# B.Y. SUMMER SCHOOL.

## The Big Convention of Educators Now in Session at Provo.

### ABLE LECTURES DELIVERED.

### The Meeting Commenced Yesterday and Will Continue for One Week.—Many Teachers Present.

The Summer School opened at the Brigham Young Academy at Provo on the 7th inst., as per previous announcement, with something over 300 professional teachers in attendance. On the stand were Dr. J. Baldwin, University of Texas; Miss Zonia Barber, Cook county normal; Miss Flora J. Cook, Cook county normal; Prof. Stewart, University of Utah; Prof. Benjamin Cluff, at the head of the B. Y. family; A. O. Smoot, president of the Academy; Wilson H. Dusenberry, mayor of Provo city; John E. Booth, president of the board of education for Provo city; David John, Esq., G. E. Partinson, president of the board of education of Oneida Stake.

There were superintendents present from the following counties: Millard, Joe Iron Greenwood; Wasatch, A Worthen; Sanpete, Peter Greaves; Tooele, D. K. Robinson; Box Elder, D. C. Hubbard; Utah, D. H. Christensen; Sevier, Ed. Peppler, assistant superintendent.

Music under the charge of Professor H. S. Giles; assembly song, with great enthusiasm, "America;" opening prayer by President David John.

Principal Cluff made a few very appropriate remarks, and a number of arrangements and suggestions calculated to further the interests of the students and tending to the harmonious working of the interests of the different counties.

Prof. Baldwin was introduced and received with enthusiasm, as were also the two ladies from the Cook county normal. The name of Col. Parker mentioned in connection with this school, was greeted with a round of applause.

President A. O. Smoot addressed the assembled students on their duties, their high and holy calling and gave them the benediction of peace.

Mayor Dusenberry welcomed the students and teachers and, as he said, with more enthusiasm than he would welcome any army with bayonets. It represented him of the first teachers' association ever held in the Territory, some twenty-six years ago, and in this city. Was gratified with the growth made in this direction during the intervening years. Gave all present a hearty welcome.

John E. Booth, president of the board of education for Provo city, addressed the students in his usual facetious way, demanding applause before beginning lest he should fail to receive it later. Welcomed the teachers and students and each and also to the higher capacity of citizens. Spoke of the fame that had gone abroad from Utah and more particularly from Provo, because of the excellence of their schools; and said they enjoyed the distinction of spending the greatest percentage of their revenue in educational matters of any state or territory or city in the Union.

Recess for five minutes.

Professor Baldwin in his opening remarks said he had been told by the mayor that Provo had once been a little rough, like his native state, Texas. That there had been a popular saying, Provo, Texas, or h—, but in his opinion this was a little nearer heaven than he had ever held a summer school before, at least as regards altitude. Desired to get acquainted with his class by seeing them at work; bade them hide their pencils, and sharpen their brains. If they forgot any part of the lesson set it down to him as a poor teacher. The subject of this lesson was:

LAWS OF TEACHING.

The blackboard contained the following ten rules:

1. Be what you would have your pupils become.
2. Know thoroughly the child and the subject.
3. Use easy words and apt illustrations.
4. Secure attention through interest.
5. By easy steps lead through the known to the unknown.
6. Lead learners to find out, tell and do, or themselves.
7. Train pupils to assimilate into unity their acquisitions.
8. Manage to have learners study the best things.
9. Train pupils to habitually do their best to the best ways.
10. Lead learners through right ideas to right conduct.

Each separate maxim was presented and dwelt upon as subjects. Referred to the Savior as the greatest Teacher that ever lived, using always "easy words and apt illustrations." The language should fit the understanding of the listener. The entire subject was present in the Socratic method, "Be what you would have your pupils become." This is the fundamental law which the teacher himself must obey. Not knowledge, but manhood and womanhood are the great thing. Know thoroughly the child and his subject. The teacher must know the instrument to work on the tone of sound; much more important it is that the teacher should thoroughly understand the child. He who would know a child, as we would know God must know himself, then he can become acquainted with the whole universe. It is also necessary that the teacher may present the subject with which he is acquainted so that the child can comprehend it.

