

Institute Record

Oldest

1867

Just before then

1867.

Minutes of Teachers Institute

I. Day.

Danville Nov. 4th 67

Several of the teachers of Hendricks County met at the public school building and were called to order by Mr. A. J. Johnson who after making a few remarks relative to our object in this meeting opened the Institute by reading a portion of Scripture, singing and prayer; after which a further organization was entered into by selecting the following officers. Mr. A. J. Johnson Superintendent Mr. Oscar Vice Super. and Annie C. Brown Secretary. 28 names were enrolled. Gentlemen Hough & Barnard were also present as instructors. Mr. Hough made some remarks giving some direction preparatory to giving a lesson.

Also Mr. Barnard said we as teachers must know why we are here; make some point if we expect to receive benefit.

Adjourned till 1 1/2 P. M.

Afternoon Session

1st in order Penmanship by Mr. Barnard. He said he gave us no finely written or studied theory but that which he had practiced and knew the value of. In all labor in every thing we do we need to have our powers directed to the best advantage. In penmanship those muscles should be brought into use which may be used with ease. He also gave some instruction in regard to position.

Mr. Hough followed by giving instruction in Primary reading; gave an illustration of the ancient method of teaching, said he presumed no one in this County taught in this manner. Said he preferred first to present some familiar object and talk to the children till they become acquainted and free to talk.

Would present 1st The object 2nd Picture 3rd Word 4th Word & letter 5th Phrase 6th Sentence. Recess 10 minutes

instruction to smash the work for the infant smashed as the mother bird smashes the food for her nestlings. I can the language and we can so clothe it as to be able to read the court. Certain traits of character manifest themselves in the outward expression.

The earthly tabernacle in which we dwell is exactly fitted to the soul. Such is language to thought.

Correct language is such language as will teach us correctly to express our thoughts.

Grammar did not make language but language made grammar. If we use a little common sense in teaching Grammar we will teach it as we teach Arithmetic.

Exercise in spelling conducted by Mr. Hough 15 minutes.

Adjourned till 1 1/2 P. M.

Afternoon Session.

Opened by music by Mr. Barnard followed by Penmanship by the same. He said the system of writing is based upon analysis. To be good penman depends upon a clear conception of the letters you are to make. By correcting the faults in penmanship we sharpen and perfect the ideal.

Next in order primary reading by Mr. Hough commenced by reviewing yesterday's lesson and continued the exercise by forming sentences on the board and having the class read also by forming a class and giving an example of his method by a model class in the 1st Reader.

Recess 10 minutes.

Next exercise map drawing by Mr. Hough in which he first gave instruction by which to locate a piece of land and 2nd some instruction in County map drawing and also some further instruction in the triangulation of N. A.

After a short recess and a lively piece of music.

Mr. Barnard continued his lecture on Theory and Practice. Which he treated of 1st Under the head of Government, which he defined to be that power or influence which preserves system & obedience, and must be adapted to the tendencies of human

- Also proper application teaches the child to govern himself.
- 2nd Qualifications Including Self control, Firmness, Clear conception of right, Ability to perceive the beginning of
 - 3rd Kindness and sympathy at all times.
 - 4th Mistakes about governing by love.
 - 5th Good government secures willing obedience & compulsion not the true ideal.
 - 6th Good government secures harmony, cheerfulness, ease & activity.
- After some announcements adjourned till 8.45. Tomorrow 69 enrolled.

III. Day,

Danville Nov 6th 69

Institute met according to adjournment opening exercise conducted as heretofore. The roll being called 62 members were present. Mr. Hough continued his exercise in primary arithmetic, commenced by asking the question. What is the object in Primary Arithmetic, called attention to the order of presenting it viz

I The Table ^{1st step, counting forward to 100 and back,}
_{2nd step, odd each to the preceding numbers commencing with one}
_{3rd step, ... down and up to 100.}

II Test Ex's ^{written &} oral.

III Concrete Ex's ^{Teacher} pupil.

IV Written Examples.

And continued the class drill in the method presented.

Mr. Barnard followed with practical Arith. Commenced by speaking of the ^{mental} connection between the teacher and the student. Said percentage consists mainly in change of terms. Explained the formula on the board. Then applied the formula to problems, and continued the exercise by considering the different applications of percentage

In consequence of our number being too large to be conveniently accommodated in any of the rooms in the public school building the institute repaired to the basement story of the Presbyterian Church which room was christened for our use by chanting the 23 Psalm. After which I Hough continued his exercise in composition; remarking that Comp. must first be entirely oral and be gradually assimilated with the written till the written takes the entire place. Gave the following points to be considered as preliminaries to writing.

- I Spelling.
- II Capitals.
- III Punctuation.
- IV Words & Phrases.
- V Sentences.
- VI Different kinds of Comp.
- VII Signature language
- VIII Themes

After these preliminaries proficiency may be obtained by successive steps as follows.

- 1st A correct writing of false syntax. Such incorrect expressions as we hear every day in the school room.
- 2nd Definitions properly learned.
- 3rd Writing stories which have either been repeated or read.
- 4th " " from Ballads. (Example G. Greenwood)
- 5th " " from pictures.
- 6th Description of familiar objects & subjects.
- 7th Impromptu composition.
- 8th Writing stories from Shakespear.
- 9th 10th 11th Historical composition, Parody & Letters.

Next exercise Grammar continued by Mr. Barnard. 1st Give the grade in which the teaching of oral and written language should be commenced, and present the written as follows.

- 1st We notice objects.
 - 2nd Write the names of these on the board.
 - 3rd Sentences including written & impromptu.
- In considering these 1st We think something of an object.
 2nd Write these thoughts on the board
 3rd Form sentences.

He illustrated by requiring the class to give names of objects and attributes and gave a model lesson from the same. Said books to help but not to depend upon.

Adjourned till 1 1/2 P.M.

Afternoon Session opened with music and some remarks on the same by Mr. Barnard at the close of which he continued his exercise in Penmanship by giving a method of using charts & keys.

Mr. Hough followed with Army Reading partially reviewing previous lessons and giving some amusing incidents relative to punctuation. He showed his method further by forming a class and reading a selection from the 3rd Reader.

10 Min recess followed by the piece of music "Something to do in Heaven" after which Mr. Hough continued his exercise in map drawing, and the days work was finished by listening to a very interesting lecture from Mr. Barnard. "Theory and Practice" Subject punishment.

Said weak minded people exhibit all their power at the most trifling circumstance which finally neutralizes all power to control (as was the case with the boy driving the cows to pasture) The subject was treated as follows.

- 1 Its nature { Penalty for wrong.
 Physical & Moral.
 Does not alone reform.

Heart and its tributaries to give out the life given principle and return the dead and useless particles. Hunted at the digestive organs their functions and uses, and concluded by saying "All we carry out of this world is the good or evil we have done."

At the close of which Mr. Johnson appointed the following Committees

Committee on Resolutions

Gas. H. Acren	Caro Adams.
M. L. Ensminger.	Jennie Huron
Joel. J. Sinder.	Helen Cash
J. H. Lewis.	Martha Leifer.

Committee on Resolutions.

Isaac Hershey	Will. J. Cuyler.
Henry Harper.	Julea Nichols.
R. M. Bartley.	Mary J. Hunt.
J. J. Walls.	Mary Pray.

10 Min Recess.

Reading Mr. Barnard. Gave as a rule. A good reader conceives clearly, that is thinks and expresses naturally. Made the inquiry What is a good reader? We must know what we wish to accomplish, see the end from the beginning. Every action of the mind tends to the formation or confirmation of a habit. Formed a class and gave an example of conducting a reading class. Spoke of and pictured

After 10 min recess, and music by the Institute.

Mr. Klough, gave the following Geographical topics and illustrated their use.

- I Oral Geography.
- II Preliminary to maps.
- III Geography proper.
- Preliminary steps to maps 1st Direction 2nd Position.
- 3rd Length & 4th Time.

He included Geography proper under the following heads.

- I Position.
 - Boundaries.
 - Bodies of water.
 - Area.
- II Surface.
 - Highlands.
 - Lowlands.
 - Mts. Hills & Plains.
- III Inland waters.
 - Lakes & Rivers.
- IV Climate.
- V Soil, Vegetation, Animal & Mineral.
- VI Inhabitants & how distributed.
- VII Occupation. Agr. Com. Man.
- VIII Cities & Towns.
- IX Religion, Education Government, History.

After 10 min Recess Mr. H. S. Dickerson made some remarks. Expressed his gratitude for the work he now saw going on, and spoke of the regulations of the county board. Called especial attention to some points viz. Opening School. Punctuality. School furniture be Keeping the house neat and the use of Tobacco. To all of which Mr. Barnard, responded Amen, and gave the following maxim. A person receives as much respect in any country as he is entitled to. 8 o'clock

Adjourned till 8.45.

Danville Nov 8th 67

Institute opened according to adjournment opening exercises similar to heretofore reading by response from the 5 chaps of Meath the blessings be. Mr. Slough continued. Am. Arth. took up the subject of Multiplication & Division. Said in teaching Arith. to small children be careful to illustrate everything, drilling carefully and making an interesting exercise. 10 min recess & music, followed by instruction by Prof. Barnard. He said sometimes teachers are miserable pupils doing things which he does not allow his pupils to do. The teacher must know what he is about and be able to stand before the untrammelled by looks. One example from your own mind is worth more than 100 written in a book by yourself or any one else.

The teacher must strive to be active. Children are very observant. After these remarks he continued the subject of interest.

D. Slough previous to continuing his exercise in map-drawing spoke of provincialisms such as Right Smart be. Teachers be careful how you use these terms or allow your pupils to use them. after which he gave instruction in drawing the map of Indiana.

Mr. Barnard entertained the Institute by interesting remarks; said The ideal world is always more perfect than the real gave as a comparison the sculpture at work on the marble. The teacher has an ideal which by continued effort he perfects. Constant study and application tend to sharpen. Don't be discouraged at failing these failures only serve to make you work harder.

After which he spoke a short time on construction of language.

When we express words we represent some thought. The roll being called most of the members were present.

After some announcements, Adjourned till 1/2 P.M.

Afternoon Session

Opened with music. Mr. J. H. Lewis reported on behalf the committee on Reunion as follows.

The committee had considered the subject & had decided to have a social reunion in this and the adjoining rooms; which report was adopted and the committee released.

