

TEACHERS' INSTITUTE.

[Continued from last week.]

WEDNESDAY AFTERNOON SESSION.

Afternoon session opened promptly at 1:30, singing that patriotic old song "America."

First subject was "History" by Prof. Jones. He began with a model recitation and at the same time reviewed some of the thoughts in his former talks. He said, "the way in which a thing is fought out has little to do with the principles involved." The first part of the lesson was taken up by reviewing the fundamentals of history. During the morning he discussed castes in India, and in the afternoon session he began a discussion of Mexico. Because of the proper combination of soil and moisture Brazil is most productive, and it is influenced especially by the trade winds. He attributes the failure of rapid civilization in Brazil to an over productive country, as man's power was not equal to the energy of the productions of nature. He said that the Mexican government was overthrown by Cortez with ease, because and only because that organization of society was so unequal that it was of little consequence to the people whether the government existed or not. From this division of the subject Prof. Jones passed to the second division of his subject, what was "General aspects of nature," as this has to do with conditions imposed by matter upon mind. He said, "The things which he can understand will come back to him for his own good, but the aspects of nature which he can not understand will make him superstitious." In answer to a question as to why civilization moved westward he said, "Because sailing was unknown and the early peoples must go where they can stay on terra firma" and especially because they are compelled to go where their means of conveyance could be used. Lesson closed by answering various questions from members of the institute. Rest of ten minutes. After rest, the subject of Music was again taken up by Prof. Cozine. He said in answer to a question, "Tell the child about the song which he is about to sing that he may know, which means love in the highest sense." He said, "Do not sing too many songs ending on la of the scale, but let the songs be in the bright tone's keys." Lesson closed by singing "Home, Sweet Home," "Annie Laurie" and a new song "Speak Kindly." He closed the talk of the afternoon by impressing the thought that the teacher must observe the element of variety of music to be a success.

The next discussion, "English," taken up by Prof. Henry was thoroughly and very ably discussed. Began with the thought that English is a new subject in the schools and teachers are not to be condemned for not being able to look to one end throughout their English work. "Literature is not to be studied merely for pleasure, but should be studied as a method of expression." He emphasized the fact that punctuation and sentence structure are and must be as one. He said that the individual must master the form of expression or he will be blank as far as the meaning is concerned. He said that probably Shakespeare wrote the drama because the masses of the people at that time could not read but they could see the play upon the stage, thus he would convey his thoughts to the people. He stated further, "If Shakespeare had lived in George Eliot's time, he might have been a novelist for people were interested in that at that time and not interested in the stage.

Roll call and institute adjourned until 9:00 a. m. Thursday.

THURSDAY MORNING SESSION.

Nearing the close, Trustee Day, a great day at institute.

Institute opened at 9:00 o'clock. Devotional services were conducted by Prof. Cozine. After a very impressive service, the subject of "English" was again taken up for discussion by Prof. Henry.

He began by reading a piece of poetry. He again worked along the line of appropriateness. He said, that it was a wrong idea to teach that the short sentence was proper in all composition work. He left the thought that if it takes a long sentence to express an emotion, the long sentence should be used. This illustrates the idea of appropriateness in language work. In answer to his own question, "What shall pupils write about?" he said, "Let them write about things they know about, lest they choose subjects which they cannot comprehend." By choosing such subjects which demand the use of the encyclopedia. He said tell your pupils to write for composition work, paragraphs about which they know the most. Then it becomes the duty to mark mistakes, but not necessarily to grade the work. Then the pupil will naturally work on one of these three forms, description, exposition or narrations. Then if the pupil who works naturally upon any one of these forms should be criticised from that standpoint. The lesson closed by a short discussion of the question, "Why have we so much fiction and so few novels?" It is said that writers from other states are coming to Indiana to write the preface as by so doing their books may have a larger sale. We hold that this is a great compliment for Indiana writers.

Rest of 15 minutes.

The trustees, many of them, came in at the opening of the session and remained throughout the session. All were present except one.

The study of music was again taken up by Prof. Cozine. At this time he spoke of the history of music and musical instruments. He said, "Menau's song of Triumph was the

beginning of our music and began in the christain era. He mentioned Beethoven, Bach and discussed with enthusiasm their influence on music. This discussion was followed by song. He closed by emphasizing the necessity of proper pronunciation and enunciation.

