

RG:0002,c.0047; FILE # 00486;
MATRICULATION, 1919- 1931

FILE 486

MATRICULATION

The fact that the University is simply an agent of the Protestant Committee in connection with the School Leaving Examination surely places it in a humiliating position. The course of study on which the examination is based is laid down and the text-books to be used prescribed by the Committee regardless of any opinion which the University may hold as to the merits or demerits of either or both from the point of view of Matriculation. Many efforts have been made to bring about consultation between the two bodies on these matters, and although there was a disposition to do so nothing ever came of them. Every year changes are made of which the University knows nothing until they appear in print which necessitates not a few omissions in the examination papers and extra expense for setting and printing. The consequence is that although the University often wishes to strengthen the course and to recommend what they consider better text-books, they are unable to do so. We simply have to accept the course and text-books set down by the Committee. Under present conditions, therefore, the University is powerless to raise the standard of this examination which is in reality its own Matriculation examination. The Protestant Committee sets the standard rather than the University.

Moreover the character of the examination papers is determined by the same committee indirectly. The Revising Committee of the School Leaving Board is charged with the duty of approving these papers, and may change them as they see fit. This Committee is composed mainly-indeed almost

wholly- of representatives of the teaching profession whose aim has all along been to see that the papers are made easy, so that the University has no control even over this part of the business.

This Revising Committee has also the right to raise the marks of candidates all around, if in their judgment the percentage of failures is too high. This high percentage of failures may be due (and sometimes is due) to the fact that notwithstanding the vigilance of the Committee the paper was a little too difficult, but it is probably oftener due to inefficient teaching in perhaps only a few schools. If the University were in control of the situation no material change would be made under the latter condition which would undoubtedly tend to improve the teaching of the subject.

As the examiners are all University men, if anything goes wrong there is no end of an outcry, and the reputation of the University suffers. This is evident at every meeting of the School Leaving Board, and convention of the Provincial Association of Protestant Teachers. If there is any fault to find with the examination it is generally voiced there. Under the present condition of things this cannot be prevented. It is the logical result.

The University being only an agent for the Committee, its work can be called in question not only by its master the Protestant Committee, but also the teachers who serve under their regulations. Altogether it is a most humiliating position for the University to occupy. It simply means that its

Matriculation standard is determined by an outside body and not only so but that owing to the fact that it conducts the examination for that body it becomes its servant and is subject to a servant's treatment.

If the University conducted its own Matriculation examination it would be free to make its own standard. This would, generally speaking, ^{as far} as the content of the work is concerned with that prescribed by the Education Departments of the different provinces for the last year of the High School. The main point gained would be freedom to set papers more difficult than those now set, if this be thought advisable, and full control over its own examination as to standard of marking, etc. The Quebec Department would then conduct its own examination in Grade XI as they now do in all others and their Certificates could be accepted pro tanto just as the Certificates issued by the Education Department of the Province of Ontario, for instance, are. They are as a matter of fact so accepted now. If thought desirable a higher percentage might be demanded in the case of these and all other Certificates as is sometimes done elsewhere. Supposing this decision were reached, what would happen ?

There is little doubt that all schools which now pay for the examination of their candidates would take the University examination in preference to the other seeing that a Matriculation Certificate from McGill would be of more value than one from the Department of Education.

The schools now paying \$5.00 for each candidate are as follows:-

Montreal High Schools with	146	Candidates last year		
Montreal Com. & Tec. High Sc.	64	"	"	"
High School of Quebec	19	"	"	"
French Methodist Institute, West'mt.	3	"	"	"
Point-aux-Trembles High School	6	"	"	"
Westmount High School	67	"	"	"

Total 304

The total number of candidates for the examination last year was 472. If these schools then should choose to take the Matriculation examination - the University would still be examining about two-thirds of the whole. Then it is altogether likely that other schools, especially those in the vicinity of Montreal, would prefer to send their pupils up for the McGill examination, such for instance as:-

Outremont and West Hill with another 25 candidates at least. All the schools mentioned in the first list are more or less free of the Committee. They receive no grant and therefore would be under no disability in taking another examination than that set by the authority of the Committee. It is quite possible too that other schools which do receive a grant would choose the McGill examination and that the Committee would be willing to accept the marks of the McGill examiners as if they were those of their own. In this way the University would soon become the dominant body in the educational affairs of the Province instead of being of no account as she is at present. We would set the standard and the schools would have to rise to it. All the better ones would.

The probability is too that the University examiners

would be asked to do similar work for the Committee at Quebec, after their University work was over. From the financial stand point the University would not lose. It might indeed be otherwise. As things are now there is a great deal spent in connection with this examination in the way of postage, paper etc., of which no account is taken, and the time of the office staff is used to a very great extent for two or three months every year in connection with the examination. For this the University is allowed only \$350.00

In every other province the Education Department controls the whole examination and the Universities are free to set what value they please on the Certificates they issue. In any case there would likely be little difference. The examination is now run by the Committee. There would really be no change, except perhaps that there might be some examiners employed who are not directly connected with the University.