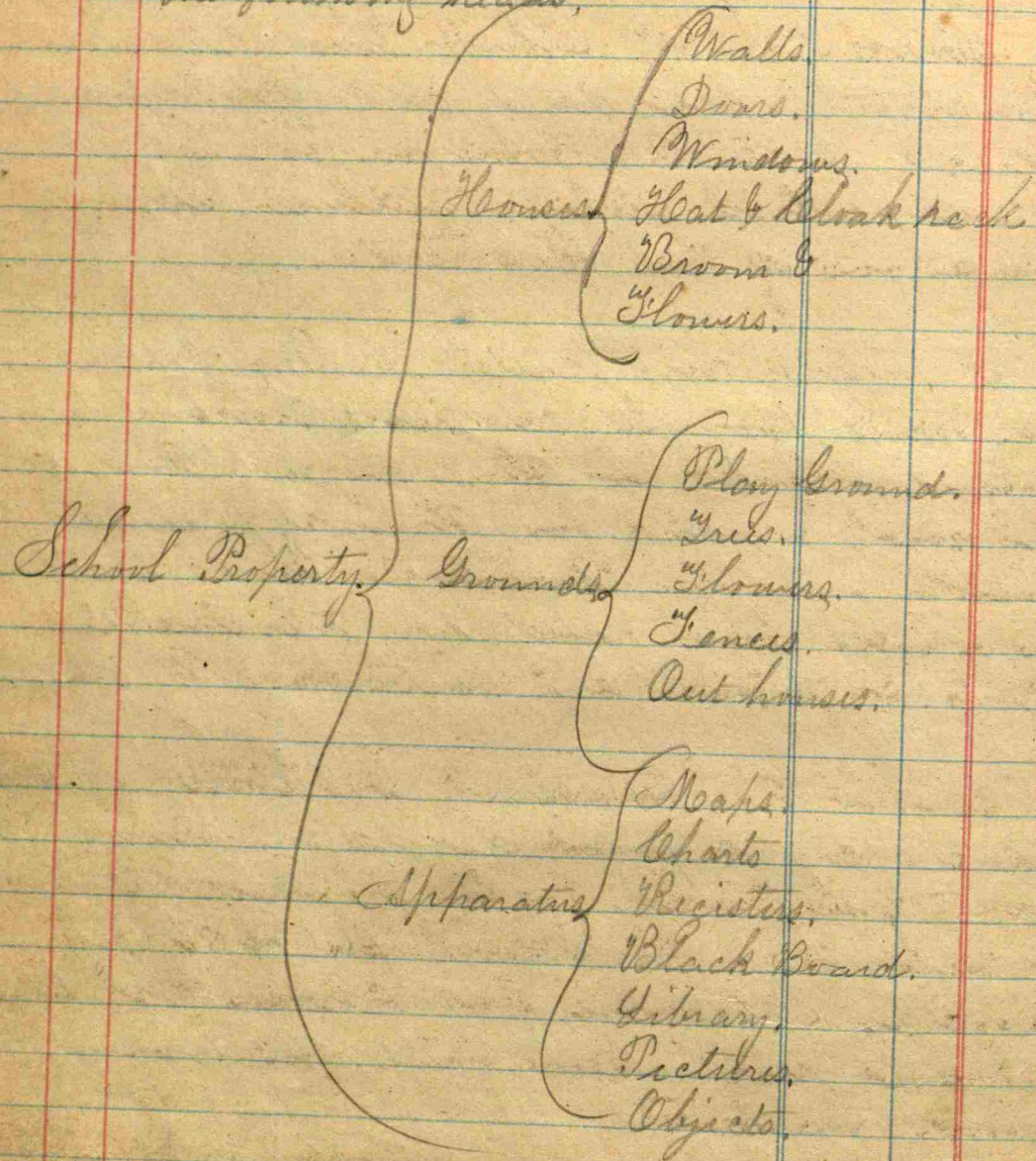
Mr. Barnard after referring to a quotation from Dr. Vott made yesterday; proceeded to call the attention to certain interesting topics.

The question of, "How shall I create an interest in school?" was answered. Make what you give comprehensible.

When you have power heaped upon you maintain that power with modesty & dignity.

After making several points summed up the whole by saying Complete sympathy between parent and child is what you want.

Mr. Hough spoke of school property under the following heads,



10 min. Recess.

Mr. Hough gave a synopsis of the manner of conducting recitation, and the object of recitation, and as the hour would soon leave for the station Mr. Barnard and Mr. Hough took leave of the Teachers and Institute with very appropriate exhortation to the teachers to work, and work well.

The Committee on Resolutions then reported and report was

adopted, as follows:

Resolved 1st That the thanks of the Institute are due, and are hereby tendered to Mr. A. J. Johnson for his able and impartial superintendence during the session of this Institute.

2nd That we tender to Mr. M. P. Barnard, and Mr. D. Hough our most sincere and grateful thanks for their earnest and devoted labors with us, and for their efficient instruction in the Institute, and lectures all of which have rendered this Institute so highly profitable and instructing to all.

3rd That the Teachers Institute is calculated in an eminent degree to enlarge the capacity of the teacher for his responsible duties, & that sect. 100 of the School Law be strictly enforced, for none but drones or lesson-grinders will absent themselves from their County Institute.

4th That we will earnestly labor to put in practice the instructions we have here received, and strive to make the schools of Hendricks County the best in the State; and to this end we ask the hearty cooperation of the trustees and patrons to assist in making the schools all that the spirit and letter of the law and the interests of the children require them to be.

5th That all Teachers of this County be readers of the Indiana School Journal.

6" That teachers guard well the ventilation of the school room, and impress upon their pupils the necessity of cleanliness.

7" That the trustees be requested to furnish suitable desks. Webster's Unabridged Dictionary a globe and such other suitable apparatus as each school requires.

8" That, whereas Prof. Ross has declined a re-nomination for the Office of Sup. of Pub. Instruction, and believing that the interests of Public Education demand in this office, a man of ability and practical experience as an educator, and believing that Prof. A. C. Shortridge of Indpls. possesses preeminently these necessary qualifications; therefore resolved that we most earnestly recommend the nomination of Prof. A. C. Shortridge for this office.

9" That we tender to the Citizens of Danville our sincere thanks for their kindness and hospitality in providing for us, also to the different Churches for the use of their Halls both for Session and lectures.

10" That these minutes and resolutions be published in the Hendricks County Union and in the Indiana School Journal.

The Institute then adjourned sine die.

A. J. Johnson Superintendent
A. E. Brown Secy.

The following is the Roll of Members.

Miss Maria Adams	Danville
Mollie Bowen	"
Martin Bishop	"
Nannie Cooper	"
Wm. Beach	"
Lucindarazier	"
Mary J. Hunt	"
Julia Mathews	"
Julia A. Nichols	"
Mrs. C. E. Thompson	"
Mr. L. A. Barnett	"
John M. Bishop	"
L. J. Dodson	"
J. R. Dodson	"
W. P. Downard	"
M. L. Kussinger	"
A. J. Johnson	"
J. H. Lewis	"
J. F. Scull	"
J. M. Smith	"
R. C. Tallott	"
Miss Anna E. Brown	Plainfield
Weste Barber	"
Mollie Barber	"
Rachel Halton	"
John D. Harson	"
Deborah J. Maris	"
Mr. R. M. Bartley	"
Thos. Gossett	"
Will A. Kainaday	"
E. E. Palmer	"
A. B. Smith	"

Mr.	Ben. M. Hardin	Bridgeport
"	Jacob M. Mills	"
Miss	Hannah Johnson	Concord
Mr.	Harriet Carr	"
Mr.	Will J. Crisler	"
Miss	Matie Copel	Bellville
Mr.	Gas. A. Dean	"
"	A. J. Buchanan	Clayton
"	C. F. Ferguson	"
"	John Halfhill	"
"	C. M. Rogers	"
Miss	Isabel Brown	Ornd.
"	Abida Hadley	"
"	Mary Ornd.	"
Mr.	Wm. Kelsey	"
"	Jas. J. Mills	"
"	Evam Hadley	Rockburg
"	Jasper Hadley	"
Miss	Sarah Higgins	Northchester
Mr.	Wm. Hunt	"
"	Henry Harper	"
"	Tillman Pison	"
"	Joel T. Linder	"
Miss	Lizzie Waters	North Salem
Mr.	W. J. H. Bailes	"
"	Orren Patris	"
Miss	Sade Leach	New Elizabeth
Mr.	J. G. Adams	"
"	J. M. Dodson	"
"	O. H. Hull	"
"	Arthur Pagar	"
Miss	Laura Atkins	Pittston
Mr.	Henry Hoops	"
"	H. W. Mills	"

Mr.	Gas. M. Barlow	Pinebluff
"	Wm. M. Brown	"
"	Will Coffman	"
"	John S. Ellis	"
"	John S. Linder	"
"	A. M. Paterson	"
"	A. L. Starr	"
"	J. S. Watson	"
Miss	Mary D. Cornelius	Basinbridge
Miss	Lucey Gosney	New Mayfield
"	Deuah K. Hobson	Centre Valley
Mr.	Gas. S. Bell	Jameson
"	John B. Gossett	Poyatton
"	T. D. Gossett	Traders Point, +

Total No. Names 80
Average Attendance, About 75 62 1/2

The Teachers Institute of

Kendricks County and pursuant
to the call of the County Examiners
at Danville Aug 9, 1869. 10 o'clock P.M.

The Inst. was opened with
devotional exercises, by Mr. Johnson
County Examiner. The Examiners
then made some very appropriate re-
marks respecting the object of the
Inst. and plans of the work expected
to be accomplished during the session.
Some practical advice, in regard
to regular attendance, devotional se-
was gratefully received by the teachers
present.

Mr. Hartung was chosen Secy.
Miss M. Bowen and Mr. Tindler Com.
on Enrollment.

Miss Julia Nichols and Mr.
Adams were appointed Critics.

Miss Green, Miss Nichols and
Mr. Adams Com. on Board.

Mr. Johnson occupied about
half an hour in giving some practical
hints relative to the arrangement of
the school-room, position of the black
board &c. He thought that the teacher
should give the pupils something to
do as soon as possible, even while enroll-
ing the names. Give your pupils
employment at all times, if you
would not have them restless and
inattentive.

11-25 to 12 - Prof. Tingley Perspective Drawing
This beautiful art is much neglected
in our common schools, but teachers

are waking up to the importance of
this science.

A few simple rules will enable
the pupil to draw objects with tolerable
accuracy.

1. Space - Each system of parallel
lines has, what is called, a vanishing
point or point of sight, unless they
are parallel to the plane of the picture.
2. rule - All horizontal lines converge
at the point of sight. A circle is either
a straight line, an ellipse or a circle
according to the position in which you
view it.

Afternoon Session

The first half hour was taken up
with an exercise in Grammar.

2-3 Prof. Tingley Physiology
Teachers will find that children are deeply in-
terested in descriptions of natural objects.

He gave us an outline of the science and
a few remarks upon the nervous system.
The nervous system is the connecting
link between the body and the mind.

The white part of the brain is the com-
municating medium and the grey part
is the seat of all intelligence. We have
an admirable representation of the nervous
system in our telegraph wires, batteries
and apparatus connected with it.

The Prof. gave us his theory of muscular
action. The brain is the seat of

battery and the nerves are the wires - the
muscles are a bundle of magnets
The brain is the telegraphic operator
which will the work.

