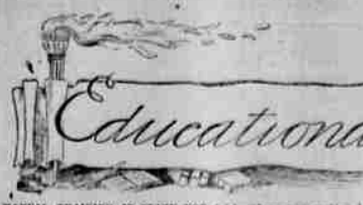

MANUAL TRAINING IN STATE NORMAL SCHOOL.

(By Alfred Bond.)

For the benefit of the public a number of questions relating to normal training were handed to the teachers of the State Normal school and the answers received are here presented. The questions were given to teachers from the first to the fifth grades:

1. What constructive work can your pupils do during the year?

First Grade—The pupils have made: Pigeon furniture: balances, chairs, sticks, tables, boxes, boats, sheds, rails. Flower ladies, marble statuette, fire drills, tower pillars, picture frames, stilts, fishing poles, boxes, chairs, tables, boats.

Second Grade—Shadow clocks, sundial, Eskimo lamp, torch, dip candle, home of cave dwellers, rock shelter, Indian tepee, Indian wigwam, Swiss lake dwellers' home, fire drill, Indian pipe, stone axe, Indian knife, bow and arrow, Japanese house, Indian canoe, Indian bag for seed, pencil holders, picture frames, bead boards, coat hangers, whistles, fans.

Third Grade—For home use some of the pupils have made bread boards, hat-jacks, hat racks, coat racks, bread boards, match strikers, picture frames, doll furniture, plant holders, for cabins. In history work they have made: Home of the cave men, stone axes, bows and arrows, rock shelter, lake dwellers' home, kitchen utensils, stone pot, Swiss lake dwellers' home, Indian's home, lake dwellers of wood and stone of clay dressed in skins, sea, water and pestle of clay, moss, bark cloth, in nature—they made insect boxes, garden or seed trays, model of a barrow and a corn marker.

Fourth Grade—Tinsmiths' measure, knife box, corn marker and fork, picture frames, stamping, comb case, paper stands, potato masher, kites, wooden buttons, jumping jacks, pencil box, mouse cage, cabinet, wood and clay ships of Norsemen, ship of Columbus, and stone implements, pottery vases, fire drills, willow pitter, peace pipes, lemons long bows, bows and arrows, quivers, boats, by boarders, rice sales, rag rugs, hatchet handles, sleds, sled, one mantle hooks, dust brushes, dust dramps, pin cushions, bean bags, tower boxes, crochet mats, bread rollers, spoons, pen tray, hair pin tray, rolling pin, paper knife, plant holders, bread boards, paper sleighs, fans, coat hangers, baskets for work, wooden spoons, picture frames, plant stands, match safes.

Fifth Grade—Pupils have made: Bread boards, paper fans, hatchet handles, coat hangers, baskets, match strikers, paper boxes, pencil boxes, frames for seed pans, window pans, feed box, circle markers, water, meter sticks, hat racks, picture frames, nursery compass, shoe scraper.

The second question with answers as given by the five teachers are as follows:

What effect does manual training have upon the interest of the child for its other work?

First Grade—Always increases the interest.

Second Grade—"Manual training increases the interest of the child in his other work. Especially is this the case in history, geography and reading, since in this grade manual training is made the basis of much of the work in these subjects.

Third Grade—"Manual training affords a practical application of work that the children learn in school, because they are actually forming things instead of learning about them; they are wide awake and learn with much less effort."

Fourth Grade—"The manual training work adds much to the interest of the other work, especially that of history and geography. The children are on the alert for any constructive work they can find to do in their work and will search carefully for pictures and descriptions which will make such work possible. The foundation of some of our history work is the constructive work."

Fifth Grade—"Manual training gives the child reasons to fall back upon. It presents more conditions for constitute on his part than any other school work."

The teachers put the third and fourth questions in their reports and reported results as here given. Third question—"How many children do you find it go to manual training next time?"

First Grade—"None; second, none;" third, eleven; "fourth, five; "fifth, 6th, "None."

Fourth question—How many would like to go one hour every day? (These grades have worked one hour per week most of the year.