It should be stated here that more than once proposals were made to the Committee to cut adrift from the University and they would doubtless have done so had it not been for the strong desire expressed by the University authorities to retain the connection, unsatisfactory though it was. Should we now decide to separate ~~the~~ would probably not object. Indeed the decision might be heartily approved.

The only proper solution of the present state of things is for either the University or the Committee to do the work. The compromise which has been made is far from satisfactory from the University point of view more particularly.

GRADES VIII AND IX.

A study of North America built up in sequence from observation of a map.

1. Motives leading to the Discovery of the New World.
The pupils to rediscover America for themselves by following the journeys of the Vikings, Cabot, Columbus, Hudson, Cook and Franklin.
2. Latitude and longitude of North America.
The necessity of, and the method of finding by sailors and travellers.
3. Colours in Atlases. Contour lines and Hachures.
What contour lines mean. How they are drawn.
Exercises in section drawing from contour lines. Conventional signs used in maps, the gradual progress of the interpretation of the survey map.
4. The Relief of North America.
This to be deduced by the pupils from an Atlas map and their knowledge of contours.
5. The making of scenery.
Rocks.
The mountain building forces.
Effect of glaciation.
The agents of denudation.
The work of rivers:- The St. Lawrence, a young river,
The Mississippi, an old river.
The scenery of Canada :- Mountains, lakes and rivers.
6. Climate.
The Barometer and Thermometer.
The meaning of "Low Pressure" and of "High Pressure".
From pupils' own observation of readings taken daily from September to November.
The cause of "Wind" and "Rain".
Isotherms and Isobars.
General observation in the school grounds of the altitude of the sun in summer and in winter.
7. A revision of 4.
How relief affects the climate, and the climate of Canada.
Find other factors besides Latitude determining climate.
A general knowledge of the climate map of N. America, and the reading of weather maps as issued to Farmers.
8. A comparison of the Vegetation Map and Climate Map of N. America.
The extent of forests.
Coniferous ~~sheltering~~ fur-bearing animals) all the result of
Broad-leaves - (special types of
Evergreen -)climate.
The grass lands.
The Hot Deserts.
The Cold Deserts - Tundra
9. The Hudson Bay Co., the early pioneers and a general idea of the home life of the "Indians."

10. The Development of the Land.

How far is it true for Canada that a river is a main artery leading into and opening up new territory.

The advent of the railway.

The result of emigration, etc.

Why are the Canadian rails constrained to a narrow belt east and west?

Why must Winnipeg be a centre?

Note chief routes and why chosen.

Humanize the railways and find out whether transportation has anything to do with the lack of commodities and the present discomfort.

11. A revision of 8.

The natural regions of N. America as determined from a comparison of the orographical, climatic, rainfall, vegetation and geological map, showing how plant, animal and human life is conditioned by natural surroundings.

12. A revision of 5.

Humanize the scenery.

Mountains as a source of necessary constructional materials, of minerals, etc; rivers and lakes, for irrigation and transportation; plains, for agriculture and farming; the outcrop of coal for industries and hence centre of population. Coal and easy communication make for density of population, farming for scattered.

13. Cities.

The geographical factors, the "Strategic points", building such towns as Quebec, Montreal, Winnipeg, Calgary, Edmonton, Vancouver, New York, Boston, San Francisco, St. Louis etc.

14. A study of the various regions of N. America under the heads of:-

Position

Relief

Climate)

Vegetation)

Products) Human labour, farming, lumbering, mining, fishing, &c.

Minerals)

worked)

Manufactures)

Communications)

Regions:- Canada - Maritime Provinces

St. Lawrence Basin

Hudson Bay Area

Central Canadian Plains

Western Highlands

U. S. A.-New England

Southern Appalachians

Central plains - wheat, corn, cotton.

Western Highlands.

Every section furnishes problems full of human interest. Problems must be personal to the pupils. Geography no longer is impersonal. Location as a matter of memory is of no interest, but location as a "Strategic point" is. The war of to-day makes every child realize his direct personal dependence on the earth that sustains him. The weather conditions of the middle west and of Quebec ensuring a good

wheat crop, are now a personal matter to every child. Every family by developing back yard gardens is endeavoring to become less dependent on the store, and as such every home has a geographic setting. When a certain region is said to be noted for some commodity, it means that it has a surplus not needed for home consumption. So it is a good plan to study regions as being full of live people and to find out what they are doing, and why. Our children will thus be fitted to solve the great world problems of the future which at present no one can foresee.

India, Australia and New Zealand. Grade x.

