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NO 32

COUNTY INSTITUTE.

Report of Proceedings—Synopsis of the Speeches—Committees Appointed.

Promptly at 2 o'clock Tuesday afternoon County Superintendent Leech called the County Institute to order. The large court room was well filled with bright faces, such as only are seen at a County Institute of Pennsylvania teachers. Rev. Hill offered a prayer after which the County Superintendent gave a short introductory. The work of organization then began. Messrs. Charles Elrick and Thomas J. Itell were appointed a committee to nominate officers for permanent organization. Mr. J. C. Carroll was named as temporary enrolling secretary.

The Committee on Nominations retired and upon returning placed before the Institute the following nominations: President, J. W. Leech, *ex officio*; Vice Presidents, William P. Reese, Millville, and R. H. Biter, Gallitzin; Reading Secretary, Miss Allie Lloyd, Ebensburg; Recording Secretary, Miss Annie McGrade, Portage; Treasurer, T. B. Allison, Ebensburg; Enrolling Secretary, J. G. Carroll, Millville.

On motion the nominations were unanimously approved, and the permanent organization was thus completed. The enrollment, which was compiled at 3:45 p. m., showed 222 teachers present. Prof. G. W. Innes, of Blairsville, led in music.

Professor G. W. Innes spoke of the value of music in school. "Get hold of the little boys and train them to sing from childhood and then there will be no difficulty with them when they get older. There will be little trouble with the girls." At the close of the remarks a song, "Bye-land," was sung by the Institute, Professor Innes leading.

Dr. G. X. Snyder, Principal of the State Normal School, Indiana, Pa., was introduced and spoke on the "Modern Teacher." "Dr. Talmage answered the self-asked question, What is the teacher? by saying she is a Queen. The function of the teacher demands an education of head and heart. She is indeed a queen. I know no profession that demands a nobler quality than a teacher. The first element of success is a sweet disposition, plenty of sleep, plenty of rest, healthy food and prayer to get the conscience right, are all necessary to physical qualifications. Somebody says that the teacher should bound into the succeeding day over the high wall of eight hours sleep. Cleanliness is the next qualification. The teacher must be neat, tidy and pretty. The teacher must have a skilled hand, not only writing, drawing, sketching, but industrial skill are necessary. A healthy head—common sense is a characteristic of the teacher. Teachers must be trained to see the relations of common things. Teachers are now studying the nature of the child. It would be just as consistent to draw a line and stand twenty-five boys under it and command them to grow to it in a given time, as to expect of all the members of a class to do the same intellectual work. Teachers should know the relation of the body and the mind of the child. Some minds develop later in life than others, and it is the business of the teachers to know it. Teachers should know what they are doing. They lose respect of pupils and patrons by not knowing fully the subjects taught. The modern teacher must be able to read nature. She must know a little of everything. That may seem sweeping, but it is not necessary to get everything from books, if you are unable to bear the expense of an extended school course. A clean heart, good morals. The teacher should resolve that she shall be a living example of morality. A sympathetic nature is necessary. The law of human sympathy is almost like the law of gravity. Be devoted to your work although the compensation is small. Look forward to the day when every teacher in this and every other county will get at least fifty dollars a month.

A song, "Ferryman, Row," was led by Professor Innes. Dr. E. E. White, formerly Superintendent of the Cincinnati schools, was introduced, and spoke on the "Elements of Government." Some old things are worthy of consideration. The prime factor in every school is the teacher. A method is a pulseless mechanism, but a teacher puts life into it. Teachers should not look for their failures not very far from themselves. What constitutes the power of control? The first element of strength and real power is scholarship. A thorough and fresh knowledge of what is to be taught. No other cause of failure is so great as want of scholarship. Scholarship is power. It begets confidence, and nothing conduces to better order. Mistrust of a teacher's knowledge will kill any teacher's power. Suppose the teacher, in everything he undertakes, shows himself above the text-book he uses. He has no lack of confidence. Knowledge must be fresh as well as thorough. "Take the lesson into your minds," said Garfield, "and work it out before giving it to the pupils." Where there is one teacher suffering from over-study there are ten suffering from want of study. Give more

thought to how things are to be done than to a study of the subject itself. True teaching is joyous, and sunny and full of power.