Primary—"All;" second, "All;" third, all but eight; fourth, 12—all those present but one." 6th, "18 out of 20." These answers point toward the truth of the statement made by the artist of April first. "School children of the upper grades don't like manual training as well as those in the primary grades." Probably not more than half a dozen from the eighth grade would want to work every day at manual training; while in the second grade, as the teacher said: "They are really enthusiastic over it." But I do not believe there is another school in the city that can show as many manual workers from first grade to last as can be found in the Training school. Answers to the fifth question substantiate the belief.

Fifth question, proceed to grades from first to eighth. "Can occupation do you want to follow through life?"

First Grade—"Ten want to be engineers, three engineers, one cabinet-maker, one millwright, one conductor, eight want school teachers, one shoemaker, one music teacher, one singer, one milliner."

Second Grade: Boys—Six engineers, 11 artists, 4 carpenters, 1 merchants, 1 sailor, 1 electrical engineer, 1 doctor, 1 painter, 1 conductor, clerk. Girls—Teachers, 8 teachers, 2 artists, 1 dressmaker, 1 dress maker, 1 home nurse.

Third Grade: Boys—One business manager, 1 carpenter, 1 passenger agent, 1 sailor, 2 engineers, 1 doctor, 1 conductor, 1 "owner of the President of the United States," 1 blacksmith, 1 bookkeeper, 1 electrical engineer, 1 linotypist, 1 teacher, 1 merchant, "the king." 1 "president and music teacher," 1 "merchant, engineer and conductor, engineer and navy officer." Girls—Teachers, 4 dress maker, 1 housekeeper, 4 teachers, 1 comedy girl, 1 doctor, 1 store keeper.

Fourth Grade: Boys—1 "manager of business department," 1 carpenter, 1 passenger agents, 1 carpenter, 1 "colonel," 1 draggist, 1 "banker or doctor," 1 "professor," 1 "president of the United States," 1 "First dress maker, 1 "dress maker and nurse," 1 author, 2 teachers, 1 typewriter, 1 clerk, 1 author.

Fifth Grade: Boys—One bookkeeper, 1 lawyer, 1 home nurse, 1 "President," 1 carpenter, 1 author. Girls—Five teachers, 1 stenographer, 2 milliners, 1 music teacher, 1 "artist or teacher," 1 "Southland," 1 dressmaker, 1 geographer, 1 housekeeper.

Sixth Grade: Boys—One "professor of history," 1 cinchman, 1 stock broker, 1 bookkeeper or cashier, 1 "bookkeeper and teacher," 1 carpenter, 1 "professor," 1 "conductor, artist and musician," 1 bookkeeper and typewriter, 1 "author and editor," 1 "stenographer and typewriter," 1 "author and editor." Girls—Teachers, 3 teachers, 1 dressmaker, 1 "stenographer and typewriter," 1 "author and editor," 1 artist, 1 dressmaker, 1 "full dinner bookkeeper or clerk," 1 poet and musician, 1 "home keeper or artist."

Seventh Grade: Boys—One professor, 1 carpenter, 1 artist, 1 author, 1 professor, 1 "electrical engineer," 1 "author and editor," 1 "author and musician," 1 "author and musician," 1 "author and musician." Girls—Teachers, 2 teachers, 1 "author and musician," 1 "author and musician," 1 artist, 1 author and musician, 1 "home keeper or artist," 1 artist, 1 author, 1 artist, 1 housekeeper.

Eighth Grade: Boys—Two teachers, 1 stockbroker, 1 electrical engineer, 1 farmer, 1 civil engineer, 1 "author and musician," 1 "author and musician," 1 author, 1 "author and musician," 1 "author and musician." Girls—Teachers, 1 graduate from the University, 1 teacher, 1 artist, 1 artist and musician. He in the eighth grade were not included as to an occupation. The reasons given were not to be kept above the fifth grade in one of the city schools some time ago and the fifth grade was wanted to be a farmer and one a carpenter, while forty-eight chose the professions. I suppose the pupils in the city will be the exceptions that appeared April 1st and that and save the time for more in the next article on manual training.