- 1). The Earth as a sphere.
Its movements and the result.
- 2). The Atmosphere.
The distribution of insolation
Temperature maps of the world.
The cause of the Planetary winds.
Pressure maps of the world.
- 2). Rainfall.
The swing of the rain belts.
The deserts of the world and their cause.
- 4). The world's natural vegetation.
Hot wet forests
Hot grasslands (steppes)
Hot deserts
Warm temperate forests
Cool temperate forests.
Temperate grasslands.
Tundra.
). The result of 2 & 3, & discussed from an economic point of view:-
rubber, rice, coffee, cocoa, vine, cotton, sugar, tea etc. The necessary conditions for the production of these commodities.
- 5). Application of the principles learnt in the above to special regions:- e.g. India.
Note and account for the pressure over Asia in winter and in summer. The result is the monsoon with its summer rain
- 6). A broad study of India on similar lines to that suggested for North America.
The quest of early Mariners.
Note connection between longitude and time. (Calcutta 90 degrees east.)
Draw rough sections as suggested by contours and find out natural divisions.
Compare vegetation on slopes of Himalayas with that from Equator to Poles.
See what effect the Gnats and the Himalayan wall has on a hot wet wind. Note the reverse in winter.
Compare rainfall and population map. What conclusions can be drawn?
What is the chief occupation of the people?
Are they dependent upon the monsoon?
How affected by variety of races & creed, by social conditions & government.
India well exemplifies the value of towns as strategic points:- Quetta, Peshawar, Delhi, Bombay, Madras, etc.
Compare the motives for the building of railways in India with those in Canada.
- 7). The Oceans.
How did early mariners regard the oceans? How does the modern sailor?
Trace the voyages of Magellan, Drake, Columbus, Diaz, Cook and others.
Compare their routes with maps showing winds and currents. Compare with present ocean highways.

7 continued). What is the connection between wind and current-- demonstrate with the Indian current and the change of the monsoon.

Other factors tending to produce currents.

Tides-- their cause and value.

The work of the oceans-- typical coast-line scenery.

The economic value of the Oceans.

Ocean basins as trade clearing houses.

What the ocean means to the prairie farmer and what it means to the dweller of a coast town.

8). AUSTRALIA. -- the Dutch and the English. Method of presentation as before. The frequent use of the globe is necessary for pupils find difficulty in localising themselves on the continent.

They look generally speaking to the north for the sun & when this factor is grasped, the climate is readily understood

Climate is the all important factor, and pupils can now find for themselves the effect of the trades on the Eastern Highlands and of the Monsoon.

Carefully note areas between 30° & 35° lat. -- winter rains and summer drought tend to a characteristic vegetation.

Compare W. Australia with Queensland from an agricultural point of view.

The quest for precious metals is an important factor in the development of Australia,-- compare with Canada.

Infuse the Australian point of view as far as possible in all problems and interpret the life conditions.

9) NEW ZEALAND.

Grade XI

Syllabus of Grades viii, ix and x with other regions such as Africa or Eurasia.

In this grade typical examples of geographical argument should be freely introduced. Material can be obtained from Year Book, Official Reports and Trade Journals.

Private.

The Geographical Association,
1 Marine Terrace,
Aberystwyth.

20th. September 1919.

Dear Sir,

The Council of the Geographical Association has passed the following Resolution to which the educational situation gives urgency in many ways :-

To ask the President of the Board of Education to appoint a Departmental Committee to inquire into the position occupied by Geography in the educational system of the Country, and to advise how its study may best be promoted in schools of all types, including Continuation Schools, in Universities and in other Institutions of higher education, regard being had to :-

1. The general requirements of a liberal education.
2. The special educational preparation for Consular, Diplomatic, Administrative, Commercial and other activities.
3. The urgent need of education for the improvement of international appreciation.
4. The relation of Geography to other studies.

The Resolution speaks for itself, but it may be useful to go further and point out two important educational advantages of geographical study, and especially of geographical study by the pupils in the upper forms of secondary Schools.

1. The preparation of and the study of Maps in every way and from every point of view is a unique educational discipline and its general value has recently been emphasised by General Sir William Robertson. It is a study which develops exactitude and prevents cramming, and all who have experimented with it are of opinion that there are few other studies which equal it from the point of view of mental training and few that compare with it in the matter of practical utility.

2. The study of the lives and problems of people the world over makes geography in a very direct sense

the educational interpreter of the world of to-day. No other subject can equal it here. It thence becomes a valuable training in toleration provided it be studied during the last years of a School Course, at least.

These, and other matters, would be objects of discussion for the suggested Committee, and we venture to hope that you will be so good as to help to support this request to Mr. Fisher. It has originated with the Geographical Association which speaks for over 2,000 members, nearly all Teachers of Geography in Universities and Schools of all grades. It would come with greatly increased force if supported by other bodies and by individual friends, especially if other bodies would send more or less similar resolutions independently.

A Departmental Committee on the Teaching of History was appointed some time ago, and in view of the intimate relations of History and Geography, a couple of teachers of Geography were added to the History Committee.

