

maximum that any institution could possibly be expected to undertake successfully. I do not think that McGill College can undertake so much as this, but I am convinced on the other hand, that we can do vastly more than we have been doing, and I may add that the suggestions offered by the representatives of the Committee seem to me to point definitely in the right direction. I am sure, too, that these suggestions will be cordially received by the whole teaching staff of the College. One or two preliminary suggestions may be necessary.

If the course of study for the training of teachers at the University be made too rigid and exacting, it may only have the effect of greatly reducing the number of creditable candidates for teaching positions and so defeat its own object. This is always a danger where freedom of interest is unduly sacrificed.

It must always be assumed that local School Boards are capable of selecting their teachers with some reasonable degree of intelligence and care. The certificates and diplomas carried by licensed teachers should therefore show in some detail the subjects which each applicant for a position is probably able to teach and how successfully.

It must also be assumed, I suggest, that teachers are to some extent willing and able to improve by self-study their knowledge of subjects in which their previous training has been inadequate. Indeed any University graduate who has acquired habits of thoroughness and care, especially in fundamental subjects, such, for example, as Latin and Mathematics, ought to be able to apply these same methods and habits to the study of other subjects to a sufficient extent to carry pupils as far as Junior Matriculation. Much more depends upon a few instrumental