# Water Rates.

If you have Water Rates to pay call at Cannon's Real Estate Office, 331 Constitution Building. We can save you money and trouble.

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We have just received a carload of Office Desks and Tables.

—Especial Sale of—

Mantle and Folding Beds from $12 up.
Bedroom Suites $15 up.
Carpets from 20c per yard up.
Parlor Goods.
Summer Stoves from $1.25 up.
Portiers and Lace Curtains.
Baby Carriages.
Crockery Stoves and Lamps.
Gasoline Stoves at Cost.



DESERET EVENING NEWS.

Thursday, August 10, 1893


## FRAGMENTS.

THE city fathers are booked for at least another session this week—tomorrow night.

THE Twenty-first quorum of Elders will meet in the Nineteenth ward meeting house tomorrow evening at 8 o'clock.

ARTHUR HALLIDAY last evening captured a notorious individual known to police circles as Fred Robbs. The fellow is wanted to answer to the charge of wholesale harness stealing.

A GOODLY number of Salt Lakers are spending a brief period at Hot Springs, and report enjoying the place immensely. Others will journey to the Springs next week.

IT is still Deputy Dog Tax Collector Gallagher, and Bryce Johnson will be look appointed to succeed him, and the public are wondering how long that condition of affairs will prevail.

HUNDREDS of city tenants are now asking each other how Madame Rabbs, the notorious dive keeper, came into possession of the city's "pesthouse to pay" for, so far they have all replied, "Well she didn't get it from me, anyhow." The madame, however, compelled the municipal authorities to accept the warrant in payment of her fine and now others are being booked for fees similar sources.

## PROVO SUMMER SCHOOL.

### Interest in the Educational Proceedings Unabated.

**The Instructors Entertain Those in Attendance With Valuable Lessons in Their Life's Work.**

At Monday evening's session Prof. Baldwin lectured on the subject of governing power. He spoke of the advantage possessed by a teacher in obtaining knowledge in the pursuit of his avocation, and said: The old idea in the school room was force; the teacher took the rod and said you must or catch it. Now the teacher leads. Napoleon said: "What we accomplish is by force, and we will be forgotten; but Christ worked through love, for the benefit of the people, and He will live forever." Study the model of the Savior; substitute friendship and love for force and hate, and mark the result.

He then spoke of governing power to the teacher, and gave this advice: First govern yourself, then put yourself in the place of the child. Keep in your mind that you govern for the good of the child. Keep this in view, that you want self-governing men and women who can stand up in the midst of temptations and say to appetites and passions, thus far shall thou go, and no farther. Organize, systematize. Nothing can be done properly without these. Get your school as systematic as possible, so that each part acts in harmony with every other. The corner stone of the school is regularity and promptness.

Another thing is vigilance. Don't watch pupils with the expectation of finding wrong that punishment may follow. The loving father takes no pleasure in the suffering and death of his children. The mother is vigilant that she may save her children from wrong doing. Apply the preventative. Proper vigilant will avoid a thousand difficulties.

It is your business to develop and love the angels in these sweetly men and women. There is no way to elevate the world but to live it up to a higher standard. This is the secret.

Lord Beaconsfield said that if you will long enough, strong enough and wise enough you can accomplish anything and be struck a key note. Firmness is as necessary as love. We do not make teachers of men or women who can't say no. People fail because they have not sufficient will. No person ever succeeded who did not have strong will. The great battles of life are not in the battle field, but in the human heart. It is a grand thing to govern, through all these avenues, the pupils under your care so as to make them strong, self-reliant, self-governing, energetic, and men and women.

On Tuesday morning Miss Barbour gave a lesson in illustrative geography, to a class of sixth grade pupils. The lady questioned the pupils, placing on the blackboard the result of the children's own observations. The lesson extended over half an hour.

Miss Cook next brought forward her kindergarten class and proceeded to give them, in the presence of the assembled teachers, a sense object lesson. The points brought out by the children themselves were quantity, quality, form, weight, density, etc. The materials used by the teachers were native loam, sand, blocks of wood, spheres, and a few simple measures.

After a brief recess Prof. Baldwin continued his subject of psychology under the subdivisions of education of sense-perception, dwelling upon the topic in an entertaining manner.

