

# THE DEMOCRAT.

D. VANVALKENBURGH, Editors.

PLATT MCDONALD.

Thursday, December 9, 1869.

## MARSHALL COUNTY DEMOCRATIC CONVENTION.

At the meeting of the Democratic Central Committee, on the 13th instant, it was decided to hold the County Convention to select delegates to attend the State Convention, on

**Saturday, December 11, 1869**

at one o'clock p. m., at the Court House in Plymouth; and it is recommended that the democracy of the respective townships in the county hold their township conventions on the Saturday preceding the day of the county convention, and select their delegates to attend the county convention.

It is hoped that every township will hold a convention and that they will all be fully represented at the county convention.

Now is the time to lay the foundation for the next campaign. Let the primary conventions be well attended and good democrats selected to attend the county and State conventions.

By order of Committee.

A. C. THOMPSON, Chmn.

M. W. DOWNEY, Sec.

## OUR NEXT STATE TICKET.

The question of sectional representation on the ticket to be nominated by the 8th of January convention, is being agitated by the Democratic press of the northern part of the state. The statement made by some, that the best positions, and in fact nearly all, are invariably gobbed up by the central and southern portions of the state, is probably not without some foundation in fact; but we rather question the efficacy of the method adopted to remedy the evil. We cannot certainly win the other portions of the state to our view of the question, by denouncing what we denominate their selfishness in times past. If the northern part of the state had the numerical power, even when united, to carry its point, against the balance of the state, the method adopted by our contemporaries would not be objectionable as to efficiency, even if it were as to propriety.

We conceive it to be better policy to present to that convention the names of good men,—by that we mean men who are good for the position for which their names are presented,—and offer such arguments to the delegates from other portions of the state as will convince them of the *necessity*, if we would succeed, of giving the north part of the state a fair representation on the ticket. In this way there will be no personal animosities or sectional ill-feeling to alloy after our nominations are made; but our whole energies may be brought against the hated policies of our political enemies.

If we love one portion of the state more than another, we would be excused for centering our affections on that section where our home and interests are. But while we claim for our section all the rights, privileges, and political emoluments to which an equitable adjustment of party favors would entitle it, we shall, with no less promptness and alacrity, extend to other portions of the state, that which is their due. When we take into consideration political age and experience,—strength of the popular vote of the party,—the number of able and experienced men whose nomination would add strength to the ticket,—the majorities which will be given the nominees of the convention,—the central and southern portion of the state can certainly make a better showing than we of the north can. And if, at any time in the future, as some of our contemporaries think has been done in the past, we should fail to get all that we claim is our due, we should recollect that there are other portions of the state, whose Democratic majorities are fully as large as ours, to be conciliated.

The trouble of which our contemporaries complain has not been so great for the last few years, as previous to that time. It will be recollected that the central and southern portions of the state readily conceded to the north, at the last state convention, the highest *sectional* position on the ticket, that of Lieutenant governor. We say this was the highest sectional position for the reason that HENDRICKS was not a *sectional* man in any sense of the word. He belonged to the whole state, and in connection with the office for which he was unanimously nominated, he belonged to our portion of the state as much as another. In that convention it was not charged that the north was not fairly dealt with. This being true, we rather question the propriety of attempting to forestall the action of the next convention by denouncing in advance what we fear will be its action.

We submit to our contemporaries, if they will not feel more like working for the success of the ticket to be nominated by the 8th of January convention, if they smother their preliminary indignation, and hold themselves in readiness to enter the canvass at that time, and work with all their energies for success.

When a man sets his heart on the accomplishment of a certain object, and fails in his anticipations, he is apt to be morose, and cross, and cannot work for the elements which encompass his downfall with the same zest and earnestness that he would work for the same object had he not before taken such an active part against it, although his opinions may have undergone no change. Our motto at the opening of a campaign

should be "the whole ticket," and then our disappointment at not getting a certain man on the ticket, or that a certain section is not as fully represented as we think it should be, will in no way affect our zeal and earnestness in its support.

