

# The Columbian.

VOL 26.

BLOOMSBURG, PA., FRIDAY, DECEMBER 25, 1891.

NO. 52

## COUNTY INSTITUTE.

Teacher's Institute convened at the Opera House in Bloomsburg, on Dec. 14, at 2 o'clock, as per announcement by the County Supt. The attendance of the teachers was fully up to, if not exceeding that of previous years. Institute opened with singing, conducted by Prof. Jerry March, of Norristown, Pa. Devotional exercises conducted by Rev. Isaac Patterson, of First Presbyterian church of Bloomsburg.

The teachers were welcomed by Fred T. Ikeler, in an elegant and finished address, replete with valuable thoughts and suggestions for the teachers. Able responses were made by Prof. L. P. Sterner, Principal of Bloomsburg schools, on the part of the teachers, and J. R. Townsend, Esq., of Bloomsburg, representing the directors of the county. Both addresses were well received.

Supt. Walton, of Chester county, then addressed the Institute on the subject "Habit." Every habit, every mark, every thought remains. When we think a thought a nervous impulse runs up and completes a circuit before we form a thought. After the boy makes a great number of resolutions to make the letter A, the nervous impulses run in the same track. When boys go out of the school-room for the last time the one thing they will carry with them, and will remain with them permanently, is their bundle of habits. One may be robbed of his reputation, but no one can rob you of your habits. The value of this institute to you will depend upon your habits of thought, habits of working before you come here. The teachers, through habit, do a great deal of ineffective work, wearing out both body and brain. We should teach abundance of memory gems and pieces of poetry, this imbeds the habit of memorizing useful extracts and directs the mind along the channels of morality and religion. Persons attending church sit down in a certain place, religious thoughts come to your mind when you occupy that place. Our mind runs in channels, it is well it does. Habit helps us out and habit makes life easy, but if we are not careful they will lead us the wrong way. Habits die out and new ones take their place. It is our business as teachers to see that a better habit takes the place of the decaying one, than the old one. Break up only one habit at a time. If you change the direction of a boy's thought you will probably change the habit. Centre the mind on the work and many bad habits will be cured, as in writing.

Supt. Harman spoke next on "Discipline." This is a subject that is somewhat hackneyed yet there must be somewhat of interest in it to all teachers. No teacher has reached his ideal school. There is always some part that can be made better. Discipline don't mean the same to all. But we all have certain ideals towards which we are pressing. We are willing to have these ideals modified. One of the best ways to have them modified is in visiting schools. Take every opportunity you have to visit every school within your reach. It is worth while to make an effort to get an ideal school, it pays. We are aided in what constitutes true discipline in observing other schools than our own. A teacher's usefulness is curtailed by his lack of good discipline. System is important, but there is such a thing as disciplining a school to death. Both extremes should be avoided.

## TUESDAY MORNING.

Session opened with music. Devotional exercises conducted by Rev. Mr. Leverett of the Episcopal church. Supt. Walton addressed the Institute on "Habit." The teacher that reaps the greatest benefits from habit are those who have good habits themselves. Our children always expect us to be cheerful. Irritableness or cheerfulness on our part is a habit. We delude ourselves when we think we are breaking up a habit, but simply ingrating another one just as bad. Have we a right to exact a promise from a child that he will do better? The speaker here called for the opinions of the teachers on this point, from whom several strong arguments were produced both pro and con. Mr. Walton said the teachers should do but one thing at a time. Criticise but one thing at a time and follow that up until the habit has been broken up. The boy that has the strongest habits for evil, and they can be modified and changed to habits of good, will be the strongest boy in deeds of righteousness. Don't give the children the idea that their habits are fixed: They are not so fixed as those of older persons. The emancipation from habit is what we want to teach the child.

Prof. Butts then addressed the Institute on "Drawing." He said that drawing enters into every state and

condition of life. Drawing is the basis of construction. It is very useful as a school study. Drawing naturally divides itself into three divisions, viz., construction, representation and decoration. These must all be presented in the proper teaching of the subject. The sphere should be the first type form of study. Next the cube, then the hemisphere and cylinder. Next comes the square prism. The Prof. gave a long interesting talk on the methods of teaching Prang's system of drawing, which was closely listened to by the teachers.

