

the use of his pupils, was driven to contrive his own school appliances, and in doing so, objects were freely used and the pupils' powers of observation were brought into action. Thus object teaching was born into the world. The educational principles discovered by this great educator and their application will be treated further on, in my remarks.

The fruit of Pestalozzi's principles was soon apparent. Froebel, an eminent German educator, readily accepted and tested them. As the basis of all training must be taken from the child's actual experience with things, Froebel claimed that sense training must precede book learning, and as a result of this theory established what is known as the Kindergarten system of primary education, now found in all civilized countries.

Following these great reformers may be mentioned some of the leading educators of the present century; Mont, Spencer, Payne, Page, Agassiz, Huxley and Tyndall, (Materialists), Wickersham, Johnson, Fitch, Tate, Parker and others.

A correct knowledge of education and a proper application of this knowledge to the laws of growth in teaching may be called the science and art of education.

#### PESTALOZZI'S FIRST

and probably most important principle of education may be thus stated: The mental powers are unfolded in definite order, and true instruction must be that which is intelligently adapted to each stage of mental growth, and directly tends to promote the next step of development.

2d principle: The teacher should make the child the subject of profound study, not only a study of its mental, physical and moral nature, but a special study of the peculiarities of each child, as a guide to the intelligent adaptations of general means to particular end.

3d principle: Home education; the influences on the early life of the child are potent in forming its character. The mother has almost unlimited power over the child for the first few years of its existence, during which period habits are formed that go far to control action through life. Indeed, neglect, or misdirection at this period can never be compensated by subsequent teaching.

Since the work of the mother is to shape the future destiny of the child, the whole well-being of society depends upon the intelligence with which this work is executed. Motherly instincts may be relied upon to supply the child with the common physical necessities, but in all mental and moral work the mother must be guided by an enlarged intelligence. The work involves principles of the most complex character pertaining to mental phenomena and to human relations.

If the mother should watch over the orderly development of the faculties of the child, as a scientific gardener watches over the development of the plants in his garden, then the mother must receive the education to fit her for the work. This should forever settle the question that woman should not be inferior to man in intellectual attainments.

All school work should be based upon the

#### ACTUAL EXPERIENCE

of the child. All instructions should start from that which the child already possesses. A systematic study of things should precede that of books. The observing powers should be trained to perceive by exercise upon real objects; and the office of books is to supplement the knowledge gained by personal experience.

Pestalozzi claimed as most prominent, that all exercises should tend to promote good conduct on the part of the pupils, and that education was a failure unless it culminated in the formation of habits of good conduct.

As a first fundamental principle, Froebel claimed that education, as culture, has to do with children as human plants, which are to be surrounded by circumstances favorable to their free development, and to be trained by means suited to their nature.

The second fundamental principle held by this great educator is that the whole nature of the child needs instruction from the very first. The kindergarten was a natural outgrowth of this principle.

The industrial training schools of to-day are the results of the application of these grand principles of education. I hope to see the day in this Territory when, connected with the public schools, will be a department of industrial training, where pupils can receive such training of the hand as will fit them for the performance of the work necessary to be done in the wide field of industry.

"It is one of the saddest commentaries on many modern educational methods that they train up boys and girls with a slight appreciation of manual labor. The industry of the world is increasing, but there are still places where white, needless hands are worshipped. Let us have beauty, but let it be joined with utility. The work of the world must be done, and if white, delicate hands can do it, very well; but if not let them be brown, yea black, with honest toil. I honor the black, industrious street cleaner more than the listless, white novel reader."

We will consider a few of these principles as

#### APPLIED IN TEACHING.

We have a geography class reciting. They desire to become familiar with some distant country. We direct their attention to the geography of their

own surroundings. We compare the position, size, surface, climate, productions and occupations of their own country with those of the land far distant. In this way we proceed from the known to the unknown.

Again, we have in arithmetic a class in compound numbers, treating of dry measure. Pupils are shown the pint, quart, and other measures. They perform operations with these objects for themselves, thereby becoming familiar with the work concretely. They are then prepared to work written and mental problems in the abstract.