MONDAY NIGHT.

A packed court room greeted the re-appearance of Rev. Russell H. Conwell, of Philadelphia, on Monday night. The lecture, "Acres of Diamonds" was nearly applauded throughout.

TUESDAY MORNING.

The Institute assembled in Armory Hall, it being necessary for the Court to have the court room. It was 9:10 o'clock when the Institute joined in a song. "At the Cross," after being called to order by the County Superintendent.

Judge Johnston spoke by way of explanation of why the Institute was obliged to vacate the court room. The County Superintendent is in no way to blame. The Act of Assembly relating to the matter gives the County Institute the right of using the court rooms, but of course it never was intended that it should take precedence of the Court. The County Superintendent had set the time for holding the Institute during a time when there was no regular session of Court. Judge Furst, who held Court here at the last session, not knowing that the Institute had been set for November 18th, decided upon that date for holding the special term. Then it was thought that it could be held in the Arbitration room. But when the case came up for trial yesterday morning, it proved to be a very large one, being an extensive land case. It was necessary to have more room than the Arbitration Room afforded.

Prof. Snyder spoke on "What it is to Teach." He spoke of the growth, the development in modes of harvesting, in lighting our homes and streets, and in travel. He asked the question, "Have we as Teachers kept pace with this progress?" He then briefly reviewed the progress made in education. First idea of school, was the rule of the rod, then came the three R's, and then came the idea that teaching is causing to know. This idea prevails, as yet, to a large extent. Teaching is developing the possibilities wrapped up in the child. Teaching is training to talk, training to act. The teacher who is not spiritually good can not lead the child to be good. Thinking comes before knowing. Thinking is seeing relations. Prof. Snyder illustrated his talk by using some geometrical forms. He spoke of methods in Geography and History. Pupils must be led to see relations. He also spoke on the natural science and illustrated by examples of lessons how he leads pupils to see relations in those branches.

After music, Superintendent Leech appointed a Committee on Instruction, also a Special Committee on Memorial Resolutions, composed of Mr. Thos. J. Itell, Chairman; Miss Clara Englebach, Miss Mary Jenkins, Mr. E. H. Burkhardt, Mr. Frank Boyer, and Miss Annie Kratzer. A Committee on General Resolutions was also appointed as follows: Mr. Chas. Elrick, Chairman; Mr. G. W. Williams, Mr. J. S. Foley, Misses Maggie Reilly, Ellie Myers and Sara Hill.

After a short intermission and a song, Prof. Bennett, of the Morrell Institute, Johnstown, spoke on drawing. The straight line comes first. Drawing should be from the object. A stick may be used from which to draw the line in all positions. Angles come next. In teaching curves, which comes next, use a piece of wire, by means of which all curves may be made. Neatness is very necessary. You cannot have art without it. Objects from nature can be used. Models of form should be used.

A song, "Memories of Galilee," was sung, after which Dr. White took up the subject of "School Management." A ladder of seven rounds constitutes the way to success. The first is scholarship, the second skill in teaching, which begets confidence, skill in mechanism. No good teaching is copy work. The method that is full of vital power in the school room is the teacher's own method. The teacher must know what others do and how they do it, only to make the method her own. The third element of easy controlling is heart power. There is in every school a few pupils, the control of which determines the success of the teacher in that school. The teacher can lead a child, especially a wayward one, she does not love. The secret of governing a wayward child is not in allowing the conduct of the child to come between his heart and yours. There is no personal matter in it. The love of the teacher must be most conscientiously shown toward those who need it. Backbone is the next element of easy governing power. Evenness of administration, putting a school in a condition and keeping it there uniformly. A boy respects a steady will. A will has most power when there is a silent teacher before it. The teacher who scolds much is a feeble teacher. The fifth element is good eyes and good ears—the ability to see all that goes on in the schoolroom. The sixth element is common sense—practical wisdom in the little things that control a child's life.

Here the hour of noon was struck by

the Court House bell and the Institute adjourned to meet at 1:30 p. m.

TUESDAY AFTERNOON.

