

TEACHERS IN SESSION.

A Two Days' Reunion Which Results in Much Good for All Concerned.

The annual mid-winter County Teachers' Institute was held at the court house in this city Friday and Saturday of last week. The report of the meetings by Secretary Winans is as follows:

Friday, Nov. 30.—Institute opened with a chorus by the Decatur High School.

The devotional exercises conducted by Mr. E. M. Ray of Berne, who read a Scripture lesson from James III.

Chorus, Decatur High School.

"Good English and How Acquired," by Mrs. C. W. Boucher, Marion, Ind.—The subject of English has not the attention it deserves in the lower grades. The child should have a power of expressing his thoughts. He will think in a more logical way by being able to express clearly what he knows. The child gets his good English more from the teacher than from other sources. So, the result depends in great part upon the preparation of the teacher.

"What Should Be the Test for Promotion?" C. H. Laughry.—Promotion as an end is urged too much. Pupils in trying to accomplish results quickly and easily miss the acquirement of real power. They are often prepared for examination rather than for real life.

Discussion, J. E. Lung.—The pupil promotes himself. The question with many pupils is not whether they can do the work in the upper grade but whether he can get into that grade. We should watch the individuality of the pupil. We should keep the front of the grade even. Ability should be the main test of promotion. A pupil should not merely "go through" a grade. Then not allow public opinion to affect the promotions. Children become dissatisfied in spending enough time to assimilate the work.

H. W. Reynolds—The old idea was to promote on basis of work outlined in course of study. Written examination should not alone be the basis of promotion. Character should be a factor. Character is greater than intellect.

E. H. Baumgartner—"Should a pupil be held in one grade more than one year?"

C. E. Hocker—"I think they should be as long as they are unable to go on."

Miss Segur—"The question I consider the most is ability to handle the work they are to enter."

Mr. E. M. Ray—"Should promotion be based on general average or on average scholarship?"

Mr. Wells—"It should be based upon scholarship."

Rest.

"How to Deal with Refractory Pupils?" F. B. Porter—I am a little bit excited and feel at a loss without the privilege of a paper. Refractory pupils are those who are striving continually to keep from working. We, as teachers, must try to get the good will of all pupils. Kindness will win their good will better than any other method. In each pupil is some spark of good to which we can appeal. I haven't much faith in whipping. However, I believe you must be master of the pupils or they will be master of you. We should play with the pupils. They will be more in sympathy with you if you take an interest in their sports. A great deal of tact and less muscle will give you better control.

Discussion, Mr. W. E. Smith—We should understand the pupil and know whether the boy considers himself refractory. He may think that his conduct is reasonable. We should know the home influences of the bad boy. It is a part of our preparation to find out the dispositions of pupils. Try to prevent evil. The child should be assigned to his proper orbit. More pupils become refractory in school than enter so. If a pupil is injuring the school and is doing no good, expel him. Do not let disorder grow upon the school.

B. F. Hizer—Visit the pupil's home, without regard to the condition of that home. You may thus find the real cause of trouble. The patrons will feel more kindly toward you. Find out who are the companions of each pupil. Talk often in a social way with bad pupils. Be with the pupils in his sports as much as consistent. We should remember the boy after school days are over.

There was some discussion as to whether a teacher should smoke with his pupils, or refrain from getting warm enough to smoke, and to make the pupils smoke for misconduct.

A Reading, Mrs. Boucher, was received with applause.

Noon recess.

The afternoon session began at 1:30. The institute was very pleasantly entertained by the first grade pupils of the Decatur schools. They were under the direction of Miss Blanche Adelsperger, musical instructor in the Decatur schools.

"What Should Be the Product of the Common Schools?" O. L. Vance.—The product will depend upon both multiplier and multiplicand. The pupil is the multiplicand. It is the most important factor of the process. Patrons of different circumstances wish various products from their children. The product that was called for at one time will not suffice today. The recent movements point to a reduction of the common school course. Since the large mass of pupils never get beyond the common schools, the course should be so arranged that it will give those best that can be had. We should teach the worth of man as man. We should develop memory. The child should be able to read in the full sense of the word. The child should have a thoroughness of habit.

Mr. C. E. Hocker—I don't think we should pay attention to the intellectual

alone. We should develop intellect, physical and moral power. We should teach the child to push in the right direction. Teach the pupils to care for their health. Let them learn promptness from you. Teach them self-reliance.

