

taking a bachelor's degree with suitable courses. There are many arguments in support of such a plan but I do not propose to discuss them here. They may come up at a later stage of development. The immediate need is for the assertion of the view that concentration of training, and maturity of mind in candidates, require the postponement of the training course until the bachelor's degree has been achieved.

I find support for this contention in experience of the marked difference between Third and Fourth Year students under the present régime. I have not found Canadian students less keen or intelligent than students elsewhere. They lack, not natural ability and zest, but attainment, and maturity of mind. At present we let them go just as they reach the point at which effective training might begin.

(N.B. The foregoing criticism should be read as an attempt to indicate what further steps are necessary if a satisfactory scheme for the training of High School teachers is to be realized. It is not to be read as a criticism of what has actually been achieved so far, under very great difficulties.)

#### IV. Scheme of Training Proposed

The main lines of the scheme I propose should now be clear from the foregoing discussion. Though I speak here of arrangements only within the University itself, it must be realized that the schools are concerned also. Since the object in view is the training of teachers, not for the schools as they now are, but fitted to play an effective part in the readjustment of school organization and work to modern needs, the University will have to concern itself with movement in the schools also.

Wherever it can effectively do so it must provide leadership and guidance, and must associate itself actively with other agencies, - particularly with the Committee for Protestant Education - that are working for improvement.

Here, however, I confine the discussion to action that should be taken within the University. The main steps are:-

##### 1. Separation of Training-Work from Work for the Bachelor's Degree

This step should be taken at the earliest opportunity. Wherever possible, I am already inducing students - particularly men-students, - to defer training to a graduate year, and the institution of an M.A. degree in Education has given me much assistance in this policy.

This procedure should become the normal one as soon as possible. I suggest therefore:-

- i. That as from the beginning of the Session 1932-33, training in a graduate year be regarded as the normal arrangement for training High School teachers at McGill.
- ii. That the present method (of training concurrently with undergraduate work) be continued for a period. The two types of training could co-exist though not without some difficulty.
- iii. That notice be given that after a certain date all candidates for a High School Diploma will be required to undergo a year of graduate training. This provision might be made to apply to all candidates who enter the Third Year for the degree after the year 1934. Thus it would apply to candidates commencing studies for a bachelor's degree in 1933.