Astoria, Oregon, Sunday Morning, January 30, 1881.

No. 25.

Astonia, Oregon Jan. 25, 1881. Teachers institute convened at 9 on the same subject. o'clock s. M., and was called to ervier Language lesson by Prof. L. Powell, state apperinten-dinstrated by class. dent of public instruction.

Exercises began with music, after which a prayer was offered by Prof.

Powell. Mr. Powell then made a few

Mr. Winton explained opening remarks, explaining the object of this institute and the duties of the teachers and the benefits to be derived by attending and taking all the advantages possible of the opportunity W. W. Parker. Grammar could be thus offered. Mr. Powell said this taught without diagraming or the use was not a holiday, we came here to work, but may be made p easant also,

Methods of teaching spelling, by Miss M. E. Whippie, illustrated by class. Words pronounced by teacher and written by papil on alate, required words of two or more syllables to be divided as in spelling books, accented etc., slates exchanged for correction. Standing marked and slates returned than without,

Another method is letting each pupil correct his own slate and marking the standing. Oral exercises in spelling, with and without pronouncing avilables and words. Miss Whipple stated that she required her pupils to always begin words with small letters except where capitals are proper, as in proper names, so that they would not get in the habit of using capitals incorrectly. Stated that in regard to beginners the oral method had to be used, but she practiced them in writing on slates as soon as possible.

Prof. Powell stated that he approved of the latter method of teaching spelling, thought it should be practiced as early and as much as possible, and gave reasons. Oral spelling is good to awaken interest. Every child likes to be head. Old fashioned spelling matches are very useful and interesting for that purpose.

Professor Powell then explained the best manner of using the spelling book; said it was not liked by some teachers because they slid not under-stand the intention of the author; also illustrated the method of spelling by sounds; urged the importance of drilling on sounds of letters.

Mr. Winton made some appropriate remarks on spelling.

Method of teaching reading, by Miss Libbie Brown. Blustrated by

Miss Brown stated that she varied the exercises by letting each read a verse, then by each reading to a stop.

or by each reading several verses.

Mr. Winton made remarks on reading; stated that he knew the difficulties that teachers labored under in teaching reading; stated that he had had considerable experience in teaching, and thought be found it the hardest leasiness he had ever followed. He said the foundation of good reading was in good spelling, and the foundation of good speaking was in perintendent McKean. correct reading. One important thing is to not the correct position and proper manner of holding the book Exercise them in calisthenics frequently, to expand their langs and improve their voices. Don't try to accomplish too much Parents like to see their children in the back part of the book The important thing was to get the elementary principles. Socrates said once that if a child was brought to him for instruction he hastired whethor the child had ever been to any stiver teacher, if so, he charged double secarse he had not only to teach him, but unteach what he had learned wrong. He illustrated methods of

teaching ressling. Professor Powell stated the importance of good reading and the necessity of constant sinil, in order to The moral nature should be cultivated temporation to pupils to be dishonest? tioned an experiment he was trying in teaching reading with his own child, a boy about five years of age.

Mr. W. W. Parker also made a few remarks upon the subject of reading. Primary teaching, by Miss Gilliam. One very essential thing to begin with is a good school-room well ventilated. Does not begin by teaching the alpha-bet in the old way, but by words and objects. Charts are excellent sids. Teaches them to print letters first on slates, and then learn to write as soon as possible, beginning generally with the letter i, then t, and so on till all the letters are learned. After they can make the letters, drill them on She also believed in, and practiced the children in calisthenies and breathing exercises.

Music. Forenoon session closed.

AFTERNOON SESSION. Convened at 1:30 s. M.,

Music. the four fundamental rules of arithme-practical as possible. Exercise the tic, all that we can do with figures is children on common subjects. Let to nerease or diminish. The founds them get the solid contents of room, tich of numbers is one. Numbers are number of yards required to carpet ercises and illustrations how a class of theoretical part, mental drill, etc.

said the teacher should insist upon a decstand. The study of cubes and correct and gaussical answer, so that singles also offered a good opportunity the teacher one know whether he has for object lessons and practical study. a correct understanding of the sub-ject. He also make on the individue last to require an analysis in practical kind, No. 1, find at at Grays wharf.

PRINTED AND BOUND TO ANY SIZE, I and raised to any order, at I'm Astron as office.

Proceedings of the Teachers Insti- ality of the pupil, and classification coording to their abilities etc.

Mr. Parker also made some remarks

Language lesson by Miss Parish.

Gave exercises in diagraming Remarks on the study of English

Mr. Winton explained how grammer may be taught without a book. Earnestness on the part of the teacher absolutely necessary.

Remarks in study of grammar by W. W. Parker. Grammar could be

Miss Gilliam inquired if it was best his hand while hearing a class?

to begin teaching very young. Children should be taught granquar hey are about fourteen or fitteen.

Mr. Powell thought that grammar ald be taught better with diagraming

School government. Prof. Poweli defined school government, the got his head bumped. necessity of maintaining order in the lieved that where they could not be wheal room said that unblic senti-sent home, let them have a nap. school room, said that public senti-ment was going against corporal punishment. Be was not ready to disperse with it efficiely, but thought that in used a globe when one could be pro-times past the rod had been used to curred. He has used an apple as a

perience in keeping order without punishment, etc. Mr. Winton gave the days were longer in summer then some experience in that line which Government is absolutely necessary. must leve the children.