Recurs

3 to 3-30

Prof. Gould gave writing

The first thing to be considered
is a correct position. Writing is done
with seven different heads - Position
movement, form, slant, height
space shading. The finger
movement is used in making
small letters and the arm movement
in making capitals. Form is
taught both by analysis and imi-
tation.

3-30 to 4

Prof. Tingley, The College

Gave a very clear demonstration of
the cause and a brilliant description
of the phenomenon which was listened
to with intense interest.

Tuesday Aug 10 Morning Session

Minutes of Teachers Institute Plainfield

Aug 21, 1888

We publish the list of teachers in attendance at the Hendricks County Teachers' Institute at Plainfield last week, and would call special attention of school officers to these teachers, who are desirous to do good teaching:

Miss Anna E. Brown, Plainfield
 M. Emma Brown, " "
 Hattie Blair, " "
 Anna E. Gore, " "
 Rachel Holton, " "
 Lou Haron, " "
 Jen E. Haron, " "
 Emily Harworth, " "
 Maggie Mendenhall, " "
 Elvira Overman, " "
 Hannah Wright, " "
 Mary E. Wright, " "
 Sue Wright, " "
 Mrs. Mary Small, " "
 Mr. Wm P. Blair, " "
 S. Blair, " "
 J. Bonney, " "
 Wilson E. Carter, " "
 Wm A. Hornaday, " "
 Bras Morgan, " "
 Adrian A. Parsons, " "
 C. E. Parmer, " "
 A. M. Strong, " "
 Will Snipe, " "
 Wm M. Woodard, " "
 J. M. White, " "
 Miss Carrie G. Adams, Danville
 Mollie Bishop, " "
 Mollie Bowen, " "
 Ollie Chambers, " "
 Jennie Hancock, " "
 Mollie J. Hunt, " "
 Lena Miller, " "
 Julia Nichols, " "
 Emily Stanley, " "
 Mrs. Charlotte C. Thompson, " "
 Mr. J. W. Bishop, " "
 A. J. Johnson, " "
 J. H. Lewis, " "
 Miss Sade Leach, New Elizabeth
 Mr. J. G. Adams, " "
 C. F. Adams, " "
 T. M. Dodson, " "
 H. B. Hall, " "
 Hother Jeger, " "
 D. C. Lane, " "
 Miss Ruhama Stanley, " "
 R. Jennie Woodard, " "
 Ruthy Woodard, " "
 Mr. James W. Henderson, " "
 Isaac Kersey, " "
 Miss Jennie Hamblin, Pecksburg
 Mr. Evan Hadley, " "
 Jasper Hadley, " "
 Simeon Hadley, " "
 Miss Jennie L. Hadley, New Winchester
 Mr. Henry Harper, " "
 Tilmon H. Pierson, " "
 Mrs. Emma Short, Belleville
 Mr. Y. W. Short, " "
 Jas. H. Orzar, " "
 Miss Nannie Johnson, Cartersburg
 Alice C. Stewart, " "
 Miss Louisa Clark, Stillsville
 Mr. C. D. Mallock, " "
 Mr. A. B. Baugh, White Lick
 John T. Lawler, " "
 Mr. S. W. Walls, Bridgeport
 Simeon F. Powner, " "

Miss Mollie Barker, Smootsdel
 Mr. Thomas Gossett, " "
 Mrs. Mollie E. Thomas, Brownsburg
 Miss Eliza Clark, Center Valley
 Mr. Thomas A. Gossett, Traders Point
 Miss Rosanna Newman, Coatsville
 Alex. E. H. Dorland, Mooresville
 A. Johnson, West Newton
 J. Morgan, Adrian, Michigan
 W. W. Wilkins, Indianapolis
 Miss Alice D. McCormick, Lafayette
 Julietta Smith, Danville, Illinois
 Emma A. Wade, Muncie
 Mrs. Emma M. McRae, " "
 Mr. H. S. McRae, " "
 R. S. Gregory, " "
 Total number present—85.
 A. J. Johnson, Ex. H. C.

PROCEEDINGS OF THE HENDRICKS COUNTY INSTITUTE

FIRST DAY, 1888.
 Pursuant to call of the County Examiner, Mr. A. J. Johnson, the Teachers of Hendricks met in Institute session. Institute was opened by reading a selection from the Bible, and prayer by Examiner. The following were the officers: Mr. A. J. Johnson, Superintendent; Miss Anna E. Brown, Recording Secretary; Mr. H. C. Harper and Miss Sue Wright, Enrolling Secretaries; Mr. John Morgan, Miss Julia Nichols and Mr. John H. Lewis, Committee on Miscellany.
 Mr. H. S. McRae and lady, from Muncie, Ind., were then introduced, as instructors. Mr. McRae gave a lesson in Primary Arithmetic. Said:
 1st. Always teach the idea before the term.
 2d. The pupil's opinion first; the teacher's afterward.
 3d. Insist on having full answers; would not take yes or no, or the word, but a full statement, embodying the words used in asking the question. Children from six to seven, or first year of school age should not go higher in numbers than 10. Many children who can count fifty, orally, have no idea of numbers 3 or 4; should be taught number by objects. Second year, or from seven to eight, would teach numbers to 20; third year, 100, counting backward and forward; fourth year, take the book and complete the fundamental rules. Be careful not to weary the pupil by taxing his memory to too great an extent.
 On the subject of Reading, Mr. McRae thought it was not best to teach the letters alone, before reading, but thought phonic and word method combined, good; favored phonics. In reply to the question, how to teach the different sounds of the letters, said, teach the short sounds first, not crowd the mind with too much. Recommended reading aloud at home, as we became readers only by practice.
 Twenty-nine Teachers were enrolled.
 Adjourned till 2 p. m.
 AFTERNOON SESSION.
 Mrs. McRae commenced series of instruction on Geography. It is only recently that geography has been reduced to a science; but it now occupies an important position among the sciences. As a first step, position is first. Place a number of objects on the desk; let the child observe how they are arranged, take

them away and let the child replace them as they originally were; second step: drawing the school yard, township, county and State. This should occupy from one to two years.

- Next exercise, by Mr. McRae, on Theory and Practice. The following topics were arranged on the blackboard:
 I. School Organization.
 II. " Management.
 III. " Punishment.
 IV. " Instruction.

Teachers should become acquainted with parents and pupil before commencing to teach; should learn to a great extent the grade proficiency and manners. Never allow yourself to become prejudiced in regard to any pupil. Be careful always to have a programme, and arrange your classes that all your pupils may have recitation and study alternate. Would place the pupils in school, first day, temporary as to seats, but afterward arrange that those most likely to give trouble be seated in front.

Mrs. McRae gave a short exercise in gymnastics.

Miscellaneous business followed. The question, "How shall we secure Punctuality and Attendance," was considered. Mr. J. H. Lewis referred to a form of Report used at Danville; had succeeded well with this. The pupil receives Report at the end of each month, and he likes to have a good report, and will work hard all month to have his report right. And to have a good report they must be prompt and punctual.

Mr. J. Morgan gave similar plan; spoke of having some incentive for children to be present at opening exercise; children will not care to be present at a dry, uninteresting exercise.

Miss Sue Wright said, the school in which she taught last, worked for a picture. A beautiful large picture was presented to that room which had the least tardy marks during the week. Found that the plan succeeded well. Pupils, when late, should write their names on the blackboard.

Mr. McRae gave method of keeping school record, and said that that was a good plan to secure punctuality and attendance.

Mr. Johnson said the teacher himself must be punctual and prompt. His promptness does not consist alone his being prompt in attendance; he must be prompt in all his work, particular about keeping records, and be impartial.

The Institute was announced to be posted on all subjects, as the query box was empty.

Institute adjourned till to-morrow morning at 9 o'clock.

Thirty-seven enrolled.
 A. J. Johnson, Supt.
 Anna E. Brown, Sec'y.
 Social at night at Academy.

SECOND DAY.

The Institute was opened by reading a portion of Scripture by response, repeating the Lord's Prayer in concert, and singing.

Mr. R. S. Gregory being introduced, commenced his series of instruction in English Grammar. Rehearsed the rule

given yesterday: Idea before the Term; said language was of very ancient date, as can be seen by referring to the earliest source of information, the Bible. Generally admitted our original language is Saxon. Johnson was the first author on grammar—many grammars have been written since, and many of them would better never have been made. Said grammar is a science and an art. Would not require children to commit a rule of which they have no idea. There are three principles on which we base future instruction:

- I. Orthography.
 II. Etymology.
 III. Syntax.

In presenting grammar we must present it clearly, practically and pleasantly. The teacher must be well qualified in all he attempts to teach. We cannot parse a word correctly without we understand the syntactical relation which it bears to the other words in the sentence.

Next, Miss Meade presented an illustrative lesson on the subject of Physiology. Having a class of little boys and girls, she exercised them in learning and naming the various parts composing the arm, the shoulder, elbow, hand, joints, &c. Showed how much a child may be taught on the subject, at an early age. Avoid all technical terms.

Short exercise in gymnastics.
 Recess.

Orthography was next discussed by Mr. Gregory. Said he could rely on no class of rules to assist in spelling. We have had a system of orthography for more than 400 years. In Exodus we read of the Law being written. The subject may be arranged as follows: Orthography, Vowels and Consonants, vowels, names and classes, consonants, powers and forms. A word is no word if the vowels be absent.

Geography—Mrs. McRae—Should teach distance by showing measure of inch, foot, yard rod, &c., such as they could readily understand, and lead on only by a succession of gradual steps. After these preliminaries, would take up the earth as a whole; show the use of everything God has created. First, Land and Water; then size; afterward form, giving no proof why the earth is round till the pupils are more advanced. To develop definition, ask various questions. Should they fail to give them, correct in all instances, and give suitable ones. In presenting the different countries, be careful only to give a few of the leading characteristics, and not burden the mind with too many facts; build up the structure piece by piece.

Music.
 Fifty enrolled.
 Adjourned till 2 o'clock p. m.

SECOND DAY—AFTERNOON SESSION.

The Institute was opened with a piece of music, after which Mr. Gregory commenced his series of instruction on Physiology. After making some explanatory remarks, he proceeded to speak of the bones, and exhibited a chart on which he pointed out some of the bones, giving their technical names. Thinks it just as easy to teach the technical names as common names.

Gymnastics by Mrs. McRae.

Mr. Gregory spoke of language: Said English language is an idiomatic language—modification of nouns. No noun can ever become proper, unless it become common. Anything that has nothing with which to compare itself, will always remain common.

Miss Meade then gave a very interesting object lesson—subject, water. I. The kind of water, as rain, spring, salt, fresh, hot, &c. II. The states, as ice, snow, frost, dew, fog, steam, &c. III. Qualities, as colorless, fertilizing, &c.

Recess, followed by discussion of the question, 'What is Teaching?'

