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 THE TOGA COUNTY AGITATOR is published every Thursday Morning, and mailed to subscribers at the very reasonable price of One Dollar per annum, in advance. It is intended to notify every subscriber when the term for which he has paid shall have expired, by the stamp which he has pasted on the margin of the last paper. "Time Out," on the margin of the last paper. The paper will then be stopped until a further remittance be received. By this arrangement no man can be brought in debt to the printer.  
 The AGITATOR is the Official Paper of the County, with a large and steadily increasing circulation, reaching into nearly every neighborhood in the County. It is sent free of postage to any Post-office within the county limits, and to those living within the limits, but whose most convenient postoffice may be in an adjoining County.  
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# THE AGITATOR.

Devoted to the Extension of the Area of Freedom and the Spread of Healthy Reform.

WHILE THERE SHALL BE A WRONG UNRIGHTED, AND UNTIL "MAN'S INHUMANITY TO MAN" SHALL CEASE, AGITATION MUST CONTINUE.

VOL. IV.

WELLSBORO, TOGA COUNTY, PA., THURSDAY MORNING, JUNE 3, 1858.

NO. XLIV.

**Rates of Advertising.**  
 Advertisements will be charged \$1 per square or fourteen lines, for one, or three insertions, and 25 cents for every subsequent insertion. All advertisements of less than fourteen lines considered as a square. The following rates will be charged for Quarterly, Half-Yearly and Yearly advertising:—

	3 months.	6 months.	12 mo's.
Square, (14 lines),	\$2 50	\$4 50	\$6 00
2 Squares,	4 00	6 00	8 00
3 columns,	10 00	15 00	20 00
4 columns,	12 00	18 00	24 00

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 Posters, Handbills, Bill, and Letter Heads, and all kinds of Jobbing done in country establishments, executed neatly and promptly. Justices, Constables and other BLANKS, constantly on hand and printed to order.

**LITTLE WILLIE.**  
 For the Agitator.  
 To the home that he cherished, one who loved him said,  
 "Everything seems very lonely now our Willie's dead."  
 Yes, and for a weary season, gladness has gone out,  
 From the rooms that once resounded, with his merry shout.  
 No long weeks of pain and anguish, racked his little frame;  
 Very soon, to end his suffering, Death in mercy came.  
 One bright, sunny, Sabbath morning—Willie was at play,  
 Ere another Sabbath sunset, in his grave he lay!  
 As the seasons come and vanish, o'er that little grave,  
 Birds will sing, and flowers blossom, and the fall grass wave,  
 But remember, ye who love him, though the spot be fair,  
 Where you left his body resting, Willie is not there!  
 No, not there—but with bright spirits, in a happy home,  
 Where no taint of earthly sorrow, evermore can come;  
 And far wiser and far better, Willie now will grow,  
 Than his happiest little children, who remain below.  
 May, 1858. VIRGINIA.

