

Frank Hayden
PROGRAM OF EXERCISES

FOR THE

COUNTY INSTITUTES,

OF

Five Days in West Virginia,

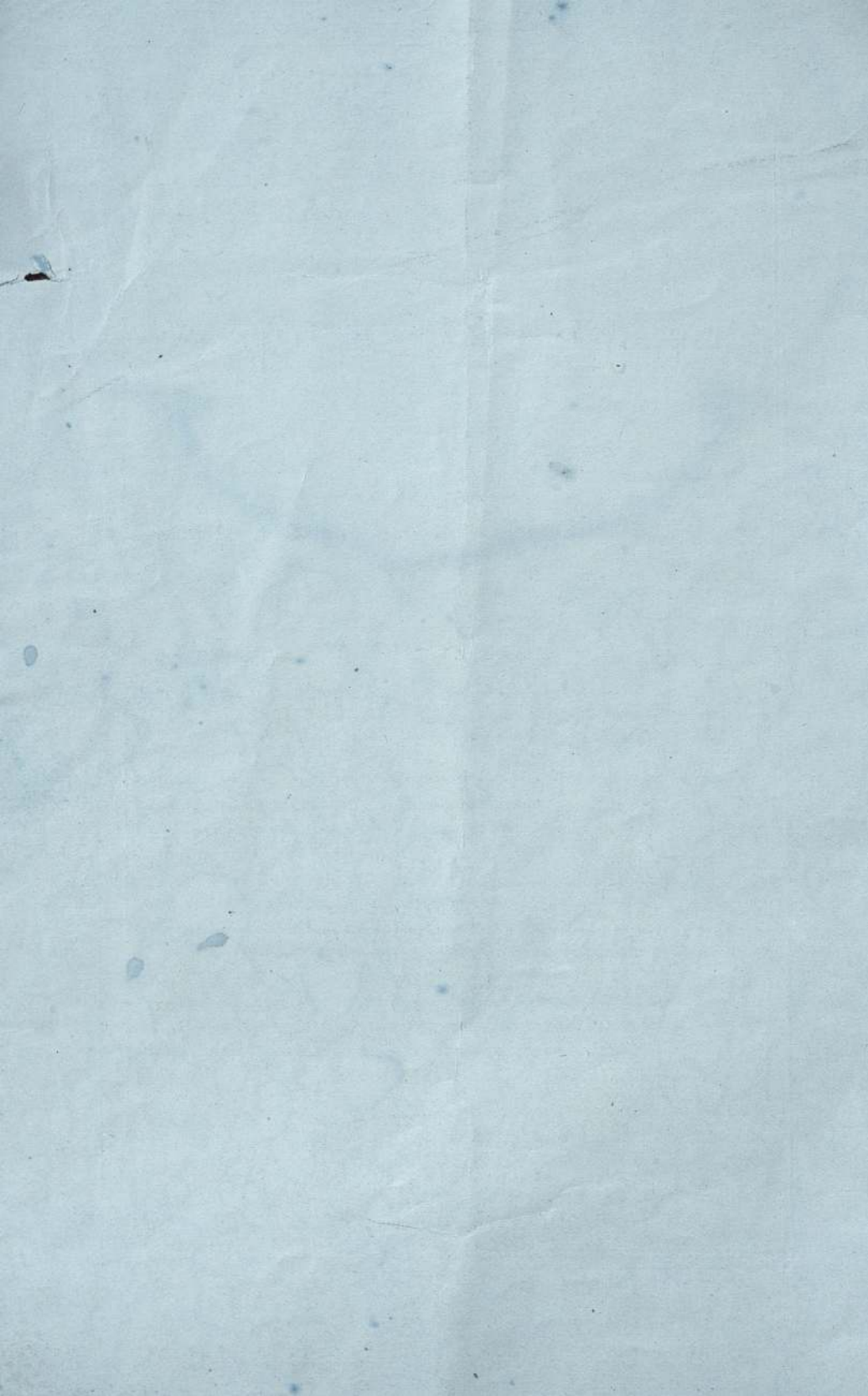
FOR 1887,

With Rules and Regulations,

NOTES OF

Information to Superintendents and
Instructors.

PREPARED BY THE
STATE SUPERINTENDENT
OF FREE SCHOOLS.



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GENERAL REGULATIONS.

OPENING EXERCISES.

The Institutes shall be opened and closed promptly at the times prescribed in the printed program.

The opening exercises and all the business of the Institute should be conducted as in a well ordered school.

SECRETARIES.

There should be at least two persons appointed to act as Secretaries, one to keep items of interest for publication, and the other to keep the roll and note the time of the members.

The Secretaries should, in keeping the roll, have two sheets, one for ladies and one for gentlemen, giving to each a number. In this way the names can be entered in the order the teachers enroll, and save confusion in numbering.

ROLL CALL.

Instead of calling the roll, each member of the Institute should be given a number as soon as enrolled. One of the Secretaries should take a convenient position at the door of the place of meeting, so as to see those who come and go. As each member enters, he or she should announce his or her number and the Secretary note it. This saves much valuable time. When a member leaves the Institute while it is in session, the time of his going and returning should be noted; and the time, if material, deducted from his attendance, six hours being counted as a day.

A few teachers have been known to report their presence at the morning session and then retire, repeat the operation in the afternoon and claim a full day's attendance.