Learn to do by doing. Now we have a language class before us. We teach the pupils to express their ideas in their own language, by telling stories; they relate the thoughts in their reading lessons, write the facts found in geography, construct sentences in writing letters and notes, before they are informed of the parts of speech, etc. In fact they learn language by using it, both in writing and speaking.

Never do for a child what he can be taught to do for himself. John has a difficult problem in arithmetic, which he is unable to solve. He asks assistance. We question him on principles, already learned, involved in the problem. We lead him from the simple to the complex. We tell him nothing, but have him tell us everything. No useless explanations of how to perform the work are given by us, but the pupil is taught to discover every process. In all work pupils are directed, not told; they are taught to gather facts in relation to geography, from works of travel, encyclopedias, and other books; to arrange and present them in the form of lectures or essays in their class recitations. Definitions and rules are not given at the beginning of a lesson, but pupils are taught to

#### DEDUCE THEIR OWN RULES

and definitions after a thorough discussion of the subject.

Compare this teaching, were pupils exercise their own powers, become independent, and think for themselves, with the routine work where they commit to memory what they find in their books, and know nothing except what their teacher tells them. They know a problem in arithmetic to be correct only by consulting the answer in the book.

One produces thought, manhood, individuality, leading men; the other causes weak, dependent followers in the conflict of life.

In a school where these principles are applied, the teacher must have numerous objects to assist him. Particularly is this requisite in primary work, where sense training is important. A cabinet containing many familiar objects of art and natural history is indispensable; a library where children, after completing their own little primary readers, may find others of the same grade, books of biography, natural history, supplementary geographical, encyclopedias, etc., is also a necessity. Everything is clean and tidy; pictures and mottoes adorn the walls; flowers bloom in the windows; a healthy atmosphere of morality pervades all apartments of the buildings, and the grounds.

The teacher is always supplied with something new and interesting; he is pleasant, cheerful and kind, but firm, and governs his pupils

#### ENTIRELY BY LOVE.

No unnatural restraint suppresses the free growth and development of the children. The school work is a pleasure rather than a task; the school opens too late for the anxious learners, and closes too soon to satisfy the thirst for knowledge. Honesty, purity, love and all the ennobling virtues abound in the schoolroom. The minds of the children grow and expand as the plant unfolds, when stimulated by every favorable condition of growth.

Compare this with the school where these educational truths are disregarded. No library or school cabinet is seen; neither pictures, mottoes, nor flowers greet the eyes of the pupils. The school room presents a distasteful appearance; no trees are on the grounds, the fences and premises are marked and defaced. Meaningless letters and words are pronounced in learning to read with no stimulus of thought to assist. Figures, which to the child mean nothing, are taught instead of objects and numbers. Definitions, rules and puzzles, in the form of arithmetic are learned. Explanations and processes constitute the instruction given by teachers. Names and places are taught for geography, and the mind never reaches beyond the book. Grammar is a conglomeration of parts of parts of speech and boxed words. Tardiness prevails while the teacher threatens and scolds. Pupils sit carelessly scanning their lessons, prompted by fear of punishment or stimulated with the hope of reward in prizes or marks, or per cents.

Deception is practiced on every hand. The teacher is unkind. The whole school work breeds an atmosphere of hatred, deceit and discontent. The school bell rings too soon in the morning, and during the long weary hours, the pupils are anxious for dismissal.

#### WHY THIS DIFFERENCE?

Around one school are found the necessary conditions of growth; around the other abnormal conditions. From the one springs independence, truth, honor and loyalty; from the other deceit, hatred and sin.

A knowledge of the art and science of teaching, is, of itself, not enough to insure success. There is one essential requisite—the teacher must have the

true spirit of his work. He must be inspired with a love for mankind. In brief, he must be a philanthropist.

History informs us that all successful teachers of the past were zealous in the course of human progress. The heart of the child must be reached, and the only road to it is along the pathway of love. True, you may train your pupils; deathlike stillness may be the order of your school; proficiency in language, arithmetic and geography may be reached; yet there is a part of the human being that you have failed to educate—it is the moral nature.