The Tuesday afternoon session was opened by Prof. Wm. M. Stewart on arithmetic. The speaker proceeded to give a very clear representation of the difference between the separation of whole into groups, which he called division, and the separation of wholes into fractional parts, which he called partition. He made a distinction between the use of real objects in arithmetic, which he called "the concrete," and the use of pictures, which he called "semi-concrete." He also answered many questions, written and oral.

Dr. Baldwin resumed his lecture on "Education of Self-Perception." He said many are ready to explore land and water, but not the world of self, which is the greatest of all worlds. He then proceeded to enlarge upon the theme, and was followed by the classes with intense interest.

Prof. Stewart again took up the subject of mathematics, his explanations of the subject being lucid and forcible. At the conclusion of his address an entertainment was taken.

On Wednesday morning Miss Flora J. Cooke called the primary teachers to the front and proceeded to instruct them on how to begin in the morning. It is cruel, she said, not to teach the children to read the best literature, which is the great book of nature with its constantly changing pictures. Some persons discourage this kind of teaching, but it is truth clothed and made beautiful. I see your beautiful poplar trees and I am reminded of the beautiful story of the old man who told the pot of gold stolen from Iris in the limbs of the poplar that then grew with its boughs drooping. When Iris missed it she complained to Apollo, who sent Mercury to enquire of the forest trees, who, having been silent, knew nothing of it. Mercury scolded them for being sleepy, and bade them hold up their heads, when the pot of gold fell from the boughs of the surprised poplar. After this, said the tree, I will hold up my head and let the sunshine see all that may be concealed within my heart.

Children love to weave their own myths of the beauties of heaven and earth with their own surroundings. This development of the beautiful is one of the strongest links you can have on the soul of a child, leading it from all that is ugly and wicked to love the pure, good and delightful. With a myth of the land you can teach all your botany, geography and mineralogy lessons. When it is of the sea, use the knowledge you have of fish for a solid base for your instruction. Every day, season and time has its appropriate story. Take out all the mold and blunder, giving all that is good and beautiful.

Miss Cook spoke of the necessity of being definite as to size and shape, quality and quantity, time and space, and illustrated her system of teaching by blackboard illustrations with copious explanations. She said: Let a child give a definite size to a plot of ground, and proceed to plant and lay it out in successive lessons as they would plant it in reality. Let subsequent lessons develop the progress of this garden through the growth of the season.

Miss Barbour gave the class a lesson in calisthenics, by way of reading them. She said that not exercise should always be given to children in this way, as time and temper are saved by doing it. In winter we give warming exercises, but this is for rest. She then took up the subject of geography, saying that the child must study from nature and make his own definitions, and not alone learn from books that islands are bodies of land surrounded by water. With no adequate picture of an island in his mind he does not know much from having memorized that definition. A mountain only becomes a living reality when the child knows the forces that called it into existence, how it compares with others of its kind, its influence on the surrounding country, etc. The problems of nature are all wrought out in miniature, and if the knowledge of children is respected and applied, it is the most valuable of all their educational advantages. Put a little poetry—soul—into the hard, dry facts you wish to instruct. Your Indian myths will add beauty and grace to your local geography. Send for the copies of the "Geological Survey" from the 6th to the 10th. They will give you a great deal of information and cost you nothing but your letter and an extra stamp.

Miss Barbour's advice to teachers was to first instruct from nature—surroundings. After that the pupil will be independent of both books, maps, charts, words, which are symbols. When can you properly present these symbols to children? When they first have a correct idea of the reality in their minds.

How many of you have studied geography in such a way that the map of any given country is an outline you drew in certain colors? Who is to blame for this? Not those who taught us. They did their best, but we will be to blame if we perpetuate this mistake. The great question in presenting symbols is to make the pupil see through the dot lines of a map, the real river rolling down its bed, with an accurate idea of its volume, depth, power, length, etc., the forests, the mountains with their caps of snow and message of all to mankind. Otherwise your symbols are useless.