TO INSTRUCT STATE OFFICIALS

Approval has been given by the Illinois state board of health to the plan proposed for establishing at the University of Illinois a school for the instruction of sanitary officials throughout the state, with particular reference to sanitation and hygiene. The matter was presented recently during the session of the board at the Marshall, who as chief justice, interpreted the meaning of the Constitution.

Seven of the seven members of the committee of correspondence, seven of the seven members of the committee of safety, seventeen of the thirty-one members of the committee that reported the declaration of rights, four of the seven signers of the Declaration of Independence from Virginia, seven teen of the thirty-one members of the continental congress, five of the six judges of the first court, the first two speakers of the house of delegates during the revolution, two of the three delegates from Virginia to the Annapolis convention and four of the seven delegates to the Federal convention, were graduates of that institution.

Three of the seven Presidents of the United States born in Virginia, four of the five judges established by that state in the Supreme bench of the United States, sixteen of the twenty-seven United States senators from Virginia, three of the four speakers of the national house of representatives, one of the three commissioners to England, four of the six ministers to France, fifteen of the thirty-three governors of Virginia and twenty-one chairmen of the committees of the supreme court of that State were alumni.

TRUE CONCEPTION OF EDUCATION

In a former article a number of definitions of education were given, showing the diversity of opinion entertained by leading educators upon the subject.

Among the views stated the following may be briefly recalled: That education is the sum of all the practical affairs of life, that its purpose is to impart knowledge, to develop character, to develop manhood and virtue, that it is the duties of one individual upon another, it prepares for society, aids to complete living, has a cultural value, it develops the powers and tendencies in the symmetric development of all the faculties.

The question as to which of the definitions is correct was asked. To answer satisfactorily is difficult, if not impossible. There appears to be little relation between many of the statements and yet each presents something with which we sympathize. We hesitate to call any one of the definitions false, or to accept any other as wholly true.

In seeking for a general principle to which we may relate the various views expressed, there appears to be a conservation of the individual to be educated, and we discover that life is the vital principle upon which all education must depend. We may never understand what life is; but we have learned that growth which is its necessary accompaniment, is the manifestation that is conditioned by self-activity. Life has been termed "an inner, conscious activity in the possibilities." Within the child are all the capabilities of the future man; nothing can be added from without.

Appropriate conditions for growth through self-activity must be supplied, but life itself cannot be made, and determines what it shall receive and what it shall become.

With the needs and purposes of life, therefore, must be based the true conception of education.

The term education is derived from the Latin word educere, which means to lead forth, or to develop.

The word educare closely related to the above, means to nourish or to bring up, or to raise. The leading idea here implied is education, or development from within, and that it is through the activity of the vital energy within which assimilates the needed material for growth, that the child is prepared to respond to external influences, the following may be offered as a definition: Education is a means of assistance and directed self-activity, the aim of the individual directing, its life through self-activity towards the realization of his possibilities.

There is a negative side to education which consists in actions leading to prevent the realization of that which is best in man, or even to the destruction of life. The violation of physical and spiritual law, and the doing of evil deeds are examples of action most then to be considered positive, with a tendency always towards the good.

Life manifests itself in two related aspects—physical and spiritual, or material. Educational aims must therefore be directed to these twofold purposes. Herbert Spencer, in his work on education, the other his "rational worthiness."

The several definitions of education mentioned in the former paper will be seen to relate to one or the other of these ends. Each statement made contains a grain of truth, a certain phase of the subject, and which, if not exactly correct, it is more or less unobjectionable. Education is so comprehensive as the aims and purposes of life are varied, and both the nation and the individual define it in accordance with the object of the task to supervise or to direct the work.

Probably the harmony views of education are the most widely accepted, and among them this one from Plato, who subject to consider it, but reasoning: "The purpose of education is to give to the body and to the soul all the beauty and all of the perfection of which they are capable."

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Anton Nordfeldt, assistant professor of mineralogy and metallurgy.