The next discussion by Prof. Jones on "The problem of the small rural schools," was one of the best lectures delivered during the session. Through out the lecture, he talked in his usual and convincing manner and the impression which he made was made known by the very great applause which he received when his discussion was completed. He spoke of the first great evil which results from the existence of the small rural school as that influence which destroys the social element and robs the child of an opportunity to compete which is essential in bringing about the best results. He proceeded farther to demonstrate that the small school is non-educational, as it does not teach the child to mingle with other minds, thus weakening his ability. He said that the tendency now is toward centralization and consolidation. This is true of population and in his talk he made clear the fact that the many inventions are causing a decrease in population in the rural districts, one man can manage the farm, while his son seeks employment in the factory. This will eventually lead to a condition which will cause legislation to be controlled by the cities, thus depriving the farmer of legislation very often in his favor. All that remains in the country which is of a social nature is the church and school. The old-time spelling school and ciphering match is no more, hence the necessity of the preservation of the school as a means of opening up a social avenue. He said, "We must save the country school in order to keep open this social avenue." Prof. Jones is an advocate the idea of the township high school and spoke very favorably of doing away with the small schools of the rural districts. This idea is no longer a mere theory but is now a practical thing. There may be some objection to the township school on account of the difficulty the child might have in going a long distance. This difficulty may be avoided by providing conveyances at public expense. This has been put into practice in various localities and proven to be of no more expense than the school system now in use. Each wagon may go out at least five miles, and as they are heated and well ventilated, they prevent cold and wet feet and prevent much disease among the pupils. He said, "No school should be in session with less than twenty pupils, lest the best social conditions be lost. His entire discussion was an argument in favor of consolidating small rural schools into one graded school, controlled by the best instructors that can be obtained. He said, "Which is more important tradition or proper social avenues?" He discouraged the idea of keeping the little country school house because ancestors attended school there and because its preservation would add to tradition. Besides the preservation of social avenues and social conditions, the township school has been proven to be a matter of economy. At the present time there are 65 Rural High Schools working successfully in our state. Thus the township High School no more exists merely a theory, but is a practical thing. Prof. Jones spoke with much enthusiasm as he is very much in favor of consolidating the rural schools. He said that many diseases of children may be prevented by changing the present school system to the system which he has so well described. His lecture was well received and he closed his talk knowing that his efforts were appreciated.

As roll call was postponed, institute adjourned until 1:30 o'clock.

Crossing the Bar by Buck; A Slumber Song by Lohr; Oh, Italia by Donizetti; Others of equal value were suggested.

One excellent thought was firmly impressed upon the minds of the teachers was that the work done before reaching the High school was the most important of school work.

History, the next subject arranged on the program, was taken up by Prof. Jones. He began by asking, "Why are not political boundaries always the same as natural boundaries?" He spoke of the failure of Greece as a wealthy nation because of soil, but carrying out the idea which the materialists advocate, he used as an illustration the accomplishments of Greece and Phoenicia on sea, due entirely to their close proximity to the sea. This is another illustration of results of conditions imposed by the matter upon mind. He said, "We cannot involve the history of any nation until we can get a perspective of that history." Man was necessary in the history of Europe to bring forth an exuberance of nature. What influence might this condition have upon the nature of the people? Materialistic attribute the cause of peculiar religious ideas in Spain to conditions of nature, as it did not appeal to their understanding and as a result of this there are across classes one of which must advise and be obeyed by the other. He gave a rule by which to remember the location of the valves of the heart. He said, "Remember these words, Martin Luther, the Reformer." Then take the first letters of each word and thus you may remember mitral, left and tricuspid, right. He proceeded to give many questions to illustrate the nature of the question which is best suited to lead the student to understand the relation of facts. In the study of history, he stated that the best method of teaching would be to have the student read the history of the country under discussion and then proceed to have the student to solve out the many problems, which will naturally evolve the fundamental relations of history. Lesson closed with this thought.

Roll call and institute adjourned until 9:00 o'clock Friday morning.

FRIDAY MORNING SESSION.

The last day of institute has come and with it comes the closing of one of the best institutes ever held in Adams county. The grand success of the institute may be due to various causes. The attention given by the teachers has been excellent and the instructors have displayed a spirit of zeal and enthusiasm throughout the entire week. Taking all things into consideration we feel that Adams county teachers have received the greatest benefit in many years and undoubtedly the lesson of this week will be influential in bringing about a grand success in the schools for the coming year.

Institute opened promptly at 9:00 a. m. by singing.

Devotional services were conducted by Rev. H. N. Allen of the Christian church of this city. After song and announcements the first subject of "History," was taken up by Prof. Jones. His first thought was that in all subjects the teacher must teach relations of facts and not facts merely as isolated things. History should be taught, if possible according to the theory of relations, that is to solve problems in history. He emphasized this thought especially as he does not approve of teaching history upon a chronological basis. Yet he said "Do not do a thing you do not know how to do, because some one tells you to do it." This is an excellent thought as the teacher should be natural in the school room. His discussion was based upon "The Monroe Doctrine," thus showing the theory of relations and also explaining the necessity of teaching cause and effect. The Monroe Doctrine is a doctrine and not a law. This gives to the doctrine a great many advantages as a law is definitely stated and must be interpreted by its language. The Monroe Doctrine originated because of conditions in Europe. Conditions existing in Europe and influencing America were reported to authorities at Washington. Pres. Monroe consulted two of his predecessors and the whole affair was referred to John Quincy Adams who wrote the so-called Monroe Doctrine. This stand was taken in order to prevent the European powers from effecting the destinies of the nations of the American continent. The doctrine was based upon the fundamental principles of history. This doctrine was well received by England as it aided her to continue her immense trade with America and waved the red flag in the face of the parties concerned in the Holy Alliance. The Monroe Doctrine was applied when England interfered in behalf of the Masbutto Indians had their difficulty with Spain and England and finally gave up and the affair was settled by the Clayton-Buohoer treaty which bound us up in one iron cladway as much as the Monroe Doctrine gave us liberty. This treaty handicapped us until the Hay-Pauncefort treaty of eighteen months ago.