It is only necessary to say to those conducting the Institutes, that their duty in the matter is the same as with pupils at school. Though you have no power

to punish for truancy, you have power to refuse to give a certificate of attendance to such an one.

ENROLLMENT.

The certificate of attendance has attached to it an enrollment card, which the person wishing to become a member of the Institute is required to make out and hand to the Secretary. The cards should be distributed the first day and afterwards to those who may wish to enroll. The cards should be handed to the Secretary the day you enroll. When the certificate is delivered, the enrollment card is also returned with it—the Secretary in the meantime having secured the information required for the report.

PLACE OF MEETING.

The County Superintendent should secure a good room for the meetings of the Institute. It should be large, convenient, well lighted and well seated. A blackboard, chalk, erasers, a globe, maps and such other apparatus as may be needed should be procured. Lamps should be secured for the night sessions. A church, or the lecture room of a church, is probably the best style of room. It will seat more people, and is generally more convenient than a school house. Besides, churches generally have lamps in them. If proper care is taken of the building, a church can nearly always be obtained. The meetings should be held in the same building the entire week if convenient.

The time and place of meeting should be extensively advertised, with a cordial invitation to school officers and the citizens and public generally to attend both the day and night sessions.

BOARDING PLACE.

Securing boarding at reasonable rates for so large a number is very important. The County Superintendent should interest himself in this matter beforehand, so the teachers may have comfortable places at reasonable rates within easy access of the place of meeting.

INSTRUCTOR—HIS AUTHORITY.

The Instructor, aided by the County Superintendent, shall have supreme control of the Institute. The Instructor and County Superintendent shall have authority to withhold certificate of attendance to any member who shall fail or refuse to comply with the rules herein prescribed, and all other reasonable requirements that may be prescribed by the County Superintendent and the Instructor.

Each Instructor is expected to provide himself with such simple apparatus as may be necessary to illustrate the subjects named in the program, and the best methods of teaching them.

PROGRAM.

The program of exercises for the day and night sessions are to be considered as an intelligent guide to the course of instruction to be followed and is *pur-*

posely made full and comprehensive, so as to accommodate itself to the progress and demands of each county. It is not expected that every topic can be discussed at each Institute, and if the Instructor finds that any particular subject in any given Institute requires special attention, more than is provided in the program, he may drop some other exercise to give more time to it. The instruction should be adapted to the needs of country teachers, and all curious and profitless questions strictly excluded from the time of the Institute.

RECESS.

It will be observed that no time is designated for recess in the program. This matter is left to the discretion of each Instructor.

NATURAL SCIENCES.

The exercises in the Natural Sciences are outside the usual course in the common schools, but the necessity for the introduction of such exercises is conceded by most persons conversant with the condition and needs of our schools. I hope the Instructors and County Superintendents will take special pains to introduce this matter to the favorable notice of the teachers and people. It has been urged that the teachers in our country schools have no time for such exercises, but we believe when properly arranged these exercises can be made to serve the purpose of recreation as well as instruction. Childhood is always delighted with nature in whatever form presented, and the country teacher certainly has many advantages over the city teacher, in the matter of procuring material.

TEACHERS' READING CIRCLES.

As an appendix to the program will be found some suggestions concerning the formation of Teachers' Reading Circles; also a plan of organization and a prescribed course of reading. Instructors and County Superintendents are earnestly requested to give all possible assistance to this movement. The County Superintendent should be a leader in every enterprise looking to the bettering of the Public Schools, and designed to stimulate the teacher to a higher qualification for his work. Some convenient time during the Institute should be set for the consideration of this subject.

LITERATURE.

The subject of American Literature has been added to the program, and Instructors are requested to give especial attention to the subject of literary training as well what to teach as how to teach it. The memorizing of literary gems has already attracted some attention in our schools, but the work must be broadened so as to enable the teacher to influence and direct not only what the pupil reads in the school, but out of it.

IMPROVEMENT OF SCHOOL GROUNDS.

The influence of the school upon its pupils is not limited to the instruction given by the teacher, but extends to everything appertaining to the school-

house and its surroundings. Ornamented walls, paved walks, yards planted with beautiful trees, shrubs and vines all have their influence upon the pupil, and must greatly aid the teacher in the work of teaching morals and manners, as well as in the government of the school. In the work of fencing school grounds, and planting ornamental trees, and in creating and moulding the necessary public sentiment the teacher must be looked to, to take the lead. It is earnestly recommended that proper attention be given the subject before the Institute.

NIGHT SESSIONS

It is as much the duty of teachers to attend the night sessions of the Institute as the regular day sessions; and, indeed, if teachers value a healthful public sentiment, and desire to influence, direct and mould that sentiment, they should use all proper means in their power to secure the presence of school officers and patrons, and to make these sessions interesting and profitable.

Topics have been arranged for four evenings. The Instructor and County Superintendent may, however, reduce the number of evening sessions to three, but not fewer, and select such subjects from the general list and such other subjects for discussion as in their judgment may most need attention.

One evening has been set apart for a social and literary entertainment. No directions are given for the management of this part of the evening work, everything being left to the discretion and judgment of the Instructor and County Superintendent.

It is earnestly recommended that all necessary preparations, announcements, etc., be made to insure a large attendance on the part of the general public.

CLASS PUPILS.

