

THE INTERPRETATION AND EVALUATION OF  
CANADIAN CREDENTIALS  
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When at St. Louis two years ago, the chairman announced that Mr. G. P. Tuttle, of Illinois, was going to read a paper on "Entrance and Collegiate Credits for Foreign Students," I could not down the feeling that at last we were due to get a professional's opinion on what was, for the border dwellers, a very vexed question, and that Canada was, at least for the moment, going to receive more than the percentage of attention that her attendance quota at that convention justified. But the chest expansion consequent upon this proud hope was suddenly reduced by the heroic operation of Mr. Tuttle's initial paragraph. We were so utterly foreign as to be beyond the pale of the "foreign" of his remotest classification. Like the Athenians at Mt. Ithome, we had received a national insult: a situation so critical, required for its solution the intervention of the Court of St. James. But when time, that the bard of Venusia tell us, "Makes lighter what the laws of heaven forbid us to amend," had had opportunity to soften the pessimism that fastens itself upon the occasional patron of Greek restaurants abroad, the inborn optimism of the Scot, once he gets outside Scotland, re-asserted itself. It seemed possible to solve the mystery and salve the wounds by assuming that Mr. Tuttle had meant by his golden silence to pay us the subtle compliment of including us in the intellectual, if not the political, family of the elect.

But the next worst thing to being a rank outsider is to be of the family, but misunderstood. Events of the past biennium have proved that there is a failure to understand. The officials of two or three institutions that have had to wrestle with one or more of our credential forms have thrown up their hands and, coincident with this attitude of prayer, have emitted a stentorian call for help from Macedonia or the near North. Of course, with the true registrarial spirit of cooperation we considered it a pleasure to contribute our bit to help the brother in distress. Sometimes said brother didn't ask for help when we wish he had... Students from Ontario have presented their certificates to universities and colleges in the United States and got a rating higher by far than they could have secured on the same certificates at home. Then with credit for one, two or three years in reputable American colleges they have come back to us and sought the privilege of educational re-patriation. It has proved on occasion a delicate situation. We naturally did not wish to value the man's credits to the disadvantage of his American college with which as it happened, we were on the best of terms. But we could not allow him what his fellows from the same high school with similar standing could not get if they came direct to us.

These conditions, likely to occur, as suggested, only on the border, called for action of some kind, and we among others suggested to the secretary the possible advantage of an hour's round-table discussion of the whole question. As is the way with secretaries, he immediately tagged me for the task. While realizing that I had not years of experience in setting forth the statistics of educational phenomena to help me in the presentation of the subject, I was emboldened by the fact that I had had more than a decade's experience with the American college and high school system, and quite more than two decade's experience with the systems in Ontario, all of which might enable me to contribute an introduction at least to a discussion that it is to be hoped will prove as A. D. White's "Warfare of Science and Religion" proved, that there really was no warfare at all.

Once my bridges had been burned the magnitude of the task that the secretary had so suavely slipped along, loomed ominously like the "unscrewing of the inscrutable." Canada has nine provinces, all of which have high schools. By the Act of Confederation, when in 1867 "four old provinces united and a new Dominion tried," education was one of the "states' rights," reserved for the provinces and not surrendered to the Federal Government. We have no federal officer like your Commissioner of Education, no federal office, nothing but educational sentiment, guided and controlled by the leaders of educational thought in each section, to produce even the semblance of uniformity. But we have the semblance of uniformity which alone makes it possible for our question to be approached in any but a provincial way under nine provincial titles. But even with this uniformity there are sharp lines dividing the provinces into two or three general groups. What we call our public school system, your grades is uniformly an eight-year system, our colleges are all four-year systems. The line of cleavage is to be found in the high schools and the high school systems.

If we go back in the history of Canadian provincial education we find that all the high schools from the Maritime provinces to British Columbia were organized on a three year basis. As time passed each department of knowledge exacted little by little more strenuous service from its devotees, until we reached the universal position where we had manifestly too much work for three years and too little for

four. That was the situation that obtained through the Dominion in, we will say, 1920. But in 1920 the educational authorities of Ontario urged the then Premier to appoint a committee to revise the high school system so that the high school would represent a full four years' work; so that any student of high school age, with ordinary average ability, could in four years get the necessary credits for entrance to any department of our colleges, except the professional schools, and so that it would take him four years to do it. It was felt that this was in accord with the best educational thought of the hour. This committee when appointed worked for two years adding, subtracting, multiplying and dividing in a hectic frenzy to produce the result that was the ideal of the educational powers. The ultimate product had to be a matter of expansion. The expansion was frequently not visible to the naked eye at any one point in any one subject, but the sum totals of the minute expansions did, schoolmen tell us, produce the necessary half year's additional work.

ONTARIO:

The certificates that you will meet from Ontario are:  
 Lower Schools, which would correspond to your Grades IX, X  
 Middle School.....Grades XI, XII  
 Upper School .....Grade XIII

The *Middle School* certificate was formerly called Pass Junior Matriculation or Entrance to Normal School, and more remotely still, Second Class Certificate. The Upper School was formerly called Honour Matriculation, Entrance to Faculty of Education, Senior Leaving Parts I and II, or, about the time of the Spanish American War, First Class Teacher's Certificate. To secure standing on any of the examinations for these certificates that are in vogue today the candidate must make 50 percent, but there used to be a standard, that allowed a candidate credit on a paper as low as 40 percent, provided he averaged 60 percent on all the papers required at that particular examination. For the tables that follow, it is understood that a subject that is taught five periods a week, with approximately 40 minutes to the period, for the whole school year from September 1 to June 20, is a one unit subject. The Lower School certificates that may be presented to you for valuation should receive unit values as set forth in the following table:

LOWER SCHOOL

	Units		Units
Arithmetic	1	Geography	1
Art	1	Household Science	.5
Agriculture and Horticulture	1	Manual Training	.5
Botany	1	Music	.5
Canadian History and Civics	1	Physiography	1
Zoology	1		

The universities of Ontario do not give any credit for commercial subjects. The subjects of the above table will not by any means be the only ones that the student in the Lower School will take. As a matter of fact, he will probably take very few of these, but will start in the Lower School many of his Middle School subjects.