Parker says that the aim and end of all education is the development of character, and there is little real character without the following virtues: Love of truth, justice, mercy, benevolence, humility, energy, patience and self-control.

#### SUNDAY SERVICES.

Religious services were held in the Tabernacle, Sunday, July 3d, 1887, commencing at 2 p. m., President August M. Cannon presiding.

The choir and congregation sang the hymn on page 268:

The Spirit of God like a fire is burning. The Latter-day Glory begins to come forth.

The opening prayer was offered by Elder Ward E. Pack.

The choir sang the hymn on page 287.

Attended Saints to Christ draw near Thy Saviour's gracious promise hear.

The Sacrament was administered by the Priesthood of the Nineteenth Ward.

#### ELDER A. H. CANNON

addressed the congregation. He said that the Latter-day Saints are called to be reformers of men, and to establish throughout the earth principles of truth that have long been unknown among mankind. Through the fall of Adam men were shut out from the presence of God, but He has revealed a plan by which we can regain His presence, and all that was lost by Adam's fall.

The question is asked, by thoughtless people, "Why is it if the Latter-day Saints possess the truth, that they are not received with universal favor?" Truth has never been popular. It has ever had to make its way against the most bitter opposition. Men have made up their minds what the truth is, and in what manner it should be revealed. They forget that the ways of God are not the ways of men. The people in the days of Noah looked upon him much as the world now looks upon the Latter-day Saints. He bore to his generation a message of repentance and warning, but as time passed they demanded of him when his prediction of the flood should come to pass.

It is now 57 years since the Gospel was revealed to this Church, and some are beginning to ask, "Why does not Christ come to your deliverance?" The scriptures declare that the Savior will come like a thief in the night, and when he is not expected. Men ask for a sign by which they may know that the Saints are what they claim to be. Such persons shut their eyes to the stupendous events and miracles that are constantly transpiring in attestation of the divinity of the calling of the Latter-day Saints.

We predict what our enemies must endure in consequence of the suffering they are bringing upon the people of God. In many instances the Saints look too much on the conduct of their enemies and not enough upon their own. The truth is that the Saints are in a measure deserving of the sufferings that have been brought upon them, for evils exist among them which the servants of God have proclaimed against long and loudly, and which the voice of revelation has spoken against. Poverty and adversity have never yet convinced a righteous people that they were in error. But riches and prosperity have often turned them from a straightforward course. If we could realize the position we occupy as Saints of God, bearing to the world a message of truth and salvation, we would surely seek more diligently to purify ourselves. The Prophet Joseph Smith accomplished a great work upon the earth, but he has gone to the spirit world to accomplish a greater for the salvation of the human family. He is there laboring for the redemption of human souls as we are here.

The speaker exhorted the Saints to so live as to exemplify in their conduct and works, the fruit of the true Gospel which they professed to have received.

#### APOSTLE H. J. GRANT

next addressed the congregation. He expressed great pleasure in laboring for the advancement of what the world calls "Mormonism." The Lord has promised all mankind that those who will do His will shall know of the doctrine whether it be of God or whether those who preach it speak of themselves. The Latter-day Saints proclaim that they have received the fulness of the Gospel, with the authority and a commandment to preach the same, and they make to all men the promise that those who will humbly and honestly embrace the principles they teach shall receive a positive knowledge that they have obeyed the truth.

The world say that the leaders of the "Mormon" people are very smart, shrewd men. If it is true that God is not leading this people, then indeed are the men whom they follow shrewd and cunning. But this is God's work and not the work of man.

The speaker described the testimony which the Saints can bear to the truth of the religion they have embraced. He asked, "Are we living as becomes Latter-day Saints?" and said he did not think we were. He felt to censure Latter-day Saints who had received the light of the Gospel, and who yet neglected their duty, more than he did to condemn their enemies who bring affliction upon the Church. The speaker declared that when he saw a man who claimed to be honest, engaged in practicing dishonesty, he could no longer believe such a man. So when he saw a man claiming to believe in the revelations of God, and yet continually violating them, he could not have confidence in him.

