TEACHERS' INSTITUTE.

WEDNESDAY, June 30, 2 p. m.

After singing by the choir, the subject of Primary Reading was introduced by Mrs. R. E. Mouch. Before assigning lessons the most difficult words should be selected, placed upon the blackboard and copied by the pupils. They should be required to spell the lesson from the board giving original definations to the most important words. The lesson should first be read by the teacher, then in concert by the class after which each pupil should be requested to read separately a paragraph. Care should be taken to avoid drawling and if not properly read the first time the pupil should be required to read the paragraph;if necessary, several times until it is is satisfactorily rendered. An interesting discussion ensued and many excellent suggestions was offered.

The quartette, "Come Rise With the Lark in the Morn" was executed in a pleasing manner by Misses Marian Treseder, Clara Chambers, Ellen Pingree, Nellie Dana, and Messrs. L. D. Edwards and Charles Kent.

A most excellent lecture on composition and rhetoric was delivered by Prof. T. B. Lewis. Composition lies at the foundation of all studies. From the moment the child enters the schoolroom, this study is pursued, though at first only orally. The prime objects of composition are to cause reflection, and to express fluently ideas; hence, the expression of thought is the basis of composition. To develop conversational powers, an excellent plan is to require pupils to read biography and history, and relate in their own language the most important items. Another plan is to reproduce in writing any good article that might be read. The ideas should be sought first, and the language to clothe them in is more easily cultivated. One of the best methods of acquiring language is to read standard literature.

Every teacher should be a rhetorician, always expressing the best thought in the best language. If a man throws a pebble into the ocean, it causes in the water and atmosphere an agitation that never ceases. So it is with the teacher; the influence exerted by him might be overlooked. Teachers to never make themselves familiar with the literary world. A good rhetorician will not stoop to read trashy literature. Such men as Longfellow and Washington Irving have contributed greatly to the advancement and elevation of mankind; possessing the noblest thoughts, they have expressed them in the finest language.

"Jennie McNiel's Ride" was recited in an effective manner by Miss Marian Stanford.

The question "What relation should exist between parents and teachers?" was answered by Mr. B. P. Critchlow. Perfect union is necessary in order to insure the desired advancement of the pupil.

Mr. W. J. Harris answered the questions, "Is it healthful to rise before sunrise and when is the impure air near the surface of the earth?" The gentleman considered that it was very beneficial to rise early, but exercise should be deferred until after partaking of the morning meal. The unpure air is near the surface of the earth during the night.

In answer to the question, "Can a person take cold if his disgestive organs are impaired?" Prof. T. B. Lewis read an article from the *Popular Science Monthly*, setting forth clearly that he could not.

It was unanimously agreed that the evening meetings should be postponed, on account of many of the teachers from the country districts, being unable to attend and it was feared that during the hot weather it would be impossible to get a sufficient audience.

The items of the budget box were dispensed with and the choir sang "In the Twilight." Prayer was offered by Mr. Riley Dixon.

FOURTH DAY.

THURSDAY, July 1st, 10 a.m.

After the opening exercises of singing and prayer the minutes of the last session were read and approved and the teachers answered to the roll with some choice sentiments.

Arithmetic was treated by Mr. W. S. Lewis. The foundation should be well laid. The first principles are the most important, therefore they should be thoroughly learned before going to higher branches. He thought that addition should be completely mastered. In the discussion which followed, the teaching of arithmetic was treated. Numbers should be taught, not figures. Use objects before young pupils, and never go beyond ten the first year. Always make it practical.

In the absence of Mr. W. W. McDonald, Mr. Charles Wright was assigned the subject of Mental Arithmetic. He considered mental arithmetic the fundamental step. It is indispensible in training pupils to think and reason. It should be taught in all arithmetic classes. To teach the multiplication table, let the pupils construct their own tables, also various combinations in addition, subtraction, etc, ranging from ten to one hundred and twenty.