## THE REPUBLICAN PARTY.

The recent election race in Mississippi furnishes another instance of the perfidy of the Republican party. Ever since that party came into existence, it has been the self-appointed champion of free thought and action. From the time of its birth until its ascension to the control of the government in 1860, free press, free speech, and free ballot was the rallying-cry which aroused the enthusiasm of the masses of the party, who received their inspiration from the sweet lullaby of "John Brown's soul goes marching on." A party founded on the "great moral idea" of freedom, and whose onward march has been accompanied by the loudest professions of love of freedom and justice, would naturally be expected to fulfill at least a part of their promises, if they were in earnest. But their earnestness was applicable only to their desire to get control of the government. When that control was attained, their professed love of liberty was found to consist in allowing the elective franchise to be denied to the lowest purposes to secure a triumph in doubtful districts. During the war, and since its close, the more respectable Republicans made no attempt to defend the manner in which elections in the southern states were conducted by government officers. The military frauds and outrages were so palpable that none but the most reckless would deny them. But nearly all were ready to excuse them on the plea that they had justified the means. It is a true statement, that no one fair and honorable election has been held in the south under the control of the Republican administration; and it is a true prophecy that, no matter how long the party may hold the military power in the southern states, there never will be a fair and honorable election held there.

Some charitably disposed persons laid the flatteringunction to their souls that the "government" would permit the election to be conducted fairly in Mississippi, even if they did not assist in securing to every voter the right to vote in peace, without fear of personal violence. The course which the people of Virginia and Tennessee had recently taken, when left *comparatively* free to vote at they chose, it was thought would have a salutary effect on the administration, and induce it to let them alone, if nothing more. But all such speculations vanished into thin air when the regulations for holding the Mississippi election became known. If the administration permitted the holding of a fair election in one instance, it would be setting a bad example—a precedent which the people would expect to have followed in the future, and which would give infinite trouble to the truly loyal gentlemen whose duty it is to organize victory for freedom. Not even the political welfare of a brother-in-law, a personage heretofore all-powerful, could induce the administration to change the rule of party favors which entitled it, we shall, with no less promptness and alacrity, extend to other portions of the state, that which is their due. When we take into consideration political age and experience,—strength of the popular vote of the party,—the number of able and experienced men whose nomination would add strength to the ticket,—the majorities which will be given the nominees of the convention,—the central and southern portion of the state can certainly make a better showing than we of the north can. And if, at any time in the future, as some of our contemporaries think has been done in the past, we should fail to get all that we claim is our due, we should recollect that there are other portions of the state, whose Democratic majorities are fully as large as ours, to be conciliated.

The tyranny of this party of freedom is without a parallel in this country. Not content with depriving law-abiding citizens of their liberties, they enslave whole communities and states, and all in the name of freedom. And it is this party which in the coming campaign will ask the people of the north, and compel the people of such states as Mississippi, to endorse them and all the outrages on the rights and privileges of whole communities, of which they have been guilty. It is this party which, according to the statement of one of its leaders, steals more from the people every year than was required to run the whole government under a Democratic administration, that will be soon asking the vote of the people to keep them where they can continue their plundering without interruption. The programme being arranged by the Supt., Mr. Wm. Shaw gave his method of teaching arithmetic. He said he would pursue the objective plan in developing the idea of number.

Mr. Jackson gave a lesson in primary physiology, which was very interesting and beneficial. Mr. Cyrus Smith gave a lesson in primary reading, considering the subject under the following heads:

I. Object or Idea. II. Spoken word, As a Whole, 2d, By Sound. III. Written Word, 1st, As a Whole, 2d By Sound, 3d, By Letter. He said that he would proceed from the whole to the parts, and develop the idea upon objective principles, and if developing the long and short vowels he would select words containing those sounds only, that he would spell by sound first and then by letter; that if you see a picture, talk and write about it, you can thus interest your pupils so that they will be glad to come to school; that he would teach composition in this way, not by rules, but by deduction.