**PROCEEDINGS**  
 of the Togo Co. Teachers' Institute.

**MORNING SESSION.**—On motion the words "in Togo County" in Art. 2 of Constitution were stricken out.  
 On motion, Art. 6 was so amended as to provide for a semi-annual election of officers.  
 The resignation of the corresponding Secretary was tendered and accepted.  
 On motion, the President *pro tem.* was elected to the Chair for the entire session.  
 On motion, a Committee of three was appointed by the chair to prepare resolutions for the consideration of the Institute, as follows: J. B. Niles, H. N. Williams and J. D. Vanduzen.  
 A discussion of the best mode of opening and conducting schools was entered into.  
 Mr. Williams, stated that he usually opened school by reading a portion of Scripture, following with a short lecture upon some appropriate theme. He recognized order as Heaven's first law, and without system, no school could be profitably managed. He would use the rod when all other reasonable means of persuasion failed.  
 Mr. Wildman, agreed with the first speaker that school should be opened by reading a portion of Scripture, followed by prayer—the latter to be at the option of the teacher. This might lead children to the knowledge of new moral truths. As to the conduct of schools, he would suggest a short lecture touching the relations existing between teacher and pupil. He was no advocate of many rules of order for the government of schools. The fewer laws the better. Place confidence in the pupils, teach them to be men and women, and thus control them through the higher faculties. All necessary rules should be strictly enforced. Offenders should be mildly reprimanded, and if the rod was called in, it should be in the presence of the school, and then only at the last pinch. He was in favor of systematic classification of studies and order of exercises. He was not in favor of the "pouring in" process. It was better to develop the self reliance of the pupil.  
 Mr. Emery presumed that the object in placing him on the list of speakers was to learn how schools were conducted twenty years ago. It was wisdom to learn of experience. He had not taught for many years, other than a private school, in which he had proved so successful as to induce a steady increase. (laughter.) His old-time mode of opening school was first to become acquainted with the capacities of his pupils and their peculiarities of character also. He taught in the good old days of rewards and punishments, and thought it proper to excite the emulation of pupils either by rewards or credit marks. Were he to teach now he would open school with prayer—not formally—but earnestly and feelingly. Would advise others to do so, when it could be done conscientiously. He preferred the Pestalozzian mode of teaching. As to rules—the fewer the better. Confidence in pupils would gain respect from them for the teacher. He had heard of a successful teacher who always held his pupils incapable of doing wilful wrong. There was a chord which it was only necessary to touch to ensure obedience.  
 The following resolution was then read:  
 Resolved, that an examination of six hours, (three written and three oral) is not sufficient to properly form a correct opinion of a teacher's qualification.  
 Mr. Hickok, said he was not a little encouraged at the boldness and independence evinced on the part of the teacher's of Togo County, in the submission of this resolution, if the submission was in good faith. It showed great progress and that confidence which is necessary to ensure success in teaching. A good teacher would, of course, fear an examination of 6 hours duration as little as one of half that period of time. Still, he thought the majority of teachers would not creditably pass through a longer ordeal than six hours. The object of examinations was not to puzzle candidates, but only to ascertain the availability of their practical knowledge.  
 Mr. Calkins, said that if the Superintendent could improve the capacity of the teacher by a longer examination, so be it; but if he only desired to ascertain the available amount of practical knowledge possessed by the candidates, it was not necessary. He had found out all that in ten minutes often. He could learn more of the fitness of a candidate during half an hour's visit to his or her school room than in any other way. He had known the best teachers to be most timid and unsatisfactory at an examination. Graduates of colleges often could not pass a good examination, yet were not necessarily unfit to teach. He thought a longer ordeal than an hour, as a rule, to be useless.  
 Mr. Reynolds, had great faith in examinations, properly conducted. All teachers ex-

