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# REPORT OF INSTITUTES,

—MADE TO THE—

TRUSTEES OF THE

# PEABODY EDUCATION FUND,

—BY—

FRANK M. SMITH,

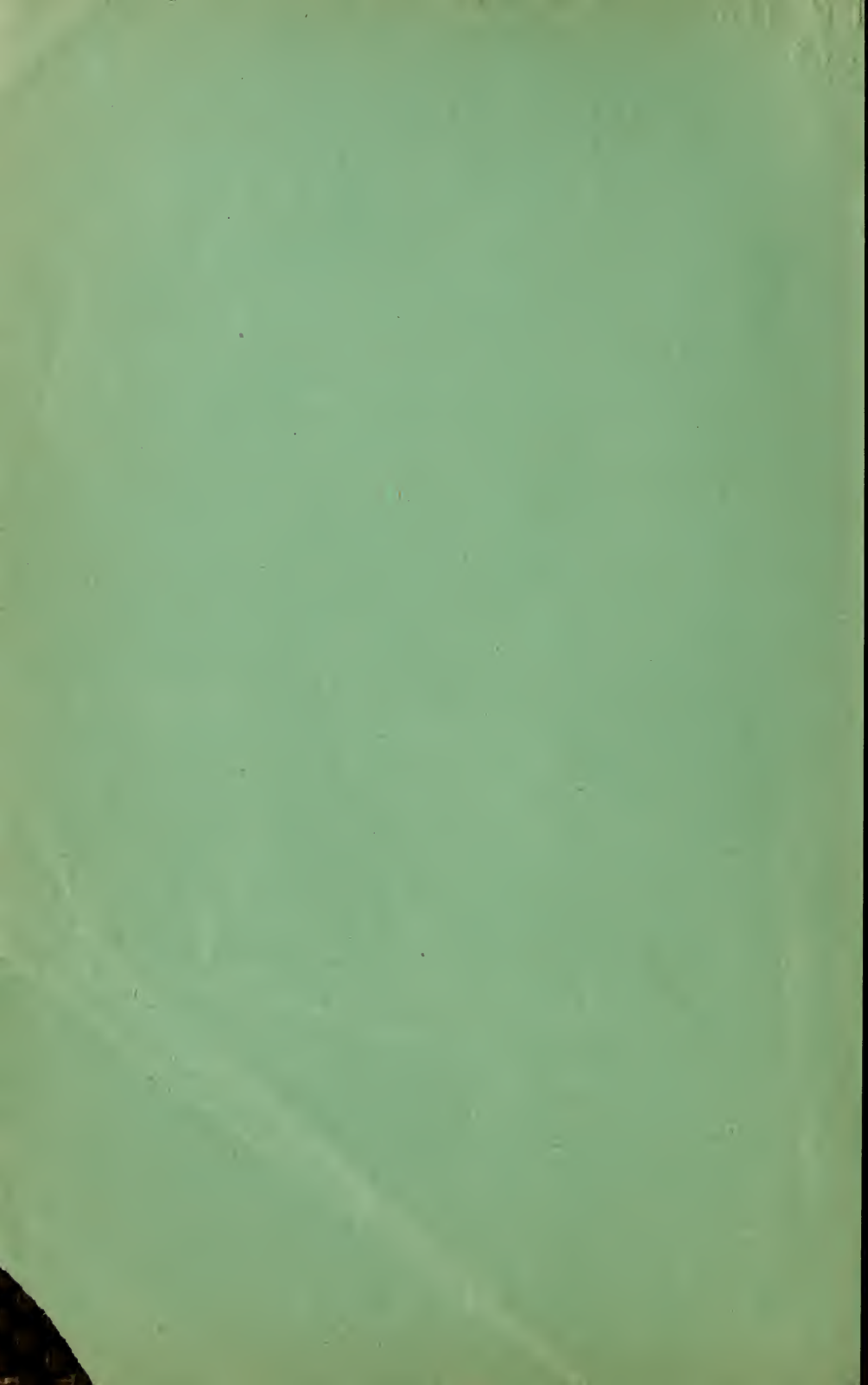
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

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1887.

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NASHVILLE, TENN. :  
MARSHALL & BRUCE, PRINTERS TO THE STATE.  
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recd. March 24/1878.

# DEPARTMENT OF PUBLIC INSTRUCTION.

NASHVILLE, TENN., October 20th, 1887.

Hon. Samuel A. Green, Boston, Mass.:

MY DEAR SIR—In compliance with the duties of my office, I have the honor to submit the following report of the work of the State Normal Institutes held under my supervision:

Seventeen Institutes were held for the white teachers and six for the colored teachers, and were so distributed as to make them easy of access to all the teachers of the State, and were held at the following places, viz.:

- Johnson City ..... Washington County.
- Rogersville.....Hawkins County.
- Newport .....Cocke County.
- Smithwood .....Knox County.
- Riceville .....McMinn County.
- Rockwood.....Roane County.
- Lafayette .....Macon County.
- Gainesboro.....Jackson County.
- Carthage.....Smith County.
- Cookeville.....Putnam County.
- Springfield.....Robertson County.
- Murfreesboro.....Rutherford County.
- Troy.....Obion County.
- Henderson .....Chester County.
- Como .....Henry County.
- Arlington.....Shelby County.
- Lexington .....Henderson County.

Institutes for the colored teachers were held at—

- Rogersville.....Hawkins County.
- Chattanooga.....Hamilton County.
- Shelbyville.....Bedford County.

Columbia .....	Maury County.
Jackson .....	Madison County.
Brownsville .....	Haywood County.

These Institutes were held for one week each, and in some instances were extended two and even three weeks longer. The attendance was very good on the part of the teachers, and many prominent citizens were in daily attendance.

Circulars were issued from this office and sent to each county in the State, giving notice of the time and place of the Institutes. A copy of one of these circulars is herewith submitted, viz. :

#### STATE NORMAL INSTITUTE.

A State Normal Institute will be held at Rockwood, Roane County, Tenn., beginning July 25th, and continuing one week.

The Institute is intended specially for the counties of Rhea, Roane, Morgan, Scott, Fentress, and Cumberland.

County Superintendents of said counties will please see that the schools of their respective counties are closed during the Institute week, so as to give the teachers an opportunity to attend said Institute.

Prof. T. C. Karns, University of Tennessee, Knoxville, Tenn., and G. R. R. Stuart, Centenary College, Cleveland, Tenn., have been employed to represent the State.

