## DESERET EVENING NEWS SATURDAY FEBRUARY 27 1909

# STRONG PLEA FOR MORAL TRAINING IN PUBLIC SCHOOLS

I Softe ange philosopher has said and rot it in modern conception of the end o ton is the developing of chara-

Character is soul growthgrowth in the conduct of rightful liv EPT. Morality is a mental growth-MIL growth in the lines of law and rightr.

It is the hubit of right doing, but nothing is reliable in mental action un til handt is formed. Muradity include the action of emotion and will toward the doing of that which convenience and warms dictate. It is the bringing out of all of man's sowers in harmony with the highest laws of HY and conduct. It petudes one's whole being-his tone, must, and purity of heart. Education in his broader sense is not power unqualified, but power regulated and directed to righteous ends. Fatally demative, indeed, is that education which a faculties power without power o e direction, and strength of life bout right tendencies. Religion and ainy is the soul's devotion to truth. and virtue,

#### MORALITY ABSOLUTE.

a moral awakening is the recognition the law of right between man and as well as self adjustment to that a fieligion may also be defined as awakening of the recognition of 's rotationship to find and obself-to this will. Immorality tends to hty the fallow possibilities of one's of and religions awakenings. The and religious awakenings. The awakening tends to unify the tion of God, and those who are to the moral law have, as a tule, a conception of God with no in-in His revelation to man. Karn that morality is something defi-eternal, absolute, and not dependdreumstances.

ctremmstances, ally is the recognition and living a conduct, while character is the of their living. Morality is in, character is staffs. But how his morality be attained? It was in this section a year ago by a -be educator that you could not morality. To beach it would its destruction, is this thing mor-ality at the start of the section. is destruction. Is this thing mor rothy or etherial that it elude If you would destroy R, ana (a) If you would destroy it, and it, just as the scrutny of an it-i means its death. In fancy I hear ayward sou say, after his mother set showing him the immorality of runken life and then helding up to the better way. "O mother, you now destroyed the taint glumorhave now destroyed the faint glimmer-ing of an uncertain morality that was still in my soul." Or after the Juvenile Judge has given a fatherly: uplifting take to the prodignil, he turns and says "You have destroyed the sile tay or moral certifude." Can sanity correlate much incongruities? The moral law s is tangible as any other mental truth and is as capable of fruitful inculcation of the conductor of the sould have of as the teaching of the social laws of

#### INCREASE OF CRIME,

The curse of the age is the lack of a car-ful and systematic teaching of this soul principle and as a result we have insincerity of intellect. President Ellot id that with all the learning of the meteorith contury the youth are grow-g worse. G. Stanley Hall deplores the is worse. G. Stanley Hall deplores the act that the nation is eliminating the aching of a positive morality and the relusion of astronomy from its schools ingland conceived the idea some 35 wars ugo that secular learning would radiente evil, so she excluded the Bible as positive moral training from her chools and has concentrated her ef-wars is teaching the secular fruit: But ith teams and hourds and England's ith leaps and bounds and England's atesmen and educators now say that education does not correct evils. astralia followed sult and has reaped is same results. The increase of crime the German schools has increased the before the secondarising through the grades with ever broaden-ing and in education, youthful criminals ave increased in recent years four and feeling habit. population, Prof. times as fast us the population. From Londronsee sups that critices of violence and brutality have decreased while the crimes of craft and canning, such as embezglement, forgety, and frands of all kinds, have greatly multiplied. Secslav education refines orline rather than eliminates it.

very house of correction in our na-

#### MORAL IMPULSE NEEDED.

What we want to appear in the the character, put that in our hoots. A negative goodness is 1 out producing positive results. A nega-ve moral code is easily bracked and a society's positive vices. No ness-ve injurction can successfully cope the continue resultive result. ive infurction can services ully cope-cith positive active passions. Evil-ment through an evil immulse or an urward stimulus or through both. In other to have a child successfully bat-le against thou, it will be necessary a stimulate a coord impulse will be added a love for the rights of others, he first tracing of morality should again early in life by morely telling child how to act without the sume the why, and see that it is done un-it develops the habit of doing. But or in life parents and teachers should tudy to show the why of the moral pecarity. It is better to have a moral

STOP AT "DON"L"