F. W. Reynolds, secretary of the faculty. Instructor in English.

Thomas Hadley, instructor in chemistry and metallurgy.

H. L. Methby, instructor in English, music, etc., other assistants to be determined later.

Beatrice Wickliffe, president's secretary.

August Nordfeldt and William Forsberg, janitors.

Leave of absence is granted Prof. George H. Mathews and instructor F. W. Reynolds to enable them to take occasion to speak highly of their services. Authority is given to employ proper substitutes, but none have been named due yet. Prof. Mathews is in Southern States on a mission. He expects to have this summer.

The examination of the Church school teachers of the Academy district, will be held from June 5th to 9th in the B. Y. Academy. Dr. E. T. Mason, general superintendent, will be present.

Last Saturday Dr. Talmage lectured to a responsive and large audience in College Hall on "Successes and Failures."

ACADEMY COURSE IN THEOLOGY.

The course in theology is one of the most extensive courses in the academy. It forms a continuous chain beginning with the primary department, running up through the grades, the high school, the college and ending with the university (director.) The course is pursued progressively, one hour a day being devoted to the subject.

First year students are assigned to a class in Church History, which includes the life of Joseph Smith, the Prophet, the travels and persecutions of the Church and the incidental teaching of the principles of the Gospel. This is a favorite study with the students and it does perhaps more for the awakening of faith in the truthfulness and divinity of "Mormonism" than any other course in theology.

During the second year the Old Testament is studied, which is followed the this year by a study of the New Testament. This includes the life, labors and teachings of our Savior, and record the apostolic dispensation.

For the fourth year the Book of Mormon is provided. The fifth year is taken up in a systematic study of the principles of the Gospel as contained in the Compendium.

This is followed the next year with ecclesiastical history, including the life of Jerusalem, Alexander and Rome, Persecutions and heroism, Christianity, the empire, conquest, the rise of the Church, Monastic situation, The Crusades, Protestant reformation. During the sixth year the Doctrine and Covenants are philosophically considered. Theology, the scientific child, life being, attributes, the Godhead, the fulfillment, redemption, the laws of adoption and the general organization of the Church. And last of all, there is a review of the course in theology, in which there is a study and discussion of special theological subjects. Comparative religions, the relation of science of theology to ethics, to psychology and to science in general are among the subjects studied.

A person thus trained in theology ought to be thoroughly established in the faith.

Besides the theoretical instruction, there is the drill in practical religion. There are meetings every morning, the two weeks Priesthood meetings alternating with them. Sunday school and Sunday meeting in the Academy tabernacle, the students are routine in providing in a word organizing, in knowing what to do and how to do it, in keeping houses and using that on violations of the rules of the school exist and that all are diligent. Each student keeps the usually punctuation book recording in which students do most of the speaking.

BRIGHAM YOUNG COLLEGE, LOGAN.

Chapel exercises during the week were conducted by Instructor Bullen, on Tuesday, Mr. Ballard, on Wednesday gave an instructive address. An excursion on the Tower of London by Mr. Bullen on Thursday was highly appreciated.

In the debate at the last meeting of the Philosophic society the question was decided in favor of happiness and in subscribing the students are wearing smile.

President Kerr visited the capital on Tuesday and Wednesday on business connected with the college.

President Willard Done of the Latter-day Saints' College has been engaged for next year as professor of theology in the Brigham Young College.

Trustees W. H. Lewis and W. D. Pearson visited the college on Tuesday.

The trustees are showing great activity in behalf of the college and their labors are highly appreciated.

President Kerr is perfecting arrangements for a Church school convention for the Northern College District of Church schools which embraces northern Utah, Idaho, and Canada. The convention will convene during the latter part of June, and will last for several days. Teachers' examinations will be held during the session.

AN OBLIGING HERO.

A woman who visited one of the hospitals in the south last summer has been telling a story about she came back to Washington, which is good, if true. While going through the hospital in question, as she narrates the incident, a boy looking only eighteen years was leaning to one of the wounded soldiers who lay gazing at the ceiling above his cot.

"Can I do something for you, my poor fellow?" said the woman, impromptu.

