

TEACHER'S INSTITUTE.

WEDNESDAY'S SESSION.

B. F. Kizer, Principal of Linn Grove schools, presented the next work—a paper on "Experience vs. Normalism; or, the Self-taught Teacher." Mr. Kizer's paper set forth the idea that too much reliance can be placed in methods and theory. Practical men, self-taught and experienced, are the best workers. Children are severe critics. The teacher's first work should be his best school for preparation.

The question was further discussed by Mr. G. W. Hurless, Principal of the Pleasant Mills schools. Mr. Hurless also presented a paper. He showed the value of the Normal in awakening an enthusiasm in the teacher, the teacher's responsibility in relation to progress, and the need of a broader preparation in pedagogy, rather than a knowledge of Latin. He showed the need of special preparation for teaching, that the teacher should realize that his is the noblest of all callings and maintain a high ideal toward which to strive. The gentlemen discussed the question well and in an interesting manner.

The last subject on the program was "Development of the Ideas that Established Forms of Government," by Dr. Orr. The work was a continuation of yesterday's lesson. The doctor spoke to-day of the development of our own form of government. Blackstone says, "The essential elements of government are wisdom, goodness and power." There are three forms of government—Democracy, Monarchy and Aristocracy. Democracy is the best form, and represents the element of wisdom; the Monarchy, goodness, while the Aristocracy may represent power. The best idea of government is one which combines all these forms into one system. Such was the purpose of the founders of our Republic. Our House of Representatives being nearest the people, chosen by them and representing their wants in our law-making body, is the Democratic feature of the old forms. Our Senate being composed of members not chosen by the people, and for the longest term of office, represents the aristocratic feature. It does not represent the people as the former, but virtually represents the State governments—Senators being chosen by State legislators. Between the two forms we have a President whose voice is not supreme power in all, but who is the highest Federal authority, and chosen for neither the longest nor shortest term of office, represents the monarchial features of the old forms of government. Our government is composed of elements of all the old forms, yet is like none. Functions of government are made stronger, better and purer by differences of opinion. In the government we have what may be called "the survival of the fittest." Many think Edward Bellamy's idea is the goal in governments.

There is no form of government worthy of the name which does not teach the governed to govern himself.

The doctor's two lectures on government were both interesting, instructing and well fitted to arouse an interest which will lead to a deeper study and a better understanding of that branch of our national life.

Prof. George Hindley, President of Ridgeville College, was introduced to the Institute by Supt. Snow, who requested him to make a few remarks. Among other thoughts, he said the future hope of our country rested in the hands of the teachers of today. The teacher has done much who has inspired his pupils to look forward to a higher education. The teacher must have high ideals and a strong desire toward them to impart enthusiasm in his pupils. Be independent. We can not succeed by practicing an imitation.

Roll was then called and Institute adjourned to meet at 9 a. m. Thursday.

THURSDAY'S SESSION.

True to the characteristic promptness in beginning on time, the Institute was called to order at 9 a. m. by Supt. Snow.

Rev. Gregg, who was on the program to conduct the opening exercises, was absent. Dr. Orr filled the place. The doctor suggested that in our schools a common error has been made of making Scripture lessons too long. He used Phillipians, 4th chapter, 8th verse, as the morning Scripture lesson.

The first subject was taken up by Prof. Starbuck. Psychology—Memory, and the laws of its development. The work was taken up in continuation of yesterday's lesson on "Habit." He explained that habit is a great safeguard in life. With illustrations the connection between the higher and lower

nervous centers, and their relation or dependence upon each other was shown.

There is a power of mind which takes notice of the likeness and difference of the external and internal stimuli. This faculty is called apperception. Mind is so constructed as to constantly see the relation between experiences. If a series of processes have been aroused together in an immediate succession, any subsequent arousing of any one of them will tend to arouse the others in the same order. This is called the law of association. The recitation closed with questions by Miss Kate Jackson, Prof. Walters, Supt. Snow and Supt. Orr, which were answered by the instructor.

The next subject was vocal music, conducted in a practical way, by Dr. Orr. Intermission of fifteen minutes.

After intermission the roll call showed a membership of 77 gentlemen and 76 ladies; total 153.