In order to make a student proficient In greatman, have used or arithmicile, we not only tenab fire principles m-derlying each acience, but we drill re-view, and drill again; have the sin-dent measure, compute, verify and had him into the practical problems of life and this is continued for years before we real that the isamer is officient in the acience of mathematics. But we the science of mathematics, but are chloroformed into believing to a D- moral "dont"s" will develop investigation of the second se in becomes so, it will be in spite of our harmless dough-pilled "don's." Enow of no positive intellectual or hysical attainments without careful taity and labor, seeking all the time to a fielding for and a desire to pur-the work. A true education in greater meral life will be attained "screater meral life will be attained

 PATIENCE WILL WIN.
Morality has been fangit too offur through the sold sterm hand of order through the sold sterm hand of the sold sterm hand has any other subject and that immorial nets should be contained the harmoside be stand sterm hand to sterm hand has any other subject and that immorial nets the teachings of the immoral the sold sterm hand sterm hand the hand the hand sterm hand the hand the harmosite sterm hand sterm hand to the harmosite sterm hand sterm hand the harmosite sterm hand sterm hand the harmosite sterm hand sterm hand has had the harmosite has had sterm hand the harmosite sterm hand sterm hand has had the harmosite has had be sterm hand has had the harmosite has had be sterm hand has had the harmosite has had be sterm hand has had the harmosite has had be sterm hand has had the harmosite has had be sterm hand has had the harmosite has had be sterm hand has had the harmosite has had be sterm has had has had the harmosit has had had harmosite has PATIENCE WILL WIN.

The to 1,647; in 1870 one in 1,021; in New one to XXI; in 1890 one to 715. In the United States in 1886 there were 1,146 murders. In 1896 there were 1,146 murders. In 1896 there were 1,146 murders. In 1896 there were 1,146 murders in 1886 there were 1,146 murders. In 1896 there were 1,146 murders in 1896 there is deither a love increased in the same way, until now one in every is deither is each want of teaching mo-multy, juvenile offenders are growting were house of correction in our naouter, atars you i and each. It is not driving, it is an awakening a lead-ing out. We must create a love for movial truth. He far our educational system has not lifted us; for erime in-creases almost in direct rathe to edu-cation. It is so paradoxies; one can searche an unreas a brough of secondarity. cation. It is so paradoxical one can scarely suppress a hugh of perplexity. It is like the child's dream of holding a hand full of candy, the nearer awake the less he seems to have. We have dreamed that solucation means morality but the measure we awaken from this sitenic dream the less morality we seem to have.

ENOWING AND DOING.

Mend education does not mean heart education. To know is not synonimous with doing. A young Japanese statest once said to me: "I cannot understand once said to me: "I connot understand you Albertans. If you teach a Japa ness what is right and convince big o It, be will follow it. But treach an American the truth, his reply is: 'Well, what of it?' ' We as a nation used more sincerity of intellect and to obtain it, there must come an education of the heart. The control of the second secon

constant entertained of the nearly. The emotions must be awakened. An emo-tional love for truth is the moving force that makes great characters. Without it, you have reas. Kent, the German philosopher, said: "The centemplation of the stellar universe without and the moved have excite the sector. sentiment than to bark merely correct acts. The desire for it is the better ortherion. We don't find petter marging in heys who use takaroo, noture, profunity, ets. There may be a negative morality half felt but life-ters. President Eloi, some years ago and that when he beamd a young man using tobacco, he knew that he had entered the cuter realm of this young marks sing. Merel education is ald ed by bodily training and int-therein and these condition prevails. I cannot understand how morally can be taught without issolving the two for the rights of the stellar universe without and the speakable area. We have become toy-are of plassurable selves. Personal lore above common good is the great danger and this condition prevails. I cannot understand how morally can be taught without issolving the box for others. The sum total of the carned how is "Lore fur Goal with all for mind, in the performatories trangist a trade in the performatories trangist a trade in the performatories tranget a trade in the performatories through arise. STOP AT "DON'T." "Lever thy God with all thy miloi, millibit and strength," and the other tilke units in a "Lever thy neighber as thyself." This divine accomplianment remose through patient foring toil of the teacher and of the parent. If the public school cannot add redgions to the teacher from spiritualizing educa-tion into religion.

