8-1890

Proceedings of the Monroe County Teacher's Institute

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TEACHERS' INSTITUTE.

TWENTY-FIRST ANNUAL SESSION,

TOMPKINSVILLE, AUG. 25, 26, 27, 28, 29,

1890.

THE ENTERPRISE PRINT,
JOHN D. EMERTON, PUBLISHER.
TOMPKINSVILLE, KY.
PROCEEDINGS.

MONDAY, AUGUST 25, 1890.

The Twenty-first Annual Session of the Monroe County Teachers' Institute convened in the Court-house in Tompkinsville at 10:30 A.M. on Monday, August 25, 1890. W. S. Emmert, County Superintendent in the chair.

Supt. Emmert offered a number of pointed and appropriate suggestions, after which he announced that he was highly pleased with the looks of the Teachers, and from all indications they meant to spend the week in a profitable manner.

Supt. then stated that he would appoint two members of the Institute each day to keep a record of the proceedings. T. J. Page and Wirt Co-mer were appointed to keep the proceedings on Monday, Aug. 25.

Devotional Exercises were conducted by Ex-Supt. W. S. Maxey.

After a fine selection of music by the class the following enrollment of Teachers was obtained:

S. H. Payne, ......................................................... Akersville.
G. B. Stone, ......................................................
Maggie Hill, ....................................................... Black's Ferry.
W. J. Cherry, ..................................................... Boles.
Ella Murphy, ..................................................... Centre Point.
Ella Bushong, ................................................... Emberton.
Cora Page, .........................................................
E. T. Thomas, ....................................................... Flippin.
I. E. Lee, .........................................................
J. H. Isenberg, ...................................................
J. A. Johnson, ...................................................
J. B. Hammett, ...................................................
W. G. Railey, ..................................................... Forkton.
B. F. Denham, ...................................................
Ida Wax, ......................................................... Fountain Run.
T. J. Page, ......................................................
S. L. Page, ......................................................
Johnie Harlin, ...................................................
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<td>W. E. Williams</td>
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<td>Cassie Short</td>
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<td>Victoria Howard</td>
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<td>J. M. Hagan</td>
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After the enrollment had been completed the Supt. distributed the syllabuses, assigning work for the afternoon.

Music by class.

**Afternoon, 2 P.M.**

**Roll-Cull.** All the members responded except Miss Gertrude Strade who was excused on account of sickness.

The Institute being thoroughly organized and ready for work the subjects of Primary Reading, Spelling and Writing were taken up.

The subject was assigned to C. B. Hammett who explained the combined method by the use of charts. The topic was further explained by Prof. Hagen with a class using charts. The subject was also discussed by H. D. Smith who endorsed the plan presented by saying “he did not know how a teacher could well teach reading without the use of charts.”

**Slate Work—D. J. Frazier.** Mr. Frazier said, “he would first have his pupils learn the word, then have them learn the characters. He also said that he would have them print the letters and copy the script.

**Blackboard Writing—W. J. Cherry.** Mr. Cherry in giving his method said he would place the letters or words on the blackboard, and have his pupils copy them.”

W. A. Knight asked “what they would do if the pupils refused to come to the blackboard. Miss Corn Page said “I would persuade them for awhile, then if they didn’t I would compel them to come.”
B. F. Denham said "he would be patient and await the results."

Methods of Review—W. W. Page. Mr. Page said, "there are three things to be considered in reviewing—time, plan and object. Results are, first it better acquaints the pupils with the work passed over, second it better prepares them for the work in advance."


After the discussion a vote was called for as to whether there should be four or six lessons given primary pupils during the day. The vote was taken and a majority favored four.

Length of Lesson, 10 or 20 minutes. Discussed by James L. Gerald, W. E. Williams, J. M. Hagan, Will Comer, and W. A. Knight.

Music by the class.

Recess.

Music by the class.

Oral Spelling, its advantages and its defects—J. C. Carter. Mr. Carter said "that its advantages are many. First it teaches pronunciation, syllabification, third it assists in teaching spelling to others. Defects are few."

Written Spelling, its advantages and its defects—W. E. Williams. Its advantages: The pupils will learn to spell correctly when writing composition. They learn to spell all the words in the lesson; it gives an opportunity to review the misspelled words; and secures the attention of every member of the class.

G. B. Stone said its defects were it fails to teach pronunciation and syllabification.

Methods of Oral Spelling—J. M. Hagan. He illustrated his method by using a class, giving special attention to the sounds of letters, discriminative marks, and silent letters.

Methods of Written Spelling—Johnie Harlin. Mr. Harlin said he would have his pupils to write the words on tablet, slate, or blackboard, then he would spell the words given and have the misspelled words marked, carefully grading each tablet and slate.

How to teach Definition and Pronunciation. H. Clay Flippin, He
5.

said in teaching his pupils he would have them learn the definitions given to words in the speller first, then require them to consult the Dictionary for definitions of words not given. He also stated that he would have his pupils pay close attention to the silent letters and give the accent to the proper syllable in words.