amined last year who received certificates marked with more than two "1's" (two excepted) gave excellent satisfaction. Those two would get drunk. Certificates marked on an average of "2," so far as he knew had done well; none had been turned out. Those of the grade "3" and "4" had a hard time of it generally. He did not agree with Mr. Calkins in regard to intellectual qualifications. If a graduate could not pass a good examination, he would not prove a successful teacher. He placed intellectual qualifications very high. He aimed to put no puzzling questions to teachers, but only such as were really essential. Teachers should take rank as they were more or less familiar with the practical knowledge necessary to successful teaching. As "embarrassment" had been offered as an excuse for teachers, he would ask how much embarrassment should excuse the candidate with the Superintendent?  
 Mr. Hickok, thought that would depend much upon the nature of the embarrassment. If it arose from modesty, every allowance should be made.  
 Mr. Reynolds, thought it would be dangerous to admit diffidence as an excuse. Teachers would not be slow to take advantage of such a rule. If teachers are to forget to-day, what they claim to have known yesterday, of what practical use is the knowledge lost so easily? He thought teachers should be credited with just the amount of available knowledge they possessed. The true criterion for the Superintendent was the present available knowledge of the candidate.  
 A lecture was announced from Mr. Hickok, upon the efficacy of the Co. Superintendency, and the duty of the friends of education in sustaining him.  
 Mr. H. said that so far as the utility of the office was concerned, that was settled beyond a peradventure. That battle had been fought and won. True, there was still no little opposition from a certain class—a class constitutionally opposed to the entire system of Common Schools. From this class proceeded the great bulk of the petitions rushed into the Legislature last winter. The people had a right to ask how their money was spent.—They are the sovereigns—the source of all appropriations for public purposes. As one of the officers, he could conscientiously say that the money expended under the present law was judiciously expended. The State had expended \$15,000,000 during the last 20 years for Common School purposes. How had it been expended? That Schools were necessary, all would agree—or nearly all. The question is, how can the evils of the system best be cured? The Legislature had taken the matter in hand and had furnished a framework for the superstructure of a noble system—the best in the Republic. Means to carry out the reform were needed. Under the old system the school houses were not fit to receive the children of white people.—Heretofore, money appropriated to school purposes, had been no better than thrown away. It was squandered by defaulting officers or expended upon improvements not contemplated by the law. Under the old system the schools were often the hotbeds of vice and immorality, and were in such a low condition, that when he was called upon to assume the duties of State Superintendent, he recoiled from the task. But things were different now. The new law removed the obstacles to progress, and has already, with but four years trial, lifted our schools up to a proud position. The only wonder was that it had not brought them much nearer perfection. Complaints poured in from every quarter, but in spite of all, the system was gradually winning the admiration of the people. It was based upon popular sovereignty—giving the whole matter into the hands of the people. With directors at least nine-tenths of the power is placed. There is no autocratic power at Harrisburg, guiding and controlling the matter.—The Co. Supt. is the right arm of the system, as the directors are the back-bone. Of course a perfect organization cannot be had without a head in the State. Like the Judiciary, it must be perfect from top to bottom. Strike out a link of the chain and you destroy the efficacy of the system. Each officer has his peculiar duty to perform. The system tends to place teaching in the front rank of professions. It was formed with a higher view than dollars and cents.  
 Adjourned.  
**TUESDAY—AFTERNOON SESSION.**  
 R. R. Austin stated his plan of teaching the simple rules of Arithmetic accompanying his statement with lucid demonstrations.  
 Ambrose Close followed with an admirable dissertation touching the best method of teaching fractions, accompanied with very clear demonstrations upon the blackboard.  
 Hon. H. C. Hickok being called for, took the floor.  
 Mr. H. said: If there were any difficulties, or misunderstandings touching the operation of the School Law, among directors or teachers in Togo, he hoped none would hesitate to interrupt him at any time with questions relating thereto. Under the old system there was no uniform mode of conducting Common School matters; the masses being apathetic, good teachers were not always sought, nor found when sought. Teachers, then, as a class, were fit for almost anything else than their vocation. Sometimes a college graduate came along, and to "raise the wind," engaged to teach. As a general rule, such persons were as poor timber for teachers as could well be got at. Their studies in College were not such as to render them proficient in the elementary branches. Often they had grown up blissfully ignorant of their own language while deep in the mysteries of a dead literature. Such seem to think that a knowledge of the common branches comes by intuition. But the old time furnished some