Mr. Dorland said teaching is inculcating principle; it is a king mind. The child has few ideas, the teacher draws out and expands these ideas.

Mr. Gregory thought the question important. We are all aware, there is a great difference between teaching and keeping school. The teacher must be wide awake, present the subject clearly, frankly; when this is done the pupil will be wide awake and always glad to attend school.

Mr. Johnson remarked that the teacher is teaching all the time; teaching for good or for ill. The immortal mind is committed to us, and we are continually impressing it.

The contents of the query box were then disposed of. Programme and programme were in dispute. For correct use of either, see Webster's Unabridged.

Adjourned till 7½ o'clock p. m.

Fifty-eight enrolled.

EVENING SESSION.

The evening session was pleasantly spent as an experience meeting.

Mr. J. B. Morgan was called to the chair, and announced that the object of the meeting was, to express freely our views and relate our experience.

This was responded to by Messrs. Lewis, Johnson, Adams and Kersey, Mrs. McRae, Misses Jen Huron, Sade Leach, Sue Wright, and others.

After this pleasant session the Institute was closed, and one hour was spent in Gymnastic exercise.

THIRD DAY—MORNING.

Institute was opened with devotional exercises, conducted by Mr. McRae. Reading Scripture, singing and prayer.

Minutes of the previous day read and approved.

Mr. Gregory continued the subject of Grammar. Speaking of the adjective, would not use the term article. Called the attention of teachers to the verbs lie, lay, set, sit, &c., and gave examples showing the improper use of them. Pupils should be very familiar with all irregular verbs in the language. May become so by frequent conjugation of them.

Miss Meade gave practical lessons for Children. Second step—giving such lines as horizontal, vertical, oblique, &c. The exercise was very interesting and instructive.

Mrs. McRae gave short gymnastic exercise, after which Mr. McRae conducted a class of little boys in reading.

Mrs. McRae continued her Geography lesson. Said at this stage she would transfer her pupils from the globe to the map. Would present:

- I.—Position on globe.
- II.—Contour or size.
- III.—Surface.
- IV.—Internal water.
- V.—Climate.
- VI.—Vegetation.
- VII.—Animals.
- VIII.—Race of people.

Gave an instructive lesson on North-America in accordance with the previous topics.

Mr. Gregory reviewed the lesson in orthography. Gave also the vowel sounds and spelling by sound. The sounds of the vowels should be thoroughly mastered by each pupil. Should not require the pupil to learn those sounds from the books, but should give them himself, and require the school to repeat after him. In this way all the sounds of the alphabet may be rapidly obtained by the pupil. Would analyze a word as he would a sentence in grammar, their principle parts being vowels, and consonants being their modifiers. Would

have children to pronounce each syllable in spelling a word.

Adjourned till 2 p. m.

AFTERNOON SESSION.

Mr. McRae thought oral and written arithmetic should be taught together. Took up subject of subtraction, gave some examples illustrating method of explaining fundamental rules. Would not give full analysis with those just

commencing. Thought he would not use the book in mental arithmetic.

Miss Meade would not take up any systematic course, would correct all incorrect expression. The teacher should be precise and correct in all he says. Should require the pupil to give full answers to all questions. A good method of securing correct language, is reading stories and have the children in turn relate them, being careful to have them reproduced in good language &c.

Mr. Gregory:

I.—The whole body must be taught.

II.—Each system of the body must be studied separately.

III.—Each organ of the body should be taught and studied with regard to the system to which it belongs.

IV.—Synthesizing by putting each organ in its place.

Would not require a class to sit down to a book and memorize all hard technical names but would teach orally by giving a few minutes to it each day. Would not have a small pupil use a book until this course had been thoroughly pursued.

Mr. McRae spoke on Theory and Practice. The good teacher manages well and punishes little. The bad teacher manages none, and punishes much. One element of power is good health. The successful teacher has good health. That we may have bodies fit temples for the soul. Three kinds of development are necessary; Physical Mental, and Moral.

Physical courage is an essential element of the true teacher. Firmness is another, and should be accompanied by self-esteem, for self-esteem gives us self respect.

Scholarship is of vital importance. The teacher may possess many requisites, but still fail in this particular. The teacher must possess "honesty of purpose," that sterling principle which is the result of heartfelt piety.

Teachers must love children.

To occupy a week in organizing a school, will thoroughly disorganize it. Keep the children busy.

Discussion: Should the County Examiner License Teachers who use Tobacco, Improper Language or Intoxicating Drinks? Opened by Mr. Morgan. In teaching we are building up mind. We are teaching all the time not only by book, but by example. The great object is to get purity of thought, and we can not be pure while we use tobacco. Every teacher must be good looking, and to be good looking we must be noble. Would

object to the use of all slang phrases, and would discard all use of intoxicating drinks.

Mr. Lewis concurred in much that had been said.

Mr. J. G. Adams would not argue in favor of the practices, but thought the statement rather broad.

Mr. Isaac Kersey said, all knew the influences of tobacco, improper language and intoxicating drinks, and thought there was no possible ground in favor of the affirmative.

Sixty-nine enrolled.

Lecture at night by Mr. McRae.

ANNA E. BROWN, Sec'y.

THIRD DAY—MORNING SESSION.

The Institute was opened with reading, singing, and repeating the Lord's Prayer, by Mrs. McRae.

Mr. Gregory—Grammar. The only way to avoid errors in grammar, in talking, is to become thoroughly conversant with the science. Speaking of the relative, gave the following rule: The relative pronoun is always in the nominative case to the verb that follows, unless there be intervening nominatives, in which case it is the object of the following verb or some other word in the same member.

Miss Meade continued Lessons for Children, giving names of various objects in the room, and forming sentences called attention of class to certain parts of those sentences which are common to all, and then gave this Rule: A sentence should always commence with a capital and end with a period.

Mr. McRae followed with arithmetic. Thought students at this stage should understand formulas. Every teacher that undertakes to teach, should understand Algebra. Gave formula for Percentage. For finding the interest:

$$I = P \times R \times T; \quad P \times R; \quad \text{for time: } T = \frac{I}{P \times R};$$

$$\text{for rate: } R = \frac{I}{P \times T}; \quad \text{for prin.: } P = \frac{I}{R \times T};$$

Mrs. McRae gave geography lesson. After the form and size being given, have the pupils draw and outline; notice the distribution of rivers and other objects, &c. Different degrees of latitude, climate, altitude, &c., have controlling power over the occupation of the inhabitants. Conversational Lessons assist in ascertaining much about climate, occupation, inhabitants, &c.

Recess of fifteen minutes.

Mr. W. W. Wilkins gave a lesson on

Penmanship. Claimed that position was the first thing accompanied by a knowledge of form. Position of pen, body and paper. Three movements are necessary: finger, whole arm and muscular.

Discussion of question: Resolved, That the Teacher must have some other occupation than simply that of teaching.

Mr. J. H. Lewis said, the teacher must be very economical who can support himself by teaching only a part of the year, and remaining idle several months. Would recommend that he also be a machinist or mechanic, and do it honorably.

I—We should be examples of industry; we are teaching all the time.

II—A certain amount of physical exercise conduces to good health.

III—And good health will better our condition, socially, mentally and spiritually.

IV—The teacher, or any other person, following exclusively one kind of employment, will be likely to have few ideas, or all running in the same channel.

Mr. McRae said, to be a teacher, is enough to occupy the attention of one heart and mind. Thought it much to be regretted that we could not have professional teachers in all our schools.

Contents of the query box were then read.

The following committee on resolutions was appointed: Isaac Kersey, Simon Hadley, Mrs. C. C. Thompson, Y. W. Short, Miss Carrie Adams, J. G. Adams and Miss Sade Leach.

Eighty-one enrolled.

Adjourned.

Lecture at night by Rev. H. L. Dickerson.

FIFTH DAY—MORNING.

Devotional exercises, conducted by Rev. H. L. Dickerson, after which, he being called upon, made a few remarks. Congratulated the teachers on their large attendance and the interest exhibited in the great work of teaching. It pays to teach, not only pecuniarily, but in the satisfaction it yields. By the grace of God the teacher may become a blessing to community. When we look back over the past, nothing will bring sweeter pleasure than to feel that we have been a benefit to community. Let it be said that there is not a school house in Hendricks county but has a first class teacher in it.

Mr. Gregory spoke of relation of pronouns, showing by examples, that whose may be possessive of which. Consider-

ed various erroneous expressions and abbreviations. Whenever you can substitute the verb *to be*, the expression following is an adjective. Concluded by saying that grammar is voluminous, and must be carefully studied.

W. W. Wilkins occupied a short time in further instruction in the art of penmanship.

Gymnastics by Mrs. McRae.

Mr. McRae said he would still insist upon paying due attention to primary principles in arithmetic, dwelling briefly on proportion, and illustrated the law: that "like causes produce like effects."

Recess.

Mrs. McRae spoke of map-drawing, and gave lesson, drawing the map of North America, and spent a few minutes on the map of Indiana.

Mr. McRae presented his manner of teaching reading by diagrams of the vocal organs.

Miss Meade also presented her plan of phonic spelling.

Adjourned till 2 o'clock P. M.

AFTERNOON SESSION.

Mr. Gregory recommended Quackenbos's History of the United States. Thought History should be taught as four distinct periods:

I—Aboriginal Period.

II—Colonial period.

III—Revolutionary period.

IV—Constitutional period.

Frequent reviews are necessary. No history so difficult as the History of the U. S., and none should require so much of your attention.

Next, an interesting object lesson was given by Miss Meade.

Mr. McRae—School Instruction—That pupil is best instructed who is taught to instruct himself. The teacher should avoid communicating anything to the child, which the child may be led by a reasonable effort to find out for himself. To instruct properly, we should present facts; principles afterward. The teacher should always know something more than he expects to teach; should prepare not only for the lessons of the day, but the succeeding day. Gave general instructions in calling out classes, &c. When a class is called out to recite, first find out what the pupil can do.

Gymnastics and recess of ten minutes.

Miss M. Emma Brown favored the Institute by reading a well written essay on "Home and the School Room."

The Teacher's Budget was read by Mr. J. H. Lewis and Miss Anna E. Gove. This paper, edited by a commit-

tee of teachers, reflected upon the writers.

The following resolutions, presented by the Committee, were unanimously adopted.

PLAINFIELD IND., Aug. 28, 1868.

Resolutions of the Hendricks County Teachers' Institute, held at Plainfield, Ind., Aug., 1868:

Resolved, That we consider the Hendricks County Teachers' Institute of 1868, a success, and an honor to the teachers who have been in attendance.

2. That we feel that those teachers of the county who have absented themselves, have failed to come up the standard of the true teacher, and have thereby incurred the displeasure of the live, working members of the profession.

3. That the affable and courteous manners our of Superintendent and Inspectors have won our highest admiration, and their efforts in our behalf and the cause of education, are duly appreciated, and we hereby tender them our most sincere thanks.