The evenings will be devoted to popular lectures.

Citizens and school officers are specially invited to attend. Institute free to all.

FRANK M. SMITH,

*State Supt. Public Instruction.*

I had the pleasure of attending nearly all of these Institutes and witnessing the work; but to give a clearer idea of what was done, I herewith submit the written reports of some of those who did the work.

Prof. T. P. Brennan, of this city, who was Principal of the Institute at Cookeville, writes thus :

*"Supt. Smith :*

"DEAR SIR—A short report could not do the Cookeville Institute full justice, for it was remarkable in many respects.



From the fear of failure its members soon changed into the pride of success, and never did members achieve more growth in love of our grand work in so short a time before, I am quite certain.

“From the very successful ‘start’ you and your most efficient co-worker, Prof. Abernathy, gave us, we mounted higher day by day for three weeks. The first week showed an enrollment of fifty teachers; the second and third saw the number rise to seventy-five. The closing evening found us in a crowded hall, receiving every testimonial that a satisfied people could give.

“I was alone from the time of your departure, but was so assisted by a band of earnest workers that my labor was a ‘summer recreation in Putnam County.’

“We were indebted to the citizens of Cookeville and all the surrounding towns and counties for a constant stream of visitors.

“The Normal seed have been sown in Putnam County by you, and you can depend on its growth.

“The organization of a County Association was effected, and left in good working order. Most respectfully,

“T. P. BRENNAN.”

The following written reports from Prof. T. C. Karns, University of Tennessee, Knoxville, Tenn.; Prof. A. P. Bourland, Southwestern Baptist University, Jackson, Tenn.; Capt. W. R. Garrett, Montgomery Bell, Nashville, Tenn.; Prof. Charles Mason, Superintendent City Schools, Jonesboro, Tenn.; Prof. S. A. Mynders, Lexington, Tenn.; and Capt. C. S. Douglass, Hendersonville, Tenn., are also submitted, viz.:

#### REPORT OF PROF. T. C. KARNS.

“UNIVERSITY OF TENNESSEE,

“KNOXVILLE, October 12th, 1887.

“*Hon. Frank M. Smith, State Superintendent of Public Instruction, Nashville, Tenn.:*

“DEAR SIR—With reference to the Tennessee State Normal Institutes which I was employed by you to conduct this year, I beg leave to report as follows:

“The first was held at Smithwood, Knox County, Tenn., beginning July 11th, 1887. Owing to ill-health, I did not arrive till the second day, but the Institute was conducted in the meantime by County Superintendent J. W. Saylor and other assistants. I fail to have at hand the list of teachers attending this Institute, but I think the number reached about seventy. The visitors were numerous, perhaps altogether reaching about three hundred or four hundred. Judge H. H. Ingersoll, Col. W. A. Henderson, Hon. W. L. Ledgerwood, Hon. Wm. Rule, and yourself delivered popular lectures. The attendance was from Knox and adjoining counties. The Institute continued for five days, and closed with a mass-meeting on Friday.

“On the following Monday I opened the second Institute at Newport, Cocke County, Tenn. This was July 18th, 1887. I was assisted by Profs. P. R. Driscoll, N. E. W. Stokely, J. H. Wagner, J. W. Lucas, and others. Prof. M. R. Abernathy was special assistant on the part of the State. Popular addresses were delivered by Hon. J. B. Stokely, Dr. R. C. Smith, yourself, and others. Fifty-four teachers were enrolled. The visitors were numerous, perhaps three hundred. This Institute also continued five days.

“The next I held at Rockwood, Roane County, Tenn., beginning July 25th, 1887. In this I was assisted by Prof. M. R. Abernathy on the part of the State; also by Prof. W. L. Morrison, County Superintendent S. W. Gage, and others. Popular addresses were delivered by S. C. Brown, M. R. Abernathy, W. E. Stephens, S. W. Tindell, and yourself. The number of teachers enrolled was seventy-eight; the number of visitors probably four hundred. The interest among both teachers and citizens was very great.

“My report is purposely brief, and does not include a full account of all that was done at these Institutes. As the time was short, most of the work was effected through lectures. In some cases classes were brought forward and a practical demonstration of methods was given. My work was directed almost exclusively to explaining principles and practice of best methods of teaching, and thus to elevate the standard of education. The purpose was to make all instruction as natural and practical as possible. The teaching of the various branches



required by the school law was included. The organization and grading of district schools I explained and urged. I think I can safely say that good was effected—apparently much good.

“ Respectfully submitted,

“ T. C. KARNS.”

## REPORT OF PROF. A. P. BOURLAND.

“ SOUTHWESTERN BAPTIST UNIVERSITY,

“ JACKSON, TENN., October 14th, 1887.

“ *Hon. F. M. Smith, State Superintendent of Public Instruction, Nashville, Tenn.:*

“ Herewith I have the honor to submit the report of the Normal Institutes held at Troy and Henderson, Tenn.

“ During their sessions we kept steadily in view the necessity of strengthening the public school system of the State in every possible way, and for that reason urged the grading of the schools and the maintenance of a perpetual Institute, with an annual Normal of a high grade, held by means of funds appropriated by the County Court.

“ State Normal Institute, held at Troy, Obion County, Tenn., June 13th to June 17th, inclusive: Number of teachers enrolled, 46; number of visitors (estimated) daily, 100; number of popular lectures, 3.

“ Outline of the course of work: History, J. B. Cummings; School Management, C. S. Enfield; Arithmetic, J. H. Jackson and J. P. Strong; Geography, J. L. Lampson; English, A. P. Bourland.

“ The teachers and citizens in attendance engaged very earnestly in the discussion of these subjects, so that a constantly growing interest was maintained.

“ State Normal Institute, held at Henderson, Chester County, Tenn., June 20th to June 24th, inclusive: Number of teachers enrolled, 72; number of visitors (estimated) daily, 150; number of popular lectures, 3.

“ Outline of the course of work: History and Geography, J. H. Hieremon; Mathematics, J. B. Inman; Primary Methods, M. S. Abernathy; Drawing, Miss Sue Inman; Grading, F. M. Smith; English, A. P. Bourland.

“This Institute was of exceedingly great interest and of beneficial results.