We feel so strongly the importance of close co-operation between historians and geographers that we should welcome the appointment of some History teachers, in analogous fashion, on the Geography Committee if and when it is formed.

If you could see your way to support the request for a Departmental Committee on Geography in any manner that may seem good to you, it would be a public service.

Yours sincerely,

H. J. Fleuro,

Hon. Sec.,

McGILL UNIVERSITY

MONTREAL.

REGISTRAR'S OFFICE.

November
Twenty-sixth,
1919.

Notice for Dr. Adams on Dean Laird's letter.

It would be very desirable indeed if the requirements for the School Leaving Certificate and those for Matriculation could be made uniform. Attempts have been made to this end more than once, but without result. In these times when the cry is all for a higher standard of entrance, it is not likely that the University will be inclined to lower its requirements, either by exacting less work in a subject or by giving a wider choice, so that if there is to be uniformity, it must be rather by raising the requirements for the School Leaving Certificate than by changing those for Matriculation.

Dean Laird points out that the present Matriculation requirements are hard to meet on the part of many country schools, and I have no doubt that that is true, but, as already stated, it is quite inconceivable that the University should come down to suit the capabilities of such schools.

In so far as admission to the professional faculties is concerned, I cannot see any possibility of a change. Take, for instance, the Faculty of Applied Science, I am quite confident that they would not lower the standard in Mathematics, and for this, as for all other Faculties, English must be insisted upon and surely a language other than English, as well as a science subject. For admission to Law and Medicine, it would be rather humiliating to have it pointed out that these Faculties would admit candidates with fewer subjects or on a lower standard than that exacted by the Examining Boards in the various provinces. The only Faculty that might make a change would be the Faculty of Arts, not so much by reducing the number of subjects as by giving wider options, but that would mean throwing Latin and perhaps a science subject into the optional section. I doubt very much whether they are prepared to go that length as yet. They certainly could not do so without modifying the First Year Course, as it stands to reason that only those subjects in which a candidate passed (especially in the matter of languages and Mathematics) could be followed up in the First Year. If Latin were made optional, for instance, it could not be exacted in the First Year. The only hope, so far as

25/11/19.

Dr. Adams.

I can see, is for the schools to come up to the Matriculation standard, as is the case in Ontario. From the point of view of pupils, generally, that may not be advisable. It might be better for the boy or girl who does not intend to go on to college (and they form the great majority) to study Physical and Commercial Geography, Advanced Arithmetic, Hygiene, Manual Training and nature study rather than Latin, Physics, History or Chemistry, but I doubt very much if any Faculty in the University would agree to the substitution of these for what is now presented. It looks as if the only thing to be done in these country high schools is to increase the staff so that those who desire to go to college may have the preparation they need, and those who do not may comply with the requirements for the School Leaving Certificate, as at present laid down or as they may be changed from time to time by the Protestant Committee.

If there is to be uniformity, it must be due to a levelling up process rather than a levelling down, and the proper body to do that is the Department of Public Instruction rather than the University.

As far as admission to the School of Teachers is concerned, the requirements are fixed, I understand, by the Department, and if they wish to establish uniformity there, that is entirely within their own control.

There is one point which Dean Laird makes, however, that should receive careful consideration, and that is the requirements for admission to the School of Commerce. There seems to be no good reason why work done on the commercial side of a high school should not be recognized and accepted to a certain extent, at least, for admission. It would add greatly to our numbers in the School of Commerce if this were done. As things are now, a candidate for admission to this Department of the University work has to pass in English, History, French, Elementary Mathematics and a science subject. In other words, he follows pretty much the same course as is taken by a candidate for admission to the B.Sc. Course in Arts, the only difference being that he has one subject less. There can be no question as to the advisability of having both English and French on the requirements. A modification might be made, perhaps, in the case of Mathematics, Arithmetic being more insisted upon than Geometry. For Physics, Geometry or Book-keeping might be set down as options. Moreover, Spanish

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Dr. Adams.

might be substituted for French. The subjects that are followed up in the First Year of the School of Commerce, and that really should be required for entrance are English, French (or Spanish,²) and Mathematics. Whatever other requirements may be insisted upon could be thrown into an optional section.

It would be a good thing to take up this whole question of entrance requirements to the School of Commerce with the Committee of Administration of the School and the Matriculation Board.

J. Nicholson

MACDONALD COLLEGE.

SCHOOL FOR TEACHERS
OFFICE OF THE DEAN

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

POST OFFICE:
MACDONALD COLLEGE QUE., CANADA.

November 17th, 1919.

Dr. Adams,
Acting Principal, McGill University,
M o n t r e a l.

Dear Dr. Adams:-

You will have noticed that in Ontario arrangements have just been completed between the Minister of Education and the University authorities whereby joint examinations are now provided for matriculation and entrance to normal schools and entrance to faculties of education. Next June there will be but two sets of papers - one for pass matriculation and entrance to the normal schools, and another for entrance to the faculties of education and for honour matriculation.

