

impossible for us, with our periodical already in the hands of the printer, to give the usual detailed account of the proceedings this month, but this will be given in our next issue, along with the Minutes of the Proceedings as they took place from session to session.

Among the noteworthy events was the reception of Principal Peterson of McGill University, who delivered an address before a crowded assembly. Addresses were also read to the retiring Superintendent of Public Instruction, the Hon. Gédéon Ouimet, and to his successor in office, the Hon. Boucher de la Bruère. An excellent address was delivered by Dr. Heneker, Chairman of the Protestant Committee, on National and Religious Education, which formed one of the most prominent features of the first evening session. The President's address, which will subsequently be published in the RECORD, was one of the finest efforts that ever proceeded from the president's chair, while his assistant chairman, H. D. Lawrence, Esq., B.A., of the Protestant Board of School Commissioners of Sherbrooke, read a paper which is not likely to be forgotten by those who heard it. Among the other papers presented, and which will be published hereafter, was one by C. C. Kenrick, Esq., on "Agriculture in Schools;" one by A. Cross, Esq., Montreal, on "English in Schools;" and a third by Miss A. deC. O'Grady on "Transition Work from the Kindergarten to the Primary Grade of Elementary Schools." The Rev. Dr. Williams and the Rev. Dr. Adams also addressed the Convention, while the following took a prominent part in the discussions, namely: S. Fisher, Esq., ex-M.P., Rev. E. I. Rexford, Messrs. G. M. Parmelee, N. T. Truell, J. W. McQuat, J. A. Dresser, J. H. Keller, A. McArthur, J. Mabon, Miss M. E. Finlay, Miss Binnmore, and others.

DEFINITE METHODS OF CHILD STUDY.

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It was inevitable that in the evolution of pedagogical thought there should come a time when those who carried their investigations to the central and highest vantage ground of inquiry, the "citadel of man's soul," should become impressed with the vital and basal fact that in order to secure the best results in education the teacher must (as fully as possible) know the child whom he attempts to teach.

Children have no doubt been studied, incidentally, from the earliest times; but it is only during recent years that child study has been undertaken by definite methods, and an attempt