

THE SENTINEL: SUPPLEMENT.

The Teachers.

Notes for Tomorrow's Institute.

As previously announced, the teachers of Holt county will hold an Institute to-morrow (Saturday) in the public school building in Mound City.

The program has already been published but we here reproduce it:

Program of the Holt County Teachers' Institute, which convenes in Mound City, December 18th 1886, at 9 A. M.

Opening Exercises.
Enrollment of members and roll call.
Essay by Miss Mollie Palmer; subject: Discipline.
Address by Rev. Duncan Brown; subject: Invention.

Music.
Thorough work in the schoolroom: Miss Ella Evans.
The Teacher; by Mr. Samuel O'Fallon.
Music.

AFTERNOON SESSION.
Roll call and Music.
Order of Development of mental faculties; Prof. O. C. Hill.

Report of Committee on organization of Normal Institute, followed by an address on same by Prof. John Anderson.
Action of institute on organization of Normal Institute.

Music.
How to teach primary grades; Miss H. J. Wilkinson.
Address by Rev. Wetzell; Individuality.

EVENING SESSION.
Music.
Address by Hon. James Limbird; subject: School law of Missouri.
Institute will open promptly at 9 A. M.

The committee has put those on the first part of the program who are convenient and will be ready when called.
Committee on Music: E. A. Welty, James Clark and J. B. Denny.
W. F. DRAKE, Pres.

Helen Lehmer, Sec.

In order to give the teachers some amusement, and, possibly, instruct them on some words to which their attention has never been specially called, we publish below a rather curious piece of composition which was recently placed upon the blackboard at a teachers' Institute in Vermont and a prize of a Webster's Dictionary offered to any person who could read it and pronounce every word correctly. The book was not carried off, however, as twelve was the lowest number of mistakes in pronunciation made. It is hoped that the teachers of Holt county will be able to pronounce every word correctly: "A sacrilegious son of Belial, who suffered from bronchitis, having exhausted his finances, in order to make good the deficit, resolved to ally himself to a comely, lenient and docile young lady of the Malay or Caucasian race. He accordingly purchased a calliope and coral necklace of a chameleon hue, and securing a suite of rooms at a principal hotel, he engaged the head-waiter as his coadjutor. He then despatched a letter of the most unexceptional calligraphy extant, inviting the young lady to a matinee. She revolted at the idea, refused to consider herself sacrificable to his desires, and sent a polite note of refusal, on receiving which he procured a carbine and a bowie knife, said that

he would not forge fetters hymeneal with the queen, went to an isolated spot, severed his jugular vein and discharged the contents of his carbine into his abdomen. The debris were removed by the coroner." The mistakes in pronunciation were made on the following words: Sacrilegious, Belial, bronchitis, exhausted, finances, deficit, comely, lenient, docile, Malay, calliope, chameleon, suite, coadjutor, calligraphy, matinee, sacrificable, carbine, hymeneal, isolated, jugular and debris.

As also appropriate to the occasion we publish below a collection of quotations upon the amenities and tribulations of teaching, compiled by the Literary World, which we do not doubt will be highly interesting to all the teachers:

Every man who has kept a skool for ten years ought to be made a Major General and have a pension for the rest of his natural days, and a horse and wagon to do his going around in.—[Josh Billings.

If vexed with a child when instructing it, try to write with your left hand. Remember a child is all left hand.—[J. F. Boyes

Of study took he most care and heed: Not a word spoke he more than was need,

Sounding in moral vertu was his spellie, And glad he wold he lerne and glad y teach.—[Chaucer.

O'er wayward childhood wouldst thou firm rule, And sun thee in the light of happy faces:

Love, Hope and Patience—these must be thy graces, And in thine own heart let them first keep school.—[Coleridge.

To sentence a man of true genius to the drudgery of a school is to put a race-horse in a mill.—[Colton.

One-half the children cried in chorus, "Yes, sir!" Upon which the other half, seeing in the gentleman's face that Yes was wrong, cried out in chorus, "No, sir!" as the custom in these examinations.—[Dickens

The twiz is so easily banded, I have banished the rule and the rod; I have taught them the goodness of knowledge,

They have taught me the goodness of God.—[Charles Dickinson.

Taught or untaught the dunce is still the same; Yet still the wretched master bears the blame.—[Dryden.

If a student convince you that you are wrong and he is right, acknowledge it cheerfully, and—hug—him.—[Emerson.

The eminencies of their scholars commend the memories of schoolmasters to posterity, who otherwise, in obscurity had been altogether forgotten.—[Thomas Fuller.

A man severe and stern to view; I knew him well and every man knew; Well had the boding trembler learned to trace

The day's disaster in his morning face.—[Goldsmith.

Uneasy lie the heads of all who rule; The most so his whose kingdom is a school.—[O. W. Holmes.

The schoolmaster is to be a favorite with the female part of creation, especially in the rural districts.—[Irving.

The poet has described the dull sameness of a teacher's existence in these words: *Vitam continet una dies.*—[Dr. Johnson.

And while a paltry stipend earning,

He sows the richest seeds of learning; No joys, alas! his toil beguile, His mind lies fallow all the while.—[Robert Lloyd.

Still to be pinioned down to teach The Syntax and the Parts of Speech, Or deal out authors by retail, Like penny pots of Oxford a'e; 'Tis a service irksome more Than tugging at the slavish oar.—[Robert Lloyd.

She dwells by great Kenhaws side, In valleys green and cool, And all her hope and all her pride Are in her village school.—[Longfellow.

Came the Preceptor, gazing idly round, Now at the clouds and now at the green grass, And all absorbed in reveries profound Of fair Almira in the upper class.—[Longfellow.

Neither do you, schoolmasters, a set too often cheated of your wages, despise the goddess Minerva; it is she that brings you new pupils.—Ovid.

The teacher is like the candle which lights others in consuming itself.—[Ruffini.

I can teach twenty what were good to be done than be one of the twenty to follow my own teaching.—[Shakespeare.

Right lowly is ye Pedagogue As any turbaned Turke, For well to rule ye district school It is no idle worke.

Full so emm is ye Pedagogue Among ye noisy churls, Yet other while he hath a smile To give ye handsome girls.

And one—ye fayrest made of all— To cheere his wayninge life, Shall be, when Springe ye flowers shall bring, Ye Pedagogue his wife.—[John G. Saxe

De ightful task! to rear the tender thought, To teach the young idea how to shoo.—[Thomson's "Spring."

To rear, to teach, Becoming as is meet and fit, A link among the days to knit The generations each with each.—[Tennyson.

Pretty were the sight If our o'd halls could change their sex, and flannet

With pruders for proctors, dowagers for deans, And sweet girl-graduates in their golden hair.—[Tennyson.

What comfort some pedagogues might derive from the thought that wise pupils can learn as much from a fool as from a philosopher.—[Vedder.

Instructors should not only be skillful in those sciences which they teach, but have skill in the method of teaching and patience in the practice.—[Dr. Watts.

And when the world shall link your names With gracious lives and manners fine, The teacher shall assert his claims, And proudly whisper, "These were mine!"—Whittier.

Teacher: "And the Lord sail unto Moses—Maggie Ford, put down that slate!"

D. M. Martin has a few more of those Studebaker wagons which will be sold very cheap.