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education. On the other hand, however, the average level of teaching talent in the schools has not been lowered and the average level of education in the community is much higher than ever before.

We have recently founded, or I should say refounded, a department of Education at McGill having the foregoing principles always in mind. We are not proceeding blindly. We are aiming at real results in time to come. We wish to begin soundly and to make sure of our foundations as we proceed. We are not improvising and we refuse any longer to short-circuit the education and training of University Graduates who intend to follow the profession of teaching. A Department of Education or a Teachers Training College in a University is on a different plane from a Normal School for the training of candidates who have had two or three years in the High School. We will not indulge in false pretences and shams, by offering too many courses of study in too many subjects or by offering long hours of routine lecturing and ragged note-taking. All these guilty practices have been roundly condemned by competent students of education everywhere in recent years.

We cannot afford at McGill to discount essential number one, i.e., the proper education of the candidate for teaching employment. We shall try to take care of number two by keeping our levels of scholarship and teaching on the professoriate as high as we can possibly afford especially in the great foundation subjects of study which candidates will be required to teach after they have left college, viz., Classics, Mathematics, English, French, History and the three standard sciences Physics, Chemistry and Biology. The first task of the department of education will be to take care of essential number three by trying to interest a few promising graduates and others in the study of educational problems and in the practice of teaching.

The requirements in McGill at present are as follows:- A full course of three hours per week in the History of Education in the third year, a similar full course in the Philosophy and Practice of Education in the fourth year, three hours per week in the fourth year in French, Drawing and Music and fifty half-days of apprentice teaching under competent supervision and guidance. I may also add that there are three full