

II. Review of Previous Decade

The numbers of candidates from McGill who received High School Diplomas in each year of the decade are as follows:-

1921 - 19	1926 - 29	
1922 - 20	1927 - 30	
1923 - 32	1928 - 35	
1924 - 30	1929 - 46	
1925 - 17	1930 - 35	Total - 293.

I have no means of judging at the moment, to what extent these figures indicate an over-supply, but there is good reason to think that the numbers who actually secured posts in teaching at High School grade would be much fewer than those here given.

Changes in Regulations

There have been few changes of any substance. The chief of these are:-

1. Requirement of a medical certificate.
2. Extension of Courses 1 and 2 in Education, as required for the Diploma from half-courses to full-courses (this became effective in 1930, rendered possible by the appointment of a Professor of Education in the Faculty of Arts).
3. A recent change should be mentioned here though its effect is subsequent to the decade under discussion. It consists in a modification of the requirements in respect of undergraduate courses demanded of candidates for the Diploma. The number is now reduced to five of English, French, Latin, History, Mathematics, Science; English and French are compulsory. Allowing one of the other four to be dropped leaves candidates free to qualify for B.A. or B.Sc. as they prefer. Candidates who take Honours are released from all restrictions after the First Year. The new regulation does provide for greater freedom and flexibility and there is less risk now that obligation to comply with requirements for the Diploma may involve mutilation of the degree course.

III. Criticism of Present Scheme

A candidate for the High School Diploma must fulfil the following conditions:-

1. A bachelor's degree including the courses prescribed by regulations.
2. Courses 1 and 2 in Education.
3. Year-courses (taken in Fourth Year) in French, Music and Drawing (at Montreal High School).
4. Performance of a minimum of fifty half-days of school practice. This is usually done in the September preceding and the May following the Fourth Year.

Of this arrangement it can be said that it is very much better than no training at all, and that it does seem to represent the best that could be done with limited resources and in face of the conditions of a profession so unattractive that increase of the weight and duration of training might have checked the supply of candidates.

But the scheme is thoroughly unsatisfactory in itself and not equal to the task of providing teachers capable of meeting the demands that a sound modern system of High School education must put upon them. It is no longer worthy either of McGill or of the Province of Quebec, and should be superseded by a more satisfactory scheme with the least possible delay.

The main criticisms to be offered are:-

1. The sharp separation of lecture-room study of education from practical