“County Superintendent Stovall, of Obion, and County Superintendent White, of Chester, made most earnest efforts to secure the highest success of both meetings, and their labors met fitting rewards. More interest in the great subject of education was aroused at both places, much of which was due to the earnest, powerful addresses of the State Superintendent. All of the workers were thoroughly imbued with the importance of their subjects, and, being teachers of experience, put great power into all that was done. Invariably our audiences grew from day to day, testifying of the outreachings of the work. At each place it was the policy to train Institute workers to keep alive the county organization which was made in both counties.

“At Troy active steps were taken to raise a sum to aid in defraying the traveling expenses of the State Superintendent. It was unanimously decided that to do this was nothing but a *necessary* act of justice. The matter was left in the hands of the following committee: C. S. Enfield, W. B. Stovall, J. H. Brice, and Misses Moore and Marshall.

“Respectfully,

“A. H. BOURLAND, *Principal.*”

#### REPORT OF CAPT. W. R. GARRETT.

“NASHVILLE, TENN., October 20th, 1887.

“*Hon. Frank M. Smith, State Superintendent of Public Instruction, Nashville, Tenn.:*

“DEAR SIR—In accordance with your request, I submit the following report of the Institutes conducted by me during the summer of 1887:

“During the two weeks including the last week of June and the first week of July I conducted a County Institute at Munford, in Tipton County. This Institute was maintained by an appropriation of the County Court, and was held under the supervision of Prof. George D. Holmes, of Covington. The regular instructors were: Prof. James I. Hall in the departments of Geography and Geology, Prof. W. R. Sims in the

department of English, and myself in the departments of History and Arithmetic. In addition to the regular instructors, several of the resident teachers gave valuable instruction in other branches. At the close of the Institute the County Superintendent, Prof. Montgomery, held an examination. About 125 teachers were enrolled, and many of the citizens attended. About 300 persons were present during the sessions. This action of the County Court of Tipton deserves cordial approval. The results were seen in the improved grades of the teachers, as shown in the examination which followed, and in the increased interest of the teachers and people in the work of education. I hope that the example of Tipton County will be followed by every county in the State.

“During the month of August I held two State Institutes under your general supervision, beginning respectively at Springfield, in Robertson County, on August 1st, and at Murfreesboro, in Rutherford County, on August 8th. At both these Institutes my associate, Prof. M. R. Abernathy, gave instruction in the department of Primary Work, and also delivered popular addresses at night. I took the departments of Geography and History, and lectured at night on other educational topics.

“At Springfield the Institute was held under the special supervision of County Superintendent J. E. Ruffin, who acted as President. Miss Callie Johnson was appointed Secretary. We were indebted to the following teachers for efficient professional work: Prof. D. B. Bosthick on Arithmetic, Rev. R. W. Hooker on School Management, Prof. S. M. Griffin on Arithmetic. Other teachers gave interesting exercises on miscellaneous subjects. I herewith file the report of Superintendent Ruffin as a part of this report:

REPORT OF SUPERINTENDENT J. E. RUFFIN.

“CEDAR HILL, TENN., August 6th.

“*Hon. Frank M. Smith, State Superintendent:*

“DEAR SIR—The following is a brief synopsis of our State Teachers' Institute:

“The State Teachers' Institute met in Bell Academy, Springfield, Tenn., Monday, August 4th, and was called to order at

10 A. M. by County Superintendent J. E. Ruffin. Prayer by Rev. S. M. Griffin, of Stewart County.

“The State was represented by Capt. W. R. Garrett, of Nashville. Capt. Garrett addressed the Institute upon the importance and objects of Teachers’ Institutes; after which the Institute adjourned to meet at 2:30 o’clock P. M. in the Circuit Court room.

“During the afternoon session a sand map of Tennessee was constructed by a committee of young teachers under the supervision of Capt. Garrett.

“Tuesday, August 2d—The Institute was called to order at 9 A. M. by Superintendent Ruffin. Prayer by Rev. R. G. Craig, of Springfield.

“Capt. Garrett delivered an interesting and instructive lecture upon the subject of Geography, explaining and illustrating the use and power of object lessons. A full description of railroads, rivers, mountains, productions, and minerals of Tennessee was given by the teachers who had constructed the map.

“In the afternoon Prof. M. R. Abernathy, of Purdy, a representative of the State, having arrived in the morning, lectured upon ‘Methods in Primary Work.’

“The night session was held at the Baptist Church. Prayer by Rev. R. G. Craig.

“Capt. Garrett lectured upon ‘Common Sense in Education.’

“Wednesday, August 3d—The Institute was called to order at 9 A. M. by Superintendent Ruffin. Lecture by Capt. Garrett: subject, U. S. History.

“Afternoon Session—Primary Teaching of Thirty Years Ago, by Prof. Abernathy; Standard Time, by Capt. Garrett; Greatest Common Divisor and Least Common Multiple, by Prof. D. B. Bosthick, of Orlinda.

“Night Session—Responsibilities and Qualifications of Teachers, by Rev. R. W. Hooker, of Adams’ Station; Rhetorical Readings, by Prof. Abernathy.

“Thursday, August 4th—The Institute was called to order at 9 A. M. by Superintendent Ruffin. Prayer by Rev. S. M. Griffin.

“Indian History of the United States, by Capt. Garrett; Discussion of Methods in Primary Arithmetic, by Profs. Griffin,



Bosthick, and Abernathy; address upon Teaching Advanced Classes in Reading, by Prof. Abernathy.

“Afternoon Session—Illustration of Square and Cube Root, by Prof. Bosthick; Thomas Jefferson on National Aid to Education, by Capt. Garrett.

“Friday, August 5th—Object Method in Mathematics and Deductive and Inductive Methods Compared, by Capt. Garrett; General Remarks, by Prof. Griffin; Importance and Method of Teaching Language Lessons to Children, by Prof. Abernathy; Catechetical, Socratic, and Topical Methods of Conducting Recitations Compared, and Reviews and Examinations Discussed, by Capt. Garrett; a short talk by the County Superintendent, reviewing the work of the week, etc.

“Closing.

