HELD AT**

**Montreal, 1911**

**Toronto, 1915**

**Montreal, 1916**

**Ottawa, 1917**

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**SASKATOON, SASK.**

**1917**



G.

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WOLFE BOULEVARD  
MONTREAL

**SASKATOON, SASK.**

**1917**

Conference



# Conference of Canadian Universities

## OFFICERS

1911

Principal William Peterson, Chairman  
J. A. Nicholson, Recording Secretary.

1915

President R. A. Falconer, Chairman  
James Brebner, Recording Secretary.

1916

Sir William Peterson, President  
President J. A. Maclean, Vice-President  
President Walter C. Murray, (Secretaries and  
President A. Stanley MacKenzie (members of Executive  
Dr. J. A. Nicholson, Recording Secretary.

1917

President R. A. Falconer, President  
Monsieur l'Abbe Emile Chartier, Vice-President  
President Walter C. Murray, Secretary-Treasurer  
President A. S. MacKenzie (Additional members  
Dean Frank D. Adams (of the Executive  
Dr. J. A. Nicholson, Recording Secretary.

1918

Monsieur l'Abbe Emile Chartier, President  
President Walter C. Murray, Vice-President  
Dean Frank D. Adams, Secretary-Treasurer  
Dean James Cappon (Additional members  
Chancellor C. C. Jones (of the Executive

## First Conference of Canadian Universities

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**T**HIS Conference was held in McGill University, Montreal, on June 6th 1911, to discuss the questions suggested for consideration by the Congress of Universities to be held in London in 1912 as well as for the consideration of any other questions of general interest. There were present:

- Dr. W. Peterson, Principal of McGill University.
- Dr. Robert A. Falconer, President of Toronto University
- Rev. Dr. Nathaniel Burwash, Chancellor of Victoria College, Toronto
- Dr. N. C. James, President of Western University, London, Ont.
- Walter Scott W. McLay, M.A., Dean of the Faculty of Arts, McMaster University, Toronto
- Dr. John Watson, Vice-Principal, Queen's University, Kingston, Ont.
- Rev. J. J. Tompkins, M.A., Vice-President, St. Francis Xavier College, Antigonish, N.S.
- Dr. Walter C. Murray, President of the University of Saskatchewan, Saskatoon, Sask.
- Rev. Dr. R. A. Parrock, Principal of Bishop's College, Lennoxville, Que.
- Rev. W. J. Murphy, O.M.I., Rector of the University of Ottawa, Ottawa, Ont.
- Dr. Cecil Charles Jones, Chancellor of the University of New Brunswick
- Rev. Canon Gaspard Dauth, Vice-Rector of Laval University, Montreal
- Dr. David Allison, President of Mt. Allison University, Sackville, N.B.
- Dr. Archibald B. Macallum, Toronto University, Toronto
- Rev. Dr. J. P. B. Llwyd, Vice-Provost of Trinity College, Toronto
- Dr. John Forrest, President of Dalhousie University, Halifax, N.S.
- Dr. F. P. Walton, Dean of the Faculty of Law, McGill University
- Dr. D. A. Murray, Professor of Mathematics, McGill University

Principal Peterson of McGill University was elected Chairman, and Mr. J. A. Nicholson, Registrar of that University was asked to act as Secretary. The Chairman called upon Dr. Roberts, Secretary of the Congress of Universities, who was present by invitation, to address the Conference on the aims of the Congress and the matters which it is considered might be discussed with advantage to all concerned and on which some agreement in the direction of uniformity might possibly be reached. Dr. Roberts first gave the history of the movement which culminated in the formation of the Congress, and stated that in his opinion the questions of prime importance were: a uniform matriculation standard, in so far as this might be possible, the interchange of professors and the comparison and equalization of standards. In connection with the interchange of professors, he laid some stress on the advisability of having what might be called Travelling Professorships established in such subjects as Economics, Economic History and Constitutional History. There might even be special professorships or lectureships founded to promote the study of a very absorbing topic—existing empire conditions. Such professors would spend a certain time at each University, not only lecturing but also learning of the economic and other conditions of the country, thus enriching their knowledge and enabling them to form broad opinions whilst at the same time they carry the benefit of their experience and the knowledge they have gained to the Universities visited in turn. Another point emphasised by Dr. Roberts was that there should be established some central bureau where statistics regarding all Universities in the Empire might be available and where information might be obtained regarding the character and strength of each University along any special lines which may have been developed by it, so that students desirous of prosecuting any particular branch of study might be able to know where this could best be provided. He thought also that in connection with this bureau there could be established an appointments bureau, the Head of which, on account of more or less intimate knowledge of professors in the different Universities might be able to recommend persons for vacancies in any University in the Empire. He also touched on the necessity of making people realize their duty towards the University in a financial way by comparison, if possible, with what is done to this end in other countries, as well as in any other legitimate way.

Dr. Roberts in conclusion, wished to emphasise the fact that the programme submitted by the home committee was

merely suggestive and that it was open to any University or group of Universities to suggest other questions than those mentioned in the programme for consideration.

Dr. Falconer of the University of Toronto gave an account of what action had been taken by the authorities of that University with regard to the programme of subjects suggested for discussion by the Congress, which was as follows:

No definite opinion was expressed on any one head but a number of additional questions which they thought worthy of consideration were sent on to the home committee so that they might, if they thought well, make a selection from them or substitute some of them for those already proposed for discussion. Dr. Falconer suggested that the home committee should ask the different Universities to send on their opinions on the different points and that a digest of these opinions should be sent by the Secretary to all Universities in good time so that they might have some knowledge, before the Congress met, of the views entertained by each on the subjects which were to be introduced for discussion, in this way possibly saving time and enabling the representatives more easily to reach a conclusion. This suggestion recommended itself to the Conference and Dr. Roberts, as Secretary of the Home Committee, was requested to inform them accordingly. Among the different questions sent for consideration by the University of Toronto were:

- (1) Superannuation and pensions.
- (2) Central Appointment Bureau.
- (3) Should the University advertise vacant positions?
- (4) The University in regard to Postgraduate and Professional Schools.
- (5) Equivalence of Ph.D. and D.Sc. degrees.
- (6) Exchange of University publications.

The different representatives of the Universities were then given an opportunity to express themselves in a general way on the programme and to state which of the subjects there mentioned, or any others not there mentioned, they considered of prime importance and worthy of discussion at the Congress. Among the subjects not mentioned on the programme the following were considered by one or other of the speakers to be of sufficient importance for discussion:

- (1) The relation of the residential system in University life to colonial and imperial conditions.

(2) The relation of general to special education. What part of the four year course for the degree of B.A. should be devoted to general and how much of it to special work.

(3) The relation of the alumni to the University.

(4) The value of a Degree from a Colonial University as compared with one from a British University.

In the general discussion that followed several other points were touched upon. One in particular was clearly brought out, namely that graduates of Canadian Universities go to the United States and even to Germany, to pursue post graduate work, in preference to British Universities, and chiefly for the reason that the different courses for doctor's degrees are not indicated with sufficient clearness or are not made prominent enough in the calendars issued by the latter. It was suggested that more attention might be paid to this matter by English Universities in order that more of our graduates might be led to obtain what they want, within the bounds of the Empire.

The first questions on the programme to be taken up were 1 and 2 of section 4. "The conditions of entrance to University degree courses and the possibility of equivalents and mutual recognition of entrance tests to degree courses." It was pointed out that the first step towards uniformity in the value of degrees was the entrance examination test, and that all subsequent work, as well as the allied question of interchange of students, depended to some extent on this. The Conference recognized the impracticability of having a uniform entrance examination even for any considerable part of the Empire, to say nothing of the whole Empire, but it was thought quite practiceable to lay down a minimum standard for admission. In this connection Dr. Roberts spoke of the several Board and University examinations which are being conducted in Great Britain, and of the certificates granted which are accepted either in whole or in part for entrance to the Universities there. He thought that these certificates might well be accepted by Canadian Universities without question, at least for the greater number of subjects, and in response to the wish of the Conference, he undertook to give the Canadian Universities a list of these examinations, accompanied by an estimate of their value for admission to the Universities in Great Britain. After considerable discussion on this

question of the matriculation examination it was decided to appoint three committees to study the whole question, so far as their respective divisions are concerned, and to report as to the possibility of establishing more of less uniformity in this matter. These committees are as follows:

For the Western Provinces:

Dr. Murray of Saskatchewan University.

Dr. Allen of Manitoba University.

Dr. Tory of the University of Alberta.

For the Maritime Provinces:

The Principal of Dalhousie University.

Dr. Jones, Chancellor of the University of New Brunswick.

For the Central Provinces:

Principal Peterson of McGill University,

President Falconer of Toronto University.

Principal Gordon of Queen's University.

The next question considered was the interchange of University publications and Dr. Falconer was appointed convener of a Committee consisting of himself and two others, to be named by him, to look into the whole question and to formulate report.

The third matter discussed was University extension work and provision for the education of students not proceeding to a degree. In this connection four points were dealt with, namely, (1) training for commercial life, (2) training for agricultural pursuits, (3) Music, and (4) military instruction.

With regard to Music a decision was reached as to uniformity of action on the part of Canadian Universities, and it was resolved, on motion of Dr. Murray of Saskatchewan University, that the Universities should take upon themselves the conduct of examinations in this subject throughout the Dominion and the granting of certificates on the strength of these examinations, this to be done by means of an Advisory Board, or otherwise, those Universities which provide teaching in the subject to take the initiative and in the meantime to conduct the examination, the other Universities to be admitted to a share in the conduct of the work when they establish teaching departments in Music.

In connection with the question of instruction in Military subjects, the proposals which have been made by the

Dominion Government for the establishment of officers' training corps at the Universities was discussed and it was the unanimous opinion that the whole expense of providing this instruction should be borne by the Government. This opinion was expressed in the form of the following resolution which was moved by President Falconer and seconded by Rev. Canon Dauth: "This Conference is of the opinion that in consideration of the immense services that may be rendered by the Universities in training officers for the Military service of the country in connection with the officers' training corps, the Federal Government should assume the entire responsibility for the expenditure required to carry out the scheme."

It was resolved that the University representatives should be again invited to convene in Montreal on their way to the Congress in London, if this should be thought necessary\* in the judgment of the Central Committee which was named as follows: Principal Peterson, President Falconer, Dean Cappon, and Canon Dauth. This Committee was also authorised to carry on all correspondence and call for reports, etc., in the meantime.

\*No formal meeting was held.

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#### STATEMENT ISSUED BY THE CONGRESS OF THE UNIVERSITIES OF THE EMPIRE.

A Preliminary Conference of representatives of the Canadian Universities was held at Montreal on June 6, 1911, convened by Principal Peterson of McGill University and President Falconer of Toronto University.

Dr. Roberts, the Secretary of the Congress, attended the Conference as representing the London Committee, and submitted on his return a report the substance of which is appended.

It is clear that the Montreal Conference proved of great value, and it has appeared to the London Committee desirable to give the other Overseas Universities the opportunity of seeing the report, on account not only of the valuable suggestions contained in it, but also in the hope that similar local conferences may be arranged in other parts of the Empire.

21 July, 1911.

### DR. ROBERTS' REPORT.

The invitations to the Conference were sent out by Principal Peterson, of McGill, and President Falconer, of Toronto, jointly. Of the 19 Universities invited, 17 accepted the invitation, although at the last moment the representatives of the Universities of Alberta and Manitoba were prevented from attending.

The two Universities that did not accept the invitation were among the smallest, *viz.*, King's College, Windsor, and Acadia.

Principal Peterson was voted into the Chair. He briefly addressed the Conference, reminding them of the Allied Colonial Universities Conference of 1913, in which Sir Gilbert Parker and he had taken an active part. He then introduced me as Secretary of the Congress of the Universities of the Empire, said that I had come over specially to be present at the Conference, and asked me to speak.

I very briefly explained to the Conference the steps that had been taken in England in convening the Congress, and what arrangements had already been made. I stated that the Home Universities Committee, which would meet later in the summer, to consider the replies from the Overseas Universities, were extremely anxious to have the views of the Universities in each country or Dominion as to the subjects to which prominence should be given at the Congress. They hoped that as the result of the preliminary discussions held, it might be possible to formulate the questions of chief importance upon which practical action might be taken. I instanced a few questions which seemed to be attracting attention in all parts of the Empire. One was whether any common understanding was possible among the Universities of the Empire as to the extent to which they could recognize each other's entrance examinations; another was the desirability of increased facilities for Post-Graduate Study; a third the possibility of some plan for the interchange of Professors; a fourth what could be done by Universities in regard to the after-careers of their students. There was further the whole question of the financial support given from public sources to Universities in the British Empire, as compared with the provision for University education made in other countries. There was finally the suggestion made by Principal Peterson and others that a central bureau should be formed to furnish information to the Universities of the Empire upon these and other questions. I reminded the Conference that the provisional paper of subjects sent out was



submitted purely as a basis for discussion, and that we trusted the deliberations of the Conference would crystallise the views of the Canadian Universities upon the most important questions, and especially as to those concerning which practical action might be possible.

The Chairman then stated that the University of Toronto had given very careful consideration to the paper of subjects, and had arrived at certain views which he invited President Falconer to explain to the Conference.

President Falconer stated that the Senate of Toronto University had appointed a special Committee to consider the draft paper, and that the Committee had drawn up a very full statement of their views, suggesting the addition of certain subjects and a rearrangement of the headings. This statement President Falconer read out to the Conference.

The Toronto made one very valuable suggestion, viz: that when the final agenda paper had been settled, it should be submitted to all the Universities with a request that they would prepare a short memorandum upon each of the topics in so far as they affected the University in question, and that these opinions, or a digest of them, should be printed and circulated to all the delegates before the meeting of the Congress in 1912. President Falconer pointed out that it would be of very great value to have the mature judgement of all the Universities of the Empire upon the more important questions.

The Chairman then invited the representatives, taking them one after another, to state what had been done in their particular Universities in the matter.

It did not appear from the discussion that many Universities had formally considered the paper of subjects. The discussion was desultory, and at the morning sitting ranged over the whole list of subjects. I listened to the discussion with the view of endeavouring to see which subject was touched upon most frequently and seemed from the manner of the speaker to be regarded as a question of importance. Gradually as the discussion went on, it became clear what questions were emerging as really vital, and of these the most prominent was the increase of facilities for post-graduate study in the Universities of the United Kingdom. It was pointed out by one speaker after another that students who, having taken the initial degree of B.A. in a Canadian University, wished to pursue a post-graduate course and take a

higher degree in some other University, were at the present time going chiefly to the American and German Universities. It was said by one speaker that 95 per cent. of the Canadian post-graduate students go either to the American or the German Universities and not to the British Universities. The reasons given were, in the first place, that the British Universities do not furnish clear and full information as to the post-graduate courses that were possible in the way that the American and German Universities do. A young professor whom I met afterwards, told me that he had been anxious to go to Oxford and had failed to get from Oxford the information that he wanted, and finally he had obtained it from a pamphlet published in America by American students, prepared by themselves for their own use. In the second place, the American Universities offer fellowships or studentships to post-graduate students, and often award these on the nomination of the University sending the student. A former professor of Queen's, Kingston, whom I met told me that whenever he had a good post-graduate student, he could always get for him a studentship at Harvard. The third point was, that the post graduate-students who are hoping eventually to obtain professorships must, as an essential qualification, obtain a Doctor's degree, and they therefore choose Universities where it is possible to obtain a Doctorate by post-graduate work within a reasonable time. They said that if a B.A. of a Colonial University went to Oxford or Cambridge and pursued a post-graduate course of study for two years, the only degree he could get would be again the Bachelor's degree, which was of no use to him from the point of view of obtaining an appointment. If it were possible to obtain a Master's degree it would be a real step forward, although what the student most desired was a Doctor's degree.

Upon this question the opinion was unanimous that both from the University and the Imperial points of view it was of supreme importance that something should be done without delay to divert the stream of able Canadian students from America and Germany into the United Kingdom. It was pointed out that with the rapid growth of Canada, and the consequent founding of new Universities there was a large demand for University teachers, and the opinion was strongly expressed that the Universities would greatly prefer to have professors who had pursued their post-graduate work in the United Kingdom rather than in the United States. Even the University of Laval, the French Roman Catholic University, was entirely at one with the other Universities

on this matter, and in my interview later with the former and the present Rectors it was put to me strongly that they very much preferred that their post-graduate students should go to England rather than to one of the Continental Universities, because, for one reason, they would have the opportunity in England of becoming proficient in English—a matter of importance if they were returning to Canada, seeing that, although the work of the University of Laval is carried on in French, the other Roman Catholic Universities in Canada use the English language.

The question of next importance seemed to be the necessity of some understanding as to Entrance Examinations. The Chairman pointed out that they had not yet even in Canada itself agreed among themselves as to the recognition of each other's examinations, and that as the standard of admission was different in different Universities it was very difficult to settle upon any common admission examination. I was asked to say what had been done in England, and I described the arrangement which has for the last seven or eight years been working between the Universities of Oxford, Cambridge and London, in which the Universities of Manchester, Leeds, Liverpool and Sheffield have now joined. It was pointed out that the question was a very important one, because upon the standard of admission depended to a large extent the importance and status of the degree.

There was some discussion as to the standards of attainment in the province of Ontario, and it was stated that some of the Canadian Universities have now lost their power of fixing the standard for matriculation, by the arrangements made with the State Educational Authority as to school examinations. In answer to this, President Forrest, of Dalhousie, urged that the matter might be quite easily dealt with by the University—while accepting the school examinations—fixing its own percentage of marks for admission to the University, *i.e.*, if a Pass in the school examination could be obtained on 30 per cent. of the marks the University might say that they would admit as a matriculated student no one who had not obtained 60 per cent. of the marks.

The Conference recognized the impracticability of having a common University entrance examination even for any considerable part of the Empire, to say nothing of the whole Empire, but it was thought that it might be practicable to lay down a minimum standard for admission.

I was asked to furnish the Conference with a list of the

Universities in the United Kingdom which accept each other's entrance examinations with particulars about the examinations.

Another question about which there was some discussion was the Interchange of Professors, the importance of which was very strongly urged by some of the speakers.

Other questions which were raised by one or other of the speakers were the following:

(1) The relation of the residential system in University life to Colonial and Imperial conditions. This question seems to be of special interest to the smaller denominational Universities.

(2) The relation of general to special education. What part of the four years' course for the degree of B.A. should be devoted to general work, and how much of it to special work.

(3) The relation of the alumni to the University—whether they should have direct representation on the governing body.

(4) The value of a degree from a Colonial University as compared with one from a British University.

Finally, the question of the formation of a central bureau was discussed. This was warmly advocated by President Falconer and Principal Peterson, and met with strong support. Principal Peterson pointed out that such a bureau would be of great value as a storehouse of information and a means of facilitating intercommunication between the Overseas and Home Universities.

The afternoon sitting was devoted chiefly to going in detail through the draft paper of subjects. Upon the question of the Interchange of University publications, a special Committee was appointed to prepare a report, of which Dr. Falconer was appointed convener.

The last subjects in the list, *viz.*, the relationship between Universities and Technical Schools and the provision for other than Degree Students, were regarded as of great importance, and the desire was expressed for information as to the latest developments in the department of Commercial Education.

Matters of local interest not especially related to the Congress were then raised, and a resolution was adopted with regard to uniformity of action on the part of Canadian Universities in regard to Music, while a resolution was adopted unanimously, moved by President Falconer, and seconded

by Canon Dauth, on the question of instruction in military subjects. The resolution was to the following effect:-

"This Conference is of the opinion that, in consideration of the immense services that may be rendered by the Universities in training officers for the Military service of the country in connection with the Officers' Training Corps, the Federal Government should assume the entire responsibility for the expenditure required to carry out the scheme."

The raising of these subjects was interesting, as showing that the Conference was found to be immediately useful quite apart from the Congress of next year. It seems likely that one general result of the Congress—whatever effects its deliberations may have—will be that local conferences of representatives of Universities in different parts of the Empire will become a permanent institution.

It was finally resolved that the Conference should be called together next year, probably just before the delegates would be leaving for England to attend the Congress.

Principal Peterson (McGill), President Falconer (Toronto), Dean Cappon (Queen's), and Canon Dauth (Laval), were appointed an Executive Committee to deal with any business that might arise before the next meeting.

After the Conference I went to Toronto, Ottawa, and Quebec, so as to visit types of the three classes of Universities, viz., (1) the large independent Universities supported either by endowment or the State, like McGill and Toronto; (2) small denominational Universities like McMaster, Victoria, and Trinity; and (3) the Roman Catholic Universities like Laval and Ottawa.

In private conversations with heads and professors of these Universities, I found the impression I had gained at the Conference confirmed—that the question of enlarged facilities for post-graduate study was regarded as of prime importance from the Canadian point of view.

Time did not admit of visits to the Universities of the West—Manitoba, Alberta, and Saskatchewan; but I had a very interesting talk with the President of the University of Saskatchewan, who gave me the opportunity of seeing the plans of the magnificent buildings which they are proposing to erect.

## Second Conference of Canadian Universities

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The Second Conference of Canadian Universities was held June first, 1915, in Toronto University. The following Universities were represented.

Alberta: President Tory.  
British Columbia: Dean Brock.  
Dalhousie: President MacKenzie.  
Laval: Rev. Professor Vachon.  
Manitoba: President MacLean.  
McMaster: Chancellor McCrimmon.  
Mount Allison: Professor McKiel.  
McGill: Principal Peterson.  
New Brunswick: Professor Macdonald.  
Queen's: Dean Cappon.  
Ottawa: Rev. Rector Rheume.  
Saskatchewan: President Murray.  
St. Francis Xavier: Vice-President Tompkins  
Professor Bucknell.  
Toronto: President Falconer, Principal Hutton, Chancellor Bowles, Provost Macklem, Dean Baker  
Dean Clarke, Dean Ellis, Dean Pakenham,  
Dean Fernow, Professor Macallum.  
Western: President Braithwaite, Professor James.

President Falconer was unanimously elected Chairman, and Mr. James Brebner, Secretary.

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The following programme was submitted, and the topics suggested were discussed in so far as time permitted:—

### A.—STANDARDS FOR DEGREES—Undergraduate, Professional and Postgraduate.

- (1) Matriculation.
- (2) Length of course for degrees.
- (3) Honor Courses.
- (4) Postgraduate work.

### B.—TRANSFER OF STUDENTS.

- (1) Equivalents in curricula.
- (2) Good standing required from students.
- (3) Evaluation of certificates issued by Education Departments.

- (4) Relation of University degrees of the several Provinces to Professional Societies.

**C.—STUDENT LIFE.**

- (1) College Athletics.
- (2) Officers' Training Corps.
- (3) Halls of Residence and rules for resident students.
- (4) Greek Letter Societies.

**D.—ADMINISTRATION.**

- (1) Sources of Income of Canadian Provincial Universities.
- (2) Methods of Appointment and Promotion.
- (3) Form of Permanent Organisation of Conference.

After considerable discussion, the following action was taken with regard to matriculation requirements:—

On motion of Principal Peterson, seconded by President Tory, it was unanimously agreed that it is desirable in the general interests of university teaching throughout Canada to secure as great a degree as possible of equivalence in the subjects of Junior Matriculation, and that with this aim in view a Committee be appointed to examine into existing systems, including standards, and report. Subsequently, the Conference named as the Committee, President Tory (Chairman), President MacKenzie, J. A. Nicholson, Registrar of McGill University, and Dean Pakenham. In this same connection it was moved by President Tory, that this Conference go on record as impressing upon the Universities the necessity of living up to the matriculation standards for students proceeding to degrees in all the Universities. On motion of Professor Cappon, seconded by Principal Peterson, the request from the Council of Higher Education, Newfoundland, for the recognition of Courses on which their students would be admitted to the Third Year in the Faculty of Arts of other Canadian Universities, was referred to the Committee on Matriculation.

An interesting discussion arose over the possible effect of reducing the undergraduate course to three years, with the extension of the High School period by one year. Some time was spent on the definition of an "Arts" subject.

Dean Brock raised the question of the advantages or disadvantages of the length of the session in Canadian Universities as compared with that in vogue in the Universities of the United States. In general, the conclusion reached



was that for the present in Canada the shorter session should be continued. On motion of President Murray, seconded by President Tory, President MacKenzie, Professor Cappon and President MacLean were appointed a Committee to investigate and report.

Before adjourning for luncheon, which was served in the West Hall, Professor Cappon moved that President Falconer, President MacLean, Principal Peterson, and President Tory be appointed a Committee to draft a constitution and to nominate officers for the next Conference. The report of the Committee on Organisation named as President, Principal Peterson; vice-President, President MacLean; Secretaries, President Murray and President MacKenzie; and that the next Conference should be held in May, 1916, at McGill University, Montreal. It was agreed that each University be represented by the President, or his nominee, and not more than two of the Staff.

The question of Legal Education was introduced by President Murray. After discussion, it was agreed that each University having a Law School, should name a representative on a Committee to secure information, and report to the next Conference, it being understood that the Committee should consult authorities on the subject.

President Tory brought up the question of the recognition of Courses of Instruction in Medicine by the Universities in the East, indicating that satisfactory arrangements had been made as between the University of Alberta and the University of Toronto and McGill University, by which their students, on completing three years, were admitted to the Fourth Year of the Courses in the Eastern Universities. On motion of President MacLean, seconded by President Murray, it was agreed that the Medical Faculties of the various Universities should name their representatives for the consideration of the whole question of Medical Education, with Dean Clarke as Chairman.

The subject of Graduate Work was one of the most important matters discussed, because of the necessity of providing courses leading to graduate degrees within Canada in order to retain within the Dominion the services of the best men. In the past they have been attracted to the United States by the liberal inducements offered by such Universities as Harvard, Columbia, Cornell, Princeton, and Chicago. The consensus of those present was that every effort should be made by the Eastern Universities to provide instruction and such



inducements as are possible to further this end. In the discussion President Murray urged that provision be made for graduate work in Agriculture, in order to provide a sufficient supply of highly trained men for teaching and administrative positions.

On the suggestion of President Falconer, the question of graduate work was referred to a Committee, with Professor Macallum as Chairman, the other Universities to send forward the names of their representatives.

A similar Committee was appointed with President Murray as Chairman, to investigate and report on the subject of graduate work in Agriculture.

The President closed the Conference with an expression of his appreciation of the interest of the Universities in the discussions in which they had been engaged, the sense of fraternity engendered, and the power such meetings would have in welding together the different parts of the Dominion. Before breaking up President MacKenzie moved, seconded by President MacLean the cordial thanks of the other Universities for the invitation to the Conference, which had proved productive of such real good to all concerned.

In the evening the governors of Toronto University entertained the members of the Conference at dinner. Several speakers emphasized the importance of the Universities of Canada co-operating more closely for the development of a truly national spirit, and the establishment of strong graduate schools for the advancement of research and the thorough training of capable investigators and teachers.

#### **COMMITTEE ON MATRICULATION**

President Tory (Albertha), Chairman.  
President MacKenzie (Dalhousie).  
Mr. J. A. Nicholson (McGill).  
Dean Pakenham (Toronto).

#### **COMMITTEE ON LENGTH OF SESSION**

President MacKenzie (Dalhousie).  
Professor Cappon (Queen's).  
President MacLean (Manitoba).

#### **COMMITTEE ON MEDICAL EDUCATION**

Dean Clarke (Toronto), Chairman.  
Dr. J. W. Scane (McGill).  
Dr. L. D. Mignault (Laval).  
Dean Connell (Queen's).  
Dr. F. Harris (Dalhousie).  
Dr. H. H. Chown (Manitoba).  
Dr. F. S. McKibben (Western).  
Dr. Revell (Alberta).  
President Westbrook (British Columbia).

#### **COMMITTEE ON LEGAL EDUCATION**

Hon. N. A. Belcourt (Ottawa).  
Dean R. W. Lee (McGill).  
Dean MacRae (Dalhousie).  
Hon. F. Osler (Toronto).  
Professor A. Perrault (Laval).  
Hon. H. A. Robson (Manitoba).  
President Tory (Alberta).  
President Murray (Saskatchewan), Secretary.

#### **COMMITTEE ON ENGINEERING EDUCATION**

Dean Adams (McGill), Chairman.  
Dean Brock (British Columbia).  
Professor Brydone-Jack (Manitoba).  
Dean Ellis (Toronto).  
Professor Edwards (Alberta).  
Professor Finlayson (Dalhousie).  
Dean Goodwin (Queen's).  
Professor MacKenzie (Saskatchewan).  
Professor McKiel (Mt. Allison).  
Professor Stiles (New Brunswick).  
Professor J. J. Tompkins (St. Francis Xavier).  
Principal Sexton (N. S. Technical College).

#### **COMMITTEE ON GRADUATE WORK**

Professor Macallum (Toronto), Chairman.  
M. l'Abbe E. Chartier (Laval).  
Vice-Principal Watson (Queen's).  
Professor Harkness (McGill).  
Chancellor McCrimmon (McMaster).  
Professor Tweedie (Mt. Allison).  
Chancellor Jones (New Brunswick).  
Rev. A. LaJeunesse (Ottawa).  
Professor D. McIntosh (British Columbia).  
Dean Ling (Saskatchewan).  
President Braithwaite (Western).  
Professor E. MacKay (Dalhousie).  
Professor Crawford (Manitoba).  
Dean Kerr (Alberta).