Mr. Luke gave a lesson in mathematical geography, divided as follows:

I. Position of the earth. II. Form. III. Magnitude. He demonstrated the manner in which the earth was proven to be an oblate spheroid. The proofs of spheroidal shape as given, were, 1st. Varying vibrations of the pendulum. 2d. Measurement of a degree of latitude.

Mr. Smith continued his lesson in language. The following embraces the principal parts of his lecture:

I. Require of your pupils prompt answers expressed in complete sentences.

II. Require pupils to write on their slate what you write on the board.

III. Correct, with care, all errors in pronunciation, punctuation, spelling or use of capital letters.

Mr. Jackson continued his lesson in penmanship, giving the analysis of the long and short vowels he would select words containing those sounds only, that he would spell by sound first and then by letter; that if you see a picture, talk and write about it, you can thus interest your pupils so that they will be glad to come to school; that he would teach composition in this way, not by rules, but by deduction.

Mr. Thomas Charles demonstrated his method of teaching decimal fractions. His lesson was very interesting and duly appreciated by all.

Mr. Jackson continued his lesson in penmanship, giving his method of developing the elementary principles, turns, angles and the analysis of musical letters.

Mr. Smith gave his method of teaching language to primary pupils. He stated, 1st, That when pupils make mistakes in school, correct them, without telling them why.

2d, Get pupils interested in their studies by telling stories. When you tell a child a story, let it reproduce the story as near as possible. When it makes mistakes, correct them. Let the story be about five minutes long. If you cannot tell stories, read them from your juvenile paper. Have pupils to write the substance of the story, and by so doing, make them good composition writers. Let these exercises be daily.

Mr. Luke gave his method of teach-

## TEACHER'S INSTITUTE.

Pursuant to a call of the Marshall County School Examiner, the teachers of the county met in convention at the seminary in Plymouth, November 22, 1869. The convention was called to order by the School Examiner, Mr. Thomas McDonald, and organized by electing the following named officers: President, Thos. McDonald; Vice President; D. D. Luke; Secretary, Wm. Jackson; Assistant Secretary, Miss Mary Dickson; Critic, Miss Vonia Chamberlain. The Institute being organized, the President appointed D. D. Luke Superintendent. The objects of the Convention were briefly stated by the Superintendent, after which, several teachers from various parts of the county gave their methods of teaching, and thought making complete sense forms a complete sentence and a compound thought. In a similar manner, teach the meaning of an incomplete thought, and prepare the mind of the pupil to transcend from an incomplete thought to the term phrase; also, from a complete thought to the term sentence. In this manner, pupils get a definite idea of a sentence and a phrase; but if we say a phrase is a collection of words that do not make complete sense, the definition precedes the idea, and the pupil's knowledge can not but be superficial.

In the evening, Mr. Macomber delivered an able and interesting address on The Relation of our Common Schools to Civilization. A vote of thanks was voted Mr. Macomber for his able address.

Wednesday morning, Mr. Macomber gave a lesson in geography, classifying as follows:

I. Direction. II. Distance. III. Map. IV. Natural features—Plains, Hills, Valleys, Streams, Rivers.

He said he would commence with familiar objects and make the lesson an objective one; that he would have them take a familiar landscape and represent it on paper; they thus form a good idea of a map. Have the language not as it is in the book, but as developed by the thing brought before the sense of the pupil. He would write questions and require the answers to be written. His questions would be, "Will you draw a map?" Upon examination he would remove the map and let the pupil reproduce it from memory.

Mr. D. D. Luke gave a lesson in primary orthography. He presented the subject in a very able manner. He said he would begin his instruction by selecting a word, and develop the idea represented by it with an object, and then proceed to the elementary sounds contained in the words, and then the letters forming the word. That children learn words which are names of objects sooner than they can learn a letter because the subject is then presented in its natural order, as they learn to name the objects before they learn the word.