“Teachers Present—W. R. Garrett, M. R. Abernathy, R. W. Hooker, W. H. Willett, S. M. Griffin, J. T. White, C. P. Kernan, T. M. Bell, J. H. Clinard, R. K. Hicks, M. D. Brakefield, Mrs. C. Benton, Miss Callie Johnson, Miss Jessie Ruffin, Miss Nora Richards, Miss Sudie Chambers, Miss Mattie Chambers, Miss Virginia Cobb, Miss Nannie Atkins, Miss Maggie Rudolph, Miss Laura Benton, W. J. Harper, J. W. Bradley, L. P. Pearson, Miss Susan Payne, Miss Elizabeth Howard, W. C. Empson, D. B. Bosthick, Miss Gussie Owen, C. B. Payne, J. C. Empson, Miss Minnie Henry.

“I am sorry to have to report that very few citizens manifested any interest in the work of the Institute. The teachers, however, were constant and patient in attendance and work.

“Respectfully submitted,

“J. E. RUFFIN, *President*.

“M. CALLIE JOHNSON, *Secretary*.

“Thirty-two teachers were enrolled. About one hundred persons came in contact with the Institute during its progress.

“County Superintendent Ruffin deserves our thanks for his zealous and active efforts to promote the success of the work. The schools of the county were in session at the time, and many of the teachers were prevented from attending. Those in attendance, however, manifested a laudable interest. In view of the fact that many of the county schools begin about the

first of August, I recommend that the summer Institutes should hereafter be held in June and July.

“At Murfreesboro we received a cordial welcome from the citizens. At the opening meeting, at which many of the leading citizens were present, Hon. James D. Richardson delivered an address of welcome. I regret, however, to report that the attendance of teachers was very small. No report or list of enrollment having been furnished me by County Superintendent Nelson, under whose special supervision the Institute was held, I am unable to give the number of teachers enrolled. About one hundred and fifty of the citizens were present, and manifested an interest in our proceedings.

“I cannot close this report without testifying to the valuable services of my associate, Prof. M. R. Abernathy. His work was sound, instructive, and interesting, and made a strong impression on those who heard him. I also return my thanks to yourself for the facilities and courtesies extended to me and to my associates in the discharge of our duties. As far as I can judge of the public sentiment, the people are warmly in favor of Institutes, and desire to see them placed on a permanent and systematic footing. I think you will be fully sustained by popular sentiment in urging upon the Legislature and the County Courts to make provision for the permanent establishment of a system of State and County Institutes.

“Respectfully submitted,

“W. R. GARRETT.”

#### REPORT OF PROF. CHARLES MASON.

“JONESBORO, TENN., October 15th, 1887.

“*Hon. Frank M. Smith, Superintendent of Public Instruction, State of Tennessee:*

“SIR—Permit me to offer the following as a synopsis of Institutes held during July, 1887:

“Institute held at Johnson City, Washington County, Tenn., under the supervision of Superintendent M. Nead, July 11th to 15th, 1887: Number of teachers enrolled, 84; visitors, about 150.

“At a night session of the Institute a lecture was delivered by



the State Superintendent on the Distribution of Taxes for Educational Purposes vs. Distribution for Criminal Prosecutions. The origin of the Blair Educational Bill was fully explained at the same time.

“A ludicrous, yet lamentably *true*, description of a county school-house was given, and the address closed with a vigorous appeal for a better order of things.

“Mr. Abernathy, of Purdy, Tenn., gave a highly enjoyable rendition.

“The Institute was organized Monday, July 11th, and continued one week—Mr. D. L. Earnest, Secretary.

“Much valuable instruction in the work was given by my assistants, Messrs. E. W. Doran and D. L. Earnest. Mr. Doran presented the subjects of Arithmetic and Geography in an entertaining and instructive manner, giving to the teachers the very best modern educational methods on these subjects. Such instruction was given that the teachers could make practical application.

“We are indebted to Mr. Abernathy for an interesting talk on The Mother as a Natural Teacher in Reading. On the same subject—How to Get the Thoughts from the Printed Page; The Value of Poetry to a People.

“A Graded Course of Study for County Schools was presented by State Superintendent Smith.

“As a guide to the teachers, Long’s Language Exercises (Teacher’s Edition), and White’s Industrial Drawing (Teacher’s Edition), were recommended.

“On Geography, Mr. Doran impressed the necessity of beginning with the surroundings of the pupils, extending the teaching to distant countries—‘from the known to the unknown.’ By means of dissected maps was presented a method of awakening an interest among the pupils.

“Primary Arithmetic, according to the Grude Method, was clearly explained by Mr. Doran.

“The following Outline for the County Organization of Teachers was placed on the board by D. L. Earnest: 1. Benefits of Unity; 2. Acquaintance with Subjects Taught—Text Lessons; 3. Educational Literature, Science, and Art of Teaching—Best Methods; 4. Comparison of Personal Experience—On Trouble.

“Mr. Earnest ably discussed Orthography, Advantages of Written over Oral Spelling, and Mispronounced Words.

“History and School Government, by Charles Mason.

“Our thanks are due Miss Ilia Boynton, Knoxville, Tenn., for entertaining instruction in Primary Reading; to Miss Raine, of Memphis, for Music; to the following teachers for valuable aid during the sessions of the Institute: Messrs. King and Harr, of Sullivan County; Superintendent Cox, of Hamblen; J. A. Watson, of Washington College; J. S. Wilson, of Johnson City; J. Hopwood, of Milligan College; D. A. Bolton, of Athens; S. G. Cartwright, of Bristol; Superintendents Wills, of Johnson County, and G. E. Swadley, of Unicoi County; and Mrs. Roxie Grisham, of Jonesboro, Tenn.

“Through the influence of Hon. W. P. Brownlow the teachers of the Institute enjoyed a free excursion to Cranberry, N. C.

“The following resolutions were adopted:

“WHEREAS, We, a body of teachers, assembled from the various counties of East Tennessee in a State Normal at Johnson City for the past week, have been greatly benefited; therefore,

“*Resolved*, That we, as officers and teachers, will endeavor in the future to attend all Normals and Institutes held within our reach, and also endeavor to induce others to attend.

“*Resolved*, That the act of the late Legislature of the State refusing to allow the State Superintendent his traveling expenses deserves to be condemned in unmeasured terms, and we regard such act as unwise and utterly unworthy an intelligent legislative body.

“*Resolved*, That we express our grateful appreciation of the generous hospitality and kindness of the citizens of Johnson City extended to us during the session of the Institute, and we tender them our sincere thanks for the same. Also, our thanks are due Mrs. I. T. Jobe for granting us the use of her organ, and to Miss Raine, of Memphis, and to Mrs. Hunter, of Johnson City, for the excellent music they rendered from time to time for the benefit of the Institute.