#### **COMMITTEE ON GRADUATE WORK IN AGRICULTURE**

President Murray (Saskatchewan), Chairman.  
President Creelman (Guelph).  
Principal Cumming (Nova Scotia).  
Principal Harrison (McGill).  
Dean Howes (Alberta).  
Dr. C. C. James (Ottawa).  
Dean Klinck (British Columbia).  
Dr. H. MacPherson (St. Francis Xavier).  
President Reynolds (Manitoba).

## Third Conference of Canadian Universities

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**T**HE Third Conference of Canadian Universities was held in McGill University, Montreal, on May 22nd and 23rd, 1916. At this conference the following Universities were represented:

Alberta: President Tory.  
Bishop's College: Principal Parrock.  
British Columbia: President Wesbrook.  
Dalhousie: President MacKenzie.  
Laval: Monsieur l'Abbe Emile Chartier; Dr. L. D. Mignault.  
McGill: Principal Peterson, Dean Adams, Dean Lee, Professor Ruttan, Professor Dale, Professor Harkness, Principal Harrison, Miss Hurlbatt.  
McMaster: Professor Farmer.  
Manitoba: Professor Brydone-Jack, Professor Crawford  
Mt. Allison: President Borden.  
New Brunswick: Chancellor Jones, Professor Stiles, Professor Cameron.  
Ottawa: Rev. Rector Rheaume, Professor Lajeunesse.  
Queen's: Dean Cappon, Dean Connell.  
St. Francis Xavier: Vice President Tompkins.  
St. Michael's: Rev. Father Carr.  
Saskatchewan: President Murray.  
Toronto: President Falconer, Dean Clarke, Professor Macallum.  
Trinity College: Professor Young.  
Victoria College: Chancellor Bowles.  
Western: President Braithwaite, Professor McKibben.

Letters of regret for inability to attend were read from Principal Gordon of Queen's University and Vice-Principal Moyse of McGill University.

Dr. J. A. Nicholson, Registrar of McGill University, was elected Recording Secretary.

The first report submitted was from the Committee on Length of the Session, by President MacKenzie, Chairman. This report contained much information regarding the total length of the session, the number of teaching weeks, the time required for examination purposes, the percentage of students

earning money in vacation time, and the average amount earned, not only in Canadian Universities, but also in the principal universities of the United States. It also contained replies from Canadian universities: (1) To the question whether or not it would be advisable to lengthen the session to nine months, and (2) if not, whether a Summer Session might not be established with advantage. The replies to the first question showed that only three out of twelve were in favor, and to the second that two already had such courses, and that two others approved.

The Committee, however, presented no recommendations to the Conference, and the report was remitted to President MacKenzie and Dean Cappon for a statement of arguments for and against the two schemes proposed, with the request that consideration be given the Chicago University plan of four terms in a year, the work of each being complete in itself, and also to the idea of dividing the session into two equal parts with a view to economizing time.

The report of the Committee on Graduate Work in Agriculture was presented by President Murray. It contained much valuable information, and ended with the recommendation that:

"The Minister of Agriculture at Ottawa should be requested to take steps to make available for the training of graduate students the resources of the scientific branches of the Department, and also to arrange for such work with the Agricultural Colleges of the Dominion. In the event of such being done, the hope was expressed that the opportunities thus afforded might be made more readily available by the establishment of scholarships."

The Committee, as at present constituted, with a representative from Laval added, was authorised to memorialize the Minister as suggested.

Dean Clarke presented the report of the Committee on Medical Education, concluding with the recommendation that the Conference express its approval of the adoption by Canadian Medical Schools of a six years' medical course as a minimum, and that the Committee be continued for the purpose of drafting a tentative course of study. This recommendation was unanimously approved.

It was also resolved to transmit the above resolution to the several Provincial Medical Boards throughout the Dominion.

The report of the Committee on Matriculation was presented by President Tory. It showed that there was general agreement among Canadian Universities in the matter of matriculation requirements, except on one point, viz: as to whether two foreign languages or one only should be required for admission to the Faculties of Arts, Law and Medicine, some Western Universities and the Eastern differing in this respect. As the Conference could not come to any agreement on this point, it was decided to continue the Committee to study further this and other points that may be thought of importance in connection with matriculation standards.

The Committee on Legal Education reported through Dean Lee of McGill University, but the report had been prepared by President Murray, the secretary. It was resolved to continue this Committee with Dean Lee as chairman, for further investigation, with the special duty of taking into consideration the following suggestions, as contained in the report:

- (1) That steps should be taken to procure the further recognition of University examinations by the Provincial Law Societies, so as to put an end to the present duplication of examinations.
- (2) That a preliminary course of two years in Arts should be required as a condition of admission to the Law Schools—such condition being both educationally desirable and having the further advantage of bringing the Canadian Schools up to the standard required by the Association of American Law Schools
- (3) That legal studies should be admitted to the Arts course as a distinct course of study leading to the B.A. degree.

The Engineering Education Committee reported progress through Dean Adams, the chairman, and the Committee was continued to study the question further.

The report of the Committee on Graduate Work was submitted by Professor Macallum, the chairman. This report contained a statement of the conditions in Canada for obtaining higher degrees, and showed that as regards Masters' degrees, the differences are so slight as not to call for any special comment. It was further shown that the two great needs of Canadian Graduate Schools were scholarships and increased library facilities, because it was through these that

the American Universities were able to attract so many of our Canadian graduates. The Committee was continued and requested to consider whether or not a scheme could be formulated whereby the graduate facilities of Canadian Universities especially as regards Doctors' degrees, could be in some way pooled so that a student need not be confined to any particular institution for the whole of his course, but could pick and choose according to his taste and needs. In this connection the following resolution was unanimously approved:

"That in the opinion of this Conference the M.A. degree should represent at least one year of intramural work of a Ph.D. course, equivalent to that required by the Graduate Schools in the American Universities."

The following resolution was also unanimously approved, on motion of President Falconer and seconded by the Rev. Father Tompkins:

"This Conference is strongly of the opinion that in order to strengthen the unity of the Empire, the Universities of Great Britain should be urged to modify and increase their graduate facilities to meet the needs especially of students from the Universities of this Dominion. Also in order to effect this purpose, this Conference appoint a Committee to correspond with the Universities of Great Britain and France with a view to making arrangements that will increase the number of students from Canadian Universities who pursue their graduate studies in those countries."

The Conference appointed the following as members of this Committee: President Falconer, Chairman; Principal Peterson, Abbe Chartier and Dean Cappon.

The Chairman thought it advisable to bring to the notice of the Conference the recent proposals of the President of the Carnegie Foundation with regard to annuities and insurance for University instructors, and suggested that it should be made a topic for consideration at the next meeting. This suggestion was accepted, and President Tory was appointed to open the discussion on that occasion.

The Chairman also referred to a question of special interest at the present time in the history of our country—

that of Scientific and Industrial Research, and in this connection it was unanimously resolved as follows, on motion of President Tory, seconded by President MacKenzie:

"That this Conference is gratified to learn that the Government of Canada is about to take steps to develop scientific and industrial research in this Dominion, and desires to assure them that the Universities are prepared to co-operate to the extent of their ability with any commission which may be appointed for this purpose."

President Falconer brought up for consideration the question of the position of Chinese students who come to Canada with a view to entering a University. At present, these students are subject to the same head tax as the ordinary labourer, and it was contended that persons of this class should be encouraged to do university work in Canada as they are in the United States by the abolition of the head tax now imposed. He, therefore, proposed that the Dominion Government should be petitioned to add to the list of persons exempt from this tax the following:

"Bona fide students who are duly certified from China as about to enter a recognized University or College in Canada."

President Falconer and Dean Adams were appointed to present this petition.

The desirability of making Physical Training compulsory in the first years at least of the University course, and under present conditions, in the form of Military drill, was next introduced for discussion, and it was finally resolved to appoint a Committee consisting of Principal Harrison, Colonel Lang, Mr. McWilliams, and Professor Cameron to obtain information from the different Universities, particularly with reference to the extent to which military drill is compulsory, and as to what credit is given in academic work for this training, and to make recommendations regarding the same at the next Conference.

In this connection, it was also decided to appoint a Committee consisting of President Falconer, Principal Peterson, Chancellor McCrimmon and President MacLean, to endeavour to harmonize university relations with the Government, and to take such action with regard to military matters affecting the Universities in the meantime as they may consider necessary.



The following Constitution was provisionally adopted:

(1) The National Conference of Canadian Universities shall consist of representatives of the following colleges and Universities of Canada:

Acadia—Wolfville, N.S.  
Alberta—Edmonton, Alta.  
British Columbia—Vancouver, B.C.  
Bishop's College—Lennoxville, Que.  
Dalhousie—Halifax, N.S.  
King's—Windsor, N.S.  
Laval—Montreal, Que.  
Laval—Quebec, Que.  
McGill—Montreal, Que.  
McMaster—Toronto, Ont.  
Manitoba—Winnipeg, Man.  
Mt. Allison—Sackville, N.B.  
New Brunswick—Fredericton, N.B.  
Nova Scotia Agricultural College—Truro, N.S.  
Nova Scotia Technical College—Halifax, N.S.  
Ottawa—Ottawa, Ont.  
Queen's—Kingston, Ont.  
St. Francis Xavier—Antigonish, N.S.  
St. Joseph's—Memramcook, N.B.  
Saskatchewan—Saskatoon, Sask.  
Toronto—Toronto, Ont.  
Western—London, Ont.

(2) The representation of each College or University in the Conference shall be determined as follows:

(a) Each institution with over 500 students enrolled shall have the right to have two representatives, one of whom shall be the President or his nominee; whilst each institution with less than 500 of an enrollment shall have one representative, who shall be the President or his nominee—it being understood that St. Michael's, Trinity, and Victoria, which are affiliated with the University of Toronto, shall have a right to one representative each.

(b) When there are two or more faculties each of the following: Agriculture, Engineering, Law, Medicine, shall be entitled to one representative, and for the purposes of this regulation, Osgoode Hall and Guelph Agricultural College shall be considered as the Faculties of Law and of Agriculture respectively, of the University of Toronto.

(3) The Officers of the Conference shall be: President,

Vice-President and Secretary-Treasurer, who with two others elected by the Conference, shall constitute the Executive Committee.

(4) Each University or College shall be required to pay to the Treasurer of the National Conference, every year in which the Conference meets, the sum of \$10.00 for each representative which it is entitled to appoint.

(5) The National Conference shall meet at least every second year at such time and place as the Conference may appoint. In the years in which the National Conference does not meet, sectional meetings may be held. For this purpose, the Universities and Colleges shall be arranged in three sections: Eastern, Central and Western, the Eastern including all the Universities in the Maritime Provinces, the Central, all those in Quebec and Ontario, and the Western, all those in the Provinces west of Ontario. Each section shall determine its own representation, elect its own officers, collect its own fees, and determine the time and place of its own meetings. It shall report to the National Conference such of its decisions as may affect the Universities and Colleges in other sections.

(6) This Constitution can be amended at any Conference by a two thirds vote.

The above Provisional Constitution, under which the Conference will be governed until the next meeting, was referred to the Executive Committee for any recommendations as to changes which they may consider it advisable to make.

A Committee consisting of President Tory, Chancellor Jones and Dean Adams was appointed to submit a list of officers for the year, and on their report, the following were selected:

President Falconer, President.

Abbe Chartier, Vice-President.

President Murray, Secretary-Treasurer.

President MacKenzie } Additional members of the  
Dean Adams } Executive Committee.

It was agreed to meet in 1917 in Ottawa at the close of the meeting of the Royal Society, provided that the date be not earlier than May 20th.

A general resolution was adopted providing for the re-appointment of all the committees at present in existence.

Universities being given authority to appoint a substitute in the case any one of its present representatives is unable to act.

The congratulations of the Conference were extended to Sir William Peterson and Principal Gordon, C.M.G., on the honours conferred upon them by the King in recognition of great services rendered by them to the cause of University education in Canada.

At the conclusion of the Conference, a vote of thanks was tendered to Principal Peterson and the authorities of McGill for the entertainment given to the members of the Conference on this occasion.

### **REPORT ON LEGAL EDUCATION**

**Prepared by President Murray**

On behalf of your Committee on Legal Education, I beg to submit an interim report. Much valuable information has been secured by means of a questionnaire. Especially valuable have been the replies submitted by Dean Lee of McGill, Hon. Featherston Osler of Toronto, Professor Perreault of Laval and Dean MacRae of Dalhousie. Without attempting to present the results of the inquiry in detail, one may direct attention to a few interesting facts and suggestions.

In all the provinces candidates for admission to the Bar are required to spend from three to five years in a law office as well as to pass certain prescribed examinations. The maximum period of service is five years in Ontario, Manitoba, Saskatchewan, Alberta, British Columbia and Prince Edward Island, and four years in Nova Scotia, New Brunswick and Quebec. The possession of a degree in Arts or in Law (in Quebec in Law only, in P.E.I. in Arts only) entitles the holder to a reduction of time to three years, in P.E.I. to four years. Manitoba offers a reduction of one year for a degree and another year for attendance at the Law School, the minimum being three years.

In all the provinces the Law Society provides for the appointment of examiners to conduct the examinations required for admission to the Bar. New Brunswick exempts the graduates of King's Law School at St. John from all examinations, and graduates from other approved schools from the Intermediate Examination. Nova Scotia and Manitoba have adopted an ingenious plan for reducing the number of examinations which the harassed law school student must

pass before receiving his degree and being admitted to the Bar. Nova Scotia has a Board of Examiners appointed jointly by the University and the Society. The examinations of this Board serve the double purpose of admission to the Bar and to the University's degree. In Manitoba a similar Board controls all recognised legal teaching and conducts all examinations required by the Bar and the University.

Dalhousie Law School has introduced the commendable innovation of requiring one year of Arts work as preliminary to the Law course. It has thus raised the standard of admission one year higher than that of any other Law School in Canada.

Dean Lee of McGill makes a valuable suggestion which could be put into practice at once and to the advantage of legal study in universities. He points out that the best place for the student of Law to study the practice of Law is in the office, the best place to study the Law which he is to practice is in the professional Law School, and the best place to study the science of Law is in an Honours School in a university. Toronto recognizes the value of the work of an Honours School in Jurisprudence. Dalhousie recognizes affiliated subjects in Law as qualifying for the B.A. course. McGill allows some branches of Law to be offered as part of the ordinary course for the B.A.

There seems to be a fairly general admission that the conditions of apprenticeship in offices have so changed that the student receives little or no instruction. The old system gave the student some instruction both in the practice of Law and in the Law which he is to practice. The changed conditions necessarily confine the student's experience to a very narrow field of practice and prevent personal instruction. They make the professional Law School a necessity for the student, and impose a corresponding duty upon the profession to make provision for such a school. It seems probable that the best results in legal education will be obtained by concentrating attention upon the instruction of the school during a prescribed period and by giving the office work undivided attention for another period. In the training for other professions it has not been found advantageous to mix the theoretical and the clinical or practical in the unsystematic fashion in vogue in Law.

May I suggest that your committee be continued with instructions to carry its investigations farther and report at the next meeting?

After the presentation of the interim report to the Conference, the following suggestions by President Murray and Dean Lee were referred to the Committee for further consideration and report:

1. President Murray: That steps should be taken to procure the further recognition of University examinations by the Provincial Law Societies, so as to put an end to the present duplication of examination.

2. Dean Lee: That a preliminary course of two years in Arts should be required as a condition of admission to the Law Schools—such condition being both educationally desirable and having the further advantage of bringing the Canadian Law Schools up to the standard required by the Association of American Law Schools.

3. Dean Lee: That legal studies should be admitted to the Arts source as a distinct course of study leading to the B.A. degree.

#### **REPORT ON GRADUATE WORK IN AGRICULTURE**

**Presented by President Murray**

Your Committee attempted by correspondence to secure an expression of opinion upon the extent and the urgency of the need of trained men in Agriculture up to the B.S.A. standard and beyond; the number of men receiving the B.S.A. degree each year in Canada; the facilities available in Canada for training in advance of the B.S.A.; the possibility of using the scientific branches of the Agricultural Department at Ottawa for the purposes of training and research.

Each member of the Committee co-operated with the greatest readiness and promptitude. The replies to the questionnaire revealed an astonishing measure of agreement.

It is difficult to estimate the number of teaching positions in Agriculture in Canada with exactness. In the colleges there are now approximately 120 men engaged in teaching Agriculture and this number will very shortly reach 200. It is safe to estimate from 10 to 20 new positions to be filled each year for the next ten years. The present number of positions in schools is less than in the colleges, but the prospects are much greater. Within ten years we may expect the school positions to equal the college positions, and to increase much more rapidly thereafter. Consequently, the number of new school positions opening up each year will be large. Let us make a rough guess of from 20 to 30. This

will make a total of from 30 to 50 college and school positions opening up each year and requiring men with qualifications equal at least to the B.S.A.

Administrative posts to the number of at least 300, with a prospective increase in the near future to nearly twice that number, require the services of men with qualifications approximately the same.

Journalistic and other private enterprises absorb another 100 and will undoubtedly rapidly absorb many more.

These three groups of activities now engage over 500 men, and in the near future will require at least double that number. The annual wastage is surely in excess of one-tenth, probably fully one-fifth. The first figure would require 50 new men each year to maintain present numbers and for expansion. We may fairly add at least half as many more. From 75 to 100 new men are now required each year. This estimate is low, I believe.

The Agricultural Colleges of Canada in 1915 sent forth 100 young men with the B.S.A. degree. In the four preceding years the numbers were 83, 73, 73, 57. A glance at the list of graduates of Macdonald College, for example, reveals the extent of the demand for trained men. There are very few graduates who did not obtain good positions almost before the ink was dry on their diplomas. The new Colleges of Saskatchewan, Alberta and British Columbia will not together turn out more than a score a year for the next six or seven years. The number of men receiving the B.S.A. degree each year from all the Colleges in Canada bids fair to fall considerably short of the demand.

The main object of this inquiry, however, is not to ascertain the extent of the demand for men who have completed the undergraduate course leading to the Bachelor's degree, but of the demand for the men with qualifications in advance of the B.S.A. requirements.

Every reply to the questionnaire emphasized the value of such advanced training for candidates for teaching positions and research appointments, both in the colleges and in government departments. Not a few were inclined to regard such training as essential for college work, and no one admitted that it was not beneficial even for other work. It was pointed out that certain phases of college and high school work would soon insist on the triple qualifications of a university training in Arts and Science followed by a strong course in agri-

culture and capped with a normal course in methods of teaching.

If we confine our attention to the needs of the colleges for teachers who have taken graduate work, and the need for research men with similar training, we may safely assume that from 10 to 20 highly trained men are required to meet the present annual demand. In ten years' time the number will be doubled.

To the question: "What facilities are available in Canada for giving this higher training?" such replies as "None that I know of," "None," "Very few," "Some in the sciences little in Agriculture" were given.

Fairly unanimous was the response to the query about the possibility of making greater use of the scientific branches at Ottawa under the control of the Department of Agriculture. All agreed that greater use could be made if the men capable of doing research work of a high character were relieved of much of the present burden of administration. Further, more specialists should be appointed.

One or two suggested an Institute for Research independent of the Department and the Colleges, but working in co-operation with both. Another thought that the Colleges with strong scientific departments could carry on graduate work better than the Department.

One is probably justified in drawing the conclusion that much might be done through Ottawa, not only in stimulating students to engage in research work, but also in training them in proper methods of investigation. The Biological Station at Wood's Hole has been most influential in stimulating and training biologists in the United States.

By means of a system of scholarships or small salaries sufficient to pay expenses, a band of able and enthusiastic students could be drawn to Ottawa to the mutual advantage of the Department and the students.

This plan, however, cannot be regarded as a satisfactory solution of the problem of providing facilities for graduate work in agriculture. The universities and the colleges must in time address themselves to the complete solution of the problem.

Meanwhile, could not this Conference authorize the Committee on Graduate Work in Agriculture to present a memorial to the Minister of Agriculture asking him to take steps to make available for the training of students the resources of the scientific branches of the Department of Agriculture?



## REPORT ON ENGINEERING EDUCATION

Presented by Dean Adams

Matters suggested for consideration:

1. Uniformity in entrance requirements.
2. A choice, if possible, of the same text books in the subjects included in entrance requirements.
3. Is it advisable to have two kinds of Mathematics for practical science students—one requiring a higher standard in Mathematics for admission to those courses which depend more particularly on Mathematics; and another, the lower standard, in Mathematics, for admission to those courses which are not so distinctly Mathematical?
4. The standardizing of the first two years in different Universities.
5. Can we standardise our courses so that a student may pass from one University to another taking different years in different places. This Dr. Tory thinks might enable the Universities to specialize, *e.g.*, in Applied Science, one University devoting especial attention to Electrical Engineering, another to Civil Engineering, etc. This might lead to a higher graded instruction.
6. The transfer of students from one University to another. The amount of recognition that can be given for the work of the student in the first institution.
7. More importance to be placed on English.
8. Requirements for degrees, with a possible outline of the hour devoted to each subject, these hours including both class room work and laboratory work and the necessary preparation required for class room work and laboratory work.
9. Date of closing.



# REPORT ON LENGTH OF SESSIONS

Presented by President MacKenzie

## CANADIAN UNIVERSITIES

		Total Length of Ses- sion in Weeks	Teaching Weeks per Session	Exam. Period per session in days	Percentage of Students Earning Money in Vacation	Average Amount Earned
Acadia.....		32	28	28	80 p.c.	—
B. C.....	Arts	30	25	20	30 to 40 p.c.	\$68.00
	Ap. Sc.	33	28			
Dalhousie.....		30½	26	14	50 p.c.	100 to \$200
King's.....		33	25	22	50 p.c.	—
Laval, Que....		39	32-33	15	10 p.c.	150 to \$200
McGill.....	Arts & Sc	30	25	Arts Sc.	14 10	Ap. Sc. 78 p.c. Arts and
	Law			Law	8	Med. 50 p.c.
	Med.	33	27	Med.	17	
McMaster....		30	—		Majority	
Mt. Allison....		32	29	10	60 p.c.	\$100
U. N. B.....		35	32	28	30 p.c.	\$240
Queen's.....		30	25	17	50 p.c.	150 to \$300
Saskatchewan..	Arts & Sc.					
	Eng. Phar	32	28	21	56 p.c.	200 to \$350
	Law	28	25	14		
Toronto.....	Arts	34	27½	17	50 p.c.	
	App. Sc.	31	24½	15		
	Med.	34½	28½	10		
Western.....		32½	26	21	Majority	175 to \$250

## REPLIES TO THE QUESTION—SHOULD THE LENGTH OF THE SESSION BE INCREASED

**ACADIA:** *No.*—The long vacation of 4 months gives the students an opportunity to earn money. About 9 months such as is used in the U.S. gives them more opportunity for study.

**B.C.:** *Yes.*—It is not in accordance with the modern idea of the use of the physical plant and equipment to have it lying idle for 5 months in the year. Students who have to work during the vacation may be paying a heavy penalty. I have often wondered whether brilliant students who have made their way through college on their own earnings and who develop degenerative diseases in their early fifties may not be paying for overwork in young manhood and womanhood.

**DALHOUSIE:** *Yes.*—Though a large number of students earn money during the summer, it is not absolutely

necessary with most of them. Do not believe that lengthening session would seriously diminish number of students receiving education in college. Four months is too long a time for students to remain idle, and education would be much more successful if the process were more continuous. It is too long a time for college equipment to lie idle and longer than is absolutely necessary for the Faculty to recover from session's strenuous work and prepare themselves and their work for another.

KING'S: *No.*—Summer vacation enables students to earn money.

LAVAL, Que.: *No.*—Would not wish to change.

McGILL: *Yes.*—I have long been of the opinion that the session should be lengthened in the Faculty of Arts. It does not appear to me there is any justification for a long vacation from May to 1st October unless one can make the assumption (which I fear is unfounded), that students use the interval to make progress with their studies. My view is that our students need teaching, and I very much prefer a nine months' session with three hours a week as a unit, instead of a shorter session with four, or even five, hours.

MOUNT ALLISON: *No.*—Get in nearly as much time as is common in American Universities.

U.N.B.: *No.*—Experience has proved the present arrangement satisfactory.

QUEEN'S: *No.*—For the reasons implied in answer 4, as well as for other reasons more connected with the consideration of the position of the professors, opinion here is against extending the session to nine months. For one thing we think we could not secure, and retain, the same quality of teacher in our circumstances here.

SASKATCHEWAN: *No.*—For us to lengthen session would seriously interfere with the present arrangements for supplying schools, mission fields, etc., and would also seriously curtail the students' earning power. Probably a larger number of students dependent upon their own resources in the west than in the east. It might, however, be better to adopt a system of terms of 3 months' duration, either three or four a year. It would be necessary for the work undertaken in a term to be completed within that term. The alternative is a summer session of sufficient duration to enable a student to take courses which would be acceptable for a degree.

**TORONTO:** *No.*—Longer session as yet not desirable for Toronto.

**WESTERN:** *No.*—Partly on account of summer earnings of students. By shortening the Christmas vacation and saving time between the close of lectures and examinations a few more teaching weeks could be secured.

#### **QUESTION 6—Re SUMMER SESSION**

**ACADIA:** *No.*—If the colleges were open all the time so that the summer session would be just the same as the other, that might be of some advantage.

**ALBERTA:** Has summer session of five weeks for teachers.

**DALHOUSIE:** *No.*—Not suitable, as yet, for Maritime colleges.

**B.C.:** *Yes.*—Means of enabling students who through illness or other causes have fallen behind during the years' work. Useful, too, for migrant students who come from institutions whose curricula and conditions differ from the institutions into which the students migrate. . . . Enables members of staff by working three years continuously to accumulate a period of one full year for special investigations, graduate study, publication or some other activity which is important to the University in enabling members of staff to develop and become more efficient.

**KING'S:** *No.*—(a) No demand for it. (b) Students who earn money to pay their way through college would not be able to attend the summer session. (c) The number of other students who would attend session would, in all probability, be so small that it would not pay to keep the college open.

**LAVAL, Que.:** *Yes.*—Length, six weeks.

**McGILL:** *No.*—If the session were lengthened in this way (see No. 5) there would be no need for a summer session specifically so-called. Tried summer session here but there was very little inducement to attend, and the movement was a very unpopular one with the staff. It seems, therefore, to have died a natural death.

**McMASTER:** *No.*—Have not held a summer session except for pastors. No credit given for work done at this special session.

MOUNT ALLISON: *No.*—No special call for summer students.

U.N.B.: *No.*—Attendance would scarcely justify the experiment in an institution of this size.

QUEEN'S: *Yes.*—For a number of years we have had a summer school with session of 6 weeks. All teachers must be regular members of the University staff. There are regular exercises and examinations which are worked in co-operation with our extra-mural system. Most of the students are teachers who wish to improve their knowledge or professional standing.

WESTERN: The advisability of a summer session would have to be determined by each institution for itself. In a general way such a session should meet a considerable need.

TORONTO: Has summer session of five or six weeks in length beginning July 1st, for teachers and others who are unable to attend the regular course.

SASKATCHEWAN: Has summer session of five weeks in Agriculture and Science for teachers.

#### AMERICAN UNIVERSITIES

	Total Length of Ses- sion in Weeks	Teach- ing Period per Session	Exam. Period per Session in days	Percentage of Students Earning Money in Vacation	Average Amount Earned
Columbia.....	36	28	20	—	—
Cornell.....	37	32	17	—	—
Dartmouth.....	39	35	10	40 p.c.	\$50 to \$250
Harvard.....	37	33	30	3 p.c.	\$264.00
Michigan.....	37	34	20	—	—
Missouri.....	39	34	19	50 p.c.	—
Princeton.....	36	32	20	—	—
Wesleyan.....	39	36	28	60 to 75 p.c.	—
Williams.....	39	33	10	15 p.c.	\$75 to \$100
Wisconsin.....	39	35	15	Majority	\$200.00

#### QUESTION 5.—RE LENGTHENING OF SESSION

HARVARD: There is some feeling today that the length of the session ought to be increased. (See Yale Univ. Report). The portion of the year that our students devote to college work seems very short, and there would be an advantage in increasing it, either by lengthening the term, or

preferably, if possible, by some system of reading during the vacation, as is done in English Universities.

MICHIGAN: *No.*—I do not think the length of the session should be changed. We could not in the University of Michigan change the length of the session without seriously interfering with the general educational scheme of the state. If the session were shortened, the amount of time required by law in the professional schools would not be furnished in some cases.

MISSOURI: *No.*—We feel that our session is about as long as we can profitably carry on the work if members of the faculty are to have sufficient freedom for study, investigation and recreation during the summer. On the other hand we believe that the shortening of the session would be liable to lead the average student to waste too much time.

WESLEYAN: There has been no suggestion here of recent years to make any change in the length of our college year, except that we are convinced that we shall probably cut the period in half some time soon, making each examination two hours instead of three.

#### **COMMITTEE ON MATRICULATION**

President Tory (Alberta), Chairman.  
President MacKenzie (Dalhousie)  
Dr. J. A. Nicholson (McGill).  
Dean Pakenham (Toronto).

#### **COMMITTEE ON LENGTH OF SESSION**

President MacKenzie (Dalhousie), Chairman.  
Professor Cappon (Queen's).  
President MacLean (Manitoba).