He said, "Do not permit pupils to spoil the thought in the best literary selections by writing it in prose." He said the best teacher of poetry should be a fine musician. This is because of the close relation of the regular waves or accents of each, as the merit of much poetry is due to harmony of sounds rather than the dictionary meaning of the words used. He read several verses to represent the value of alliteration, as the selection and use of words may represent the very sounds themselves. It is the duty of the teacher to lead his pupils to be sensitive in regard to this work, so that they may appreciate the value of such a manner of expression. From Poe's Poems he read "The Bells" in order to show how words can be used to express the various sounds and also to show the beauty of alliterations.

Rest of ten minutes.

After rest, music was taken up for discussion. He began by mentioning the following selections as appropriate for schools: Bugle Song, April Showers, Ocean's Lullaby, by Hatton; Spring Song and Eldorado by Pinsette; Sleep Little Babie by Sullivan and Come O'er the Lea by Wood;

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He proceeded farther to demonstrate that the small school is non-educational, as it does not teach the child to mingle with other minds, thus weakening his ability. He said that the tendency now is toward centralization and consolidation. This is true of population and in his talk he made clear the fact that the many inventions are causing a decrease in population in the rural districts, one man can manage the farm, while his son seeks employment in the factory. This will eventually lead to a condition which will cause legislation to be controlled by the cities, thus depriving the farmer of legislation very often in his favor.

All that remains in the country which is of a social nature is the church and school. The old-time spelling school and ciphering match is no more, hence the necessity of the preservation of the school as a means of opening up a social avenue. He said, "We must save the country school in order to keep open this social avenue." Prof. Jones is an advocate the idea of the township high school and spoke very favorably of doing away with the small schools of the rural districts. This idea is no longer a mere theory but is now a practical thing. There may be some objection to the township school on account of the difficulty the child might have in going a long distance. This difficulty may be avoided by providing conveyances at public expense. This has been put into practice in various localities and proven to be of no more expense than the school system now in use. Each wagon may go out at least five miles, and as they are heated and well ventilated, they prevent cold and wet feet and prevent much disease among the pupils. He said, "No school should be in session with less than twenty pupils, lest the best social conditions be lost. His entire discussion was an argument in favor of consolidating small rural schools into one graded school, controlled by the best instructors that can be obtained. He said, "Which is more important tradition or proper social avenues?" He discouraged the idea of keeping the little country school house because ancestors attended school there and because its preservation would add to tradition. Besides the preservation of social avenues and social conditions, the township school has been proven to be a matter of economy. At the present time there are 65 Rural High Schools working successfully in our state. Thus the township High School no more exists merely a theory, but is a practical thing. Prof. Jones spoke with much enthusiasm as he is very much in favor of consolidating the rural schools. He said that many diseases of children may be prevented by changing the present school system to the system which he has so well described. His lecture was well received and he closed his talk knowing that his efforts were appreciated.

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Institute opened promptly at 1:30 by singing "America."

Prof. Henry again continued his discussion on the subject, English. His first question was, "What shall we do with the thought phase of a selection?" The object of form in literature is essential in conveying the thought, yet these two phases of the subject are in reality as one, in the study of literature. Tennyson's one great thought was, "How can I say what I think and feel so that others will know and feel as I do?" So, he said that form which was at his command and would be in harmony with the idea of appropriateness. An author and that emotion can not be expressed in any other way.

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NEW ADVANCE SALE!

FALL

Dress Goods!

All the Newest Weaves.

New Zibelines.

New Granite Cloths.

Fancy Scotch Mixtures.

New Winter Etamines.

Black and Colored Cheviots.

Steam Yinged Serges.

Largest open stock of Dry Goods

in the city.

New Winter Cloaks

Arriving daily... See our line before you buy---We can save you money. : : :

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B E W A R E!

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NIBLICK & SUMMERS

Sole agents for Adams county, as they are the only firm who furnish you repairs.

DOCTOR

E. J. Beardsley,

General Practice and Surgery.

But Special Attention given to Eye, Ear, Nose