The program provides that some of the lessons shall be developed and the methods of teaching the subjects illustrated by a class of pupils brought into the Institute for the purpose. This of course will require great tact and care upon the part of the Instructor to secure the best results. Yet teachers have a right to demand that theories be shown to be practical when they are urged to adopt them in their schools. This can be done by the skillful Instructor.

RESOLUTIONS.

The County Superintendent should forward to the State Superintendent's office a copy of any resolutions adopted by the Institute approving any particular part of the school law or policy, recommending changes or repeal, or giving opinions on any question of public interest relating to our school affairs.

REPORTS.

The Instructor and County Superintendent shall make out two copies of the Roll and Report of the Institute on the blanks furnished for that purpose, one of which shall be sent to the State Superintendent and the other preserved by the County Superintendent. On the receipt of a duly certified copy of the report by the State Superintendent, the compensation allowed the Instructor by

law will be paid him. If more than one sheet is required for the report, make the certificates on the last.

CERTIFICATE OF ATTENDANCE:

The County Superintendent shall deliver to each member entitled to it, a certificate of attendance of the Institute, as required by law.

INSTRUCTOR'S REPORT.

The Instructor of each County Institute shall in addition to the report heretofore mentioned, not later than ten days after the close of the Institute forward to the State Superintendent a report embodying the following points:

The general character of the Institute, including remarks in regard to interest manifested by the general public; adaptation of the program to suit educational wants of the State; changes necessary to be made in the program; interest manifested by the teachers; general opinion of the Institute upon other matters that Instructor may wish to report.

OBJECTS OF TEACHERS' INSTITUTES AND ADVICE TO INSTITUTE MEMBERS.

The leading objects of County Institutes are: To increase the efficiency of the teacher by giving instruction in the subjects taught in our public schools; in the methods of teaching them, in the principles of the science and art of teaching; school management, &c; to secure uniformity in work and to correct prevailing errors. In the work of the Institutes these objects should never be lost sight of. Teachers should attend the Institute in the spirit of the student—not merely of the listener, should take notes and preserve them; should, without being solicited, enter earnestly and heartily in all the exercises of the Institute; should be prompt and regular in attendance and deport themselves so as to elevate and dignify the work of teaching.

THE PUBLIC.

The Instructor and County Superintendent should use all proper means to secure public interest in the work of the Institute, both for the day and night exercises. The best local talent should be secured to debate the questions proposed, or those selected for discussion. These questions and similar ones are of importance to the healthful progress of our public schools. Teachers must take the advance steps: It will not do to wait until public opinion drives us from our positions, and ridicules us for our fogyism. The true place of the teacher is leader, not follower: sower, not reaper.

THE SUCCESS OF THE INSTITUTES.

Number of Teachers enrolled:

| | |
|-----------|-------|
| 1881..... | 4,410 |
| 1882..... | 4,699 |
| 1883..... | 4,545 |

| | |
|-----------|-------|
| 1884..... | 4,975 |
| 1885..... | 5,711 |
| 1886..... | 6,088 |

The foregoing table showing the number of teachers enrolled in County and Peabody Institutes for the past six years proves that the work is growing in favor with the teachers, the enrollment for 1886 being 623 over any preceding year. Great good has been accomplished, by these Institutes, for the public schools, and the private schools of the State have been likewise benefitted. A higher knowledge of principles and methods, increased enthusiasm and earnestness among the teachers, better co-operation of teachers, parents and school officers, resulting in increased attendance and improved houses and furniture, and elevated public sentiment on all educational topics—these are some of the fruits of the Institute and they are apparent in every County in the State.

The program for this year aims to make the work more prominently didactic than ever before, ample time being given for oral examination of the Institute upon various valuable topics. The program also contains more matter relating to the science of teaching than ever before. As far as practicable the work of the Reading Circle should be connected with the Institute with the view of extending every possible help toward the improvement of our teachers. The improvement of the teacher means the improvement of the public school. In conclusion I desire to urge upon Instructors, County Superintendents, School Officers and the friends of education the importance of making the Institute for 1887 better than ever before.

Your obedient servant,

B. S. MORGAN,

State Superintendent.

Program.

FIRST DAY—MONDAY.

2. P. M. TO 5. P. M.

1. OPENING EXERCISES—Devotional—Music15 minutes.
2. ADDRESS by the Instructor explaining the object of a Teachers' Institute, indicating the character of the work to be done, and defining the duties and relations of instructor and teachers respectively30 minutes.
3. APPOINTMENT OF SECRETARIES and Enrollment..15 minutes.
4. SCHOOL ORGANIZATION. Most approved plans for organizing district or ungraded schools. Number, order and arrangement of classes. Program of daily work.
 To what extent can a regular course of study be carried out in our ungraded district schools? Advantages of such a course of study. Difficulties to be overcome. Suggestions for a suitable course of study. Progress already made in the State40 minutes.
Discussion10 minutes.
5. GEOGRAPHY. First lessons without the text book.

How to teach ideas of position—Points of the compass—Direction of objects from a given point and from each other.

Ideas of distance obtained by actual measurement.

Forms of surface—Square, triangle, curved surface.

Ideas of a map—Moulding in sand.

Points of the compass ; position of objects ; and distance between objects, how represented upon a map.....30 minutes.

Discussion10 minutes.

6. SPELLING. Results to be sought—Knowledge of the proper form and use of words—Power of unconscious automatic spelling—Oral and written spelling—The relative time, importance and advantages of each.

How conduct recitations in written spelling with slates? With spelling blanks? How conduct recitations in oral spelling?

