

# THE DECATUR DEMOCRAT.

BY A. J. BILL.

FRIDAY, SEPTEMBER 9, '81.

## ASSEMBLED WISDOM.

Teachers of Adams County in Institute Convened.

## GENERAL VIEW OF OUR EDUCATIONAL HEAD-CENTERS.

The teachers of Adams county assembled in the High School room of this place on Monday morning last, and after the rendering of some excellent music by the choir, Misses Estelle Hart and Lucy Stone, Prof. L. W. A. Luckey and John McConney, proceeded by prayer by Rev. Mr. Gleason, to proceed to organize themselves in an educational body by the election of officers. Supt. Luckey being *ex-officio*, in the chair, A. F. Simpson was elected Secretary, and Miss Maggie Metts and Mr. Loren Ayres enrolling secretaries. The Institute now being in working order, it proceeded immediately to work.

The audience gave ear first to Supt. Luckey, who favored the students with a few remarks which were well received, as they should have been, being well timed and directly given.

### PHYSIOLOGY BY PROF. HASTINGS.

How to get a general teaching of physiology in country schools is the question. Teach it incidentally. Teach it when you teach reading. If the scholar reads anything of the sense, take that occasion to teach physiology, incidentally. Obtain some bones—if only chicken bones—and illustrate the subject.

Teachers should be able to draw the form of the bones, because charts are generally accessible. Supt. Luckey thinks the

best way to draw the child into general conversation on the lesson. Do not waste time by asking trivial questions, but important ones, avoiding technical terms, except the more common and important ones. Lack of interest arises from prevalent errors, among which may be mentioned the haphazard way in which some teachers assign lessons, i. e. considering the pages assigned as containing the lesson, when really they only contain information which may be gleaned of the lesson.

The speaker gave great emphasis to the having of real examples of existing facts in the formation of the human being; while human specimens may not be had, at all times, you can use parts of the inferior animals.

Adjourned.

Institute was called to order by Supt. Luckey at 1:30 p.m.

### READING BY Supt. LUCKEY.

We have first a general discussion of the ends to be attained by reading. Physical development and vocal culture are the primary ends to be attained by primary reading.

Physical development not so much as vocal culture, because correct breathing and proper development of the organs of voice are peculiar to the child. No child breathes incorrectly. Its breathing is that natural, that abdominal, breathing which is essential to good health.

The first object should be physical development. Conversation is the basis of all reading, and correct conversation is the basis of correct reading; and to converse, or read correctly, the vocal organs must be properly placed, must occupy a correct position. These organs primarily give out full, deep, resonant tones. Animals' tones do not decrease in volume by use. The lion's roar, like pealing thunder, is equally full and deep in old and middle age. Not so with man.

The speaker had tried to find out just when the change in the human voice takes place. While not able to fully determine the time when this change takes place, he thinks it is in the school room. To remedy this, the teacher should begin to work with the breathing apparatus. To read correctly, it is necessary that pure tone be used. To produce pure tone the organs must be in correct position. If you are teaching reading and are not practicing abdominal breathing you might as well stop.

If we had space we would gladly give this lecture, or common sense talk, but our columns forbid the indulgence of our inclination.

### SCHOOL GOVERNMENT, BY PROF. WHITE.

Horsewhips are not, in themselves, conducive to good government. One young man, the Professor knew, who took a school and was told by the patrons that the school was a very bad one—that the teacher should get a whip and commence the very first day to bring the boys up to the mark. The young man did this, and he proved a flat failure. The second young man began to make friends by honeying the boys and girls. He spoke to young ladies as if they were little girls, and began to cuddle them. He failed, as a matter of course. Common sense is better than all of the stuff you can get from these books. Use common sense, make friends out of the children, but do it in a manly, open way. Do not be too soft and sickening. But be gentlemanly and firm, using common sense in your work. Don't jump off on too many newfangled ideas, but select some good way in which to rule your school, and stick to it.

In order to govern a school correctly you must like your scholars, and they ought to like you, then they will take your advice. Then you must practice self-government. You must control yourself, and practice out your preaching. If a teacher is a gentleman in every respect, it is an easy thing to get the scholars to be gentlemanly and ladies. Some teachers are orderly; their scholars will be orderly. Orderly schools are not necessarily idle schools. Some people say where the children are too quiet, they are not study enough. This need not be the case, but in order to have it otherwise you must work up the point of industry.

The Professor thought it to be a wrong deal for the teacher to listen to any tale

which may be brought to him. Never be prejudiced against any scholar. Take it for granted that all the children are good; when bad comes up, then deal with it—not before.

The interesting lecture, of which above is a very brief notice, extended several minutes over the allotted time, but no one regretted it.

Institute met at 3:15 and the first exercise was a lecture, or rather a continuation of Prof. White's lecture on "School Government," and was as interesting as the first part of the Professor's speech. One especial point the speaker made was on the will of the child. A will-broken child is a deformed child. He will steal sometimes—then lie about it. He will whisper in the school and he about it. He is little, is a whipped, cuffed, sniffling child, dodging along without mind, honor or principle in one corner.

Adjourned.

Institute met in the Court room at 1:30 p.m. and after a choice selection of music by the choir,

PROF. J. MCPHERSON,

of Richmond, addressed the assembly on "The First Day of School," a very brief synopsis of which talk we present below.

In opening schools there are some things which should be done before teaching. Secure a contract with your trustee. The sooner you acquire business habits the better for you. And teaching school is a business which requires business habits.

There are a dozen little things which you ought to do before your school opens—done peculiarities which you should make yourself acquainted with before the doors are opened for the first day. A contract made before you secure a valid license is not a binding contract. When you go to contract with the trustee take your license with you.

The school perhaps has a register. The law provides for a register by means of which the teacher can keep a record of the standing of the scholar, in his class. Get possession of that register, for from it you may learn something of the many little peculiarities of that school. But if the school is not furnished with a register, get possession of the last program, and from it learn all you can. It is the teacher's duty to leave his school in as good condition as he can. It is the point to which a teacher brings his school for which we judge him. The teacher's work is a failure if he does not leave his school in a good condition.

(This idea is not appreciated by many school officers.)

When your school is left in good shape, you leave behind you a record of every pupil so the next teacher knows where to begin. You should leave a record of each class, so that all may go on smoothly. Suppose your predecessor has not left any such a record for your use—then supply the deficiency by search in another direction.

Find out from the pupils before they come what books were used in school. Find out the order of exercises. Find out what lessons were heard first, which later. Having formed an estimate of the work you may have to do, visit the room before your first day. Do not go later than the Friday immediately preceding the Monday on which you may begin work. In this addition go on this principle viz: It is better that you do not strip off your coat, cast away your collar and go to work sweeping the floor, or some such task, in the presence of your pupils. This is a moral influence which your pupils will feel if they find you prepared when they come to the room. You want the full benefit of this influence. You want to feel that those maps are put where you want them. You want to know that these seats are where you wish them. That those windows are fixed as you fixed them. You want to feel an ownership in everything in that room, that you are the master of the place. If you let the teacher take command of a school house by thus changing the physical features, such as rearranging the seats, &c., why change them, that is all.

Another thing, secure a suitable boardroom. There is much in that. If it is possible get a room where you can sit by yourself, where your meditations can not be disturbed. Emerson says the way to grow wise is to sit alone and keep a simple diet. He who has the privilege of the teacher's chair, should be the master of his time, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing the light, or with a glaring surface directly in front of the child. The eyesight is of little importance, and should be shielded. When children come from the playground they find the air fresh and the room cool. They first impulse is to get in the draft, and will throw up the window in order to go out and play with the children. Scholars should not sit facing