After ten minutes intermission Dr. Baldwin continued his psychological lecture. He began by answering questions handed in by students. He said the child who loses his knowledge of color before the fifth year loses all sense of color before fifteen or twenty. He with all other faculties not before five years. Reading to the mind is what eating is to the body. Thinking is the digestive process which nourishes the body. What self-esteem are mental realities. We have a spiritual ear and eye as real as the physical. Spirit is as real as matter. Time, thought, sense, right and wrong, are just as real as wood and iron. These ideas are realities. When you see an apple, you perceive; when you think of it as red, you conceive. This is a step. Nothing is isolated. Two isolated persons, Cuvier's fossil skeleton, and a pelican. When you get out into your schools be careful to avoid the danger that lies in subject lessons alone. Your sense perceptions may be correct but if you fail to carry them over into their proper relations in every other power and to life they perish.

There are various stages of development, but when the mind is made weakness it becomes active in all its parts. Everything is related to everything else. This is a world of relations. I am sorry for your sake, teachers, you can not all with this one beautiful world come by chance. Yet we are entitled to ask knowledge as evidence First Cause behind everything. He was, for he had one, was not the living Father, but an unreasoning, blind, cruel force. But he was found and discovered the law and relation, and the tenderness and kindness of the progressive tendencies.

No man ever yet knew enough who studied it from the standpoint of chance. God made the world and we learn it by following the leadings he has given us. We think the thoughts of God after Him. The world with all its parts is a unit. When any one doubts the Bible ask them how under the variety of its authorship it is still a unit. Take away the Bible is divine because it is a unit. Thinking is tracing things in their relations. A man becomes a master when he can think things into reason. The person who lives only among concepts here himself is a hermit or isolate and becomes weak. There are three steps in this manner thinking: First—Train participants in general. Second—Those participants into truths. Third—Reason those truths into science.

You teachers of country schools, get a little class of your largest pupils to study the self-world. If you were to study for a thousand years you would still find deeper depths. If it is a primary school get a reading circle organized. One year spent in this way will pave you far above in the battle of life. Thought can't be pastured, but it is real.

The steps of thinking are 1—Observation. 2—Comparison. 3—Generalization. 4—Classifying. 5—Naming.

The professor enlarged upon these five points, leading the classes to take the steps themselves and bringing out by free illustrations, questions and suggestions the underlying principles.

During Wednesday afternoon Miss Barbour, in a special half hour lesson, recapitulated the teachers very gently for not asking more questions, solicitating their reticence to prove. This brought out a shower of questions. Some of the points were: Don't ask a child to tell a story till he knows it, nor to draw a map until he has a fair conception of the country; children should never be deprived of proper recreation (recess) for a punishment; particular geography should only begin after studying the continent as a whole; one of the main ends of teaching geography is to put a book into a child's hands and begin asking questions; the secret of Rice method is to thoroughly understand the subject. The lady recommended the following books as aids to the teachers in teaching geography: Mill's "Realm of Nature," Guikie's Elementary Physiological Geography, Longman's New School Atlas and School Geography, Hinman's Electric Physical Geography, Blair's Aspect of the Earth, Onseins Heerlen's A Bird's-eye View of the World.

**Wednesday Afternoon.**

Prof. Stewart announced that the program had been slightly changed so that the hours of Numbers would come together and some deep thinking would be required. In order to give any adequate idea of the principles developed and the admirable steps taken to show teachers how to make this plain to the undeveloped mind of the child, would require a verbatim report, covering a number of columns. This there is not space for. The most perfect order and rapt attention was given to the lesson, showing the degree of appreciation of the essentials of teachers.

Prof. B. Cluff, Jr., announced that a set of parlorial lectures would be given free of charge as follows:

One week's course of instruction, B. Y. Academy Summer school, Aug. 14th to 19th. Tuition Free.

| | |
|---|---|
| Elementary Logic | Prof. B. Cluff, Jr. |
| Elementary Psychology | Prof. Geo. H. Brimhall |
| Bookkeeping and Commercial Forms | |
| Elementary Physics | Prof. Jos. B. Keeler |
| English Literature and Philology | |
| [illegible] | Prof. Whitney |
| Physiography and Geology | Prof. O. H. Dustin |
| Comparative Anatomy | Prof. E. L. [illegible] |
| Elementary Botany | Prof. Wood |
| Elementary Zoology | W. E. Ivins |
| Geology | Prof. Maguire |
| Elementary Chemistry | A. N. Merrill |
| Algebra | Wilford McClellan |
| Physical Geography | Prof. J. L. Barker |
| Physical Culture | Miss Amy Brown |
| Kindergarten, Practical work | Mrs. Gray |

Dr. Baldwin continued the subject of psychology. He said: Thinking is perceiving some relations. The man of sixty would hardly be more advanced than the child but for language. Percepts are steps to reach concepts. Concepts are steps to reach relations.


