

Dr. Rothney says that he thinks the time has come when at least one year of graduate work in Education should be insisted upon. Surely he does not maintain that the extra year's work at Lennoxville resembles in any degree whatever a graduate year. If he does, his conception of post-graduate courses is vastly different from the view we entertain here.

The fact that McGill offers courses in Education in the undergraduate years seems also to come in for his condemnation. We maintain that Education has just as much right in an undergraduate course as Sociology or Economics.

In comparing the number of hours a week given to lectures in Education at McGill with the number of hours at Lennoxville, Dr. Rothney falls into a very common error of those who have not studied the question very deeply. He evidently concludes that the quality and merit of a course has to be judged by the number of hours of lectures. Nothing could be more fallacious. In no course in Arts at McGill do we insist upon attendance at fifteen lectures a week. Our tendency is, rather, to cut down the number of lectures and to increase the student's capacity for independent work. It is very wrong to assume that because a man attends only a few lectures at a University he is doing little work. Differences in methods of teaching would have to be taken into account, and I am quite willing to back Professor Clarke as a teacher against Dr. Rothney. 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. I think it is particularly unfortunate that some of our teachers are trained by a man who holds the view that the value of a course is to be determined by the number of lecture hours. I know that Professor Clarke contemplates a good deal of essay work, with study and reading outside his class.

*in the final year*

But there is a deeper issue still - and it is one of principle. The question is, How best to train a high school teacher? The philosophy held at McGill in this regard is that you can't make a good teacher out of a half-educated man and that the attainment in one or two subjects of a sound standard