At twenty minutes of two o'clock the Institute was called to order, and the minutes of Monday afternoon's and Tuesday morning's sessions were approved as read, after one slight correction. Professor Innes conducted several pieces of music, after which Dr. Snyder gave a talk on Geography. This subject has been excluded to make room for other subjects. All the deeds of our forefathers—all the deeds of the race have helped to make us just what we are. All the aspirations and sayings of all the wise and good men of the race are summed up in you. The study of man in relation to the earth that surrounds him is geography. The study of the deeds of the race is history. The study of the great thoughts and aspirations is literature. Develop power in the pupil to think geographically. The first element in the child, a sense of form. Educators teach form because every thought has an element of form in it. An element of form enters into every geographical idea. Any landscape that you may mention you give color to, unless you make your children see in the mind those countries that they can never lay their eyes on. Color lessons and form lessons are given for their aesthetic value. An individual who admires beautiful colors and beautiful form is conditioned for education. Sound must also be taught through music. A sense of distance is another element in geography. Pupils must be able to take an imaginary trip and see all that is to be seen on the way. Little folks must be led to see the relation of cause and effect.

Music, led by Professor Innes, after which the Institute took a recess of ten minutes.

TUESDAY AFTERNOON.

After recess Mr. R. H. Biter, of Gallitzin, read a paper on "Percents." It was as follows:

"How do I compare with my neighbor?" is a question that constantly presents itself to every thinking person. How natural it is for us to wish to know how we compare with others and to wish supremacy over them? The ever active mind constantly sees perfection in self, and imperfections in others; and is, thereby, a poor judge of its own powers. It is naturally inclined to follow a certain course, though influenced by its environment and circumstances. So in childhood, before we know in what particular channel to direct our thoughts, we need some one to decide for us. Directed in a way not especially pleasing, the mind experiences a certain amount of aversion—consequently a stimulus is necessary to accomplish the desired end.

Very few children study for the love of study. The child, naturally, does not care for the things which will prove beneficial in after life. While it is true, some early acquire a love for study and seem without effort on their part to perform intellectual work; yet there is another and a much larger class who require with all the incentives a teacher can employ to induce them to bring their wills under subjection.

Labor is a God-given command. To many of us, physical labor is a necessity to provide for temporal wants. Not so with mental labor. The mind is left free to accept or to reject; hence the reason for some special inducement to engage in it. Of the many means employed in serving such a purpose, perhaps none is more widely used as the giving of numerical values or percents.

Each child is given an opportunity to compare himself with his fellows, and if he finds his work not equal or correspondingly good incites him to renewed effort. Such a renewal

of the part of one almost invariably stimulates his associates also. In this way, any child that is at all ambitious, or cares to keep pace with his fellows, will make an additional effort; thereby creating a rivalry that will prove a lasting benefit to all engaged. While this rivalry may be carried to such an extent as to wield a dangerous influence, yet constant vigilance and proper treatment will correct all such cases. Percents, showing a comparative standing, given in a judicious way, may prove a great benefit and aid to a teacher, by adding system and efficiency to his work. The teacher's work is significantly characterized by lack of system. That there are many well systematized schools can not be disputed; yet a greater number, especially those in rural districts, have no definite plan of work laid down. Each teacher works as he pleases, irrespective and oftentimes ignorant of the work of former teachers or of what should be done by succeeding ones. The work of the present is not a continuation of the past, neither is it a preparation for the future. Several factors each exert an influence in bringing about such a condition, but by far the greater lack of school registers or improperly kept ones. All school information given to school officers or to teachers must be traced to some source and that fountain head is usually an approximate numerical value placed upon the subject considered. No better or simpler way has yet been introduced—no way by which ideas, definite and valuable can be more easily understood. A brief examination of previous work, tells the new teacher where he should begin, ability of individual pupils, etc.

While many benefits are to be derived, yet an immeasurable amount of harm may be done. The teacher who employs them as an instrument of favoritism and flattery has done both himself and his pupils a serious wrong. How often does it happen that a teacher, having a particular friendship for some pupils and a similar enmity for others, resorts to this means of expressing his feelings! Children, naturally close observers, understand the teacher's action; and feelings of hatred and jealousy are engendered—not only toward the teacher, but also toward the more favored classmates. A degree of

antagonism is thus brought about, that frequently leads to deception and in extreme cases even to open rebellion. Respect for teacher is gone and harmony banished from the class room.