The "poor fellow" looked up languidly. The only things he really wanted at that time were his cigarettes, and a box of cigars. When he saw the already and cautious look on the good woman's face, however, he felt sorry for her, and with his best young fresh he replied:

"Why, yes; you can wash my face if you want to."

"I'd be only too glad to," gasped the visitor, eagerly.

"All right," said the cavalier gallantly, "go ahead. It's been washed twenty-one times already today, but I don't mind going through it again if it will make you any happier."—Washington Post.

A BABY BOY.

Every expectant mother in the world will sympathize with the somewhat remarkable experience of Mrs. Ida Walker, of Fitzgerald, Montgomery Co., Ga. "I take pleasure in dropping you a few lines," she writes, "to let you know of a wonderful blessing I have received from the use of Dr. Pierce's Favorite Prescription. I had been taking your 'Favorite Prescription' in October, and about the latter part of the first of January noticing I gave birth to a nine-and-half pound boy, and was only in labor half an hour. There was no one with me at the time of confinement but my husband. I would advise expectant mothers to take Dr. Pierce's Favorite Prescription for it will shorten labor, and give a speedy relief from suffering. I would not say anything about the medicine if I did not feel it my duty to do so for the benefit of suffering ladies. Dr. Pierce's Favorite Prescription is used during pregnancy. Mrs Cook gave me for a medicine that will preserve life. I am glad to do what I can do some of my own work without getting tired."

Sensible, sling women deserve the true sympathy and helpfulness that can only be extended to them by a physician whose wide experience results in the skillful practitioner of such cases, and thoroughly acquainted with the best means of alleviation and cure. You may rely on Dr. Pierce's perfect confidence. He will send you his 1000-page illustrated medical work, on receipt of 21 one-cent stamps to pay the cost of mailing, or cloth bound, 31 stamps.

Date Palms that the Department of Agriculture Intends to Try.

Convinced that the barren lands of Arizona and Southern California can be made to blossom as the rose, the Department of Agriculture has sent one of its best specialists, Dr. Walter T. Swingle, to Algeria to purchase good date palm cuttings. It is a spare growing tree, bearing fruit in four years, and adapted to the desert land of Arizona. The fruit varies in size and quality, and in the cases of Sahara forty-six varieties are recognized. When the heart of the leaves is cut, a thick, honey-like juice exudes, which by fermentation becomes wine or vinegar. It is hoped that the growth of these trees in our desert lands will stimulate other plant life. Once an undergrowth is fairly started it is found that a sandy desert soon becomes rich woodland.

Great Northern by President C. B. Johnson.

The school will be organized and conducted by the faculty of the university, and every health officer in the State will be required by law to take a course of instruction (that at the beginning of his office. Such a school has been a great success in Ohio, and is to be established in connection with the Ohio State university at Columbus.

WILLIAM AND MARY'S COLLEGE

William and Mary is the oldest college in America, although Harvard claims a little more.

The college was named in honor of the new sovereigns, who endowed it with 20,000 acres of land, and the revenues from this and from duties payable on tobacco exported and the revenues from rents and fees, Robert Boyle, founder of the college, left a fund for the support and instruction of the Indians, in accordance with the plans of the Indian commissioners, drew the plans for the building, Dr. Blair was appointed the first president, and the professors of Greek, Latin, mathematics, moral philosophy and divinity were engaged. The Rev. Commissary Blair took place in July, 1693, and a great concourse of people from all counties gathered at Williamsburg to witness the graduating exercises. They came from New York, New Hampshire, Pennsylvania, New Jersey, Maryland and the Carolinas, and it was one of the events of that century.

The population of Virginia at this time was about 70,000. The total population of the colonies was about 200,000.

The list of the alumni of the William and Mary contains many of the early statesmen of the continental congresses and the first constitutional convention of the Republic, and the leaders of opposition against tyranny and the infringement of the rights of the people. Patrick Henry, educated at William and Mary in 1758, the startling doctrine that America was no part of the kingdom of England, Thomas Jefferson, author of the Declaration of Independence, James Madison, the father of the constitution of correspondence, Monroe, the third president, Edmund Randolph, who by refusing what is known as "the Virginia plan" gave direction to the proceedings, John Marshall, who as chief justice, interpreted the meaning of the Constitution.

