

Miss Johnson read a paper entitled "Vertical Writing *vs.* Slanting." She held that the schools had failed to produce good writers by the use of the slanting style. Their graduates failed in both legibility and rapidity. Office assistants and others developed a style of their own similar to the vertical. In writing according to slanting style the pupils let the left shoulder fall lower than the right and curve the spine in the middle. This is very slightly the case with writers in the other style. Vertical writing is superior in legibility and rapidity, and is in accord with hygienic principles. The discussion seemed to show that the primary teachers were unanimously in favor of the vertical system.

In a discussion on the possibility of an unmusical teacher giving instruction in singing, Miss Dickson suggested the use of a pneumatic pitch-pipe. She had two unmusical teachers who had been able to teach music in this way. The superintendent thought that all but three or four per cent of the children could be taught to sing with regular practices. It was useful as a hygienic exercise. Principal Slade said that children's voices were often ruined by asking them to sing too high notes.

A paper on "The Advantages of Written Spelling," by Miss Cassie McKenzie, was read by the Inspector. The power to write words was the true test of the ability to spell them. Writing trained the eye. The mind was not over-tasked. Each misspelled word should be written over a number of times. The majority of those who spoke on the paper thought that a combination of oral and written spelling was necessary.

Professor Andrews spoke on "Research Work." He compared at length two methods of studying science. In one the student read books, and took notes on lectures, watching an experiment at times. The result was that he acquired a general scientific knowledge, and some facility in note-taking. The student proceeding by the second method engaged in practical scientific work. They became truth seekers and truth-finders. Science was common sense made exact. Practical work increased the power of attention. The greatest men were distinguished by their exceptional ability to attend to one thing at a time. The pupil also learned by the latter method not to place dependence on the book alone. He might even down the book if necessary. Little flowers and crystals became his teachers however. This begets a humble spirit. The professor went on to show that the principles of electrical science could be illustrated at a trifling cost. He showed a gold-leaved electroscope, a leyden jar, an electrophorus, etc. Dr. McKay also emphasized the need of practical scientific work. All parts of plants should be drawn. Book study only in science is apt to disgust pupils.

On Thursday evening, a public meeting was held. It was addressed by the inspector, superintendent, Professor McDonald and others.

The inspector gave some important statistics regarding the schools of his district. These showed that the great majority of scholars left school before reaching Grade VIII. Great attention should be paid therefore to primary pupils. The superintendent showed the importance of instructing teachers in manual training and calisthenics. Teachers must use tact in introducing the latter subject. Let them

show scholars the object of the exercises. Military drill had been shown to be very effective in preserving order in the most difficult circumstances. The teachers should set an example to the pupils in the carriage of the body. Teachers who have been instructed in manual training could do a great deal to repair and adorn the school rooms. The scholars could be taught to do a great deal.

The audience was favored with singing by a quartette of girls from Principal Slade's school in Oxford. Their singing produced a deep impression on the audience.

On Friday morning, a business session was held, at which the officers for the ensuing year were elected. It was decided to hold the next meeting at Parrsboro.

Principal McKay read a paper on "Simple Experimental Methods of explaining Weather Phenomena." The barometer was illustrated by filling two glass tubes, joined with a piece of rubber tubing, with mercury. To show the increase of pressure in water with depth, the mouth of a thistle-tube had been covered with rubber sheeting tied under the run of the tube. A long straight piece of glass tubing containing some mercury, was connected with this by means of rubber tubing. A rough air pump and air compressor had been constructed from circular pieces of wood connected by means of cylindrical pieces of sheep-skin. The valves were made of oiled silk. A simple still constructed from a worm of glass tubing, was shown to explain the causes of rain. The speaker endeavored to illustrate the way in which the causes of trade winds and cyclones could be explained. Dr. McKay said that all the fundamental apparatus for science lessons could be made with a little work.

Miss Dickson of Oxford gave an interesting language lesson. She had drawn pictures of animals on the board. The pupils were asked questions as to what the different animals could do. Hence sentences were formed by the pupils. Miss Dickson performed several actions all of which she got the pupils to describe in one word. She asked them also to name the animals represented by the pictures, giving reasons for their decision. The pupils were also induced to combine simple sentences into compound. The speaker highly recommended the National Language Tablets in fifteen series, published by the American Book Co., New York. Professor McDonald gave an address on Primary Arithmetic. The difficulty in teaching arithmetic is not to teach the processes, but to get the pupils to understand when the processes should be used. All arithmetical processes could be reduced to the fundamental ones of addition and subtraction. These should not be separated. When we get the scholar to see that six and two are eight, we should also get them to note that two from eight leaves six. The teacher must be careful to see that the child does not rattle off the multiplication table in an unmeaning way. Let the pupils verify the results. Let the mode of expression be varied. Say five things taken four times are twenty things or four fives are twenty. At the same time let the converse truth that five fours are twenty be dwelt on. Then the pupil will understand that it can find the cost of one hundred and twenty-five things at two cents each, by finding what twice one hundred and twenty-five is. The pupil should always understand that the multiplier simply