Again, in order to leave the impression that conditions are better than they are, or to avoid any unpleasantness on the part of parent or pupil; teachers sometimes resort to exaggerations in marking. Thus actuated, the system wields a most pernicious influence and the teacher sacrifices the best interests of the pupils in his charge, that his school may enjoy a brilliant record. All work should be done conscientiously. He who is afraid to be truthful through fear of making enemies has no place in a school room. Let all marks have value compared with the quality of work, and the receiver will appreciate them—not only appreciate but be benefited by them.

Teachers not infrequently experience trouble in enlisting the sympathies of parents in school work. Many parents do not visit the school, are ignorant of what their children are doing, and seldom refer to anything in that connection unless to criticize or cast reflection on those connected with it. Too true it is, that many opportunities are given parents to refer to their school in an unpleasant way, yet right here the teacher has an important work to do. It is his duty to place his school in a condition worthy of admiration, get the pupils interested and through them reach the parents. To accomplish this end, nothing serves the purpose better than percents. Formulate them into a report and send to parents. While this is done in many schools of our country, yet in a greater majority nothing is attempted. Parents are scarce, who care nothing about the progress of their children—few who are not glad at a child's progress, proud of his good behavior, or willing to assist a teacher correct his bad habits. Too frequently a child conducts himself improperly, practices tardiness, truancy and many other irregularities, simply because he thinks no account of it is likely to reach his parents.

By the giving of reports many of the annoyances common to school work may be removed or kept under proper restraint. Pupils are proud when they can make their parents and friends glad by having good reports to show them, and are willing frequently to sacrifice many pleasures rather than neglect school duties.

This brings us to the foundation upon which the previous discussion has been based. How shall these percents be primarily obtained? Several conditions, time and advancement of pupils, must be considered. The teacher of advanced pupils, having longer recitation periods, can record the actual work of individual pupils in each recitation. This method, however, is an impossibility in a primary or ungraded school, owing to number and length of recitations. The impracticability of this method readily suggests itself. Since reviews are a test of actual work accomplished, the averages of reviews must necessarily give the desired information with much less work. This method constantly used in good schools of city and country is strong proof of its success.

It is not meant that a teacher should be directed by actual work alone. He should be ready at all times to recognize and reward earnest effort, originality and independence in whatever form they may appear. Let all progress in the right direction receive encouragement, and results that wield an influence for good, not only in the school but elsewhere, will follow.

While the system of percents, used as it generally is, has many enemies; yet its place in successful school work of to-day indicates very plainly that nothing better has yet been found. Teachers should always employ the best means at their command, and until something better can be devised, let them endeavor to accomplish any good that may be derived from them.

After the prayer Dr. White spoke on "School Government." Dr. White briefly reviewed the points of his former talks, having the teachers name the points.

The seventh element in governing power, the other six having been given in the forenoon, is a real positive moral character and life. If I could write just one law—one sentence—that would be written over every school house door, I would write the following: "No man or woman shall enter this room as teacher whose moral character is not a fit model for the pupils." There are two ends in school government, first to train to right conduct in life, not only in school; secondly, to secure good order and right conduct in school. The five conditions to easy government in school are first, a teacher possessing requisite qualifications and recognized authority, secondly, confidence and support of the best people of the community and of the school officers, thirdly, a pleasant and attractive school room and surroundings. The school house should be beautified. The fourth condition is proper heating and ventilation. The fifth condition for the right training of a school is to have very few rules, if any. One of the problems now confronting thoughtful men now-a-days, especially in cities, is that law is trampled upon. They are enforced only spasmodically; the enforcement should be regular and even.

After some music and announcements for the following day the Institute adjourned at 4:30 p. m.

TUESDAY NIGHT.

The Ebensburg orchestra furnished some pleasing music, as on the previous evening. Mr. J. S. Foley recited "Not afraid of a Ghost." Judge Johnston then introduced Hon. B. K. Bruce, the colored ex-Senator from Mississippi, who lectured on the "Race Problem." The lecturer received the most thoughtful attention, and was frequently interrupted by hearty applause. Senator Bruce showed clearly the disadvantages under which

the colored race has labored ever since emancipation. He does not look with favor upon the predicted race conflict, that some assert is forthcoming. The remedy for the amelioration of the condition of the colored race is education. He favors national aid to the work of banishing the illiteracy existing in many sections of the country, especially in the South. Many of the teachers called on the Senator at the close of the lecture and paid him their compliments.