Place and value of Dictation Exercises...25 minutes.

Discussion10 minutes.

RECESS TILL 7:30 P. M.—NIGHT SESSION.

1. PUBLIC SCHOOL LIBRARIES. Should a law be enacted requiring Boards of Education to levy a tax to purchase libraries for the Public Schools? If this course should not be adopted by the State, what then is the most feasible policy to pursue to supply the school youth of the State with appropriate literature, and to build up school libraries for village and district schools? Probable cost of a suitable library for a village of 2,000 inhabitants?
2. To what extent can Industrial Schools be established in connection with the Public School system?

SECOND DAY—TUESDAY.

9 A. M. TO 12 NOON.

1. OPENING EXERCISES—Devotional, Music, Roll Call.....15 minutes.
2. APPOINTMENT OF COMMITTEES ON RESOLUTIONS...10 minutes.
3. READING. Primary Methods—the Phonic, the Alphabetic, the Word, and the Sentence Methods explained and compared.
How can these methods be advantageously combined?
How to use the black-board and chart.
Methods exemplified by recitations before the Institute in First and Second Readers, showing comparative value of different primary methods, class management, &c., &c..40 minutes.
Discussion.....10 minutes.
4. Examination of the Institute upon school organization; arrangement of classes, &c. This examination (oral) should be conducted by the use of the Socratic Method, or brief responses to topics assigned by the Instructor.....30 minutes.
5. ARITHMETIC—PRIMARY—FIRST STEPS—Development and expansion of the idea of number. Counting to 100 with and without object.
Counting by 2's, 3's, 4's, &c.
Writing and reading numbers to 10, 100, 1,000.
How to teach the fundamental rules. Should multiplication and division be taught together?
Should short division precede long division? Simple combination of the four fundamental rules.
Grube's Method explained and illustrated.

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|---|-------------|
| Notation and Numeration—Primary and advanced methods..... | 30 minutes. |
| <i>Discussion</i> | 10 minutes. |

6. LANGUAGE LESSONS. Objects to be obtained in teaching Language Lessons—To speak and write easily and correctly—Acquisition of words to express ideas—Correct pronunciation—Correct mechanical form—Cultivation of a pure literary taste.

Oral Language Lessons—How begun—What use to be made of Objects, Pictures and Stories.

Memorizing of choice selections.

RECESS TILL 2 P. M.—AFTERNOON, 2 TO 5 O'CLOCK.

ROLL CALL—MUSIC.

1. U. S. HISTORY Objects to be obtained—Creation of a taste for the reading and study of historical knowledge? Value as a basis for future reading and study. Value as a mental exercise.

Application of history to moral instruction.

Use of noble deeds and characters. Effects of treachery and crime on character.

How to teach history to young children. Topics of recitation to be selected by the Instructor.....

30 minutes.

Discussion.....

10 minutes.

2. SCIENCE OF TEACHING. The qualifications of the teacher, mental, moral and physical. What are habits? The teacher's habits in respect to dress; personal cleanliness; personal adornment and manners.
3. EXAMINATION OF THE INSTITUTE UPON PRIMARY READING.
4. GEOGRAPHY. How long should oral Geography be continued?

Correct methods of teaching Intermediate Geography. What use to be made of text books.

The use of the Globe in teaching the forms and relative size of continents, seas and oceans.

How Latitude and Longitude of places are determined; from what measured and how measured.

Map Drawing. Its importance in teaching Geography—How to teach it—Relative value of different systems now in use. Practical illustrations before the Institute 40 minutes.
Discussion 10 minutes.

5. SPELLING. What use shall be made of the spelling book?

Principal rules of spelling, and their application—Word analysis. Formation of compounds, permanent and temporary; derivatives, roots, prefixes and suffixes.

Use of synonyms and homonyms in spelling 25 minutes.

Discussion 10 minutes.

RECESS TILL 7:30, P. M.—NIGHT SESSION.

1. EDUCATION. How can the educational interest of the State be best promoted? What importance should be attached to the establishment of high schools, and a larger number of graded school?

How can the elementary school be made more efficient?

2. FREE TEXT BOOKS. Should the necessary class books and stationery for the children in the public schools be supplied at public expense?

THIRD DAY—WEDNESDAY.

9 A. M. TO 12 NOON.

1. OPENING EXERCISES—Devotional, Music, Roll Call 15 minutes.

2. ARITHMETIC. Denominate numbers—How to teach ideas of length and volume—Tables in Currency, Weights, Measures, Longitude and Time; and the different processes in addition, subtraction, multiplication and division carefully explained by practical examples.
Should denominate numbers be taught before common or decimal fractions?.....25 minutes.
Discussion.....10 minutes.
3. Examination of the Institute upon *Science of Teaching*.....20 minutes.
4. READING. Silent and oral reading explained—advantages of each.
How to be used in class work.
Drill of the Institute either in body or by classes, with reference to Position, Breathing, Articulation, Pronunciation, Inflection, Pitch, Rate, Force.
Drill on the elementary sounds.
Model recitations for advanced classes.
Use of the dictionary and other reference books.....40 minutes.
Discussion.....10 minutes.
5. Examination of the Institute upon the instruction given in Geography.....20 minutes.
6. LANGUAGE LESSONS. Written Language Exercises—When to begin and how to teach—What use to be made of pictures and stories.
How to classify subjects—Sources of material for writing.
How to write letters—The date—The address—The conclusion—The folding, directing and stamping.....20 minutes.
Discussion.....10 minutes.
- RECESS TILL 2 P. M.—AFTERNOON. ROLL CALL—MUSIC.
1. SCIENCE OF TEACHING. Education and Instruction defined.

