

b). Salary. A substantial recognition should be offered in salary to teachers thus trained, both to compensate for the additional year spent in training, and to recognize the superior value that such teachers would have. Steps have already been taken to bring this suggestion before the employing authorities in Montreal and it has been hinted to them that they might defer the recognition of a graduate-trained teacher as qualified for a higher rate of salary until the completion of a year of service. It might be wise to have this safeguard.

I trust that the suggestion thus made will be strongly supported by the University.

VI. Future Organization of Training Facilities

The above recommendations are put forward to meet the immediate need in the matter of training High School teachers. It will be seen that their adoption would commit the University, in principle, to the policy of organizing adequate facilities for training at McGill itself. The questions then arise:- How far is this development to be carried? and What relations are to hold between the Education Department at McGill and the School for Teachers at Macdonald College? No discussion of the situation could be complete which avoided such issues. I am, therefore, compelled to consider them.

1. Relations with the School for Teachers.

At present, beyond the fact that Dean Laird takes charge of the practice-teaching of Diploma students and presents them to the Department for the award of Diplomas, there is no co-operation between the two forms of provision for training teachers and for the study of education. Dean Laird and I are in frequent consultation about a variety of matters and the consultation is, I think, fruitful. But each has his own sphere of functioning in the actual work of training and there is no pooling of resources. As an example of what this may mean I may quote the Nursery School now in operation at McGill. All the facilities for the study of practical school conditions suitable to young children and for the training of kindergarten teachers are concentrated at Macdonald College. Even if the Professor of Education at McGill had time to concern himself with the Nursery School (which is not the case), he would still be without facilities to do anything effective. On the other hand Macdonald College seems to be too far away to be brought into fruitful contact with the school.

This is only one of many examples that could be cited of the waste and ineffectiveness that must result from such a dividing of resources.

Assuming that it will be necessary to make use of wider facilities for the training of High School Teachers (quite apart from other developments of facilities for the study of Education), it is possible to conceive of three different ways in which the School for Teachers at Macdonald College, and the Education Department at McGill might be related:-

i. The concentration, wholly or in part, of facilities for training at Macdonald College.

It is not conceivable that the University could transfer to Macdonald College the whole task of training High School teachers. Any partial transfer of the work would be attended by considerable difficulties. Students or staff, or both, would have to spend much time in travelling and the direction of students' work from two different centres would involve much difficulty and even waste.

Hence I do not feel that much is to be expected from such a plan.