

perhaps one subject up to Senior Grade level.

- b). Specialist Teachers. These would be teachers of such subjects as Science, French and Classics, qualified, after due experience, to take charge of the whole teaching of the subject as Head of a Department in school.

The addition of a Twelfth Year (to include post-matriculation work) to the school-course increases the need for teachers of this type. To produce them it may be found necessary to modify and extend some of the existing Honours courses at the University. Indeed, it is of vital importance that any projects for the re-organization of degree courses in the Faculty of Arts should have full regard to the needs of the schools. Such re-organization can never stand by itself, but must take full account of the intimate interdependence of good Honour courses and good High School teaching.

2. Participation of Departments in the Training of High School Teachers.

A Department of Education, however strong, cannot and should not undertake the whole responsibility for training the High School Teacher. Every Department that is concerned with a High School subject ought to contribute its own element of special training. Enquiry into the fundamentals of a subject, practice in technique, surveys of methods of treatment, advanced studies of various kinds: these are some of the ways in which a Department, say of English or History or Classics, or a Science, may and should assert itself. The scheme of training must make due provision for this.

3. Status and Salary of Teachers

Insistence upon a course of training that in its entirety extends over five years from matriculation will be difficult unless the employing authority offers some substantial recognition to candidates who have undergone this more thorough and sustained form of training. This applies especially to men teachers. Such recognition should take the form of:-

- a). Status. This should come in the form of opportunity and scope for work such as the training has had in view. Moreover reasonable freedom and responsibility should be secured to a capable teacher in interpreting the course of study and in the application of teaching methods. Even allowing for the difficulties of doing this, and for the effects of a system of seniority in the allocation of work in the schools, present conditions leave much to be desired. Far too much weight is placed on sheer teaching-technique, and far too little on a masterly knowledge of the subject taught. The result is a mischievous idea of teaching as a uniform technique, in relation to which the teacher is an interchangeable part, capable of being transferred to any subject and any grade with the same degree of working efficiency everywhere. Thus it is not at all uncommon to find, even in the High School Grades, teachers handling a subject of which they have a very limited knowledge and who are therefore almost as much at the mercy of the official text-book as the pupils themselves.

It should be possible, at least in the Montreal area, to fix a minimum standard of qualification in respect of knowledge of the subject taught, for all teachers in High School Grades. Until this is done there is little guarantee that well-trained students from McGill will meet with due opportunity to give effect to their training.