Use easy words and apt illustrations. The common people hung computers on the words of the Savior because He used easy words and apt illustrations; He talked the language of the people, the uneducated found food for their intelligences. Fully spoken words are [illegible]. Our profession is a wordy one, but words are not ideas unless they convey those ideas to the minds of the listeners. (Illustrate the Socratic method.)

Secure attention through interest. If you can't do this, you may work miracles but you can't teach. The difference between the philosophies and the fool is largely due to the fact that interior faculties cannot fix the attention and hold it. One of the sins that a teacher should never be forgiven for is failing to gain the attention of their pupils. It is a law; you must secure attention.

By easy steps lead through the known to the unknown. All education is self-effort. Each child must hear for itself. You might as well eat a pupil's dinner for him as to attempt to do his work for him. You might carry a little one, instead of teaching it to walk, but it would be cruelty, not kindness. Don't make the step too high, regulate it, easy steps, but you must not take that step for them but inspire them to take it for themselves. Not to encourage a sturdy man and womanhood require that the step shall be proportionate to their capacity. In the child born blind you can not teach color, but through what it has you can teach it of kindred subjects. Lead learners to find out, tell and do for themselves. It has been said that an honest man is the noblest work of God. I account the man who can stand alone, self supporting, self-reliant, is the noblest. The old method requires set answers to questions in the language of the book, and at least was but a cultivation of memory. Now we teach ideas, and the pupil must formulate the answer in his own words. Language will be taught hereafter from objects; no longer transitions, but an actual building of the language. The old teachers drove; the modern teacher must lead.

Train pupils to assimilate into unity their acquisitions. I give you a problem to solve, but I will give you till the twentieth century to work up to it. It is revolutionary in its nature. Perception is gaining crude knowledge; all perception is thinking it into higher form—parts of a harmonious whole. Education becomes a unit, not specialties. In using any one branch all others should be brought up to reinforce it.

Manage to have learners study the best things. We grow stronger by using the best. The teachers all over the United States are engaged in revolutionizing our methods of study from the cause home in which they have come down to us. I will dwell on this later at greater length.

Train pupils habitually to do their best in the best ways. Would you not rather be the educator of one great man than a thousand Christians? Gladstone has done more in a few years for humanity than millions of Chinamen have done in two thousand years. Our own Miss Willard has done more for good than tens of thousands of men who worked under her. What we need is grand men and women. Someone has told me here that he advises young men to leave the profession of teacher. I was glad when Robert E. Lee left the leading of an army to become the principal of an academy. Brother became the great preacher that he was by always doing the best there was in him on all occasions.

Lead learners through right ideas to right conduct. Right conduct is at last the grand thing. Teachers are measurably responsible for their teachings. Their great duty is to build character. Inspire them with right ideas and how to weave those ideas into the fabric of their lives. Your influence over their moral natures should be as great as that exercised in their intellectual development; your reward to see them develop into grand good men and women. Said in conclusion a few grandest words by way of placing himself on terms of easy familiarity with his fellow teachers.

AFTERNOON SESSION.

Chairman Cluff announced that Miss Zonia J. Cook would occupy the first hour, on the subject of geography. The lady, who is about twenty-six years of age and very engaging in her manners and appearance, expressed in a few graceful sentences her surprise and admiration at the achievements of the people of Utah, derived from a three weeks' stay in Salt Lake City. The subject was diagramed on the blackboard as follows:

GEOGRAPHY.

I. How to study geography:
a Sense training.
b Observation.
c Imagination.
d Reasoning.
e Knowledge.
II. What to study:
a Appearances of surface which contain—
1 Hills, mountains, valleys, plain, table-lands, mesas, canyons, cañons, coast.
b Bodies, rivers, lakes, seas, etc.
c Forces acting on the environments.
1 Heat and cold { Freezing / Thawing
2 Moving water, water in mass and constituent particles.
3 Wind { Pressure / Friction
4 Glaciers. { Vegetable / Animal
5 Life, movements, { Man / Man
6 Life { Man / Man
7 Forces and bodies beyond our sense perception.
8 Continents, North America, Europe—Asia and Africa.
9 Oceans—Atlantic and Pacific.
e Forces—Wind and the Sun.