#### **COMMITTEE ON MEDICAL EDUCATION**

Dean Clarke (Toronto), Chairman.  
Dr. J. W. Scane (McGill).  
Dr. L. D. Mignault (Laval).  
Dean Connell (Queen's).  
Dr. F. Harris (Dalhousie).  
Dr. H. H. Chown (Manitoba).  
Dr. F. S. McKibben (Western).  
Dr. Revell (Alberta).  
President Westbrook (British Columbia).

#### **COMMITTEE ON LEGAL EDUCATION**

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Hon. N. A. Belcourt (Ottawa).  
Dena MacRae (Dalhousie).  
Hon. F. Osler (Toronto).  
President A. Perrault (Laval).  
Hon. H. A. Robson (Manitoba).  
Professor Tory (Alberta).  
Professor Moxon (Saskatchewan)

#### **COMMITTEE ON ENGINEERING EDUCATION**

Dean Adams (McGill), Chairman.  
Dean Brock (British Columbia).  
Professor Brydone-Jack (Manitoba).  
Dean Ellis (Toronto).  
Professor Edwards (Alberta).  
Professor Finlayson (Dalhousie).  
Dean Goodwin (Queen's).  
Professor MacKenzie (Saskatchewan).  
Professor McKiel (Mt. Allison).  
Professor Stiles (New Brunswick).  
Professor J. J. Tompkins (St. Francis Xavier).  
Principal Sexton (N. S. Technical College).

#### **COMMITTEE ON GRADUATE WORK IN CANADA**

Professor Macallum (Toronto), Chairman.

M. l'Abbe E. Chartier (Laval)  
Vice-Principal Watson (Queens').  
Professor Harkness (McGill).  
Chancellor McCrimmon (McMaster).  
Professor Tweedie (Mt. Allison).  
Chancellor Jones (New Brunswick).  
Rev. A. LaJeunesse (Ottawa).  
Professor J. J. Tompkins (St. Francis Xavier)  
Professor D. McIntosh (British Columbia).  
Dean Ling (Saskatchewan)  
President Braithwaite (Western ).  
Professor E. MacKay (Dalhousie).  
Professor Crawford (Manitoba).  
Dean Kerr (Alberta).

#### **COMMITTEE ON GRADUATE WORK IN AGRICULTURE**

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President Creelman (Guelph).  
Principal Cumming (Nova Scotia).  
Principal Harrison (McGill).  
Dean Howes (Alberta).  
Mr. W. J. Black, (Ottawa).  
Dean Klinck (British Columbia).  
Dr. H. MacPherson (St. Francis Xavier).  
President Reynolds (Manitoba).  
Dr. W. J. Marsan (Laval, Mont.).  
President Falconer (Toronto), Chairman.

#### **COMMITTEE TO CORRESPOND WITH BRITISH AND FRENCH UNIVERSITIES**

Sir Wm. Peterson (McGill).  
M. l'Abbe Chartier (Laval).  
Dean Cappon (Queen's).

#### **COMMITTEE ON MILITARY DRILL**

Principal Harrison (Macdonald), Chairman.  
Lt.-Col. Lang (Toronto).  
Major E. F. McWilliams (Manitoba).  
Professor Cameron (Dalhousie).

#### **COMMITTEE TO CONFER WITH DOMINION GOVERNMENT**

President Falconer (Toronto), Chairman.  
Sir William Peterson (McGill).  
Chancellor McCrimmon (McMaster).  
President MacLean (Manitoba).

## Fourth Conference of Canadian Universities

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**T**HE Fourth Conference of Canadian Universities was held at the Chateau Laurier, Ottawa, Ontario, on May 24th and 25th, 1917. The following Universities were represented:—

Alberta: President H. M. Tory.  
Bishop's College: Principal R. A. Parrock.  
British Columbia: President F. F. Westbrook. Dean Leonard S. Klinck.  
Dalhousie: President A. Stanley MacKenzie, Dr. A. MacMechan.  
Laval (Montreal): M. l'Abbe Emile Chartier, Dr. A. Perrault, Dr. I. J. A. Marsan, Professor Ernest Marceau, Dr. L. D. Mignault.  
Laval (Quebec): Dr. Arthur Vallee, Dr. Joseph Sirois.  
McGill: Professor J. A. Dale, Dean Frank D. Adams, Dr. F. C. Harrison, Dr. R. F. Ruttan, Dean R. W. Lee.  
McMaster: Professor W. S. W. McLay.  
Manitoba: Professor W. F. Osborne, Professor Frank Allen.  
Manitoba Agricultural College: President J. B. Reynolds.  
Mount Allison: Professor H. W. McKiel.  
New Brunswick: Chancellor Cecil C. Jones.  
Ottawa: Rector Rev. L. Rheaume.  
Queen's: Dean James Cappon, Dean J. C. Connell, Professor A. L. Clark.  
St. Michael's: Rev. Father H. Carr.  
Saskatchewan: President Walter C. Murray, Dean G. H. Ling, Professor I. A. Mackay.  
Toronto: President R. A. Falconer, Principal Maurice Hutton, Dean W. H. Ellis.  
Trinity College: Professor A. H. Young.  
Victoria: Professor A. L. Langford.  
Western: President Edward E. Braithwaite.

Letters of regret for inability to attend on account of illness were received from Principal Peterson of McGill, Principal Gordon of Queen's, and Vice-President Tompkins of St. Francis Xavier, and for other reasons from Principal F.



H. Sexton of the Nova Scotia Technical College, and Principal M. Cumming of the Nova Scotia Agricultural College.

President Falconer presided and Dr. J. A. Nicholson acted as Recording Secretary.

The meeting was called to order at 11 o'clock May 24th, by the President, and on the recommendation of the Executive Committee it was agreed that sessions for the day should be held as follows:

- (1) 11 a.m. to 1 p.m.
- (2) 2:30 p.m. to 5 p.m.
- (3) 8:15 p.m. to 10:30 p.m.

On motion of President Tory, seconded by Professor Allen, it was agreed that Dr. Hollis Godfrey, Chairman of the Committee on Science, Engineering and Education of the Advisory Commission of the Council of National Defence of the United States should be given an opportunity to address the Conference at 11:30 a.m., and that Dr. George R. Parkin, Commissioner for the Rhodes Scholarships, should be accorded the same privilege at 8:30 in the evening.

The minutes of the last meeting which had been distributed in printed form were taken as read and approved.

The first matter introduced for discussion was the Provisional Constitution which had been adopted at the last Conference and referred to the Executive Committee for further consideration. Several slight changes were proposed by the Executive, and, in the course of the discussion, by other members of the Conference. After the various proposals had been considered, on the motion of Chancellor Jones, seconded by President Murray, the Constitution was amended to read as follows:

(1) The National Conference of Canadian Universities shall consist of representatives of the following colleges and Universities of Canada:

Acadia—Wolfville, N.S.  
Alberta—Edmonton, Alta.  
British Columbia—Vancouver, B.C.  
Bishop's College—Lennoxville, Quebec.  
Dalhousie—Halifax, N.S.  
King's—Windsor, N.S.  
Laval—Montreal, Que.  
Laval—Quebec, Que.

McGill—Montreal, Que.  
 McMaster—Toronto, Ont.  
 Manitoba—Winnipeg, Man.  
 Manitoba Agricultural College—Winnipeg, Man.  
 Mt. Allison—Sackville, N.B.  
 New Brunswick—Fredericton, N.B.  
 Nova Scotia Agricultural College—Truro, N.S.  
 Nova Scotia Technical College—Halifax, N.S.  
 Ottawa—Ottawa, Ont.  
 Queen's—Kingston, Ont.  
 St. Francis Xavier—Antigonish, N.S.  
 St. Joseph's—Memramcook, N.B.  
 Saskatchewan—Saskatoon, Sask.  
 Toronto—Toronto, Ont.  
     Trinity—Toronto, Ont.  
     Victoria—Toronto, Ont.  
     Ontario Agricultural College—Guelph, Ont.  
     Osgoode Hall—Toronto, Ont.  
 Western—London, Ont.

(2) The representation of each College or University in the Conference shall be determined as follows:

(a) Each institution with over 500 students enrolled shall have the right to have two representatives, one of whom shall be the President or his nominee, whilst each institution with less than 500 of an enrollment shall have one representative, who shall be the President or his nominee—it being understood that St. Michael's, Trinity, and Victoria, which are federated with the University of Toronto, shall have a right to one representative each.

(b) When there are two or more faculties each of the following: Agriculture, Engineering, Law, Medicine, shall be entitled to one representative, and for the purposes of this regulation, Osgoode Hall and Guelph Agricultural College shall be considered as the Faculties of Law and Agriculture respectively, of the University of Toronto, the Manitoba Medical and the Manitoba Agricultural Colleges as the Faculties of Medicine and Agriculture, respectively of the University of Manitoba, and the Agricultural College of Ste. Anne de la Pocatiere as the Faculty of Agriculture of Laval University, Quebec.

(3) The Officers of the Conference shall be: President Vice-President and Secretary-Treasurer, who with two others elected by the Conference, shall constitute the Executive Committee.

(4) Each University or College shall be required to pay to the Treasurer of the National Conference, every year in which the Conference meets, the sum of \$10.00 for each representative which it is entitled to appoint.

(5) The National Conference shall meet annually at such time and place as the conference may appoint. Sectional meetings may be held, and for this purpose, the Universities and Colleges shall be arranged in three sections: Eastern, Central and Western, the Eastern including all the Universities in the Maritime Provinces, the Central, all those in Quebec and Ontario, and the Western all those in the Provinces west of Ontario. Each section shall determine its own representation, elect its own officers, collect its own fees, and determine the time and place of its own meetings. It shall report to the National Conference such of its decisions as may affect the Universities and Colleges in other sections.

(6) This Constitution can be amended at any Conference by a two-thirds vote.

At this stage of the proceedings Dr. Hollis Godfrey, in accordance with the arrangement already noted, addressed the Conference on the organization of the Universities of the United States for the purpose of rendering the greatest possible aid towards the winning of the war. He enumerated the various points which had been discussed at a Conference of representatives of 187 Colleges and Universities of the United States at Washington on May 3rd last, under the auspices of the Committee of which he is Chairman, stating also what had been accomplished at this Conference, and dwelling on the great unanimity with which the members of the Conference had expressed their desire to "summon to their country's service every resource at their command." He further showed in what way they proposed to render assistance: (1) by urging those who are not liable for military service to take advantage of College and University education: (2) by modifying their College curricula and arrangement of terms so as to meet the present needs of the nation: (3) by providing for the teaching of Military Science, and (4) by the dissemination of correct information concerning the issues involved in the war. A number of suggestions were adopted all tending to the one end, viz: to bring about the closest possible co-operation between the educational institutions of the country and the Government for the great end in view. Dr. Godfrey concluded his address by asking this Conference to appoint representatives to attend the next Conference of American Universities in Washington on June

20th and 21st, so that they might be able to profit by the experience of Canadian Universities since the war began.

Dean Adams on behalf of the Conference voiced their appreciation of Dr. Godfrey's address, expressed the great willingness to render any assistance possible, and with this object in view, to accept the invitation extended. These sentiments were heartily supported by Dr. Mignault and Professor Dale. The Chairman was thereupon authorized to appoint a Committee to consider how this Conference could best assist the American Universities in this connection, and the following were named for the purpose: Dean Adams, Professor Clark, President Tory, Abbe Chartier, and to these the Chairman himself was afterwards added by the Conference.

The report of the Secretary-Treasurer, showing receipts amounting to \$530.00 and an expenditure of \$100.40, was next presented and accepted. The accounts had been audited by President Mackenzie, and the report was accompanied by an estimate of expenditure for the coming year, amounting to \$320.00.

The report of the admission of bona fide Chinese students to Canada without the imposition of the usual head tax of \$500.00 was presented by President Falconer, who stated that a committee consisting of Dean Adams and himself had waited on the Minister of the Interior with regard to this question, that they had been received sympathetically, and that they were given the assurance that a Bill would be introduced at the next session of Parliament for this purpose. It was further stated that this Bill had since been introduced and will receive the support of the Government. The report was adopted on motion of Dean Adams.

A Committee on the Nomination of Officers for next year, consisting of President Mackenzie, President Westbrook and Dr. Mignault was then appointed.

No report was received from the Committee on Medical Education as to a tentative Course of Study for the proposed Pre-Medical Year of the six year course. On motion, it was resolved that the Committee should be continued with the following changes in personnel, viz: Dr. R. F. Ruttan to replace Dr. J. W. Scane and to be Chairman, and Dr. Vallee of Laval University, Quebec, to be added.

President Mackenzie submitted the report of the Committee on the Length of the Session, giving as a result of further inquiry, the following particulars:

	<i>Maximum</i>	<i>Minimum</i>	<i>Average</i>
Length of Session in Canadian Universities.....	36 weeks 2 days (Toronto)	30 weeks 1 day (Queen's)	32½ weeks
Number of Lecture Weeks	29 weeks 2 days (Acadia)	23 weeks 3 days (Queen's)	26 weeks
Time allowed for Holidays	3 weeks 2 days (N.B.)	2 weeks (Dalhousie) (Manitoba)	17 days
Time for examination.....	29 days (Manitoba)	12 days (Dalhousie)	20 days
Time not used for any of the above purposes.....	20 days (Toronto)	1 day (N. B.)	7½ days

The non-Catholic Universities only were taken into account in making up the above table. The Roman Catholic Universities have a longer session, and if they are taken into consideration, it would increase the average, making it 33 1-2 weeks for the length of the session, and 27 1-2 weeks for lectures. The Chairman of the Committee gave it as his opinion that more time should be given to teaching, that there should be fewer breaks in the work and that less stress should be laid on formal examinations. He concluded the report with a statement to which the other active member of the Committee, Dean Cappon, expressed his willingness to subscribe, viz: "That there seems to be no need at present for recommending a length of session in Canadian Universities of more than eight months."

Dean Cappon presented the arguments for a short session, and before doing so pointed out that although the session in Canadian Universities is shorter than that in the Universities of the United States, the time given to actual work in both is practically the same. On a comparison between Harvard and Queen's, he showed that in the former from 1792 to 1863 hours were required for the B.A. degree, whereas 1865 hours are required at Queen's in the Ordinary Course and 1975 hours for this degree in the Honour Course (in making these calculations he allowed two hours laboratory work to count as one hour of lectures, as is customary). This is accounted for by the fact that the work done at Queen's was in-

tensive and continuous. His first argument in support of a short session was advanced from the students' point of view, as the long vacation enabled them to earn money for their support during the following session, and at the same time to gain practical experience in the business, educational and scientific world, which itself is a valuable education. The next argument was from the point of view of the Professor, for whom he pleaded for a full and generous vacation so that he might find time for thought and reading, and be thus in a better position to discharge his duty, as otherwise, he would become a mere schoolmaster with his higher vitality destroyed.

With reference to the Chicago experiment of dividing the session into four terms, each complete in itself, he argued that on account of the lack of continuity in the work the education received would not be as valuable as would be the case under the usual conditions which obtain, and moreover, that a professor would not have the same opportunity of impressing his ideas on his students or of influencing their characters. He advocated a summer course of six weeks which could be taken advantage of by teachers and also by persons engaged in commercial pursuits. The question was then discussed from different points of view by Rev. Father Carr, Professor Allen, Dr. MacMechan, Professor Osborne and President Wesbrook.

The point which the two members of the Committee were agreed on, viz: that there seems to be no need for recommending a length of session of more than eight months, was approved by the Conference, and it was resolved that a statement of the facts as gathered by President Mackenzie should be printed in the next report, along with Dean Cappon's presentation of his side of the case. It was further resolved that the Committee should be discharged with thanks.

The report of the Committee appointed at the last Conference to correspond with the Universities of Great Britain and France with regard to the establishment of graduate courses leading to Masters' and Doctors' degrees was next presented by the Chairman, President Falconer, who read the circular which had been addressed to the principal Universities in these countries, and gave the gist of the replies which had been received, all of which were favorable to the idea, Oxford University having indeed already passed a statute for the establishment of the higher degrees in question. The correspondence further showed that a Congress of British Universities would shortly be held to take such action in this

connection as might be possible. The replies from the French Universities were equally satisfactory.

The Conference expressed its great gratification at this result, and it was agreed that the Committee should be continued with power to confer with Monsieur Hovelaque, a member of the French Delegation to America, and also to consult with any others who could render assistance in this matter.

A letter was read from Mr. Andrew T. Drummond urging the necessity for Universities specialising in the history, literature, institutions, business customs and languages of those countries with which foreign trade is now being developed, but more particularly, under the new conditions of closer political and commercial relations which will exist after the war between Great Britain and the Overseas Dominions, Colonies and Dependencies, of training our graduates for the diplomatic, consular, civil and other services of Great Britain all over the world, wherever British interests are involved, so that they might thus have an equal chance with the graduates of British Universities. Mr. Drummond also urged the need of Empire-wide co-operation of Universities in scientific and industrial research under which arrangement there would be, (a) exchange of ideas between the institutions in Great Britain and the Dominions with regard to discoveries made in material, methods and combinations, to new material found exclusively, or in large quantities, in any one of these countries, and to new appliances for facilitating research, and (b) preference within the Empire as against foreign trade with respect to discoveries made. It was agreed that this letter should be referred to the Committee on Graduate Studies and printed in the report.

The Nominating Committee submitted the following list of Officers for the coming year: President, M. l'Abbe Emile Chartier; Vice-President, President Walter C. Murray; Secretary-Treasurer, Dean Frank D. Adams; other members of the Executive, Chancellor Jones, Dean Cappon. On motion of President Mackenzie, seconded by President Westbrook, the above report was adopted.

The Committee appointed to report on the invitation of Dr. Hollis Godfrey, considered that this Conference could best assist the American Universities by sending a delegation to attend the Conference to be held in Washington in June next and recommended that the following should be chosen: President Mackenzie, Dean Adams, Dr. Marceau, President



Tory, President Falconer. The report was unanimously adopted.

The report on Military Drill was presented at the evening session by the Chairman, Dr. F. C. Harrison, and contained very complete information regarding what was being done in this connection in the different Canadian Universities. On motion of President Murray, seconded by Dean Adams, it was resolved that the report should be printed in the general report of the Conference for distribution. It was also resolved that the thanks of the Conference should be extended to Dr. Harrison for the very full and detailed report which he had prepared.

The Conference was then, according to a previous arrangement, addressed by Dr. George R. Parkin on the question of the selection of Rhodes Scholars, his object being particularly to ascertain the mind of the Conference as to whether or not it would be better to change from the present system in Provinces where there is more than one University and where the nomination is made according to a certain rotation, to nomination by a Provincial Committee, which is the practice followed in others. Should this method be adopted the speaker considered that the standard of the scholars in these provinces would be raised, or would, at least, become more uniform, and this too without prejudicing the interests of the small universities, as they would have an equally good chance with the larger when they were able to present a good candidate. In connection with the general question of the purpose of these scholarships, Dr. Parkin urged the Universities to render every possible assistance to bring about the consolidation of the Empire by establishing chairs on Imperial History and Imperial Problems just as the British Universities are now establishing chairs on Colonial History and Colonial Problems. He also stated that the German Rhodes Scholarships had been abolished by Act of Parliament. One of these German Scholarships, he announced, would be given to the western part of Canada, and the others would be distributed probably in the West Indies and South Africa. Should the present system of selection be continued he advised the several Universities to place some young men who had been Rhodes scholars at least on the Committee of Selection, as they might be more apt to base their judgment less on the ground of scholarship than the older members of the staff and more on other grounds of selection laid down by the founder. The general opinion seemed to be in favor of a continuation of the present system. At the close



of the discussion the following resolution was unanimously adopted on motion of Principal Hutton seconded by President Murray:

"The representatives of the Universities of Canada, here assembled take advantage of the unexpected presence at their Fourth Conference of Dr. George Parkin, C.M.G. to express their gratitude to him for his unremitting labours in a cause which appeals to them very closely—the cause of the Rhodes Scholarships. While these scholarships are not the first fruits of Dr. Parkin's labours for the educational unification of the Empire—his whole life indeed having been devoted to the furtherance of this end—they are nevertheless the most recent and the best known field of his Canadian and his Imperial patriotism; and in the judgment of this Conference these scholarships are not unworthy of all the labors, all the thought and patience which Dr. Parkin has expended upon them; and they take this opportunity of Dr. Parkin's presence to congratulate him on the very considerable success with which he has initiated this most novel, as well as most complex and elaborate, system of scholarships and to hope that he will long continue to direct it."

A discussion on the new proposals for insurance and annuities of the Carnegie Foundation was opened by President Tory according to arrangements made at the last Conference and after a number of the members had expressed their opinion, it was resolved that President Tory should have the privilege of associating with himself two other members of the Conference to make a study of these proposals, and to ascertain from Insurance Companies and the Dominion Government, or any other bodies concerned with matters of this kind, what arrangements could be made in this connection, and this Committee of three is then authorized to request each of the several Universities to nominate a representative to act with them thereafter in any further deliberations that may be considered necessary.

A letter was read from Mr. F. H. Sexton, Principal of the Nova Scotia Technical College, and also a member of the Military Hospitals Commission, with reference to the question of the education of returned student soldiers who may wish to continue their course at the conclusion of the war. This letter contained the suggestion that the Universities should

grant free tuition in the case of those who might not otherwise be able to complete their studies. After discussion, it was resolved that the suggestion should be referred for consideration and, if possible, for favourable action, to all the institutions represented at this Conference, and to the Dominion Government as well. It was also resolved that the Military Hospitals Commission be requested to provide for the support for two years of returned student soldiers who have been, or will be, disabled while on active service.

President Murray presented the report on Graduate Work in Agriculture at the Friday morning session. The Committee submitted the following recommendations for the establishment of Scholarships in Agriculture:

For the purpose of providing an adequate supply of highly trained men in Agriculture capable of advancing research, filling the highest administrative positions and contributing to the educational work of the Dominion your Committee recommend:

1. That a system of Scholarships and Fellowships in Agriculture similar to those already approved for Scientific and Industrial Research be established by the Dominion.

2. That they be administered by a Committee of Agricultural experts appointed by the advisory Council for Scientific and Industrial Research.

Further your Committee is of the opinion:

1. That the sum of Five Thousand will be sufficient for the first year.

2. That these Scholarships should be awarded only to those who have completed a course of study leading to a degree in Agriculture, have attained a high standing in all the work required for that degree, have highly distinguished themselves in some special department and have given evidence of capacity for research.

3. That the holder of a Scholarship should be required to continue his studies in Agriculture in an Agricultural College, University, Scientific Branch of the Dominion Department of Agriculture or other institution approved for this purpose.

4. That the Committee to administer the Scholarships approve the place of study and have general oversight of the work of the scholars, should consist of at least three and not

more than five persons, representative of the Agricultural Colleges and Scientific Branches of the Department of Agriculture.

On motion of President Reynolds, seconded by Dean Klinck, it was decided that the report should be received and its recommendations adopted, and that the Secretary should be instructed to transmit them at once to the Minister of Agriculture for the Dominion, with the cordial support of this Conference. It was also resolved that the Committee be continued and be instructed to confer with the Agricultural colleges and scientific branches of the Dominion Department of Agriculture with a view to bringing about improvements in the facilities for graduate work in Agriculture.

The report on Matriculation Standards was presented by the Chairman, President Tory, who had prepared in tabular form for the information of the members of the Conference, a comparative statement of the requirements for entrance to the Canadian Universities in all Faculties. On motion of Dean Adams, seconded by President Mackenzie, it was resolved that his information should be printed in the report and thus distributed for closer study, and it was also resolved that the Committee should be continued with the special object of attempting to secure a uniform standard.

The report on Engineering Education was presented by Dean Adams, who stated that with regard to uniform text books for matriculation, it would be impossible to secure this end because of the fact that the educational work of the Dominion is organized by Provinces, and that it is most unlikely that all the Departments of Education would authorize the same text books.

With regard to the matriculation standard for entrance on a course in Engineering he stated that there is a possibility of securing practical agreement, especially in Mathematics.

On the question of the advisability of paying more attention to English in the Engineering course, a mass of useful opinion had been gathered by Professor John A. Stiles, one of the members of the Committee, all of which was incorporated in the report.

As regards the standardising of the work in the first two years, it was stated that Queen's University was not in favour of doing so, that Toronto was prepared to make the work uniform in the first year, but not in the second, and that all the other Engineering Schools are in favour of enforcing the principle on general lines. The report was adopted on mo-

tion of Dean Adams, seconded by Chancellor Jones, and the Committee continued for the purpose of endeavouring to remove minor difficulties and to bring about if possible, the standardization of the first two years. This report is also to be printed as a part of the report of the Conference.

Dean Lee presented the report on Legal Education. The main points of this report were as follows:

(1) That as regards the recognition of University examinations by Provincial Law Societies, they are as yet unable to make any general recommendation, on account of the varying circumstances of the different provinces. It was stated, however, that in several provinces duplication is avoided by co-operation between the University and the Law Society: (2) that objections were offered to the suggestion of the requirements of a preliminary course of two years in Arts which were considered sufficiently strong to cause the Committee to abandon the idea. Consequently no recommendation was made under this head: (3) the suggestion that Legal studies should be placed as optional subjects in the Arts Course leading to the B.A. degree was generally received with favour.

The report concluded with the recommendation that the Committee should be continued, with instructions to watch the general proceedings of the Canadian Bar Association at a meeting to be held in Winnipeg on the 29th of August next, and to report anything of interest to the next Conference. After some discussion in which Professor Mackay of Saskatchewan University took the principal part, this report was adopted on motion of President Tory, and Professor Sirois was added to the Committee.

The Report on Graduate Work was presented by Dr. Macallum. It contained suggestions for the encouragement of graduate study by means of scholarships. He referred to what had been done by the Dominion Government and outlined the regulations governing the award for studentships and fellowships instituted by the Honorary Advisory Council for Scientific and Industrial Research.

In the course of the discussion on this report, Professor MacMechan advocated the establishment of one Graduate School for the Dominion and Dean Adams suggested a large measure of co-operation among the Canadian Universities which are strong enough to carry on such work.

The Report was adopted on motion of Dr. Macallum,

seconded by President Mackenzie. On motion of President Tory, seconded by President Mackenzie it was unanimously resolved :

"That this Committee be continued, that it be asked to take up with the authorities of the larger Canadian Universities the question of organizing jointly graduate work leading to the Ph.D. degree, and that it report the result at the next meeting of this Conference."

It was further resolved that Dean Adams be appointed Chairman of the Committee, that Dr. Macallum remain a member, and that Laval, Quebec, be asked to appoint a representative.

The Committee appointed to confer with the Dominion Government on military matters was discharged as it was evident that there was now no necessity for its continuance.

It was resolved, on motion of President Murray, seconded by Dr. Ruttan, that the Chairman of each Committee should consult the several Universities to ascertain whether or not they wish to change their representation thereon.

On motion of President Mackenzie, it was resolved that the time and place of the next meeting be left to the decision of the Executive, the Conference expressing a preference, however, for Ottawa as the place, and the conclusion of the meeting of the Royal Society as the time, provided, however, that this should not be earlier than the 20th of May.

President Tory brought to the notice of the Conference the fact that there are undoubtedly many scientific men connected with our Universities who are ready and willing to aid in winning the war by investigation work, especially in connection with the naval service, and he considered that such would be best able to render assistance in conjunction with the Naval Service of the United States on account of their proximity. It was decided to leave this matter in the hands of the Committee appointed to attend the Conference of the Universities of the United States towards the end of June.

On motion of Professor McLay, it was resolved that in the judgment of this Conference the best educational interests of the country would be served by not requiring students under the age of twenty to enlist for active service in the war."

The Secretary was instructed to send a message of sympathy to Sir William Peterson.

On motion of Professor Sirois, the thanks of the Conference was extended to the Executive Committee for the manner in which they had directed the proceedings of this Conference and for the work they had accomplished during the past year.

In the evening of May the 24th, the Royal Society and the Conference joined in celebrating the fifteenth Anniversary of Confederation by a dinner. His Excellency the Duke of Devonshire, Governor-General of Canada, presided. Addresses were given by Sir George Foster, Hon. R. Lemieux, President Falconer and Dr. Macallum.

### THE REPORT ON GRADUATE WORK

Presented by Dr. A. B. Macallum

The Committee on Graduate Work in Canada begs to report as follows:

It is recognized that there are a number of Universities in Canada in which Graduate work beyond that required for the degree of Master of Arts cannot be carried on owing to lack of the equipment, staff or library facilities required. It is, therefore, inadvisable that these should undertake such graduate work or offer courses for the degree of Ph.D., the more especially as any attempt to do so would, in the long run, lower the esteem in which that degree when derived from a Canadian University is held by the public in Canada and in the United States. Such Universities as are properly in a position to confer this degree should exact the highest standards for it, for it is only in this way that the Doctorate from a Canadian University will be accorded a rank equal to that conferred by the best American Universities.

It is also recognized that of the few Canadian Universities which may appropriately confer this degree each should not offer courses in all departments for that would also depreciate the value of the degree. There are, it may be admitted, difficulties in curbing the ambitions of young teachers in this respect. The higher interests of the institutions, as well as those of the Dominion thus concerned, should, however, dominate, but each of these few Universities should be encouraged to equip Departments with the view ultimately of placing those now lacking in this respect on the same plane with the best in the same institutions.

Till that result is attained there should, it is suggested, be brought about a system of co-operation between the Universities offering Graduate courses for the Doctorate whereby a graduate student may receive such advanced instruction and such facilities for research for that degree as he may re-

quire without being forced to resort to American Universities for this purpose. To effect this co-operation there should be initiated conferences between the Universities concerned.