I am writing to suggest that it might be possible to get greater harmony in our own province of Quebec in the same way. It is true that the matriculation examination papers and the school-leaving examination papers are the same, but the requirements are different. The result is that our rural high schools, which as you know have a small staff, have an impossible task in attempting to give all the options which might be chosen by students proceeding to other institutions. For example, there is one set of requirements for a school-leaving certificate and another set for entrance to the model school class at Macdonald College, and another set for admission to the faculties of arts and a different set for entrance to other faculties and departments, as for example, the Department of Commerce.

Several schools in the province are ~~now~~ taking commercial work, and the Protestant Committee of the Council of Public Instruction during this winter are considering the question of authorizing commercial courses in our high schools and intermediate schools, in addition to, or instead of subjects at present on the curriculum. Some of these subjects might reasonably be of interest to the University as entrance qualifications for the Department of Commerce.

The purpose of this letter, however, is to suggest to you the desirability of an attempt being made in the near future to secure greater harmony in the final examinations of our schools in Quebec and in the entrance examinations for the

University, so as to remove certain conflicts which are at present quite serious, and also at the same time to consider the needs of about thirty rural high schools which have small staffs and cannot possibly give their pupils a choice from all the options.

I hope I am not too presumptuous in drawing your attention to this matter, but I feel that there is a tendency to drift away from contact with actual school situations in the province, and that something might be done to harmonize what are not necessarily conflicting interests.

Yours faithfully,

Smiclaire Laird

Dean, School for Teachers

McGILL UNIVERSITY
MONTREAL.

SCHOOL OF COMMERCE,
OFFICE OF THE DIRECTOR

Dec. 9th, 1919

Concerning letter of Nov. 17th, 1919, from Dr. Laird
to Dr. Adams, Acting Principal of McGill University,
and Dr. Nicholson's criticism of this letter.

Dr. F.D. Adams
Acting Principal of McGill University.

Dear Dr. Adams:

I am in complete agreement with what
Dr. Nicholson says in the first part of the above-
mentioned criticism, regarding the necessity of
keeping high our matriculation standards and not
lowering them in order to keep pace with the poor
instruction meted out in certain country schools.

I am also in agreement with Dr. Nicholson in so
far as he suggests that Physics might with advantage
be removed from our matriculation requirements, and
that Spanish might be accepted in place of French
all through our commercial course. We should then
have to augment the Spanish lectures so as to make
them fully the equivalent of the French.

It may be objected that the number of students
taking French would thus be diminished. I do not think
so. Practically all who come from Quebec province
would take French, and students interested in Trade
and Commerce would almost certainly take French and
Spanish as their two modern foreign languages. On
the other hand, we should, by giving a choice of
languages, increase the number of students from other
provinces and from the United States.

I am not, however, in agreement with Dr. Nicholson
regarding the advisability of substituting commercial
subjects, (which I take to mean Shorthand, Bookkeeping,
Commercial Correspondence, etc.), for other subjects
in our matriculation examination. At school students
should devote all their energies and thought to the
study of English Literature and English Composition,
French or Spanish literature and French or Spanish
composition, Mathematics, History, Geography. These
are the subjects which must form the basis of the
Higher Commercial Education we are desirous of pro-
moting. By encouraging the secondary schools to devote
much time to the above-mentioned commercial subjects
we should be defeating our own ends.

Yours sincerely

Robert E. Sugars

*This was taken up in a
meeting of Nov. 18th & 19
School Terms - on Dec. 28/19
A madette report of a report to
franchise*

McGILL UNIVERSITY

MONTREAL.

PRINCIPAL'S OFFICE.

November
Twenty-ninth
1919.

R. M. Sugars Esq.,
School of Commerce,
Arts Building.

Dear Mr. Sugars:-

I am enclosing herewith a
letter addressed to me by Dean Laird of the
School for Teachers, and a memorandum of
comment on the same by Dr. Nicholson.

I shall be glad if you will
read these letters and return them to me
with any comment that you have to make.

Yours very sincerely,

Frank D. Adams

Encls.

Acting Principal.

MACDONALD COLLEGE.

HIGH SCHOOL.

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

POST OFFICE:
MACDONALD COLLEGE QUE., CANADA.

Dean Adams,
Acting Principal,
McGill University.

February 19th.1920.

Dear Sir,

In the past I have had correspondence with the late Principal and also with Dr Nicholson regarding the subject of Geography.

I am tempted to write to you to enlist your sympathy and aid that McGill might take a greater interest in this subject which of today is of paramount importance.

In the past, I understand that the Matriculation Board "did not consider Geography a subject to be placed on par with Physics or Chemistry in the existing condition of the school curriculum."

I venture to enclose a syllabus which I think does compare very favourably with ~~with~~ that of Physics and Chemistry as at present these subjects are taught in this Province.

Regarding the part of the syllabus referring to North America, I may say that Messrs Dent and Son, are preparing a text, written by me and ~~frmed~~^{revised} on this syllabus.