INNER EXPANSION. There is a knowing and a doing mor-

There is a knowing and a doing mor-ality. Too many are content with the knowing. A sense of duty is the feel-ing to do and it tends to tracts a serse of obligation. "Obligation," mays M. Gayau, "Is an inner expansion-a need then into action the income and source boardiful the life the more one fives for solf. This is manifest in the thief, the law-breaker, the insulting and disobedicut child. Nearly all com-inal characters care little other than for num harminess dough-philed "dontas"
I know, of no positive intellectual or physical attaining without careful field in disorder that the heat careful the starting the time to the work. A true education is in the work. A true education is in the work of the

than teach?

fran teach? Suppose we taught reading in that way, we would most likely destroy the love for it. Too often the moral teach-ing to the home or school is either of a negative from or is entirely wanting

flowers? Have we to filed they through and through with nightly decide of virtue and poor? Children, are here worshipers. Have we hold up herere them the between of all time--net forgetting them of the Oid and New Testament--shat caused to a checks to burn with admiration at a a longing to become the them? I do not necessarily refer to the herema of war only so far as they exemplify the moral law. Have we struggled to awaken within our pupils some high ideal impregnated with a moral too. moral law. Have we straggled to awaken within our pupils some ng ideal impregnated with a moral toand rejoiced with them in umph? Have we taught t new with that inspiration and stancy year th and year out with increasing breadth and beauty as do language and literature? If are chargeable for neglecting the lon's lifeate. Morally is and p ri the course, if should be bound up in

or the course, is around to bound up he every phase of enumition. It is no committing added to main-di is the num. Morality in the bring me out all of man's powers in harmony with the highest laws. "Whatever being out the features of the mul, whatever develops fully and harmoniously in wers and Disulfies, whitever dire e aspiring self to the highest day mathhead, whatever frees and ates the ethical possion anyong roos of man's nature, whistory als to the individual the beauty worth of character, and whatever m-spires the soul with a passion for truth and righteonaness is moral tononing.

#### PAIN, MOTHER OF SUCCESS.

In the feaching of morality, we thoughtful study and still more oily in obeying it: but so indi-ore the youth in the discovery so wing of it that they will be glad suffer pain or privation or rever-master that truth. Even pain be sought as part of that higher the growing mind -Heine, or Leman we not have exchanged those guish in which they co sough for the ar stort PRIME TO BE to ment. Lande interior of a series of us would not actual his suffering to attain his the imariaches are infinited an estand in the struggle

ork says: "The general method is ral education is the sume -ectual: there must be in-ecomment, training Ethiand be placed before the particular perceive and feel (he) their relations to blie and il must be habilizated to p milion and exercition

MISPORTUNE, NOT PAULT.

Morality can take no holiday Study and teach the here and the new normally. Eight doing is mainly a matter of feeling, not only with children but with adults. One randy does what he knows to be right, except he must be the necessity of right conduct been laboring this full and what some very wayward hose by conferred they know as not right and still they did H was weakness not viciousness. My work was to awaken a faciling that they were wrong and a discost for the same; but to do so I had to inspire higher ideals. When I at first began same; but to do so I had to inspire higher ideals. When I at first began my labor with them, they were sullen and reluctantly communicative. I was subjictous that the moral lessing given to them before were of a disagreenhie nature and they hated the thoughts of a moral lecture, but my struggle was to treate a new interset in a higher life. to create a new interset in a higher life. My headway was discoursaringly slow, but finally their woulds unfolded and they freely discussed the moral phase with me and when I was through with my counsel and lessons taught, they would heartily thank me for my kind-ness and good advice, saying: "We are going to try and do better." There had to be a brain growth with dendrific processes in the line of right, before they could feel the desire for a botter life.

#### BLAMELESS OFFENDERS.

After careful examination we are coming to know that a majority of the juvenile offenders are physically defec-tive in one or more ways. A boy who was sent none, time since, from Sait Lake City, to the reform school, proved to be very near sighted, and as a result was unable to see only indifferently the work put on the boards by his teach-ers. Therefore his work was always

# Safeguard of **Health Free**

and the maxy are the safe-the nation, but the bull-also requires 100 satu-twenty years use in Amallow requiree its safe-twenty years not in Am-es of every shade and de-salid and intelligence. Dr. oness of every shade and de-wealth erned intelligence. Dr. e Syrap Pepela has been ab-"The Nation's Safeguard of

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uses it, either in the regular 20 cents or 1 will soon shars 54



real not only to the intellect but to the emotions. Awaken a love for the right and a dislike for the wrong. Testi-ary would see that the new moral law-begin to lind their venetiments in the lives of their oblideen. An excellent chance is afforded while reaching would like to take as the moto of their lives. Inspire them to think these thoughts and not them at every opper-turits. Tell them year will watch for these inputses to be enacted in their various lives. To be charted in their various lives. To be insteaded in their various lives. To be enacted in their various lives. To be other not acted of the right. So on the other hand upor makes that impulse weaker. Instil hem with an ever awakening love for he right and its obelience. Give them, a time to take over the moral laws hey love and try to obey-think, talk, they love and rry to obsy-think, talk, act, the things they are to make part of their lives. Let them say: "I are homest: I love virtue: I love my fel-law men: I abbor evil." Saying is next to doing. Do not grow weary in this work do not fail. Love, patience, while teachings of these truths will grow dendriftle processes that make men-moral through love and habit.