The natural order in which the powers of the mind are developed—Perception, Memory, Imagination, Reason, Judgment.

Orderly succession of studies explained.

Object Teaching—Defined and explained.
—A list of valuable works on Psychology, and the Science and Art of Teaching, that will aid the teacher in better qualifying himself to discharge his duties.

2. U. S. HISTORY. The different methods that may be employed in teaching history—The Topical, the Oral and the Written—Advantages and disadvantages of each.

The catechetical—When and how used. Essays on important topics. Biographical sketches of leading historical characters.

Aids to be used in the preparation of the lesson and in the recitation.

Maps, Charts and Reference Books—How to be used by teacher and pupil. Class Drill (if time permit) from the Colonization to the adoption of the present Constitution . . . 35 minutes.

Discussion 10 minutes.

3. EXAMINATION of the Institute upon the instruction given in Arithmetic.

4. INDUSTRIAL DRAWING. Its importance in all mechanical arts—How and to what extent can it be taught in district schools?

Does the teacher need special preparation to enable him to teach drawing? 20 minutes.

Discussion 10 minutes.

5. EXAMINATION of the Institute in the Science of Teaching.

RECESS TILL 7:30 P. M.

Literary and Social Entertainment. Arrangements to be made by County Superintendent and teachers.

FOURTH DAY—THURSDAY.

9 A. M. TO 12 NOON.

- OPENING EXERCISES—Devotional, Music, Roll
Call..... 15 minutes.
1. ARITHMETIC. Common and Decimal Fractions
—How to read and write—Fundamental
rules—Percentage and Simple Interest.... 40 minutes.
Discussion..... 10 minutes.
2. SCHOOL MANAGEMENT. Its relation to instruc-
tion. School Government—The teacher's
right to govern a school.
What are the means of securing good
school government?
The moral and intellectual forces in the
teacher that command obedience.
- The moral and intellectual forces in the
pupil's character to be used for his govern-
ment.
What punishments are proper to be used
by the teacher?
What use should the teacher make of cor-
poral punishment?
What use to be made of maxims and spe-
cial rules?
Can the teacher exercise authority and
punish for offenses before the pupil reaches
the school premises and after he leaves the
same?
What is the extent of the teacher's au-
thority?..... 30 minutes.
Discussion 10 minutes.
3. EXAMINATION OF THE INSTITUTE upon the in-
struction given in History..... 20 minutes.
- SCHOOL BLANKS. Importance of correct
school statistics.

Explanation of the different blanks used in the Public Schools.

Use of characters to indicate absence, non-membership, &c., &c.

How to calculate the per cent. of attendance, absence and non-membership.

5. HISTORY—Current History of the World. Review of the leading events of the past year. How to teach current history in the public school—Newspapers and Periodicals essential in teaching current history. How to use them and how to procure them in the school.....30 minutes.
Discussion10 minutes.

RECESS TILL 2 P. M.—AFTERNOON SESSION—2 TO 5 P. M.

ROLL CALL,

1. READING. Supplementary Reading—Importance of—The place it should occupy—Methods of Teaching—How to obtain it—What it should be—The duty of the teacher to influence the pupil in the selection of his outside reading.....20 minutes.
Discussion.....10 minutes.

2. HYGIENE—For the teacher. How can the teacher best preserve health and vitality? Liabilities to ill health from over-work, anxiety and care.
 For the pupil. Position for pupil, in seat, in school-room, with reference to light, heat general comfort. Cleanliness of person and clothing. Exercise, kind, and time to be taken—Responsibilities of teachers in training their pupils to obey the laws of health. .30 minutes.
Discussion.....10 minutes.

3. EARLY HISTORY OF WEST VIRGINIA. How she

became a State—Constitutional Conventions—Governors—Senators—State Superintendents—Newspapers—Authors and literary characters.

4. EDUCATIONAL JOURNALS—The value of a good Educational Journal to the teacher and pupil.

Importance of a live HOME JOURNAL to our teachers in the collection and dissemination of State Educational News, in helping to battle against popular prejudices, and in aiding in popularizing better methods of teaching, and in the creation of a more liberal and intelligent public sentiment.

Will not our teachers give the *West Virginia School Journal* a more liberal support, and thus help to make it still better?

Appointment of County and District Correspondents for the *Journal*.

5. EXAMINATION OF THE INSTITUTE upon the instruction in *School Management* and *Government*.

RECESS TILL 7:30 P. M.—NIGHT SESSION.

1. ATTENDANCE IN THE PUBLIC SCHOOLS. Is the attendance in the Public Schools below what it should be? What are the causes of this lack of attendance? What is the true remedy? Can universal attendance be reached by the enactment and enforcement of a compulsory law, or must it be reached through the education of public sentiment?
2. TEACHERS' ORGANIZATIONS. How can teachers better organize for their personal and professional improvement?
3. Should the West Virginia University be opened to both sexes?

FIFTH DAY—FRIDAY.