Mr. Smith gave his method of conducting a spelling class. He would pronounce a number of words and have the pupils to write them. He would then, the class standing, call on some one for a word, and as many as had spelled it in the book, but as developed by the thing brought before the sense of the pupil. He would write questions and require the answers to be written. His questions would be, "Will you draw a map?" Upon examination he would remove the map and let the pupil reproduce it from memory.

Mr. Smith gave his method of teaching United States History. He presented the subject under four heads:

I. Discoveries—Spanish, English, French, Dutch. II. Colonization—Settlements, Colonies.

III. Revolutions—Causes, War for Independence, National Organization. IV. Nationality—Political, National development, Wars.

He said that he would select one of the topics for the class, let them learn and relate all they can concerning it; he would not use a text-book in the recitation; the teacher should thoroughly study his lesson, and make a general preparation, to be able to interest his class.

In the afternoon, Miss Chamberlain gave a lesson in orthography. She taught orthography was best taught when the pupils first commence their letters, for they would then get a more perfect idea of the powers of letters.

Mr. Luke gave a lesson in mathematical geography, divided as follows:

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Mr. Luke gave his method of teach-

ing grammar to a class that was prepared to receive a text-book. He considered the topic under the following heads:

I. Words, Simple or Compound.

II. Incomplete Thoughts, Simple or Compound.

III. Complete Thoughts, Simple or Compound.

He said that he used the term *thought* in a grammatical sense, and that a pupil could distinguish a complete thought sooner by using the term, instead of the word *sentence*. Sentence means thought, and thought making complete sense forms a complete sentence and a compound thought. In a similar manner, teach the meaning of an incomplete thought, and prepare the mind of the pupil to transcend from an incomplete thought to the term phrase; also, from a complete thought to the term sentence.

Commencing at a point twelve (12) rods and ten (10) links north and twelve (12) degrees west of the north-east corner of lot nineteen (19) in Railback's addition to town of Argos, thence west to the center of C. C. & L. R. 10 rods, then north sixty-six (66) feet, then east to the west line of the said lot, south forty-four (44) rods, place of beginning, containing one-half acre, to be the same or less, with all the privileges and appurtenances to the same, belonging in Marshall county, Indiana.

And I will offer the same for sale at public auction at the court house door in Plymouth, Marshall county, Indiana, on

Friday, December 31, 1869,

between the hours of 10 o'clock a. m. and 4 o'clock p. m., as the law directs, to the highest bidder for cash, without regard to appraisement laws, subject to redemption.

DAVID HOW, Sheriff M. C.

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Thursday morning, Mr. Charles gave a lecture on the use of outline maps and globes in the schools, and on the necessity of map drawing;

Mr. Smith gave a brief lesson in compound numbers.

Mr. Luke gave his method of teaching arithmetic, as follows:

I. Matter—Elementary principles, Fundamental operations.

II. Method—Present the subject in its natural order, use objects for illustrations, teach the unknown from the known, teach analysis previous to synthetic statements, teach one process for a particular thing, and that the most practical; reviews should be topical with deductive exercises. Under the head of elementary principles he would teach notation, numeration, addition, subtraction, multiplication and division, with their applications to United States money, bills and receipts. Under the head of fundamental operations he would embrace the use of the square root, square, cube, square root, cube root, etc.

III. Object—Teach the meaning of words, and the use of words in sentences, and the meaning of words in compound words.

IV. Compound—Teach the meaning of words in compound words, and the meaning of words in compound sentences.

V. Compound—Teach the meaning of words in compound words, and the meaning of words in compound sentences.

VI. Compound—Teach the meaning of words in compound words, and the meaning of words in compound sentences.

VII. Compound—Teach the meaning of words in compound words, and the meaning of words in compound sentences.

VIII. Compound—Teach the meaning of words in compound words, and the meaning of words in compound sentences.

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