To develop Graduate work and to encourage the ablest graduates of Canadian Universities to undertake it requires the establishment of a large number of Fellowships and Scholarships, of which a few only are now available. There should be carried on a systematic campaign, the object of which should be the attainment of endowments for such Fellowships. The Committee is convinced that in a few years the number of such inducements to graduate work could be thus increased very greatly, and thereby a great many of our Canadian students would be led to pursue their graduate work at home.

The Honorary Advisory Council for Scientific and Industrial Research, which was appointed recently by Order in Council, has established twenty Studentships, each of \$600, and five Fellowships of \$1,000, to be awarded for the next academic session in accord with regulations, a copy of which is appended. These are to be given to encourage research in Science, and especially along lines which have an industrial application. The attention of the Conference is called to these regulations for the year 1917.-

Present requirements for the degree of M.A. were discussed and it was suggested that to give greater prestige to the degree a year of residence and graduate study should be required.

#### **GRADUATE WORK IN AGRICULTURE**

*Presented by President Murray*

The Committee's report to the last Conference dealt with three things—the need for training in graduate work, the facilities offered, and assistance to students.

1. That the need was great and urgent was generally admitted.

2. That the facilities now available in Canada are inadequate was also generally admitted. In three ways improvement is possible.

First, by making greater use of institutions in the United States and Great Britain. This plan would doubtless yield more immediate results so far as the training of a few students is concerned, but it would certainly tend to suppress, if not to destroy, the spirit of research in Canadian institutions.

Second, by strengthening the Agricultural Colleges in Canada. This plan requires considerable additional expenditure for equipment and maintenance. For these institutions the Provinces are responsible, though the Dominion may



secure certain improvements by means of grants for special purposes after the manner of the United States. Unless the Colleges are encouraged to develop research facilities, agricultural education and agricultural science will always fall short.

Third, by developing the scientific branches of the different departments of the Dominion Government. This plan involves greater co-ordination, greater accommodation and equipment, and above all greater freedom from administrative duties for investigators.

It is probable that the second and third plans should be developed simultaneously at first. It is essential, however, that high ideals of research and of graduate work should be set up from the first. We have more to fear from low ideals than from inadequate staff or equipment.

3. Your Committee submits the following recommendations for the establishment of Scholarships in Agriculture:

For the purpose of providing an adequate supply of highly trained men in Agriculture capable of advancing research, filling the highest administrative positions and contributing to the educational work of the Dominion your Committee recommend:

1. That a system of Scholarships and Fellowships in Agriculture similar to those already approved for Scientific and Industrial Research be established by the Dominion;

2. That they be administered by a Committee of Agricultural experts appointed by the Advisory Council for Scientific and Industrial Research.

Further your Committee is of the opinion

1. That the sum of Five Thousand will be sufficient for the first year;

2. That these Scholarships should be awarded only to those who have completed a course of study leading to a degree in Agriculture, have attained a high standing in all the work required for that degree, have highly distinguished themselves in some special department and have given evidence of capacity for research;

3. That the holder of a Scholarship should be required to continue his studies in Agriculture in an Agricultural College, University, Scientific Branch of the Dominion Department of Agriculture or other institution approved for this purpose;



4. That the Committee to administer the Scholarships approve the place of study and have general oversight of the work of the scholars, should consist of at least three and not more than five persons representative of the Agricultural Colleges and Scientific Branches of the Department of Agriculture.

#### **REPORT OF THE COMMITTEE ON LEGAL EDUCATION.**

*Presented by Dean Lee.*

The Committee begs leave to submit its second report as follows:

At the last Conference three suggestions in particular were referred to the Committee for further consideration. These were,

1. That steps should be taken to procure the further recognition of University examinations by the Provincial Law Societies, so as to put an end to the present duplication of examinations;

2. That a preliminary course of two years in Arts should be required as a condition of admission to the Law Schools—such condition being both educationally desirable and having the further advantage of bringing the Canadian Law Schools up to the standard required by the Association of American Law Schools;

3. That legal studies should be admitted to the Arts Course as a distinct course of study leading to the B.A. degree.

Dealing with these suggestions seriatim the Committee reports as follows:

1. With regard to the recognition of University examinations by the Provincial Law Societies, the Committee cannot make any general recommendation in view of the varying circumstances of the different provinces. In some provinces, notably in Nova Scotia, Alberta and Manitoba, the duplication of examination is avoided by co-operation between the University and the Law Society. In other provinces the feeling is that though the further recognition of University examinations should certainly be urged upon a fitting occasion, the time has not yet come for approaching the Provincial Societies with any specific proposal tending in that direction.

2. To the suggested requirement of a preliminary course of two years in Arts, objections are offered from two different points of view. On the one hand, in a communication re-

ceived from the University of Saskatchewan, it is pointed out that in Universities which allow a combined course in Arts and Law two years in pure Arts followed by two years in mixed Arts and Law and two years in pure Law would give the two degrees in six years, and that from the point of view of the student it would be better to require only one year in Arts as a preliminary or, alternately, to require him to proceed to a B.A. degree. On the other hand, in Laval and its affiliated Colleges within and without the Province of Quebec, the course in Arts and Law is stated to extend over eight years and the requirement of two years in Arts therefore represents a much lower standard than the Committee had in contemplation.

In view of these objections coming from different quarters, it would seem that the suggestion of a two years preliminary qualification cannot be maintained. Should the Committee recommend one or other of the suggested alternatives? While recognizing that every encouragement should be given to future lawyers to take a B.A. degree before entering upon their professional studies, the Committee feels that it would not be at all desirable to deny the Law Schools to those who have not obtained this qualification. On the other hand, it may be doubted whether one year in Arts (or its equivalent in the French Universities) would be so clearly advantageous to the Law Student as to make it desirable to recommend it as a necessary preliminary to legal studies. For the present, at all events, it would seem best to refrain from any recommendation under this head. Each University will be free to determine the conditions of admission to its Law School in view of its own peculiar circumstances and of its relation to the Provincial Law Society.

3. The suggestion that Legal studies should be admitted to the Arts Course as a distinct course of study leading to the B.A. degree has met with a considerable measure of acceptance. The Law Faculty of the University of Saskatchewan records its thorough approval of this proposal. The Faculty discussed the wisdom of making an Honours Course and held that as soon as provision could be made for proper instruction in certain branches of Law, an Honours Course in Jurisprudence should be established. From the material before the Committee it appears that several other Universities admit certain branches of Law to the Arts curriculum. The Committee wishes to go on record as approving any steps that may be taken in this direction. In this connection it would refer particularly to a valuable memorandum by the

Hon. Mr. Belcourt. Senator Belcourt writes: "My experience has taught me that during the last two years of the Arts Course much of the time could not be better employed than in teaching the elementary principles of law, whatever profession the student intends to take up. I have heard many times men engaged in purely financial or mercantile business express regret that they had not followed some course in Law. To my mind, such knowledge is far more necessary to success than several other subjects which form part of the ordinary Arts curriculum."

The Committee desires to associate itself with Senator Belcourt's words. In its opinion the study of the Science of Law constitutes a liberal education precisely in the same way as the study of languages, philosophy or history, and is no less fitted than any one of these to furnish a distinct course of study leading to the B.A. degree.

Obviously, however, the question of the introduction of legal studies into the B.A. Course is one which must depend upon the distinct circumstances of each University. In the University of Laval and its affiliated Colleges it would be scarcely feasible to find a place for legal studies in an already very full curriculum. The same may, no doubt, be said of other Universities, which from their special circumstances may be disinclined or unable to admit legal studies to their ordinary course.

Your Committee feels that it should not conclude its report without reference to the annual meeting of the Canadian Bar Association to be held at Winnipeg on the 29th of August and the following days. In view of the fact that the subject of Legal Education is expected to receive special attention on that occasion, your Committee suggests that it should be continued with instructions to watch the proceedings of the Association and to report to the next Conference.

#### **REPORT OF COMMITTEE TO CORRESPOND WITH BRITISH AND FRENCH UNIVERSITIES RE OPPORTUNITIES FOR GRADUATE WORK FOR CANADIAN STUDENTS.**

**Presented by President Falconer**

Gentlemen:

At the Conference of the Universities of the Dominion of Canada held in Montreal, May 22nd and 23rd, 1916, a Committee was appointed to carry out the resolution of the Conference which runs as follows:

"This Conference is strongly of the opinion that in order to strengthen the unity of the Empire, the Universities of Great Britain should be urged to modify and increase their graduate facilities to meet the needs especially of students from the Universities of this Dominion. Also in order to effect this purpose, this Conference appoint a Committee to correspond with the Universities of Great Britain, also with authority to correspond with the Universities of France, with a view to making arrangements that will increase the number of students from the Canadian Universities who pursue their graduate studies in that country."

The members of the Committee were President Falconer, Chairman; Principal Peterson, Abbe Chartier and Dean Cappon.

After consultation with all the other members of the Committee the Chairman sent the accompanying letter to the following Universities in Great Britain and Ireland: Aberdeen, Birmingham, Cambridge, Dublin, Edinburgh, Glasgow, Leeds, Liverpool, London, Manchester, Oxford, National University of Ireland, St. Andrew's, Sheffield, Queen's University of Belfast.

At the same time he also sent the accompanying letter to the following Universities of France: Angers (Institut Catholique), Bordeaux, Caen, Grenoble, Lyons, Montpellier, Paris, Toulouse.

Abbe Chartier was kind enough to translate this letter into French as hereto appended.

Letters in reply have been received from the following Universities: Cambridge, Edinburgh, Glasgow, Leeds, Liverpool, London, Manchester, Oxford, St. Andrew's, Sheffield; also from the French.

These replies I now beg to present to the Conference for their consideration.

Copies of the letters were also sent to Dr. Hill, Secretary of the Universities Bureau of the British Empire, whose reply I also append.

It will be observed that already the matter has been brought to the attention of the Universities of Great Britain, and that some important steps have been taken in the direction in which our Dominion Conference has moved.

All of which is respectfully submitted.

May 24th, 1917

Robert Falconer,  
Chairman.

March 6th, 1917.

To the Chancellor of the University of \_\_\_\_\_, etc.

Sir:

At the Third Conference of the Canadian Universities held in May 1916, it was unanimously resolved that in order to strengthen the unity of the Empire, the Universities of Great Britain should be urged to modify and enlarge their graduate facilities to meet the needs of students from the Universities of this Dominion. A Committee was appointed to correspond with the Universities of Great Britain with a view to making arrangements which would increase the number of students from Canadian Universities who will pursue their graduate studies in Great Britain. On behalf of this Committee will you allow me to present to you the following facts for your consideration?

The Universities of the Dominion of Canada recognise that the European war has introduced factors which will have far-reaching effects on the future of education not only in Europe but on this continent. Some of these changes will be of wide significance arising from new conditions which will be created among the Allies. Other changes will affect the academic life of the Dominion of Canada in particular, and will, therefore, react in a peculiar degree upon her own educational institutions. In the years preceeding the outbreak of the war the Universities of the Dominion had been rapidly developing and already plans had been set on foot for increasing the opportunities for graduate work in the Universities of this country.

But even if this movement progresses, as we hope it may, there will continue to be many of the best graduates in each year who will wish to complete their course in Universities outside of Canada. There has been an annual exodus for many years. Most of these students turned to the United States where they found conditions suitable to continue the work that had been completed for their first degree in the Universities of the Dominion. The Canadian degrees are well-known in the United States and little difficulty is experienced in securing recognition for them. As a rule also the expense was less than would be incurred in studying for the same length of time in Europe, and scholarships and fellowships were granted liberally by the American Universities. The Universities and professional schools of Great Britain drew a number of Canadian graduates, especially in Medicine. Some graduates in Arts were found in Oxford and Cambridge, the Rhodes Scholarships having brought a few every year to

Oxford. Apart from the professional advantage that was received by those who wished to gain further experience in the London or other British Hospitals, few facilities were offered to graduates from the Universities of this Dominion. Nearly all those who went to Oxford and Cambridge proceeded to regular undergraduate degrees. None qualified for the doctorate in these Universities, and but few for similar degrees in the Provincial, Scottish or Irish Universities. Nor were there Fellowships or Scholarships for which graduates of Canadian Universities could compete on equal terms with candidates from Britain.

If the Universities of Britain are to attract students from the Dominion who wish to do graduate work and to prepare themselves for academic careers, doctorates should be established which will take account of preliminary work done in Canada for lower degrees, so that it will not be necessary for a student to cover ground which he has already explored or to receive a degree which he already holds. It would be advisable also that a certain number of scholarships, open particularly to students from the overseas Dominions, should be established in the British Universities. Only in this way, that is to say by the establishment of doctorates that may be obtained within a reasonable time and by subvention through scholarships, can we hope that the stream of students which of late has set towards the United States, will be diverted to the Universities of Britain. This is the more necessary, because for the next generation, at least, there will probably be no intercourse between the Universities of Canada and those of Germany. The time is also very opportune for maintaining and strengthening the ties which for the past few years have been binding this Dominion more closely than before to the Mother Country. In the future to a greater extent than in the past, graduates of the Universities of Canada will include those of diverse racial origin, and it will be of great service to the cause of our common civilisation to have numbers of Canadians of whatever stock, turn every year to Britain for the completion of their academic or professional education.

On behalf of the Committee,

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CHRIST CHURCH, OXFORD

April 3, 1917.

My dear Sir,

I thank you for your letter on the subject of post-graduate facilities here. The matter has engaged the attention of this University for some time, and a Statute is now before Congregation which will, I think, meet a large number of the requirements you describe. The Statute proposes to create a Doctorate in Philosophy, to be awarded at the end of three years—or, in certain rather exceptional cases, two years'—research work here under the direction of the professor. The Statute constitutes a committee for Advanced Studies, which will correspond with Universities outside the Realm and endeavour to establish a closer bond between us and them than at present exists. The Statute comes before Congregation on May 8, and will come finally before the University a week or ten days later. In the course of the discussion, the Statute has been amended, and I have no copy of it in its amended form. As soon as it is passed, however, I hope the committee will be set up, and that communications will at once be opened with other Universities.

The question of Scholarships is not touched by the Statute and is of course a matter of great perplexity. The University itself, as you may be aware, has no funds for Scholarships; and the College Scholarships are all bound by various Statutes. An alteration in the University Statutes makes no difference to the Statutes regulating the Colleges. But Colleges have a good deal of power in the way of proposing alterations in their Statutes; and I think I may tell you that in my own college, to take one example, we have recently altered on a very considerable scale the Statutes relating to members of the Foundation; and I think under the new Statutes (which have received the sanction of the King in Council, and are only suspended in their operation because of the war) it will be possible for us to meet the requirements you suggest. Several other colleges are in a similar position and I think it will be the function of the new committee to collect and to circulate information on all these points.

Yours very truly,

Thomas B. Strong,  
Vice-Chancellor.



## UNIVERSITY OF GLASGOW

My dear President,

31st March, 1917

Before receiving your letter of March 12, sent on behalf of the Committee of the Canadian Universities, we had issued from the Bureau of the British Universities an invitation to the Universities of the United Kingdom to send representatives to a Conference in London for the purpose of considering 'inter alia,' the question your letter raises.

As Chairman of the Bureau, I shall have pleasure in bringing your communication before the Conference. I expect it will meet after Easter.

Let me take the opportunity of sending you my cordial greetings and good wishes.

I am

Yours very truly,  
Donald MacAlister.

## UNIVERSITY OF ST. ANDREWS

2nd of April, 1917.

Dear Sir,

Principal Sir John Herkless, Vice Chancellor of this University has asked me on his behalf to acknowledge the receipt of your letter of 12th March. He is quite in sympathy with the idea that the relations between the Canadian Universities and those of the Mother Country should be made closer and more intimate, and I feel sure that this view will be concurred in by all the members of the University. The matter has recently been taken up by the Universities Bureau of the British Empire with a view to facilitating closer relations betwixt the Universities of this country and those of allied countries; and you may be assured that the whole question will receive their thorough consideration in the immediate future.

Yours faithfully,

Andrew Bennett,  
Secretary.

## UNIVERSITY OF LEEDS

My dear President,

30th March, 1917.

Your letter has reached me this evening and I write at once to say how strongly I feel with you that arrangements should be made to encourage students to pass for graduate



study from the British to the Canadian and from the Canadian to the British Universities. The matter is one of first-rate importance, both from the point of view of the British Empire and of the future relationships between the Old World and the New.

At Leeds we are now considering this matter and are desirous of acting in co-operation with the other British Universities. Among the latter, there is at present some diversity of opinion as regards the award of a new Doctorate upon conditions which would make the degree available for students who could give two years for higher study after their first graduation.

Your letter shall be brought before the Senate at its next meeting and will carry great weight with the committee which has been formed to consider the question of new higher degrees.

Believe me, Yours very sincerely,  
M. E. Sadler.

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UNIVERSITY OF SHEFFIELD

2nd April, 1917.

Dear Sir,

I acknowledge with thanks the receipt of your letter informing me that at the Third Conference of the Canadian Universities it was unanimously resolved to invite the Universities of Great Britain to modify and enlarge their Graduate facilities to meet the needs of students from the Universities of Canada.

I have much pleasure in informing you that our Universities in this country have been for some time considering the whole question from the same point of view. We realise that in the future Graduates from Overseas Universities will desire to complete their studies at a British University instead of going to Germany as in the past, and we need hardly say how warmly we shall welcome such a movement. There is no difference of opinion in this country as to the importance of such a movement, but there is some difference of opinion as to the kind of a degree which should be offered by our Universities in such cases, and a considerable controversy is now proceeding on this subject.

Our Universities are proposing at an early date to meet together in Conference to endeavour to come to a common agreement on the subject, and the result of our deliberations shall be communicated to you as early as possible thereafter.

With all good wishes,

I am, Yours sincerely,  
W. Ripper, Vice-Chancellor.

QUEEN'S COLLEGE, CAMBRIDGE

April 2nd, 1917.

Dear Sir,

I write to acknowledge the receipt of your important letter, which you have sent. We shall lay it before the Council of the Senate of this University at their next meeting.

Yours faithfully,

Thomas C. Fitzpatrick, Vice-Chancellor.

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UNIVERSITY OF LIVERPOOL

31 March, 1917.

My dear President,

I acknowledge with thanks your letter of March 12. It will be most helpful in aiding us to come to some conclusion on problems that we are now discussing; for though all the members of our Senate are anxious to attract students from Canada, they differ as to methods.

Believe me to remain, with kind regards,

Yours very truly,

Alfred Dale

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UNIVERSITY OF LONDON

April 2nd, 1917.

Sir,

I am directed to acknowledge the receipt of your letter of March 12th, 1917, addressed to the Vice-Chancellor, and to inform you that the questions raised therein are already receiving very careful attention from the University, and, we understand, from other Universities in Great Britain. I will write to you again when the Committee which has the matter in hand has reported.

I am,

Yours faithfully,

P. J. Hartog, Academic Registrar.

## UNIVERSITY OF EDINBURGH

3rd April, 1917.

Dear Sir,

I am duly in receipt of your letter of March 12th, and shall take the earliest opportunity of bringing it before the Senatus of this University, the members of which will, I am sure, be fully alive to the importance of the subject with which it deals.

I am,

Yours sincerely,

J. A. Ewing,

Principal and Vice-Chancellor of the University.

## UNIVERSITY OF MANCHESTER

Dear Sir,

I am desired to acknowledge the receipt of your letter of the 12th of March, and to say that it will be brought to the attention of the Council and Senate of this University in due course.

Yours faithfully,

Sydney Moss, Secretary.

## CONFERENCE ON INTERCHANGE OF STUDENTS AND TEACHERS

By invitation of the Committee of the Universities Bureau of the British Empire, the Universities of the United Kingdom appointed the following representatives to attend a Conference on certain questions of common interest, to be held in the Imperial Institute on 18th May, 1917:

Belfast: Prof. M. O. Meredith,\* Prof. F. M. Powicke.

Birmingham: Sir Oliver Lodge\* (Principal), Prof. W. J. Ashley,\* Prof. P. F. Frankland,\* Prof. C. R. Beazley.\*

Bristol: Sir Isambard Owen (Vice-Chancellor), Prof. F. Francis.

Cambridge: Mr. T. C. Fitzpatrick (Vice-Chancellor), who appointed as his deputy Dr. J. R. Tanner,\* Mr. R. F. Scott\* (Master of St. John's).

Dublin: Mr. Arthur W. Samuels,\* M.P.

Durham: Principal W. H. Hadow (Vice-Chancellor), Principal F. B. Jevons.

Edinburgh: Sir Alfred Ewing\* (Vice-Chancellor).

Glasgow: Sir Donald MacAlister\* (Vice-Chancellor).  
National of Ireland: Sir Bertram Windle\* (Vice-Chancellor).

Leeds: Dr. M. Sadler (Vice-Chancellor), Prof. B. M. Connal, Prof. C. M. Gillespie.\*

Liverpool: Sir Alfred Dale (Vice-Chancellor).

London: Prof. Graham Wallas,\* Mr. P. J. Hartog,\*  
Dr. Gregory Foster,\* (Provost of Univ. Coll.), Dr.  
R. M. Burrows\* (Principal of King's Coll.), Miss  
M. J. Tuke\* (Principal of Bedford Coll.), Sir  
Cooper Perry,\* Prof. J. B. Farmer.\*

Manchester: Sir Henry A. Miers\* (Vice-Chancellor),  
Prof. G. Elliot Smith,\* Prof. Ramsay Muir,\* Mr.  
J. C. M. Garnett\* (Principal of the School of Technology).

Oxford: Mr. H. T. Gerrans.

St. Andrews: Very Rev. Sir John Herkless (Vice-Chancellor).

Sheffield: Prof. W. Ripper\* (Vice-Chancellor).

Wales: Principal E. H. Griffiths\* (Vice-Chancellor).

University College, Nottingham: Prof. E. Weekley.\*

University College, Reading: Mr. W. M. Childs\* (Principal).

University College, Southampton: Dr. A. Hill. (Principal).

At the Conference, Sir Donald MacAlister, K.C.B., Chairman of the Bureau Committee, was in the Chair; and Dr. Alex. Hill, Hon. Secretary of the Bureau, acted as Secretary.

The Representatives whose names are marked \*, together with Professor Gilbert Murray, Director of Special Inquiries and Reports at the Board of Education, London, and Mr. J. W. Joynt, Agent in England of the University of New Zealand, were present.

After discussion, the Conference adopted the following Resolutions, and agreed that they should be communicated to the several University Authorities, and to the Government Departments concerned:

(1) It is desirable that the facilities now existing in the universities of the United Kingdom for "graduate" students from foreign universities and British universities overseas should be increased; and to this end the Home univer-

sities should be enabled to develop more fully their arrangements for promoting advanced study and research.

(2) For this purpose it is essential that a very considerable addition to the resources of the Home universities should be made, with a view to

(a) The provision of a larger staff of the higher teachers in special branches;

(b) The further equipment of laboratories, libraries, etc.;

(c) The provision of research studentships and fellowships, including some reserved for advanced students from the British universities overseas;

(d) The publication of special researches and studies;

(e) The reduction or remission of fees to "graduate" students.

(3) For the better promotion of research in this country, and for the encouragement of advanced work by "graduate" students from abroad, a degree or title of Doctor should be instituted, attainable after a period of not less than two years of whole-time work devoted to advance study or research at one or more universities or institutions connected therewith: or an equivalent period of such whole-time work spread over a longer term of years.

(4) The existing doctorates of the Home universities should, if possible, be maintained, and their present standard should not be lowered.

(5) The title of the doctorate conferred on "graduate" students who have completed the contemplated course of advanced study or research should be the same, whatever the faculty or subject of the course; and the same title should if possible, be adopted by all the Home universities for the doctorate in question.

(6) The Conference is prepared to recommend that the title of the doctorate in question should be Ph.D. (Philosophiae Doctor).

(7) It is desirable (though under present conditions difficult of attainment) that arrangements should be made or facilitated for the interchange of professors and teachers between the Home universities and universities abroad, and for the granting of periodic leave of absence to professors and teachers for purposes of study or instruction outside of their own universities.

(8) It is desirable that for students of the Home universities increased opportunities for, and recognition of, study and research in universities abroad should be provided; and the Chairman is requested to appoint a Committee for the purpose of collecting information and preparing a report on this subject, to be circulated among the members of the Conference.

(In pursuance of this resolution, the Chairman appointed the following to be the Committee: Sir Henry Miers, Sir Alfred Ewing,\* Dr. Burrows, Dr. Tanner, Dr. Gregory Foster, Professor Powicke, Principal Childs, Miss Tuke, and Dr. Alex Hill, Chairman.

\*Owing to his many engagements, Sir Alfred Ewing finds himself unable to serve.)

(9) It is desirable that the Universities Bureau should undertake the preparation of a Handbook on the subject of "graduate" study and research in the Home universities, giving information as to the Departments of work to which they severally give special prominence; as to fees and cost of living; as to requirements regarding previous graduation or its equivalent; and generally, as to the conditions and regulations for advanced study and research in each university.

Resolution (6) was carried by a majority, the remaining resolutions *nemine contradicente*.

#### COPY OF LETTER TO FRENCH UNIVERSITIES

Mars 6, 1917.

M. le Recteur de \_\_\_\_\_.

Monsieur le Recteur,

La guerre a rapproché très étroitement le Canada et la France. Des milliers de jeunes Canadiens ont lutté sur le sol français pour le maintien de notre commune civilisation.

Les liens ainsi formés ne doivent pas se détendre. L'heure est venue, au contraire, de resserrer nos attaches intellectuelles. Nous entretenons l'espoir que les diplômés de nos universités canadiennes, qui ambitionnent de perfectionner leurs connaissances professionnelles ou de se spécialiser dans quelque carrière universitaire, tourneront leurs regards vers les universités françaises, dans l'avenir plus qu'ils ne l'ont fait dans le passé.

Jusqu'à présent, plusieurs de nos Canadiens ont étudié dans les universités allemandes et y ont conquis, après un stage suffisant, le doctorat. Bien accueillis, ils y bénéficieraient largement des privilèges accordés par ces institutions.

Dorénavant, pour la première génération tout au moins, cet état de choses n'existera plus.

En raison de ce fait, les délégués des universités canadiennes, lors de leur assemblée annuelle au mois de mai dernier, ont décidé de se mettre en relations avec les universités de France. Ils désirent profiter de l'ordre nouveau qui se prépare pour augmenter si possible, après entente avec elles, le nombre des diplômés des universités canadiennes qui feront en France des études spéciales.

Pour obtenir ce résultat, il leur paraît surtout nécessaire de rendre plus facile aux diplômés canadiens l'accès au doctorat français. Il faudrait reconnaître les études qu'ils auront préalablement faites au Canada; cette reconnaissance leur donnerait plus de loisirs pour se préparer à la conquête des grades supérieurs. En second lieu, il semble désirable que les universités françaises procurent à ces diplômés les meilleures conditions, en vue de l'exercice de la profession ou des recherches scientifiques auxquelles ils ont l'intention de se livrer après leur rentrée au pays. Le doctorat, s'ils l'obtiennent, constituera la preuve authentique et universellement reconnue de l'excellent labeur qu'ils auront fourni la-bas.

Si les membres distingués de votre conseil universitaire, monsieur le Recteur, acceptent de pendre en considération cette requête des universités canadiennes, nous serons heureux de vous transmettre tous les renseignements supplémentaires que vous solliciteriez. Nous vous soumettrons avec plaisir un mémoire sur le régime universitaire de la Puissance du Canada. Nous vous fournirons par là le moyen de calculer la somme des exigences que requièrent, pour l'obtention de chacun de leurs grades, les différentes institutions du pays.

Agréez, monsieur le Recteur, nos hommages respectueux et empressés,

Pour la commission,

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## ACADEMIE DE BORDEAUX

Bordeaux, le 18 Avril, 1917.

Monsieur le Secrétaire Général,

J'ai reçu votre lettre, et je suis heureux de l'espoir que vous nous donniez de voir venir à nous des étudiants canadiens. J'ai eu l'honneur de visiter l'Université Laval en 1902, et déjà je pensais que des relations intellectuelles plus étroites devaient s'établir entre elle et les Universités fran-

çaises. Les graves événements que nous traversons et qui nous ont causé tant de tristesses, nous appèteront sans doute cette consolation, avec d'autres.

Pour la question du doctorat français, dont vous m'entretenez, il n'appartient pas à une Université en particulier de la résoudre. Mais nous en avons déjà délibéré, Recteurs et représentants du Ministère réunis récemment à Paris, et j'espère que l'on trouvera une solution qui vous donne satisfaction.

Je serai très heureux de recevoir de vous tous les documents que vous m'annoncez et qui me permettraient d'établir la liaison entre les études universitaires du Canada et nos études d'Enseignement supérieur. Je vous serai aussi reconnaissant de me dire ce que, au point de vue de la vie matérielle de l'étudiant, vous désirerez voir faire dans une Université qui, comme celle de Bordeaux, est de celles qui doivent attirer le plus grand nombre d'étudiants de votre pays.

Agréez mes sentiments de confraternité universitaire et d'amitié.

Le Recteur,

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## ACADEMIE DE CAEN

Caen, le 5 Mai, 1917.

Monsieur le Secrétaire Général,

J'ai l'honneur de vous accuser réception de votre lettre du 6 Mars, dernier relative aux facilités à accorder aux Étudiants des Universités canadiennes pour leur permettre de suivre les cours des Universités françaises et d'y conquérir des grades.