“*Resolved*, That our grateful thanks are due Hon. W. P. Brownlow for his efforts and influence in securing, and to the superintendent of the road, Nimson, for granting, the privilege of a free excursion to Cranberry.

*Resolved*, That we extend to Profs. Mason and Doran our thanks for the able manner in which they conducted said Institute.

*Resolved*, That each County Superintendent of the Institute furnish the papers of his county with a copy of these resolutions, with a request that they be published.

“ T. A. WILLS,

“ G. E. SWADLEY,

“ M. NEAD,

“ C. B. COOK.

“July 19th, 1887—Institute met in the Rogersville Female Seminary, at Rogersville.

“Explanation of the work given by Mr. Mason; after which State Superintendent Frank M. Smith, being introduced, gave a talk on the necessity of Normal Schools, because of the inferiority of the country schools.

“Mr. Abernathy discussed Primary Reading.

“Through the kindness of Mrs. F. A. Ross the privilege was given of holding the sessions of the Institute in the school-room of the Seminary.

“Our success, judging from the interest manifested, was due to the untiring zeal and energy of Superintendent P. L. Cobb, of Hawkins County. He did everything that could be done to render the sessions pleasant and interesting to teachers and visitors.

“This Institute, being more local in its character than the one at Johnson City, enabled us to better systematize our work.

“Mr. E. W. Doran presented the subjects of Arithmetic and Geography; Mr. D. L. Earnest, Language and Orthography; History and School Government, by Chas. Mason.

“The instructors made a specialty of the objective point in teaching any branch of study, and then presented methods.

“The attendance was excellent, and an unusual interest taken by the teachers in every topic discussed.

“State Superintendent Frank M. Smith addressed the citizens of Rogersville on Educational Taxation, followed by entertaining recitations from Mr. Abernathy, of Purdy, Tenn.

“Miss Ilia Boynton, of Knoxville, Tenn., presented the Word

Method for Beginners in such a way as to convince every one of its superiority over any other.

"We especially thank Mrs. F. A. Ross for courtesies extended; Miss Agnes Smith for the entertaining recitations rendered; the Secretary, Mr. Sheffey, for his accurate report of the topics considered; Rev. J. D. Robinson for efficient co-operation during the entire week.

"Number of teachers enrolled, 68. Unusual attention given by visitors.

"At the close of the session the teachers voted unanimously to use their best efforts in elevating the standard of education in their schools.

"Addresses were delivered by Messrs. Doran, Earnest, and Mason to the Colored Normal held by W. H. Franklin.

"Respectfully submitted,

"CHAS. MASON, *Principal of Institutes.*"

#### REPORT OF PROF. S. A. MYNDERS.

"LEXINGTON ACADEMY,

"LEXINGTON, TENN., October 18th, 1887.

"*Hon. Frank M. Smith, State Superintendent of Public Instruction:*

"Acting under your instructions, I conducted two Normal Institutes during the summer of 1887. Each Institute continued in session one week.

"At Lexington, June 27th, we enrolled one hundred and five teachers, eighteen directors, and had a large attendance of citizens at each session.

"At Como, Henry County, August 8th, we enrolled thirty-three teachers and five directors, and had a good attendance of teachers at the day sessions and a crowded house at the evening sessions.

"At Lexington I was associated with Prof. M. R. Abernathy, of Purdy.

"At Como, Prof. Mitchell, of Cottage Grove, rendered valuable assistance.

"In all my lectures and talks, I endeavored to present the work of the public school teacher in a practical manner. I



gave special attention to the subject of systematizing and grading the public schools, and suggested plans for the same.

"I lectured daily on 'School Management,' presenting plans for organization, classification, signals, etc., and for dealing with the many difficulties with which the district teacher has to contend. I emphasized the importance of the teacher himself being an example of order and system, and of removing all causes of disorder. The government of the school should be based on sound, moral principles, as well as the instruction.

"I lectured daily on the Public School Branches of Study, giving very near the same methods as presented at our other State Institutes. Attention was given to the teaching by means of objects, sand-boards, nature, map-drawing, pictures, reproduction of stories, etc.

"At each of these Institutes resolutions were adopted urging an appropriation, by the State Legislature, for carrying on Institute work in the State. I inclose a copy of the resolutions adopted at Lexington, which are as follows:

"WHEREAS, Capt. F. M. Smith, State Superintendent of Public Instruction of Tennessee, has honored Henderson County with one of the State Normal Institutes usually held in the State at this period; and in view of the self-sacrificing labors of Profs. M. R. Abernathy and S. A. Mynders for higher and more advanced methods of presenting the subjects of elementary education in our public schools, and the very great interest manifested by these eminent educators in this Institute, now coming to a close, therefore be it

"*Resolved*, That we, the teachers and friends of education, desiring to establish a permanent system of free public schools, adopting as nearly as possible the theories and methods advocated by these men, do hereby express, in these resolutions, the heartfelt thanks for their labors and unbounded confidence in the solution of the mode of conducting and instructing the branches taught in them.

"*Be it further resolved*, That, inasmuch as we feel unable to develop and put into practice fully these principles, we, the teachers and people of Henderson County, do recommend that our Representatives, both State and National, use their influence to procure the necessary aid to develop the theories and methods

advocated by the State Superintendent and his employes in the educational interests of the State; and,

*“Be it further resolved,* That we feel a deep sense of gratitude to Capt. F. M. Smith, State Superintendent, who, without the aid of the State funds, has blessed Henderson County with his wide-souled love of education by giving the county a State Normal and attending the same in person.

“W. T. SKIPPER, *President,*

“J. M. ARNOLD,

“A. F. AUSTIN,

“ASA DAVIS,

“MISS MOLLY FULLER,

“MISS NANNIE BOSWELL,

*“Committee.*

“Very respectfully submitted,

“S. A. MYNDERS.”

#### REPORT OF CAPT. C. S. DOUGLASS.

*“Prof. Frank M. Smith, State Superintendent of Public Instruction:*

“DEAR SIR—In accordance with your instructions, and under your general supervision, I conducted two Normal Institutes during the month of July, 1887 — one at Lafayette, Macon County, beginning July 11th, continuing three days, Superintendent Houser, President; the other at Carthage, Smith County, July 27th, lasting also three days, Dr. Crutchfield, Chairman.

“The total attendance of teachers was about thirty, and most of the time a fine audience from the towns and vicinity.