Inasmuch as Geography is necessary for the School Leaving Examination, I beg you to earnestly consider the advisability of including this subject at least as optional in the regular Matriculation. Much would be accomplished if this could be done, it would give the work a much needed stimulus, and I feel certain that when once teachers and others find the possibilities which this subject offers, there would soon be a demand for advanced courses in the work.

At many of the English and Scottish Universities, it is possible to obtain an Honours Degree in Geography alone. In the American Universities, there are Post-graduate courses. In Canada, there is no course.

I take pleasure in enclosing ^{under separate cover} "The Geographical Teacher", and commend to your notice the Lecture on page 44. I also enclose private information concerning a Resolution passed by the Geographical Association; I should be pleased if you would kindly return this to me.

I beg to apologise for the privilege I have taken by writing to you. Your own work has been a valuable contribution to this subject, and I feel certain you will give the claims of

MACDONALD COLLEGE.

HIGH SCHOOL.

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

POST OFFICE:
MACDONALD COLLEGE QUE., CANADA.

Geography your best consideration.

I am, Sir,

Yours obedient servant,

A. D'Arcy Chapman.

M.A.
Cambridge Univ. Geographical Diploma.
Fellow of the Royal Geog. Society.
Life Member of the Geographical Assoc.
Headmaster, Macdonald High School.

Matriculation

February
Twenty-fourth
1920.

A. D'Arcy Chapman Esq., M.A.,
Macdonald College,
Ste. Anne de Bellevue, Que.

Dear Sir:-

I received your letter of February 19th pointing out the importance of the study of Geography in the University and drawing my attention to the fact that this subject, which was formerly one of the alternative Science subjects in the Matriculation Examination, was some years ago discontinued as Matriculation subject.

I believe this matter is to be brought before the Matriculation Board for consideration at a meeting in the near future.

I, of course, appreciate the importance of Geography and recognize that it is a subject which in many Universities receives a place in the Post Graduate Curriculum.

I think that one of the chief reasons why it was rejected as a Matriculation subject after having been accepted by the University for a number of years, was the fact that the Board who had charge of the selection of the text books for the Schools instead of selecting one good book, which could be used by all the Schools teaching Geography for Matriculation, allowed the use of three different text books, each of which treated the subject in an entirely different manner; so that the examining papers having to be set on the common content of these three books, made it impossible for the Examiners to set more than a paper of the most elementary type, which reduced the standard of the Geography examination far below that which should have been exacted.

A. D'Arcy Chapman Esq. - 2 -

While advanced Geography is undoubtedly an excellent subject to form part of a School curriculum, the subject, as one alternative with Physics in the Matriculation Examination of a University, has the disadvantage that it leads to no higher course in the first year of the University; whereas, the subject of Physics is one which is continued in the first year, and Matriculation Physics may thus form a basis for the higher work of the first year.

I desire again to thank you for your letter, and I understand, as I said above, that the matter is one which will come before the Matriculation Board at a later date.

Yours very sincerely,



Acting Principal.

COPPER CLIFF, Ontario,
June 28th, 1920.

Dr. Adams,
Dean, Faculty of Applied Science,
McGill University,
MONTREAL, Que.

Dear Sir:-

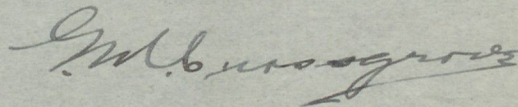
On your advice of last Fall I took the Preparatory Course for Returned Men given by the University of Toronto. This embraced Trigonometry, Algebra, Geometry (Honor), French, English (2 papers), Physics and Chemistry (Junior).

This Course was at first taken up with only the necessary work for School of Practical Science and special examinations were to be set. The outside schools, with returned men, rightly objected and it was decided that our Course should try the Departmental examinations. This necessitated a hurried study on some work, especially Synthetic Geometry.

Special consideration is to be given this class on the year's work by a Board from the University. As this will mean no results will be given until late, unless I hear favourably from you re entering McGill, I will be compelled to enter School of Practical Science, Toronto University.

Hoping to hear favourably from you, I am,

Yours respectfully,



P.S. I am sending a copy of this letter to Mr. Nicholson, Registrar.

G.M. CROSSGROVE.

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McGILL UNIVERSITY
MONTREAL.

REGISTRAR'S OFFICE.

January
26th,
1921.

A meeting of the Matriculation Board will
be held in the Principal's Office, on Saturday,
January 29th, 1921, at 9.30 a.m.