WEDNESDAY MORNING.

Institute was called to order at 9 o'clock. After music Senator Bruce addressed the teachers for about ten minutes. He spoke admirably and knowingly on education, and pleased the teachers very much. A rising vote of thanks was tendered him, and he left on the train.

Dr. White then spoke of language. Language should go into the schools as a daily exercise. The ability to express in good language his thoughts should be cultivated in the pupils by the teacher. "I would rather a child of mine would come from school at the age of ten years able to write me a letter in good English, than to be able to solve all the difficult problems in the elementary text-books. The first aim of all true language work is to enable the pupil to tell well and then to write well." Dr. White spoke of his methods of teaching language by having the pupils tell their observations of objects. This is the first work in the teaching of language. Telling stories comes next and then writing them.

The enrollment up to this time was 234, the greatest ever present at any institute in the county.

After a short recess and music, led by Professor Innes, Mr. Thomas J. Itell read a paper on "The Teacher" as follows:

The real teacher is yet an impossibility. The world is not yet prepared for him. The measure of a teacher's success now-a-days is not a correct one. One teacher holds his present position because he kept good order last year; another because he is a son or some other relative of a director, another because of political or other affiliations, and another because nothing has been said "against him." When a teacher applies for a position the questions are never asked, "Can he educate? Does he know anything about the laws of mental development? Can he trace the solution of a problem in mathematics back to first principles and axioms? Can he prepare a course of instructions to suit the gradual progress of a child's mind? Does he know what is the difference between instruction and education?" The very best teachers of our day arouse the most opposition in many places, while those who seek to get through so as to insure re-election receive the loudest applause. The progressive teacher, by reason of the very fact that he is not content with things as they are, and attempts new ideas often has the majority against him. Existing opinions are entrenched in the public mind; it is his task to assault the position. He may use persuasion, strategy, artifice, deception or any other means, but he must conquer or be conquered. "Let a man espouse human-kind's cause, and he will have humanity against him," said a noble man not three months before he perished in the Johnstown flood. The Great Teacher was crucified, for attempting to change an established order of things—an order of things that will always fill many dark pages in the world's annals. We were told from this platform three years ago, that even such a beneficent measure as the law establishing the common schools had to be carried by fraud. The teacher is expected to guide the ship of learning, yet he is not allowed at the helm. If he have new ideas, no matter how good they be, he must either be branded as an innovator or stuffy himself and quietly sail with the tide. Some Superintendents and Principals assume to know it all, and even deny to those under them the right of an appeal from their rulings. A teacher sees the pressing need of a piece of apparatus, and before he can get it, he will often have to put the School Board through a course of instruction to show them the necessity for it. I do not mean that this is always the case, but there is not a teacher here who couldn't do better work, if better means of working were supplied.

Thus far our glance at the teacher and his work has been from a pessimist's point of view. The optimist sees things differently, and as far as his vision carries he is correct. It is this side of the matter that is usually presented. We all delight in watching the young mind expand. The evolution of a mature and fully developed human mind from the possibilities bound up in the child, gives to him who leads out the child's mind a great satisfaction. The teacher who is able to lead his pupils to a higher plane of thought than they ever occupied before, is the man for which the age is looking. Let them drink at the perennial spring of knowledge. Lift up their tastes; elevate their purposes; lead them to a contemplation of the immensity of God's work; of the endlessness of duration the all-extent of space. Did there ever a man stand and peer into the infinite depths of the starry heavens and contemplate the vastness, the boundlessness, the majesty of the creation, without being lifted up? Must he not see that there is over and above all this, in guiding, controlling, supervising, governing the whole universe a great and master Power—God. Oh, how it stirs the very soul! Religion, you say, has no place in the common school. It has. Such thoughts cannot fail to inspire the soul till it feels the Divine touch. It is not sectarian; it is above all sects. There are intellectual pleasures in which pupils should be led to delight. How many a poor wretch finds pleasure in the social sloughs because he has never known better. Let the youth taste of the pure pleasures of exalted life; let the young feel the joy that comes with culture and refinement, and what is gross will for them have no charms. Before the sunlight of purity, the shadow of vice disappears.