Question further discussed by B. A. Winans.

Mrs. Boucher then continued her subject of the morning. One very important study as a means to perfect English is Latin. It is a keynote to our language. In your work in English begin at the bottom. Do not neglect pronunciation. Teach the simplest rules. One way to learn good English is to read good literature. You will naturally absorb the style of the author. How can teacher inculcate good English who used incorrect language? Drill the children on the expressions they misuse. We should not use grammar so much and take up rhetoric at an earlier date. It will be fresh and more interesting. Our schools are, as a rule, weak in English. We should not drop spelling too soon.

Recitation, Miss Alice Wheeler.

Rest.

Music, Decatur High School Glee Club.

"What Can the School Do for the Community?" Albert Graber.—The school has been a turning point in many a boy's life, and more than once has he been redeemed for society by the school. No other institution than the school has had a more successful advance. Its best work is to come.

"Busy Work for the Primary Grades," Mary L. Baumgartner of the Berne Schools.—The object of busy is not solely for the purpose of keeping pupils out of mischief. Both mind and hand of pupil should be busy. Board work is successful with me. I give them forms to make from seeds. The forms used are geometrical, of flowers, stems, leaves, etc. I draw the forms on the board, sometimes, to copy from. Sometimes they study out original designs. This work also teaches them neatness and care. In the autumn, give them leaves for outline study. Observe margin, veins, etc. This work teaches them to observe closely. Sticks of various lengths are good for number work. They may also be used for designing. Let the children do plenty of original designing. Use colored paper for color study. In the use of letters be careful of being over critical. I also have paper cutting and sewing as busy work. I do not like stencil work for the lowest grades. Give the pupils drills in word-formation from a given group of letters. Peas and tooth-picks are very useful in busy work. I consider busy work as important as class work.

Discussion, Miss Tessa Barkley.—A child learns by doing. The great crime in primary grades is giving too much writing. Busy work is a rest from so much writing. Busy work should be carefully done. Material should be systematically and quickly distributed and collected. Teach neatness to the pupils in the work. Word study may be carried out in scores of ways. Number should be thoroughly taught, as it is the child's introduction to mathematics. Number building is very useful.

Roll call showed most teachers present.

Institute adjourned till 9:30 a.m. Saturday.

SATURDAY'S SESSION.

Music, Third and Fourth Grades, Decatur Schools.

Devotional, A. D. Welker.

The Scripture lesson from "How Shall We Make Friday Afternoon Profitable," Miss Rosella Yager—We should have some exercise to relieve the monotony of the regular routine. Friday afternoon exercises may become monotonous if there is not variety introduced. These exercises should be adapted to the nature and needs of the school. We should have such exercises as will inspire cheerfulness.

Recitation, Miss Mina Case.

"Reading, How to Teach It and Its Importance," Mrs. Boucher.—The first result to be obtained is the thought.

Reading is too often a repetition of words merely. Give particular attention in lower grades to pronunciation of simple words. Drill on enunciation by repeating the vowels. Drill in giving vowels to express various emotions. Increase their vocabulary by means of descriptions. Teach shades of meaning between the simplest adjectives and nouns. Train the children to tell the most in the fewest words.

Rest.

A Reading, Mrs. Boucher.

"Culture vs. Knowledge," Prof. H. A. Hartman.—One of the impossibilities of school work is to have them where you want them at the end of the year. School is school whether it is in the city or country. The great cry among the business men of late is for something practical from the school. Each pupil on leaving school should be able to think for himself upon the highest plane. It is not so much what you teach as how much interest you create in the pupils. You are of no value to the school unless your work is reflected in each pupil. In our country it behoves every man to be a thinker. Knowledge is a state or being. Association with other beings makes one a man of culture. Practical knowledge is that which can be utilized. Knowledge is a clear perception of the fact, of truth and duty, as well as a knowing. The fault is not always in the soil, but often the culture. Our culture should bring us above petty annoyances of the school. Culture refers to the heart. Our business is to give culture as well as knowledge. The simplest things we can teach the child in culture are the best. We should consider what each pupil may be going to do for himself. Give the child culture from first to last in his school life.

alone.