Methods of Review—E. T. Thomas. Mr. Thomas said, "I would have my pupils to review one day out of the week, discussing the different topics which they had passed over the preceding week."

Adjournment.

TUESDAY, AUG. 26, 1890.

House called to order by Supt. W. S. Emmert.

Music by the class.

Devotional Exercises—Rev. C. A. McCue.

Roll-Called and all responded.

Spelling, an essential part of each lesson in all the text-books used—Wirt Comer; discussed by Messrs. Lee, Williams and others. Mr. Lee took the position that no word is learned, before the "r's" are dotted, the "t's" crossed and its definitions understood.


Should a child be taught to spell words not in his vocabulary—R. H. Patterson; further discussed by B. C. Maxey and Wirt Comer.

Text-book or no text-book in spelling—Miss Cora Page; discussed by E. G. Carter and Wirt Comer.

Neatness in written spelling—A. H. Carter. Mr. Carter said that "Neatness as well as correctness should be observed."

PRIMARY GRAMMAR.

Teaching the parts of speech in second and third reader—J. E. Payne. Mr. Payne said that he met with a great deal of trouble in attempting to substitute one text-book for another.

Parsing—O. H. Williams.

Methods of Reviews—T. J. Comer.

Topics for brief talks were read in concert and commented upon by Supt. W. S. Emmert.

Methods of teaching Primary and Advanced Grammar—B. C. Maxey.
Recess.

After recess the name of Miss Nannie Hammer was added to the roll.

Music by the class.

The vote was taken to ascertain the number using diagraming and analysis. The diagraming party were in excess.

Mr. L. M. Williams said that a diagram is a picture of a sentence.

Mr. J. C. Carter advocated the idea that diagraming and parsing go hand-in-hand.” Discussed by Messrs. Page, White and Hagan.

Methods of parsing—Lena Comer.

Methods of a diagraming—Cora Page.

Methods of analysis—Wirt Comer. Mr. Comer explained by presenting a diagram on the board, using the analytic and synthetic methods.

The subject was further discussed by Mr. W. E. Williams, who asked the office of a conjunctive adverb. Answered by Mr. E. E. Palmore.

Latest treatment of infinitives and participles—B. W. Stone. He gave a brief but pointed explanation on the subject.

Exercises in false syntax—E. G. Carter; discussed by E. E. Palmore and Miss Gertrude Strode.

Topics for brief talks were dispensed with by reading in concert and discussed by Supt. Emmert.

Miss Lou Reeves favored the Institute with an excellent selection of music, after assigning the lesson for the afternoon the Institute adjourned for dinner.

AFTERNOON, 2 P. M.

House called to order by Supt. Emmert.

Music by the class.

Roll-called and all responded.

Errors in teaching Composition—E. A. Pulliam. Mr. Pulliam, after enumerating quite a number of errors in teaching composition, said: “The greatest fault is that it is not taught enough.”

Composition as a daily exercise—Miss Lizzie Smith. Discussed by Miss Gertrude Strode, C. B. Hammett and others.

Length of the recitation—Miss Kittie Chism.

Class (primary) to include all pupils able to write, except members of the class in advanced composition—Miss Fannie Pitcock; discussed by E. A. Pulliam.

F. M. White moved to abolish all on the 19th page from fiftieth topic
to advanced composition. The motion was lost.

Oral lessons on objects—Miss Ella Bushong.


Letter-writing, social and business forms—T. J. Page.

C. B. Hammett then introduced the “Letter-box.”

Outline for a progressive course of written lessons—H. D. Smith. He explained the subject to the satisfaction of all.

Topics for brief talks were disposed of very rapidly with many interesting suggestions from the Supt.

Recess.

Music by the class.

Preparation necessary to enter the advanced class—S. A. Bushong; discussed by G. B. Stone, who with Messrs. Lee, White, Page, Flippin, Jones, Smith, Page, Misses Lizzie Smith, Florence Milburn and Lora Comer agreed to prepare a number of pupils for graduation.

Supt. Emmert appointed the following committee to prepare a system for the gradation of the schools of Monroe County, G. B. Stone, J. C. Carter, C. B. Hammett, Misses Florence Milburn and Gertrude Strode.

Preparation for writing—J. E. Lee. He said “there is more in assigning a lesson for writing a composition than writing it.”

Recitation—W. E. Williams.

Topics for Brief Talks:

Error of assigning abstract subjects and subjects of which the pupils know little or nothing. Miss Victoria Howard consented to write an essay on the above subject to be read before the Institute.

How develop in our pupils a taste for good literature—H. D. Smith; discussed by Messrs. L. M. Williams, C. P. White and J. E. Lee. Mr. Lee advocated the idea of completing a composition at one sitting.

Sources of Failure was read in concert, and commented upon by Supt. Emmert.

Effect of general reading upon the pupil’s moral character. Miss Lora Comer was appointed to prepare an essay.

