

WORK OF INSTRUCTORS.

Monthly Meeting of the Kansas City Teachers' Institute.

Some Very Interesting and Well Prepared Papers Read and Discussed—A Paper on Education Read by a Physician.

The regular monthly meeting of the Kansas City Teachers' Institute was held at the high school building yesterday morning. There was a large attendance and much interest manifested.

In the general section Superintendent Greenwood directed principals to make detailed reports in writing of the teachers' meetings they have held, showing programmes, time spent, etc. Instruction was given also for the careful filling out of the annual record of scholarship.

Dr. Tigert, pastor of the Troost Avenue Methodist church, announced that he would preach an educational sermon for the benefit of teachers at his church at 11 a. m. to-day, and invited all to come.

Just before the adjournment of this section Superintendent Greenwood spoke feelingly and eloquently on the spirit of energy and kindness which he had observed in the work of the year about to close. He urged the closest work to the end of the term.

The principal paper in this section was the one read by Dr. John Fee upon the subject of "Education." It was an interesting paper.

Some excellent music was rendered by a class from the Phillips school. A class from the Garfield school rendered two beautiful class songs, and little Kittie Leonard, aged 8 years, played a selection on the piano.

In the principals' section Superintendent J. R. Kirk, of Westport, read a paper upon the "Methods of Teaching." He said: "The inductive method sets out unhampered by definition or authority. It examines each item of thought material as the child does. It uses the child's eyes and ears. It keeps the teacher and the pupil on the alert for the thing that may turn up next. It helps the student by opening his eyes wider. It works with the curious and interesting. The inductive student is not stultified. He searches for food; he bags his own game; he follows no beaten path. But no teaching is exclusively inductive. Some subjects are chiefly eductive; grammar and mental arithmetic are so. We cannot curtail the work in mental arithmetic without great harm. It is the whetstone of the intellect. Inductive Latin is a sort of patent infant's food, sterilized in the preparation and diluted and lactated in the administration.

"School life is to furnish a basis of information and guide the child through those practices that will result in the accumulation of personal force, the formation of good personal habits, and the acquirement of cultivated tastes. As incidental to and illustrative of geography, teachers may—and many of them do—from year to year—gather specimens of wood barks, leaves, grasses, flowers, rocks, shells, insects, birds and some other animals. These are further useful in reading classes and in language lessons as subjects of descriptive lessons.

In the first grade section the time was taken up in discussing slate work.

The second grade section was opened with a song by the pupils of the Phillips school. The first topic in French history was "Napoleon." Miss Barrack read a brief, interesting paper on this subject. A most comprehensive and well written paper on the "Revolution of French Politics" was read by Mr. Tibbets. "The French Revolution" was admirably pictured in a paper by Miss Julia Jones.

In the third grade section a class exercise in numbers was given by Miss Little, of the Humboldt school. This exercise illustrated in an admirable manner the natural method of teaching numbers. The use of the ruler and yard stick were taught with rulers in the hands of pupils. The average age of the class was about 10 years.

The fourth and fifth grade sections devoted the time to the discussion of the French revolution. Miss Sadie Van Meter read a very interesting paper on "The Condition of France Previous to the Revolution."

Mr. Bahlman led in a description of the "Reign of Terror" in which many present joined. Miss McKinley read a paper upon the "Results of the Revolution." The programme closed with a brilliant description of Napoleon.

Mrs. T. Jordan. His character was compared with that of Caesar, Wellington and Washington, and in each case to Napoleon's disadvantage. She showed that ambition and selfishness were the predominating traits in the character of that wonderful man.

Dr. Fee said, in his paper on education: "Not every child should be admitted to the school room, but many children on the contrary should

be restricted to that learning that comes unbidden and undesired. To the weak and to the physically undeveloped child there is not that conservation of energy in the public school that is conducive to its welfare.

"A child whose parents had well marked organic diseases should never enter into the competition of the graded school. Its sources of instruction should be such as to cause the least expenditure of energy. A marked strain of partial insanity should preclude the inscription of the names of offsprings on the rolls of the public schools. A child whose parents or grandparents on either the father's or mother's side died at the age of 30 or 40 years, should not be submitted to the labor and restraints of school life. The public school is a place for contention for struggle, for energizing thought, where all the faculties of the mind are stimulated to full expression, and only those children who are endowed by nature for this struggle can pass through the curriculum with safety.

"The amount of education, the net sum of intellect and the success achieved will depend upon the food supply, clothing and comfortable housing of the pupil. These are the conditions which give the most mental energy with the least danger to the healthy growth of the body."