Mr. M. Hall, followed on "Penmanship." The essentials of good penmanship are, legibility, rapidity and beauty. To acquire these it is necessary first to have proper material, second a proper position, third to hold the pen correctly, fourth to have correct forms in the mind and fifth to have sufficient practice. Do not give too many rules. The speaker used the elements and principles, which he fully illustrated. He explained the movements used, and considered the muscular the most important, the finger movements will come naturally. He did not approve of copy books.

Miss Ellen Pingree read an address on "How should morals be taught in primary schools." This branch, above all others, should be taught to children. No class need be organized, but instructions should be given as occasions demand. The teacher should set a fitting example in this respect.

The choir sang, Master Reese Dee presiding at the organ. Adjourned until 2 p.m.

THURSDAY, July 1st, 2 p. m.

Normal training was considered by Nathan J. Harris. The people expect a teacher to be informed on all subjects. Normal students should be taught in all branches. One of the most important is reading. Reading is to gain information, and as most of our reading is done silently, we should train a child to glean ideas from such reading. Grammar is very important, and every teacher should have a thorough knowledge of this branch. History and geography is very essential; each teacher should be familiar with the history of the rise and fall of all nations. Arithmetic is important, and the teacher should be so familiar with this branch that he can work to advantage. In penmanship every teacher should be proficient.

Book-keeping should receive attention not necessarily for the purpose of making it a class study but to teach incidentally in other classes.

Drawing is an important study and every teacher will see the need of it in the schoolroom. Music should be introduced in order to create life among the students. Physiology also should receive attention as the health of the pupils can be better guarded. Zoology and botany are good, enabling the teacher to make his lectures interesting; but botany of the two is the most interesting. These studies can not always be taught scientifically but the different parts of botanical specimens may be taken into the schoolroom and explained. The study of physics and philosophy each teacher should be acquainted with. The study of the mind is very essential. Impressions are very easily made on the mind. The mechanic is supposed to be thoroughly acquainted with his trade; but the school teacher, the great trainer of the mind, is sometimes wholly unacquainted with its workings. This should not be the case.

The subject of professional and non-professional teachers was next considered by Supt. E. H. Anderson. After receiving a good normal training, the teacher should ask himself the question: Is the avocation of teacher a suitable one for me to follow? The teacher cannot afford to spend several years in normal training, unless he makes teaching his profession. No one will deny the necessity of a good normal education. The time is near when a teacher without a special training who dare to enter the schoolroom, will be hooted as much as a blacksmith would be in the Supreme Court. None but those who have received a thorough training and who are men and women of judgment, should be permitted in the schoolroom. Teachers should possess a library and should find time to study the poets and good literature, in order to become cultured and ennobled. The teacher who is anxious to become well informed, and is satisfied with his profession, is on the right path; but he who is in for only money, or for experience, or for something else, should leave the schoolroom, the sooner the better. If it is necessary for the mechanic to understand the machinery and the tools he has to work with, how much more necessary it is for the teacher to understand the mind he has to mold in character. The speaker read an excellent selection from Kellogg on "The Coming Teacher."

All teachers who expect to remain in the school should look up matters of education, buy educational works, and journals and read them, if they do not do this they are non-professsonal teachers. We should try to make our profession an honor to ourselves and pupils.

Prof. T. B. Lewis advised all teachers to get Col. Parker's Talks on Teaching, Baldwin's School Management, Page's Theory and Practice of Teaching, Quincy Methods, Jewel on School Management, and also school journals, and one of the best is Kelloggs.

J. H. Bevins illustrated his method of teaching spelling, small pupils should spell orally. Large pupils write by dictation.

A very interesting discussion on methods of spelling was engaged in. As in reading, the principal aim should be to awaken thought. Dictation is therefore the successful and true method of teaching this branch.

The subject of "School Punishishment" was considered by Miss Susan Wheeler. If pupils are rude at recess, deprive them of that privilege. Children should be mildly reproved; scolding them only hardens their feelings. Pupils should not be scolded before the school unless their offenses have been committed publicly.

A committee composed of Supt. E. H. Anderson, Prof. T. B. Lewis, and Mr. M. Hall, was elected for the purpose of arranging with publishers to get teachers' works and school journals.

The choir sang "Friends of Home."

Prayer was offered by Alfred T. Waldram.