

place in the offerings for a B.A. degree.

4. In saying that McGill offers only six lecture periods, Dr. Rothney overlooks a further three hours a week in the Fourth Year, spent on French, Drawing and Music, and fifty half-days of practical work in school. These are required of all candidates for Diplomas.

5. While it is not argued that the present arrangement is as adequate as that which could be achieved on the basis of a graduate year, I must question the sufficiency of a comparison of lecture hours as a proper basis of estimation. During part of my own time at the University I had no more than three lectures a week. Dr. Rothney might assume from this that I was doing little work.

Differences in methods of teaching would have to be taken into account. A method of comparison which assumes that students are not learning unless they are being formally taught in class, seems to me to be particularly inadequate when the training of teachers is in question.

My own arrangements contemplate a good deal of essay work with study and reading outside the class.

6. But the deeper issue seems to be one of principle. The question is as to the proper training of High School teachers. My own experience in this regard has led me to the firm conviction that such a teacher cannot be made out of a half-educated man. The attainment, in one or two subjects, of a sound standard of scholarship that approaches mastery seems to me to be basic. A teacher who has not himself come within sight of this mastery in any field can hardly communicate the real stimulus of scholarship to his pupils. Coming developments in secondary education will emphasize the importance of this consideration.

McGill with its four years' degree course, its desire for a change in the Diploma regulations that will give more scope to Honour students and its plans for graduate courses of training, is endeavouring to build on this foundation. Hence, Dr. Rothney, if he wishes to make his comparison quite fair, should extend it