Supt. Harman resumed the discussion of "School Discipline." That teacher is to be sympathized with who cannot discipline his school. The first thing is for the teacher to make the acquaintance of the patrons of the school. We ought to first make our suggestions general, and then reprove individuals privately. We should not reprove individual pupils continuously in the presence of the whole school. Pupils who forget themselves during the day should be dealt with privately after the school. There are occasionally cases that must be settled at once. We cannot judge our powers of disciplining by those of others. One may be able to get along without corporal punishment and another may not. The occasion is very rare when you are justified in whipping a boy before the whole school. Whipping should be done privately and when done, should be effectually administered. There are those who need our help most. We must meet our pupils cheerfully and remedy one fault at a time. One may acquire the ability to discipline. We too often see too much that is going on in the school. Pupils get tired of the everlasting talking of the teacher. It breeds contempt for our authority. Glance over your school occasionally. The teacher must be able to hear a recitation and look over the school at the same time. Pupils should understand that they cannot be idle without the teacher knowing it. Pupils will respect the teacher that sees all that is going on. Be sure of your ability before you attempt a radical change. When you ask anything of your school then require it. Take in consideration the circumstances—such as the weather, ventilation, &c. Control your voice. Don't let the pupils know that you have lost control. Commend your boys and girls. Send your children home happy. If possible, spare, save the bad boy. Reach the heart of the bad boy. Every bad boy can be reached by some one.

## AFTERNOON SESSION.

Supt. Walton spoke on the "Imagination." Upon the first view we are prone to think that the imagination is something that belongs to poets and novelists and that teachers have nothing to do with it. There are two kinds of imagination, constructive and creative. The creative includes the constructive. The possessor of the latter may have the former developed. The sub-division of constructive imagination is visualization. That is, the power of seeing the results of the imagination or the ability to see a thing before it is finished. Imagination is fed in three ways: The ocular sense, the auditory sense or ear, and the motor sense. Teach children resemblance first and difference second. Teach things and objects. Take the child out in nature and feed his imagination on facts. We must recognize that the boy has an imagination. The boy with an imagination goes out into the world with an impressive nature and his surroundings photograph themselves upon his soul. If it be properly trained at school it will respond to every good impression and the youth will be led out into an invisible and enjoyable heaven beyond.

Prof. Richardson, of Berwick, spoke next on "Elementary Science." He showed what simple apparatus may be used in teaching science. Elementary science, if properly taught, takes the minds of youths often off the trashy literature so much read by the young of our land. Teachers must be prepared to present the subject and be thorough in all they do. Prof. Richardson took four boys from his school and by a class drill showed the audience how many facts can be taught the young in science and how interesting and attractive the subject may be made to them. No expensive apparatus is necessary to perform all the experiments necessary to make the subject easy and bring it within the comprehension.

Prof. Becht, of Muncy schools, was the next speaker. His subject was "Historical Study." He said it is impossible to lay down a list of maxims and rules which are applicable in all cases. The teacher must have individuality, and must throw into his work his personality. The value of historical study is so vast that within the compass of a pupil's school life

he can obtain merely an outline of this subject. We can only suggest and stimulate pupils in this subject. This subject has its value as a means of disciplining the mind, particularly the imagination. It develops patriotism and brings pupils into contact with the different stages of civilization in the past, and with the manners and customs of past ages. Too much time is too often taken up in the details of battles and the intrigues of parties and not enough attention to the subject of civilization. We should not attempt too much with young pupils for fear of creating a distaste for the subject. We should endeavor to instill into our pupils a love of history and when they get out they will read up on the subject after leaving school.

Supt. Harman addressed the Institute on "Attention." Attention is the foundation of any structure you attempt to build. Teachers attempt to instruct a large class when but one or two are paying attention. But it is the teacher's business to see that every member of the class gives his individual attention. As a rule it is the fault of the teacher if he can't secure the attention of his classes. Attention is an element of every faculty and not a distinct power of the mind. Nothing is accomplished without voluntary attention. The ability to give attention is the characteristic of a normal mental constitution and of a well balanced mind. It is only the weak mind that is incapable of giving close attention. The teacher must consider all sources of distraction and remove them if possible. If they can't be removed we must educate our pupils into removing their minds from the distractions and concentrate them upon their work. We ought to study our pupils individually and know their constitution, and consider their weaknesses and make allowance for them. Interest is of prime importance, and if the pupils are interested by the teacher their attention will be bestowed for a reasonable time at least. Avoid abstractions with the young. Do not be deceived by exterior signs. A boy may look at you but his attention may be far away from you. And he may give attention and not be looking at you. Pleasure sustains attention. We should make an effort to combine pleasure with instruction. Take advantage of a child's curiosity. Pupils love variety. Don't get discouraged. Extreme cases of inattention are very rare and we can be successful.