4. That the school houses should be made more attractive, within and without, and be better furnished with charts, maps, globes, and school furniture generally, and that each teacher should exert an influence to the accomplishment of the same.

5. That we will use every effort in our power to have the Indiana Township Library preserved by the Trustees, and will encourage our patrons and pupils to avail themselves of its advantages.

6. That the Indiana School Journal is emphatically the Teachers' journal, and we hold it to be the duty of each teacher in this county to take and read it, and we request the County Examiner to adopt measures that will induce every teacher to subscribe for it.

7. That we recommend our School Examiner to deduct ten per cent. from the general average of all licenses issued to teachers who use profane language or tobacco in the school room.

8. That the Township Trustees, of Hendricks county, should not employ any teacher for a less salary than \$10 per month, or pay more than \$60 per month, in our common schools; that female teachers are entitled to the same wages as male teachers, their certificates being of the same grade.

9. That, while we do not approve of teaching politics in the school room, we believe it to be the duty of every teacher to instil into the minds of the pupils, a correct knowledge of the principles of our system of government.

10. That the thanks of the Institute be tendered the citizens of Plainfield and vicinity for the kind and hospitable manner in which they have entertained the teachers of the Institute, and the interest manifested by their presence.

A parting song was then sung, and the Institute adjourned.

A. J. JOHNSON, Sup't.

ANNA E. BROWN, Sec'y.

Minutes of Teachers' Institute

The Institute met at 10 o'clock
A. M. - Was called to order by Prof.
Johnson, County Examiner. About
forty teachers were present. After the
directional exercises, Prof. Johnson
explained the object of holding
Teachers' Institutes and made
some very appropriate remarks
respecting the duty of teachers in
attending punctually, taking notes
and making the exercise as
beneficial as possible.

Prof. Johnson holds the
office of Pres. ex officio. J. W.
Martinez was chosen Secy. Miss
M. Brown and Mrs. Linda Com. on
Enrollment. Miss Julia Nichols
and Mr. Adams Com. on Board.
The Pres. appointed, H. C. Wasp, W. W. Moody,
G. H. Ferguson, J. R. Wilson, Miss Lucy
Groney, Nettie Barker and Mrs.
C. C. Thompson, Com. on Resolutions.
Miss Julia Nichols, Carrie Adams,
Emma Flamm, Sade Leech, Mrs.
James Barton, J. G. Adams and Charles
Griggs, Com. on Entertainment.

Prof. Johnson made some
suggestions in regard to the arrangement
of the seats in the school-room, position
of the blackboard, &c. The teachers
should attend to it before the opening
of the school. Should give the pupils
some employment while awaiting the
names. Some examples in arithmetic
would suffice for this purpose.

Manville Aug 9. 1869

Prof. Singby occupied the remainder
of the morning in giving a few simple
rules in Perspective Drawing which
would be both amusing and instruct-
ive to small scholars.

1st rule - Each system of parallel
lines has, what is called, a vanishing
point.

2d rule - All horizontal lines vanish
at the point of sight.

A circle is either a straight line
an ellipse, or circle, according to the
position in which you view it.

Afternoon Session

The first half ^{hour} was taken up
with an exercise in Grammar conducted
by Prof. Johnson.

2 to 2-30 Prof. Singby, Physiology

He gave an outline of the science
detailing the order in which it should
be presented.

The nervous system is the con-
necting link between the mind and
the body. The white part of the brain
is the communicating medium and
the grayish portion is the seat of all
intelligence. We have an admirable
circular circulation of the nervous system in
the Magnetic Telegraph. The brain
is the Galvanic battery, the nerves the
wires and the muscles the magnets.

Recess

The propelling power is carried by the arteries and the fluid within them, carried by the walls of the tubes and the fluid within them, carried by the effect of the arteries and veins.

to memory the name of every bone in the body.

It is an exploded idea that the brain is the source of muscular power. There cannot be any force without some kind of supply.

The carbon in the system is carried up the same as coal or carbon in the steam engine. The stomach is a sort of reservoir to store this material until the system demands a fresh supply.

There is something very beautiful in the circulation of the blood.

The impure, venous blood is pumped from the heart into the air in the lungs.

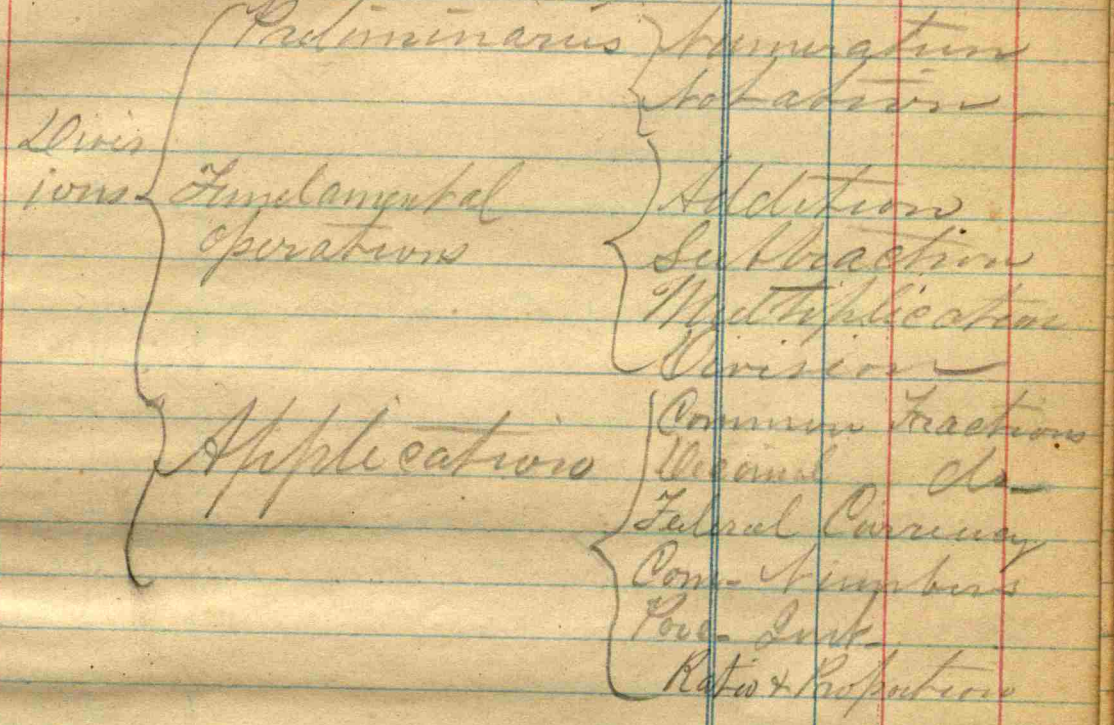
Warren was much mistaken in regard to the force, used to propel the blood through the arteries.

Dr. Huxley is the author of the correct theory. It exists principally in the capillary tubes. 10-15 to 17-45. Prof. Barnard, *Antonie van Leeuwenhoek*.

This branch is better taught than any other in our common schools. Language is the most natural study, but children can be most easily interested in arithmetic. The teacher must have a clear and comprehensive knowledge of the subject.

2d - The bearing or relation which the subject under consideration has to what follows.

The master pupil should have an idea of his structure in his mind before he commences the work.



3d - Proceed from the simple to the complex.

4th - Terms should be introduced and explained only when it is necessary to use them. 10-45 to 11. Keers.

11 to 11 to 30. Perspective - Prof. Tinsley.

In addition to the rules given yesterday he gave two or three others which are necessary to draw simple pictures of natural or artificial objects. He drew a diagram and applied the different rules.

The vanishing point of diagonals will be found at a distance from the picture which the eye is

supposed to occupy.

11-30 to 12 Prof. Barnard Language
Teachers can successfully in-
tegrate promiscuous exercises
which will prove highly beneficial.

Say nothing about the subject
you are going to teach. Point
some familiar objects upon the
board and the child will soon see
the difference between the object
and the word representing it.

The child should not learn
more than he can com-
prehend. It clogs the mind
with useless lumber which interferes
but is detrimental to mental
progress.

Afternoon Session

1-30 to 2- Miscellaneuous

Prof. Barnard gave us some
advice in regard to government.

The great secret of government
is to get the children to do what you
wish to have them do. You will
not accomplish this by being con-
fident or impatient.

Teachers cannot accomplish
any thing without being in earnest.

Teachers' salaries are not
any thing as profitable as they
should be, and it is a public shame.

Teachers are responsible for the
moral and intellectual progress
of their pupils.

Progress in educational matters
is due to a few fine men who are
wide awake, steadily in earnest in
the great and noble work of educating
the youth of our land.

The Prof. made some telling
remarks upon the necessity of reflect-
ing our efforts to better prepare
ourselves for the important work.

2-2-30 Prof. Brown Reading

The object of reading should be to
convey the sentiments of the author
in a clear, pleasant and agreeable
manner.

One method of teaching the
reading is to first teach them their
letters. Another method is to teach
them several words first, and by
this method immediately interest
the child.

Another method is to
teach the sound which the char-
acter represents first.

Another method is to combine
all of them, which is decidedly
the best, and the one generally
practiced by our best teachers.

Reciting

2-45 to 3-15 Prof. Traylor Astronomy

He gave us his method of teaching
children the attractions of gravitation
and some other simple truths which
tall children may imperfectly
understand.

3-15 to 3-45 Prof. Barnard Arithmetic

He gave us some suggestions in regard to classifying our pupils in this branch, and the best method of teaching from an almanac.

The present combination of figures is simply conventional, and we should endeavor to make this plain to the pupils.

The teacher by a little energy can adopt some method which will accomplish the result.

3-45 to 4 Prof. Goodwin Writing

In order to become a good penman, we must make it a special study. He gave us an explanation of the Spencer System, and advised all of us, that he is master of the art.

Prof. Barnard gave us some advice in regard to our personal demeanor in school and out of school. Children learn faster by example than precept. The example of the teacher should be an exception in every respect.

The influence radiating from a teacher is always just what he is. What shall we be that our influence may be right. The moral status of the pupil is first in importance and we cannot be too careful in doing all that lies in our

power to direct their footsteps in the pathway of virtue and morality.

The teacher should be guarded in his conversation. Should not use "slang phrases" - vulgar terms or any form of language which he would not use any where. He should be careful how he gives his commands in the school-room. Should always be given in the form of a request.

Should be neat and tidy in his personal appearance. Should surround the pupils with a halting influence within his power.

Wednesday, Aug 11 Morning Session

9 to 9-45 Devotional Exercise Prof. Tringby

9-45 to 9-45 Prof. Barnard English Grammar

We must present the subject by topics and one at a time until thoroughly mastered.

He advised, giving the real name at first, except, perhaps, with very young children. Do not present anything new until they have thoroughly mastered the previous lesson. A review should generally be the first thing in order. He continued his method of teaching children the different classes of words.