earnest, kind-hearted and capable teachers—men and women with a tact for teaching. Others were employed because they were cheap, or favorites with those in power in the districts. Under the old system directors could not prevent the swarming of these hordes of incompetent teachers; the districts were isolated, and, refused in one quarter they fled to another. Now, all are but parts of one systematic whole and the uniform standard of qualification which had been established under the new law operated to drive this class from the Schools. From them and their friends the opposition to the new law in good part proceeded. They had cause to be alarmed. He said that the present system had only to be fairly tried to become popular—it had become so wherever it had been best carried out. (Mr. H. here introduced several amusing anecdotes illustrating his subject which were received with applause.) The Co. Superintendents were but agents of the people to carry on the reform. The work of driving out incompetent teachers was going on silently but certainly. A hundred per cent. in progress had been made, and still we were 500 per cent. below where we ought to be. Our Boards of directors are more efficient than they were three years ago. They begin to understand that good teachers cannot be hired at a small price. So when incompetent teachers are refused certificates we have a great complaint against the new system. He had established a rule that no candidate should receive a certificate whose proficiency in orthography would not entitle him to an apprenticeship in a country printing office. As to the office of directors, nine-tenths of the power was delegated to them, and rightly. Their duties are arduous and often thankless; yet the Co. Supt. took much of the burden from their hands. (Some one asked if teachers might prescribe exercises suitable, in their judgment, to the capacities of scholars.) Mr. H. thought the teacher had such discretion, under favor of the Board of directors. The Superintendent had concurrent jurisdiction with the directors in selecting text books.  
 Mr. Reynolds: How do you understand the law in regard to keeping schools open on Saturdays?  
 Mr. Hickok: I am utterly opposed to keeping schools open on Saturdays. Of course, the wishes of the majority of patrons must be prudently deferred to in such matters. You may hire a man to chop, split rails or mow, from Monday morning until Saturday night; but you cannot keep little children hard at brain labor six consecutive days with either reason or profit. Education does not consist in intellectual culture only, but in physical and moral as well. The law does not define the length of a teacher's month, but leaves it to the discretion of the people. So, many improvements were made, not expressly provided for by law. Institutes, and township associations were of this class of improvements—signs of healthy progress and legitimate outgrowths of the system.  
 Mr. Niles: Should directors receive a stated sum for their services?  
 Mr. Hickok: I would not at present alter or amend the present law. The directors have great responsibilities to sustain, but the salary is highly honorable. He thought a salary attached to the office might work corruption, by throwing the office into the hands of politicians, and the directors would then be the creatures of men who had axes to grind.  
 Mr. Chapman: Is it legal for directors to break up old districts and consolidate two in one?  
 Mr. Hickok: The law vests that discretionary power in the directors. It is almost an absolute power, yet in a very exalted sense, that power is still in the breasts of the people.  
 Mr. Calkins: What should be done with pupils using profane or indecent language in the school room?  
 Mr. Hickok: I would reprimand for the first offence. If that proved insufficient, the offender should be ejected from the school room. Profane or indecent language should not be permitted within the jurisdiction of the teacher.  
 Mr. Emery: What is the bound of the teacher's jurisdiction?  
 Mr. Hickok: That is a mooted question. The general rule however, is that when the pupil steps from the paternal threshold, he passes from the jurisdiction of the parent into that of the teacher. There would be some difficulty in carrying this rule into effect in particular cases. Still, in his judgment, it was the proper rule to be adopted by teachers and parents. There could be no subordination without so extending the jurisdiction of the teacher.  
 Adjourned to 7½ o'clock, p. m.  
**TUESDAY—EVENING SESSION.**  
 The discussion of the question touching the length of time proper to be consumed in examinations by the Co. Supt., was resumed.  
 Mr. Niles, thought six hours sufficient for all practical purposes—to entitle a teacher to a certificate, or to refuse one. He could see no utility in changing the present custom, when nothing better had been as yet proposed. He thought a teacher would find no difficulty in answering questions with which he had rendered himself familiar. Embarrassment, he thought, should be taken into consideration; the Superintendent, of course to decide for himself in how much failure was attributable to diffidence.  
 Mr. Kirkendall agreed with the last speaker in regard to time. If a Superintendent could not ascertain the qualifications of a candidate in six hours, he could not, in his judgment, in six times six hours. As to embarrassment, he was for ignoring it altogether. If a teacher knows his business, he can answer without much difficulty—that is, teach-