## WEDNESDAY MORNING.

Supt. Waller addressed the Institute on "Examinations underlying the public school system of Pa." He talked on teacher's certificates. There are six certificates provided by the law for teachers. Our lowest certificate is the Provisional one. The provisional certificate was at first intended to be only a temporary arrangement but it has become engrafted on our system. The state has been greatly benefited through the provisional certificate in that it has enabled young people to test their ability without going to much preparation. This certificate is good for one year only, and for the county only in which it is issued. Our state proceeds upon the basis of local control and in this the educational law of Penna is superior to any other state. It would be wrong to commit the interests of our children entirely to teachers holding provisional certificates. We have a graded system and teachers are expected to advance and reach that point where yearly examinations will not be required. This is the idea of the law and if teachers take advantage of it they will not be required to undergo endless examinations as is sometimes the objection to our system. They may go through all the grades and finally reach the state certificate, where in the judgment of the law he may teach in any part of the state and is good for life. More than half of the teachers in our state to-day teach on provisional certificates. This is wrong, not as it should be. The state should not issue an unlimited number of provisional certificates to any one individual. No one should be allowed to teach more than three years under a provisional certificate. If at that time he has not advanced to a higher grade he ought to be required to step down and out. Supply and demand largely regulate price and when every one is allowed to come in every year and take a provisional certificate it deprives the true professional teacher of the remuneration he is deserving of. It is not true that a young lady holding a provisional certificate can teach a primary school as well as one holding a diploma from a State Normal School. The state has provided ample opportunities in her Normal School, and it is only fair that for her outlay she should demand advancement in those having charge of the schools. The million of pupils at-

tending our schools have rights to the best education possible and these rights we ought to respect.

Supt. Harman answered the following questions: Do you approve of detaining a pupil after school? Not so far as his experience is concerned. Do you detain at recess? No. Do you allow a pupil to interrupt a teacher while a class is on the floor? No, try to make such arrangements that this will not be necessary. Should a teacher exact a promise from a pupil? Questionable. In concluding his remarks to the Institute, Supt. Harman said that he felt the importance of going beyond the books. There is too little attention paid to gleaning from the papers of to-day. We live in an age of newspapers and these papers are all vying with each other in size and in their effort to get quantity they forget the quality. Advise the boys and girls how to read the newspapers. Advise them what is valuable and should be ignored. Our newspapers are doing an immense amount of evil by putting into our homes the failures of the world. Teach them to discriminate.

Prof. Welsh of the State Normal School was the next speaker. He was asked his opinion in regard to the position of the pupil in writing at the desk. If all pupils started right they would not acquire bad habits, but we get some pupils where habits are already formed, and in such cases the best exercise is a free hand exercise which loosens all the muscles, and this in connection with this the finger movement. In signing names many people try to acquire queer style. This practice should be condemned and counteracted by the public school teacher. The pen should be held correctly which is indicated by all systems of writing. The left-handed writer should be allowed to write with his left hand.

Supt. Walton resumed his talk on "Imagination." We must understand how the imagination of the boy is fed before we instruct him. In the imaginative studies it is very important that we get the imagination to work to assist them to get a correct idea of the subject. The teacher should have a good imagination and form stories in accordance with facts and have their pupils follow them. After the story which stimulates the imagination then question them on the same point.

## WEDNESDAY AFTERNOON.

Sessions opened with music, conducted by Prof. March. The first speaker was Dr. Phillips, of the West Chester Normal School. He spoke on "Hints in Teaching Arithmetic." First, find out what the class knows, and does not know. See that the four fundamental rules are first thoroughly taught. Addition should receive more attention than it does. Do not teach too many ways of doing the same thing. Do not teach too many contracted methods of doing things. Don't be afraid of cutting out the non-essential parts of Arithmetic. For instance, the subject Arbitration of Exchange, which has no practical value whatever. Our teaching should prepare our pupils for every-day life, and our work should be drawn from the methods of doing business by the world around us. Assign a good lesson: point out definitely what you want, find out what they have done when they come into the recitation room; train your pupils how to read the problem correctly; put them all to work—there is a difference between seeing a thing done and doing the thing yourself. Pupils would rather do the work themselves than to be aided too much, provided they are led on in their work properly. Make your teaching very practical.

Dr. Waller then addressed the Institute and the following are a few of the points made: It is accepted as a truism that education is a growth. We ought to employ the practical branches to aid in mental growth. Education cannot be employed as a filling process. The great question that meets us to-day, as teachers, is what do our pupils need to-day, rather than what they need in the future. We are to bring about the conditions necessary to promote the growth of the mind as a living and growing organism. Education is from within and depends upon the self activity of the child. Since education is a growth we cannot measure it by rate per cent. If education is a growth the teacher must provide the favorable conditions; good school houses, good apparatus, good ventilations, and good surroundings generally. Time is an important condition to growth. Our school terms are too short to bring about the proper development of the child. We must allow nature's time for the development of the mind. Our school term is not fixed upon that basis, but upon a law upon our statute books. If we would extend our school term to nine months we would be adding fifty per cent. to our present results. In this respect we are behind most other states around

us. The cities of the State keep their schools open ten months. Every child in the State should have all the time required for its full development. All are to be citizens and all have an influence on our government. Every district may have a nine months' term in the future, from the increased appropriations of the State, if they will but say the word. The schools of Penna have the opportunities of a life time this year and they should take proper advantage of them.

