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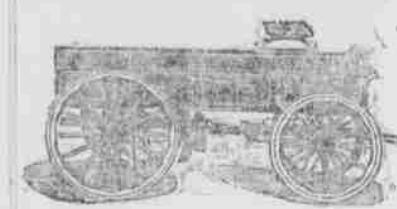
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EDUCATING EDUCATORS.

Proceedings at the Summer School at Provo.

The Assembled Teachers are Further Entertained with Refreshing and Food.

On Wednesday evening Dr. Baldwin spoke on school economy. He said in substance: This subject is new to me, new to the world. I am not destined that it should be published in its present crisis condition. Absenteeism from now, when I have had time to work it over, I will be ready to present it to the public. But I desire you to become interested in it, and we give it to you tonight in this form. I want you to ask yourselves how you can best apply what I am going to tell you to the good of your pupils and the best interests of your beloved Utah. Effort under law is what educators. Our race is a brotherhood and we are bound to consider the condition of the whole world.

The speaker then reviewed the educational systems or methods of Mexico and China, and contrasted the stagnation of the latter with the intelligent progress being made by Japan. It is thought and original investigation in this direction, said he, that make progress; not memorizing definitions and repeating maxims. Spain has lagged for three hundred years in that regard, while France, by giving her educational system in the hands of the best educators, that could be found, in twenty years placed herself in the front rank of education, but in the last system the world has ever seen. I review Utah's great failure. The intelligent direction of your great energies should be able to move the world. I would like to see all the world.

The second lecture on education is conservation of soul energy. One hundred of us can only make so do the same work that a hundred used to do, and still indefinitely if our energies are wasted. The teacher who can save one hundred students will be the noble work of some master mind. Even now we are told that in the colleges of Europe two-thirds of the students leave them uninterested in their studies, and are actually sent to school, but the remaining third rule Europe. One reason is due to a limited amount of effort. It is true, though, that our educational system has been education failure. The most important learning mechanics was lost in the intellectual field. There is a great problem to live. We need some of you to give us a new system of education for the last ten years. From the present method there is no room for the phonetic alphabet and phonetic spelling.

Educate a taste for the best things. The best things in the most direct and interesting way. Teach a few simple things and teach them thoroughly.

The third great law is work in unity. Isolation is death. Uniting is economy and development. Now we see the unity in all lines of work. That is why isolated little corners are wasted; concepts not thought into truths are applied and wasted. No person justly estimates the fossil waste of unused energy. Our patriotic schools have done much to bring the crown of all achievement to this end, and it gained my work widely directed. I wish I could emphasize this one word. Work. You may make your lives of greater value, but you must work. Children are the only ones that contain your energies on the one thing. Save energy by promoting its growth in proper channels.

On Thursday morning Miss Zelia Hargrave spoke of "Methods of Teaching." She gave a brief history of the subject, and then took up the platform and began the lesson in "Active Geography." In illustrating, Miss Hargrave used the blackboard freely. She took the children through the mountains, the plains, the sea, the ocean, the sky, etc. The children were wide awake, showing plainly that they were not depending on any previous training for answers. They showed interest, but were given the logical attention. In the lesson being presented by their teacher and thinking not current across. They worked with an enthusiasm and interest that could not be equalled by the aid of questions and suggestions. The class demonstrated the theory of water distribution step by step. The

lesson was designed to teach teachers in presenting ideas to their classes and was pronounced a grand success by the speakers.

Miss Flora J. Cook dwelt on primary and secondary school and teacher grade pupils. The class began by having the pupils all stand at a foot apart, setting it off from a long piece. They were then measured, with varying results, in order to find the exact measurements, with fractions, were introduced. The students learned the art of arithmetic, holding the attention of the large body of teachers, who expressed unanimous approval.

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