

The Same... Old Sarsaparilla.

That's Ayer's. The same old sarsaparilla as it was made and sold by Dr. J. C. Ayer 50 years ago. In the laboratory it is different. There modern appliances lend speed to skill and experience. But the sarsaparilla is the same old sarsaparilla that made the record—50 years of cures. Why don't we better it? Well, we're much in the condition of the Bishop and the raspberry: "Doubtless," he said, "God might have made a better berry. But doubtless, also, He never did." Why don't we better the sarsaparilla? We can't. We are using the same old plant that cured the Indians and the Spaniards. It has not been bettered. And since we make sarsaparilla compound out of sarsaparilla plant, we see no way of improvement. Of course, if we were making some secret chemical compound we might.... But we're not. We're making the same old sarsaparilla to cure the same old diseases. You can tell it's the same old sarsaparilla because it works the same old cures. It's the sovereign blood purifier, and—*it's Ayer's.*

Teachers' Institute.

THURSDAY'S SESSION.

Institute opened with singing and devotional exercise by Henry Lankenau, Horton being absent. Music, Prof. Dale. The time was devoted to vocal practice. Mr. Lankenau. "Would it not be as well to use numbers in place of syllables?" Prof. Dale. "I don't know what to say about that. It is a method in use. If there is an objection to numbers it would be because they would not be harmonious." Dr. Weatherly continued his lecture on History. "If a great man is to continue great he must not tower above the ordinary person but must be one of the common people and still be great. When the child finds that our great men are not perfect we should take pains to teach him that great good may exist in spite of weaknesses. There is liable to be a shock to the pupil's faith in greatness and goodness. This is a critical time in lives. The best method of bridging over this period is the right of biography. Adhere to the truth. Truth is not merely the fidelity to facts but the large moral truth. That is truth at any time which leads us to the greatest and highest natures. The heroic side ought to be emphasized to children. We should not try to destroy hero worship. I pity the teacher who tries to destroy the faith in the greatness and goodness of heroes. Of course, the teacher must be cautious in the use of biography. The revelation of the weak side of great men ought to come into criticism after the seventh or eighth year, when they begin to look to the practical side. The disenchantment ought not to come suddenly or from the hand that stabs. The element of evidence should be used in the study of biography. Better let the child read directly the work of a hero than what some person has said in a flowery manner about him. The reading of personal letters is excellent for such a purpose. The child becomes somewhat akin to the person he is studying. Biography is useful to us to furnish examples or standards to measure ourselves. I believe in intensive rather than extensive study of history. I believe that biography is the best adjunct that method." State Superintendent Geeting was present and favored the institute with an address. "The child's notion of a teacher is similar to a child's notion of Alexander. On my first morning in school I had great apprehension as to whether I should ever come out alive. I did not look at my teacher for ten days. The teacher's idea at that time was to act fiercely and sit upon his high throne and keep the pupils in submission. The teacher is regarded as separate from the world around him. We should not have any mannerism which puts us in a distinct class aside from other people. We should make ourselves one of the