We should develop intellect, physical and moral power. We should teach the child to push in the right direction. Teach the pupils to care for their health. Let them learn promptness from you. Teach them self-reliance.

Question further discussed by B. A. Winans.

Mrs. Boucher then continued her subject of the morning. One very important study as a means to perfect English is Latin. It is a keynote to our language. In your work in English begin at the bottom. Do not neglect pronunciation. Teach the simplest rules. One way to learn good English is to read good literature. You will naturally absorb the style of the author. How can teacher inculcate good English who used incorrect language? Drill the children on the expressions they misuse. We should not use grammar so much and take up rhetoric at an earlier date. It will be fresh and more interesting. Our schools are, as a rule, weak in English. We should not drop spelling too soon.

Recitation, Miss Alice Wheeler.

Rest.

Music, Decatur High School Glee Club.

"What Can the School Do for the Community?" Albert Graber.—The school has been a turning point in many a boy's life, and more than once has he been redeemed for society by the school. No other institution than the school has had a more successful advance. Its best work is to come.

"Busy Work for the Primary Grades," Mary L. Baumgartner of the Berne Schools.—The object of busy is not solely for the purpose of keeping pupils out of mischief. Both mind and hand of pupil should be busy. Board work is successful with me. I give them forms to make from seeds. The forms used are geometrical, of flowers, stems, leaves, etc. I draw the forms on the board, sometimes, to copy from. Sometimes they study out original designs. This work also teaches them neatness and care. In the autumn, give them leaves for outline study. Observe margin, veins, etc. This work teaches them to observe closely. Sticks of various lengths are good for number work. They may also be used for designing. Let the children do plenty of original designing. Use colored paper for color study. In the use of letters be careful of being over critical. I also have paper cutting and sewing as busy work. I do not like stencil work for the lowest grades. Give the pupils drills in word-formation from a given group of letters. Peas and tooth-picks are very useful in busy work. I consider busy work as important as class work.

Discussion, Miss Tessa Barkley.—A child learns by doing. The great crime in primary grades is giving too much writing. Busy work is a rest from so much writing. Busy work should be carefully done. Material should be systematically and quickly distributed and collected. Teach neatness to the pupils in the work. Word study may be carried out in scores of ways. Number should be thoroughly taught, as it is the child's introduction to mathematics. Number building is very useful.

Roll call showed most teachers present.

Institute adjourned till 9:30 a.m. Saturday.

SATURDAY'S SESSION.

Music, Third and Fourth Grades, Decatur Schools.

Devotional, A. D. Welker.

The Scripture lesson from "How Shall We Make Friday Afternoon Profitable," Miss Rosella Yager—We should have some exercise to relieve the monotony of the regular routine.

Friday afternoon exercises may be-

come monotonous if there is not

variety introduced. These exercises should be adapted to the nature and needs of the school. We should have such exercises as will inspire cheerfulness.

Recitation, Miss Mina Case.

"Reading, How to Teach It and Its Importance," Mrs. Boucher.—The first result to be obtained is the thought.

Reading is too often a repetition of words merely. Give particular attention in lower grades to pronunciation of simple words. Drill on enunciation by repeating the vowels. Drill in giving vowels to express various emotions. Increase their vocabulary by means of descriptions. Teach shades of meaning between the simplest adjectives and nouns. Train the children to tell the most in the fewest words.

Rest.

A Reading, Mrs. Boucher.

"Culture vs. Knowledge," Prof. H. A. Hartman.—One of the impossibilities of school work is to have them where you want them at the end of the year. School is school whether it is in the city or country. The great cry among the business men of late is for something practical from the school. Each pupil on leaving school should be able to think for himself upon the highest plane. It is not so much what you teach as how much interest you create in the pupils. You are of no value to the school unless your work is reflected in each pupil. In our country it behoves every man to be a thinker. Knowledge is a state or being. Association with other beings makes one a man of culture. Practical knowledge is that which can be utilized. Knowledge is a clear perception of the fact, of truth and duty, as well as a knowing. The fault is not always in the soil, but often the culture. Our culture should bring us above petty annoyances of the school. Culture refers to the heart. Our business is to give culture as well as knowledge. The simplest things we can teach the child in culture are the best. We should consider what each pupil may be going to do for himself. Give the child culture from first to last in his school life.

alone.