After assigning lessons for Wednesday the Institute adjourned, having decided to omit the night exercises on account of the inclement weather.

E. T. Thomas, Supt.

J. E. Lee, Sec’t.
WEDNESDAY, AUG. 27, 1890.

House called to order by Superintendent W. S. Emmert.

Music.

Devotional Exercises—B. C. Maxey.

Music.

Roll-call. All responded.

Prof. W. W. Page having been requested to give the latest and best treatment on infinitives and participles, asked the teachers, "Have you studied the latest and the best methods of teaching infinitives and participles?" He referred the teachers to Mr. Holbrook. He said "Our standard. Mr. Butler has not said enough on the subject." He requested Mr. W. E. Williams to place some sentences on the board. This being done he explained the various constructions given participles and infinitives. He handled his subject with ease and accuracy. His plan was approved by all.

CIVIL GOVERNMENT.

The science of citizenship—T. J. Page. Mr. Page stated "That the word 'citizenship' had not been fully defined in the constitution." D. J. Frazier said, "Civil Government is the science of citizenship."

Why is it properly a part of the Common School Course?—Mary Yokley. Miss Mary said, "If it were not taught in the Common Schools many would always remain in ignorance of their government." F. M. White said, "It is one of the most important branches taught in our Common Schools." G. B. Stone said, "The best educators of our state thought it best for us to teach it, and consequently we had it to do." J. C. Carter remarked, that "The school boy of to-day would be the voter of to-morrow, therefore it should be a part of the Common School Course." B. C. Maxey said "The way to love a thing is to study about it, and in order to love our country, we should study Civil Government. The love of our country is next to the love of God." Prof. W. S. Smith being called upon to speak to the subject said, "If only one pupil in the district is taught to understand this government, and realize its importance, the teacher of that pupil should feel that he is amply repaid for his endeavors."

Purpose and Value—Louvernia Bowman. Miss Louvernia said that "Civil Government is so closely allied to History that we should study it." F. M. White said, "It enables each one to act more intelligently as a citizen."
Oral Instruction:

- Synthetic or Home method—H. G. Smith. Mr. Smith said, "We should have oral lessons beginning at home, then to the farm, to the school, school district, County, State and United States, etc." advocating the Synthetic or Home method exclusive of all others. F. M. White said "I take the world as a whole, then take each separate part." giving this as the method by which he had obtained the best results.

Recess.

Music, "Bells-of Dreamland."

- The Australian Ballot System—Prof. W. S. Smith. He spoke very eloquently saying, "As he had been chosen to assist in making a new Constitution, he had given this subject much thought. The present system of voting is so fraudulent that it is necessary to make a change, and in his opinion, the Australian System, slightly modified, would be the best." G. S. Spear advocated the present mode of voting.

Classes in Text-books:

- Topic Method of Recitation—G. W. Bushong. Mr. Bushong said, "I would not use the Topic method in teaching Civil Government."