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cepts is the step to enable us to understand the abstract. From small things we proceed to large. Proceed to general notions. In teaching, if the child thoroughly masters concepts, their percepts are clear. Children have concepts before they can express them. They perceive objects, conceive relation and utter judgments. These are the three steps in thinking. This is capability proper. The one will pale with many energies. That difference in power which is exhibited between the feeble efforts of the infant and the mighty strength of the man is education.

What is the law of effort? Use and activity. Nothing excites imagination but imagination. Nothing excites a muscle but use. All modern teaching begins with things. The objective arithmetic is progressing from concepts to concepts. It is in the right direction. Every step in education must be objective or it is lost. In grammar we now begin with objects. Worked up this way, the science of language becomes lively instead of a chaos and dreary desert. Geography furnishes fields for lessons in consideration. The kindergarten teacher adapts her work of classification to the capacity of her pupils. They start directly natural objects, and do the work themselves. Children love this study and progress very rapidly, and the foundation is laid in the actual experience of the child for all the sciences taught. Let the child see words in understands, and gradually become its vocabulary by proper means. Don't let the subject be sufficiently so to make knowledge definite and available.

In the schools of Heaven, which resemble those of China, they repeat words continually, without precepts or concepts. It is the learning that does not stimulate. We endeavor to set all free, to educate the true man, and to truly educate him. Both teachers should go out and become original. Teachers are great laws to follow, but the details they must work out for themselves.

**NOTES.**

There is a young man present at the Provo Summer Normal that walked over one hundred miles in order to be present.

Mrs. Lois Greene Richards of Salt Lake is attending the Sunday school department of the Provo Summer Normal.

A reception was tendered last evening by the Provo teachers and educators to the visiting teachers, superintendents, etc. It was very informal, and an unusually fine program (very short) was rendered, compliments exchanged, and the people dismissed to a long hand shaking and general conversation regardless of conventionality.

A special excursion to Garfield is announced for Saturday. The teachers will attend in a body.

On Thursday evening, at the meeting house, Miss Allen of the Cook county normal, will give a talk to mothers and fathers on the subject of "The Nursery in Relation to the School and Life." The lecture will be followed by informal questions and discussions.

A special course for the Y. M. M. I. associates is being held at the Provo Summer normal. The students attended the general lecture given by Dr. Baldwin on Monday. On Tuesday we an extraordinary picture by Dr. Milton H. Hardy, subject, "True Education." On Wednesday the subject treated was "The M. I. Educational System," by Dr. Milton H. Hardy, under the following subdivisions: 1. Nature; 2. Extent; 3. Origin; 4. Growth; 5. Present status; 6. Plan. The plan was treated under heads (a). Basis studies; (b). Organization; (c). Management.

Mr. Gray, of the *Inter-Mountain Educator*, is present at the Provo Summer School in behalf of his publication.

Up to Wednesday evening the attendance of teachers at the school was 350.

**No One Should Miss Dr. Emerson E. White's Lecture on Character.**

Tonight at Odd Fellows' Temple Hall. "The lecture is a masterly production, both in scholarly ability and lucid and logical treatment of the subject, and in the forcible and elegant language, and grace and beauty of delivery."—Columbus (Ga.) Daily Dispatch.

"The address on Tuesday evening by Dr. E. E. White, of Cincinnati, O., whose topic was a tribute to educational questions is as wide as the nation, was an admirable presentation of the nature and importance of character."—The Independent, Manhattan, Kan.


Auction! Auction! Auction!

The entire bankrupt stock of shoes and clothing at 13 Main street must go. Nothing reserved. Monday, Aug. 14, sale begins. Come one, come all. John Boyle, Auctioneer.

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2.—It may always be relied upon as advocating or defending the right side of every question proper for public journals to treat upon.