9-45 to 10-15 Prof. Tringby Experiments

He advised, that teachers should illustrate by experiment as often as possible. Showed us how to construct a barograph out of a common spinning top. Showed us how to run the globe slow-pipe and to make the lines

of a microscope out of common glass. explained the manner of setting it, and forming a perfect microscope. We would perform this experiment before pupils and show them how easy it is to make a scientific apparatus of this kind.

In teaching electricity, I had as lief have a lamp chimney as an electrical machine.

10-15 to 10-45. Prof. Barnard made some remarks about the importance of showing the pupil how to study how to aid the memory, &c.

Unless the child fully comprehends the truth, we wish to communicate our labor may be entirely lost. An impression must be made that cannot be effaced. The integrity of the teacher must assist the child in whatever he fails to comprehend himself. The more habit of understanding perfectly what is presented, is of immense importance to child in after life. Guard against superficial study, looking at the more superficial things as of but little importance. The seat of the mind is generally found inside the skull. Thoroughness in teaching cannot be too highly appreciated.

Recd.

11-30 Prof. Barnard Reading.

Have no plan of a plan drill in primary reading. See that the slates are ruled. Can be done any sharp pointed instrument. One side will do. Keep the slates ruled up to the Fourth Reader. Show the children where to begin to make the letters.

Teachers must stimulate their pupils by marking the character of the recitations. Report can be made at the close of the session.

I would teach them to pronounce a few words at sight without giving them the elementary sounds or names of the letters. The object being to form a few simple sentences which can be used as an exercise in reciting.

11-30 to 12. Prof. Barnard Grammar.

This study has to deal with our thoughts. We cannot think of any object without associating with it something else connected with it. We are endeavoring to teach the child how to express his thoughts. We should commence at the foundation. A proposition is the simplest form of speech to express a thought. Every proposition must have a subject and predicate. A proposition modified is all there is about language. The next step is to construct sentences with the subject modified.

Afternoon Session

1-30 to 2 Prof. Barnard (Continued)
It is the duty of the teacher to have fixed in his mind exactly what he wishes to accomplish. A teacher must prepare himself for his recitation as well as his pupils. But use some new illustrations, break the usual monotony by a little variety. The great secret of the teacher's success is to interest the pupils, and he will improve without any further effort on your part. See that your pupils are making progress every day. Each step of a pair of stairs sets on the one below.

The Prof. took up the subject of fractions, and showed us how he would present it to a class. Give the pupil a clear idea of what fractions are, definitions afterwards.

Mr. Little occupied a few moments in drawing some comparisons between the teachers of the parent day and those of the attended schools. He feels very much like flogging some of his old teachers for the shameful manner in which they conducted themselves in the school room.

But as though any whole life has been a miserable ^{failure} consequence of the incapacity of my teachers.

My advice to teachers is not to get above the capacity of your pupils,

do not be afraid to join in their sports you will gain their confidence.

Mr. Secauer followed with some general remarks. It is much pleasanter to return the interest ^{expresses} taken in them.

If we are to have better teachers in our public schools we must pay them better. We must pay them sufficient wages that they may follow the business as a profession.

It is a burning shame that the State of Indiana cannot furnish more than three months public school. Our young men cannot afford to make a profession of teaching from the fact that other avenues of employment offer so much better inducements.

Teachers must secure the good will of their pupils, or success is impossible. Let them see that you are interested in their well-being join them in their innocent sports occasionally, ingraft yourself into their affections and they will believe every word you tell them is gospel truth. Give your pupils a power of their own that can shield themselves from their advantage and give success as a teacher.

2-45 to 3-15 Prof. Brown Geography
He must depend too
much upon any particular system
as though this alone was sufficient
to ensure success.

The character of the country
has much to do in moulding the
character of a people. The
Cyrians and "Circassians" never
could be enslaved. The very
mountains themselves infused
into them a spirit that could
not be subdued. The physical
features of a country affect them
socially, morally and politically.

The Professor is determined
that the chief object of teaching
geography is to learn where we
can raise the biggest cabbages.
Does not believe in storing the
mind with a multitude of
abstract facts.

The first thing the child should
learn is how to draw a map. Must
learn to locate the different objects
in their correct relation to each
other. Have them draw a map
of the school room, then the school
district.

3-15 to 3-45 Prof. Goodgeo Writing
The Spencerian system is
but because it comprises a less
number of principles, and will
not take half a term to learn them.
The fourth of the Capital letters

was the chief subject which the Prof
introduced for our consideration.

The best penman in the world are
found in the United States.

3-45 - H. Prof. Barnard - gave us a
few hints upon what are the elements
of success. He had heard of an
old lady "down East" that had never
been to no school much - had never
"learned" nothing, but she once "heard"
of a teacher who had the real
"knack" of how to teach.

We will suppose this knack
to be composed of one hundred
parts. Common sense would com-
pose 60% of it. Use the same
judgment in all matters pertaining
to the school that is usually exercised
by good men and women in the
ordinary walks of life. Long for
the work is another important and
element. There is something high
and noble in this work, and if a
teacher has no love for the calling
the sooner he abandons it the better
for the community.

Sympathy is also an impor-
tant point. We must realize that
children are human beings and
as such demand our love and
heartfelt sympathy.

A knowledge of human na-
ture is absolutely necessary that
we may know when to bestow our
sympathy.

How shall we learn human nature? Simply by watching the operations of their minds, studying their characters, keeping your eyes open. Be observing, and you will find that there is no better place to study human nature than the school-room. Be guarded in your expressions. The Prof. gave us some ^{incidents} which were no more ludicrous than truthful, of the want of common sense in this respect, which some teachers exhibit in the school room.

Thursday, Aug. 12. Morning Session

9 to 9-15 Devotional Exercises, conducted by Mr. Bennett
9-15 to 9-45 Prof. Barnard, Grammar
Of all the subjects taught in our common schools, grammar unites with the least success. The fault lies in not giving the practice in close connection with the theory.
Some of our best Grammarian never studied the science. Ex. Gov. Boutwell of Mass. is a good example.
The study of Etymology, for several months, without any systematic instruction, is a great error. They should be taught together for the one involves the other necessarily and they must be taught together.

9-45 to 10-15 Prof. Barnard Reading
I look upon an imitative school and do not attempt to amuse or entertain.

The fundamental error I detect upon entering was Modulation. A want of distinct articulation is a very common fault. Children should be taught to articulate the final consonant more distinctly than is expected when they get into the third or fourth Reader.

Children should be taught at a very early age to write, and should be instructed in the precise method that every letter should be made.

The child should be required to reproduce the preceding lesson. Should not give them over one sentence at first, which may be increased as the pupil shows proficiency in the work.

10-15 to 10-45 Prof. Barnard Arithmetic
Topic - Common Fractions

The simple recollection of a rule has no power over the child's thoughts. The mind acts according to its strength with every thing contemplated by it. The object of the teacher should be to strengthen the judgment ^{and} the power of discriminating between the relations of numbers. Just in proportion as the pupil is able to do this, just so far he has advanced in this science.

The child is called upon
to express great ingenuity in form-
ulating mathematical truths

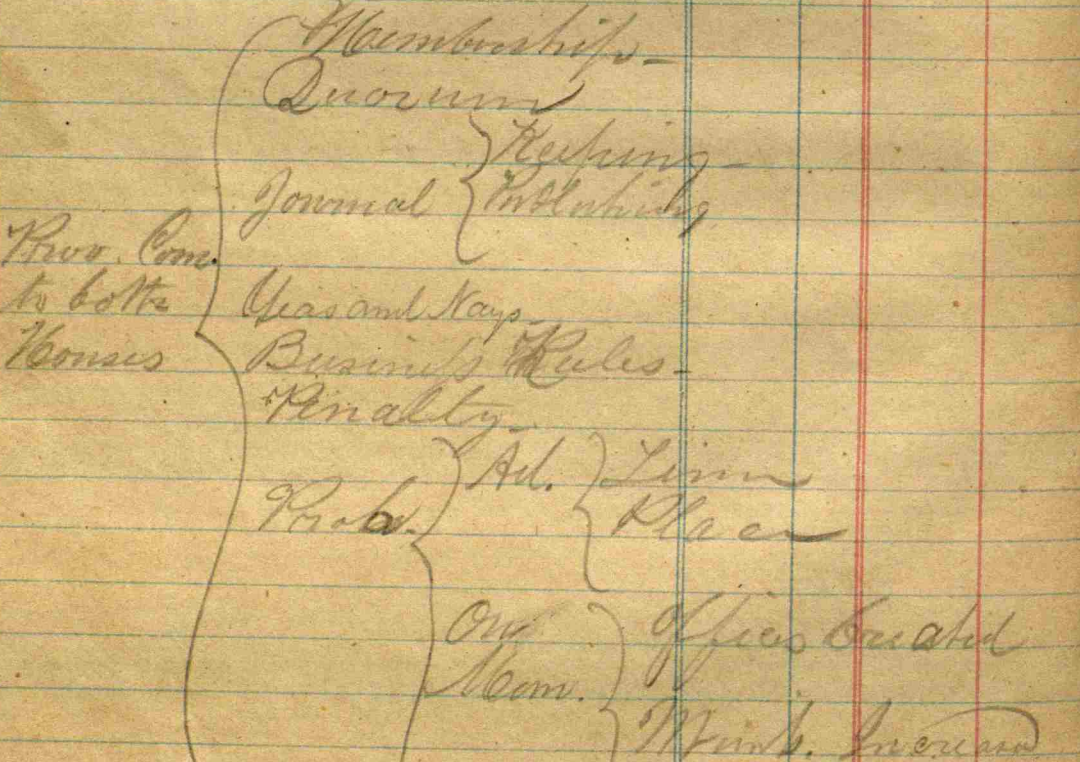
11 to 11-30 Prof. Brown, Map Drawing

I believe that teachers
can succeed in this work without
following any of the systems usually
studied for this purpose.

The Prof. gave us an exercise
in drawing a map of South
America which proved very in-
teresting and profitable.

11-30 to 12 Prof. Barnard Civil Government

The study of the Constitution
is not of necessity dry and un-
interesting.



The Prof. thought that the Constitution
contained more of that article called
human wisdom than any other literary
production in our land.

1-30 to 2 Prof. Barnard Grammar

Teach one thing at a time and
then in its right place, and always with
a sufficient amount of practice to
firmly fix the principle in the mind.
As soon as we begin to modify a propo-
sition we bring it down from a
general to a specific sense.

The Prof. thought that all positions
do not really modify the noun but
express the condition or quality of
the noun or pronoun.

2 to 2-30 Prof. Brown (Reading)

Gave us an exercise in writing
a class - showing how he would con-
duct the recitation.

The child may be required
to pronounce the words in the
lesson by reading them backward,
first, and any imperfections can
be corrected. The class drill was
exceedingly interesting and it cost
considerable mirth besides being in-
structive.