9 A. M. TO TWELVE NOON.

1. OPENING EXERCISES—Devotional—Music—Roll call.....15 minutes.
2. WRITING. How and when to begin to teach writing.
 Writing materials for primary pupils.
 How to use the slate, blackboard and chart in teaching writing.
 Should primary reading and writing be taught at the same time?
 Position of body, hands, fingers, feet and pen and pencil.
 Methods of conducting recitations and class management fully explained and illustrated.....30 minutes.
3. ARITHMETIC. Mental Arithmetic—Methods of teaching Mental Arithmetic—Can it be best taught in connection with Written Arithmetic? The analytic and synthetic process of reasoning to be accurately explained in the solution of the problems. Class Drill..25 minutes.
Discussion.....10 minutes.
4. ENGLISH GRAMMAR. The Sentence—How classified—Analysis of Sentences—Methods of teaching—What importance should be attached to diagraming—The Infinitive, its uses—The Participle, its uses.....30 minutes.
Discussion.....10 minutes.
5. WEST VIRGINIA. Descriptive Geography of West Virginia—Boundaries, Mountains and Rivers.
Natural Resources—Coal, Gas, Oil, Salt, Iron, Timber.
Manufactories and general progress in various directions—Railroads and other means of transportation within the State.

6. Examination of the Institute upon the instruction given in Writing.

RECESS TILL 2 P. M.—AFTERNOON TO 5 O'CLOCK.

ROLL CALL—Music.

1. AMERICAN LITERATURE. Different phases of early writings—Character of prominent statesmen and their writings.

Poetic writers—How classified.

Historians—Character of their writings.

Prose Writers—Fiction and Belles Lettres.

Prominent Authors.

Importance of requiring pupils to memorize gems of literature.

How to teach American Literature in the Public Schools.....30 minutes.

Discussion.....10 minutes.

2. MORALS AND MANNERS. The teacher's duty as to the moral education of the pupils.

How may this subject best be taught?

Value of precept and example.

Moral instruction associated with literary training. Use to be made of anecdote, stories, illustration of noble principles, biographies of the great and good.

How can good manners best be taught?

Use of text-book on the subject.....30 minutes.

Discussion.....10 minutes.

3. CIVIL GOVERNMENT. Importance of providing some general instruction on the subject. Objects of government. The different kinds of government. The government of the United States.

The Articles of Confederation. The formation and ratification of the Constitution. The different branches of the government. State government as represented in West

Virginia. Relation of the general government.

County and Municipal government. Relation of Free Schools to the perpetuation of civil and religious liberty 40 minutes.

Discussion 10 minutes.

4. The Comparative Educational value of the different branches of knowledge required to be taught in the Public Schools.

4. Quiz upon American *Literature*..

RECESS TILL 7:30 P. M.—NIGHT SESSION.

SIXTH DAY—SATURDAY:

9 A. M. TO 12 NOON.

I. OPENING EXERCISES—Devotional—Music—

Roll Call 15 minutes.

2. MUSIC IN SCHOOL. May it not be taught and practiced in our schools with advantage to health of pupils and teachers?

Its uses as an opening and closing exercise.

Healthful moral effect upon pupils. Love of music universal 25 minutes.

6. PHYSIOLOGY AND HYGIENE, with reference to effects of Narcotics and Alcoholic Stimulants upon the human system.

4. EDUCATIONAL OUTLOOK OF THE STATE.

5. REPORT OF COMMITTEES ON RESOLUTIONS with general interchange of views as to the value of the Institute 30 minutes.

Discussion 10 minutes.

7. ANNOUNCEMENTS as to time and place of examinations.

8. DELIVERY OF CERTIFICATES OF ATTENDANCE.

9. MUSIC AND ADJOURNMENT.

Appendix.

TEACHERS' READING CIRCLE.

A very creditable beginning has been made toward the establishment of a Teachers' Reading Circle in West Virginia. A good work has been begun, considering the fact that it has been a voluntary work in each county inspired by the progressive spirit among our teachers and without stimulation and direction except as to a course of study and general plan of organization prepared by the State Superintendent and approved and recommended by the State Educational Association. Organizations have been formed in at least twenty counties. The State Superintendent desires earnestly and urgently to recommend that County Superintendents and Institute Instructors do all within their power to encourage the formation of circles for the reading and study of the course of study that has been prepared.

To succeed this work must have some organizing and directing authority to take the lead, and for this authority we naturally look to the County Superintendent who is expected to take the lead in all County Educational movements.

We must not expect too much at first, if a regular organization can not be effected. Having stated meetings and regular examinations, let the County Superintendent take steps to secure an organization of teachers who will agree at least to purchase and read the course of study arranged for each year. This is all the reading circle is in some sections; but it is far better to have an organization with provision for frequent meetings, reviews and examinations.

GENERAL PLAN OF ORGANIZATION.

I. NAME.—This organization shall be known as the County Branch of the West Virginia Reading Circle.

II. OBJECT.—The object of the Reading Circle shall be the improvement of its members in professional and general culture.

III. OFFICERS.—The officers of the Circle shall consist of a President, Vice-President, Secretary and a Treasurer, who shall be elected by the Circle annually.

IV. DUTIES OF OFFICERS.—The duties of the President, Secretary and Treasurer shall be such as are usually performed by such officers, and besides they shall constitute a Board of Managers for the county, whose duty it shall be to provide for district organization, county meetings and examinations; to determine the best mode of supplying the members of the Circle with the necessary books; to distribute circulars of information and otherwise provide for the welfare of the Circle.