The present persecution has made the Saints better, purer and more humble. It has filled their meetings, and has increased their union and faith. Only a small minority of the Latter-day Saints are polygamists, and yet it is held that all of them should be punished and be deprived of their rights. In conversation with intelligent people in the east the speaker had asked, "What harm is done to the nation at large by the religion of the 'Mormons?' Who is injured by it?" he had been answered that no harm resulted to any person not engaged in the practice of it.

When a man is honest and knows that he is serving God, that knowledge is worth more than the praise of the multitude.

The Latter-day Saints are a happy people. They rejoice in their religion. There is no pursuit or labor that brings so much joy as that which is prosecuted for the building up of the kingdom of God.

The English language, though rich in its vocabulary, is a conglomerate mass of incongruities gathered from the tongues of almost every land and clime under the broad canopy of heaven, and is consequently one of the most difficult to master. Yet regardless of its crudities and discordant elements, it is rapidly advancing as a means of communication and crowding out others that are, in several respects, superior to it. A recent statistical writer declares that whereas at the beginning of the present century, the English language was used by only twenty-one millions of people, it is now employed by fully one hundred millions, an increase of more than double that of any other language.

It has been claimed that at the present rate of increase many generations will not pass away before the world will be overcrowded with people. From the earnest efforts on the part of military men and prominent inventors it will be very evident that if this should eventually prove a correct theory, it will not be for lack of engines of destruction by means of which to cut down the surplus. One of the most recent devices in this line is described as the invention of a German firm, Messrs. Lorenz of Karlsruhe. It is a steel-clad bullet with a slight alloy of antimony, which, in addition to increased power of penetration, gives a much flatter trajectory and is warranted not only to go through a man's body by the most direct route with celerity and certainty, but also to have sufficient force left to kill two more men who may be standing in line behind him.

If we may believe the statement of a writer in the *Home Journal* the Austrian streets are almost universally deserted after 10 p. m. It says: "There is a peculiarity which Vienna shares in common with all Austrian towns. At 10 o'clock the streets are deserted. Scarcely will you meet one solitary soul. A law authorizes the portiere or concierge to levy a tax of 10 kreutzers, called the *spargeld*, on any person leaving or entering the house after that hour. Thus the *spargeld* obliges you, when you are invited to a party, to pay 10 kreutzers on leaving your own apartment, 10 more for yourself and your servant on entering your host's house, the same when you leave it and the same on re-entering your own. This *spargeld* gives rise to some curious fashions. Thus the theatre and opera begin early, and the performance is timed to end at 9:45 o'clock. If it last longer nearly the whole audience rises and hastens away to be home in time to save the *spargeld*. Cafes are emptied at that hour, the trains are crowded as the last moment of grace arrives, and even the rubbers of whist at the clubs are interrupted. It grows into such a force of habit and is such an accepted fact that, except under exceptional circumstances, you do not think of incurring the debt."

The amount of labor the English spend over a pun is well known, but if they have a war with Russia, in Afghanistan they will find more trouble with their *Punjab* than ever.

#### ESTRAY NOTICE.

##### I HAVE IN MY POSSESSION:

One bay HORSE two or three years old, white star in forehead, both hind feet white, branded on left thigh and M on right thigh.

One roan HORSE, two or three years old, white star in forehead, left hind foot white, branded with a half moon and figure 7 and two bars under on left thigh.

Said animals if not claimed and ebrages paid within ten days from date of this, will be sold to the highest cash bidder, at the estray pound, Mount Pleasant precinct, Saupete Co., on Tuesday, July 12th, 1887, at 9 o'clock p. m.

LAURITZ LARSEN, Mount Pleasant, July 2d, 1887.

#### ESTRAY NOTICE.

##### I HAVE IN MY POSSESSION:

One white STEER, 2 or 3 years old, branded on left ribs, also one on left hip, crop of right ear and underslit in left ear.