Recurs

2-45 to 3-15 Prof. C. W. Ireland
delivered a scholarly and highly
artistic address upon Education,
which was listened to attentively by
the teachers and visitors present.

3-15 to 3-45 Prof. Brown Map Drawing
gave a class drill. Let some
pupils give the directions, the teacher
correcting mistakes if any.

Be careful in drawing the
coat line and not have it too
narrow.

3-45 to 4 Prof. Bernard Theory & Practice of Teaching
The common saying that some
teachers have peculiar gifts that
enable them to govern a school,
is not generally true.

The trouble arises by over-
ignoring the past and the
instructions to be derived from
experience.

The subject which I wish
to bring before your minds, is the
power of Control. Self respect
is the first quality in this compound.
Secondly self control, which must
be strengthened by practice. Gradually
one can gain a power of himself
so that, under any preliminary out-
ermost cases he never will be
thrown from his equilibrium.

The teacher must know
exactly what should and what
should not be done in the

school room. He must have
a clear conception of what is
right. If children find that
you make a mistake that will
destroy their confidence in the
justice of your commands.

Cheerfulness should be cultivated
to no small degree. Good citizens
have much to do with it, but pleas-
ant occupations, innocent amusements
pleasant thoughts, &c. will keep you
cheerful. Firmness, promptness
and quickness of perception are
important elements in the com-
pound. The teacher should
not be watching for evil, but when
it is seen a mere look may cor-
rect the fault. All these qualities
properly cultivated will make
you master of the situation, which
is the important point to be gained.

Josiah W. Hastings

J. W. Hastings

Friday, Aug. 12, Morning Session.

9-15 to 9-18 Verbal Review

9-15 to 9-45 Prof. Barnard Grammar

The case of nouns was the first subject developed. Nothing new was eliminated except in particular manner of presenting it to the pupil. A teacher must take time for the black board exercise and prepare himself so that no time may be lost. We should know exactly what is to be done and how to do it. Much time is lost in recitations by the hesitations of the teacher in knowing what to do next.

9-45 to 10-15 Prof. Barnard Reading

The manner of conducting an exercise with advanced classes, is not very different from others except perhaps, more ground can be till'd in a given time.

10-15 to 10-45 Prof. Barnard Arithmetic

The time was occupied in explaining Percentages and Proportions

Recess

11 to 12 By Barnard Egyptian Antiquities

It is said that he who knows not the reason of a tree knows not the length of the tree that has the deepest roots bears the greatest amount of fruit.

Where came the figures of speech? There has been a time when some thought more intimately than at the present day. The Dr. attempted to give us an idea of the real sense of the Egyptian Hieroglyphs. Every word and every speech a certain language and

from the hieroglyphics found upon them. One cannot comprehend the meaning of much that there is in the Bible without studying the hieroglyphics of Egypt. The whole learned profession, a lawyer, doctor and minister, were explained.

Many of their figures are drawn from the peculiarities of that country and climate. It is not true that it rains again in Egypt. There are showers at the mouth of the Nile.

The twelve signs of the Zodiac were known long before Rome ever had an existence. A simple figure represents a large class of thoughts.

Phonographers make a great mistake in recommending the dropping of silent letters. They mistake sound for sense. It is the meaning of a word that is of importance. We have a large class of words pronounced the same but of an entirely different meaning.

The silent letters are the peculiar distinction of our language. The vowels tell us nothing about the meaning of words. They are only the musical part of our language.

The consonants that are first sounded contains the ideas.

The early Egyptians evidently knew God, but in subsequent ages that they ingrafted so much superstition so much machinery in their

religion that they entirely destroyed
all its beneficial effects.

God must die, make or invent
the letters of our alphabet. He
only took them to Greece.

The Geology of Egypt is peculiar.
All the delta profane has been
heaved up at some time probably
about the time of the Flood.

The Dr. explained the cause
of the periodical overflow of the
Nile which happens without
any noticeable variation about
the time of the Summer Solstice.
It is caused by the attraction of the
Sun upon the mountain lakes.

Afternoon Session

2 to 2-30 Prof. Brown Math Drawing

It is not absolutely necessary that
one should be able to draw a straight
line, only that he should be able to
give the directions properly. A
person may teach writing well without
being a good penman himself.

The climate has a great effect upon
the people upon the government, social
conditions and intellectual acqui-
ments. The character of a people
can be ascertained simply by noting
the climate.

2-30 to 3. Prof. Edward Henry, Practice of Teaching

Prof. { Knack
Power of Control
Qualification
Emoluments
Be Observing
To Know
" See
" Act

Much has been said about the
profession of a teacher. Whether it
is or not, is not a matter of much
importance. Titles are very cheap
and are of but little account in
this country.

We should endeavor to elevate
the business or profession, dignify
it, make it, and prove to the com-
munity that we understand what
we profess to teach.

If a teacher wishes to obtain
better compensation let him qual-
ify himself better. A great many
teachers do ^{not} get half paid, and
others receive first money as much as
they should.

Teachers should be observing in
the school-room, and not depend
too much upon the report of pupils.
Depend upon your own eyes to discover
the virtues or faults of your pupils.
Be kind, patient, just, and honest with your
pupils and you will not fail to secure good
government in your schools.

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Mr. Bennett gave a short object lesson, showing the origin of words, which was very interesting.

Prof. Johnson announced that the business of the Institute was virtually brought to a close. Complimented the teachers upon their punctuality, industry and manifested, and sincerely believed that they all had received substantial benefit.

On motion Institute adjourned sine die
J. M. Hastings, Secy.
A. J. Johnson, Supt.

1870

Minutes of Annual Teachers Institute.

The Institute met at 10 o'clock A.M. was called to order by Prof. Johnson County Examiner 48 teachers present. After devotional exercises (conducted by Prof. Johnson and Prof. Stewart,) Prof. Johnson explained the object of our meeting and suggested that all teachers participate freely in the exercises. take notes of important matter that may be presented during the week and affirmed that no teacher should be credited with his or her Certificate to teach Licenses unless punctual in attendance during the whole Session. Responsibilities and Rewards of the teacher was also presented by him in his address.

Prof. Johnson is Superintendent *ex officio* and by his request Prof. J. A. Clark is called to assist him.

J. Thomas was chosen Secretary
A Committee on discussion was chosen consisting of Enoch Hoge, J. G. Adams, M. S. Ensminger. Also a committee on queries. N. Salt. H. James Henderson, Julia Nichols, Mrs. C. E. Thompson. Enrolling Secretaries, A. B. Bangs, Mollie Bowen. Critics, R. B. Blakey, Sadie Leach

Prof. J. A. Clark conducted a recitation in English Grammar interesting that pupils be taught thoroughly as they proceed from the beginning.

Prof. Bailey led a discussion on the question of what is the best mode of securing punctual daily attendance, in which a member joined pro & con. terminating with a consideration of the "Desperate Class" so called. which was found to be proof against any method introduced. Prof. Boisen introduced a good method of teaching mental Arithmetic. Mrs. Burbon explained her method of Subtraction.

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Mr. Bagly introduced Web's Desecrating Cards upon the merits of which he dwelt ^{extensively} and was followed by lively speeches in opposition to which he expressed himself fully competent to reply.

Mr. J. F. Finner led a discussion upon the question. Should the daily routine be varied by miscellaneous exercises. in which he was followed by a number in favor of the affirmative.

Prof. Stewart gave a report of Liberty Township Schools of which he says are in good condition.

Critic reports, a few criticisms most of which were contested.

Adjourned to meet at 9 o'clock tomorrow.

Second Day's Session

Tuesday, September 6th 1870.

Devotional exercises conducted by Prof. Johnson

Roll call. On calling the roll each of the members were prepared and gave a response by arising and delivering some appropriate sentiment.

Mr. Ferguson introduced the following resolutions Resolved ^{that} no one be allowed to speak more than once the same subject until all who wish have taken part in the discussion

and that no one who has presented his plan of instruction be allowed to reply to comments and criticisms until all who wish have taken part in said plan.

Prof. Boisen continued recitation in Mental Arithmetic in which he presented a thorough plan of instructing ~~and~~ primary classes.

Miss Mollie Bowen led a class in primary reading in which she urged the "Hand method"

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Records. 10:30

Mr. A. D. Baugh led in the discussion of the question. Is it advantageous to adopt the self reporting system in which a number engaged most of whom were opposed.

Mr. C. L. Thompson led a class in Map Drawing

Miss Woodward presented system of teaching mental Arithmetic

Larwood's Session 1-30.

Mr. Clark conducted a recitation in Grammar in which the sentence. We ordered our horses to be saddled, and went a hunting. was elaborately discussed and concluded correct.

An Essay was ~~then~~ read by Miss Emily Stanley which was a complete analogy of the teacher's duties.

Prof. Boisen again leads the class in mental Arithmetic

J. M. Barlow leads in discussing the question Should teachers require rhetorical Exercises in school.

Mr. Barlow delivers lecture on map drawing

Mr. J. A. Thomas lectured the Institute on Theory and Practice of teaching. presenting some requisites of the Successful teacher.

Mr. A. D. Baugh gave a report of Liberty Township schools all of which are in good condition.

Critic reports, a few criticisms.

1870.

Third Day's Session

Wednesday, Sept. 7, 1870.

Institute met at 9 AM.

Roll called and members responded by sentiments.

Devotional exercises from Manual by E. J. Rice.

J. T. Hinder, and Emma C. Gordier were appointed critics.

On motion, Reading of Minutes was deferred.

Mr. J. G. Adams gave his method of conducting a class in Physiology. If he had no chart, he would exemplify by having one of the class.

Prof. H. B. Boies conducted a class in Primary Geography exhibiting his manner of teaching. Would have them first draw an outline of the school-room locating the desks, &c.

C. F. Ferguson, gave a recitation in Primary Grammar having a class of little girls and boys before him. Gave the successive steps, a plan which he had developed from a hint he had seen in the School Journal. Would give the idea first and then the word or name.

Recess.

Then followed the discussion of the question, "Should the Trustees pay for building fires and sweeping house ^{in the district} which was argued very spiritedly for some time that the teacher should be paid for all services rendered.

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The teacher being the only available person to be had, should agree with trustee to take charge of that work for which he should receive compensation.

Mr. P. B. Blake conducted a class in Reading and a lively debate followed. Errors to be avoided; too much attempted. Reading by the pauses. The pauses are grammatical and do not show inflection &c.

After noon Session.

Met in Church, as School-room is too small. J. M. Hodson gave lecture on the Application of Physiology and Hygiene urging better ventilation in the School room.

J. W. Lullay gave blackboard lesson in Advanced Arithmetic, exhibiting Reduction & Interest.

Prof. Boies gave a lesson in Primary Drawing, showing how it should be used in our Common Schools to give the child the idea of form &c.

Recess.