Comme vous les faites si justement remarquer, la Guerre actuelle a rendu encore plus étroits les liens de forte amitié qui existaient déjà entre le Canada et la France. Il en résultera sûrement entre les deux pays des rapports de plus en plus suivis et il est à désirer que les Universités, tant canadiennes que françaises, prennent une large part à ce mouvement.

Je crois donc pouvoir vous assurer que les étudiants canadiens qui voudront bien venir en France pour y entreprendre des études spéciales y trouveront le meilleur accueil.

Mais, en même temps, je dois vous signaler que, dans l'état de notre législation scolaire, certaines conditions sont



exigées des jeunes gens de nationalité étrangère pour qu'ils puissent être admis dans nos Universités. Ces conditions sont exposées dans un arrêté de M. le Ministre de l'Instruction Publique, en date du 16 Novembre 1915, dont vous trouverez ci-joint la copie.

Or, la liste des diplômes, titres et certificats prévue à l'article 1er et publiée à la même date ne mentionne aucun grade universitaire de la Puissance du Canada.

Pour combler cette lacune, il serait donc utile qu'un mémoire, établissant l'ensemble des connaissances acquises par les étudiants pourvus de diplômes ou titres, délivrés par les Universités canadiennes, fût adressé par votre Gouvernement au Gouvernement français, en vue de déterminer quels sont, parmi ces diplômes ou titres, ceux qui peuvent être considérés comme équivalents à notre baccalauréat de l'enseignement secondaire, grade exigé pour suivre les cours de nos établissements d'enseignement supérieur.

Toutefois, comme cette étude peut nécessiter un délai assez long, je me hâte d'ajouter qu'il est déjà possible, pour les jeunes Canadiens, par des mesures individuelles, de solliciter l'autorisation d'entrer dans nos Universités. Les dispositions à prendre à cet effet sont indiquées à l'article 4 de l'arrêté ci-joint.

Je souhaite vivement que ce premier échange de correspondance entre l'Université LAVAL de MONTREAL et l'Université de CAEN soit le prélude de rapports de plus en plus fréquents entre ces deux centres intellectuels.

Veuillez agréer, Monsieur le Secrétaire Général, l'assurance de ma haute considération.

Le Recteur,

Ministère de l'Instruction Publique et des Beaux-Arts.  
Direction de l'Enseignement Supérieur.  
1er Bureau.

#### ARRÊTÉ

Relatif aux demandes d'équivalence du baccalauréat de l'enseignement secondaire formées par les étudiants de nationalité étrangère ayant fait leurs études à l'étranger.

Le Ministre de l'Instruction Publique et des Beaux-Arts,  
Vu l'article 4 du Décret du 22 Juillet 1912

Arrêté:

*Art. 1er.*—Les étudiants de nationalité étrangère peuvent se faire inscrire dans les Universités françaises, après avoir

obtenu l'équivalence avec le baccalauréat français de l'enseignement secondaire des diplômes, titres ou certificats qui, dans leur pays d'origine, donnent accès aux études d'enseignement supérieur. La liste de ces diplômes, titres et certificats est dressée, chaque année, par le Ministre de l'Instruction publique.

Toutefois, ces étudiants ne peuvent se faire inscrire en vue des grades et titres d'Etat de docteur en médecine, pharmacien et chirurgien-dentiste, s'ils ne justifient pas des diplômes exigés des étudiants français en vue de ces grades et titres, réserve faite du régime particulier appliqué, en vertu de conventions antérieures, aux étudiants originaires de la Roumanie et de l'île Maurice.

*Art. 2.*—Les équivalences prévues à l'article précédent sont prononcées par le Recteur de l'Académie dans le ressort de laquelle se trouve la Faculté ou Ecole où veut s'inscrire l'étudiant.

La demande de l'étudiant doit être accompagnée:

1st, Du diplôme titre ou certificat étranger pour lequel est demandée l'équivalence; 2nd, D'une pièce d'identité (acte de naissance, acte de baptême, etc.) du postulant.

Ces documents devront avoir été visés soit par un agent diplomatique ou consulaire de France en résidence dans le pays d'où ils proviennent, soit par un représentant de ce pays accrédité en France. Aux originaux devront être jointes des traductions authentiques et certifiées telles, soit par un traducteur juré de France, soit par un des agents diplomatiques ou consulaires dont le visa est requis.

*Art. 3.*—Chaque équivalence fait l'objet d'un arrêté spécial visant le diplôme, titre ou certificat étranger admis en équivalence. Un bordereau de ces arrêtés est transmis tous les trois mois au Ministre de l'Instruction publique.

*Art. 4.*—Sur production de diplômes, titres ou certificats étrangers autres que ceux visés par l'article 1er, des équivalences de baccalauréat peuvent être accordées et pour les mêmes fins aux étudiants de nationalité étrangère.

Les demandes devront être formulées et les dossiers constitués comme il est prescrit à l'article 2, mais l'examen et la décision sont réservés au Ministre qui statue après avis du Doyen ou Directeur et du Recteur de l'Académie.

*Art. 5.*—Sont abrogées toutes les dispositions antérieures contraires à celles du présent arrêté.

Fait, à Paris, le 16 Novembre, 1915.

Paul Painlevé.

**R. UNIVERSITY GRADUATES IN THE DIPLOMATIC, ADMINISTRATIVE, CONSULAR, TRADE AND OTHER SERVICES OF GREAT BRITAIN.**

The importance to our export merchants and manufacturers of being prepared to meet the requirements of the foreign trade was one urgent reason suggested for our Universities specializing in the history, literature, institutions, business customs and the languages of, particularly, those countries in which this foreign trade is being now developed. There was, however, another reason, of interest to the Universities in Canada, and to which the results of the present Imperial Conference will give emphasis. The certainty of closer political and commercial relations between Great Britain and the overseas Dominions, Colonies and Dependencies, and the high plane to which University education is carried here, have convinced me that our graduates are entitled to ask that under the new Imperial regime, the diplomatic, crown colony, consular, civil and other services of Great Britain all over the world, wherever British interests are involved, including the India Civil Service, should be open to them, and that in this respect, they should be placed on an equality with the graduates of Oxford, Cambridge and other British Universities. To be of the highest service to Great Britain, whether as secretaries of legation, attaches, trade commissioners, consuls, high commissioners, governors or ambassadors, these graduates should be familiar with the history the Institutions, the home and foreign relations, and should speak the language of the countries to which they are accredited although in the past this familiarity has not always been in evidence among Britain's representatives.

Among other matters, I incidentally brought this subject to the attention of some of the members present at the Imperial Conference, but it seems much more fitting that the Universities, themselves, should express their opinion in the proper quarter on the subject. Very many of our graduates would be able to show their ability, not only in education, but in initiative, administrative capacity and quick insight for occupying the highest posts in the British service.

**CO-OPERATION OF GREAT BRITAIN AND THE DOMINIONS IN RESEARCH**

As, apart from the Government, the Universities here practically alone, have thus far the laboratory facilities and the men for engaging in research work, it may appeal to them to express their views on the subject of empire-wide co-oper-

ation in scientific and industrial research, which I proposed to the leading members of the Imperial Conference. The subject was briefly stated thus:

"Combination of effort in scientific and industrial research between Great Britain and the Dominions and Colonies under which there would be: (a) Systematized financial aid from the governments to the universities and scientific institutions actually engaged in scientific and industrial research; (b) co-operation and exchange of ideas between these universities and scientific institutions in Great Britain and the Dominions in research developments in respect—to discoveries made in material, methods and combinations, to new material found exclusively or in large quantity in any one of these countries, and to new appliances which would facilitate research; (c) preferences within the Empire, as against foreign nations in respect to discoveries made."

Toronto, May 1917.

Andrew T. Drummond

## REPORT ON LENGTH OF SESSION

Presented by President MacKenzie

**Table Showing Variations in Practice in Canadian Universities.  
(Arts)**

	<i>Maximum</i>	<i>Minimum</i>	<i>Average</i>
Total length of session.....	36 w. 2 d. (Tor)	30 w. 1 d. (Queen's)	32½ w
Lecturing weeks	29 w. 2 d. (Acad)	23 w. 3 d. (Queen's)	26.1 w
Examination periods.....	29 d. (Man.)	12 d. (Dal. & Alberta)	20 d.
Holidays.....	3 w. 2 d. (N.B.)	2 w. (Dal. Man. & Western)	17 d.
Lost days at end of session....	20 d. (Tor.)	1 d. (N.B.)	7½ d

### Average Sub-Division of Present Canadian College Sessions (Arts).

Lecturing weeks.....	26
Examination weeks.....	3
Vacation weeks.....	2½
Lost time at end of session.....	1
Total.....	32½

### Suggested Division of a full eight months session (Arts).

Teaching weeks.....	28
Examination weeks.....	3
Vacation weeks.....	2½
Lost time at end of session.....	1
Total.....	34½

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### ARTS

Acadia.....  
Alberta.....  
British Columbia...  
Dalhousie.....  
King's.....  
McGill.....  
McMaster.....  
Manitoba.....  
Mount Allison.....  
New Brunswick.....  
Queen's.....  
Saskatchewan.....  
Toronto.....  
Western.....

Average.....

\*Only 33

\*\*Only 12

### APPLIED SCIENCE

Alberta.....  
Laval (Mont).....  
N. S. Technical.....  
Toronto.....

Average.....

### ROMAN CATHOLIC

Laval (Mont).....  
Laval (Que.).....  
Ottawa.....  
St. F. Xavier.....  
St. Joseph's.....

Average.....

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As the practice  
that in the

**LENGTH OF SESSION — CANADIAN UNIVERSITIES**  
**N.B. Saturday Assumed to be a Working day**

N.B. Saturday Assumed to be a Working day																		
	Length of session from 1st day of lectures to conferring of degrees		Time given to lectures before Xmas		Time given to lectures after Xmas		Total lecturing weeks		Time given to examination periods exclusive of Sundays			Time given to vacation			Time between last day of exams and conferring degrees.		Remarks	
	wks	dys	wks.	dys.	wks.	dys.	wks.	dys.	1st term	2-d term	total days	Xmas	Other	Total	wks.	dys.		
									days	days								
ARTS																		
Acadia.....	33	6	10	5	18	4	29	2	12	12	24	13	4	2	3	0	3	-do- Appl. Science
Alberta.....	30	4	12	0	14	4	26	4	0	12	12	10	6	2	2	0	5	-do- Appl. Science
British Columbia.....	31	2	11	3	12	4	24	0	7	15	22	16	1	2	3	1	3	-do- Appl. Science
Dalhousie.....	31	1	9	2	15	6	25	1	9	19	19	12	2	2	7	1	1	-do- Appl. Science
King's.....	32	0	11	4	13	4	25	1	4	12	16	12	5	2	3	0	2	-do- Appl. Science
McGill.....	32	0	12	1	12	1	24	2	7	19	26	12	4	2	2	2	1	-do- Appl. Science
McMaster.....	33	3	11	3	13	2	24	5	9	20	29	17	2	2	5	0	5	-do- Appl. Science
Manitoba.....	34	0	11	9	17	0	28	0	8	8	16	17	2	2	5	7	4	Arts Only
Mount Allison.....	34	3	12	2	16	2	28	4	7	19	17	17	6	3	2	0	1	-do- Appl. Science
New Brunswick.....	30	1	11	2	12	1	23	3	5	19	24	13	3	2	2	1	1	-do- Appl. Science
Queen's.....	31	2	11	2	15	1	26	3	6	7	13	12	3	2	1	1	0	-do- Appl. Science
Saskatchewan.....	36*	2	11	5	15**	2	27	0	5	20	25	17	2	2	5	2	6	Arts Only
Toronto.....	33	0	12	1	14	5	26	6	5	21	26	10	4	2	0	0	3	Arts Only.
Western.....																		
Average.....	32 1/4 wks							26.1 wks	20 d.			17 d.			7 1/2 d			
*Only 33 weeks 3 days this year on account of war.																		
**Only 12 weeks 3 days this year on account of war.																		
APPLIED SCIENCE, when different from Arts.																		
Alberta.....	37	4	12	9	13	2	25	2	0	14	14	10	6	2	2	1	5	
Laval (Mont).....	34	4	12	0	16	0	28	0	0	30	37	17	19	3	6	0	7	
N. S. Technical.....	34	1	12	3	18	2	37	5	6	9	15	19	3	1	6	0	1	
Toronto.....	36	3	11	6	14	4	26	3	2	12	14	17	2	2	5	4	6	
Average.....	34 wks.							27.6 wks	18 1/2 d			18 3/4 d			11 3/4 d.			
ROMAN CATHOLIC INSTITUTIONS																		
Laval (Mont).....	29	0	6	3	20	3	26	6	0	3	3	17	14	4	3	0	1	
Laval (Que.).....	38	2	14	1	22	0	36	1	4	10	14	15	11	3	5	2	0	
Ottawa.....	41	1	15	4	22	2	37	6	6	7	13	16	16	4	4	0	3	
St. F. Xavier.....	34	4	12	5	16	4	29	2	5	6	11	18	4	3	1	0	2	
St. Joseph's.....	40	0	14	4	21	2	35	6	5	5	10	17	4	3	0	0	0	
Average.....	36.6 w							33.2 w	10.2 d.			26.4 d						

As the practice followed in the Roman Catholic institutions with regard to length of session is so different from that in the rest of the Canadian colleges, they are for convenience grouped separately as above.





### DEAN CAPPON'S STATEMENT

The committee appointed to report on the length of the university session consisted, owing to the absence of President Maclean, only of President MacKenzie (Convener) and myself. We have had considerable correspondence and discussion on the subject of the report now presented to you and while I have pleasure in adhering to it as embodying helpful suggestions from the Convener for the saving of time and increase of working days during the Session, there are some aspects of the question, which it was agreed I might present to you in a separate memorandum. I find it convenient to treat the subject under the three following heads:—

1. Considerations which affect the students.
2. Considerations which affect the professors.
3. Considerations which affect the organisation and equipment of the University.

#### CONSIDERATIONS WHICH AFFECT THE STUDENTS

I may begin by reminding you of the results of the questionnaire, which was sent out to the Canadian Universities last year. Three of the universities in their reply were decidedly in favour of lengthening the session on the ground that the students would be the better of more teaching. One of them expressed an opinion that a session of nine months with three hours a week as the class unit would be preferable to a shorter session with four or five hours as the unit. One, Laval in Quebec, had already a nine months session, as most of the Catholic universities have. But the decided majority of the Protestant universities, eight in number, reported with varying degrees of emphasis that in their opinion it was unadvisable to lengthen the session. Amongst the reasons given by these universities one of the most important was that a certain proportion of the students (large in some universities, smaller in others) are obliged during the summer vacation to earn the money required to carry them through the session. One university gave figures which showed that out of some 1200 intra-mural students in all faculties, about 400 in the Arts Faculty, about 250 in Applied Science, and about 200 in the Medical Faculty seek employment during the summer. These statistics referred of course to the years before the war. In the case of students in Applied Science it was pointed out that the work such students do in summer is in the line of the profession for which they are studying and that the combination of practical experience and academic study which this gives is very advantageous, besides forming very useful business connections for the students

after they graduate. In some universities regular arrangements are made every year with the larger industrial companies to receive students as apprentices for the summer. In the case of Arts students the value of the practical experience acquired in summer employments may be more uncertain. It can never be quite useless, however, as it brings home to the student the practical character of life at a period when he is mainly occupied with its theoretical and cultural aspects, and it is often of direct practical value for his future career. In my own University (Queen's) where we train a large number of teachers, the majority of our students in Arts went during summer as teachers and missionaries to the West of Canada, a district where the schools are at present bringing in students from the United States for such work. I need not point out how useful all this intercourse and summer distribution of students was for the fostering and unifying of national sentiment amongst newly settled populations. Of course different universities will be differently situated as regards the condition and needs of their students. A university in a small city or one whose students are drawn mainly from the poorer classes will have somewhat different conditions to consider as compared with a university situated in a populous industrial centre.

I may note here also that the formal length of the session is not an exact measure of the number of working hours required from the student. In some universities the arrangements allow more holidays in mid-session and provide for longer periods of examination than in others. For example, although the session at Harvard University is longer than that of most Canadian Universities, I find on comparing the full working hours of the Harvard student with those of the student at Queen's that the latter has more than the former.

The figures are as follows:—

Normal B.A. course at Harvard	
varying according to the options	
selected.....	from 1792 to 1863 hours
Normal Pass Course at Queen's.....	1865 hours
Typical Honour Course at Queen's.....	1975 hours

Or, if we compare the lectures and laboratory work and compute them on the system adopted by the Commissioners of Education for the State of New York (two laboratory hours being reckoned equal to one lecture hour) I find the results are as follows:—

Normal B.A. Course at Harvard.....	from 1530 to 1590 hours
Normal Pass Course at Queen's.....	1651 hours
Typical Honour Course at Queen's.....	1748 hours

I give these figures merely to illustrate the more intensive and concentrated character of Queen's system in which the instruction and drill are continuous, most of the classes meeting every day in the week. Of course I am aware that the mere element of time has its value in educational work. All psychology recognizes the half or wholly unconscious clarifying process which mere time involves when the impression has been deep enough. But this can be counted also as an element in the longer summer vacation, particularly in the case of the better students. The seven or eight months session is perhaps even more likely to be followed by free reading and independent thinking on the part of the student than the longer session and such independent self-controlled study has a very high value, even if it is not of the kind to count in a formal examination. In regard to humanistic studies particularly the autobiographies of almost all scholars and thinkers indicate clearly the great value of such free study.

#### CONSIDERATIONS WHICH AFFECT THE PROFESSORS

I am near enough the end of my professional career to have little personal interest in the question of lengthening the session, but in the interest of the profession, I should like to say that my experience leads me to place a high value on maintaining a liberal vacation period for the University professor. I am not sure, however, that the remarks I have to make under this head are as applicable, say, to professors in Applied Science as to the type of Arts professors whose work lies in the fields of literary, historical, philosophical, or economical research. The individual work and thinking of the professors in some sciences is often much confined to their university laboratory and its equipment; that is really their study chamber and the work done there is often carried on by collaboration, both of a higher and of a merely mechanical kind. The position of the professor in Arts, including some sciences, is rather different. Anything that is of much value in his work must be the fruit of private thought and study and requires for its maturing a certain isolation, retirement, or it may be, as in the case of a professor of history or classical archæology or modern literatures, observation of things abroad, consultation of foreign archives and materials. In any case a form of leisure is often and ought to be always his best working time for higher thought in his subject. Canadian universities with their comparatively small departmental staffs and restricted finances can hardly afford the periodical sabbatical year which many of the American universities allow their teachers—a consideration which may be

counted against their somewhat longer session. But the power of the profession to attract men of real ability and energy consists very largely in the opportunity it affords of giving one's life to thought and research. A professor as we all know is not ready made when he comes with his M.A. or Ph.D. from a University examination. His quality will depend entirely on the development he is able to give himself, during his career, in the higher fields of his work. If you reduce him to a mechanical drudge you destroy the higher kind of vitality in him, that kind which is most needed to maintain the credit of the institution with which he is connected and which is most required for the intellectual service of the nation. In our new democracies particularly the intellectual standard of the country will obviously depend very largely on the quality of the university professors.

It is of the highest importance to the nation that it should be able to attract men of ability and energy to the profession. And how, I would ask, are you going to do this in Canada, where a fairly successful engineer or business man is likely in a few years to be earning double or treble the salary of a professor and has prospects and chances which materially at least much exceed those offered by the universities. In Canada the prospects of the professor in respect of salary and service pension are considerably inferior to those of the same class in such countries as Britain, Germany and Sweden, and will be still more so when the pension system of the Carnegie Foundation is withdrawn, as seems likely to be the case. If the opportunities and the leisure required for higher study and research are also diminished, it needs no prophet to predict that the result must be to lower the level which the Canadian professorate might otherwise attain. And that means the lowering of the intellectual level of the nation. Universal causes have universal and in general unescapable consequences. Let us grant that a certain percentage of professors make no high use of their leisure, still as a rule even they always do something in the way of study and travel which gives zest and vigour to their work, and there is, I think, a large and increasing number of the profession who do use their vacation to deepen their intellectual life by contact with the best centres of thought and work. And it is on these men that the quality and credit of the universities mainly depend. The true policy is to foster and encourage those, not to eliminate them by an ungenerous treatment. We must give our intellectual class the best chance; we must deal with them not as if they were factory hands but as men from whom we ask the highest of which they are capable. If we are to get the highest we must act as if we expected it.

#### CONSIDERATIONS WHICH AFFECT THE ORGANIZATION OF THE UNIVERSITY

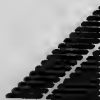
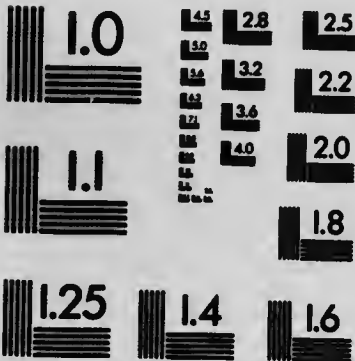
In our discussions on the length of the university session some have laid stress on the loss there is in having the physical plant and equipment of a university lying idle for four or five months of the year. That is a business argument, which has its business value. For my own part, if the personnel of the university is profiting, I would not be so greatly concerned over stone and lime lying idle for a few months of the year. But it was no doubt partly to answer this argument that the well known system in use at Chicago University was adopted. That system is an attempt to reconcile the full utilization of the resources of the university with adequate opportunities of restorative leisure and individual study for the professors. On this system the university is open all the year round, the work of the year is divided into four equal terms, and the professors may teach three, six, nine, or twelve months, as they arrange for any particular year, receiving of course a salary in proportion. The system offers exceptional facilities to students but has considerable disadvantages. There is some uncertainty in the character of the courses. A professor may be teaching three or even four terms one year but leave most of his courses to be taught by others the year following. There is less community of life and sentiment than in the ordinary university system and there is often a disconcerting difference of preparation in classes where the students may change considerably every three months. Every university teacher knows the value of the common or general intellectual fermentation which exists amongst university students under the ordinary system, and this is weakened, if it is not lost, in the Chicago system. Something also of the corporate vitality, which exists in a university staff thoroughly accustomed to work together during the whole session is likely to be missed. The Chicago system is besides an expensive one requiring a large staff and only suitable to a large university. Such at least are some of the disadvantages of the Chicago system, which I have collected from those who have been there, for I have no personal experience of it. I am inclined to think that it meets a legitimate need where it is placed with the exceptional mechanical facilities which it offers to all sorts of students, and I am sure that it does so in the case of postgraduate students; but it would be of very doubtful advantage to a nation to have its universities in general on the Chicago plan.

There are other ways of utilizing the resources and equipment of the university during the whole year, or most of it,



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than by the Chicago system. Special work for the government or for large industries may be carried on with more facility during the summer vacation. Some universities have also established Summer Schools by means of which university education reaches a class of students, such as teachers and commercial students of languages, who are unable to attend the ordinary university session. The Summer School is often a great boon to such and I know that in Queen's the Summer School students speak with enthusiasm of their work. The number of students is not very great and does not call for more than one professor out of each department. But it is also worked with great advantage in connection with our extra-rural system. I notice, however, that some of the Canadian universities report (in reply to the questionnaire of the Committee) that they find no special demand for a Summer School. I think the success of the Summer School depends a good deal on the class of students a university happens to attract, and also on the pains taken to foster its growth. In this as in other respects every university works under special conditions and will naturally exhibit a certain diversity in its operations and development. It would surely be a mistake to impose strick uniformity on institutions which are so differently situated as the universities of Canada. It is a case for discriminating and individual treatment, not for the thoughtless application of an abstract principle.



## REPORT OF COMMITTEE ON MATRICULATION

President Terry, Chairman

The English Universities in Canada differ but slightly in the subjects required for Matriculation in Arts. All of the following—Acadia, Alberta, Bishops, British Columbia, Dalhousie, Kings, Manitoba, McGill, Mt. Allison, New Brunswick, Queen's, Saskatchewan, St. Francis Xavier, Toronto, Western—agree in requiring (1) English, (2) History, (3) Arithmetic and Algebra, (4) Geometry. All but Dalhousie, Kings, Manitoba, McGill and Mt. Allison, require General History as well as British and Canadian.

All (with two partial exceptions) require at least two foreign languages of which one must be an ancient language—McGill, Dalhousie and Saskatchewan accepting either Latin or Greek, the others requiring Latin. Alberta and Saskatchewan permit teachers to enter with one foreign language but require at least two for the degree.

The Science requirements vary greatly. Three Universities only—Acadia, Kings and New Brunswick—require no Science. Two only—Mt. Allison and St. Francis Xavier—require both Chemistry and Physics. All others require one or two sciences, but will accept as an alternative a third foreign language. Some, for example, British Columbia, Manitoba, Queen's, Toronto, and Western, require two sciences in place of the one language, New Brunswick adds Botany to the modern language to make an equivalent for Greek.

The Sciences specified include Physics (always), Chemistry (but not in Manitoba), Botany (in the Western Universities, McGill and Dalhousie), Agriculture (in the three Universities with Agricultural Colleges—Saskatchewan, Alberta, British Columbia), and Household Science (in Saskatchewan).

Ottawa University admits students who have successfully completed a "Collegiate" (High School) course which in its third year comprises the following subjects (the work required in each subject being similar to that required by several English Universities), Greek, Latin, English, French, History, Geography, Algebra, Geometry and Chemistry.

St. Joseph's College omits the Greek and the Geography of the Ottawa course.

In order to give a better idea of the requirements of the French Universities in Quebec the following synopsis prepared by Laval, Quebec, is printed in full.

# MATRICULATION REQUIREMENTS IN VARIOUS FACULTIES SUBJECTS

1 English; 2 British History; 3 Canadian History; 4 General History; 5 Arithmetic; 6 Algebra; 7 Geometry; 8 Trigonometry; 9 Latin; 10 Greek; 11 French; 12 German; 13 Chemistry; 14 Physics; 15 Botany; 16 Agriculture; 17 Household Science; 18 Senior Alg. (Grade XII.); 19 Senior Geom., (Grade XII.).

University Faculty	Subjects by Numbers.		
<i>Alberta</i>			
Arts	1, 2, 3, 4, 5, 6, 7, 9; 10 or 11 or 12; 13 or 14 or 15 or 16 or a 3rd language.		
Med.	1, 2, 3, 4, 5, 6, 7, 9; 11 or 12; 13 and 14.		
Appl. Science	1, 2, 3, 4, 5, 6, 7, 8, 11 or 12; 13 and 14.		18, 19
Law.	The same as for Arts.		
<i>Dalhousie</i>			
Arts *	1, 3, 2 or 4, 5, 6, 7, 9 or 10; 10 or 9 or 11 or 12; Two, not already chosen of 2, 4, 8, 9, 10, 11, 12, 13, 14.		
Med.	The same as for Arts.		
Appl. Science?	1, 3, 2 or 4, 5, 6, 7, 11 or 12; 12 or 11 or 9 or 10; the remainder as for Arts.		
Law	The same as for Arts.		
<i>Manitoba</i>			
Arts**	1, 2, 3, 5, 6, 7, 9; 10 or 11 or 12; 11 or 12 or 10 and 14 or 15		
Med.	1, 2, 3, 5, 6, 7, 9; 11 or 12; 14 and 15.		
Appl. Science??	1, 2, 3 5, 6, 7, 9 or 10 or 11 or 12; 15 and 13 or 15 and 14, Mech		
Law	The same as for Arts. Draw and Shop Work.		
<i>McGill</i>			
Arts	1, 2, 3, 5, 6, 7, 9 or 10; 10 or 9 or 11 or 12; 13 or 14 or 15		
Med.	1, 2, 3, 5, 6, 7, 9; 11 or 12; 13 and 14.		
Appl. Science	1, 2, 3, 5, 6, 7, 8, 9 or 10 or 11 or 12; 13 or 14 or 15 or a second language; 18, 19.		
Law	1, 2, 3, 5, 6, 7, 9; 11; 13 or 14 or 15 or a third language.		
<i>Saskatchewan</i>			
Arts**	1, 2, 3, 4, 5, 6, 7; 9 or 10; 11 or 12; 13 or 14 or 16 or 17 or a third language.		
Med.	1, 2, 3, 4, 5, 6, 7; 9; 10 or 11 or 12; 13 or 14 or 15 or 16.		
Appl. Science	1, 2, 3, 4, 5, 6, 7, 11 or 12; 12 or 11 or 10, or 9 or 8; 13 or 14 or 16		
Law	1, 2, 3, 4, 5, 6, 7, 9, 10 or 11 or 12; 13 or 14 or 16 or 17.		
<i>Toronto, Queen, Western, McMaster.</i>			
Arts	1, 2, 3, 4, 5, 6, 7, 9; 10 or 11 or 12; 11 or 12 or 10; 13, 14		
Med.	The same as for Arts.		
Appl. Science	Similar to that for Arts with Honour Mathematics.		
Law	Identical with the examination of the First Year of the General Course in Arts.		

## REMARKS.

\* To come into effect in 1917.

? The Eng's course requires an extra year for students having ordinary Matric. only.

?? Instruction in Senior Matric for Eng's given at University.

\*\* Icelandic may be substituted for an other language.