The name of J. F. Hoekker, Principal of Monroe schools, appeared next on the program for the discussion of "To What Extent Does the Teacher Make or Unmake the School?" Mr. Hoekker being sick and unable to be in attendance, the subject was passed.

Dr. Orr took up the lesson on Grammar which was passed for lack of time yesterday. The adjective, with its relationships, was discussed. Great interest was aroused in the comparison of adjectives. We are taught that certain adjectives cannot be compared, such as "round," "square," etc. It was shown that the objection to the comparison of such words is overdrawn, since we have no perfection. It is the imperfect quality of objects that is compared; hence we may with propriety compare all qualities. We may rightly say the object A, is rounder, or squarer than B, and not imply that either is perfect in roundness or squareness.

The doctor showed clearly that comparison is in the idea. It depends upon the relative degree of quality possessed by objects, perfection having no consideration in comparison. Examples were called for and given, in which other than the positive degree may be applied to the qualities supreme, blind, and dead. Had we no imperfection we would have no comparison.

After some general remarks by Supt. Snow, Institute adjourned for noon intermission until 1:30 p. m.

THURSDAY AFTERNOON SESSION.

At the appointed time the house was called to order and session was opened with music, after which Prof. Starbuck took up the continuation of his work in Psychology. He defined apperception as being the secret of building of percepts. The mind has power by natural endowments to combine the relationship of various sensations and combine them. If a child's knowledge be accurate his first impressions must be accurate. To obtain correct percepts the child should study the objects. Children may spell and recognize the names of objects, may even read, without knowledge. Teachers make mistakes in supposing the child to have true ideas of sometimes the commonest words.

Ideas of space, time and color should be the first to receive attention by the child.

General nations are formed from the combination of percepts. Progress in combination in concepts leads to reasoning.

The professor concluded his work by giving the following definitions for inductive and deductive reasoning. Inductive reasoning is the process of drawing from many related objects or ideas that which is common and expressing that relationship in a general statement. Deductive reasoning is the process of seeing and expressing the relation of some special fact or idea to a general one.

The afternoon lesson in music was next, conducted by Dr. Orr, followed by 15 minutes intermission.

Henry Lankenau, of the first district school of Preble township, presented the next in the form of a paper upon our "Spoken Language."

The treatment of the subject showed the change through which our language is constantly passing—even in the period of a life time many changes in speech forms take place.

Idioms of our language are compared and contrasted with those of English people.

That distinctions in rank are easily discerned by dialect was shown.

The greatest desire should be to make English languish the best tool of all speech.

Dr. Orr called attention to the peculiarity in our language as to the irregularity in formation of contractions, etc.

After the conclusion of the dis-

cussions Dr. Orr conducted a lesson in written spelling using the institute as a class. His purpose was to give a practical lesson in method of that work and to the person who presented the manuscript with fewest errors would receive a prize. Fifty words were spelled.

The last subject of to-day's program was "The Enactment and Enforcement of Law." The Test as to the Necessity of Enforcement" by Dr. Orr. He said: There can be no law until there is sentiment to make it effective. Law is exponent of a people's culture.

If we have the laws and songs of a people we could tell their history.

Test of law is its constitutionality. Any law-making body may pass on an enactment which shall be regarded as law until its constitutionality is tested. The difference of lawful enactment in the United States and England was shown.

The present tendency is toward international control of general welfare.

Announcements were called for and Prof. Walters asked permission to present a resolution. The request was granted. He read the resolution representing the teachers of Adams county petitioning our legislative body to enact such law as will require the teachers of our State to teach the effects of alcohol and narcotic upon the human body.

A motion for the adoption of the resolution was made by B. A. Winans, seconded by Mr. Walters. Remarks were made by Rev. H. H. Smith, after which question was called and the motion prevailed.

There being no farther work in institute adjourned to meet at 9 a. m. Friday morning.

The following school officers were with us to-day: P. Soldner, Berne Corporation, Trustee Wechter, of Blue Creek township, P. P. Ashbaucher, of Monroe township and Fred Huffman, of Hartford township.

FRIDAY'S SESSION.

The institute was called to order at 9 a. m. by Supt. Snow.