ers can answer all questions of practical importance without embarrassment, in a majority of cases.  
 Mr. H. N. Williams, thought teachers had no option in the matter of time consumed by the Supt. in examinations. That officer must be his own judge as to the length of time called for. He agreed with previous speakers that teachers having a good knowledge of their business would not, as a rule, be too much embarrassed to reply. He would leave it to the Superintendent.  
 Mr. D. Bacon, was in favor of reducing the time from six hours to half an hour. He thought six questions in each branch would be enough to give the Superintendent a fair estimate of the capabilities of candidates.  
 Mr. Vanduzen, agreed with others that six hours was long enough time for examinations. He did not think either six or twelve hours would be sufficient to enable the Superintendent to judge intelligently of the candidates' tact for teaching.  
 Mr. Bailey, differed with the last speaker. Six hours to each candidate would be very well; but with a class of 10 teachers it would give only 36 minutes to each other. One hundred questions per hour would be a small estimate, giving the proper number to each of the six branches. Then, at least fifteen minutes would be lost in embarrassment.—Three hours of oral examination would give but 10 minutes to each teacher.  
 Mr. Hart, thought six hours sufficient time to ascertain the qualifications of candidates. He did not feel called upon to suggest the proper number of hours, but opined that it should not be an arbitrarily fixed time.—Proper allowance should be made for embarrassment. Few teachers could stand before the Superintendent and remain as free from embarrassment as in their school-rooms. He remembered that some of the loudest now against allowance for embarrassment, visibly quaked in their shoes before the Superintendent. (laughter.) Six hours was not sufficient for a deliberate judgment on the part of the Superintendent, as to tact, and those who thought that officer could make up his judgment in half an hour, meant to flatter. It was too large to be true.  
 Dr. Webb, thought the question of time should be left to the Superintendent. He can spend but one day with each class of teachers. Six hours was deemed a proper time for pupils and teachers in schools, and the Superintendent was governed by the same rule. From the responses to the more important questions in the several branches taught, he could form a fair judgment of the claims of teachers to certificates. He thought six hour's time enough, except for first class certificates. Certificates of lower grades could be given after a six hours' ordeal.  
 Mr. Ritter, said there was great unanimity of opinion, so far, prevailing among previous speakers. He was willing to abide by the pleasure of the Superintendent.  
 Mr. Walbridge, said he had taught during ten years, and had been examined by Justices of the Peace, Lawyers, Doctors, Ministers, and Tom, Dick and Harry. He had been left off with one hour and had been bored for three hours. Seminars required at least a week to examine teachers. Can the Superintendent require less time? He thought not. A person of a mathematical mind required more time to digest and properly answer questions than one of a metaphysical mind. Six hours did not seem long enough for a thorough examination.  
 Mr. Cady, would leave the time optional with the Superintendent, but thought six hours long enough. There should be some allowance made for embarrassment. He was satisfied that persons might be so diffident as to fail in the simplest questions. He had a case in point in which the best scholar in a class in Algebra, failed utterly.  
 Mr. Reynolds, asked to hear from the female teachers. He considered six hours all sufficient. There were seed-questions which would extract the practical knowledge of a class in a very short space of time. If an examination was any test, an hour was sufficient to constitute that test. In written examinations he gave full three hours to each teacher. He would like to make some allowance for embarrassment in female teachers.—But the precedent would be dangerous. Each would plead it on failure. He believed a proper degree of embarrassment to be beneficial, because excitement quickened the operation of mind. He had a poor opinion of recommendations of principals of high schools. Of course a teacher would recommend his pupils in some sort, since it was for his interest to do so. Teachers must be content to rest upon their own merits.  
 Mrs. Reynolds, thought if longer time was exacted, it would be necessary to get a law passed exempting Superintendents from the exercise of eating and sleeping. She thought some allowance should be made for embarrassment.  
 Mr. Hickok, agreed with Dr. Webb that six hours was time enough for certificates of a lower grade, and not long enough for first class certificates. In written examinations, the Superintendent could ascertain the amount of practical knowledge of candidates, in six hours. In some, embarrassment was constitutional; but with all the favorable circumstances usually attendant on such occasions, little allowance should be made for it. Good teachers could stand the test. The standard of teachers would be raised 50 per cent. per year until none but first class teachers would be employed.  
 The Resolution was lost.  
 The following Resolution was read and ordered to lie over.  
 Resolved, That the office of Co. Supt. should not be abolished until fairly tested, Mr. H. N. Williams then read a fine essay