**SUBJECTS REQUIRED FOR MATRICULATION IN ARTS.**  
**All the Universities named below require English, Arithmetic, Algebra, Geometry and History.**

UNIVERSITY	Latin	Greek	French	German		Chemistry	Physics	Botany	Agriculture	Household Sc.
Acadia.....			One							
Alberta.....	(a)	Two,	or	one	and		one			
Bishops.....		Two,	or	one	and	History	(b)			
British Columbia.....	Three or	two and	two Sci	ences, or one	and	three Sci	ences		(c)	
Dalhousie.....	one		one	one		one or	a third	language		
Kings.....			one							
Manitoba.....			Two (d)	or one	and		both			
McGill.....	Two,	or one	and one				one			
Mount Allison.....			one			both				
New Brunswick.....			one	(c)						
Queens.....		Two,	or one	and		both				
Saskatchewan.....	one		one	(f)		one or	a third	foreign	language	
St. Francis X.....			one			both				
Toronto.....		Two,	or one		and	both				
Western.....		Two,	or one		and	both				

- (a) If students present Grades IX and X including Chem., Physics, Agric. and Botany, only one language is required.  
 (b) Chemistry and Physics are apparently counted as one subject.  
 (c) Greek can be taken if Latin is also chosen.  
 (d) Swedish and Icelandic are also optional along with Greek, French and German.  
 (e) If French or German be chosen, Botany is compulsory.  
 (f) Icelandic is also optional along with French and German.



**UNIVERSITE LAVAL**  
**Quebec**

**2o. Cours des sous-gradués.**

Etudes conduisant aux degrés de B.A., B.S., B.L., ou à l'Inscription

Les études préparatoires aux degrés de B.A., B.S., B.L., ou à l'Inscription, comprennent le cours collégial de 4 ans (High School) et le cours universitaire (College) également de 4 ans.

**3o. Cours collégial (High School)**

Le tableau suivant indique les matières du cours collégial et le temps consacré par semaine à chacune de ces matières:

<i>Designation</i>	<i>Classe de Sixieme Heures</i>	<i>Classe de Cinquieme Heures</i>	<i>Classe de Quatrieme Heures</i>	<i>Classe de Troisieme Heures</i>
Français.....	7	6½	3	4
Latin.....	6½	7	5	5
Grec.....	...	...	4½	4½
Catechisme.....	2	2	2	2
Histoire.....	1	1	2	2
Géographie.....	1	1	1	...
Tenue des livres.....	...	1	...	...
Arithmétique.....	3	2	2	2
Dessin.....	...	1	...	...
Anglais.....	6	4	2	2
Hist. du Canada.....	...	1	...	...
<b>Totaux.....</b>	<b>26½</b>	<b>26½</b>	<b>21½</b>	<b>21½</b>

Ces quatre classes du cours collégial sont surtout consacrées à l'étude des grammaires française, anglaise, latine et grecque, de l'histoire ancienne et du Canada, et de l'arithmétique. Elles correspondent assez bien aux classes des High Schools.

**4o. Admission au cours collégial**

Pour être admis au cours collégial (en 6e), il faut être âgé de 11 ans, écrire correctement le français, savoir lire l'anglais, et posséder au moins des connaissances élémentaires d'instruction religieuse, de géographie et d'arithmétique.

Le cours collégial se fait au complet dans les collèges affiliés.

La durée de l'année académique s'étend, à peu de jours près, du 1er septembre au 15 juin, tant au cours collégial qu'au cours universitaire.

**5o. Cours universitaire (College)**

Le tableau suivant indique les matières du cours universitaire et le temps consacré par semaine à chacune de ces matières:

Designation	Classe de Seconde (Freshman) Heures	Classe de Rhetorique (Sophomore) Heures	Classe de Philosophie 1 <sup>re</sup> année (Junior) Heures	Classe de Philosophie 2 <sup>de</sup> année (Senior) Heures
Français.....	4	4	1	1
Latin.....	4	5	...	...
Grec.....	4½	4½	...	...
Catechisme.....	2	2	...	...
Apologetique.....	...	...	1½	1½
Histoire.....	2	2	...	...
Hist. du Canada...	...	2	...	...
Algebre.....	2	...	...	...
Anglais.....	2	2	...	...
Architecture.....	1	...	...	...
Philosophie (latin)	...	...	5	8
Mathematiques...	...	...	9	5
Physique.....	...	...	...	5
Sciences naturel...	...	...	2	...
Chimie.....	...	...	3	...
Astronomie.....	...	...	...	1
Totau.....	21½	21½	21½	21½

N.B.—Ces quatre classes du cours universitaire correspondent, en les dépassant toutefois par la philosophie et le rhétorique, au cours des collèges anglais.

#### 60. Admission au cours universitaire

##### Matriculation

Pour être admis au cours universitaire, il faut avoir suivi le cours collegial dans une maison affiliée à l'Université, et avoir subi avec succès les examens semestriels des classes de ce cours. L'examen final de la classe de Versification (3e) sert d'examen d'immatriculation.

Les élèves qui étudient en dehors des collèges affiliés doivent, pour être admis au cours universitaire, subir un examen sur les matières principales de la classe de Versification, ou fournir un certificat attestant qu'ils ont fait des études équivalentes à celles du cours collegial.

Ces huit années d'études se font habituellement dans les séminaires et collèges affiliés à l'Université Laval.

Les deux classes de Sciences et de Philosophie peuvent se faire à l'Université même aux cours fermes de la faculté des Arts à Québec.

##### Examens du Baccalaureat

Les 6 années de Lettres se terminent par un examen sur les Lettres, et les 2 années de Sciences, par un examen sur les Sciences.

Parmi les matières de ces deux examens, celui des Lettres et celui des Sciences les unes sont dites collégiales et les autres universitaires.

### 10. Matières collégiales

Les matières collégiales sont: pour les Lettres—Histoire universelle, Histoire du Canada, Géographie universelle, Préceptes littéraires, Histoire littéraire, Instruction religieuse. Pour les Sciences—Histoire naturelle, Astronomie Chimie, Instruction religieuse.

### 20. Examen sur les matières collégiales

L'examen sur les matières collégiales se passe dans chaque maison affiliée, d'après le programme et selon les règlements universitaires, mais sous la direction et la responsabilité des Supérieurs de ces maisons. Les élèves privés ou étrangers peuvent passer les examens collégiaux dans n'importe quel collège affilié qui consent à les recevoir, à surveiller le travail et à corriger les épreuves.

### 30. Matières universitaires

Les matières universitaires sont: Pour les Lettres—Composition littéraire, Version latine, Thème latin, Version grecque, Version ou thème anglais. Pour les Sciences—Mathématiques, Physique, Philosophie (Logique and Morale), Philosophie (Metaphysique).

### 40. Examen sur les matières universitaires.

C'est l'Université qui choisit, parmi les questions présentées par les collèges affiliés, celles qui font la matière de l'examen universitaire. Cet examen universitaire a lieu dans tous les collèges, sur les mêmes questions, et à la même date fixée par le Recteur.

### 60. Correction des épreuves universitaires.

Les compositions sont corrigées à Québec par des comités composés des professeurs des différents collèges affiliés. Les résultats, ainsi que les devoirs corrigés, restent à l'Université pour y être conservés comme pièces de record. Ces pièces sont constamment accessibles aux délégués des collèges qui peuvent les examiner chaque fois qu'ils le désirent.

### 70. Classification des candidats.

Le résultat des deux examens (universitaire et collégial) donne droit, selon le cas, aux titres de B.A., B.S., ou B.L et inscrit.

Le candidat est B.A. s'il conserve les deux troisièmes des points sur l'ensemble des épreuves collégiales et universitaires, tant en Lettres qu'en Sciences.

Le candidat est B.S. s'il conserve: (a) les deux troisièmes des points sur l'ensemble de l'examen des Sciences; (b) le un

troisième des points sur l'ensemble de l'examen de Lettres.

Le candidat est B.L. s'il conserve: (a) les deux troisièmes des points sur l'ensemble de l'examen de Lettres: (b) la une moitié des points sur l'ensemble de l'examen de Sciences.

Le candidat est inscrit, s'il conserve le un troisième des points sur l'ensemble de chacun des deux examens.

#### 80. Distinctions. (Honours).

Pour établir d'une façon plus juste et plus précise le mérite relatif des Bacheliers, on inscrit sur le diplôme les mentions suivantes: Avec distinction, avec grande distinction, équivalant aux Honours des universités anglaises.

(a) Sont Bacheliers ès Arts "avec grande distinction" ceux qui ont conservé, dans les deux examens universitaires les quatre cinquièmes des points alloués à chacun de ces examens.

Cette mention correspond aux "Honours" de premier ordre.

(b) Sont Bacheliers ès Arts "avec distinction" ceux qui ont conservé les quatre cinquièmes des points dans l'un ou l'autre seulement des examens universitaires.

Cette mention correspond aux "Honours" de second ordre.

(c) Sont Bacheliers ès Lettres "avec distinction" ceux qui ont conservé les quatre cinquièmes des points au premier examen universitaire.

(d) Sont Bacheliers es Sciences "avec distinction" ceux qui ont conserve les quatre cinquièmes des points au second examen universitaire.

Les autres Bacheliers le sont sans mention.

N.B. L'Inscription de l'Université Laval est reconnue comme correspondant à l'examen préliminaire du Collège Royal des Chirurgiens de Londres.



## REPORT OF THE COMMITTEE ON ENGINEERING EDUCATION

Presented by Dean Frank D. Adams

The Chairman stated that from the nine subjects suggested for consideration at the last Conference the Committee had selected four and investigated them during the past year. These were:

(1) *The question of the possibility of adopting the same text books in all universities in the case of the subjects constituting the matriculation examination for entrance into the Faculties of Applied Science.*

With reference to this subject the Committee reported:

That a list of the text books required in each University had been compiled, and a copy of this list sent to every University, with a letter asking in how far it would be possible to agree to select the same text books in connection with the subjects of the matriculation examination.

From the correspondence which ensued it appears that there will be great difficulty in selecting text books that will be acceptable in the case of all the Universities on account of the fact that the Provincial Education authorities in most instances prescribe certain definite text books for use in the schools and the Universities are obliged to conform to these requirements. It would seem that the only way to secure uniformity of text books would be for the Universities to persuade their respective Provincial Boards to agree upon a certain series of text books. Even if the Universities did combine and agree that certain text books should be set, this apparently would be of little value so long as they continued to accept the Provincial Examinations as qualifying for matriculation, since in these Provincial Examination, other text books might be prescribed.

The nearest approach which could be secured to the very desirable end of having uniform text books, would be reached if the Universities agreed upon the exact scope of their requirements in each subject of their matriculation examination and specified this. This course would in many cases determine the character of the book to be employed. Even this, however, would have little effect if the certificates of the Provincial Education authorities are accepted, unless they agree in exacting the same requirements as those specified by the Universities.

The Committee recommended that in view of the circumstances of the case no further action be taken with reference to this matter.

(2) *The question of the possibility of securing uniformity in entrance requirements in the cases of the various Faculties of Applied Science in Canadian Universities.*

The Committee reported that:

The subjects required for matriculation into the Faculties of Applied Science of the various Universities were tabulated, and copies of the table were sent to each University accompanied by a letter asking in how far in its opinion it would be possible to secure uniform entrance requirements.

As a result of the correspondence which ensued it would seem that if the several Universities can agree with reference to the exact requirements which should be demanded in the case of each mathematical subject, and also if they can arrange to allow either Latin or Greek to be substituted for French or German, a substantial identity in entrance requirements would be secured in the case of almost all the Universities.

It was recommended that in so far as possible, the Universities prescribe the work to be covered in the Mathematics of the matriculation examination, and that this prescribed course be made uniform for Canada.

(3) *The question of the advisability of giving the subject of English more prominence in the course.*

The investigation on this subject was carried out by Professor John A. Stiles. The following questionnaire was prepared and sent to prominent practising engineers and members of University faculties in Canada:

Question 1. Do you consider that graduates in Faculties of Engineering have a less perfect command of English than members of other professions?

Question 2. Admitting that such a condition exists, do you feel that an effective remedy is possible?

Question 3. In your opinion does the hope for a remedy lie in the elimination of certain subjects now taught and the substitution of others or in the lengthening of the usual Engineering Course to make room for a further course in English?

Question 4. Have you any suggestions as to the character of a course in English for Engineers?

Forty copies of this questionnaire were sent out and twenty-nine answers were received.

To question No. 1, twenty answered in the affirmative, four in the negative and the remainder were doubtful.

To question No. 2, twenty answered in the affirmative and the remainder were doubtful.

Typical answers to question No. 3 are given below:

*W. G. Chace, B.A.Sc., Chief Engineer of Greater Winnipeg Water District.* "Many of subjects now taught during the earlier years in a university course should properly be taught at other schools, such, for instance, as algebra, euclid, trigonometry, elementary statics and dynamics. This would make room for moderate courses in English and other subjects such as the principles of contract making and writing of specifications."

*H. M. Mackay, B.A., B.Sc., Professor of Civil Engineering, McGill University.* "English and other 'cultural' subjects should be given a more prominent place in the curriculum. Which of the above methods will prove the better probably will depend on local conditions."

*John Cole Gwillim, B.Sc., Professor of Mining, Queen's University.* "I think that the engineering students may get improvement by doing more writing and talking themselves, but the root of the whole matter depends more upon the nature of the subject than upon more lessons or lengthening the course."

*W. Chase Thomson, Consulting Engineer, Montreal.* "In neither. A student should have a good grounding in English before entering a college, and every examination paper submitted by him should be corrected for its literary defects as well as other errors."

*A. T. Fraser, Division Engineer, Canadian Northern Rly., Edmonton.* "I would neither lengthen the course nor eliminate subjects now taught."

*C. H. Rust, City Engineer and Water Commissioner, Victoria, B.C.* "I advocate the lengthening of the engineering course."

*Chas. W. Dill, C.E., General Manager of National Paving Co., Winnipeg.* "I believe the mathematical and scientific features of the engineering course should be modified so as

to render them more interesting and more permanently effective, but none of the subjects should be eliminated. By inculcating a desire to combine the theoretical knowledge with practical experience, obtained during vacation periods, and lengthening the course to include English subjects."

*C. B. Brown, C.E., Chief Engineer, C.C.R., Moncton, N.B.* "I would not recommend lengthening the course. I would suggest the elimination of certain subjects such as geodesy, etc., which are seldom used by the majority of engineers. I would suggest that more attention be given to English in the primary schools."

*Howard K. Dutcher, B.Sc., M.Sc., Dutcher & Ferguson, Vancouver.* "Omit considerable mathematics requiring these courses almost completed before entrance to college. Require also one year Arts before admission to engineering and cultivate more practice in reports."

*Professor W. Muir Edwards, M.Sc., C.E., University of Alberta.* "It might be necessary to eliminate some of the technical work in the second year rather than lengthen the course."

*Professor H. E. T. Haultain, C.E., Mining, University of Toronto.* "I would neither eliminate subjects now taught nor lengthen the course."

*Newton James Ker, C.E., Engineer for C.P.R., Vancouver.* "In the elimination of certain subjects."

*Walter J. Francis, C.E., Consulting Engineer, Montreal.* "The hope lies in lengthening the course or in requiring a higher admission examination."

*C. R. Coutlee Grad.R.M.C., Kingston, Dept. of Public Works, Ottawa.* "Rather a direct study and criticism of specifications, the framing of telegraphic reports, condensing chapters of text books, etc."

*E. A. James, B.A.Sc., C.E., James, Loudon & Hertzberg Toronto.* "The remedy lies with our public and high schools. More attention to English is the first step. With good ground there, two or three hours per week during the university course will do all that can be expected."

*Professor Ernest Brown, M.Sc., Prof. of Applied Mechanics and Hydraulics, McGill University.* "The time to apply the remedy is when a boy is at school and not when he reaches college. He then feels that he has started his professional work, and continued study of what he regards as

school subjects is irksome. The odd hour of the freshman year frequently allocated to English is not likely to stimulate the belief that the University authorities view the study of the subject too seriously. I believe that interest in good literature should be stimulated in the schools. A considerable proportion of students have little taste for reading as a cultural subject. The daily press and the cheaper magazines form too large a part of the reading of our people generally and the English of these is usually deplorable.

*A. S. Dawson, Chief Engineer, Department of Natural Resources, C.P.R., Calgary.* "Lengthen the course one year.

*A. R. Greig, B.Sc., Agricultural Engineering, University of Saskatchewan.* "I would not advocate the lengthening of the term beyond seven months."

*S. B. Clement, Chief Engineer, Temiskaming & Northern Ontario Railway.* "I do not think that English should be taught as part of the professional course. In the Engineer the executive and business functions predominate and he may, perhaps, better be considered a high-grade business man."

*Peter Gillespie, B.A.Sc. (Tor.), M.Sc. (McGill), Professor of Applied Mechanics, Toronto University.* "To quite an extent, shortcomings in English are due to peculiarities in sight and hearing and are therefore partly physical. It should be the function of the secondary schools to turn out pupils who know the rudiments of the King's English."

*John Bonsall Porter, E.M., D.Sc., Professor of Mining, McGill University.* "There are few subjects in a well planned course of engineering instruction which can be safely eliminated or appreciably reduced, and I am disposed to believe that more can be accomplished by revising our methods of English instruction than by substituting additional English for any considerable part of the technical instruction now given."

The following answers to question number 4 are significant and important:

*W. G. Chace, B.A.Sc.* "Other than the preliminary education in what might be called a Junior Course in Moderns and Classics, I could only suggest that a course in English should comprise a knowledge of the technique of the language such as its grammar and history and a training in prose composition."

*Professor H. M. Mackay, McGill University.* "I think that a good command of English depends upon early associations, clear thinking, and the cultivation of a taste for good reading. I have not much faith in courses specially adapted to engineering students. To obtain satisfactory results, the foundation must be laid in the homes and especially in the preparatory schools. Lacking such foundation, a large amount of time must, I think, be devoted to liberal studies in the engineering schools to obtain fair results."

*Professor Gwillim, Queen's University.* "More compositions and an examination from time to time which will show that they have read good writers. Pick out half a dozen good books, even novels, for each year and ask questions which will prove that they have been read. Any man who reads largely the best writers is bound to gain some command of English. Neither grammar nor English, it seems to me, can be taught to such perfection as is reached by association with those who speak and write good English—such are acquired by receptive minds. I do not think the engineering mind is often sympathetic towards the merits of perfect English; it is probably a little suspicious of great fluency."

*W. Chace Thomson.* "Students should read regularly the best engineering journals."

*R. W. Ambrose.* "The elimination of so-called grammar. The addition of an extended course in rhetoric and diction. Frequent extemporaneous short talks on engineering subjects, followed by discussion of the language used."

*Chas. W. Dill.* "A closer attention to studies which would tend to a facility of expression. I believe French a valuable aid to this. Compulsory attention to debating and discussing engineering subjects."

*C. B. Brown.* "I think it would be advisable for each student to be required during his whole college course to prepare reports on various subjects or problems at least once or twice a month and present them before his class. This might be supplemented by a proper course of outside reading of the best English authors, which besides improving their English would tend to create a desire for the best literature."

*Howard K. Dutcher, B.Sc.* "The usual Arts English followed by thorough practice in composition of reports. The art of speaking in public should be also cultivated by science students in order to take greater advantage of their training for public life."

*Newton James Ker.* "Engineers as a rule deal with municipal corporations, companies and public bodies, and are often called upon to address them, and in my experience, lose prestige by their lack of ability to properly present their case in a speech. In my opinion after thirty years of experience with municipal corporations and companies, there are three things an engineer should be trained to do:

"First: To write a report; clear definite, covering all features of the case, giving estimates of the cost, and never forgetting that he, as an engineer, should be a business man, and warn his employers against any feature of the undertaking that might prevent its success commercially.

"Second: To be able to address his company or corporation, and be trained to think and speak when on his feet before a body of men; this I look upon as our greatest failing—and were it otherwise, engineers would be given places on Government Commissions and many important public bodies that are now almost entirely filled by lawyers or politicians. Debates in and between classes is the solution of this, and the debate should not always be on engineering subjects. All students should be made to take part and their natural shyness overcome.

"Third: Engineers should be trained to give evidence. They are frequently in the witness box, combatting the claims of dishonest contractors, grafting politicians and disgruntled ratepayers, who see an opening to make something out of the corporation—and as a rule their evidence is not given in the way it should be."

*C. R. Coullee.* "Critical study of specifications, business letters, letters of instruction, letters to contractors, reports to technical superiors and to non-technical superiors. Framing reports in logical sequence."

*E. A. James.* "Equal time in a university to: (a) a study of English literature as written, good or bad. (b) a study of English composition, style, grammar, etc.; (c) actual writing of specifications, descriptions, letters, etc."

*A. S. Dawson.* "First two years in a standard Arts course. English for Engineers is an extremely important matter and becoming more so."

*Prof. A. R. Greig, University of Saskatchewan.* "In every case in teaching English the writing of specifications in such a way that misinterpretation would be impossible should be



kept in mind. In our case our engineering students are at present taking English in the Arts course. This, I think, might be supplemented by a second course to cover the above.

*Professor Peter Gillespie, University of Toronto.* "Student debating organizations, when properly conducted, have developed students of my acquaintance wonderfully."

*Professor J. B. Porter, McGill University.* "In my opinion, we should strive to carry out the following reforms in English teaching: (a) a higher standard of English instruction should be required of the preparatory schools; (b) English instruction in an Engineering school should not be given by a junior member of the staff or tacked on as an extra to the duties of some member of the Arts faculty, but rather should be entrusted to a man who combines sound English scholarship with training and experience either in engineering or business affairs, and he should be given equal rank with the heads of the other departments of instruction. . . . I see no serious difficulty in the way of demanding progressively higher and higher standards of English composition in nearly all reports, essays, etc., submitted by engineering students throughout their whole course of instruction."

*Professor Ernest Brown, McGill University.* "If taught at all as part of an engineering course, I believe the best possible teacher is necessary and that a considerable amount of time should be given to the subject. Only in this way will it be possible to stimulate a class to higher ideals and give them an appreciation of and admiration for the best kind of literature. Short of this, a course has missed the main object, which is not to enable a student to make a pass mark in a subject which he is probably disinclined to study."

"I have little faith in the possibility of overcoming the results of lack of training in the schools and in the homes, by the introduction of courses of English."

*Professor H. E. T. Haultain, University of Toronto.* "No. Students and graduates are having this defect brought home to them more and more with a result that they are improving themselves by their own efforts. Every teacher should seek occasion to help bring this along. This seems to me the most hopeful line of action."



(4) *The possibility of standardizing the first two years in the Faculties of Applied Science of the various Canadian Universities.*

The Committee reported as follows:

(a) The following reasons might be urged in favour of such standardization:

The Faculties of Applied Science in the various Canadian Universities are in almost exact accord in considering certain specified subjects as those which should constitute the first two years in an engineering education.

Such being the case, it would seem that there is some proper order in which these subjects should be taken up, and that, consequently, there should not be any great difficulty in dividing them into two groups, one consisting of those subjects which should be studied in the first year, and the others those which should be followed in the second year.

(b) Tabulated statements were first prepared setting forth the courses of the First and Second Years in the Faculties of Applied Science in nearly all the Canadian Universities and Technical Schools having university rank. A copy of this was forwarded to each University.

This statement was accompanied by a letter suggesting that some one university be selected whose course represents as far as possible a general average of those given at the other seats of learning, and that the representative of each University state in how far it would be possible to make his course conform to the first two years of this standard course. For this purpose the course of the University of Alberta was selected.

In order to concentrate attention on the most important points it was suggested that the following were especially worthy of consideration:

(a) In some Universities, Chemistry is given in the First Year and Physics in the Second Year; in others the order is reversed. Is it possible for all the Universities to take up Elementary Physics in the First Year, continuing the treatment of this subject in the Second Year, while reserving the teaching of Chemistry for the Second Year?

(b) Is it possible for all the Universities to give their courses in Descriptive Geometry in the First Year?

(c) Is it possible for the Faculties of all our Universities to make their instruction in Mathematics in the First Year, identical in character, amount and standard?

(d) It will be noted that some Universities have courses in Shopwork and others do not.

(c) Copies of these tabulated statements were sent to the Faculties of Applied Science in the following Canadian Universities: Alberta University, University of British Columbia, University of Saskatchewan, Manitoba University, University of Toronto, Queen's University, McGill University, University of New Brunswick, Mount Allison University, Acadia University, University of St. Francis Xavier, University of King's College, Dalhousie University, Nova Scotia Technical Institute.

These statements in their corrected forms are appended to this report.

(d) The opinion of these various Universities may be set forth briefly as follows:

Queen's University alone does not view the proposal with favour, and does not think it desirable to have the first two years standardized, believing that in so doing the University would fail to impress its individuality upon the students.

The University of Toronto looks forward to making its First Year uniform in all its Engineering courses, and with this the first step would be taken to making the course in question identical with those given in other Engineering Faculties of the Canadian Universities. The University of Toronto, however, wishes to continue the present differentiation displayed by the Second Year of its course.

All the other Universities express approval of the attempt to standardize the first two years of the course, and most of them state that in their belief this can be effected satisfactorily.

(e) For the purpose of this standardization, it will be necessary, if the course of the University of Alberta be accepted as the standard aimed at, for all the faculties of Applied Science to take one-half of their Physics in the First Year and the other half in the Second Year, and in so doing to divide up this subject in the same way in each University. Thus, for instance, arranging that the Physics of the First Year comprise heat, light and sound, and the Physics of the Second Year comprise the subjects of Electricity and magnetism. It will further be necessary to take up Chemistry in the Second Year, and not in the First Year.

(f) The subject of Analytical Geometry must be more sharply defined. In some Universities, apparently, a good deal of Analytical Geometry is taken up in the Algebra course

of the First Year, while in other Universities this subject is largely taken up as a part of Calculus of the Second Year. It would seem that if a full course on Analytical Geometry were given in the First Year, together with Geometry, Algebra, Trigonometry and Mechanics, as in the University of Alberta schedule, the students would be unduly burdened with mathematical subjects in the year in question.

(g) English should be made compulsory in the First Year. This subject is now compulsory in the First Year in almost every Engineering Faculty. On the other hand, French and German are compulsory in the courses of some Universities and not in those of others. It might be suggested that one or other of these modern languages should be made compulsory in the first two years of all Faculties of Applied Science where Shopwork is not required. In this way while the subjects of Modern Languages and Shopwork cannot be considered in any way equivalent from an educational standpoint, the amount of work comprised in the course in each University would by this expedient be made roughly equivalent, and if it be judged advisable that an engineering student by the time of his graduation should have some knowledge of Shopwork and Shopwork Practice, those Universities not having their own shops might require a student to take a course of Shopwork in some factory or machine shop in the vacation between the First and Second or between the Second and Third Years of his course.

(h) If the changes referred to in the preceeding paragraphs were made they would result in the standardizing of the course of the First Year in the Faculties of Applied Science in the great majority of the Canadian Universities.

(i) The investigation shows that while all the Universities require at least a course of four years to graduate in Engineering, three of the Universities, viz., Dalhousie, the University of Manitoba and the University of British Columbia, either allow or require students entering their course in Engineering to distribute the work of the First Year over two years, so that these Universities have what we may term a Pre-Science Year followed by two years which we may term the First and Second Years in the course of Applied Science. In this way students who are deficient in matriculation requirements can by studying two years complete the requirements for matriculation and also overtake the whole work of the First Year with, in some cases, some extra work superadded.

j) The three Universities mentioned under paragraph (i) could be brought within the scheme of standardization if the requirements were such that by the end of their First Year, i.e., after the student had followed the Pre-Science Year and the First Year, he should have covered all the subjects which are required by the other Universities in their First Year. If this were done, students in these Universities would then be on the same basis as all students who had completed the work of the First Year, and they would then be at liberty to enter the Second Year in any of the Universities whose course had been standardized.

**EXTRACT FROM CORRESPONDENCE WITH REFERENCE TO STANDARDIZING THE COURSES OF THE FIRST TWO YEARS**

**UNIVERSITY OF ALBERTA:** Strongly in favour of a uniform course. Prepared to make any adjustments to bring this about.

**UNIVERSITY OF BRITISH COLUMBIA:** Gives a general approval and promises to co-operate in "securing the ideal condition which you have in mind."

"On account of the fact that we have already advertised that first year Arts work is required for Science matriculation, we are now in rather a peculiar position in regard to the proposed arrangement. The work of the first two years in Applied Science will have been relieved to some extent by the higher standard of matriculation." (See Professor Killam's statement of February 23rd.)

**UNIVERSITY OF SASKATCHEWAN:** President Murray cannot give *definite* promise until Professor MacKenzie and Mr. Oliver return from overseas. Steps in the direction of standardizing have, however, already been taken.

**UNIVERSITY OF MANITOBA:** A statement will be sent later by Professor E. Brydone-Jack.

**UNIVERSITY OF TORONTO:** Dean Ellis writes "We can readily adopt a uniform course in the First Year in all our Departments except Chemistry and Architecture." Dean Ellis states that this uniform course could then be made identical with the course adopted by the other Universities for the First Year. The University of Toronto, however, do not desire to standardize the Second Year of the course.

**QUEEN'S UNIVERSITY:** "The opinion of our Faculty is decidedly against the proposed standardizing in regard

to Canadian Universities. What we feel is that each University should be free to work out its own ideas: that, it seems to all of us, is the best condition for progress. We would even extend it to Matriculation, were it not for the fact that our constituency is so widespread that there are practical difficulties which would appear if our Matriculation were very different from that of the other Universities." (Letter from Dr. W. L. Goodwin.)