Diagram by the pupil showing County, State, and National officers and their duties—R. H. Patterson. Mr. Patterson, “Have pupils to draw a brace diagram thus:

```
(Executive duties
County   Judicial duties
)  
Officers:
(Executive duties
State   Legislative duties
)  
State:
(National duties
Legislative duties
)  
Judicial duties

Teaching party machinery—Committees, primaries, caucuses and conventions—G. B. Stone. Mr. Stone said “It would break a teacher down to teach this. He would ruin his reputation as a teacher. It would cause a hardness of feeling between the patrons and teacher and also the pupils. That a teacher’s aim should be to do all the good he can for the benefit of his pupils, and strive to gain the love and confidence of both patrons and pupils.” S. I. Page said, “It was highly es-
sential to the workings of the different parties. If we do not teach them this when they arrive at the age of maturity, and are called upon to take part in the workings of political parties, they will be as ignorant of those workings as we are.” James L. Gerald said, “Teach the pupils the workings of committees, caucuses, etc., without bringing politics into school.

Diagraming the Constitution of Kentucky and the United States—D. J. Frazier. Mr. Frazier placed his diagram on the board, giving brief outlines of the officers in each department. He said, “It is very essential in teaching the subject of Civil Government to teach by outline.”

Comparing the duties of officers of Kentucky with those of officers of the United States—W. G. Railey. He discussed the subject briefly.


What is a good citizen? By request of the Institute Supt. W. S. Emmert answered the question, “A good citizen is one that discharges every duty that he owes to his country to the very best of his ability. W. A. Knight asked “How can Civil Government make us better citizens?” Supt. Emmert answered “Knowledge is power. The intention of Civil Government is to increase our knowledge.”

Adjournment for dinner.

Afternoon 2 P. M.

Music, “Sweet Summer's Gone Away.”

Roll-call. All responded except Miss Victoria Howard and J. G. Maxey. Mr. T. S. Cree came forward and had his name enrolled.

GEOGRAPHY.

Oral Lessons:—

Synthetic or Home method—F. M. White. Mr. White said, “I would not teach by this method.” W. E. Williams said, “I would not carry the synthetic method too far, but would use it some.” B. F. Denham asked, “What age should a child begin the study of Geography?” W. E. Williams answered the question, saying “He would have oral drills, taking the school as a whole, including all pupils.” Prof. Hagan said, “He had a drill in these oral exercises. After his primary pupils had recited, he began asking them simple questions—What state they live in, the capital, the principal rivers, cities and other similar questions.” He gave as his reason for his daily drills “That they would cultivate the
memory and the earlier they were commenced the better the memory would be cultivated.” Then followed a witty discussion between W. W. Page, J. M. Hagan and others.

**Text-book Course:**—Method of teaching by topic list, beginning with the earth’s surface as a whole—Ida Wax. Miss Ida said, “Use the topic method in connection with the questions laid down in the text-book.” J. M. Hagan said he had obtained the best results from using the questions laid down in the book. His advice was “Use not the topic list.” E. G. Carter would combine the methods. T. S. Coe asked “How do we learn Geography?” “If we can answer this question we will answer the question, How teach Geography.” Mr. Coe objected to the question and answer method because it would not cultivate the preceptive powers of a pupil, sufficiently. Miss Ella Bushong asked the teachers that approved the Topic Method “how they would have pupils in the country schools to obtain any general information?” E. E. Palmore said “pupils in country schools have no source from which to obtain general information except the text book and teacher,” Prof. Hagan advocated the use of newspapers. The question was discussed at length by G. B. Stone, B. F. Denham, B. C. Maxey and others.

**Methods of Review:**—S. A. Bushong. Mr. Bushong said “have the pupils prepare questions for each other at least once a week. The number of questions for each pupil to prepare should be in accordance with the number being in the class.”

**Map Drawing in Advanced Classes:**—Miss Lou Reeves. Miss Lou said “Have your pupils draw maps of the school house and grounds, the county, the state, the nation, and the world. There is nothing that will make a more lasting impression on a pupil’s mind than the picture of a place, town, or country. Geography can not be successfully taught unless map-drawing is taught.”

**Oral and Written Descriptions of Imaginary Journeys by the Class:**—J. P. Railey, followed by W. E. Williams, E. T. Thomas, and Hon. W. S. Smith. Mr. Smith said “by all means have pupils write descriptions of imaginary journeys, for this would not only cause them to think but it would cause them to learn and find out something about their subjects and about the countries through which they are supposed to travel.”

Having pupils to read newspapers and locate on the map the places from which the news is sent—Miss Mattie Hill. This is a splendid
way for pupils to learn the location of places so that they will not be easily erased from their memory. Never tell your pupils where a certain place is, if it can be found on the map, but require that they find it for themselves.

Recess.

Music by the class.

Teachers' Association.

Evening Exercises 7:30 p.m.

Music—Prodigal Coming Home.

Guitar Music, "Spanish Fandango"—Miss Julia Leslie.

The Teachers duties—An essay by Miss Louvernia Bowman.

Recitation, "Number One"—Miss Flora Hill.

Music, "Star Waltz"—Miss Pearl Eagle.

Music, "Go work in My vineyard and we will follow"—Prof. Hagan and a select class of eight, composed of the following vocalists, Misses Laura Counts, Ella Bushong, Gertrude Strode, Cora Page, Louvernia Bowman, S. B. D. Ray, Wirt Comer and E. F. Palmore.