J. A. Nicholson
SECRETARY.

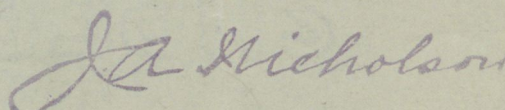
BUSINESS

1. Proposal to make Senior Matriculation the standard of entrance to the University.
2. Miss Olive Campbell requests a special examination.
3. Proposal to have uniform Applied Science Matriculation examination for all Canadian Universities.
4. Shall we change the arrangement of the Latin, Greek and German papers to correspond with that followed in Ontario ?
5. Is it advisable to have two separate papers in Advanced Geometry and Trigonometry, valued at 100 marks each, instead of a combined paper as at present ?
6. Will History be an optional subject ?
7. Should there be an examination in Arithmetic separately or as part of the paper in Algebra ?
8. Consideration of requirements for each Faculty, with a view to uniformity.
9. Will a third language be accepted for a science subject?
10. Other Business.

M c G I L L U N I V E R S I T Y.

February 10, 1921.

A meeting of the Matriculation Board will be held in the Principal's Office on Tuesday, February 15th, 1921, at 4 p.m.



Registrar.

BUSINESS.

1. Motion by Dr. Fryer re cancelling the present arrangement regarding the School Leaving Examination.
2. Letter from the Director of Technical Education regarding uniform Matriculation for Applied Science.
3. Value to be assigned to each of the papers in Advanced Mathematics.
4. Further consideration of the question of an examination in Arithmetic.
5. Motion by Dr. Walter to raise the Junior Matriculation pass standard to at least 60%.
6. Report of Committee on uniformity of entrance standards to the different Faculties.
7. Is it advisable to change the arrangement of the papers in Latin, Greek and German to correspond with that followed in Ontario ?
8. Will a third language be accepted for a science subject for admission to any Faculty ?
9. Other Business.

Matriculation Results

June 25th, 1923.

F.J.A. Bacon, Esq.,
4161 Dorchester Street,
Westmount, Que.

Dear Mr. Bacon:-

I am this morning in receipt of your letter of recent date re the trouble which has arisen owing to some of the McGill Matriculation Examination papers having been stolen and sold.

We are quite certain that no one of the University staff is to blame in any particular for what has happened. Not having our own printing press we are forced to let the contract of printing to firms in the city and some one has been dishonourable enough to get access to the papers and to sell them. You will admit that it offered a difficult problem to solve. These examination papers are being written on from coast to coast and we could not very well cancel the examinations everywhere and prepare new papers, for reasons which will appear obvious to anyone. For the island of Montreal and for places within reach new papers were prepared for such examinations as were not completed when it was definitely known that access had been had to the original set.

Whether the names should be published in alphabetical order or in order of merit presented a very serious difficulty. Naturally those who did not have access to the papers would think it unfair to be classified with those who had and as we were

F.J.A. Bacon, Esq., - 2 -

not quite sure who had the papers and who did not have them, we decided this year to publish the results in alphabetical order. I do not see what else we could have done. I know that some people will be disappointed, but I submit that the circumstances were beyond our control.

I do not consider that the substitute paper in Physics was one set for thieves. It was prepared by the same person who had prepared the original paper and I have his assurance that it was no more difficult. However, if the results of the examination convince the Examining Board that the paper was unfair doubtless proper allowance will be made.

Reverting to the question of ranking pupils, I see no reason why the schools should not give out their own results published according to rank.

With many thanks for your letter and regretting most sincerely that all this trouble has occurred, I am,

Yours faithfully,

487, DORCHESTER ST.

WESTMOUNT, QUE.

Sir Arthur Currie,

Mc Gill University,

Dear Sir Arthur,

I am im-
pelled to write to you in
the dual capacity of
father & public school
principal. Of thirty
years' standing, in
connection with the
Gill conspiracy which
has resulted in the publi-
cation of the G.G. papers to
certain weak students.
I know that the people
of Westmount are very much
exercised over the mat-
ter, & naturally I am, as
my daughter is one of

WESTMONT ONE

the innocent victims,
who will suffer if a
rumour has it the
authorities decide to
give no rank, for she
is looked upon as one
of the best of the gradu-
ating class of the W. H. Sch.
Of course I pay little atten-
tion to rumour, & I am
sure the McMill authorities
will try to do the right
thing, but I also believe
that such letters as this
will help, by giving
you some insight
into the minds of those
interested.

I also wish to say that
the substitute physics
paper I was of such
an unexpected charac-
ter, that even those
who were taking ad-
vanced mathematics
confessed to failure to
be able to do justice to
it. One exceptionally
bright young man
remarked ~~that~~ that
the paper was set for
theives, with the
result that the honest
were caught in the toils.
It will I fear mean
supplementals for
many, who otherwise

would have passed
with flying colours.

Thanking you
for the consideration
I know you will give
this letter,

I am yours truly,

Abney Bacon

Loyola
College
Montreal Canada

January 27th., 1931

The Principal,
McGill University,
Montreal, P.Q.

Dear Sir -

On page thirty-five of the announcement of McGill College (Faculty of Arts) for the session 1930-31 it is stated with regard to students applying for admission to the University from the Province of Quebec:

"Beginning with the session 1931-32, candidates for Matriculation attending schools or colleges in the Province of Quebec will be required to pass the McGill Matriculation examination or the corresponding High School leaving examination of the Province."