upon "Primary Education."  
 Adjourned to 9 A. M. of Wednesday.  
**WEDNESDAY MORNING.**  
 Mr. E. Wildman in the Chair.  
 Mr. Niles submitted the following resolution:  
 Resolved, That the members of the Institute accept the proposition made by the Editor of the Agitator to devote one column of his paper weekly to the discussion of questions pertaining to the educational policy of this county or State.  
 Unanimously adopted.  
 Dr. Pratt, in behalf of the Democrat, offered a column of that paper for the like object, which was accepted without discussion.  
 The State Superintendent Mr. Hickok, then addressed the Institute. He expressed himself delighted with the manner of conducting the Institute. He further urged that teachers should strive to prepare themselves for the proper discharge of the duties devolving upon the Co. Supt., since, from the ranks of that profession the Supt.'s must be taken when the system becomes perfected. He pronounced a farewell blessing.  
 On motion, Hon. H. C. Hickok, was elected an Honorary member of the Institute.  
 Adjourned.  
**AFTERNOON SESSION.**  
 Minutes of the morning session read and adopted.  
 Demonstrations in Arithmetic.  
 GREATEST COMMON DIVISOR.—by Miss Amy Rockwell.  
 TRUE REMAINDER.—Miss Augusta Orvis.  
 CUBE ROOT.—Miss Beach.  
 PROPORTION.—J. B. Niles.  
 SQUARE ROOT.—S. E. Kirkendall.  
 LEAST COMMON MULTIPLE.—J. D. Vanduzen.  
**BEST METHOD OF CALCULATING INTEREST.**—Miss Lightenthaler.  
**REASON OF THE RULES OF ALLIGATION ALTERNATE.**—J. Walbridge.  
 These demonstrations were characterized by great clearness and elicited general approval.  
 Reces of ten minutes.  
 Mrs. Maynard was elected Treasurer *pro tem.*  
 The Institute then listened to an oration by F. D. Ritter. It was a highly creditable production.  
 R. C. Bailey read a very excellent essay upon Education.  
 A motion to amend the Constitution was lost.  
 Mr. Vanduzen and Misses, Beach and Rockwell were made a Committee to report permanent officers for the Institute.  
 Messrs. Niles, Williams, Kirkendall, Ritter and Bailey, were made a Committee to report resolutions.  
 The Institute voted to close its labors on Thursday night, and adjourned until 7½ P. M.  
**EVENING SESSION.**  
 The minutes of the afternoon session were read and approved.  
 The board of Counsel reported in favor of Mansfield as the place for holding the next session of the Institute. Adopted after a sharp debate.  
 The following resolution was submitted for discussion:  
 Resolved, That the word "Tower," in the resolution relating to text books, be stricken out and the word "Brown" substituted.  
 Mr. Hart, was in favor of the resolution. "Tower" was a minor work, having for its only recommendation, its patent right system of analysis. It showed little research, while Brown's is remarkable for its depth and perfectness. It had been adopted by nearly every college in America. It cost its author years of patient labor, was made for all time—not for dollars and cents but as a benefaction to the language. He would vote for the resolution.  
 Mr. Bacon, was in favor of Brown's grammar for Common Schools. Tower was too silly and Kenyon too abstruse. Brown's was the grammar of grammars.  
 Mr. Niles, had never used other than Kenyon's grammar and was not prepared to choose between Tower and Brown. He deprecated this constant meddling with text books. It was the fruitful source of grumbling among parents, who were taxed enough already. He did not favor these vain attempts at uniformity in text books. It was impracticable.  
 Mr. Williams, agreed with the last speaker touching their meddling with text books. He preferred Kenyon in Etymology, Brown in Prosody. As a text book he certainly preferred Brown before Tower.  
 Mr. Rogers, said he was little acquainted with Tower's grammar, therefore could not discuss the resolution in all its bearings. He regarded Brown's grammar superior to all others. It contained all that was necessary to be known touching the science of the English language.  
 Mr. Spencer, preferred Tower very decidedly. He had given Brown a thorough trial and found it wanting in many essentials—very defective. The best results accrued to a substitution of Brown for Tower, as he could testify.  
 Mr. Elliott, decidedly favored Brown as a text book for our Schools. Tower analyzed better than Brown; but Brown reaches the same result by rendering the student familiar with the drift of a sentence by a shorter route. He had heard the Co. Supt. remark that students in Brown were more advanced than those in Tower. He thought Brown superior to Tower in every department. The fine print in Brown's grammar was worth more than Tower's entire work.  
 Mr. Walbridge, had studied Brown's grammar and preferred it for beginners as well as

