

# The Madisonian.

VOL. 23.

VIRGINIA CITY, MONTANA, SATURDAY, OCTOBER 26, 1895.

NO. 1.

## TO LET

A CUSTOMER go out of our store, because we don't have what he wants, is something that seldom happens.

## WE CARRY EVERYTHING

In the Boot and Shoe Line and will guarantee you the best of Material at the Right Price.

## CUSHING & SON

Exclusive Boot and Shoe House.

DILLON, - - MONT.

## IF YOU WOULD LIKE TO GET

just what you want in Men's Boy's and Children's Clothing or Furnishing Goods

we advise you to order from the Largest Stock of Exclusive Lines for the Male Sex in Southern Montana. Eastern Prices guaranteed. Express prepaid on all mail orders.

N. E. HAMMER,

Dillon, - - Montana.

## RUBY HOTEL

J. Z. CLINE, Prop.

Accommodations first class. Rooms well furnished neat and clean. Good Equipments through and through.

Give Us a Call

Sho'dan, - - Montana.

## THE NORMAL INSTITUTE

MADISON COUNTY TEACHERS IN SESSION.

PROGNOSTICATIONS OF PERT PEDAGOGUES.

**A Busy Week—Teachers Who Attended—An Excellent Paper by Prof. Hall—Work by Prof. Birchard, Prof. McFarland, Miss Grace Herndon—Dr. LeRoy Southmayd on Hygiene—Prof. Steere on Mathematics and Civil Government—Lectures by Prof. Reid of Bozeman and E. A. Steere, State Superintendent—Some Notes of the Institute—A Complete Report Up to 4 o'clock This Afternoon**

The institute is over. It came to an end this evening. The session was a lively and interesting one—one of the best ever held in the county, in fact. The teachers will go to their homes in various localities of the county tomorrow and the imaginary miseries of Madison county's young America will be resumed at 9 o'clock Monday morning.

The institute convened at the public school building Monday morning, and was called to order by County Superintendent Miss Della Herndon, the roll call showing the following teachers present:

Birchard, Prof. Chas. W. Twin Bridges; Birchard, Edgar, Laurin; Bothwell, John, Adobets; Bull, May, Darmtzer; Cole, Nellie, Virginia City; Davis, Janet L. Virginia City; Deagan, Julia, Fuller Springs; Duncan, Flora Virginia City; Foster, E. C. Summit Valley; Gibson, Fred, Harrison; Gilmer, Lena, Ennis; Grantier, Cora, Waterloo; Hall, Prof. L. D. Virginia City; Hamm, Della, Brandon; Herndon, D. L. Co. Supt. Virginia City; Herndon, Grace, Sheridan; Kirby, Gertrude, Iron Rod Loomis, May, Home Park; Lowman, May, Maynard Dist. Ennis; McFarland, Prof. F. W. Sheridan; McIntyre, Robert, Duncan School; McCloud, Josephine, Virginia City; McVey, A. D. Pony; Noble, Hattie H. Ennis; Nels, Ida, Pony; Ray, E. M. Adobets; Steer, Prof. K. A. State Supt. Dillon; Switzer, Nellie, Meadow Creek; Smith, Carrie, Twin Bridges; Utley, Mattie, R. Pageville; Utley, J. Belle, Lelterville; Wilson, Barbara, Jack Creek.

Organization was perfected by the election of Miss Jeannette Davis, secretary. Without further preliminary work, Prof. C. W. Birchard of Twin Bridges, gave a lesson in drawing, using both free hand and perspective. He gave also the associated relation between drawing and writing. He advocated the association of the two and suggested that the subjects be taught alternately.

Miss Grace Herndon gave suggestions upon the subject of number work. She developed the lesson at hand by practical illustrations. Prof. F. W. McFarland was next called and treated the subject of orthography. He gave a thorough drill upon the elementary sounds.

The afternoon session opened at 1:15. Music and roll call followed. Roll call responded to by quotations. Prof. McFarland then led in a spirited discussion upon the subject of grammar. The period was one of interest as shown by the activity manifested. Prof. Birchard followed, having as his topic "Elementary Geography." He confined his work chiefly to outlines, stating that he preferred to give substantial food for future digestion rather than for present occasions.

Prof. McFarland made a strong plea for mental arithmetic and gave the institute several twisters that led many to believe that a great injustice had been done the schools of the state by the omission of this important subject from our state curriculum.

Prof. L. D. Hall of this city then read a paper, on "What Shall We Study?"

When one gleams from books or the lives of others, the thought that education makes men better and gives them advantage, he is liable to become enthusiastic of the subject and declare that everything that aids him should be made a component part of the public school. He would cut out the

contents pour down upon the whole populace and defend the act by arguing that it a little does good, more does better.

I am not of the opinion that every good thing should be taught in our public schools. To introduce such a profusion of subjects would produce the opposite effect to what is educational. Nor do I believe that everything of most practical utility should be introduced.

