

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 into this field, or else claim, - as the only alternative, - that the duration and thoroughness of a candidate's own education are irrelevant to his training as a High School teacher. I do not see how any number of hours of lecturing on Education could make up for deficiency in this respect. I should be interested to know how many hours of lecturing on Education Dr. Rothney would think necessary for a student who had already attained that standard of general scholarship which I regard as a prime desideratum. Is it not high time that, especially with High School teachers, we rid ourselves once for all of any idea that instruction in the methods of teaching a subject can balance real ignorance of the subject itself?

One other general comment I would make. It is that opportunity should be given for all who are directly concerned with the working out of a satisfactory scheme of training High School teachers to meet together to discuss their difficulties and differences. The method of what I may call informal personal correspondence seems to me to be the least satisfactory that could be devised.

I am,

Yours very truly,

F. Clarke. (signed)