3.—It is devoted to the interests of the Latter-day Saints, and has, from its inception, valiantly defended their rights and advocated the principles in which they believe, and every Latter-day Saint should therefore feel under obligations to do his part in helping to sustain it.

4.—It is not published for speculation, and never has been, but for the good which it is capable of accomplishing; the profits, if any there be derived from it, being devoted to extending its sphere of usefulness and benefiting the community.

5.—It is doing its utmost to establish home industries, among which are paper making and type-founding, stereotyping and electrotyping—branches necessary to the development and independence of the community, but which, during their infancy (which is this Territory they have not yet passed), can only be carried on at a pecuniary loss.

6.—There is no danger of any subscriber to the News failing to get what he subscribes for through failure of the business and a suspension of the publication—a result in the case of hundreds of newspaper ventures every year.

7.—It is printed in readable type, so that even the aged and persons it without difficulty or danger to their eyesight.

8.—It is free from objectionable advertisements, so that no parent need fear that his children will have their minds corrupted from having access to it; in fact, it refuses thousands of dollars worth of the best paying advertisements annually, because it is devoted to the moral and spiritual interests of its readers instead of to getting gain at their expense.

9.—Its tone is not regulated by public opinion nor the hope of gaining subscribers or advertisements. It advocates that which is right and condemns that which is wrong, regardless of results, financial or otherwise.

10.—It never entertains its readers by calling of columns of self-praise for new items.

11.—The News practices no deception and resorts to no subterfuge to induce people to subscribe; but on the contrary, proves to stand on its own merits, as the people's newspaper, with a promise only to do its utmost to give to patrons the full value of their money—a promise which it has endeavored to faithfully keep in the past.

12.—In conclusion, if a Latter-day Saint can afford to subscribe for only one newspaper, that paper should be the DESERET NEWS; and if more than one, the NEWS should invariably be the first.

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*See your Abstracts of Title to the County Recorder's office. They are made directly from the original records.*

SALT LAKE BEACH.

Time Table in Effect July 27th, 1893.

| Leave Salt Lake for Saltair Beach | | | | Leave Saltair Beach for Salt Lake | | | |
|---|---|---|---|---|---|---|---|
| 9:00 a.m. | 9:45 a.m. | 12:00 m. | 12:45 p.m. | 9:30 a.m. | 10:15 a.m. | 12:30 p.m. | 1:15 p.m. |
| 1:30 p.m. | 2:15 p.m. | 3:00 p.m. | 3:45 p.m. | 2:00 p.m. | 2:45 p.m. | 3:30 p.m. | 4:15 p.m. |
| 4:30 p.m. | 5:15 p.m. | 6:00 p.m. | 6:45 p.m. | 5:00 p.m. | 5:45 p.m. | 6:30 p.m. | 7:15 p.m. |
| 7:30 p.m. | 8:15 p.m. | 9:00 p.m. | 9:45 p.m. | 8:00 p.m. | 8:45 p.m. | 9:30 p.m. | 10:15 p.m. |

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Children watch the opening of each package of Solid Head Coffee to get the handsome consideration for their savings book.

**Garfield Beach Trains.**

Effective July 16th and until further notice trains between Salt Lake and Garfield Beach will run as follows:

| Leave Salt Lake | Arrive Garfield | Leave Garfield | Arrive Salt Lake |
|---|---|---|---|
| 9:00 a.m. | 9:45 a.m. | 10:15 a.m. | 11:00 a.m. |
| 11:30 a.m. | 12:15 p.m. | 12:45 p.m. | 1:30 p.m. |
| 2:00 p.m. | 2:45 p.m. | 3:15 p.m. | 4:00 p.m. |
| 4:30 p.m. | 5:15 p.m. | 5:45 p.m. | 6:30 p.m. |
| 7:00 p.m. | 7:45 p.m. | 8:15 p.m. | 9:00 p.m. |
| 9:30 p.m. | 10:15 p.m. | 10:45 p.m. | 11:30 p.m. |

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**University of Utah.**

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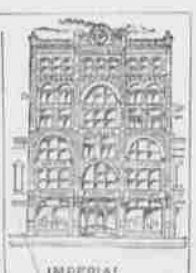

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