for advanced classes. Men of long experience preferred it before all others. No one could teach Kenyon except Prof. Kenyon. As for Tower, he began at the wrong end and ended where he began.  
 Mr. Bailey, had changed in opinion somewhat since hearing the matter discussed. He had given an inch and they had taken an ell. Did they wish to introduce that monstrous book into Common Schools? What had its adoption by colleges to do with it as a Common Schools book? He thought Kenyon as good in every sense; and would turn out some of his Kenyonites against any number of Brownites.  
 Mr. Kirkendall, said the gentleman would do well to remember that he, himself, taught Brown's grammar in the same school but a year before, when he talked about turning out his Kenyonites against Brownites.  
 Mr. Bailey, said he not only remembered that fact, but he had not forgotten in what condition he found the pupils.—(great laughter and cheers.)  
 Mr. Kirkendall, just so; And somebody will remember in what condition the gentleman left them. (laughter.) He thought that when a pupil understood how to read, that was grammar enough. None but good grammarians could be good readers.  
 Miss Beach, said she was not prepared to discuss the resolution; but would say that these frequent changes did not, in her judgment, tend to improve either the temper of parents or the knowledge of pupils.  
 Dr. Pratt, said that grammar was a plain common sense science. When an author only displays research in coining new words he had little claim to preference. He thought that grammar the best which taught the science of the language in the plainest manner.  
 Mr. Reynolds, was willing to leave teachers to settle this question as suited them. It was the most vexatious of all questions. He would not advise those teachers marked low on their certificates to try to teach grammar; or if they did, to make use of the simplest elementary work which was Tower's. He liked all kinds of grammars, and thought a good teacher would make a good grammar out of any one in use. He preferred Tower in many respects before all others. Brown did not give good definitions. Tower taught by inducing thought. Brown piled form upon form. It looked like retrograding to adopt Brown.  
 The resolution was adopted.  
 Mr. H. W. Williams read an essay before the Institute. On motion, a copy was requested for publication.  
 Adjourned.  
**THURSDAY—MORNING SESSION.**  
 Mr. E. Wildman in the Chair.  
 Minutes of last day's session read and approved.  
 Report of Committee on nomination of officers, made by Vanduzen, as follows:  
 PRESIDENT.—S. E. Kirkendall.  
 VICE PRESIDENTS.—R. C. Bailey, M. F. Elliott, Morgan Hart, D. L. Vanduzen, Guy Snover.  
 TREASURER.—Mary E. Pitts.  
 RECORDING SEC.—J. D. Vanduzen.  
 COR. SEC.—Mrs. E. K. Reynolds.  
 COUNSELORS.—Miss Maria Roff, Miss M. P. Emery, H. C. Veil, A. E. Rockwell, Kate Morris, Mary Bowen, J. B. Cady, Nancy Potter, Morgan Hart, N. L. Reynolds, A. J. Weisber, O. A. Smith, Rebecca Tate, Mariaetta Cloos, A. M. Simpson, D. W. Brown, E. C. Cummings, Maria Rathbone, Triphenia Catlin, J. E. Peters, Benj. Dorrance.  
 The following orators and essays were reported by the report committee:  
 Misses E. L. chenthaler, E. Beach, L. A. Smith, S. M. Locke, L. Fish, M. P. Emery, Mrs. N. L. Reynolds, Mrs. W. F. Richards, Messrs. M. Hart, A. Cloos, E. Wildman, S. E. Kirkendall, W. W. Webb, G. Snover, A. J. Spencer, Dr. Pratt.  
 On motion of Mr. Emery, the Institute requested a copy of each oration and essay read, or to be read before the present session of the Institute, to be furnished for publication.  
 On motion, Dr. Pratt was requested to form the Institute into a class, and to drill them in Geography. Gave his method of teaching in a lucid manner. He was followed by Miss Beach, Miss Rockwell, M. P. Emery, Dr. Webb and Mrs. Reynolds—a 1 of whom expressed themselves with great brevity and clearness.  
 The following Resolution was then discussed at length:  
 Resolved, That female teachers are amply compensated.  
 Mr. Kirkendall thought that female teachers were amply compensated. They were not capable of doing so much, mentally or physically, as males. Therefore, they should not receive as much wages. There were some exceptions; but as a rule, they could not govern large schools as well as males. Females received all they asked. If they could do as much work their wages should be the same.  
 Mr. Hart, said that females should be well paid—as well as any teachers, that is, if they could perform as much labor. In his judgment, there were many teachers overpaid—male and female. He was for employing good teachers and paying them a fair price for services.  
 Mr. Bailey, said he could not say upon which side of the question the last speaker intended to be. He thought for one, that the grade of the certificate should govern the wages. It was an absurdity to say that females could not govern schools as well as males.  
 Mrs. Reynolds, said, that though not now employed as a teacher she yet felt a very deep interest in all that concerned those of her sex in the profession. The question now