#### ADOLESCENT PERIOD.

The moral and religious awaken to-gether. From 14 to 21 may be styled the rapids of youth. It is the most dangerous period of life and at once the most valuable. It is the period of most rapid growth.

out had their awakenings from H

of intrining numerous children captive by silken cords A word in conclusion on the causes that concrate to check or destroy this religious and meral order: And cort-bia special mind awakening. The use of lobucco, liquer, or profacily seems to produce a hourd wildlifection of users. Jr. at the second s

in provides a piperal stuffilmention. Our of marity and yring men addicted to tobacco, where I examined, scarcely one could be called rollgious in any estime. It is said that the moral and religious unfolding are the mind's granicest acolevanumts and these are the first to be duiled on turning to and Youth be the time of incomplete-ness. fine of unstable equilibrium to inclination to acquire harm-encies. Youth, therefore, needs The board protocolors and training that the school, the home, and society can give, but this is five time when he useds the approximation the religious devices the approximation of faith. For it is a feeling protor great-er than knowledge and deltes expert-tions. J. B. Hick MAN

Beaver, Utah, J. E. HICKMAN,

### PREST, C. F. MIDDLETON CELEBRATES BIRTHDAY

Fyb. 24 .- Among all that forder, two 24-Among all thus sturdy band of flustrious men and women who founded a civiliza-tion in the arid west, there has been no greater enthusiast, none more able or more susfaus in carrying out that



## ----RETURNED MISSIONARIES.

The following elders and slater have reported at the Church Historian's of-face in this airy their safe return on dates giveo from the foreign mission fields, all in good health and spirits. They report the gospel work making yery satisfactory progress in all the fields represented:

Feb. 22-Sidney D Alder, of the Eigh-tenth ward, Selt Lake City, from the Swime and therman mission, set epart June 22, 1998.

Fremoni e. Jan. Fremoni countr. Maiker of Reaburg, Premoni countr. Idaho, from the Weeks ern States mission, set apart Oct. 5, 199.

#### A SIMPLE TRICK.

A SIMPLE THICK. It's an easy matter to keen your joints and muscles sipple-no mai-ter what your age may be or now you have suffered with theomatism it by yourself hight and morelag with Bal-lard's Snow Lidiment. Cures rheimation, stiffness, mamps, crick in the back, side, peek or timbs, and reneves all solve and pains Sold by Z. C. M. I. Dris Stars, 112 and 114 South Main rit B

#### NERVOUSNESS AND NERVE.

The more nervous a man is, the less The more nervous a man is, the loss nerve be has. That swands paradoxi-can—but it init: for nerve is staming. Hood's Sarsaparflik given nerve. It tunes the whole genters, portexts di-gestion and assimilation, and is there-fore the heat medicine a nervous per-son can take. If you get tired easily, mentally or physically, take Hood's—it will do you good.

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This broader torral development has its greatest unfolding during the per-lod of addressence at the time when the love of bonn, often fulls,

of most rapid growth. It is the period of the groatest rolig-fous and original awakening. "Crima-and honesty," says. Dr. G. Stanley Hall run ib lines of greatest vitally." Moral and roligious choice are greatest from 16 to 20 and therefore they should be emphasized. Likewise the immoral is most easily awakened at this are. A negligence of this great opportunity is criminal. Drey found that 33.5 per cent of the humbreds he examined ar-orpited Curistianity between the age of 14 and 18 Guilek found 31.5 per cent and their awakenings from 16

27



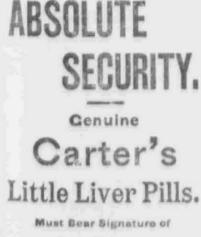
#### APPALLING STATISTICS.