It is generally understood that one may store away a vast amount of knowledge and yet not have an education. The knowledge seeker studies that he may show that he knows; while the educator studies that he may do something. So it so with those who direct the work of others; some teach for the purpose of giving knowledge to the child, while there is that conscientious class who teach to develop the powers of the child. One would teach literature that the child may be able to trace character and nature in others; the other would teach literature that the emotional, intellectual and volitional parts of the child may be developed.

In arranging a course of study three objects should be considered: The development of the intellect, practical use and preparation for higher work. Instruction that ignores any of these will result in loss of time and detriment to pupils. The problem of modern education is to so harmonize the apparent conflict of subjects that they all may be treated to advantage and not slight any. The theorist would arrange the course of study for the harmonious development of the intellect, for, he says, the keen intellect is ready to observe and consequently most likely to act judiciously. The practical thinker would have us serve up such a lot of information that will immediately aid the boys and girls to become independent—to make a living. The college professor would tell us to get the boys and girls ready for college that he may make men and women of them.

However, great the contention may be for these objects of education, it is generally admitted that the basis for the plan of all instruction should be a thorough understanding of the condition and development of the mind; that to the second year of the high school whatever aids in one of these objects aids in them all; and that the proper education at the proper time is more helpful than random work to which there is no end.

What I believe to be the most important consideration in selecting subjects for study is that they are of educational importance only as they affect the one who masters them. The study of science in the primary grades should be taught more from an aesthetic view than as a matter of fact. To incite admiration for nature is of more consequence than to profound scientific doctrines to those who are not ready to use them. For the first three years of school life the child is all emotional. What is attractive and beautiful moulds his plastic nature more than the most startling facts. Those who teach natural history with some such object, teach for some purpose; but those who do not, had much better occupy the time by teaching the three Rs.

Nor is primary work the place for reasoning. It is true there is a kind of memory of reasoning, but those who would teach analysis to first and second reader pupils would hoe corn before the grain had sprouted. In this stage of school life we should work with the memory by memorizing, observing, telling, having stories retold; we should teach correct forms of script from the beginning; train the hand and eye in that most favorable time to receive impressions. Teach observation work in numbers with objects, quick and accurate computation in easy number work and the way will be thoroughly prepared for that higher work when the mind is ready to comprehend it. A spirited conversation with pupils about a reading lesson, in the lower grades, does more to secure natural expression than much more time spent in simply reading.

A story closely related to the lesson is a greater study for the children than the one in the book. The little people long for something from one in whom they have great confidence. General information of any kind has but little use in the first four years of school life. The details of life in other lands aid much more in building a foundation for instruction in Geography than to know that this is an agricultural nation or that is a manufacturing city.

Much that I have said of primary work I would emphasize in grammar grades, admitting that new powers are becoming more active and subject matter must be supplied to satisfy the demand. At this stage we should begin to look into the why of things. Memory work should be continued but it should be of a nature to require more thought. Reasoning is becoming natural for the child. Analysis of sentences and problems will be understood quite readily. To allow him to say much without giving reasons would stifle a power that is of primary importance.

At the suggestion of the president of our greatest university Latin is being introduced in grammar grades of many city schools.

It is urged that the memory is at this time most retentive; and that elementary Latin is more easily understood and of more value than advanced English.

We do not intend to introduce Latin in our district schools but we should emphasize those subjects that most nearly approach the Latin. Special attention should be given to the acquisition of a vocabulary. Diction should be a feature of every reading, spelling and language lesson. Some word analysis can very profitably be taught. A study of the various constructions used by American authors by making comparison with the ordinary modes of expressing the same thought, will cultivate taste for good literature.

The same author advises the elimination of a portion of arithmetic now taught in our schools. He says "the small book (probably not the one used in Montana) now in use, contains all the arithmetic that anybody needs to know; indeed much more than most of us use. On grounds of utility, Geometry and Physics have stronger claims than any part of arithmetic beyond the elements," and for mental training he says "they are also to be preferred." Asement authority as the president of Harvard says "In many schools the subject of grammar still fills too large a place on the program, although great improvement has taken place in the treatment of this abstruse subject which is so unsuitable for children."

With regard to teaching business forms the president says "What a boy or girl can learn at school, which will be useful in after life in keeping books or accounts of any real business, is a good hand-writing, and accuracy in adding, subtracting, multiplying, and dividing small numbers. He says that algebra and geometry can be comprehended at the age of 12 or 13. If this be true we may feel safe in teaching all that is necessary of fractions, measurements and percentage at this age. If the children have had advantages of school.

It is an error for us to suppose that the children are not able to grasp any difficult subjects until nearly grown. By proper presentation children completing descriptive geography can understand all that is usually found in physical geography. If we require more of children, I believe their ability to grasp more difficult subjects is increased. Many active children drift into mischief because we do not employ their energies in the right things. It is true, while we give the bright children all they need, the slow ones are over done; but by arranging the course of study so that pupils may be reclassified, this will largely be obviated. It is an injustice to curb the powers of bright children when it does the plodding ones no good.