V. MEMBERSHIP.—Any one may become a member by paying the membership fee and pledging himself faithfully to pursue and complete the course of reading.

VI. MEMBERSHIP FEE.—The annual membership fee shall be twenty-five cents, to be used by the Board of Managers for publishing circulars of information, examination blanks and otherwise for the best interests of the organization.

VII. CERTIFICATES.—The Board of Managers shall award a certificate to each member who shall complete the course of reading and maintain a creditable standing.

VIII. REPORT.—At the annual meeting of the Circle the President shall make a report showing the number of members enrolled, the condition and general progress of the order. A synopsis of this report shall be forwarded to the State Superintendent or other State officer of the Reading Circle.

COURSE OF READING.

For the present it is thought best not to arrange a course of reading for a longer time than two years. After an experience for that length of time we will be better prepared to select an advanced course of reading, if it be thought necessary, and besides by that time it may be found wise to make some important changes in the management of the Circle. In the selection of books two objects have been kept in view, namely, (1) to choose books that have real merit and that will be of practical value to the teacher in his work, and (2) to avoid making the list so large and expensive as to tend to discourage teachers and to keep them from undertaking the work.

First Year.—Eclectic Manual of Methods; Joseph Payne's Lectures on the Science and Art of Teaching; Barnes' General History; Pedagogy—Hewett's; Recommended—Rousseau's Emile.

Second Year.—Physiology, (Eclectic); Psychology, (Sully's); History of Education (Painter's) or Hailman's History of Pedagogy, Parker's Talks on Teaching; Recommended—Spencer's Education.

PRICE OF TEXT BOOKS.

[The list of valuable books selected will cost about eight dollars for the entire course ordered by mail, and still less when ordered in large quantities, by express.]

MESSRS. VAN ANTWERP, BRAGG & Co., Cincinnati, will send post paid, Manual of Methods for sixty cents; Hewitt's Pedagogy for \$1.00; Eclectic Physiology for sixty cents and Hailman's History of Pedagogy for sixty cents. Still better terms in quantities by express.

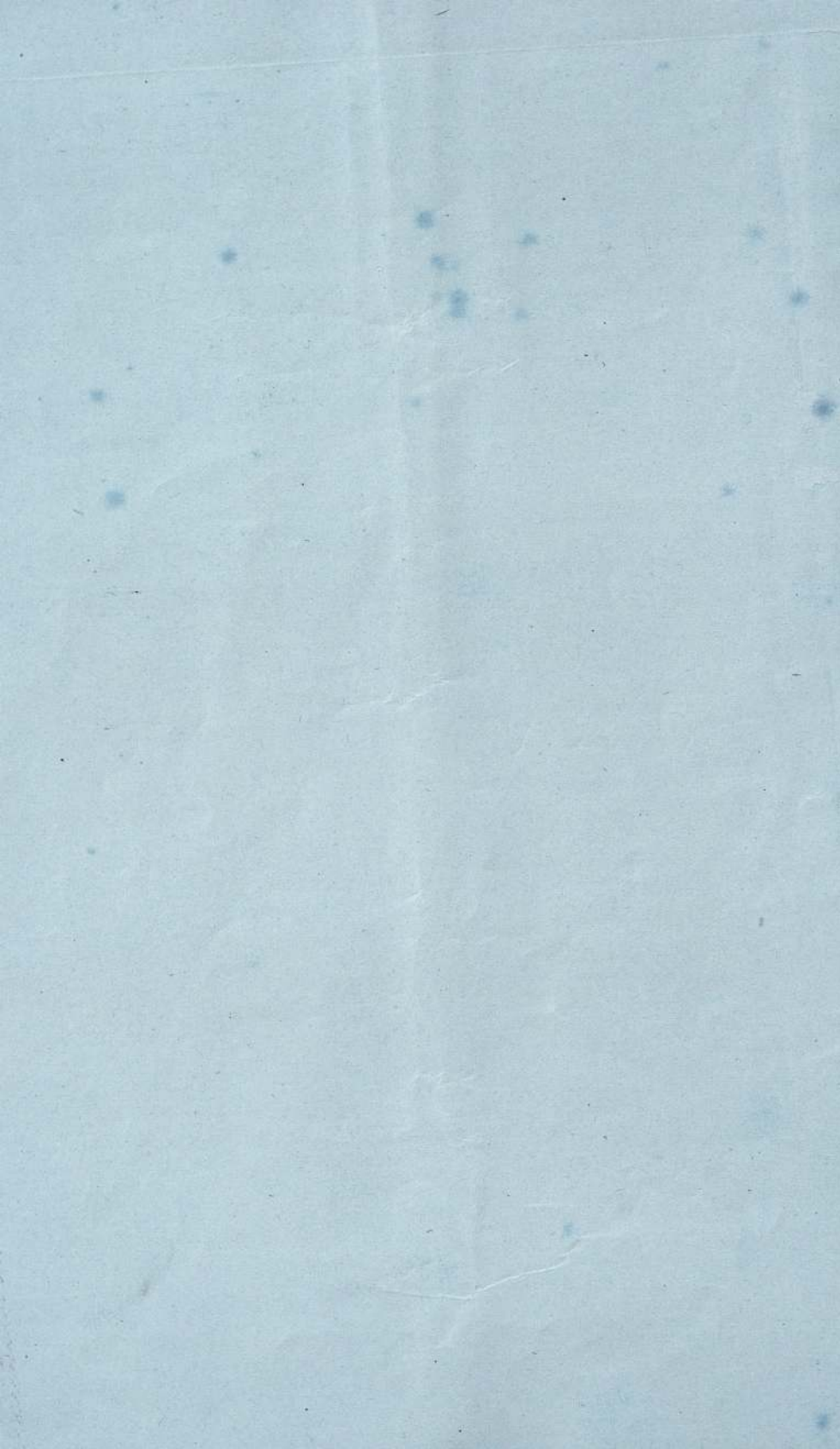
D. APPLETON & Co., New York, will send post paid, Painter's History of Education for \$1.25, and in quantities, by express \$1 00; Spencer's Education, in cloth for ninety cents, paper for forty-five cents.