“Of course we had many difficulties to contend with, as this plan of operation was comparatively new, and many of the teachers hesitated at first to assist or even take part; however, when they saw and appreciated the fact that we were there to aid and assist them, and that our aims and purposes were simply the building up of the educational system, they soon put their shoulders like men to the work.

“In accordance with your good advice, I did everything in my power to make the work practical, plain, and to the point. A programme for each day was arranged, consisting of routine



school work, which was not only thoroughly discussed, but, when necessary, carefully demonstrated upon a board.

“Especial care was given at both places to the important subjects of organization and classification, together with that of school management in full, at least once a day, and frequently twice. I delivered a lecture on Pedagogics, in which there was a deep interest manifested. At the Lafayette Institute exercises were conducted at night, and witnessed by large audiences.

“Your good judgment in addressing the work to the people, as well as to the teachers, was thoroughly vindicated by the interest manifested on every hand, and a disposition to encourage our work, and, when necessary, to co-operate heartily with us.

“Among the many obstacles that seriously impede educational progress in the localities that I visited, I found none more hurtful than the want of a uniform system of Text-books. They were using every variety, and nearly every teacher had his *hobby*. However, we succeeded in adopting unanimously in both counties resolutions looking toward uniformity, and naming the day upon which the people should take action in the matter. They became thoroughly aroused to the importance of the matter, and seemed determined to prosecute it to a grand success.

“Again, good houses and school furniture were made an especial theme on our part, as I learned that in these essentials, generally, that they were sadly deficient. This part of my work I addressed altogether to the citizens.

“I cannot speak too highly of Superintendents Howser and Crutchfield, both energetic, live men, and disposed by energy and application to place their counties abreast with the educational column.

“The teachers were anxious to learn every new method, seemed devoted to their work, and expressed much gratitude that the State Superintendent was exerting an especial interest in their behalf.

“At both places, as your representative, I was the recipient of every courtesy and attention, and feel truly grateful for many kindnesses extended.

“As to the other two counties, Clay and Jackson, to which I was instructed to go, I will simply say that I did everything

possible to induce their Superintendents to name the day and call their teachers together, but to no purpose.

“I attribute this lethargy principally to the mere nominal salary that is generally paid Superintendents in these counties, not enough to encourage them to take an interest in the matter; and, again, the tax is not sufficient to run their schools but a few months in the year.

“Could our energetic State Superintendent pay those upper counties a short business trip in the spring, and give them the advantage of his vim and good judgment, I am satisfied that much good might be accomplished and a general improvement felt all along the line.

“In closing this short report I would state that I am satisfied that the Institute did much good, and that it will only be necessary to follow them up next summer with live and active workers, continuing at least a week at each place, developing fully the normal methods, and demonstrating the modern system of the day, a rich harvest will be the result.

“The public school system never had a deeper hold upon the hearts of our people than at present, and our outlook is growing more brilliant every year. To your care is committed its progress and maintenance, and I feel assured that with a continuance of that zeal and energy already displayed in your arduous work, that a near future will record a grand and glorious success.

Respectfully submitted,

“C. S. DOUGLASS.”

### PEABODY SCHOLARSHIPS.

The scholarships to the State Normal College have been much sought after this year. I adopted the plan of holding an examination in each county in the State, having in view a twofold object—first, to get the very best material for the College possible; second, to advertise the school, and thus have the people to inquire into the merits of the institution. I was successful on both counts. More than 300 applicants attended the examinations, and twice as many letters were received at this office urging the claims of the different applicants. Circulars were sent to newspapers, with request to publish, giving notice of

the examination, a copy of which is herewith submitted, and marked No. 1.

Then another circular was sent to each County Superintendent in the State, which is also submitted, and marked No. 2.

A third circular was also prepared and sent to each county for general distribution to young men and young women who were desirous of becoming teachers. A copy of this circular is also submitted, and marked No. 3.

No. 1.

STATE OF TENNESSEE,  
DEPARTMENT OF PUBLIC INSTRUCTION.

PEABODY SCHOLARSHIPS.

An examination for Peabody Scholarships in the State Normal College, Nashville, Tenn., will be held at the county seat of each county in which there is an applicant, on Thursday, August 4th, 1887. The County Superintendents of each county will be Chairman of the Examining Committee, with power to appoint two assistants. Examination questions will be sent from this office, with specific instructions for conducting the examination.

FRANK M. SMITH,  
*State Supt. Public Instruction.*

No. 2.

STATE OF TENNESSEE,  
DEPARTMENT OF PUBLIC INSTRUCTION.

*To the County Superintendent Public Instruction :*

You are hereby requested to hold an examination of applicants for Peabody Scholarships in the State Normal College, Nashville, Tenn., on Thursday, August 4th, 1887. You will be Chairman of the Board, and appoint two assistants. Give due notice to all applicants in your county. Examination questions will be sent from this office, and the examination will be conducted as per instructions accompanying them.

FRANK M. SMITH,  
*State Supt. Public Instruction.*

## No. 3.

GENERAL INFORMATION CONCERNING THE STATE NORMAL COLLEGE,  
NASHVILLE, TENN.

The State Normal College was opened with appropriate ceremonies at the Capitol, in Nashville, Tenn., on Wednesday, the 1st day of December, 1875, and is designed for the professional education and training of teachers, and "practice in all grades of instruction."

ADMISSION.—Persons applying for admission (except those desiring to obtain scholarships), must not be under "sixteen years of age, nor over thirty." Candidates must present a certificate of good moral character and *presumed good health*; must declare their intention *to become teachers*, and their willingness to observe faithfully the regulations and perform the duties required, while members of the Institution; and pass a satisfactory examination in the ordinary grammar-school studies, viz.: Reading, Spelling, Writing, Grammar, Geography, Arithmetic, Elementary Geology, and History of the United States.

The diploma of the College is given to those only who have completed the entire course satisfactorily, and on all such the degree of "Licentiate of Instruction" is formally conferred. A law of the State of Tennessee directs that "the possession of such diploma shall exempt the holder thereof from the examination prescribed as a condition precedent to employment in the public schools of that State; any such graduate being eligible as a teacher in any county of the State."

Tuition s, at present, free, as no persons are admitted to the privileges of the College except those who wish to prepare themselves for the teacher's profession.