Rev. H. H. Smith who conducted the opening devotional service was introduced. Attention was called to the reading of the 33d Psalm. After devotional exercise, he gave a short talk by request upon "College Education." He set forth that failure is often the result of lack of mental development rather than the lack of fact information. That the purpose of the Normal is to impart facts and method rather than the natural development of mental growth. This has been called an Electrical day. The tendency is to rush into business or profession before we have due preparation. Nothing is more practical to teachers than collegiate development; if a comparison is allowable it is more important than a knowledge of facts. He advised teachers to go to college first, get the development, then the Normal with its facts and methods. A person never gets too old to learn. There is nothing between the student and a college education. The only requisite is grit.

Psychology—Memory—A continuation of yesterday's work in this branch was taken up by Prof. Starbuck. There are two elements considered in memory. The first is the power to retain impressions, the second to recall them. We can improve the mind in recalling impressions but we cannot improve its power of retaining them. To improve the power of recalling of impressions obtrude the laws of mental activity. Facts are fixed by having many channels of association. Make deep impressions by awakening the child's interest in the subject, and review often to follow it. Example was given showing how the plan of association may be used in developing a lesson in geography.

If we cannot improve the power of retention, can it be diminished? was asked. The Professor said that we become less able to perform mental acts by negligence in mental exercise.

After some remarks by Supt. Snow enforcing the importance of careful observation, the subject was passed.

Prof. W. A. Bell, editor of the Indiana School Journal, was present and was introduced at this time by Supt. Snow. The professor gave a very interesting talk upon "The Good is the Enemy of the Best." In illustrating the meaning of the Spanish proverb, he alluded to the carpenter who learned his trade sufficiently to build a house and then is satisfied with his place as good enough stopping his progress. The lawyer who is satisfied when he feels he is receiving his share of

practice will never reach the best. The minister whose preparation entitles him a church is with that satisfied will fail to reach the goal of best, and the teacher who reaches a certain position in his profession and is then satisfied will likewise fail to do what he might have accomplished.

All trades and professions are crowded with "Pretty well I thank you, how do you do?" and "getting along middlin' well" people. There is a wide space between those "good enough" people.

There is no limit to learning. We become old only when we stop growing. A great many people never grow old. Some are old at fifty and some at twenty and some are born old.

The proverb may be translated. "The good is never admissible where the best is attainable."

Growth is beyond the line of "pretty well," exertion is what makes strength. A teacher's growth depends upon his teaching better to-day than yesterday.

By motion a vote of thanks was tendered Prof. Bell for his excellent talk.

Intermission 15 minutes.

After calling the house to order announcements were called for. Prof. Bell spoke of the Indiana School Journal.

Dr. Orr took up the next subject,

"Literature as a Subject of Study," carried over from yesterday's program. He said we expect too much in teaching literature and language. Teach little things each day—we would accomplish much to learn one new word. In teaching literature hold up the best examples and have pupils form highest ideals.

The difference between example and ideal was shown. An ideal should constantly be raised as we approach it. My ideal orator might be a Webster, were I a Webster, my ideal should be higher, my ideal poet might be Longfellow—Longfellow had a higher ideal. We may get example too high. We can not place the limit for all the same time. It would be unjust to demand the same work from a child in a rural district that would be required of a child of an aristocratic vicinity where the child's environment has ever been that of culture and refinement. Choose examples to place before children that will suit the work.

Holdup lofty ideas—all may have the same ideal—make it pure and true.

Questions from Lowell and Longfellow were used in illustration. The following gem whose author is unknown was used:

IDEALS.
I wonder if ever a song was sung
But the singer's heart sang sweeter,
I wonder if ever a rhyme was rung
But the thought surpassed the meter.
I wonder if ever the sculptor wrought
Till the cold stone echoed his ardent
thought;
Or if ever a painter with light and shade
The dream of his inmost heart portrayed.
I wonder if ever a rose was found
And there might not be a fairer;
Or if ever a glittering gem was found
And we dreamt not of a rarer.
Ah! never on earth shall we find the best
But it waits for us in the land of rest;
And a perfect thing we shall never behold
Till we pass the portals of shining gold.

AFTERNOON SESSION.

The house was called to order at 1:30 by Supt. Snow.

