

The following report of Prof. Watson and Dr. McLellan, examiners of candidates for the degree of Pæd. D., speaks for itself:

"We beg to report that the thesis of S. A. Morgan, entitled "Education and Life," considered in connection with the answers given by him to the questions prescribed in the examination, entitles him to the degree of Doctor of Pedagogy, and that according to the statute regarding the ranking of candidates for this degree, he is to be placed in the First Class of Honors."

The congratulations of this journal are extended to Dr. Morgan on the high standing he has obtained.

### The Ontario Normal College.

[The advantages to be derived from a year's attendance at the Normal College are well known to all who have spent a session here. In order to give a comprehensive view of the merits of this institution we have taken the following extracts from an able and thoughtful article on the subject, from the pen of W. F. Tamblin, Ph. D., the Editor-in-Chief of the MONTHLY last year. We only regret that lack of space prevents the publication of the whole article.]

In the fall of 1897 the Ontario Normal College was removed from Toronto to this city, where a fine brick and stone structure, built at a cost of \$150,000, was ready for the combined use of the College and Collegiate Institute. With characteristic enterprise, the Hamilton School Board had conferred with the Minister of Education and agreed, for an annual grant of \$2,500, to give the Normal College a home in their new Collegiate Institute for a period of not less than ten years. Here the College still remains under the guiding hand of Dr. McLellan, and combines with a distinguished course in the science and history of education, a thorough practical training in the Collegiate

Institute and public schools of the city.

The general aim of the College is well expressed in its motto, "Learn to do by knowing and to know by doing." The average student divides his time of work about equally between scientific study and the practical application of psychological principles in the preparation of the model lessons and in actual teaching. All students are required to cultivate their powers of expression also, by occasionally addressing the class on educational topics.

The whole work of the College is pervaded by a strong moral tone. The Principal and his associates never tire of re-iterating the cardinal idea that education is the building up of character, both individual and national.

There are two main classes of students—Honor university graduates, who intend to teach a special subject; and pass university graduates and those of Senior Leaving standing. All the students must take the general course, the specialists doing extra work in the Collegiate Institute in their special subjects. The general course embraces: I.—The Science and Art of Education, Psychology, School Management, Methods in English, Latin, Mathematics, History and Geography, Reading, Drawing, Writing, Elementary Physics and Botany, and one of the following groups—(a) Greek; (b) French and German; (c) Chemistry, Physics and Biology. II.—Observation and Practice Teaching. III.—Vocal Music, Elocution, Lectures on School Hygiene and Sanitation, and Physical Culture.

In addition, all the students must satisfy their instructors and the teachers in both the Collegiate and the Public Schools, as to their ability to carry theory into practice. At the end of each practice lesson the instructor in charge gives the teacher-in-training a detailed criticism of his