Address, "Ambition"—Judge M. T. Flippin.

Music, "Bright Mansions and Praise Offering"—Prof. Hagan and class.

Original Poem, "The Country School Teacher"—Miss Ella Bushong.

Music, "Is there room among the Angels"—Miss Olive Emberton.


Music, "The Lilac"—Miss Della Maney.

Recitation, "The Day is Done"—Miss Lemon Emberton.

Duet, "In the Starlight"—Misses Ella and Alice Reeves.

The night exercises were intensely interesting. The Music by Prof. Hagan and class was something that had never before been introduced into the county Institutes of this county. The music was all original and one of the pieces, "Go work in my Vineyard," was composed by Mrs. Mollie Palmore, a Monroe county lady.

Adjournment.

Ella Bushong, Sec'y.

Gertrude Strode, Asst's.

THURSDAY, AUG. 28, 1890.

House called to order by the Superintendent.

Music by the class.
Devotional Exercises by L. M. Williams.

Roll called and all responded except E. G. Carter, Misses Ida Wax, and Lora Comer, who were excused on account of sickness.

W. W. Page, Chairman of the Teachers' Association, appointed a committee on arrangement of time and place for holding the first meeting. The following members were appointed: J. E. Lee, D. J. Frazier, T. S. Coe, Misses Ella Bushong and Lena Comer.

Supt. Emmert announced that the Institute fee would be $1.25 and appointed H. D. Smith to collect and give receipts.

HISTORY.

Oral Lessons:—

Synthetic or Home Method—Miss Lena Comer. "I have a miscellaneous hour and ask questions on history in connection with Geography and Civil Government." Endorsed by Prof. Hagan; further discussed by H. G. Smith, W. E. Williams and H. D. Smith.

E. T. Thomas said: "I use the Home Method commencing with the Trustees, from that to the County, then the boundary of the District. I have been very successful in using this method."

W. S. Maxey said: "When this subject came up the first thing that entered my mind was the history of Monroe County written by Judge M. T. Flippin. Ex-Gov. Leslie said of this History, that he had read every word of it and drew from it much comfort and consolation." He then compared the Home Method to a stone dropped in the water which causes the encircling waves to spread in all directions. Further discussed by B. C. Maxey, who advocated the Home Method because it creates a desire for knowledge.

Text Book Course:—

Topic Method—T. S. Coe. Mr. Coe said, "I teach History and Geography together and don't use the Topic Method. The more anecdotes I can get in the lesson the more interest the pupils will take." E. A. Pulliam endorsed the method of Mr. Coe, but uses the Topic Method in primary classes. L. M. Williams assigns a topic to every member of the class, then recites on general topics. Mr. Pulliam objected on the ground that all of the lessons would not be studied. W. W. Page said, "The reason History is usually considered so dry is because it is not understood and presented in the right way. History has for its foundation the workings and doings of men. Create an interest by asking,
pupils if they would not love to learn of what men did many years ago. First give the general divisions, subdivide these, outline them for each lesson and discuss the topics in the outline. I endorse Mr. Coe's method, especially in using maps.” Further discussed by H. D. Smith and E. T. Thomas. Mr. Thomas said, “We have the pupils rehearse the lesson orally, that is we have some one to read and then we have the class to give the meaning of what has been read.” J. M. Hagan would have frequent examinations.

Historical Essays—Discussed by J. B. Short. D. J. Frazier gave his method as follows: “I assign subjects every two weeks on the topics that have been passed over. I assign them on Friday and have them read on the Friday following. Then I assign ten questions for the next week to be answered on paper. I grade the pupils weekly on these essays and answers alternately.” Further discussed by J. E. Lee.

Teaching history by giving pupils a proposition to be proved—E. G. Carter to whom the subject was assigned being absent, the discussion was opened by Wirt Comer. He said he would give them a proposition to be proved and let them take sides. E. A. Pulliam disagreed with Mr. Comer in assigning different sides of the question to different pupils. H. D. Smith says, “We must study both sides of every question in order to discuss it well. Further discussed by J. L. Gerald. Prof. Gillenwaters asked, how prove a proposition of which there is no doubt? Answered by Clay Jones, who said, “We need not prove anything of which there is no doubt.”

Debates upon historical subjects by members of the class during recitation—Miss Lora Comer, to whom the question was assigned being absent, B. F. Denham opened the discussion by saying “The pupils are not capable of getting up these complicated points and I would not permit argument to any great extent.” Further discussed by S. L. Page, who asked, “What is a recitation?” Answered by B. F. Denham, “To find out what the pupils know about the lesson.”

O. H. Williams said, “The object of the recitation is to find out what the pupils do not know.”

Recess.

Music by the class.

Method of Review—J. A. Johnson. “My method of review is this: Set apart a day for review and have the pupils bring questions assigned
to some one in the class.” C. P. White: “I teach for the money there
is in it.” B. C. Maxey: “Of course we should have money for teaching
but the man who makes this his pecuniary object will not do the best
work.” T. S. Coe: “The reason I am teaching is because I like the pro-
fession better than any other.” W. E. Williams: “We can’t afford to
teach for the money or for popularity either.”

Our preparation for the work—Wirt Comer. “We must educate our-
sewes and then prepare to educate others.” T. S. Coe: “The teacher
must have confidence in himself.” W. A. Knight: “We are born a
teacher.” Further discussed by W. S. Smith.

Adjournment for the Association.

J. C. Carter said: “Review! review!! review!!!