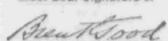
Mr McDonaid, the specialist in the United States bureau of education in the statistics of critice, says, that it is now forty years since religious train-ing was excluded from our schools and juvenile crime has increased ap-palingly-45 per cent of these con-victed of larceny were under 21-suit-ies and these sections in the section of the sec-site sections while the section of the secde among children has greatly in-vased-the proportion of crime from to 21 is much higher than at any

14 to 21 is much higher than at any other age. Over 50 per cent of all orthinals be-gen their ariminal life before they were 17 years of age. The judge of the invenile court in Denver avers that 50 per cent of the boys of that community are dishonest that of a generation of 10,000 boys, 2,000 have been in juit. In 1899 before boys were duafted to reference in Chicaso bare were 17,000 prisoners under 16 years of age. That means one ju-cetile prisoner to every 118 of her in-heistants.

Some 29 years ago the French se-cutarized their public schools. At once javanite crime began to increase. In 1888 U are were 7,651.

in 1850 there was one criminal in every 2.442 of the population. In 1850





See Fac-Simile Wrapper Below.

Very small and as casy



CURE SICK HEADACHE.

rfectly has it been taught that the outh goes through webcal breaking the we of his life while he is unfeeling for an, and distructful of God. Can you link of merthing more deplorable than his and yet we say character is the of of education.

RIGHT CONDUCT.

Morality Instales a monohing to right conduct with ability and power to live it. Therefore, we should teach parity, charity, honesty, honor, and purify, charity, honesty, honor, kind-ness, keys, moral caurage, self relinese, sympathy, geniteness, ander, simpli-city without ginth. Touch pupils to be sincers, genial, just, generous, to have neir control and solf direction, ilave their lives flow becautofully toward a di-vine source and in harmony alth the divine ander of the universe. Trach them that to think a thing long soongh they will ast it out and no pewar can stop them. Teach them to work for the good of others as sincerely as for self. Altruism strengthene character, i.ecoting horts ways

# LOOKING BOTH WAYS.

Morality is psychological and acciols gical. Psychological because if deals with self; no-clological because it deals with man, Morality looks both ways-

a negative from or is entirely wanting. Then in such cases when evil presents likelf, the young flock to it like moths to the isospital. At this we are hor-vified. But why consternation? We should know by this that man is only strong in lines of careful training. Neg. ative morality is of litbe value in the world of worth. It is unharnessed en-ergy-oil is granite lying dead in the mountain side.

Sublices acts, instead of being the he-es of a theatanni nobis desits versuch arts? How many of the test way, the set of the set of the set of the open of the set of the set of the do good to their fellow men, and they go use with them and do it? For ex-ample, have taken our area and a-companied our students and chepped wood for some indigent, while the gifts moder or sensed for the sets or hanger. Have the sick of our stu-dents here visited by a committee of atudents with a bound of friendly



unsatisfactory, and as a result he be-came discouraged and played trunkt and otherwise became incorrigible and was finally sent to the reformatory. I think we can truthfully say that his due to his defactive eye sight. Out of 19 incorrigibles and dullards in a cer-tain district, I found that nearly all of them were defactive either in seeing, bearing, or motor ability. Thus indi-mations that incorrigibles and colling in nearing, or motor autity, thus indi-cating that immerality and failures in promotion, in a majority of cases have their origin in the physical rather than in the mental.

EVIL AND PRIVATE ENDS.

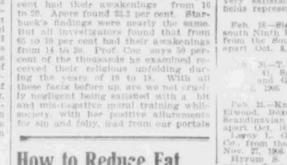
Have you ever thought that morality choeses universal and righteous ends while introvality chooses private and saidah mee? e.g. the smoker, the drankard, the thief, the truant, the disobedient choose personal ands. Personal ends have been over emphasized in this age at the expanse of universal. I have found that children turning

from feachings of parents and authori-ty are preligious. There seems to be an interview relationship between the love of parent, religious impulse, and moral purity. Fichte declares that re-ligion is consulous morality, a morality which in virtue of that consulousness moral purity. ta mindfu) of its origin in God. Society curries in her warp and wood

so much vice and crime youth becomes ensnamed in its meshos. It is our busi-ness to work with the hemo and the atata to elivinate the blighting fungus growth Betate we are entirely sue countul, society must adopt the blass hold up for the youth to follow.

TEACH GENS OF THOUGHT.

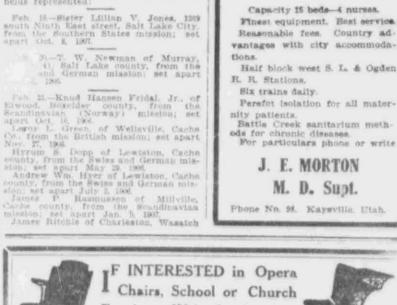
The teaching of morality should ap-



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