The first work of the afternoon was conducted by Prof. Starbuck. "Natural Tendencies of the Child." The great aim in education that a teacher should have is the ever guiding star in the idea of growth. Growth is the natural course. It permeates all life both plant and animal. Even governments grow.

Psychology treats of growth. A teacher is not ready to go into the school room until she realizes she is going into a garden.

There are two schools advocating different lines for the child's control.

The first believes in stern discipline—learning the child alone. The second would have all things interesting, which should be clean? We should remember the child mind is a germ that must be drawn out. The exercise of the child's will is necessary for the accomplishment. The child exercises will when he first imitates an example, when child is interested in anything he manifests will power. Then make things interesting. A diagram was presented which showed the natural development. There is a time in child life when a trinket or candy will arrest the child's entire attention, later he leaves these unnoticed for higher attractions. The course is natural. See to it that it is followed.

Feel happy when you see the child taking great interest in his dog, it is a manifestation that latter will love mankind.

A discussion followed as to the propriety of awarding prizes as an incentive to greater effort.

The next work taken up was a paper by C. D. Kunkle, Principal of Monmouth Schools, on "Special

Education." Mr. Kunkle treated his subject as relating to the needs of farmers' preparation. More young men should be interested in agriculture and industrial schools. The freedom of the farm from temptation of deception, dishonesty and impurity was shown. If a young man is not a special genius in some line he had better stay on the farm.

FRIDAY'S SESSION.

Trustees remarks were called for. C. A. Augspurger, of Berne Corporation, responded in expressing his pleasure to be present and believed the good instruction should be sufficient to enable the teachers to do better work than they before had been able to do.

Trustee Brown, of Root, also responded, alluding to the increasing reward school officers may be able to give teachers for true worth.

Intermission 15 minutes.

Prof. B. A. Winans, Principal of Geneva Schools, presented the next work, a paper upon "Are my Reading and my Work in Parallel Lines?" Among other things he spoke of the following:

Ordinary men have become great because they have had the power of concentration.

Men who succeed must keep in the line of their profession.

Are we fitting ourselves for the place we desire? The work of the teacher is the systematic evolution of the mind.

The last subject of to-day's program was: "The Advisability of Materially Changing the Present National Constitution." The exercise was conducted by Dr. Orr. The fickleness of public opinion should not be depended upon. Our government was shown to be the combination of the elements of the three old powers of government. We should retain it so. Evils have appeared; but it is the machinery of the government at fault. It is the failure to use it rightly. The form of representation of the people—township, county and State were explained. A fault is that the people do not attend primary elections hence fail to get their desired represented. The Doctor insisted that teachers teach politics but not party. The rise and fall of political parties from beginning of our National growth was well illustrated.

Announcements were again called for.

Dr. Orr announced the result of the spelling contest which is here given:

No. teachers participating, 76.
" words pronounced, 50.
" words spelled, 3800.

✓ words spelled correctly, 2057.
" words spelled incorrectly, 792.
" defects, 702.

Highest number of words missed by one teacher, (No. 55), 25.
Lowest number of words missed by one teacher, (No. 73), 0.

Highest number of defects by one teacher, (No. 8), 62.

Lowest number of defects by one teacher, (No. 33), 0.

Average grade, 69 1-3.

Highest grade, (Nos. 34-5) 97.

Lowest grade, (No. 8) 6.

Honor to Nos. 5 & 24.

C. L. Walters, Charlotte N. Malotte, & Average of missed words only:

Average grade, 78.70.

Highest grade, Mo. (73), 100.

Lowest grade, (No. 55), 50.

Prof. Geo. Suman, a well-known educator at present of Marion, Indiana, being present was called upon. He responded giving a very interesting talk to the teachers.

Institute adjourned to meet at 9 a. m. Saturday.

SATURDAY'S SESSION.

Institute opened at 9 a. m. Supt. Snow officiating.

The opening exercises were conducted by Rev. L. M. Sniff, President of Tri-State Normal College, Angola, Indiana, scripture lesson: James 3d chapter.

The first subject was discussed by Prof. Starbuck: Ways of imparting facts, cause, and effect, time, relation, &c.

He began by briefly contrasting the schools in America and Germany. In the former the pupils depend too much on the text