Mr. Hammett explained his method by the use of cards and illustra-
ted with a class.

Can the History of United States since 1789 be understood unless
studied in connection with Civil Government—S. L. Page, “It can not.”
G. B. Stone said, “It can.”

Adjournment for dinner.

Afternoon, 2 p. m.

Music by the class.

Supt. Emmert appointed the following committee on Resolutions: W
A. Knight, W. W. Page, D. J. Fraizer, F. M. White, Misses Cora Page
and Lena Comer.

Judge M. T. Flippin offered some very interesting remarks on the
School Law.

Recess.

Music by the class.

Theory and Practice of Teaching:—
Our purposes in teaching—J. L. Gerald.

Adjournment.

Re-Union.

The house, crowded to overflowing by a vast audience of enthusiastic
teachers and friends, was called to order by Supt. Emmert. The G. A.
R. band, to whom a courteous invitation had been extended, struck up
a lively air which drowned the incessant hum of conversation. The
Chairman appointed a committee on introductions as follows: Jarrett
Dickerson, F. M. White, Misses Ella Bushong, Laura Counts and Ger-
rude Strode, who immediately assumed their duties, and the Secretary failed to keep any further record of the proceedings. Suffice to say that the pleasant associations and splendid music made it an occasion long to be remembered. Many pleasant acquaintances were formed, some of which we trust will ripen into stronger ties than friendship.

D. J. FRAZIER,
L. M. WILLIAMS,

FRIDAY, AUG. 29, 1890.

Music.


Music.

PHYSIOLOGY.

Collections of objects for illustration—H. C. Flippin. Mr. Flippin said, “Teach practically, use such experiments as are found in the text-book.” Further discussed by Wirt Comer and G. B. Stone.

TEXT-BOOK COURSE:


Lesson by topic—Miss Ella Murphy. Further discussed by E. T. Thomas and W. A. Knight.

Impressing the laws of health upon the pupils—E. G. Carter.

Hon. W. S. Smith said in teaching his first school he made a complete failure on account of knowing nothing of Physiology and that the reason of failure is a want of preparation by the teacher. He also gave a lecture on sight.

Music, “Bells of Dreamland” by the class.

Recess.

Music—Misses Olive Emberton and Grace Hughes.

PRIMARY ARITHMETIC.

Oral Lessons and Number—C. P. White. “Teach with objects and put numbers on the board.” Prof. Shelton, of Louisville, presented a method of teaching the multiplication table, for which a vote of thanks was extended him by the teachers.


Music.

Adjournment for dinner.

AFTERNOON, 2 P. M.
Roll call. All responded except Johnie Harlin, Miss Lu Reeves and Lizzie Smith.

Essay, "Gems of Literature"—D. J. Frazier.

Essay, "How to Improve Pupil's Language"—Miss Ida Wax.

Essay, "Effect of General Reading on the Pupil's Moral Character"—Miss Lora Comer.

Essay, "Importance of the Use of Good English by the Teachers"—Miss Flora Hill.

Essay, "How to Develop in Our Pupils a Taste for Good Literature"—Miss Victoria Howard.

B. C. Maxey moved that the county board of examiners establish a teachers library at Tompkinsville, Ky. Carried.

REPORT OF COMMITTEES.

The Committee on Graduation in Public Schools reported as follows:

"We the committee on Graduation in the public schools believing the theory and practice of graduation as prescribed by the Common School Law to be a great incentive to noble results in the common schools and realizing the imperative duty of each teacher to strive for the best results, Therefore be it

RESOLVED, That we, as teachers of Monroe County, use every available means to prepare as many pupils as possible, and earnestly request each pupil to enter upon that course.

Florence Milburn,
Lora Comer,
Mattie Hill,
J. C. Carter,
C. B. Hammett,
G. B. Stone,

The Committee on General Resolutions reported as follows:

1. RESOLVED, That it is the sentiment of the Monroe Teachers' Institute that our annual meeting has been a success and that it has greatly contributed to the educational interests of our people.

2. That while congratulating the friends and lovers of education upon the rapid improvements of the popular education of the teachers profession we renew our devotion to the new work committed to our trust and pledge our individual efforts to the improvement of ourselves as teachers especially to the study of books on the method of teaching.
3. That we heartily indorse the revision of the Common School Law of Kentucky, as proposed by Senator A. L. Peterman in the last session of the Legislature and do most respectfully solicit our next senator and representative, to use their influence in behalf of similar legislation.

4. That in consideration of the good work done by Supt. Emmert, in the improvement of schools we join with him in a hearty co-operative work for the accomplishment of still greater results.

5. That, Judge M. T. Flippin is due many thanks for the able and instructive address given the teachers on Wednesday night and that we respectfully desire that the same be furnished as part of our institute work.

That we consider the Teacher's Association to be a great factor in the cause of popular education.

7. That Prof. W. W. Page have the thanks of the Association for his efficient and impartial ruling as chairman of that body.

8. That our hearty thanks are due Jailer Benjamin Franklin for the courteous manner in which he has waited on our Institute.

9. That we tender our thanks to Misses Laura Counts, Ella, Alice, and Lou Reeves, Olive Emberton, Grace Hughes, Della Maxey, Pearl Eagle, Lena Comer, May Bell Evans, and Electa Harlan for the excellent music rendered.

10. That, the G. A. R. Band have our thanks for the splendid music given at the Reunion on Thursday night Aug. 28, 1890.

That the County Superintendent and President of the Association are authorized and directed to have two hundred copies of the proceedings of our meetings published in pamphlet form, to furnish two copies to each member of the Institute and distribute the remainder according to the directions of Supt. Emmert.

W. A. KNIGHT, F. M. WHITE, COM.