As this regulation would seem to ignore or else to annul the declaration made on July 17th 1922 by the Registrar of McGill University regarding the recognition of the Matriculation examination of Loyola College, and

Loyola
College
Montreal Canada

as it would further create a serious difficulty with regard to Catholic candidates of the Province of Quebec, I request in the name of Loyola College that an authoritative statement be made by the Committee on Admissions and Matriculation Requirements to the effect that the regulation quoted above does not abrogate the said declaration or else that such official interpretation be given the paragraph quoted from your regulations, as will make it clear that it does not apply to candidates who have passed successfully the Matriculation examination of Loyola College.

I would be pleased that you would add a proviso that said certificate of matriculation be accompanied by a special recommendation by the Dean of Arts of Loyola College.

Yours very truly,

M. H. Johnston, S. J.

Provincial
Jesuit Province of Upper Canada.

January 30, 1931.

Rev. Father W.H.Hingston,
Loyola College,
Montreal, P. Q.

Dear Sir,

In the absence of Sir Arthur Currie, may I acknowledge your letter of the 27th January. I will bring this matter to the attention of the Committee on Admissions and Matriculations.

Yours faithfully,

GWS

Sir Arthur Currie

Registrar's Office,
McGill University,
February 19th, 1931.

Dear Sir,

A meeting of the Committee on Admissions will be held on Wednesday the twenty-fifth of February 1931 in the Faculty Room of the Arts Building at 4.00 P.M.

J. H. Matthews

Registrar.

Agenda:

1. Consideration of a letter from Dr. W. P. Percival, concerning re-reading of papers, of which a copy is enclosed.
2. A letter from Father Hingston, advocating acceptance of Loyola Matriculation.

COPY.

December 24th, 1930.

Mr. T. H. Matthews,
Registrar,
McGill University,
Montreal, Que.

Dear Mr. Matthews:-

Your letter of December 15th awaited me on my return to the office.

I am in general accord with the wish of the Committee on admissions and Matriculation requirements. In fact I have already taken some steps in connection with the problem of the re-reading of High School Leaving examination papers.

I cannot agree, however, to attempt to violate the practice authorized by the Protestant Committee, or to make any suggestion to the Protestant Committee that they repeal Article 9 under the head of Promotions, which enables a pupil to have one or more of his June examinations re-examined. There have been cases of obvious injustice, and it is my duty to see that such cases as are drawn to my attention receive re-examination.

It must be borne in mind that the examination conducted by the Department is a High School Leaving examination and not a University Matriculation examination. It is true that under certain circumstances McGill and Bishop's accept this certificate. It does the same, however, with certain certificates from every other Province, from Newfoundland, from the United States and from Great Britain. It has no control over the way in which those certificates are made up in the same way in which it has some control over the High School Leaving examinations in this Province. This partial control is due to the appointment of some examiners who happen to be members of the faculties of McGill and of Bishop's Universities. In fact, it is these very examiners of McGill against whom complaints have been made in the past, and whose papers have had to be re-examined. So great has been the difficulty with the examinations and the examiners that a High School Leaving Board has had to be constituted. Moreover, this High School Leaving Examination Board has had to be given revising powers. Even this Board does not meet the necessity of the individual cases. Hence the regulation stands for the re-examination of individual papers in Grade XI as it does in other grades.

I am afraid that the request that the re-reading of papers should be done in consultation with the officially appointed examiner is not practical. Montreal is so far from Quebec that it will be impossible for the examiner and a representative of this Department to confer every time a request is made for re-examination of a paper. These requests come in one at a time, and very often demand rather immediate attention.. The examiners, moreover, are often away during the summer after they have corrected their papers. It is not unusual for them to leave the country. There is obviously a clash of opinion in some cases, and the difficulty would be to reconcile opposing points of view. The expense incurred for consultation may also be a decided factor.

Mr. T. H. Matthews

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Dec. 24, 1930.

The examiners are the appointees of the Protestant Committee, appointed to perform a particular duty, namely, the conscientious correction and evaluation of the papers. When they fail in their duty for any reason whatever, or when an individual feels that he has a grievance against the Examiner, the Department has its facilities for making a check upon the failure.

I think that the suggestion contained in your letter that "It feels that to have a paper re-read without consulting the Examiner is a direct breach of professional etiquette" is a severe attack both upon the Protestant Committee and the Department. If McGill University is anxious to have cordial relations with these bodies it should refrain from statements of that kind.

Your letter refers to the fact that the maintenance of a uniform standard is essential. I have been particularly concerned over the fact that there is no uniform standard among the examiners. That there has been no uniform standard among particular examiners has been well proved in the past. I have already taken some steps which should result in a greater uniformity.

Yours truly,

W. P. Percival (signed)

Director of
Protestant Education.