

The Teachers' Institute Work.

The Thursday morning session opened at 9:30. Roll call showed all the teachers present but Miss Dealey, Miss Sayre, and Miss Levinga. Following teachers were enrolled: Mr. and Mrs. J. A. Campbell, Warrenton, C. C. Brower, Clatsop, W. H. Bear, Vesper, and J. C. Ross, Washington. Reading of the minutes followed and Mrs. Kruger was appointed critic. J. D. Hawes then presented the subject "Arithmetic." Should cultivate speed in mathematical work, but prefer mind work to figure work, we give too much time to the subject of arithmetic; don't separate the study of mental arithmetic; omit its logic and do the work. He took the subject of practical measurements and illustrated his work by use of the blackboard. He employed the principle of cancellation throughout. Prof. Clark then introduced the subject of "Mental Analysis of Problems." It is the reasoning process. There is a difference between reasoning out a problem for yourself and being able to make another understand the problem. The problem should be made so plain that the youngest must understand. The steps in the analysis of a problem begin with the unit. Have no special method; most of my work is oral because there is no time for written work; differ entirely with those teachers who claim that there is no advantage or benefit in analytical work. I find out by means of questions whether a pupil understands a process or not; usually allow pupils to use the book in stating a problem. Mr. Williams then introduced the subject of "Manipulation of Numbers and Elementary Operations." He used the text book; found no fault with it; teach to top, thoroughly, then to one hundred, and on. Must first know how to write numbers; write, write, write; drill, drill, drill; be able to add rapidly and correctly. Then followed a discussion on the introduction of number work into schools, which was participated in by many of the older teachers. Then followed questions as to the different phases of the subject. Miss Badollet's class in Arithmetic was the next on the program, but was crowded out, although it was a matter of convenience to the pupils who so kindly consented to take part. After announcements for the afternoon session, recess was taken till 1:30 p. m. Miss McKean presented the subject of clay moulding. She had a number of her little boys and girls who had for a model the sphere, and the process of modeling from the clay to the completed object. It was a most interesting illustration of the unfolding process of the child mind, and the relation that the manufactured products of their hands bears to a great many natural ones. Miss Lawrence then spoke on the subject of "History." Most teachers have a hobby, but this is not mine. History more than any other study enlarges the mind. Only about 15 per cent. of elementary pupils reach the High School; 80 per cent. never enter the upper grammar department. United States history, should be taught to every pupil in the elementary department. All studies in elementary schools should lead to a taste for good reading; establish libraries; have supplementary reading; the child should be familiar with many biographies, before beginning history; by stories, anecdotes, etc., prepare the way for better work. For example: "Who were the first settlers in Astoria? Why did they settle here? Where was the first custom house? Wonder if there were as many applicants for the position of collector as now?" Don't overestimate the importance of dates. Memorize only the important local, national and international dates; pupils of Oregon should be familiar with Oregon history. In the upper Grammar department the pupils may study by the "special" method which would be by assigning subjects days in advance and allowing each pupil to prepare a separate topic. Can it be applied to public school work? Yes, Each must succeed, though in methods of their own, not borrowed methods. Rev. Dilworth presented the subject of "Map Drawing." He chose a number of teachers for a class, and North America, for a map to be drawn. His system was the "wedge within a wedge" system, and is said to be anywhere from 25 to 2500 years old. It was heartily appreciated and thoroughly presented in a somewhat hurried manner, yet it is the "free hand" system of map drawing which after all is the practical one. An intermission of ten minutes followed, after which C. C. Brower presented the subject "A Graded Course of Study for Country Schools." It was a pleasure to advance the cause of country schools. Country schools are in need of help; city schools have had the help at the expense of the country schools. For a graded course of study a system is necessary; must be developed according to the laws of the mind; the course should be arranged so that waste of time may not be allowed. One of the chief incentives to study is the accomplishment of some definite result by the student. As our country schools now are, there is an indefinite amount of work to be done, and no end or division of work; this is an important subject and demands our immediate attention. An interesting discussion followed, led by Mr. Campbell of Warrenton and Mr. Bear, of Vesper, both of whom gave a pleasant and profitable talk upon the deficiencies and de-