EXPENSES.—Gentlemen usually pay from \$15 to \$18 a month for board in approved boarding-houses or private families. Ladies pay, in best private families, \$18 to \$20 a month; \$6 a year is paid for the use of such books, etc., as are furnished by the College, and for a portion of the incidental expenses. On commencing work in the Chemical Laboratory, each student deposits with the professor \$5, to cover in part, or entirely, expense of "breakage;" the balance will be returned at the close of the year.



The annual session opens on the first Wednesday in October, and closes with the annual commencement on the last Wednesday in May. There is no vacation during the session, except the Christmas holidays.

REQUIREMENTS FOR OBTAINING AND HOLDING PEABODY SCHOLARSHIPS  
AT THE STATE NORMAL COLLEGE, NASHVILLE, TENN.

The following requirements are taken from the Catalogue of the College :

1. The applicant for a scholarship must be at least 17 years of age, present to the President of the College a certificate of irreproachable moral character, gentlemanly or ladylike habits, *presumed good health*, declare his intention to make teaching a profession, must give a pledge to remain at the College two years, if the scholarship is continued so long, promise to submit cheerfully to all its requirements, in study, discipline, etc., and to teach in the public schools of his or her own State at least four years, unless formally excused by the Superintendent of his State, for reasons deemed by him sufficient. This declaration must be made and signed in good faith in duplicate—one to be placed on file in the State Superintendent's office, and the other transmitted by him to the President of the College. It is hoped and expected that those who enjoy the benefit of these scholarships will make teaching their *profession*.

2. The applicant must obtain from the State Superintendent of Public Instruction for his State a certificate that he has passed a satisfactory examination before said Superintendent, or other competent person duly authorized, in the studies required for admission to the second or "middle class" at the College, viz.: In Spelling, Reading, Penmanship, Grammar and Analysis, Rhetoric, Geography, Civil and Physical Arithmetic, Algebra, Book-keeping, Physiology, United States History, Elements of Geology. No particular text-books are prescribed for this examination. The candidate should give evidence of such knowledge of the above branches as would *justify omitting* their further study. Students will also be examined at the College with reference to their classification, etc.

3. Gentlemen or ladies thus omitted, who complete the prescribed course of study and training satisfactorily and graduate

regularly, receive from the proper authorities a diploma, admitting them to the degree of "Licentiate of Instruction" (L. I.).

4. Persons desiring to enter the Senior Class will be examined at the College upon the studies of the middle class in addition to those prescribed above. Such students will not graduate with the Senior Class, but will pursue *still more advanced studies* another year; and if character, attainments, etc., justify, will be admitted at the close of their course to the usual College or University degree of "Bachelor of Arts" (B. A.). None, however, except regular graduates will be admitted to this class.

5. Students reporting at the College for examination after the 14th of October, will not be entitled to a scholarship payment for that month, nor for any succeeding month, unless connected with the College during the *whole of it*. Students thus connected, and in good standing, will receive \$25 at the close of each month, during the session. The amount will, in no case, exceed \$200 per annum for two years. It is expected that this money will be appropriated by the student to the payment of board and other College expenses first of all; and no certificate or diploma will be granted to any student known to be in arrears in these respects.

6. These scholarships will, in no case, be continued to students whose rank or standing is low, whose general demeanor is objectionable, who do not give promise of usefulness as teachers, or whose health or other circumstances prevent constant attendance on or performance of College duties.

7. A full report of each student's class standing, deportment, presumed ability to teach, etc., is sent every term to the State Superintendent to be filed in his office for future reference.

8. Students failing to complete their course of study according to the conditions prescribed, or to teach after graduating, are required to *refund the amount of money* they have received from the "Peabody Education Fund" to the President of the College.

For Catalogue, address the President of the State Normal College at Nashville.

FRANK M. SMITH,  
*State Supt. Public Instruction.*



## EXAMINATIONS.

The questions for examination were also prepared in this office, together with instructions for conducting the examination, and sent in sealed envelopes, with instructions not to be opened until the day the examination was to be held, and then in the presence of the applicants. A copy of these is also submitted :

DEPARTMENT OF PUBLIC INSTRUCTION,  
NASHVILLE, TENN.

Directions for conducting the examination :

1. The examination must be held in writing.
2. Questions are to be written upon the blackboard by the committee.
3. No applicant shall be allowed to leave the room until the question or series of questions on the board shall have been answered.
4. The answers must be numbered to correspond with the number of the question.
5. Write on one side of the paper only, placing name, post-office address, and topic for examination at the top of each sheet.
6. The committee shall examine and grade the questions, marking on a scale of 100; fold the papers of each applicant, marking on the back the per cent. received by the applicant in each subject.
7. Forward all work done by applicants to this office, together with a report of the committee holding the examination. Papers should be forwarded here by August 12th.
8. County Superintendents must send a certificate of good moral character for each applicant examined.
9. If the examination cannot be finished on Thursday, let the work be completed on Friday.

FRANK M. SMITH, *Superintendent.*

## GEOLOGY.

1. What is Geology?
2. Name the different kinds of rocks according to their mode of formation. Give some examples.
3. How are rocks divided according to their structure?

4. Give the classification of historical geology into times and ages.
5. Tell what kinds of life characterized each.
6. Describe a glacier and an iceberg.

## BOOK-KEEPING.

1. What is a negotiable note?
2. What are bills receivable and bills payable?
3. Explain fully the cash account and the merchandise account.
4. Give a transaction, and explain how the entries should be made.
5. Explain fully the order of posting from the journal to the ledger.

## RHETORIC.

1. Name the principal qualities of style, and tell how each may be secured in composition.
2. Write a few examples of metaphor, simile, synecdoche, and personification. Of what utility are the figures of speech?
3. What is the difference between a loose and a periodic sentence?
4. What are the principal laws of the paragraph?
5. What are the special features of the various kinds of composition?

## PHYSIOLOGY.

1. Name, locate, and give the number of the bones in the arm, and tell by what bones it is attached to the body.
2. Describe, as minutely as possible, the act of breathing.
3. Name the cavities and valves of the heart.
4. Give the course of the blood in the complete circulation, naming the vessels leading to and from the heart.
5. Name the divisions of the alimentary canal, also name and locate some of the glands communicating with it.

## ALGEBRA.

1. Divide  $2x^3 - 7x^2 - 16x + 5$  by  $x - 5$ .
2. Factor  $9x^2 - 4y^2$ .
3. Reduce  $\frac{x^2 - 9x + 20}{x^2 - x - 12}$  to its lowest terms.