We should develop intellect, physical and moral power. We should teach the child to push in the right direction. Teach the pupils to care for their health. Let them learn promptness from you. Teach them self-reliance.

Question further discussed by B. A. Winans.

Mrs. Boucher then continued her subject of the morning. One very important study as a means to perfect English is Latin. It is a keynote to our language. In your work in English begin at the bottom. Do not neglect pronunciation. Teach the simplest rules. One way to learn good English is to read good literature. You will naturally absorb the style of the author. How can teacher inculcate good English who used incorrect language? Drill the children on the expressions they misuse. We should not use grammar so much and take up rhetoric at an earlier date. It will be fresh and more interesting. Our schools are, as a rule, weak in English. We should not drop spelling too soon.

Recitation, Miss Alice Wheeler.

Rest.

Music, Decatur High School Glee Club.

"What Can the School Do for the Community?" Albert Graber.—The school has been a turning point in many a boy's life, and more than once has he been redeemed for society by the school. No other institution than the school has had a more successful advance. Its best work is to come.

"Busy Work for the Primary Grades," Mary L. Baumgartner of the Berne Schools.—The object of busy is not solely for the purpose of keeping pupils out of mischief. Both mind and hand of pupil should be busy. Board work is successful with me. I give them forms to make from seeds. The forms used are geometrical, of flowers, stems, leaves, etc. I draw the forms on the board, sometimes, to copy from. Sometimes they study out original designs. This work also teaches them neatness and care. In the autumn, give them leaves for outline study. Observe margin, veins, etc. This work teaches them to observe closely. Sticks of various lengths are good for number work. They may also be used for designing. Let the children do plenty of original designing. Use colored paper for color study. In the use of letters be careful of being over critical. I also have paper cutting and sewing as busy work. I do not like stencil work for the lowest grades. Give the pupils drills in word-formation from a given group of letters. Peas and tooth-picks are very useful in busy work. I consider busy work as important as class work.

Discussion, Miss Tessa Barkley.—A child learns by doing. The great crime in primary grades is giving too much writing. Busy work is a rest from so much writing. Busy work should be carefully done. Material should be systematically and quickly distributed and collected. Teach neatness to the pupils in the work. Word study may be carried out in scores of ways. Number should be thoroughly taught, as it is the child's introduction to mathematics. Number building is very useful.

Roll call showed most teachers present.

Institute adjourned till 9:30 a.m. Saturday.

SATURDAY'S SESSION.

Music, Third and Fourth Grades, Decatur Schools.

Devotional, A. D. Welker.

The Scripture lesson from "How Shall We Make Friday Afternoon Profitable," Miss Rosella Yager—We should have some exercise to relieve the monotony of the regular routine.

Friday afternoon exercises may be-

come monotonous if there is not

variety introduced. These exercises should be adapted to the nature and needs of the school. We should have such exercises as will inspire cheerfulness.

Recitation, Miss Mina Case.

"Reading, How to Teach It and Its Importance," Mrs. Boucher.—The first result to be obtained is the thought.

Reading is too often a repetition of words merely. Give particular attention in lower grades to pronunciation of simple words. Drill on enunciation by repeating the vowels. Drill in giving vowels to express various emotions. Increase their vocabulary by means of descriptions. Teach shades of meaning between the simplest adjectives and nouns. Train the children to tell the most in the fewest words.

Rest.

A Reading, Mrs. Boucher.

"Culture vs. Knowledge," Prof. H. A. Hartman.—One of the impossibilities of school work is to have them where you want them at the end of the year. School is school whether it is in the city or country. The great cry among the business men of late is for something practical from the school. Each pupil on leaving school should be able to think for himself upon the highest plane. It is not so much what you teach as how much interest you create in the pupils. You are of no value to the school unless your work is reflected in each pupil. In our country it behoves every man to be a thinker. Knowledge is a state or being. Association with other beings makes one a man of culture. Practical knowledge is that which can be utilized. Knowledge is a clear perception of the fact, of truth and duty, as well as a knowing. The fault is not always in the soil, but often the culture. Our culture should bring us above petty annoyances of the school. Culture refers to the heart. Our business is to give culture as well as knowledge. The simplest things we can teach the child in culture are the best. We should consider what each pupil may be going to do for himself. Give the child culture from first to last in his school life.

alone.

We should develop intellect, physical and moral power. We should teach the