mands of the country school. The question resolved itself into: To grade or not to grade, and most favored grading. Superintendent McElroy made a few closing remarks, as he left on the Telephone last night. Certainly the success of the institute has been largely due to his presence and aid. A vote of thanks was tendered Superintendent McElroy for his presence and splendid help. The critic reported and the session was adjourned until Friday morning at 9 o'clock. EVENING SESSION. The Presbyterian church was crowded last night with an eager audience long before 7:45, when the Teacher's Institute was commenced. The first selection was an instrumental duet by Messrs. Bierbach and Taylor on the banjo and mandolin. The selection was a popular one, and heartily applauded. Rev. Dilworth offered the invocation; after which Rev. W. S. Short delivered an address on "The Education that Makes Good Citizens." The speaker said it did not take much care to make a citizen, who grew like the weed in the field, but "my subject is of the education that makes good citizens." Mr. Short's address was in part as follows: There should be free schools for all classes, all nations; it is difficult to take one class or nationality, but how much more so to take all nationalities. There is a great danger in teaching under such conditions. For instance, take the two extremes, the American boy and the Chinese boy, and bring them up as good citizens. Teachers must lay stress on the fact that law is the abject freedom; liberty is not a license; children of today are rulers, voters tomorrow. We must make progress slowly even in this country; there are evils and riots afoot; there is a difference between education and instruction; you can make a tree grow in almost any and every shape. That is instruction. Allowing the natural propensities to take their natural course is education. Education would rather be that part of the teacher's duties that would draw out and guide. What makes good citizens? First law. Children must obey because it is law, even though they know not the reason; otherwise it is anarchy. We want patriotic citizens; heart and soul with our government. The nearer you are to bringing your teaching home, localizing it, the better; point to the men who stand as leaders for citizenship; draw out and educate the tendencies inherent in every boy and girl for leadership. I do not believe that any man can be a good citizen without recognizing a higher authority. Rev. Short's address came from the heart and was well worth the careful attention of every teacher and parent. The primary pupils from Cedar street then sang a very pretty song, and were followed by Rev. Mr. Landen, who addressed the institute on "The Education That Produces Strength of Character." Education, said the speaker, in any phase is an important theme; teachers should not forget that man is a tri-unity—a mental, moral and physical being; many young men leave institutions of learning physical wrecks; others moral wrecks; take warning; the true education recognizes character; Pope says: "Worth makes the man. Want of it the fellow." The great essential is to be something; to be worth one hundred cents in the dollar; sometimes teachers forget to inculcate moral principle; there must be a clear, definite understanding as to what is right, moral and pure. The conscience must be educated; it is the voice of the soul; the passions, the voice of the body; conscience means up; passions, down. Strength of character is the result of implicit obedience; the foundations of character are laid by the primary teacher; there should be a kindergarten in every graded school; under the many discouragements I want to congratulate the primary teachers of this city for their excellent work. We can never command unless we first learn to obey. There must be pure motives for a strong character; teach the meanness of evil actions; teach fidelity to duty; it made a Washington, a Lincoln; there must be education of the will; the will is king over the body. The young man when he takes his first drink, willed to do so; teach the supremacy of the human will. The intellect may present, the judgment dictate, the conscience prompt, but the will decides. Teachers, above all in your work, is the finished product—a moral man. It was an earnest address and strictly to the point. Jessie Sands then sang a solo, and Rev. McCormac handled in an able manner the subject, "The Education that Recognizes God." He concluded by saying that the virtues of honesty, truth and nobility of character, stand prominent, pre-eminent, and peerless in all. Mrs. Mary Strong-Kinney then gave a most instructive talk on "The Education that Brings Happy Homes." "My subject is so new in educational circles," she said, "that the propriety of presenting it, may even be questioned at this time." She branched out upon the practical line of education, such as being willing to split kindling wood and black boots for the family, and then followed with a searching, sarcastic description of ordinary life; she stripped her subject and laid it bare before the public gaze. In the home men and women exhibit their real lives; they may put on a public cloak, but it comes out when the privacy of the home is entered. Her perfect articulation, pleasant delivery, wealth of thought presented, all united to make it an address most thoroughly appreciated by all who were fortunate enough to hear it. The session closed with a vocal solo well rendered by Miss Elsie Parker.

Along the Wharves. The latest issue of the New York Maritimes Register to arrive here contains news of the British ship Errol, which will be gratifying to many people here. The item referred to states that on the 2d inst. the Norwegian bark Mustang, Captain Birkeland, from Santa Cruz, Cuba, for Rotterdam, was sunk by a collision off Beachy Head, with the British ship Errol, Captain McMillan, from Portland for Ipswich. The Errol arrived at Deal on the 5th, with jibboom carried away and her bow slightly damaged. The crew of the Mustang got aboard the Errol, which reached her destination in safety on the 8th inst. The tug Columbia made a trip outside yesterday, and is now in service. The tug Mystic, which was sunk near Seattle some time since, has been raised and towed to the beach. The ship Santa Clara, which recently arrived at New York from Hong Kong, has been placed on the list of shipping for this river. The steamer Columbia sailed for San Francisco yesterday with a full cargo and a large list of passengers. The steamer State of California arrived from San Francisco yesterday morning. She had the usual quantity of freight for this port. The steamer Haytian Republic is expected to sail for British and Sound ports today. The steamer Polar Bear arrived from Nehalem City yesterday. Captain Olsen reports that he towed the schooner Lizzie Prien, lumber laden, to sea, before leaving for this port. The Bear will shortly make a trip to Alaska. The Astorian has been requested to publish the following: "The San Francisco unemployed, in mass-meeting assembled, to working-men of every trade and calling—Greeting, brothers: Do not be deceived by false reports. The city of San Francisco is crowded with idle men. There are thousands of us tramping the streets hungry, hopeless and destitute. For God's sake keep away from this city. Advertisements for laborers, sailors or mechanics are false. Place no faith in them. There are ten men here for every job open." By order executive committee San Francisco unemployed, W. M. Willey, chairman, L. C. Fry, secretary. 2,228,672. These figures represent the number of bottles of Dr. King's New Discovery for Consumption, Coughs and Colds, which were sold in the United States from March, 1891, to March, 1892. Two million, two hundred and twenty-eight thousand, six hundred and seventy-two bottles sold in one year, and each and every bottle was sold on guarantee that money would be refunded if satisfactory results did not follow its use. The secret of its success is plain. It never disappoints and can always be depended on as the very best remedy for Coughs and Colds, etc. Price 50c, and \$1.00. At Chas. Rogers, druggist.

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