pupils and the community. The teacher should be sociable. If we have a more vivid idea of our social relations with the world, we would not be 'set' in our ideas and be looked at in the light that the teacher generally is. If you cannot mingle with your pupils upon the play ground or upon the streets, you simply lack the character to teach school. The ability to bring the child to your plane of living is necessary to bring them in sympathy with us and our work. In your school work for the coming year I bespeak for you success if you enter into sympathy with your pupils." Intermission. "Evolution of Dodd," Prof. Dale: "The story is full of pedagogical hints. In Dodd's relations with Mr. Bright, we learn of the great advantage of knowing the mind we are dealing with. The great secret of control is to use tact in all dealings with our pupils. To give help when necessary and reprove at the right time. If we are baffled in our efforts to help wayward pupils, we should not give up. The influence we exert is never lost though we do not immediately see the result. Have faith in your pupil." Nature Study, A. W. Gulick: "Nature study is to work a revolution in education in Indiana. In nature we do not find myths but truths in its purest form. Nature study cultivates the observation in the minutest details. It creates greater curiosity. The instructor should take his pupils into the field and work with them. This will arouse their interest. Nature will make friendships. Nature study is valuable for original language work. His language is spontaneous and has life in it. The greatest benefit from nature study is derived from study of life in action around us. We prefer to study living instead of cabinet specimens. The teacher should not do all the field work and require nothing from pupils. The child must feel he is a part of nature. Let the interest keep ahead of knowledge. Every teacher of science must rely upon himself as to methods. Text-book work should not be admitted into the category of nature study. Study nature when you study nature and not myths. Study nature for its own sake. Noon intermission. History and its Relation to Geography, W. F. Britton, superintendent of Decatur city schools: "I will give you no method of teaching. The teacher must look to the subject for his method. The idea that anyone can teach history has a great deal to do with retarding the study of it. The teacher must know his subject. The purpose of teaching history is not to learn historical facts as facts but to discover the principles of our government which had their birth in these events. History is the unfolding of life. Unless the relation of events is clearly seen they are merely bubbles. In the successful teaching of history we must make geography a companion study. We need but reflect upon the effects of the geographical features upon Greece to convince ourselves of the importance of considering these relations." "We and They," D. B. Erwin, of city schools: "We are first in the subject and we should be first in fact. We should be superior in power and action of our faculties to our pupils. What we are the pupils will strive to become. We should be fit ideals for our pupils to imitate. If the school is not what it should be it is the teacher's fault. Study the nature of the pupils in order to meet their needs. We must consider moral education as well as the studies of history or geography. I don't believe the public schools are wholly responsible for the moral welfare of the nature. Teach the pupil that an honest man is king of men though ever so poor. Your success depends upon your ability to get the pupils to see and do that which is right." Language Teaching, Prof. L. W. Fairfield, of the Tri-State Normal: "We are behind in the practice and knowledge of the English language. We can tell pupils about errors but we must give them work they can grasp. We should do our work honestly. You should have a sincere desire to acquire power in the use of language. The teacher must know the road ahead of the pupils in order to give them the proper guidance. The fundamental difficulty in teaching is in the language work. I think I should practice storytelling at home in order to get the power of expression. The danger in composition is that you will move too rapidly. In order to rise in the atmosphere of language we must best the air next our bodies. We must begin at

the ground to build up our language work." Intermission. Singing by the institute. Teaching Myths, Dr. Weatherly: "In teaching myths the child is led into the same difficulty as mentioned in the study of heroes. When the child finds out the real nature of myths he will have a shock to his faith in other ideas bordering on the mythical. No class of stories so interest pupils as myths. They can be used as ethical stories. All fairy stories have a high moral strain. In children's stories beware of trash. Every child ought to read the classical fairy stories. They ought to read while young. It is easy to inculcate morals without the lesson to be taught being added to the story. I think the boy or girl thinks as much of a fable after finding out the story is not true, as before. The good to be gained by the fairy tale or myth will more than compensate for the disenchantment when the truth of the story is known. Myths are as real to a child as actual events. He can not comprehend the real events as readily as the myths. Our problem in teaching fairy stories is to adjust the story to the mind of the child. Every teacher should see that his pupils have a knowledge of the old mythology. This is to solve the problem of the 'yellow back' novel." Roll call. Institute adjourned for the day. The following were Thursday's visitors: State Superintendent Geeting, Prof. Fairfield, Rev. Freeman, Rev. Wendell, Trustees Buckmaster and Nidinger. This was the premium day of the week.

FRIDAY'S SESSION.