**UNIVERSITY OF NEW BRUNSWICK:** Professor Stiles states that he sees no reason why their course could not be changed to correspond with the University of Alberta.

**MOUNT ALLISON UNIVERSITY:** In a letter dated February 19th., the statement is made "The chief difference seems to lie in the English course which is given in the Second Year here and in the First Year at the other Universities. Also Alberta demands two years in French or German if we interpret your syllabus correctly. This is optional at Mount Allison.

**ACADIA UNIVERSITY:** Favours the scheme. Letter dated May 1st states "In looking over the work of the First and Second Years in Applied Science in the different Universities, and taking Alberta University as a standard, I think we would have no difficulty at all in conforming to their course. You will notice that Acadia follows McGill very closely. Of course Alberta is deficient, I think, in not having Shopwork in those first two years."

**ST. FRANCIS XAVIER UNIVERSITY:** Will adopt any uniform scheme.

**DALHOUSIE UNIVERSITY:** Generally approves of the suggestion.

#### ANSWERS RECEIVED TO QUESTIONS

##### Question No. 1

*"In some Universities Chemistry is given in the first year and Physics in the second year; in others the order is reversed. Would it be possible for all of us to concentrate our treatment of Elementary Physics in the first year, while reserving the treatment of Chemistry for a corresponding course in the second year?"*

**UNIVERSITY OF BRITISH COLUMBIA:** "In regard to the matter of Chemistry we shall have to consider the fact that students taking the first year Arts as Science Matriculation under present arrangements, may have taken

the equivalent of the second year Science Chemistry before entering Applied Science." (Letter from Professor Killam to Principal Westbrook, February 23rd.)

**UNIVERSITY OF SASKATCHEWAN:** "It has been decided to take up Physics before Chemistry."

**UNIVERSITY OF MANITOBA:** "You will note that in the University of Manitoba there are practically five years devoted to the Engineering course. The first year is, however, what we call our preparatory or senior matriculation year, and the student passes the examinations for this year (senior matriculation), then enters upon the first year regular engineering course corresponding somewhat to the first year in either McGill, Toronto, or Queen's, although it is possible there are slightly more mathematics required in the University of Manitoba than at the other institutions. We take Chemistry in this preparatory or senior matriculation year, and a further laboratory course in quantitative analysis during the first year. The Physics is taken in both first and second years." (See letter dated March 27th.)

**QUEEN'S UNIVERSITY:** Only a general statement disapproving of the standardizing of the first two years.

**UNIVERSITY OF NEW BRUNSWICK:** "The only trouble would be with Physics and Chemistry, but I have discussed the matter with the Chancellor and he is of the opinion that this difficulty might be overcome. I am, therefore, answering all your questions in the affirmative."

**MOUNT ALLISON UNIVERSITY:** Chemistry is taken in the second year, as suggested.

**ST. FRANCIS XAVIER UNIVERSITY:** "We think it quite possible to do all the Chemistry in the second year and Physics in the first year. Up to the present time we have been doing General Chemistry in the first two years, Qualitative Analysis and Physics in the second."

**DALHOUSIE UNIVERSITY:** Doubtful if possible, but will "fall in line" if desired.

Question No. 2

*"Would it be possible for all the Universities to give their courses in Descriptive Geometry in the First Year?"*

**UNIVERSITY OF SASKATCHEWAN:** Already in First Year course.

**UNIVERSITY OF MANITOBA:** "We are giving Descriptive Geometry of an elementary nature in the senior matriculation year as well as in the first year and in the second year. The Descriptive Geometry in the first year embraces the generation and classification of lines and surfaces, conic sections, gearing curves, tangencies and development of surfaces, etc. The Descriptive Geometry of the second year includes perspective, shades and shadows, graphical determination of spherical triangles, spherical projection, and construction of maps and advanced problems in Descriptive Geometry."

**UNIVERSITY OF NEW BRUNSWICK:** Approves.

**MOUNT ALLISON UNIVERSITY:** "The class in Descriptive Geometry here is given in the first year as suggested, and at present includes the work in elementary Mechanical Drawing. Next year these two courses shall be separated as suggested."

**ST. FRANCIS XAVIER UNIVERSITY:** "The Professor thinks it would be better to have it in the second year on account of Solid Geometry, etc., coming in the first. We do Solid Geometry towards the last half of the first year."

**DALHOUSIE UNIVERSITY:** "It is not only possible, but advisable that Descriptive Geometry should be taught in the first year."

Question No. 3

*"Is it possible for the Faculties of all our Universities to give mathematics of the same character, amount and standard, in the first year?"*

**UNIVERSITY OF SASKATCHEWAN:** "The greatest difficulty will arise with regard to Mathematics. After a pretty thorough discussion last year, the Faculty came to the conclusion that they should do everything in their power to force students to take more Mathematics before entering, so that they could begin Solid and Spherical Trigonometry and Analytical Geometry in their first year. This may not be feasible in practice, but it was decided to make the attempt."

**UNIVERSITY OF MANITOBA:** "We can probably do this at the present time as our senior matriculation year will prepare our students in the necessary mathematics. The schools here are not adequately provided for instruction for entrance in the first year Engineering, and this is one reason why we have instituted the preparatory or senior



matriculation year. In doing this we have also taken advantage of this preparatory year in introducing Chemistry and Descriptive Geometry so as to lessen the amount of work in the regular four years course." (See letter March 27th.)

UNIVERSITY OF NEW BRUNSWICK: Approves.

MOUNT ALLISON UNIVERSITY: "As for your third question we shall be in a better position to answer it when we know what the suggested course in Mathematics is and how far we differ from it."

ST. FRANCIS XAVIER UNIVERSITY: "We think that it ought to be possible to give Mathematics of the same character, amount, and standard, in the first year. Of course this brings us face to face with the question of matriculation requirements."

DALHOUSIE UNIVERSITY: Would welcome such an arrangement. Letter states "this can be accomplished only by raising the standard of entrance requirements to conform with Dalhousie's requirements for admission to our two year course." . . . "It may be noted that this matriculation standard is demanded by the leading Engineering Schools in the United States."

Question No. 4

*"It will be noted that some Universities have courses in Shopwork, and others do not."*

UNIVERSITY OF ALBERTA: "We would, if it were necessary for uniformity, be prepared to arrange so that the equivalent of Shopwork should either be done before matriculation or be done as an extra during the first two years."

UNIVERSITY OF BRITISH COLUMBIA: "We would, however, suggest that the courses in Shopwork provided by most of the Universities in the first two years might well be in the proposed course." (See letter from Professor Killam to Principal Wesbrook, February 23rd.)

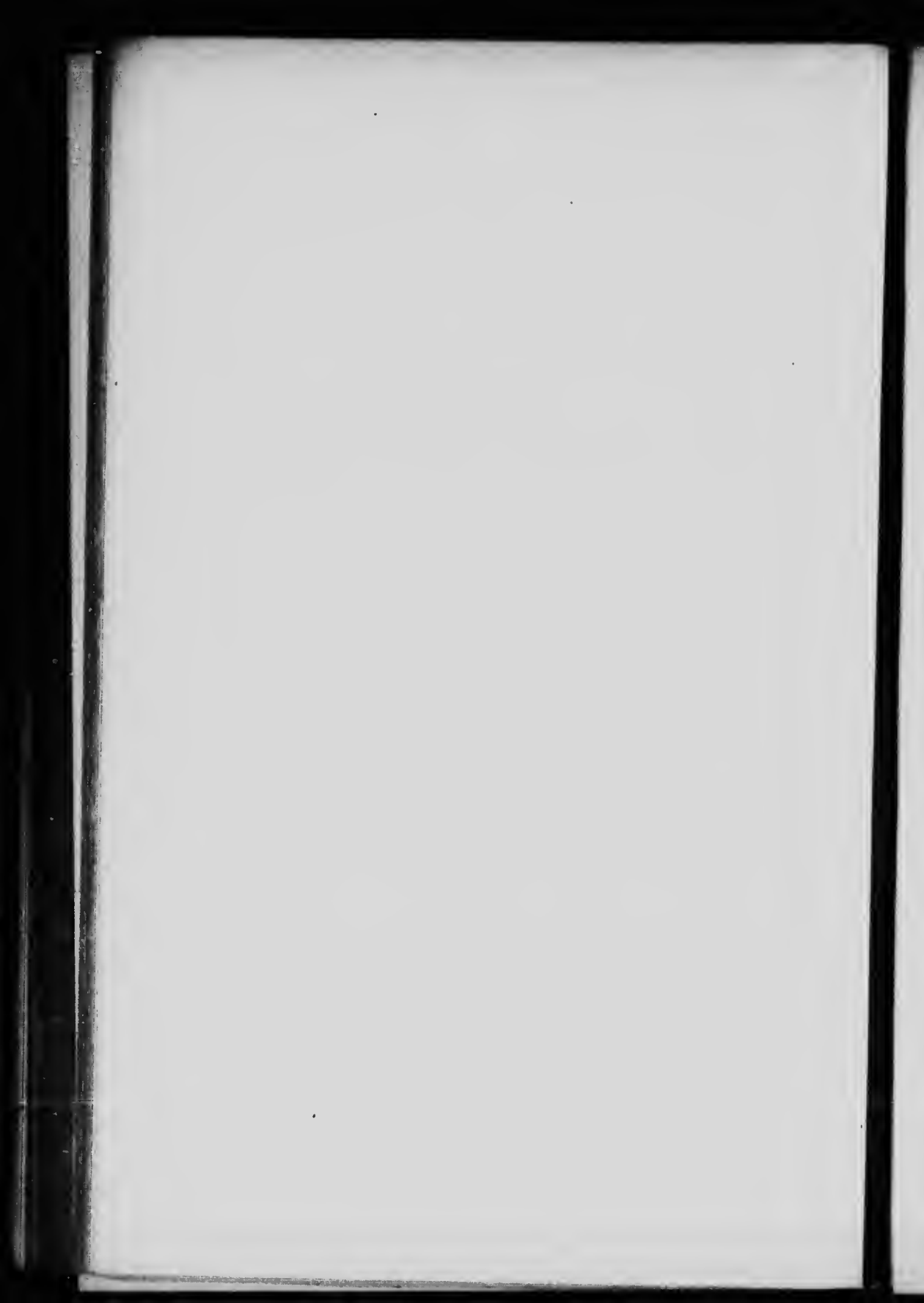
UNIVERSITY OF SASKATCHEWAN: "The Shopwork courses are required, although the members of the Faculty were not firmly convinced that they were essential."

MOUNT ALLISON UNIVERSITY: "We give Shopwork in both years, including woodwork (bench and machine), forging, machine shop bench work, and foundry work."



**ST. FRANCIS XAVIER UNIVERSITY:** "We have provided ourselves with a more or less expensive outfit for Shopwork. Other colleges, I notice, pay very little attention to the subject. I often think they are right in doing so."

**DALHOUSIE UNIVERSITY:** "Dalhousie has never provided facilities for teaching Shopwork, and the teaching staff is unanimously of the opinion that Shopwork should not be included in a college curriculum. We shall gladly co-operate in any attempt to secure co-ordination between the colleges and the neighboring foundries and machine shops, as we hold that a knowledge of Shopwork Methods can be acquired only as a result of actual working experience in such shops."





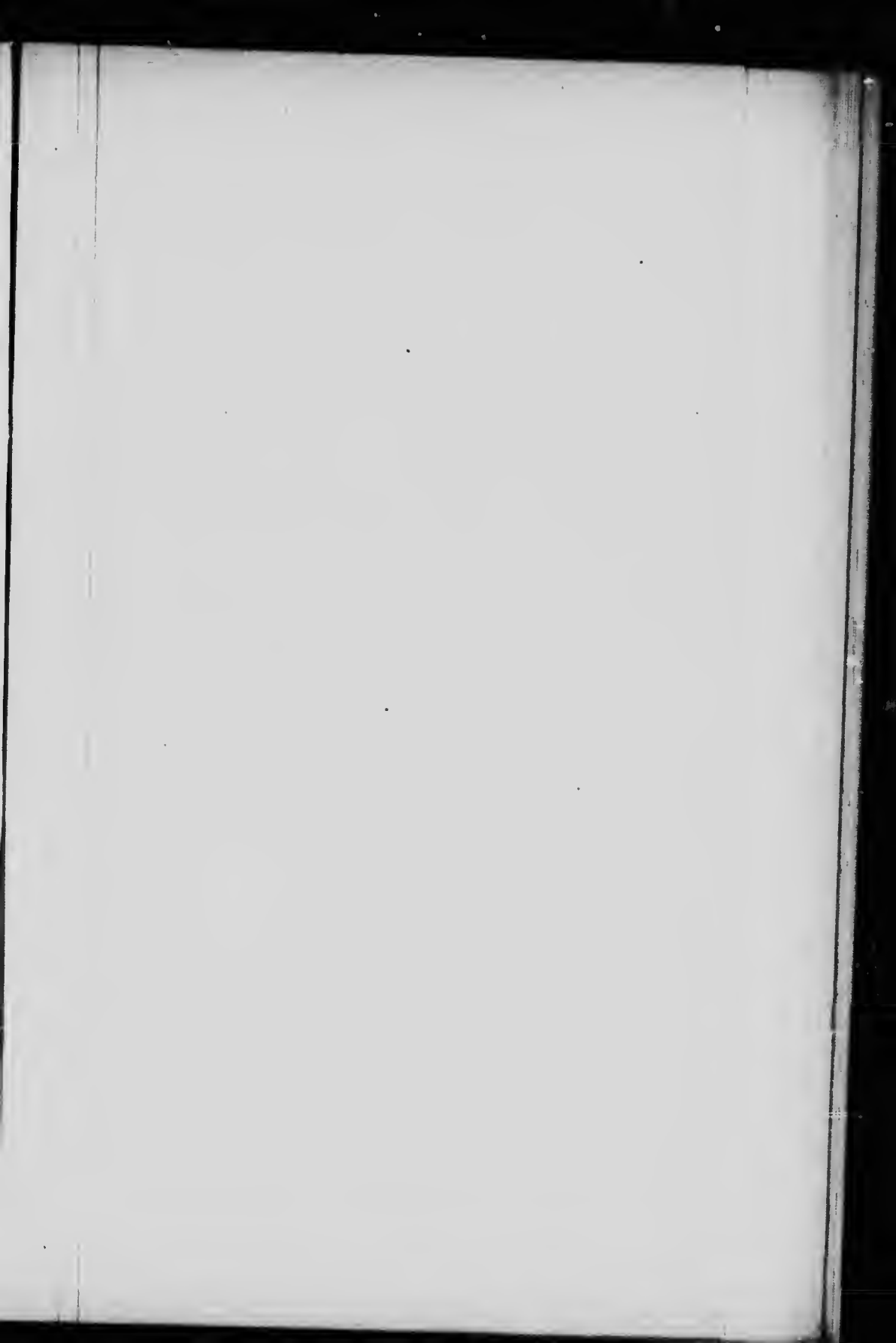
# Appendix No. 3 —SUBJECTS AT PRESENT CONSTITUTING THE CURRICULUM OF THE

Alberta	Brit. Col.	Sask.	Manitoba	TORONTO UNIVERSITY					
				Chemistry.	Chem. Eng.	Elec. Eng.	Mech. Eng.	Civil Eng.	Met. Eng.
Algebra Geometry Trigonometry Mechanics Anal. Geom.	Algebra Geometry Trigonometry Mechanics	Algebra Geometry Trigonometry	Algebra Solid Geometry Trigonometry (Plane & Spher. Anal. Geometry	Algebra Trigonometry (Plane Anal. Geom.	Algebra Trigonometry (Plane Anal. Geom. Dynamics	Algebra Trigonometry (Plane Anal. Geom. Dynamics	Algebra Trigonometry (Plane Anal. Geom. Dynamics	Algebra Trigonometry (Plane Anal. Geom. Dynamics	Algebra Trigonometry (Plane Anal. Geom. Dynamics
English French or German	English	English French or German	English	German	German	Modern Language	Modern Language	Modern Language	
Descriptive Geometry	Descriptive Geometry	Descriptive Geometry	Descriptive Geometry		Descriptive Geometry	Descriptive Geometry	Descriptive Geometry	Descriptive Geometry	Descriptive Geometry
Mechanical Drawing	Mechanical Drawing	Mechanical Drafting							
Freehand Dr. & Letter.	Freehand Dr. & Lettering		Drawing 1.	Drawing & Lettering	Drawing & Lettering	Drawing & Lettering	Drawing & Lettering	Drawing & Lettering	Drawing & Lettering
Physics Phy. Lab.	Physics Phy. Lab. Shopwork Shop Methods	Physics Phy. Lab. Shopwork	Physics Phy. Lab.						
Surveying (Practical)		Surveying	Surveying						
			Chemistry " Lab.	Chemistry " Lab.	Chemistry " Lab.	Chemistry		Surveying Chemistry	Chemistry " Lab. Mineralogy
				Mineralogy					
				Magnetism & Electricity		Magnetism & Electy.	Magnetism & Electy.		
				Electric Circuits	Electric Circuits	Electric Circuits	Circuits		
				Electricity	Electricity	Electricity	Electricity		
				Accounts	Accounts	Accounts	Accounts	Accounts	Accounts
				Biology					
				Statics	Statics.	Statics.	Statics.	Statics.	Statics.
	N.B. There is a year prepara- tory to the 1st Year.		N.B. There is a year prepara- tory to the 1st Year.						

OF THE FIRST YEAR IN THE ENGINEERING COURSES OF THE CANADIAN UNIVERSITIES

ENGINEERING COURSES OF THE CANADIAN UNIVERSITIES									
Met. Eng.	Min. Eng.	Queen's University	McGill University	Univ. of New Brunswick	Mr. Allison University	Acadia University	St. Francis Xavier Univ.	Univ. of Kings College	Dalhousie University
Algebra	Algebra	Algebra Geometry Trigonometry	Algebra Geometry Trigonometry Mechanics	Algebra Geometry (Pl. & Solid Trigonometry (Plane	Algebra Geometry Trigonometry Mechanics (See Physics) Anal. Geom.	Algebra Geometry (Sd Trigon. (Pl. Anal. Geom.	Geometry (Sd Anal. Geom.	Algebra Geometry Trigonometry	Mechanics Anal. Geom.
Trigonometry (Plane Anal. Geom. Dynamics	Trigonometry (Plane Anal. Geom. Dynamics								
	Modern Language	English French (Opt German (Op	English	English French or German	French or German (Opt	English	English	English German or French	English French & Ger- man (for com- plete matricu- lation. Descriptive Geometry
Descriptive Geometry	Descriptive Geometry		Descriptive Geometry		Descriptive Geometry	Descriptive Geometry	Descriptive Geometry		
			Mechanical Drawing		Elem. Mech. Drawing		Mechanical Drawing	Eng. Drawing Geometry Desc. Geom.	Mechanical Drawing
Drawing & Lettering	Drawing & Lettering	Freehand Le- & Projection	Freehand Dr & Lettering	General Drg. & Lettering	Freehand & Lettering	Freehand Drawing	Freehand Drawing		Freehand Drg. Lettering
		Physics	Physics " Lab.		Physics Mechanics	Physics	Physics " Lab.		
			Shopwork Shop Methods		Shopwork	Shopwork	Workshop	Shopwork	
	Surveying	Surveying			Surveying	Surveying			
Chemistry " Lab.	Chemistry " Lab.	Chemistry		Chemistry		Chemistry		Chemistry " Lab.	Chemistry " Lab.
Mineralogy									
Accounts	Accounts								
Statics.	Statics.								
		Elements of Desc Astronomy.							
		Physical Drill		Botany					
							N.B. This year not shown se- parately in Cal- endar.	English Bible.	N.B. There is a year prepara- tory to the 1st Year.





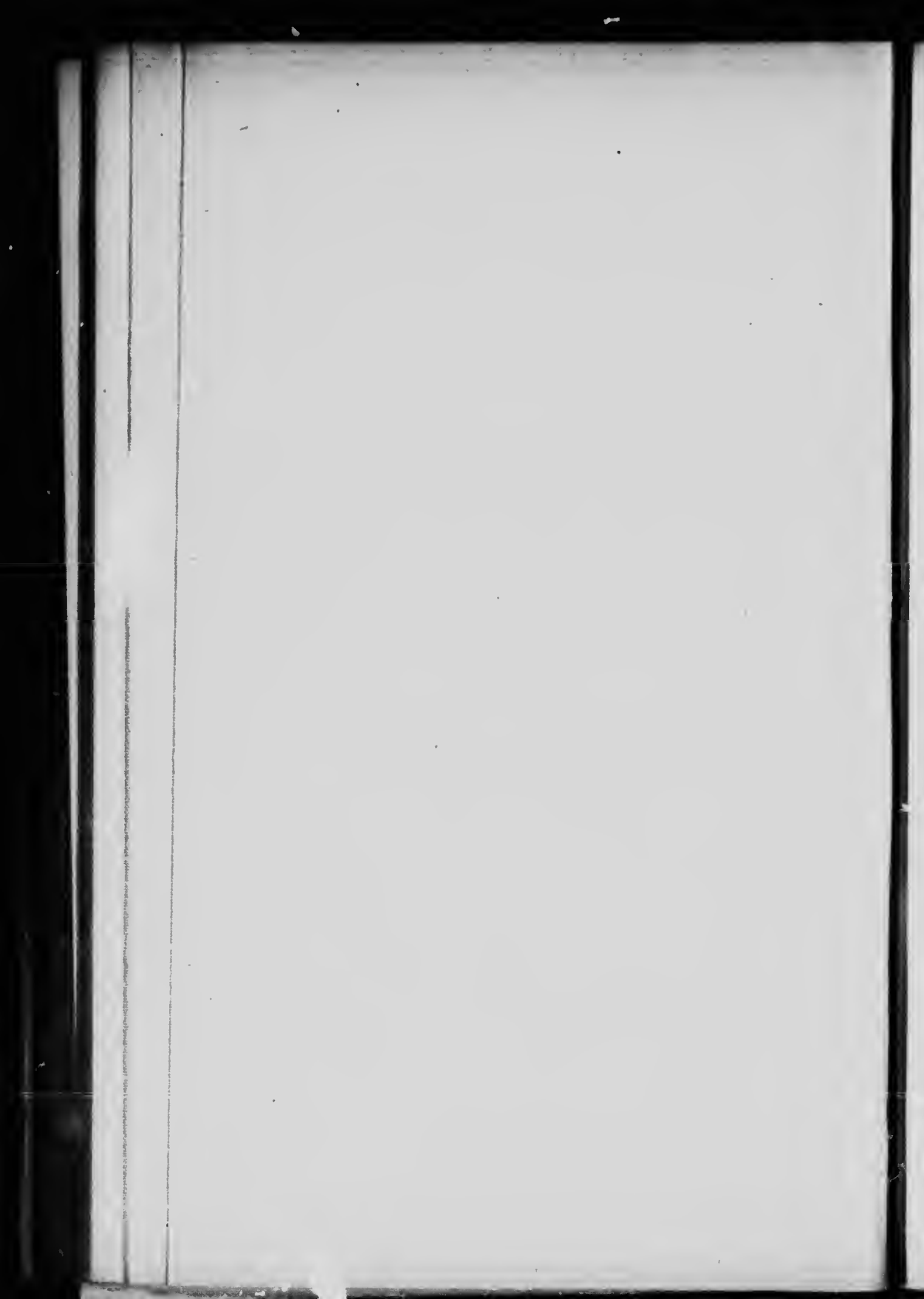
#### Appendix No. 4—SUBJECTS AT PRESENT CONSTITUTING THE CURRIUOL

Alberta University	University of Brit. Columbia	University of Saskatchewan	University of Manitoba	McGILL UNIVERSITY		TORONTO UNIVERSITY				
				General Engineering	Chemistry	Mech. Eng.	Chemistry	Chem. Eng.	Elec. Eng.	Metall. En.
Calculus Mechanics	Calculus Mechanics  Anl. Geometry	Calculus Anl. Geometry Sphr. Trig Solid Geom.	Calculus  "	Anl. Geometry Calculus Mechanics	Anl. Geometry. Calculus Mechanics	Calculus Dynamics	Calculus (alt)	Calculus	Calculus Dynamics	Calculus Dynamics
Chemistry " Lab.	Chemistry " Lab.	Chemistry " Lab.	Chemistry Quant. Anal.	Chemistry " Lab.	Chemistry " Lab. In. Qual. Anal. " " Lab.	Chemistry Eng. Org. (& Lab.)  Theory of Mechanics.	Chemistry (Eng. Ind. Org. Phys. Inorganic Anal.) Chem. Lab.	Chemistry (Eng. Ind. Org. Phys. Inorganic Chem. Lab.	Chemistry (Eng. Org.) Chem. Lab.	Inorganic Chemistry Chem. Lab.
Applied Statics	Graphical Statics	Graphical Statics		Graphical Statics		Vacation Sketches Designs &c.		Vacation Sketches Design &c.	Theory of Mechanics	Drawing
Materials of Construction	Materials of Construction	Materials of Construction	Materials of Engineering	Materials of Construction					Vacation notes Drawing Designs &c.	Descriptive Geometry
Mechanics of Machines	Mechanics of Machines	Mechanics of Machines	Mechanics of Machines Kin. of Mach.	Mechanics of Machines						Descriptive Geometry
Machine Drawing	Mechanical Dr. wing	Machine Drawing	Drawing II.	Mechanical Drawing		Optics	Optics	Optica	Optics	Heat
			Dascriptive Geom II.			Modern Language	German	German	Modern Language	Spanish
Mapping	Mapping	Mapping		Mapping		Electricity				
Surveying " Fldwork	Surveying " Fldwork	Surveying	Surveying II.	Surveying " Fldwork			Electricity	Electricity	Electricity	Elec. Mag- netism & Electricity.
Physics " Lab.	Physics " Lab.	Physics " Lab.	Physics " Lab.	Physics " Lab.	Physica " Lab.	Strength of Materials.		Strength of Materials	Strength of Materials	Strength of Materials
	Shopwork Shop method	Shopwork		Shopwork Snop Method						Mineralogy
	English Rdg. (German in Chemistry)			Summer Rdg.	Summier Rdg.	Biology (alt.)				
French or German						Banking & Finance.	Banking & Finance	Banking & Finance	Banking & Finance	Banking & Finance
						Hydrostatics	Hydrostatics	Hydrostatics	Hydrostatics	Hydrostatics
						Steam Eng.			Steam Eng.	Steam Eng.
							Metallurgy	Metallurgy		Metallurgy



**SYLLABUS OF THE SECOND YEAR IN THE ENGINEERING COURSES OF THE CANADIAN UNIVERSITIES.**

			QUEENS UNIVERSITY						University of New Brunswick	Mr. Allison University	Acadia University	St. Francis Xavier Univ.	King's College	Dalhousie University
Metall. Eng.	Civil Eng.	Mining Eng.	Mining & Met. Eng.	Chemistry	Chem. & Met. Eng.	Mineralogy & Geology	Civil Eng.	Mechanical & Elec. Eng.						
Calculus Dynamics	Calculus Dynamics Spher. Trig.	Calculus Dynamics	Calculus	Calculus	Calculus		Calculus	Calculus	Anal. Geometry Calculus	Calculus Mechanics (See Physics)	Calculus Sph. Trig.	Calculus	Algebra Trigonometry Algebraic Geometry Dynamics Diff. Calculus	Calculus
Inorganic Chemistry Chem. Lab.	Chemistry (Eng. Org.) Chem. Lab.	Chemistry (Eng. Org., Inorganic) Chem. Lab.	Chemistry (Anal. and General.)  Drawing Tracing &c.	Chemistry General Anal. and Organic	Chemistry (General & Anal.)  Drawing Tracing &c.	Chemistry (General & Anal.)	Analytical Chemistry  Drawing Tracing &c.	Analytical Chemistry	Sph. Trig. Geo. Conics.	Chemistry		Chemistry " Lab. Qual. Anal. & Laboratory	Org. and Inorg. Chemistry & Chem. Laboratory	Mechanics
Drawing	Vacation notes Drawing Designs &c.	Vacation note (alt.) Drawing Design &c.	Descriptive Geometry		Descriptive Geometry	Descriptive Geometry	Descriptive Geometry			Graphical Statics	Graphical Statics		Statics	Graphical Statics
Descriptive Geometry	Descriptive Geometry	Descriptive Geometry	Surveying Eng. Fdwork		Surveying	Surveying	Surveying Fdwork Eng.			Materials of Construction	Materials of Construction			Materials of Construction
Heat	Surveying Optics	Surveying Optics	Physics	Physics	Physics		Physics	Drawing Tracing &c.		Mechanics of Machines	Mechanics of Machines	Kinetics of Machines		Mechanics of Machines
Spanish	Modern Language	Modern Language	Shopwork				Shopwork			Machine Drawing	Mechanical Drawing Machine Design		Engineering Drawing Machine Design	
Elec. Magnetism & Electricity.				German				Descriptive Geometry	Descriptive Geometry					
Strength of Materials	Strength of Materials	Strength of Materials	Geology			Geology	Geology	Surveying	Surveying	Mapping	Surveying	Surveying	Mapping	Mapping
Mineralogy	Mineralogy	Mineralogy						Physics	Physics	Physics Mechanics	Physics			Surveying " Fldwork
Banking & Finance	Banking & Finance	Banking & Finance	Mineralogy	Mineralogy	Mineralogy	Mineralogy	Mineralogy	Shopwork (in vacation)	English French or German	Shopwork	Shopwork		Shopwork	Physics " Lab.
Hydrostatics	Hydrostatics	Hydrostatics				Animal Biology			Mechanics of Materials	English French or German (opt.)		Geology & Lab. & Fieldwork	English Composition	
Team Eng.								Highway Construction				N.B. this year is not shown separately in Calendar	Hydrostatics	
Metallurgy		Metallurgy			General Engineering		General Engineering	General Engineering Mech. Eng.	Civil and Electrical Course only.					
Mining	Astronomy	Mining											English Bible	



## REPORT ON MILITARY TRAINING

Presented by, Principal Harrison

The Canadian Officers' Training Corps at present constituted provides students with a standardised measure of military training with a view to their qualification for commissions in the active militia. As eighteen Canadian universities and colleges have organised such corps it is appropriate that such training and the manner of its recognition academically should be made as uniform as possible. Partial training leading only to the acquisition of knowledge sufficient for the rank of Private appears to be entirely out of proportion to the supposed ability and future position of the university undergraduates.