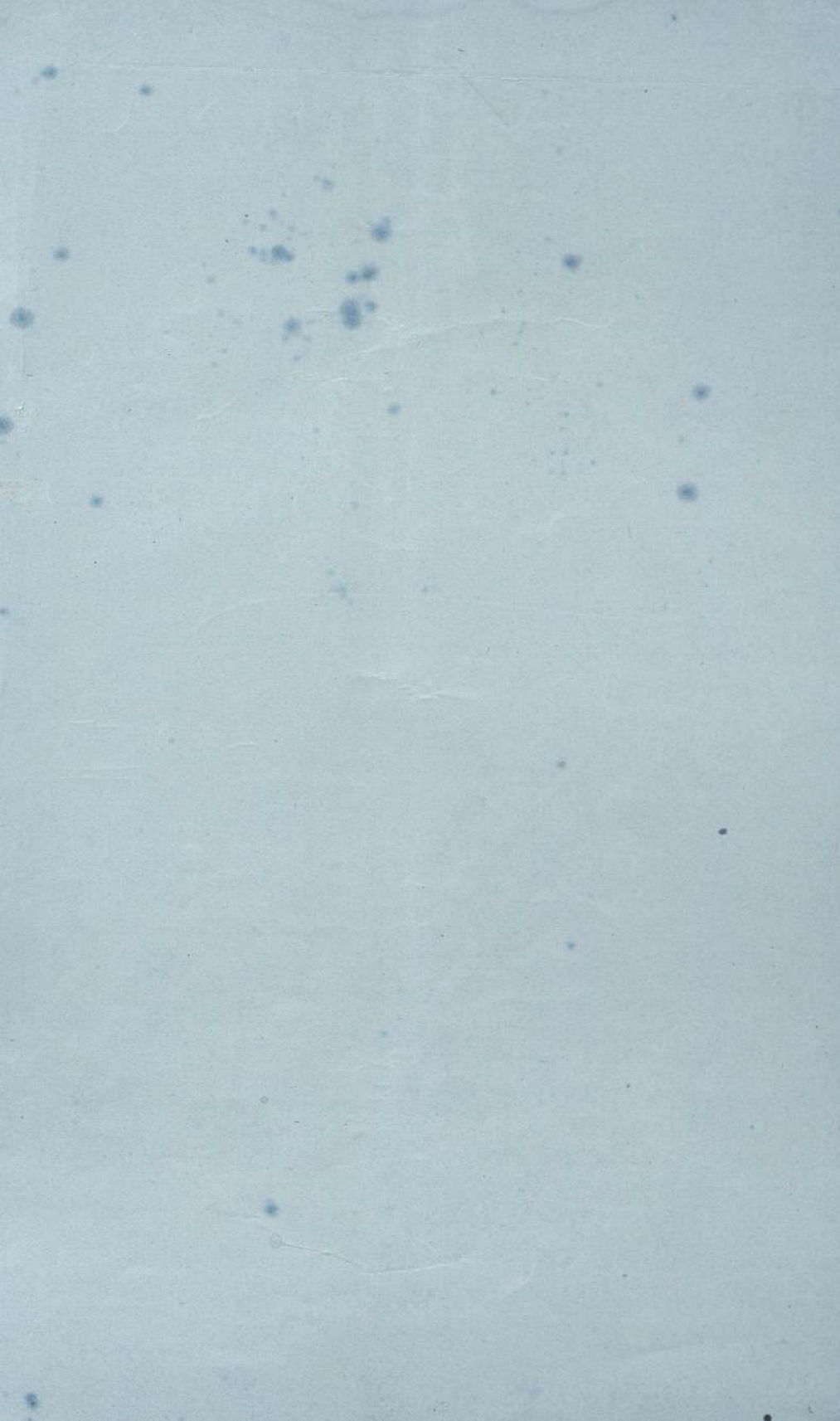
C. W. BARDEEN, Syracuse, New York, will send Joseph Payne's Lectures, post paid for sixty-five cents, and Sully's Psychology, post paid for \$1.00, and both books in quantities by express for fifty-five and ninety cents per copy.

E. L. KELLOGG & Co., New York, will send post paid Payne's Lectures, in paper, for thirty seven cents and Parker's Talks on Teaching for eighty eight cents, and both books in quantities by express at thirty-two and eighty cents per copy, each.

A. S. BARNES & Co. will send Barnes' General History, post paid, for \$1.60 and in quantities by express at \$1.40.

D. C. HEATH & Co. will send Rousseau's Emile, post paid, for eighty cents, and in quantities by express for ten per cent. less.





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Frank K. ...
Fairmont,
Marion Co., W. Va.,



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