W. W. PAGE, CORA PAGE, LENA COMER,
D. J. FRAZIER.

The reports of the various committees being made Supt. Emmert delivered his farewell address and the Institute adjourned sine die.

O. H. WILLIAMS, W. E. WILLIAMS, Scts'.
19.
ADDRESS.

[BY M. T. FLIPPIN.]

YOUNG LADIES AND GENTLEMEN:—

"I greet you and congratulate you on your annual assembling as the teachers of our county, for Institute work. I know you will reap both pleasure and profit from "the feast of reason and flow of soul" that mark your every session. As an apology for occupying even a small portion of your time, I must plead the cordial invitation of your County Superintendent. Knowing and appreciating as I have known and appreciated for years, his zealous and successful labors as your chief educational officer, I did not feel at liberty to decline his request or to withhold anything within my power which might possibly contribute to the entertainment of those assembled here.

There is in this country a commonly received but erroneous notion, that an education means a complete knowledge of the spelling-book, the first, second and third readers, Arithmetic, English Grammar, Geography, Natural Philosophy, and a tolerable acquaintance with History—this and nothing more! "Now I assert that an educated mind must not only be familiar with the sciences, but it must be imbued with all those high aspirations and generous and noble impulses which arm us for the life-battle and fit us for the life of good and useful men and women. These aspirations and impulses come not from the school-books. They are higher than books. They must be instilled into the young mind by precept and example, by lecture and conversation, by admonition and encouragement.

Indeed we are authorized to believe that the ancients gave the very highest degree of educational and scholastic polish by lectures. Epicurus, the founder of that system of philosophy which derives its name from him, imparted his doctrines to his followers viva voce. Zeno, who originated Stoicism taught it in the same way; and if history be correct, that great man had no better school-house than a porch in Athens, where, month after month, and year after year, his disciples assembled and imbibed from his lips that magnificent code of ethics, which has made so many heroes. Many of the glorious names that flash like sunlit jewels on the pages of Grecian and Roman history, adhered to the stoa school. Aristotle, the founder of Peripateticism, taught in the same manner, and contributed to the word the wisest and best system of
Pagan philosophy, the human race has known—a system which steers between the extremes of the other two, and is second only, in truth and beauty, to the Bible itself. John Locke, that profound scholar, that prince of metaphysicians, owned in old age that a large portion of his knowledge had been gleaned from conversations. In the light of these facts and examples, can you as teachers, neglect or refuse to talk and lecture to your students, and impart to them these high aims and aspirations in life?

I take it that the object of all teaching is to fit and prepare us for good, noble and successful lives. If we are good we are sure to be happy. If we are noble we deserve to be honored. If our aims are high and we are successful, then we are famous. These prefatory remarks bring me to my subject—Ambition.

The word, in common acceptation, means a vice. Thus it is something foul and hideous—something to be feared and avoided. Well, I grant you that a sordid, selfish, wicked ambition is ruinous.

"Who wickedly is wise or madly brave,
Is but the more a fool, the more a knave,"
says Pope. This is true. One had better be a fool than possessed of knowledge to be used for wicked purposes. He had better be an arrant coward than to be endowed with a more angry, ferocious, brutal courage. So, also, a man had better be a very drone than to be sordidly, wickedly ambitious. I warn you against such ambition as this. History shows amply the awful consequences which attend it. Alexander climbed to the dizziest heights of this bad ambition. He marched steadily on from victory to conquest, and from conquest to victory, until a suppliant world was at his feet. After weeping that he had not another world to conquer, he died in a disgraceful scene of revelry. Nero, another example, after committing a thousand murders and atrocities, set fire to Rome, his mother city, and sang to his harp the destruction of joy. Julius Caesar, that noble Roman, not content with the adoration of his countrymen, not satisfied with the green laurels that already decked his brow, aspired to be a King, and to build a throne upon the ruins of his country. But on that fatal Ides of March, while he stood in the Roman Senate, expecting to receive a crown, he fell at the hand of assassins.

But ambition is a generic word. It has a higher and holier meaning than this. In its better interpretation, it means emulation,—a thirst
for distinction in noble deeds and thoughts—a laudable desire for fame. This is the sense in which I commend it to you. This is the use of ambition, the other the abuse of it.

Ambition was the Promethean fire that warmed the heart and illumined the fancy of Scipio's matchless bard, and enabled him to pour forth that majestic flood of Epic song that mingled with and sweetened the very tide of time. It glowed in the breast of the young Curtis as he leaped into the frightful chasm that had opened in the Roman forum. It made Robert Emmett what he was; and helped him to stand erect and dauntless amid his boody British judges, and plead for his injured country. There, in that trying hour with a felon's doom before him, he stood serene and unmoved, like the proud condor on the rock of Norway's coast, defying with equal composure the storm that raves and rends the atmosphere above, and the surging element that roars and dashes and towers below.