It is strongly recommended, therefore, that arrangements be made which will (1) enable a student in times of military necessity to take a position requiring more ability than that of private, with a minimum of training; (2) encourage the student body to form the nucleus from which our peace militia will be able to draw trained officers who should be especially suited to control military training and form a valuable link and check between military and civilian affairs.

A questionnaire was submitted early in the year and replies have been received from all the universities and colleges on the Conference list. It is difficult to tabulate the replies to these in full, but they may be examined by all interested and form a valuable record for reference. In framing a policy the following facts brought out warrant especial consideration:

(1) Nineteen Universities and Colleges have adopted military training. They are: Universities—Acadia, Alberta, British Columbia, Dalhousie, Laval (Montreal), McGill, McMaster, Manitoba, Mount Allison, New Brunswick, Queen's, St. Francis Xavier, Saskatchewan, Toronto, Western; Colleges—Macdonald, Nova Scotia Agricultural, Nova Scotia Technical, Ontario Agricultural.

Eighteen of these have established C.O.T.C. units.

(2) Nine of these Universities have given military training official recognition in their curriculum.

(3) Sixteen have allotted time from one to four hours per week out of their regular time tables for military training.

(4) Eighteen have arranged that their students allot one to four and one-half hours per week out of their own time to military training.

(5) Fourteen give marks or bonuses for military training which are included in the standing of students.

(6) Fourteen prepare men for Lieutenants' Certificates

(7) Five prepare men for Lieutenants' and Captains' Certificates.

(8) Six make military training compulsory for at least two years of some faculties.

In view of the general attitude toward military training it is recommended that efficiency and co-operation in the work be obtained by adopting the following uniform course of training throughout all universities and colleges:

*First Year:* At least four hours a week to be allotted from University time, one hour from the student's own time for musketry and physical training, and occasional field days, and that a University or College examination be given at the end of the first year, to be treated in the same manner as any other subject of the first year course.

*Second Year:* Military instruction should be still compulsory. Two hours per week out of college time and one hour out of student's own time, with occasional field exercises. No examination to be given at the end of the year but a bonus of one per cent. per hour spent on authorised military work be given on each subject. Men showing aptitude for military work from their first year should be permitted to go forward for the A or Lieutenant's Certificate, and would be required to take three hours' work more out of their own time, making six hours in all per week. For such men the above bonus of one per cent. per hour would be awarded.

*Third Year:* Military instruction should be compulsory one hour a week of University time, with half an hour of student's own time, and occasional field exercises. Bonus of marks as per second year. Arrangements to be made for A or B Certificates as per second year.

*Fourth Year:* Voluntary, with same bonus as for third year.

*Encouragement:* In order to further encourage students to take the A Certificate it is suggested that each University offer prizes or some form of special inducement.

## **SUGGESTED TIMETABLE**

### **FIRST YEAR**

**(Obligatory for all students not specially exempted.)**

2 lectures per week.....	2 hours. University time
2 drills per week.....	2 hours. University time
1 musketry per week.....	$\frac{1}{2}$ hour. Students' time
1 physical training per week.....	$\frac{1}{2}$ hour. Students' time
Occasional field day.....	Students' time.

### **SECOND YEAR**

**(a) (Obligatory for all students not specially exempted).**

2 drills per week.....	2 hours. University time
1 musketry per week.....	$\frac{1}{2}$ hour. Students' time
1 physical training.....	$\frac{1}{2}$ hour. Students' time
Occasional field days.....	Students' time

**(b) Voluntary Extra Work for Officers' Course.**

Three hours per week extra, to be used for lectures or drill and musketry when needed.

### **THIRD YEAR**

**(a) Obligatory for all students not specially exempted.**

1 drill per week.....	1 hour. University time
1 musketry per week.....	$\frac{1}{2}$ hour. Students' time
Occasional field day.....	Students' time

**(b) Voluntary extra work for Officers' Courses.**

As for Second Year, or as arranged for B. (Captain's) certificate.

### **FOURTH YEAR**

#### **Voluntary**

As for Third Year.

**QUESTIONNAIRE Re MILITARY INSTRUCTION IN CANADIAN  
UNIVERSITIES AND COLLEGES**

*Question 1.*—Is military drill compulsory and if so for what classes, years and faculties?

*Answer 1.*—No: Acadia, Dalhousie, Laval (Mont.), McMaster, Manitoba, Mt. Allison, New Brunswick, Ontario Agricultural College, Queen's, St. Francis Xavier, Western Toronto (matter now under consideration).

Alberta: Physical education, which includes military drill compulsory I. and II. years.

British Columbia: Yes, for two years, two hours per week drill mutual instruction, etc. All faculties.

McGill: Compulsory for every male British student during the first 3 years of his course if declared fit by M.O.

Nova Scotia College of Agriculture: Optional to 1915. Made compulsory in 1915-16.

Nova Scotia Technical College: Compulsory for all men in first year unless they have an equivalent experience.

Saskatchewan: Physical training is compulsory; military drill is accepted as equivalent.

*Question 2.*—Have you a professional military instructor? If so is he a regular member of your staff, or is he supplied by the Militia Dept.?

*Answer 2.*—No: Acadia, O.A.C., St. F.X.

Alberta: Yes. Regular member of staff. Also lecturer in specific subjects supplied by Militia Dept.

British Columbia: We have Capt. Elliott, Adj. of 72nd Seaforth Highlanders, and on the staff of the 23rd Infantry Brig. Hqr., to whom the University pays small monthly amount.

Dalhousie: Three sergeant instructors supplied by Militia Department.

Laval (Mont.): Supplied by Militia Dept.

McGill: Batt. Serg. Major from instructional cadre. Special instructors as required from District Headquarters.

McMaster: No. Member of staff holds a militia commission and has charge of military instruction.

Mt. Allison: No. Work carried on by two professors who have had only the training received at Mt. Allison.

New Brunswick: Member of staff.

Nova Scotia College of Agriculture: Have hired services of a professional military man.

Nova Scotia Technical College: Regular military instructor supplied by Militia Dept. Militia Dept. has not been able to detail one the last two years.

Queen's: Yes. Except this year. Supplied by Militia Dept.

Saskatchewan: We have a sergeant of the regular forces.

Toronto: No. Several highly qualified militia officers of long experience. N.C.O. instructors for recruits are loaned by Militia Dept. when they can be spared.

Western: Yes, from P.S.I., M.D. 1.

*Question 3.*—Is Military instruction a recognized part of your official curriculum in any faculty? (Does not refer to work for commissions in the Regular Army of Great Britain).

*Answer 3.*—No: Acadia, Manitoba, Mt. Allison, New Brunswick, N. S. College of Agriculture, Ontario College of Agriculture, St. Francis Xavier, Saskatchewan, Western.

Alberta: We give an exemption for students taking military course for C.O.T.C.—one course lectures.

British Columbia: Yes, but no credit is given in scholastic records.

Dalhousie: Yes, for B.A.

Laval (Mont.): Yes.

McGill: Courses on Military Engineering in Faculty of Applied Science.

*Question 4.*—Is drill conducted privately by the University or College, or under the auspices of the Canadian Militia? Does your institution take part as an ordinary militia unit or part of the C.O.T.C.?

*Answer 4.*—Acadia: Had a company C.O.T.C. here for two years. Last year nearly every man volunteered, so was not reorganized this year.

Alberta: Under C.O.T.C

British Columbia: All men students must take mil. drill two hours per week for two years. Over half of them are attested in C.O.T.C. and take 3 hours per week drill and mutual instruction and one hour per week lecture.

Dalhousie: Under auspices of Canadian Militia. Part of the C.O.T.C.

Laval (Mont.): Part of C.O.T.C.

McGill: McGill University Contingent C.O.T.C.

McMaster: Militia. C.O.T.C. (under University of Toronto contingent).

Manitoba: Under auspices of Canadian Militia as part of the C.O.T.C.

Mt. Allison: Canadian Militia. C.O.T.C.

New Brunswick: C.O.T.C.

N. S. Agriculture: Privately. Ordinary

N. S. Technical College: Have had no regular military drill since war broke out because of lack of instructors in Militia Dept. Part of Dalhousie University O.T.C.

Ontario Agricultural College: Canadian Militia as part of C.O.T.C.

Queen's: Canadian Militia. Part of C.O.T.C.

St Francis Xavier: Canadian Militia. Part of C.O.T.C.

Saskatchewan: C.O.T.C. is authorized but not properly equipped.

Toronto: The latter. Supervised by the General staff of the district. The two are synonymous.

Western: Privately. C.O.T.C.

*Question 5.*—How many members of the University or College staff are taking part in giving military instruction? How many members of the staff support the work by taking the training?

*Answer 5.*—Acadia: None.

Alberta: Four. Practically all have trained. Efficient ones are at war.

British Columbia: Three now and three at front. Two preparing for front. Nearly all have been drilling.

Dalhousie: Two. One.



Laval (Mont.): What is needed.

McGill: At present two members of the staff are giving instruction. More than 50 members of the staff have taken to training.

McMaster: One at present, another in C.E.F. One.

Manitoba: Eight. Fifteen.

Mt. Allison: Two. Two, part of the time.

New Brunswick: One. Two others.

N. S. Agriculture: All who took training have gone overseas. Five.

N. S. Technical College: One man out of the six professors and instructors has secured a commission.

Ontario Agricultural College: Three. None except three mentioned above.

Queen's: Varies in different years from 8 to 10. Varies from 10 to 15.

St. Francis Xavier: Three. Two.

Saskatchewan: Of seven C.O.T.C. officers six have gone overseas.

Toronto: 1914-15, 24; 1915-16, 23; 1916-17, 18; 75 members of staff have taken a year's training.

Western: One. None this year.

*Question 6.*—What establishment are you allowed by the Dept. of Militia and Defence, and what is the average strength of your unit?

*Answer 6.*—Acadia: About 100 took the course.

Alberta: C.O.T.C. Battalion at present only about 130 Men at war.

British Columbia: One company, but have applied for three-company authorization. 180 on the strength including those in 196th Western University Battalion.

Dalhousie: Four companies.

Laval (Mont.): 250. 150 now over strength.

McGill: Establishment, 31 officers, 928 N.C.O.'s and men. Average strength 500.

McMaster: One platoon, 1 officer, 5 N.C.O.'s, 40 men.

Manitoba: Full infantry battalion (4 companies under 1914 regulations, approximately 400).

Mt. Allison: Two companies. About 150 men for 1914-15, 75 for 1915-16 and 1916-17.

New Brunswick: One company. 50 members.

N. S. Agricultural: Cadet corps.

N. S. Technical College: College small. Only 20 to 40 students.

Ontario Agricultural College: Two companies. 1914-15, 150; 1915-16 275; 1916-17, 75.

Queen's: 200. 130.

St. Francis Xavier: One company. Average about 50.

Saskatchewan: Three companies.

Toronto: 48 officers, 1416 R. and F. 1914-16, 1500; 1916-17, 425; (1300 overseas).

Western: Two companies. 100-125.

*Question 7.*—What time has been allotted to military work out of the regular College or University timetable?

*Answer 7.*—None: Acadia, McMaster, Manitoba, Mt. Allison, New Brunswick, Saskatchewan, Western.

Alberta: Two afternoons per week, 3:45 5:30. Extra time as required for route marching.

British Columbia: Five hours per week. Rifle shooting in addition.

Dalhousie: Two hours per week.

Laval (Mont.): Three hours a week everywhere, and five in some faculties.

McGill: Tuesday afternoon each week from 4:30-6:45; i.e., one and a quarter hours per week.

N. S. Agricultural: Two hours per week. Extra time optional.

N. S. Technical College: Three hours per week.

Ontario Agricultural College: Two days in week lectures close at 4 p.m. to permit men to turn out at 4:15 drill.

Queen's: Four hours a week. This refers particularly to Science and Medical timetables.

St. Francis Xavier: Three hours a week.

Toronto: Lectures and laboratories are cancelled after 4 p.m.

*Question 8.*—What time has been asked for military work out of the students' free time?

*Answer 8.*—Acadia: Work completed for year as outlined by Dept.

Alberta: None in regular work. Route marches extra.

British Columbia: \_\_\_\_\_.

Dalhousie: Two hours, with extra hour per week for target practice.

Laval (Mont.): Two nights and every Saturday afternoon.

McGill: One evening per week, 7:45-10 p.m. and alternate Saturday afternoons, 2:45-5:45. Average  $3\frac{3}{4}$  hours per week.

McMaster: Three afternoons per week ( $3\frac{3}{4}$  hours).

Manitoba: About 5 hours per week.

Mt. Allison: Three to six hours per week.

New Brunswick: About 5 hours per week.

N. S. Agricultural: Optional, but usually one hour per week.

N. S. Technical College: Has varied.

Ontario Agricultural College: 4:30 to 5:30, twice a week. Occasional other days for lectures.

Queen's: Three hours Saturday afternoons for all. One hour on Thursday and Tuesday for Arts.

St. Francis Xavier: None.

Saskatchewan: Two periods per week.

Toronto: For some the time was taken out of academic hours. For others  $4\frac{1}{2}$  hours per week.

Western: 5 hours per week.

*Question 9.*—What proportion of time is allotted to (1) Lectures, (2) Drill, (3) Musketry, (4) Physical training and bayonet fighting?

*Answer 9.*—Acadia: According to Militia requirements.

Alberta: Organized so as to cover the whole course during the session.

British Columbia: 1 hour per week lecture; 2 hours drill; musketry and physical training, 1 hour additional taken by many as an option. Target practice weekly.

Dalhousie: 1. 2. 3. one third each. 4. none.

Laval (Mont.): All that is required by regulations.

McGill: For men *not* proceeding to officers' qualifications, 1. 5 hours; 2. 70 hours; 3. 10 hours; 4. 15 hours. (per session).

McMaster: At present 1. 1 hour; 2. —; 3. 2 hours; 4. none.

Manitoba: 1. 2 hours; 2. 3 hours; necessary shooting for C.O.T.C. requirements.

Mt. Allison: 1. 1 hour; 2. 3 hours; gallery shooting begins February 1; 4. none.

New Brunswick: Lectures, 20 per cent; Drill 80 per cent.

N. S. Agricultural: In absence of instructor cannot answer definitely.

N. S. Technical College: ———.

Ontario Agricultural College: About 15 lectures; 25 drills 10. 4. none.

Queen's: One hour a week; 2 hours a week; 1 hour a week; 1 hour week.

St. Francis Xavier: Lectures given occasionally; main time given to drill and field work.

Saskatchewan: ———.

Toronto: 1. 65 per cent.; 2. 27 per cent; 3. 8 per cent.

Western: 1 hour; 2 hours; 1 hour; 1 hour.

*Question 10.*—Do you give College examinations on military subjects or allow any credit or bonus for military work in the marks assigned for the regular college courses?

*Answer 10.*—No: British Columbia, N. S. Agricultural, St. Francis Xavier, Saskatchewan.

Acadia: Allowed  $1\frac{1}{2}$  units to students who completed course and passed inspection.

Alberta: University exams in addition to those of Militia Dept. University exams basis for exemption. See Question 3.

Dalhousie: Cadets examined by R.S.I. Halifax.

Laval (Mont.): Some faculties allow 10 per cent.

McGill: Four-fifths attendance and "efficiency" required before a student can obtain pass in his year's work.

McMaster: Yes, credit is given on results of exams given by University of Toronto.

Manitoba: No. A 10 per cent bonus is granted to students who pass an examination for efficiency in military drill.

Mt. Allison: No. exams. For all who attend 75 per cent. of parades we allow the pass 2nd and 1st class marks lowered 5 points.

New Brunswick: Bonus of 7 marks on each examination subject.

N. S. Technical College: Military Science one of the subjects required for a degree.

Ontario Agricultural College: 10 per cent. bonus on aggregate number of marks.

Queen's: Bonus of 5 per cent. on two classes is allowed.

Toronto: Military knowledge exam. Those who passed given credit, either bonus or equivalent to one "pass" subject.

Western: No. Credit of 5 per cent. in Arts. No credit in Medical.

*Question 11.*—Do you prepare students for (a) The C.O.T.C. certificate (Lieut.) (b) The C.O.T.C. certificate (Captain)?

*Answer 11.*—No: Acadia, N. S. Agricultural, St. Francis Xavier.

Yes: McGill, Manitoba, Queen's, Toronto, Western.

Yes, (a) only: Alberta, British Columbia, Dalhousie, Laval (Mont.), McMaster, Mt. Allison, New Brunswick, Ontario Agricultural College.

Alberta, (b): Not yet; expect to.

British Columbia, (b): Expect to have some candidates this spring.

N. S. Technical College: Formed with Dalhousie O.T.C.

Saskatchewan: This work has now been held up by military authority.

*Question 12.*—How many men are taking extra military work leading to qualifications such as: (a) Non-commissioned officers; (b) Officers. How much extra time is given?

*Answer 12.*—None: Acadia, Alberta, Dalhousie, N. S. Agricultural; Queen's; St. Francis Xavier, Saskatchewan.

British Columbia, (b): 85. 1 hour per week and 1 hour lecture.

Laval (Mont.): Every one for qualification as officers. On parade 8 to 9 hours per week.

McGill: 120 taking (a); 20 taking (b); extra work 1 lecture a week, and alternative Saturday afternoons compulsory. 1 or 2 vol. parades each week.

McMaster: "Efficiency" 19. Certificate (a) 1 or 2. None.

Manitoba: Approximately 15 officers have also qualified through Infantry School of Instruction.

Mt. Allison: Certificate (a), 1915 40; 1916 20; 1917 15; probably 2 hours per week.

New Brunswick, (b): 10 or 12.

N. S. Technical College: Cannot say at present. Can give this information later if desired.

*Question 13.*—Have you any classes for training in signalling or other special branches of military work?

*Answer.*—No: Acadia, Alberta, Dalhousie, Mt. Allison, New Brunswick, N. S. Agricultural, N. S. Technical, Ontario Agricultural College, St. Francis Xavier, Saskatchewan.

British Columbia: Some are taking training in automobile work in mechanical Engineering laboratory as better qualifying them for overseas service.

Laval (Mont.): No; but some follow the District School.

McGill: Military engineering, signalling, scouting.

McMaster: No; but this is done at the University of Toronto.

Manitoba: None at present. Have had signalling classes.

Queen's: Signalling conducted in the University attended in all by 250. Many students took this training.

Toronto: Yes.

Western: Through P.S.I. only.

*Question 14.*—Has any unit been formed or training been given other than for infantry?

*Answer 14.*—No: Acadia, Alberta, Dalhousie, Laval, (Mont.), McMaster, Manitoba, Mt. Allison, New Brunswick, N. S. Agricultural, N. S. Technical, Ontario Agricultural College, Saskatchewan, Toronto, Western.

British Columbia: No. Most of our men this first term have been enlisting in artillery and air service units (over 20).

McGill: Signalling, scouting and musketry instruction sections. Artillery unit contemplated.

Queen's: Field Co. Engineers. 3 batt. (46th, 50th, 72nd) Queen's Field Amb. and No. 7 General Hospital.

St. Francis Xavier: Yes. No. 9 Stationary Hospital was formed here in April 1916.

*Question 15.*—How long has military training been given at your University or College?

*Answer 15.*—Three years: Acadia, Alberta, Dalhousie, Manitoba, Mt. Allison, Queen's, Western.

British Columbia: Since the University opened September, 1915.

Laval (Mont.): Four years.

McGill: Military instruction, October 1907, Military training, October 1912.

McMaster: Third year.

New Brunswick: Two years.

N. S. Agricultural: Six years.

N. S. Technical: Seven years.

Ontario Agricultural College: Third academic year.

St. Francis Xavier: Two years.

Saskatchewan: Two years.

Toronto: Two and a half years.

*Question 16.*—In cases where work is compulsory, what penalty is enforced for non-attendance?

*Answer 16.*—: Acadia, Dalhousie, Laval (Mont.), McMaster, Manitoba, Mt. Allison, New Brunswick Ontario Agricultural College, Queen's, St. Francis Xavier, Saskatchewan, Toronto Western.

Alberta: Same as for other lecture courses. Seven eighths attendance compulsory.

British Columbia: Refusal of other standing until work is made up.

McGill: Failure necessitates supplementary course in military training after close of session.

N. S. Agricultural: Have not had to deal with this.

N. S. Technical: Student has to have 90 per cent attendance or cannot take examination or get his degree.

*Question 17.*—Does the University supply accommodation for drill?

*Answer 17.*—No: Acadia, Dalhousie, Laval (Mont.), McMaster, Manitoba.

Yes: Alberta, Mt. Allison, N. S. Agricultural, N. S. Technical, Ontario Agricultural College, Queen's, St. Francis Xavier Saskatchewan, Toronto.

British Columbia: No drill hall as yet. Drill on campus, and in wet weather in auditorium.

McGill: University supplies a building for use as Hqr., armoury, etc. Campus for drill and parades.

New Brunswick: Use drill hall of local regiment.

Western: No. Government Armouries used.

*Question 18.*—State whether you have the following: (a) Rifle range—mention its character; (b) Auxiliary musketry instruction room with necessary equipment; (c) Armoury—a room for rifles, stores, etc.

*Answer 18.*—No (a): Acadia, McMaster, Manitoba, Saskatchewan.

Acadia: (b) no; (c) no.

Alberta: (a) yes; with gallery ammunition; (b) yes; (c) yes.

British Columbia: (a) Use miniature range of King Edward High School, next door; (c) have racks, etc., for rifles bayonets and belts in special room.

Dalhousie: (a) 25-yards range; (b) no; (c) yes.

Laval (Mont): (a) 25 yards; (b) no; (c) yes.

McGill: (a) use rifle range of District School of Musketry, Ross Rifle, Mk. III. and gallery ammunition; (b) yes; (c) Hqr. building for Adj. office, Q.M.S. stores, etc. Rifles stored in University buildings.

McMaster: (a) no; See under University of Toronto.

Manitoba: (a) no; (b) no; (c) yes.

Mt. Allison: (a) yes, indoor range 25 yards; (c) small room in drill hall.

New Brunswick: Use equipment of 74th regiment.



N. S. Agricultural: (a), (b) (c) yes.

N. S. Technical: Miniature range 25 yards for practice with safety ammunition.

Ontario Agricultural College: (a) Indoor range 20 yards; (b) instruction given at indoor range but we are but little equipped for the work; (c) a room in one building is used.

Queen's: (a) miniature range in attic of Theological Hall; (b) and (c) no.

St. Francis Xavier: (a) range about to be constructed, miniature; (b) none; (c) yes.

Toronto: (a) indoor and use of service range M.D.2 (b) and (c) yes.

Western: Not as a University. M.D.1. furnished whatever we have.

*Question 19.*—Have you received an issue of military clothing, equipment, rifles, ammunition, etc., from the Dept. of Militia and Defence?

*Answer 19.*—Yes: Acadia, Alberta, Dalhousie, Laval (Mont.), McGill, McMaster, N. S. Agricultural, Ontario Agricultural College, Queen's, St. Francis Xavier, Toronto Western.

No: New Brunswick, Saskatchewan.

British Columbia: Rifles, 118; Gallery ammunition. Books, Uniforms are being requisitioned.

Manitoba: Have received issue of clothing 650 sets, 200 rifles, 100 bayonets. Gallery ammunition as required.

Mt. Allison: Received rifles, bayonets, scabbards, belts, pouches, pull-through.

N. S. Technical: Have equipment of rifles and ammunition.

*Question 20.*—Does the Government bear any part of cost of buildings or upkeep for the military work in the University?

*Answer 20.*—No: Acadia, Alberta, British Columbia, Dalhousie, Manitoba, New Brunswick, N. S. Agricultural, N. S. Technical, Queen's, St. Francis Xavier, Saskatchewan.

Yes: Laval (Mont.), McMaster.

McGill: Government lights and heats Hqrs. building.

Mt. Allison: Government provides fuel light and caretaker.

Ontario Agricultural College: Government pays light, heat and caretaker.

Toronto: Capitation grant and caretaker's allowance. Also clothing allowance.

Western: None except in furnishing N.C.O. instructors.

*Question 21.*—Does the Dept. of Militia and Defence pay for caretaker for stores and equipment?

*Answer 21.*—No: Acadia, Alberta, British Columbia, Manitoba, New Brunswick, N. S. Agricultural, St. Francis Xavier, Saskatchewan, Western.

Yes: Dalhousie, Laval (Mont.), McMaster, Ontario Agricultural College, Queen's, Toronto.

McGill: Dept. pays wages of caretaker. Contingent pays Q.M.S. Ord. Rm., etc.

Mt. Allison, Caretaker as above.

N. S. Technical College: Dept. of Militia sends N.C.O. when rifle practice is on.

*Question 22.*—Have you any source of money support for military work besides the regular militia grants for "efficiency," fitting of clothing," and "Officers' Pay" authorised for C.O.T.C.? Have you received these or other grants?

*Answer 22.*—No: Acadia British Columbia, Dalhousie, N. S. Technical College, St. Francis Xavier, Saskatchewan.

Alberta: Only as the University votes it.

British Columbia: Have received no Government grant of any kind as yet.

Laval (Mont.): We receive the allowance, and everything judged to be necessary by the O.C., is bought and paid for by friends.

McGill: Have received usual grants from Dept. of Militia and Defence. Graduates and friends have subscribed generously for additional expenses.

McMaster: Yes.

Manitoba: Till October 1916, expenses defrayed by University. Have received efficiency grants for two years.

Mt. Allison: None. Received efficiency and other grants.

New Brunswick: No. Grant for efficiency.

N. S. Agricultural: No. Have received military grant \$1 per man per year.

Ontario Agricultural College: No. We have received the grants.

Queen's: No. Received grants for efficiency, fitting of clothing, etc.

Toronto: No. None necessary. Yes.

Western: Appropriation from University funds. Not one dollar since corps was organized.

*Question 23.*—Do your students apparently desire and support the military work given?

*Answer 23.*—Acadia: Most of the men enrolled for drill.

Alberta: Yes, as far as we can tell. What will happen when the war is over, we do not know.

British Columbia: Fairly well. The members of the C.O.T.C. are enthusiastic.

Dalhousie: Not as much as we would like.

Laval (Mont.): Yes.

McGill: Yes, with some reservations.

McMaster: Yes.

Manitoba: Yes. The students are urging that training be made compulsory.

Mt. Allison: Yes. Enthusiastically.

New Brunswick: On the whole.

N. S. Agricultural: Yes.

N. S. Technical: A fair measure among those left. Large number on military service now.

Ontario Agricultural College: Yes.

Queen's: Apparently, because 400 have joined O.T.C. in 3 sessions. Of these 46 per cent. are physically unfit for overseas service, while 175 have joined overseas units.

St. Francis Xavier: Yes.

Saskatchewan: ———.

Toronto: Yes.

Western: Not so well as the townspeople, but our men students have practically gone overseas. The Medical timetable too heavy to leave Medical student time for anything else.

# REPORT OF THE SECRETARY-TREASURER

President Murray

## RECEIPTS

1916	Dues from the following Universities:—	
Dec. 1st.	Saskatchewan, Ottawa, St. Michael's, Queen's,	
to	Laval (Montreal), Victoria, Dalhousie, Bishop's	
1917	Columbia, St. Francis Xavier, Toronto, Western	
April 15th	Mt. Allison, Trinity, McMaster, McGill, Alberta,	
	Manitoba, New Brunswick, Bishop's.....	\$530.00

## EXPENDITURES

1916		
Jan.	Saturday Press, Printing Report of Second Conference.....	\$ 20.00
Dec.	Saturday Press, Printing Report of Third Conference.....	61.50
Dec.	Saturday Press, Printing Account Forms.....	5.00
Dec. 21st.	Account Book.....	.75
	Exchange on cheques (15c. each) from Ottawa, Dalhousie, Laval, Victoria, St. Francis Xavier, Toronto, Western, Mt. Allison, Trinity Manitoba, Bishop's.....	1.65
	Postage for correspondence sending out reports, etc. for Second and Third Conference.....	11.50
May 21st	Balance in Savings Account, Bank of Nova Scotia, Saskatoon, Sask.....	429.60
		<hr/>
	Dues unpaid.....	\$530.00
	By Acadia, King's, N.S. Agric. College, N. S. Technical College, St. Joseph, Guelph, Laval, (Quebec). (Not one of these have been represented at the Second or Third Conference.)	90.77

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