

5. *The Recitation*.—*a* The object to be reached directly and indirectly by the recitation. *b* The essentials of a well managed recitation. *c* Rules or points to be observed in conducting a recitation. *d* Reviews; their scope and frequency, etc. Discussion.

6. *Biographical Sketch*.—Subject to be selected by the writer.

7. *Elementary Grammar*.—(1) The parts of speech. *a* The noun. *b* Classes of nouns. *c* Written exercises in distinguishing one from the other. Show from the board how the properties of nouns may be taught inductively.

(2) Quotation marks.  
(3) Abbreviations.  
(4) Contractions, etc. } Examples under each. Discussion.

8. *Offences—Punishments*.—(1) Kinds of offences, such as careless, unintentional acts, or deliberate offences. (2) Means of preventing offences, i. e., such as employment, parental co-operation, and punishments. (3) The objects and kinds of punishments, etc. (4) Write out and give to the Institute ten rules which should govern the teacher in his conduct toward the school. Discussion.

9. *Literary Exercises*.—Oration, public reading, declamation, or other literary work. Adjournment.

By order of the Board of Education.

Indiana School Journal.

### TEACHERS' INSTITUTES.

What sort of institutes are the most productive of good to the teacher, the one week institute consisting of lectures, or the four weeks' institute which is a short-term normal school? This is one of the "live topics" upon which teachers should think and come to a conclusion. The original idea was to bring a normal school to the very doors of the teacher. Is not the feeling growing among teachers that it does not pay them to assemble for one week? It seems plain to us that (1) the teachers should be graded into four classes, three undergraduate classes, so to speak, and one holding life certificate. (2) That the undergraduate teacher should receive instruction in a graded institute, the third or lowest class getting about what pupils get in the lowest class in a normal school; that having finished the lowest class he should have a certificate to that effect, which should also authorize him to teach for one year; that this certificate should not be renewed, but, on its expiration, the teacher should be required to go into the second class, and upon finishing that, should have a certificate to that effect, which should also authorize him to teach for two years; this certificate should not be renewed, but on its expiration the teacher should be required to go into the first class of the institute, and upon finishing this should have a certificate good for three years, not renewable. He would now be able to enter the highest class in the normal school and obtain a life certificate, and be examined no more.

Too many institutes hold a mass meeting. Let them follow the plan of the graded school; give a due amount of instruction, and fit for a higher grade. As it now is, normal school graduates, life-certificate holders and country school graduates, the green hands and the experienced, are all mingled together.

The plan of devoting a part of each session of the teachers' institute or teachers' association to witnessing a teacher at work will, in a short time, be widely adopted. It was urged several years ago in the *Journal*. It was tried with fear and trembling, it was found to have excellent results, and it has been followed in many institutes this summer.

The plan is to bring in a class of children and place them on the platform in full view of the institute. A member of the institute, usually, volunteers to teach reading for example, and she conducts her work to the best of her ability. This being over, discussion follows. The institute conductor now assumes charge, and if he is

an able man much good will result. It is often the case however, we must confess, that the discussion is a profitless criticism. It too much resembles the criticisms that some teacher allow when a pupil has read a selection. "Raised the voice at the end," "Didn't stop at a comma," "Read too fast," etc, etc.

It is nice work to criticize a teacher; few can do it well. Only those who know what *teaching* really is, and this few may claim. The criticism comes best from the conductor; he may ask questions of the institute. Before the teachers can criticize they must clearly understand what the exercise in reading given by the class was meant to be. It is an attempt at a conveyance of ideas or thoughts. Then they must clearly conceive how those ideas or thoughts are conveyed. A discussion of those two points will take several days.

The plan ought to become general. As usual the West leads off in this matter, though Canada is not behind. Let us hear from conductors on this "new departure."

New York School Journal.

### THE EFFECTS OF ALCOHOLIC DRINKS, NARCOTICS, AND STIMULANTS.

#### I. ALCOHOL.

1. Its origin :
  - a. Fermentation; b. Distillation.
2. Its source :
  - a. Fruit juice; b. Grains.
  - c. Starchy substance; d. Solution of sugar.
3. Its character :
  - a. A poison,—give examples;
  - b. Relation to animal life;
    1. Action on the stomach,
    2. Disturbance of normal digestion,
    3. Method of removal from the stomach,
    4. Explanation of the "alcoholic breath,"
    5. Disturbing action on the brain,
    6. Action on the nervous system,
    7. Action on the muscle.
  - c. Alcohol as food,—not useful.
  - d. Disturbing effect of alcohol on the intellect;
  - e. Effect on the will;
  - f. Alcohol as an alleged protection against extreme heat or cold;
  - g. Alcohol as an alleged protection against disease;
  - h. Alcohol as a cause of vice;
4. Transmitted effects of alcohol;
  - a. Hereditary appetite for alcohol.
5. Alcohol in domestic drinks, as cider, etc.
6. The proper place for alcohol :
  - a. In the mechanical and scientific arts,
  - b. In medicine,—always under the direction of a competent physician.

#### II.—TOBACCO.

1. Its nature :
  - a. A narcotic poison;
2. Its effects :
  - a. On the body;
    1. Contagion from smoking—ulcers, sore mouth and lips.
    2. Tendency to produce dyspepsia, nervousness, an appetite for alcoholic drinks.
  - b. On the mind;
    1. Loss of memory.
    2. Irresolution.
    3. Cowardice.
3. Transmitted effects :
  - a. On sons—aimlessness, lack of vigor;
  - b. On daughters,—nervous organization.

NOTE.—No attempt to present the above syllabus scientifically is deemed desirable. The more obvious evil effects should receive special attention.—*Manual of Institute work, Mich.*