Devotional exercises conducted by Rev. Horton. Scripture Drill in music, Prof. Dale and institute. Geography, Dr. Weatherly. The lesson was upon land formations in their relation to civilizations. "The river formations have the most to do in influencing human conditions. Those countries whose coasts have few indentations by estuaries of rivers, are more liable to be in a state of barbarism. As commerce is a leading factor in civilizing man, the number of navigable rivers indicate something concerning the state of life in a people. We need but glance at a map to verify this statement. The direction of slope is a matter of importance as illustrated by the plain of Siberia. The river system not only influences the conditions of civilization, but ought to be the basis of geographical division. For example, we ought to teach the Siberian peninsula as a unity. The present boundaries of France accounts in a great measure for the fact of Europe being an armed camp. Other illustrations may be found in Italy, Southern Germany, the eastern plain of Europe. "Education, the Defense of our Country," W. H. Miller, of Linn Grove schools. "Education is the keeping of our country. It insures to us our liberty and freedom. A successful form of government depends upon the intelligence of the people. Ignorance tends to monarchical and oligarchical government. The leaders of our country are the specialists. The educated class of people move the world. Education is our defense because it cultivates a spirit of freedom." Intermission. Rev. Wildly entertained the institute with an excellent talk on Shakespeare, and closed with recitals from the prince of authors. The speaker was greeted with hearty applause by the teachers. They received a taste of the rare powers of Rev. Wildly to render a character selection. "Roderick Hume," a pedagogical story, Prof. Dale. Some of the important lessons in the production are: "Some teachers are ashamed of their work. Find out what the difficulties of the pupils are and direct your efforts accordingly. Sometimes the principal gets the credit for work done by other teachers. The members of some school boards act in mysterious ways. A teacher should be gentlemanly and frank. Have a clear understanding with the pupils as to your relation with them." Noon intermission. Geography, Dr. Weatherly: "The St. Lawrence and Mississippi river systems had a close relation to the French and Indian war. The easy connection of the two systems permitted the French to settle the Mississippi valley. We can begin very young to teach the child the progress in transportation. The natural passes in the mountains enter as a factor in settlement of countries. One of the interesting features of western life is irrigation, made possible by the peculiar power of absorption of moisture by the mountains. In teaching geography give the pupils object lessons in modeling in clay and sand. Study nature's forms. We should not repress pupils when asking questions. Inspire them to be free in seeking the facts of nature around them." "The Reward of Effort," J. A. Anderson, of Berne schools. "All strive for ideals in life. We sometimes accept remuneration as reward. The true reward is the satisfying realization of that success for which we are striving. We should have a worthy purpose and labor to see it materialize. This is our reward. We all work and I believe we find reward for what we do, not remuneration but satisfaction of conscience." Intermission. "Roderick Hume," by Prof. Dale: "A teacher impresses his individuality upon his school. Gossip should not be listened to by teachers. If the pupils have respect for the teach-

er the school will control itself. There are skulking mean ways of inflicting corporal punishment. We need teachers who rule by love. We should be careful how we punish a sensitive child." Roll call. Prof. J. F. Snow, our former county superintendent, made an address to the institute. When we find ourselves under new conditions we are liable to feel lost. We are almost sure to find ourselves under different environments. When you are in the school you are the headlight for your pupils; when out of school you are the football of the community. Some think there are too many school teachers. I like to see so many young people striving to enlighten the pupils of our country. Your ideas will live with your scholars. Be careful what those ideas are. In your work keep at the front and work in harmony."

SATURDAY'S SESSION.

In the absence of Rev. Wildly the devotional exercise was conducted by Rev. Wildly. Rev. Wildly gave some impressive remarks in parting from his many friends he has left in the city and county. "In educational lines the two ideas I wish to call your attention to are development of mind and character. The school is not a place for getting knowledge, not a place for getting facts to pour out into other, it is a place for culture, to develop the faculties, to develop the body, soul and spirit. The other idea of development of character is as essential as culture of intellect. In all religions the chief element is character. Your calling is as dignified and as holy as mine. The teacher cannot create character, hence he must give good ideas to the child in order to bring forth those ideas in the child." Prof. Dale gave an instructive lesson in the theory of music. Mr. Lankenau. "Why are most pieces of music written in the major key?" Prof. Dale. "My opinion is that it is because the melancholy pieces are written in minor and the major expresses joy and life." Language Teaching, Dr. Weatherly: "Language is the medium through which all our learning expresses itself. Language is in the mind. In the child language is thought of in connection with ideas expressed. That language which we grow up with, will modify all our speaking and writing, hence we ought to form a good foundation in our own language. The first step in right language is right thinking. We ought to commit passages of classical literature. It will cultivate both language and memory. The weak power of perception is the cause of much of our poor language. We continue in no one thing long enough to make a permanent impression upon the mind. Be thorough if the work is slow. Don't make the child conscious of his language too early. Grammar cannot be profitable to a child until he is conscious of his language. It should come after a great deal of ground has been covered in the use of language. When grammar is taught it should be in the right place and not dwell upon too long." Geo. W. McKean, truant officer of first district, read and explained the state compulsory educational law. "Some of the Prevailing Hindrances to the Use of our Schools," C. E. Hocker, of the Peterson schools. "Too many teachers do not strive to better their qualifications. Too much attention is given to older pupils to the detriment of beginners. Don't make a routine of your program. An egotistical teacher is a hindrance. Teachers who do not attend institutes are a hindrance. Too many teachers 'tell' instead of teaching. Our system of examination is a hindrance to the profession of the teacher. Bad habits are detrimental. The lack of interest on the part of patrons hinders a teacher. Proper school officials help a school. Too frequent change of teachers is not a good thing." The following resolutions were read and adopted:

Your committee appointed to formulate resolutions for the county institute of 1897 beg leave to submit the following report:

Resolved, That we the teachers of Adams county heartily appreciate the masterly way in which our new county superintendent, Irvin Brandyberry, has conducted the work of this session. Be it

Resolved, That we extend a vote of thanks to Ex-County Superintendent Snow for his presence among us.

Resolved, That we tender him a vote of thanks and trust the school interests of Adams county may never grow less. We furthermore pledge our united support in helping him to make a success of the schools of Adams county.

Resolved, That we express our thanks to the city council for lighting up the streets of Decatur during the week of institute, so that we the teachers, were not compelled to mope along in darkness.

Resolved, That we express our thanks to all the members of the Choral Union and also to Miss Shafer for the entertainment given to the teachers on Monday evening.

Resolved, That we extend our thanks to the trustees of the Presbyterian church for the use of their church for our entertainments.

Resolved, That we extend to the citizens of Decatur a vote of thanks for our entertainments.

Resolved, That we extend to the citizens of Decatur a vote of thanks for their hospitality and interest manifested in our work.

Resolved, That we extend our heartfelt thanks to all that have worked to help further the interests of our school work by their lectures, papers and other interests shown.

Respectfully submitted,
By the Committee.

The institute closed by farewell addresses by Superintendent Brandyberry, Dr. Weatherly and Prof. Dale. Every teacher present went away from the week's work feeling encouraged and filled with an inspiration for their coming year's labor.

BIG BARGAINS.

Having sold my large stock of Hardware and Implements to Ashbaucher & Bell, the change of firm to take place January 1, 1898, I will now offer my customers some **Rare Bargains.**

The stock must be reduced. In order to do so the prices are almost cut in two. The deepest cut will be in Sash, Doors, Nails, Wire, Buggies, Cook and Heating Stoves, Ranges, Drills, Plows, Refrigerators, etc.

Prices in everything is reduced. Come before the stock is broken. We can give you bargains that you seldom read about.

Thanking my many customers for their patronage during the last twenty-five years, and soliciting the same kind treatment for my successors, I remain

Yours for low prices,

B. J. TERVEER.

To My Patrons.

CONVENIENCE, EXPEDITION, ECONOMY.

These I offer you through the medium of this paper. By purchasing your Clothing of me, you are in every way the gainer.

The truth of this is so apparent as to need no comment. In calling attention to this it is only necessary to state that my tailoring department is complete in variety and detail, and that I can at all times, and with promptness, supply you with what you want.

My prices for Suits are \$12.60 to \$19.50 and Overcoats \$11.40 to \$19.50.

Ready money is the power that rules the world of commerce. I buy for cash, I sell for cash, I quote cash prices, and as a consequence can save you at least 30 per cent.

Call at my place before leaving your order and examine cloth and get prices.

Most respectfully,

C. E. DOTY.

For Prime Quality and Superior

..... Workmanship

Cubanola

Stands every test. No other 5-Cent Cigar gives such perfect and complete satisfaction to the smoker. Every cigar bears the name Cubanola stamped in the wrapper—ask your dealer for Cubanola

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