

Mr. Gibson, under the supervision of Professor James W. Robertson, of Ottawa, gave practical courses of instruction and model lessons (lessons to children in the presence of the candidates) in Physiology and Hygiene, Elementary Literature and Nature Study and School Gardening. Arrangements are being made to continue these or similar classes next winter. But these services have been given wholly gratuitously with a view of proving the need of some permanent reconstruction of the Model School here. That work should be done hereafter in the teachers' school affiliated with the University, and could be carried on, I venture to think, for an annual outlay of \$2,000, the smallness of the sum being due to the fact that the services of professors could be secured.

In addition to these classes the School should contain at the outset a class for candidates for specialist certificate (*i.e.*, a class of University students looking forward to teaching in High Schools). This class corresponds to the class which would be taught in Toronto University by a professor of pedagogy, and requires a qualified teacher of professional rank at a salary of \$2,000. If he were to be appointed principal of the School the salary would require to be \$2,500. Part of his time could be given likewise to the Model School candidates, and thus the future teacher in the rural schools would be brought into touch with the University.

Arrangements could be entered into with the department so that the Kingston Collegiate Institute could be utilized as a practice school. The Collegiate Institute, and also a large public school (Victoria School), are less than five minutes distance from the University.

Some move is necessary on the part of the authorities of Queen's. If a chair is established in Toronto, her students can then secure in their own college the training for which they now must go to Hamilton; it will be simply one undergraduate class. But our students will be compelled to go to Hamilton after their degree is secured, and thus be subject to loss of time and money. Consequently we run the risk of losing entirely that very desirable class of students, graduates who, filling as they do the position of teacher in the High School and Collegiate Institute, have much to do with their pupils' choice of University.

At present our position with regard to the professional training of our graduates is the same as Toronto's. Our courses are recognized by the Education Department just as are Toronto's, and our graduates are on the same footing as Toronto's in the O. N. C. at Hamilton. If Toronto University secures a chair in pedagogy we are thereby not merely placed at a disadvantage, but deprived of rights.