Prof. A. I. E. Crouter, principal Penna Inst. for the Deaf and Dumb, next gave an interesting talk on how the deaf and dumb are taught. The results of their training was illustrated by a pupil entirely deaf, who could answer any question even from strangers, guided entirely by the movement of the lips. There are two methods of educating the deaf: by signs and orally. By either method their education is completed.

Supt. Walton addressed the Institute on "Literature." Many of our children go out of the school without their eyes and ears opened to the great beauties of the world around. They go out with a half starved taste for literature. Let us teach our boys to read something. Cultivate their tastes. If we can in any way elevate their tastes, we are doing a great thing for our pupils. Fifty per cent. of our education has to do with us when we are off duty. Train our pupils so that when they are off duty they will know how to behave, so that they will have elevated tastes to cultivate. This is done by training them to read good prose and poetry, such as Whittier, Longfellow, Hawthorn and others of the same class.

## THURSDAY MORNING.

Institute opened with devotional exercises conducted by Rev. Heilman, of the Lutheran church. Dr. Phillips then addressed the Institute on "Arithmetic." He took up the subject of stocks and bonds and discussed the topic in an interesting and practical way. He showed very plainly what is meant by the term stockholders and stocks. How stocks are transferred. Then explained what bonds are and bondholders. Stocks and bonds are bought and sold by persons known as brokers. The brokers associate themselves together in companies known as stock exchanges. The largest associations of this kind in this country and perhaps in the world, is located in New York city on Wall street. These associations are divided into two classes known as commission brokers and room graders. The brokers, uncertain terms, known as "bull" and "bear," "long" and "short," "puts" and "calls," and "dealing in margins," and "bucket shops." These terms were each taken up and explained to the teachers very fully and in an interesting way. He said that the business done by these different styles of brokers, very often is nothing less than pure gambling. He advised teachers to impress their pupils with the necessity of steering clear of such business as it is wrong and dangerous in many cases.

Supt. Walton was the next speaker, subject, "Literature." He protested against the way in which literature is usually taught. Make your pupils fully acquainted with one author before going to another. Select some state or country that stands as a literary center and begin there. In studying literature there is something more necessary than mere analysis, they must be able to enter into the feeling of the author and have some degree of appreciation of the author's sentiments. Pupils must sit in patience and study an author, if they would understand his meaning.

Mrs. Mary H. Hunt, of Boston, addressed the Institute. Sixty per cent. of our children never go to any school beyond the primary grade. Whoever will do the best for his country, will work directly toward those sixty per cent. There is no force working against our government so much as the effect of alcoholic drinks. It is one of the great duties of the teachers of to-day to see that all pupils are thoroughly educated in these effects, and thus made good citizens.

## LIST OF TEACHERS OF COLUMBIA CO. BEAVER.

Chas. Mensinger, C. M. Blaker, Jas. Platt, Jesse Fritz, Alex. Lillie, J. S. John, B. V. Sutliff.

## BENTON.

Jennie Sheep, Sadie Calender, Asa Calender, J. Fritz, Ira Brown, Margaret Evans, Miss Conley, H. W. Beishline.

## BERWICK.

E. K. Richardson, Elizabeth Mc. Bride, Sue Reay, Maggie Kelly, Eva Stiles, Mrs. S. T. Thompson, Lydia Kishner, Elizabeth A. Low, Alice Fisher, Elmer E. Garr, C. D. Crobaugh, L. G. Bullard, Mrs. Jesse Bullard.

## BLOOM.

L. P. Sterner, E. E. Smith, Nora

M. Finney, Ella M. Allen, Flora B. Jones, Samuel Pursel, Hattie Richardson, Alice Brockway, Louise Robbins, Anna C. Snyder, Eva Rawlings, O. H. Yetter, Ida C. Rinker, Ida Bernhard, Anna M. Fox, Georgie Pursel, Stella Lowenberg.

## BRIARCREEK.

A. S. Fritz, U. S. Clark, Mrs. W. H. Hartman, M. W. Kshinka, Kate Buyers, Ella Stackhouse, Lizzie Miller, Gertie Miller, P. G. Shultz.