4. Four-thirds of a number increased by 2 is the same as three halves of the same number increased by 1. What is the number?

5. Find value of  $x$  and  $y$ .

$$7x + 5y = 2.$$

$$14x - 10y = 0.$$

#### GEOGRAPHY.

1. How would you go by water from New Orleans to Calcutta?

2. Name the States which are next to the British Possessions.

3. Where is the Suez Canal? What does it connect? What great canal is now being constructed, and by whom?

4. Name six seas bordering on Asia.

5. What are the inhabitants of Norway called? Of Denmark? Of Wales? Of France? Of Brazil?

6. What are the five powers of Europe? Name five well-known rivers to be found in these countries.

7. Name a State or section of the United States distinguished for wheat, cotton, corn, copper, iron, cattle, fruit.

8. Draw a map of South America. Indicate principal rivers, mountains, cities.

9. In what general direction do most peninsulas project? Of what use are mountains? Rivers?

10. Where is Harvard University? Yale College? Cornell University? Vanderbilt University?

#### U. S. HISTORY.

1. Name three English explorers, and tell what each did.

2. The Pilgrims—who were they? What did they do?

3. State briefly causes and results of the French and Indian war.

4. What led to the revolution?

5. What plans did Washington take to force the British to evacuate Boston?

6. Tell what you know about the battle of King's Mountain.

7. What difficulties were experienced under the "Articles of Confederation?"

8. What were the "Alien and Sedition" laws?

9. Treat the topic "The Missouri Compromise."
10. Give the principal events of Jackson's administration.

## GRAMMAR.

1. Write the feminine of *nephew*, *hero*, *baron*, *man-servant*; the masculine of *belle*, *lass*, *nun*, *witch*.

2. Give plural and tell how formed: *Elegy*, *piece*, *valley*, *lady*, *cargo*.

3. Compare *bad*, *heavy*, *many*, *beautiful*.

4. Give the principal parts of *bid*, *drink*, *chide*, *choose*, *work*, *tear*.

5. Compose sentences to illustrate these rules:

"Two or more singular subjects taken separately require the verb to be in the singular."

The verb *be* has the same case after it as before it.

6. Write a sentence containing an adverb clause; an adjective clause; a noun clause.

7. Analyze: "The captain, who is a man that I can trust, told me so last night."

8. Parse the italicized words in the following:

"But *when* thou doest *thine* alms, *let* not thy left hand *know* *what* the right hand *doeth*."

9. Correct the following, *if necessary*, and give reasons:

They *are both* alike.

Those kind of injuries we need not *fear*.

The velvet feels *smoothly*.

Who is there? It's *me*. Who's *me*?

10. When should *shall* be used? When *will*?

## ARITHMETIC.

1. Reduce 8, 12, 19 to fractions with denominator 12.

2. A man sold a house for \$4,280, which was 10 per cent. less than the cost. Find cost of house.

3. Find the quotient of  $\frac{3}{4} \div \frac{5}{8}$ ;  $3\frac{1}{2} \div 9\frac{2}{3}$ .

4. How much must be added to nine thousandths in order to obtain the whole number nine? How much to obtain nine thousand?

5. Multiply 3.15 by 0.315, and divide product by 2.5.

6. Is it better to loan \$17,450 at 6 per cent., or to buy a store with the money and rent it for \$1,200?

7. Divide 90 into two parts proportional to 4 and 6.

8. A square floor measures 17 feet along one side. How many bricks 9 in. by 4 in. will cover it?

9. Subtract 24000 cents from \$8400.

10. What must be added to  $\frac{3}{7}$  of  $\frac{5}{8}$  in order that the sum may be equal to  $\frac{9}{10}$  of  $3\frac{3}{4}$ ?

#### SPELLING.

- |                   |                   |
|-------------------|-------------------|
| 1. Vetoed.        | 13. Commercial.   |
| 2. Ordinance.     | 14. Anniversary.  |
| 3. Inspiration.   | 15. Kitchen.      |
| 4. Relevancy.     | 16. Vilification. |
| 5. Brilliant.     | 17. Ounce.        |
| 6. Criticism.     | 18. Balance.      |
| 7. Gracious.      | 19. Chaplain.     |
| 8. Conversion.    | 20. Brigade.      |
| 9. Exertion.      | 21. Naturally.    |
| 10. Apparent.     | 22. Dynamite.     |
| 11. Utterance.    | 23. Library.      |
| 12. Eclecticisim. | 24. Religious.    |
|                   | 25. Persuasive.   |

#### STATE NORMAL COLLEGE.

I cannot submit this report without saying a few words concerning this noble institution. No institution in the State has a firmer hold upon the hearts of our people, because no other is so well equipped for the special training of teachers.

I give the following extract from the message of Gov. Robt. L. Taylor to the last General Assembly, viz.:

“The State Normal College, situated in the city of Nashville, and devoted to the training of young men and women for the profession of teaching, is the best of its kind in the South. It should be fostered and sustained by the State, because the efficiency of the public schools depends upon the training and qualifications of the teachers. I recommend that the sum of *ten thousand* dollars (\$10,000), the annual appropriation which



has for some years been given to this institution, be made for its support."

The appropriation was made.

### EXPENSE.

#### RECEIPTS.

From the State for Normal College.....	\$10,000 00
From Peabody Board for Scholarships.....	2,800 00
From Peabody Board for Institutes.....	1,200 00
From Frank M. Smith for Institutes .....	278 80
	<hr/>
	\$14,278 80

#### DISBURSEMENTS.

To State Normal College.....	\$10,000 00
To fourteen Scholarships.....	2,800 00
To Hon. Thomas H. Paine .....	100 00
To Institutes .....	1,378 80
	<hr/>
	\$14,278 80

The sum of ten thousand dollars included in this report is the amount of the appropriation made by the State for the State Normal College and expended by the State Board of Education, and is given that your honorable body may know what is being done for the special training of teachers in Tennessee.

### IN CONCLUSION.

Permit me to return the sincere thanks of this department and of the whole people of Tennessee to your honorable body for the great good which has come to us from the noble benefaction of Mr. George Peabody so wisely administered by you. We will hold his name and yours in perpetual remembrance, and the children who are to come will rise and call you blessed.

Yours truly,

FRANK M. SMITH,

*Superintendent.*









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