Seven of the seven members of the committee of correspondence, seven of the seven members of the committee of safety, seventeen of the thirty-one members of the committee that reported the declaration of rights, four of the seven signers of the Declaration of Independence from Virginia, seventeen of the thirty-one members of the continental congress, five of the six judges of the first court, the first two speakers of the house of delegates during the revolution, two of the three delegates from Virginia to the Annapolis convention and four of the seven delegates to the Federal convention, were graduates of that institution.

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F. Auerbach & Bro.

Come Any Day During the Week,

Read the schedule given below, and bear in mind there are thousands of other articles here at equal

BARGAIN PRICES.

Shoe Dept. Bargains.

One lot ladies' Dongola Kid shoes, lace and button, kid and patent tip regular price $1.75, one week **$1.19**

One lot ladies' Dongola Kid Shoes, spring heel, square toe, patent tip regular $2.00 values, one week only **$1.23**

One lot Dongola Kid Shoes, lace and button, best tan, one regular $2.25 values, one week only **$1.50**

One lot ladies' fine quality Kid Shoes, heavy soles, full stitch, lace or button (regular $2.25 grades), new and stylish goods, one week only **$1.98**

One lot misses' heavy sole, fair stitch shoes, square toe (regular price $1.50), sizes 11 to 2, one week only **.95**

One lot boys' fine quality Satin Calf shoes, button only, square toe, spring heel ($1.75 quality), sizes 11 to 2, one week only **$1.19**

Children's Clothing. Gents' Furnishings.

SPECIAL ALL WEEK.

We are offering unusual values. Indecensets which are great money-savers to your pocket.

Slightly soiled white shirts, short and long bosoms, soiled fronts, worth $1.00, for **.50**

Fancy colored bosoms all sizes, worth $1.00, for **.60**

Fine Muslin, fancy bosom night shirts, worth 75c, for **.50**

YOUTH'S SUITS—Fine blue diagonal Cheviots, double-breasted, long pant suits, ages 12 to 19, worth $5.00, for **$3.79**

Gray check mixtures, double-breasted, long pant suits, ages 12 to 19, worth $6.75, for **$4.57**

Dress Goods.

All our best 54-inch Broadcloth and a handsome assortment of new and most novelty wool dress goods that sold up to $1.50 a yard, on sale Monday and week at **.75**

FRENCH CHALLIES — A lot of handsome dark designs of dress assorted material, sold up to the present time at 10c and 15c, Monday and week your choice **.39**

20c a yard for Dutch English Black Jacquard dress goods, rich, lustrous and nobby new designs, we sell 40c, this week your choice **.33**

A lot of fancy silks, including plaids, stripes and fancy weaves, fine quality of silk, all this spring's styles, worth $1.00 and $1.25, this week your choice **.79**

Ladies' Handkerchiefs.

100 dozen extra fine Cambric Handkerchiefs, with silk embroidered U. R. flag in corner, the regular price is 25c each, special sale price this week **.7½**

50 dozen all pure linen hemstitched Handkerchiefs, with silk embroidered U. R. flag in corner, the regular price is 25c each, special sale price this week **.10**

Ladies' hemstitched Cambric Handkerchiefs, with embroidered corner in many different designs; the regular 15c grade; this week at **.07½**

45 dozen white Handkerchiefs, with machine applique embroidered border, the 10c grade, this week at **.05**

At 25c Each.

A magnificent line of Ladies' embroidered Handkerchiefs, in a range of designs so large and elegant as to assure every customer a pleasing choice. Each of them worth 50c and over.

30,000 Double Rolls

At 10c, 15c, Etc.

4,000 BOLTS INGRAINS

At 25c per Bolt.

New York Wall Paper Co.,

OPPOSITE WALKER HOUSE.

Heber J. Grant & Co.

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