room. It was found that all could use accurately the terms one, two, three and four, and the symbols 1, 2, 3, 4 were put on the board as meaning what they said, and their power to connect these symbols with the ideas that they represent was tested in various ways. This was the first number lesson.—*Mrs. M. A. Aber, in the Popular Science Monthly for January.*

How Much the Little Ones that are New Pupils Know.—It is a little more than twenty years since the first special effort was made even in Germany to learn how much and how little there was in the child's mind as he entered school. In 1859 an investigation in Berlin showed that children upon entering school very generally had an idea that a mountain was a place of amusement, that a pond or lake meant a water-holder whether there was any water in it or not. They had never seen the most important monuments, squares and gardens in the city, and knew little of any of the features of the city.

By far the larger part of the returns were worthless, but there were satisfactory returns from the 75 questions from 2,238 pupils. Out of each hundred 90 knew what a house was, 89 knew their father's business, 85 their father's name, 77 a rainbow, 74 the numbers 2, 3, and 5, 63 potato field, 62 the moon, 60 butterfly, 59 clouds, 54 a menagerie, 54 a square, 49 a circle, 40 zoological gardens, 39 a flock of sheep, 36 a forest, 36 the city hall, 35 a squirrel, 30 sunrise, 26 the oak, 20 the plough, 13 the birch, 11 a river.

Of the seventy-five concepts inquired for, the boys had the advantage of the girls in fifty-seven cases. Boys had clearer ideas than the girls, and when the list was enlarged and new fields were entered the greater the advantage of the boys.

The girls excelled only in regard to the common objects. Girls excelled in ideas of family, house, and thunder storms.

Country children had the advantage of the city children by about two to one in regard to the rising and setting of the sun, knowledge of a pond, forest, singing of birds, trees, growing grass, carpeting. The city child had advantage of the country child only in regard to those things seen in the city.

Correspondence, etc.

To the Editor of the Educational Record :

Dear Sir,—In the Record of September the Superannuation scheme of the Educational Institute of Scotland is laid before our Quebec teachers. There is one clause in that scheme to which I desire to call attention. (You will find section of scheme from which I quote on pp. 248-9 of September number of Record.)

"In case of premature death or leaving the profession, repayment should be made of the premiums paid by the teacher."

I cordially approve of that clause. It shows that the educational body in Scotland appreciate the wrong in the non-recognition of the