## CATAWISSA.

J. T. L. Morris, Anna S. Kurtz, Hannah Breese, Alfred Hower, Sarah Gilbert, Dorah Breese, Zua B. Guie, Franc. Keifer, Cora Kimble, Josephine Brennan, Irene Sears, D. J. Mensch, Martha D. Tewksbury.

## CENTRALIA.

W. W. Heffner, Harriet Cook, Joanna Purcell, Mary Sweeney, Sarah Gillespie, Laura Heffner, Alice Daley, Mary C. Lynch, D. W. Lenahan.

## CENTRE.

Annie E. Millard, Thos. Probst, Chas. R. Nagle, John K. Miller, Hattie Hinkelman, Annie Kistner, M. R. Keeler, Rolandus Kocher, Lizzie Fisher.

## CONYNGHAM.

B. F. Kelly, B. Loughlin, Lizzie Kane, Mary Lavelle, John P. Hannon, Anna Monaghan, F. A. Burke, Bridget Gallagher, E. Flynn, May Grant, May Langdon, May Hughes, May McDowell, Maggie Moran, Anthony Barrett, B. I. Curran.

## FISHINGCREEK.

E. B. Beishline, Frank Creveling, Joseph Hilday, Samuel A. Smith, Ella Andrews, Rosa Blaine, O. Y. Hess, J. S. Campbell, Verne Jones, Mrs. Jed. Creveling.

## FRANKLIN.

Clara Teepee, John G. Mensch, Wm. H. Evans, James Munz.

## GREENWOOD.

Eyer Allen, W. H. Eves, Mary E. Kline, Boyd Trescott, H. E. Eves, Preston Eves, Ida L. Jacoby, Rhoda Peterman, Alice A. Laubach, Laura A. Heacock, Anna Rich, Nora Lyons.

## HEMLOCK.

Maggie Tubbs, Anna Tubbs, Robt. Dent, Wilmer Girton, Harry McBride, Raymond Stecker, Lizzie Wright.

## JACKSON.

W. E. Lutz, Daniel Thomas, Clarence Butt, Millie Albertson.

## LOCUST.

Kimber Cleaver, Minnie Gottschall, John Small, Hannah Hower, George Pfahler, S. C. Yocum, Anna Kester, Emma Beaver, Emma Cherrington, C. A. Small, Haines Vost, John P. Walter, D. J. Marks, Daisy Campbell.

## MADISON.

Wm. C. Shultz, Jennie Kitchen, Ward Girton, Maud Miller, W. H. Christian, Ray Shultz, Laura McVicker, Jennie Sterling, Phoebe Eves.

## MAIN.

Myron Geddes, Ellie M. Elliot, Ellie Hassert, Sallie C. Watson, J. P. Yorks.

## MIFFLIN.

Harry Hess, Carrie Wayne, Cora L. Hess, M. Alice Aten, Jessie Brown, S. B. Lutz, Blanche Geddis.

## MONTOUR.

Lizzie Richard, C. J. Cotner, Cora Holmes, M. M. Gensel.

## MT. PLEASANT.

Bertha Wright, Lizzie Kline, W. A. Kitchen, Leah Follmer, Margaret Eves, Frank Kline, Emma Townsend.

## ORANGE.

W. C. Sharpless, Maggie S. Eves, Robert Bardo, Kate Shoemaker, Rush Creasy, Laura Seybert, C. H. Moore.

## PINE.

Minnie Kitchen, Tillie E. Stiles, Grove Albertson, Daniel Girton, Mame Earl, Maze Furrer, Mrs. John Chamberlin, Lillie Leggett.

## ROARINGCREEK.

Agnes A. Houck, A. W. Cherrington, Clarence M. Yocum.

## SCOTT.

J. F. Harkins, Hettie Shellenburg, Sadie Hagenbush, Ario Campbell, C. M. Terwilliger, Phoebe Shew, A. F. Terwilliger.

## SUGARLOAF.

Lenore Harvey, Dora Albertson, L. I. Stedman, Ella M. McHenry, Daniel Fritz, Joseph R. Cole, Emma Harvey, Emma Green, O. M. Hess.

Last Monday, 21st, was the shortest day in the year.

To our patrons and friends, and everybody else we wish a Merry Christmas.

Turkeys are scarce and high. Last Saturday a man sold a wagon load on the street at 15 cents a pound, live weight.

A can'ta, entitled "Telephoning Santa Claus," will be rendered in the Evangelical Church this Saturday evening at 7 o'clock. All are invited. THEODORE GARRISON, Supt.

Walt Walton, the aged poet, is dying.