

courses in the Psychology of Education offered in the Department of Psychology, viz., one full course in the Psychology of Education in Primary and Secondary Schools and one full course each for advanced pupils in Mental Measurements and Intelligence Tests. Some candidates will doubtless elect one or more of these courses in Psychology provided always that this election does not impair their work in the more fundamental subjects I have named. We cannot do more than this for our undergraduates at McGill without impairing the educational value of the Bachelor's Degree and we refuse to do that. I may add, however, that we hope that a few candidates at least will soon enter for one or two years of graduate study for the Master's Degree in the Department of Education. This is, I should say, our main hope at present. I should perhaps point out, too, that the requirement for the Master's Degree is now one full year of real graduate resident study. The old practice of granting this degree after three years of good behaviour and a paltry thesis is dead and done with.

There are some other matters of interest which I should like to point out in this memorandum. First of all the prevalent mistaken belief that the premier universities and colleges of this Continent offer a course of study extending over four years for the Bachelor's Degree should be corrected without delay. I do not know of any university or college on this Continent, or on any other continent for that matter, which requires a full four years of study for this degree. What is really offered is a preliminary post-matriculation year of study called the first or freshman year and three subsequent years of study for the Baccalaureate. Suppose now that these three years are reduced to two: suppose, furthermore, that these remaining two years are made to cover a variety of eighteen or twenty subjects each subject including three hours of routine lecturing per week throughout the session, and is it not obvious that the graduate from an institution of this rank cannot possibly have achieved the level of a Bachelor's Degree in any single subject or group of cognate subjects of University study. Perhaps, indeed, the two most misleading tendencies in the educational methods of our time on this continent is the tendency to multiply the number of subjects taken concurrently, and the corresponding tendency to increase the number of daily lectures. The