If not claimed within ten days, will be sold on the 12th of July, 1887, at 8 o'clock a. m., to the highest responsible bidder, at the Meadow Estray Pound.

NELL M. STEWART, District Poundkeeper. Meadow, Millard Co., Utah, July 2, 1887.

#### ESTRAY NOTICE.

##### I HAVE IN MY POSSESSION:

One brown HORSE, 2 years old, both hind feet white, branded (blotched) on left thigh.

If not claimed and taken away by July 11th, 1887, will be sold to the highest responsible bidder, at 9 o'clock a. m., at the Nephi estray pound.

PETER SUTTON, Poundkeeper. Nephi, July 1st, 1887.

#### ESTRAY NOTICE.

##### I HAVE IN MY POSSESSION:

One small brown MARE, 6 years old, white strip in face, three white feet, branded on left shoulder and B on right thigh.

If said animal is not claimed and taken away within 10 days from date, it will be sold at the Draper estray pound, Saturday, July 16th, 1887, at 1 o'clock p. m.

H. A. SMITH, Poundkeeper. Draper July 6, 1887.

#### ESTRAY NOTICE.

##### I HAVE IN MY POSSESSION:

One light bay HORSE, about 12 or 13 years old, white star in forehead, and white nose, saddle marks, brand resembling C on left shoulder.

If said animal is not claimed and taken away on or before Saturday, July 16th, 1887, it will be sold at 10 o'clock a. m., to the highest cash bidder, at Levan Estray Pound.

SOREN P. JENSEN, Precinct Poundkeeper. Levan, Juab Co., June 29th, 1887.

#### ESTRAY NOTICE.

##### I HAVE IN MY POSSESSION:

One dark red STEER, about 3 years old, brand resembling JJB on left hip, crop off right ear, and under half crop off left, bush of tail white.

If not claimed and taken away within ten days will be sold to the highest bidder at the Lehi City estray pound, at 1 o'clock p. m., on Monday, July 7th, 1887.

MICHAEL VAUGHAN, Precinct Poundkeeper. Lehi, July 7, 1887.

#### ESTRAY NOTICE.

##### I HAVE IN MY POSSESSION:

One bay MARE, about 10 or 12 years old, saddle marked, star in forehead, branded CP on left shoulder and U on left thigh.

One bay two-year-old MARE, star in forehead, both hind feet white, no brands.

If said animals are not claimed and taken away within 10 days from date, they will be sold at the Price estray pound, Tuesday July 12th, 1887, at 2 o'clock p. m.

JOHN H. PACK, District Poundkeeper. Price, Emery County, July 2, 1887.

#### SUMMONS.

In the District Court, of the First Judicial District of the Territory of Utah, Utah County.

W. H. Farrar, Plaintiff, vs. Martha P. Farrar, Defendant.

The people of the Territory of Utah, send greeting: To Martha P. Farrar, Defendant.

YOU ARE HEREBY REQUIRED TO appear in action brought against you by the above named plaintiff, in the District Court of the First Judicial District of the Territory of Utah, and to answer the complaint filed therein, within ten days (exclusive of the day of service) after the service on you of this summons—if served within this county; or, if served out of this county, but in this district, within twenty days, otherwise within forty days or judgment by default will be taken against you, according to the prayer of said complaint. The said action is brought to obtain from this Court a judgment that the bonds of matrimony now existing between you and plaintiff be dissolved, and that the custody of the minor child, the issue of said marriage, be awarded to said plaintiff, and for general relief.

"For fuller particulars reference is hereby made to the complaint on file herein."

And you are hereby notified that if you fail to appear, and answer the said complaint as above required, the said plaintiff will apply to the Court for the relief demanded therein.

Witness the Hon. H. P. Henderson, Judge, and the seal of the District Court of the First Judicial District, in and for the Territory of Utah, this fourteenth day of June, in the year of our Lord, one thousand eight hundred and eighty-seven.

H. H. HENDERSON, Clerk.

By B. BACHMAN, JR., Deputy Clerk.

S. A. KENNER, Plaintiff's Attorney, s1 v86