

Mr. E. W. Pearson, director of music in the public schools of Philadelphia, gave an address on the teaching of singing, which was greatly appreciated. He held that to make this successful a definite course on the movable *do* staff notation is necessary, and that the grade teacher, with good supervision, is the only one who can accomplish this. He gave a large number of instances in which it had been done, taking but twelve minutes a day, and answered satisfactorily a variety of possible objections. At periods of the institute where opportunity offered, he instructed classes in the elements of singing with the greatest interest to all. His enthusiasm and confidence in his method were catching.

Inspector Bridges and Miss Mary McCarthy, director of music in the Moncton schools, followed his address with strong arguments in favor of music teaching in the schools, and commendation of Mr. Pearson's method.

Miss Ada E. Smith, of New London, Connecticut, gave two excellent addresses on geography teaching; Dr. Cox spoke on the Transfer of Latin and Algebra to Grade IX; Professor Lochhead, of Macdonald College, on Educational Unrest; Principal Hamilton, on the Decoration of School Grounds and School-rooms; and Dr. H. S. Bridges on Some Phases of Modern Education.

Dr. Cox's address brought out a lively discussion. He was strongly supported by Inspector Carter, who held that manual training, domestic science and commercial subjects belonged to grades seven and eight, and that to make room for these Latin and algebra should be relegated to the high school, as had been done a few years ago in the case of geometry. Dr. Bridges, Inspector Bridges, Mr. Myles, Principal Owens, Principal Foster and others opposed this unless the high school course was lengthened to four years.

Professor Lochhead maintained that the introduction of nature-study in the school curriculums, as at present constituted, was only partially successful. To realize its greatest possible benefit the course of study would have to be revolutionized.

Principal Hamilton made a strong argument on the educational value of decorating school-rooms with re-prints of works of art, and the means these afforded for giving elementary instruction in art to children.

Dr. Bridges said it was dangerous to experiment with education. Old methods were preferable in many respects to new. He emphasized the importance of language studies, and thought there was not now the intelligent mastery of books as in former days.

Principal Geo. J. Trueman, in his address before the high school section on the Admission to College on High School Certificates, presented a well-prepared argument in support of it. In the discussion which followed, many declared themselves opposed to more than one examination at the close of the high school course.

Col. S. U. McCully, in his paper on Military Training in the Public Schools, emphasized the importance of that promptness, order, obedience and other qualities developed by a systematic military training.

H. H. Hagerman, in his talk on the metric system of weights and measures, gave suggestions for developing in pupils' minds practical ideas in regard to the system.

Dr. Philip Cox was unanimously elected representative to the Senate of the University of New Brunswick, in place of H. H. Hagerman, M. A. Dr. Bridges, H. H. Hagerman, J. Frank Owens, Dr. Hay, George A. Inch, Dr. Cox, R. E. Estabrooks, B. C. Foster, E. W. Lewis and Miss Ina Mersereau were elected members of the executive committee.

The text-book committee of 1904 was re-elected for two years: Miss Annie Harvey, Dr. Bridges, S. W. Irons, F. O. Sullivan, B. C. Foster, Dr. Crockett and Inspector Carter.

The N. B. Teachers' Association met on the evening of the 28th and re-elected the old officers and executive. The salary schedule at present in force was adopted for the coming year.

Two noteworthy addresses at the public meeting on the evening of the 27th were those made by Rev. L. Guertin, D. D., of St. Joseph's College, Memramcook, and by Rev. Dr. Borden, of Mt. Allison.

In many neighborhoods there are places interesting from a historic point of view, and there are old people who can contribute much to the making of an accurate and a complete record of events. Now, why cannot the teacher, when he has reached certain stages in the study of history, send members of the class to make maps of localities in which noteworthy things were done, and to collect from the oldest inhabitants, and from all other sources, all facts which would be of value in the writing of history? The records so collected, with accompanying maps, could be embodied in compositions, and should be discussed, and, if necessary, revised in the class. The teacher who follows the plan here suggested will be teaching the children to go to original sources for history and geography, and incidentally to learn the value of accuracy and clearness in description.—*Western School Journal*.