Now a word with reference to higher studies; I believe it to be wrong to keep children in the common branch until they seem to know all about them. After a fairly good knowledge of the common branches is obtained a pupil may take algebra, physics, rhetoric and some language not the native, and then by a short review complete the common branches in less time than if kept plodding away on the common branches all the time.

The trouble with most of the common branches is that they are not classified sufficiently; Algebra and Geometry gives a kind of formula of Arithmetic; a foreign language has similar for results.

The objection is frequently brought up that the children do not want to begin new or higher branches. I believe the teacher should direct the school and by some skillful management it can be done without trouble.

If a child comes to school with objections from parents, a talk with the parents or a note explaining matters usually makes all right.

Conditions should partly determine the subjects to be pursued. If the greater number of a class would not be likely to attend a higher institution, I believe those subjects that would be most helpful in after life should be taken. With this view most of our higher institutions are adopting elective systems and optional course of study.

It is not best to introduce so many subjects that the instructor can not teach any properly. This would be worse than to leave out some that are quite necessary. Those subjects that benefit the majority of the class should be studied; usually some special arrangement can be made for the minority.

Every subject that is taken should be so thoroughly mastered as to give confidence to the learner. More people fail in life by lack of confidence than from any other cause. A boy that begins english grammar and gives up in despair is usually the one that begins a business enterprise and quits before his plans have had time to mature. If a child study's Algebra, he should complete quadratics of some difficult text-book before leaving the subject. The main purpose of such study is to discipline the mind and a smattering of such knowledge will influence a child for after life.

Physiology should have a place in the course of every district school. American History should be taught; but there is no reason for not teaching Physiology in al-

ternate years with history. What a knowledge of history, does for patriotism, an understanding of the organs of the body and their functions will do for cleanliness and pride for bodily strength.

Although I know these brief remarks to be inadequate to fully explain this all important subject, I would that they give this one idea that an education that does not aid the understanding of subjects entirely new, is not of much value; and its principal result is to systematize mental, moral and physical progress.

When Prof. Hall had concluded, Prof. McFarland moved that the paper be submitted to the MADISONIAN for publication, and this newspaper realizing its excellence, is glad to reproduce it.

TUESDAY.

After the reading of minutes and the roll call, Prof. Hall gave a drill in fractions. He developed the various relations thereof, using objects to illustrate. Prof. Birchard gave a half hour drill in practical penmanship, teaching the fore-arm muscular movement and the finger movement. He asked the teachers to engage in the drill. State Superintendent Steere then gave instruction in algebra, using the plus and minus signs as his basis. His explanations were clear and comprehensive. Miss Grace Herndon of this city, gave a most excellent recitation on Primary Reading. Her board work demonstrated that she was familiar with many of the most approved methods. At the request of the county superintendent, Prof. Birchard gave a drill in physical culture, the school joining therein.

Afternoon Session.—After music, Prof. McFarland continued his instruction in Grammar. He took difficult uses of the verb forms as his "text," placing many forms of sentences upon the board. General discussion followed. The next period was used by Prof. Birchard in continuing his outlines. The whole period was consumed in copying the same, and more remained. Notwithstanding all these, none of the outlines were old style. After a brief intermission, Prof. Steere gave comparative outlines of the national and state forms of government. These included the essential parts and the necessary qualifications of each.

Dr. LeRoy Southmayd of this city read a very instructive paper upon "Practical Hygiene." Whether the Doctor was ever a pedagogue or not he did not say, but his paper showed that he understands the wants of the school room. We give a brief synopsis of the paper:

Impure Air.—1. Oxydized air is of two classes: (a) pure oxydized air produced by chemicals, when taken in small quantities, is not necessarily injurious; (b) oxydized air exhaled from the lungs, taken in the same quantities is impure because it contains organic germs thrown off the body. 2. Warm air is not necessarily impure air.

Ventilation.—1. Good ventilation is essential: (a) to good health; (b) to vigorous mental activity; 2. It may be obtained: (a) by raising or lowering windows if drafts are prevented; (b) by systems of floor escapes; the proper temperature is from 65 to 70 degrees.

Light.—Light should be plentiful and not too bright because: (a) lack of light tires the eyes; (b) cross lights from different sides give double shadows; (c) lights in front of pupils are too dazzling; (d) window space should be about one-sixth of the floor space.

Desks.—1. Not more than one desk in five, in our public schools, is properly adapted to the wants of the school because: (a) some are too high and the pupils feet must swing; (b) some seats are too straight; (c) some do not have proper curve in the back and seat; 2 (d) some desks are too high for the seat which produces: (a) uneven shoulders; (b) spinal curvature; (c) near sightedness.

Sickness.—Usually, teachers and parents do not understand the usual indications of diseases most common. These should be known to the teacher. When a pupil has given evidence that he has any disease, he should be required to leave the school, his books should be removed, the school should be dismissed at once and the room fumigated by burning sulphur therein, and

[CONTINUED ON LAST PAGE.]

Dr. Price's Cream Baking Powder  
World's Fair Highest Award.