I assume it as an axiom in the intellectual as well as in the physical world, that "nothing moves without a motive power." An inanimate object, once at rest, is at rest forever, unless it is put in motion by a power. So, in a great measure, with the human intellect. Ambition is a tremendous motive of the mind. You have, and feel and contribute to his power. Choose the path you intend to pursue, and then kindle the fire to ambitions to excel; and depend upon it, there is no excellence without ambition. Go to work. Don't sit down and hope and wait for something to happen to make you successful, rich or famous. I tell you now it will never happen! There is no such word in the world as luck! The very word is a fraud and burlesque on our language. I believe it is to be found in your lexicons; but it is nonsense. Go home and expunge it; strike it out. Don't be misled by it. You might convince me that the sea is full of mermaids; or that nightly, witches go skimming through the air astride their broomsticks; or that the hills and dales of classic Scotland teem with fairies; but you can never convince me that there is such a thing as luck, or hap or fortune. You must work out your own destiny, and if you are to be successful must work it out bravely.

In the lexicon of youth,
Which fate reserves for noble manhood,
There's no such word as fail!"

Young lady, your destiny is higher than that of man. Your field of
usefulness is wider; your career more fraught with the best and mighti-
est interests of society and civilization. Your empire over us is not an
empire of fear, and force, and despotism, but it is an empire of love.
The sceptre you sway over us, though gentle and willowy as the reed
that waves and nods at the touch of the zephyr's breath, is yet strong
as hooks of everlasting steel. Your sex has graced and adorned every
field of learning. Statesmanship, philanthropy, painting, poetry, art, and
science have all been enriched by woman's mind, and embellished by her
plastic touch. Let me adjure you then, young ladies, to cultivate those
graces and accomplishments of mind and heart, which contribute so
much to your might, and usefulness, and happiness here, and fit you so
well for the life hereafter. Aspire to that lofty and noble womanhood
contemplated by Byron in a stanza of his Hebrew Melodies—

"She walks in beauty like the night,
Of cloudless climes and starry skies;
And all that's best of dark and bright,
Meet in her aspect and her eyes."

Young gentlemen, I take it that you have chosen your profession or
or avocation in life. Ambition must be the motive power to drive you
on. You cannot succeed without it. And I now warn you that the
measure of your success in whatever you attempt, will be in exact ratio
to the strength and momentum of your ambition. We learn from Quin-
tilian that those who attained distinction among the ancients, would of-
ten retire to caves and prosecute their studies there, for months or years.
Fearing that they might yield too soon to the seductive voice of plea-
ure, and mingle again with the world, they would shave half of their
heads, so that it was thus put out of their power to appear in society
for a time without appearing ridiculously.

Behold the energy and self-sacrificing industry of Demosthenes and
Cicero! They had great obstacles to overcome. Their first appearance
before the people was hissed and ridiculed. But nothing loth, they bur-
died themselves again in seclusion, and toiled, and studied and practiced.
Again they came forth with all their rich stores of learning and pathos,
and this time were enabled to send forth a storm of eloquence which,
like the resistless mountain stream, swept everything before it.

Ambition will give you an iron will. It will enable you to set your
feet firmly in the rugged path, your eye on the shining beacon above and
beyond, and move along with dauntless courage and heroic tread. Like
Twas this kindling spark that animated Patrick Henry to stand
the mettled hounds of Actaeon, you must pursue your object as well
where there is no path, as where there is one. You must not only strike
when the iron is hot, but you must make the iron hot by striking. Strike
like the fabled Cyclops of old, who forged the thunderbolts for Jove.

"Thus at the flaming forge of life,
Our fortunes must be wrought,
And on its sounding anvil shaped
Each burning deed and thought."

You must rely upon yourself. Do your own work. Halt not in view
of any barrier. Pause for no misfortune.

"When the world grows cold and dark,
Keep an aim in view
And toward the beacon mark,
Paddle your own canoe."

Go bravely into the life battle. Turn not aside to pluck the flowers
that bloom along your pathway. Heed not the luring voice of pleasure
or the idiotic laugh of revelry. Should gloom gather round you, and hope
begin to fail, look down into your own great heart, and catch a spark
of inspiration from the fire that’s ever burning there; stand up erect and
firm and strong like McGregor on his native hills; shout your battle-slogan,
and you will find that before such purpose and energy as this moun-
tains will crumble into molehills around you!

"Is fame your aspiration? Her path is steep and high,
In vain he seeks the temple, content to gaze and sigh.
The shining throne is waiting; but he, alone can take it,
Who says with Roman firmness—I’ll find away or make it.
In love’s impassioned warfare, the toil has ever been,
That victory crowns the valiant,—the brave are they who win.
Though strong in beauty’s castle, a lover still may take it,
Who says with Roman daring,—I’ll find a way or make it."

Now what has ambition achieved? Temporally speaking it has achiev-
ed all things. It has breathed the breath of life into every noble deed
and thought. This it was that stimulated the immortal Dr. Harvey to
toil through a long life in developing the physiological and anatomic
sciences; and when, in 1628, he demonstrated the circulation of the
blood though it cost him his life, it linked his name forever with the
healing art. Milton, and Burns, and Dryden, and Thompson, and Gray
and Collins, and Washington, and Jefferson, all quaffed at this Pierian
spring.