Mr. Parker said the secret of government was in making children think make it very interesting and instrucand believe that you were working for tive. their interest. He thought that punishment was like keeping well in order time and place to begin geography to avoid doctor bills. "an ounce of was at home. Teach a child the geoprevention is worth a pound of cure, graphy of his own country, which is EVENING SESSION.

Music by the Young Mens Western

dent McKean.

Music by choir. Response by Prof. Powell. General remarks on the proper accessity and design of institutes. Parents do not take as much interest in the schools as they should. There is no institute would be better to devote much of Celebrated Columbia Brewery in this country so important to its wel-that time to other studies.

and the West, by Miss L. L. Alten.

Music by the choir. cess of the institute. He was inter- Another method was to call the roll. country, England. Ours is more com- maintained by that method. There prehensive and complete. The extra- are various little meth ds and ma tries of Europe had under great pro-gress in this matter and were becom-ing more like our own. If there is less devote a few moments to exercise any fault in our system of schools es, sometimes have a song. the intellectual features but neglect physical, the moral and spiritual. Intellectual Miss P

the most perfect men or women. Recitation, How he Saved St. Micheals, by Miss Pinnamer. Music by choir.

Adjourned.

MORNING SESSION. Opened with music. Rev. J. V. Milligan led in prayer,

after which the subject of arithmetic, being first on the programme, was let the parent go direct to the teacher, taken up.

Do not listen and take sides with the Professor Powell made some re-child without knowing the facts. marks on denominate numbers. Suggested the idea of illustrating the table, principle thing necessary was to keep of federal money by the different coins, children employed. Vasy the usual

and of troy weight, for instance, by the weights. Every teacher should provide him or herself with apparatus as much as possible. It would be a great help to them in teaching, and recommended.

Would also be a recommendation in Morning sea obtaining situations. Had some exercises in measuring distances with the eyes. In teaching denominate num-Mental arithmetic by Prof. Powell bers, the study should be made as abstract or concrete. Gave some ex- the floor, etc. He believed in the young children may be interested and but in learning practical every-day instructed in mental arithmetic examples, there was something tang-Gave exercises in rapid e-arbination. Inic, somethink that the children and Some remarks by Mr. Winton. Ho their parents can appreciate and un-

arithmetic during recitation! The analysis should be sufficient, at least, to show whether the pupil understood the subject thoroughly. He had found a very good method in large WATER WORKS classes to have each solve the problem and give the analysis at their seats upon paper (having the example writ-

n out upon the board). Mr. Winton would you have the child learn the rule first, or work the example and tell how they do it! Work the example first, then they can learn the rule, as it is generally given more concise and in better language than the pupil can do.

Should the teacher hold a book in

Ans. Not as a general thing. The teacher should have the exact science young, orally, and at home, should so thoroughly that they can hear classnot take up the study regularly until jes without much assistance from text

Music Mr. Winten said when he was young and attended school in the country if he got sleepy he generally Now he be-

Geography - Mr. Wenton made some remarks on beginning the study. He substitute It was difficult to make Mr. Parker said that he had not young pupils understand that the earth unuch to say except to approve what was round, and turned round etc.

Mr Powell had said. He thought Another difficulty was to make them the government was one of the most understand that the lines marked upimportant things connected with a on maps were imaginary, but necessary school. Teachers present gave ex- to mark distances and for situating was amusing as well as instructive, quired more therough and complete education to teach successfully in the The teacher must be in carnest and primary, then it does in the higher departments. You can also combine history with geography and thereby

> Mr. Brower remarked that the best north, which is south, etc. Give an idea of distances.

Mr. Powell spoke on the method of GERMANIA BEER HALL Address of welcome by Superinten-Dregon for instance, take first the mountains, rivers, etc., then its cities, its educational institutions.

fare as the public schools. Visiting schools stimulates and encourages teachers and has a good effect upon the children. Makes them think that was placed before the child, pins were they are of some importance, that placed at the top and the pupil was they are not altogether neglected and required to place them where cities overlooked.

They are not altogether neglected and required to place them where cities overlooked. American Forest Girl.

Was glad- to hear so much said here of a practical nature, and especially against the control of the co merican Forest Girl.

The public schools, address by Supushing or cramming.

Music

Recitation, The Queen of the North Methods of preventing whose Prof. Powell said, of all the annoying things in a school room the habit of Romerics by Rev J. Parsons. Con-whispering was about the worst. Gave gratulated the state superintendent an example by allowing two minutes and teachers and people upon the suc- to whispering, then stop it entirely. ested in educational tastters always. Some tembers give tickets of merit compared the system of education in for not whospering. He had seen ALL KINDS OF PLUMBING this country with that of his own schools above very good order was they are too secular. They develop thenics are very useful to the child

Miss Plunmaer asked if calling the along with the rest in order to make Answer: It was, and that was a great

objection to the plan. Mr. Winton thought the teacher should know each day what the standing of each pupil was, gave methods of examples. Keep the children SATTEDAY, Jan. 29, 1881. busy, whispering is often caused by not attending to them at the right time. Treat them all alike. There should be a union between the teacher and parents. If there is aything wrong

Mr. Brower also thought that the course of exercises occasionally. Miss Eaton inquired which was the

hest work on light gymnastics or calisthenics. Several were spoken of and

Morning session closed

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