The rest of the afternoon was taken up by the discussion of the question "Should Corporal punishment be abolished?" led by W. B. Burton and participated in by many others. Vote 16-16 Adjourned

Social at night.

Thursday, Sept. 8th 1890

Fourth Day's Proceedings

The Institute was called to order by the Supt. Prof. Johnson, opened with singing on the Sixth Page of "The Golden Chain", reading from the scriptures, and prayers by Prof. Cully; after which the teachers sang on the 34 Page the "Golden Chain", Calling the roll, and responses of maxims and bible passages, by the teachers. The attendance this morning was very small at the opening, the principal part of the audience was composed of ladies. Report of criticisms from yesterday's meeting; this was conducted on a novel plan, by calling up each one, and having them correct their own mistakes. After which reading of yesterday's queries and answers from various members. Critics for the day, were Mrs. Crofton, Miss Beckley, and Miss Hadley. Com. on resolutions were made to consist of: W. R. Burton, A. D. Baugh, E. G. Hozatt, S. A. Barnett, Mrs. C. L. Thompson, Julia Nichols and Emily Stanley. The next was an exercise in reading conducted by A. D. Baugh, giving two methods of conducting reading: first by reading, words, phrases, and sentences, second by concert reading. A general discussion of the "methods" followed this. Lesson in "Primary Reading" was conducted by Mr. Dugbee. Class was composed of Miss Bowen, Miss Kitter, Miss Wright, Mr. Dodson, Mr. Sawson and Mr. Carlos, and for general simplicity no one saw the class equalled or excelled. Recess for 10 minutes. Institute came promptly to order at the ringing of the bell. and a class in Primary Grammar was conducted by Mr. Ferguson, after this the plan

was discussed by Mr Dugbee and Mr Bayly.
Question: should we adopt some means to
induce teachers more generally to attend the
Institute? Prof. Clark, J. S. Smith, A. B. Bayly,
J. M. Barlow, Louis Smith, J. W. Anderson,
J. S. Bayly, J. W. Ellis, were appointed to
discuss the question, a discussion followed
in which several members participated.
Assembly then adjourned to meet at 1:30
o'clock.

Afternoon Session.

Assembly was called to order promptly at 1:30
o'clock, opened with singing on the 94 Page,
Notes of Joy. Prof. Clark conducted an
exercise in Grammar. Subject: Analyzing
taking the sentence: "To train citizens is not
the work of a day", a general discussion followed.
After this an essay was read by Miss Lucy
Saeny, subject: "Our work", and contained
excellent instruction for the moral training
of the children. Miss Deekley followed in
a writing exercise, and the method of
conducting it in common district
schools. — recess of 15 minutes
After which Prof. Boies occupied the
next half hour, in giving an idea of the
manners of instruction in Germany, giving
the name of the primary schools "Kindergärten"
also giving the 1st, 2^d, 3^d, 4th, 5th, 6th, 7th methods of
instruction until they arrived at the
age of eight years. The next was an advance
class in Physiology, Report of Critics and
answering queries. Institute then adj. at
4:20 P. M. to meet at 8:30 in the morning.
C. J. Hoggan Secretary (pro tem) J. Johnson Supt.

Friday Sept. 9. 1870.

Called to order at 8:30. Scripture
Lesson, Singing, Prayer by J. H. Lewis. Roll called.
Method of Teaching Music by Mr. Whitsitt.
History, Method of Teaching by J. H. Lewis.
subject discussed by Mr. Barlow, Boies
and Crafton.

Question: What female teachers receive
equal wages with male teachers for equal
services rendered. Discussed by C. W. Stewart,
Melissa Pitten, Elvira Homaday, Eliza Buchanan,
Williamus, Barlow, Burton, Ferguson, Dodson
and Cullley.

Prof. Clark read an essay on
Theory and Practice.

After recess, on motion of Mr. Ferguson
the regular programme of business was
waived, and Resolutions were called for,
read discussed and adopted singly.

Resolutions:

Whereas the signs of the times plainly
indicate a growing interest in the
cause of education throughout the
land, likewise a greater demand for
efficient teachers,

Therefore be it resolved

1st That we the Teachers of Andover
County recommend, that the Standard
of Qualification of Teachers be raised,
and that we suggest and advise the
calling of a Convocation of Teachers of
the State for the purpose of advancing
the interests of the profession.

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- 2." That we regard our present mode of conducting the Institute superior to the former, inasmuch as the time heretofore consumed by professionals from abroad, has been reconsumed and profitably employed with the practical experience of the truest and most earnest workers in the cause of Education.
- 3." That the Teachers of this County form themselves into an association for the purpose of exchanging views, as to the best methods of teaching, and meet at least Quarterly, at the Call of the Executive Committee.
- 4." That unless good excuse can be furnished we consider those teachers in Danville, and throughout the County, who have not attended the Institute just closed, wanting in interest in the cause of Education and are less able (other things being equal) to teach successfully in the Common Schools.
- 5." That whereas the Editor of the Hendricks County Union has generously offered to furnish one Column in his paper for educational purposes, we as teachers pledge ourselves to keep it filled with interesting educational matter.
- 6." That we express our sincere thanks to Messrs. Bygh & Boisen for their very

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- instructive lessons presented to the Institute, and also to Mr. Amisworth for his able lecture.
 - 7." That we the Teachers of Hendricks County favor "Mills Word-Method" (and its combination and Phonic Drill) as a system of teaching in the Primary Department, and if furnished with the necessary appliances will adopt the method and use it in the Schools of the County.
 - 8." That we as teachers will do all that we can to create and impress a sentiment in favor of our female teachers in the District Schools and discourage the idea that prevails that they can not succeed.
 - 9." That the Examiners visit each School in the County, spending one day in each and also organize a Teachers' Association in each Township.
 - 10." That we Teachers tender our most candid and sincere thanks to the Citizens of Danville and Vicinity who by their presence (?) and generous hospitality have manifested an unselfish interest in our behalf.
 - 11." That these resolutions be published in the H. Co. Union with a request that the first resolution with preamble be copied in district and county papers throughout the State.
- W. R. Burton Ch. Sec.

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Resolution No. 7. Elicited a very earnest and lengthy debate, participated in by most of the Institute, and after its passage, by motion it was reconsidered and re-discussed, and previous question ^{was} called with request that the ayes and noes be recorded as follows:

Ayes, 38:

M. C. Bonan, Sada Leach, Hannah Barker, Nannie Bissett, Mary Barker, Dr. Miller, Minerva Leach, Geo. Beckley, Julia Nichols, C. C. Thompson, B. W. Jones, A. B. Baugh, Wm. Ritter, Elvira Hamaday, Nannie Johnson, J. M. Cullery, S. B. Bardin, W. C. Werninger, S. B. Werninger, W. F. Harper, J. A. Clark, T. M. Edson, F. M. Green, E. G. Bogate, W. T. Langson, J. A. Gossett, Lewis Smith, J. A. Thomas, H. F. Whitsitt, J. H. Lewis, J. J. Wells, J. C. Black, Hallie Cosby, S. Vandyke, J. J. Sawyer, Hannah Wright, Lizzie Waters, A. C. Cochran, J. H. Pykes.

Noes, 19:

W. B. Burton, J. J. Linder, C. F. Ferguson, John Pagan, L. A. Barnett, C. D. Bray, C. S. Nelson, L. Hayes, A. L. Talbot, Chas. J. Swindler, J. H. Pierson, Wm. Woodward, C. H. Stewart, J. G. Adams, J. W. Henderson, J. M. Barlow, J. J. Williams, Wm. Gimes, F. D. Thayer.

Adjourned at 7 1/2.

Met at 1.30 P.M. On motion A. J. Johnson and Julia Nichols were elected editorial Corps of Journal of Education in H. C. Union, and the Minutes and proceedings referred to them for publication.

1870.

The Call of the First Quarterly Meeting of the Hendricks County Teachers' Association was referred to J. H. Lewis, President, (and Chairman by Com.)

Minutes read and approved.

In concluding the Superintendent made a few remarks, stating as his design to spend the winter months in superintending and visiting the schools in the county, hoping to be able to see each school in successful progress as he made his visits.

Thanked the Institute for the kindly courtesy shown by their good department, and hoped that this meeting had not been in vain, assured that much good flows from such pleasant meetings and free exchange of thoughts, plans & purposes.

Adjourned sine die.

Enoch G. Bogate

Secretary

A. J. Johnson

Superintendent.

Center Tp.

Enrollment of teachers
doing Reading Circle Work

Names.

1. Jno. M. Hays
2. Mrs. Alice S. Pike
3. L. J. Guggs
4. Anna L. Dobson
5. Mattie M. Adams
6. Mattie G. Bentow
7. Harry D. Ashard

Washington Tp.

Enrollment of teachers
doing Reading Circle Work

1. Eliza A. Farmer
2. Orin L. Patterson
3. J. B. Pike
4. J. A. McBlain
5. Wm. Merritt
6. Leah Clark
7. Lula Shipman
8. Lydia M. Calment

Suiford Township

Enrollment of teachers
doing Reading Circle Work

1. Olga F. Carter
2. Maggie Carter
3. Elmer Trueblood
4. Annie Hornaday
5. R. Kate Reeson
6. J. Emma Reeves
7. Ida Phillips
8. Het Moore
9. O. E. York

Liberty Township

1. Louie Collier
2. Mollie Mitchell
3. A. G. Rogers
4. L. E. Carter
5. Nettie Hills
6. Mary Kirby
7. Julia F. Brewitt
8. Benj. A. Ader
9. J. B. Hinsted
10. J. M. Robinson
11. Thos. A. Cypwell
12. Carrie Hamtland
13. Mattie J. Cope
14. Harry W. Ryblen
15. Albert H. Horrel
16. C. R. Moore
17. J. V. Mills
- 18

Franklin Township.

1. W. H. Baldock
2. J. V. Hamblew
3. J. M. Pincher
4. Phairis E. Horrel

Del River Township

1. H. A. Storm
2. Lillie Cross
3. Annie Spears
4. Mattie Lytle
5. G. L. Eganbright.
6. G. W. Robbins
7. G. O. Durham
8. Devona Whiteneck
9. Cora Parker
10. Frank Durham
11. Homer A. Benson
12. R. P. Ashley

Lincoln Township.

1. S. A. Lingerman
2. J. P. Parry
3. Laura E. Dobson
4. S. M. Durham
5. H. M. Barlow
6. Mrs. R. J. Bland
7. Mr. Whannow
8. Charles Harmon
9. Edgar Smith

Union Township.

1. W. G. Ballard
2. Jas. H. Gallaspie
3. Stella Hubbell
4. Ethel Jacks
5. Ella Gallaspie
6. S. S. Leak
7. Geo. H. Leak
8. W. H. McDonald
9. O. G. Heddle
10. Thos. H. Adams
11. Geo. C. Hill
12. Milton Hill