Before the reign of nihil, will come the reign of the real teacher. To him they will look for the progress of the future. The real teacher will be his. The real teacher will come when civilization fulfills its conditions that will make possible a coming, but before he can come he must have proved himself worthy of the trust to be reposed in him.

Dr. X. X. Saved spoke of "What it is to Teach." The principal points to be always held in mind by teachers were first, activity characterizes the child; secondly, the result of activity is change; growth; thirdly, teaching is causing a man being to act; fourthly, on the mental side it embraces thinking, knowing, expressing; fifthly, thinking is seeing the relation of ideas. If you are causing the child to think, you are doing your work. Knowledge acquired should be so assimilated that it shall lose its identity, as the seed loses its identity in becoming a part of the body. Thinking is a process; knowing is the result. You can not express till you have something to express, or symbols by which to express. Prof. Snyder showed specimens of trainings of objects and essays written on them by the pupils of the Reading public schools, of which Prof. Snyder was superintendent prior to going to Indiana. Examples of the work done in molding, drawing, sewing, &c., as a means of expression, were also shown. Adjourned at 1:30 p. m.

WILMORE NOTES.

WILMORE, PA., November 18, 1889.

To the Editor of the Johnstown Democrat.

The finding of a slip of paper on the person of Henry Schulteis, whose body was found at Blairsville, on which was written, among other names of persons from Johnstown, those of T. A. Brown, and Sadie J. Brown, throws a ray of light on the heretofore unknown fate of three members of the family of Mr. Peter Brown, of 22 Maple avenue, Woodvale—the two above mentioned and Miss Gertie Brown. The inmates of the Brown homestead on that occasion were Mr. Brown, his son, Tom, his daughters, Emma, Gertrude, Sadie J. and Lizzie, and his grand-daughter, Miss Laura McCauliff, of Somerset county. The bodies of Mr. Brown and his daughter, Lizzie, were found on Main street, west of Miss McCauliff near the Point, and that of Emma in the Stony creek, near the Baltimore & Ohio bridge, with the body of a child named Shoemaker clasped in her arms. All four were decently interred in the Old Catholic Graveyard by the McCauliff family, who searched long and faithfully for the other three, but without success.

Of that once large family but four members now survive. Mrs. William McCauliff, of Somerset county, Sister Cecelia of the order of Mercy, Altoona, Mrs. F. P. McCormick, of Barnesville, Minn., and Michael Brown, of Barnesville, Minn. Mrs. McCauliff was so prosolated by the news of the disaster that her life was despaired of, and Sister Cecelia was also ill for a considerable time.

John McGrade, son of Mr. Edwards, McGrade, of Portage, and Miss Hattie Turner, also of Portage, are to be married in the Catholic Church in Wilmore on Tuesday.

A Unique Feature of the Pennsylvania Limited.

The Pennsylvania Limited, performing a daily service between New York and Chicago, needed but one feature to complete the perfection of its appointment. The men had their porter and barber, and now the ladies have their maid and hairdresser. The introduction of the maids is as novel as it is a unique feature. It exists on no other regular train in the world, and the ladies who travel will appreciate it heartily. The maids are colored women, and their is one employed on each train. They are especially charged to look after the comfort of ladies, children, and invalids. They are, to assist the ladies in making their toilets, to dress their hair, and serve as a hand-maid to them in the fullest sense of the term. They will have an eye to the children, and have a care for invalids and ladies who may travel without a male escort. The convenience and comfort of having an attendant of one's own sex will be cordially appreciated by timid women and those who are inexperienced in travel. The Pennsylvania Railroad Company and the Pullman Palace Car Company deserve great credit for their persistent efforts to enhance the comfort and pleasure of their patrons.

Removal of the Bodies at Nineveh.

The work of lifting the bodies of victims of the flood that were taken from the river and interred at Nineveh began Tuesday. The bodies will be brought here and interred in the Grand View Cemetery. There is a large number of victims at Nineveh, and many friends of the deceased went down from this place yesterday morning to be present when the bodies are taken up. The removal of the remains from Nineveh will complete the work of transferring the dead from their temporary to their final resting places, except a few picked up here and there along the river banks and interred near where they were found.