The lecture covered about half of the diagram in the hour given and was warmly applauded.

MISS ELORA J. COOK.

Subject—The method of teaching. The lady made a few preliminary remarks in which she said: "I have been in Utah three weeks and have never received more kind and courteous treatment in my life, and think this is the proper place to bring and present the things we love and believe in."

The subject was clearly set forth in an extensive diagram.

PROFESSOR J. BALDWIN

followed in an able address on psychology. He referred to the stiffness of interesting professors, graduates, experienced teachers and teachers in the same lecture. The problem of education now is what is the best, that we may never lose ground and develop more power. We should endeavor to teach how to study, as the acme of knowledge.

Self is located in the cerebrum and speaks through the nerves, both as to messages going to and coming out. The vital question is, how does self gain a knowledge of this beautiful earth. When I ring this bell, self through the nerves of the ear hears; we call it the sound nerves produced. In calling your head over word you feel, we say, sensation. The eye through the nerves carries the sensation of color, and the nose with the sensation of smell. Self is the telegraphic operator that receives and interprets the vibrations of the nerves. Self receives all sensations and by sensation, and through sense, perception, creates them into ideas. Self is, in fact, where the physical and spiritual worlds meet. Self, spirit, gravity, electricity, are those things over which the most profound philosophers may cause their heads.

What is a spirit? You do not know; but you are a spirit. What is a soul? You do not know, yet whatever you know about self you know about soul, and the sense of mind. All knowledge should precede the definition. Mind, soul, spirit, are all the same. Don't allow yourself to be confused by terms soul, knows, feels and wills. Solomon could do no more. An angel has no powers beyond this which we can comprehend. We only do we understand as infinite in knowing, feeling and willing. He may have an infinite number of qualities, but we are only capable of comprehending that which we ourselves possess. If I could only make you see yourself as an object lesson! You can't easily sell a horse any more than you could teach a boy how ought to ride from lectures. You can't teach botany from books alone. Sell it at analytic motions, sets and results to become acquainted with self. To acquire we will largely by faith; that is the knowledge of others, experience. What do we mean by self-consciousness? Don't think of the brain as separate faculties. Think of it as one an entirety. There are three ends of learning—perceptive, representative and thought knowing. This is not an extraordinary lesson and my time is up. I mean to try a large experiment. I will give one lecture daily you give one. I will give you a lesson for tomorrow—be thirty-eleven in your best look on the consulting of the word perception.

PROF. STEWARD,

on the subject of numbers, said: "I will only open the subject today. We have as yet nothing, we are only beginning to learn how to teach. We are surrounded by forces that may all be reduced to one—that of motion. This reaches self through the body, and we call it knowledge. Knowledge is the relation of subjects in the outer world, and the science of number is the definite relation of how many. By numbers we may compute, deduct, and form new relations. Work this can be done clearly and broadly, the individual may be said to be educated.

"There are two sides—the education and practical use of numbers. A figure is but a symbol, learned as we learn words, by associating the idea with the symbol, and can only be said to have been learned when both the idea and the symbol can be recalled in their proper relation. If children are drilled to think result, and cannot apply the real relations, it is simply figure work, and the child has received no mental discipline. Many books mislead the teachers. Can a teacher in arithmetic have two meanings? Can a teacher understand anything in the abstract which can't be reduced to the concrete? You may know every branch of numbers and fail to educate. The question of every teacher should be, can my pupils verify to the degree that they understand to the standard?

"I believe with Dr. Baldwin that rules and definition have no place in the beginning of a study, but should be the result of study. It is only when children can see mentally and verify consciously that children know. You must teach a child to see through the symbols always back to the things themselves. If they cannot do this you have formed one bad habit in the pupil to think symbols rather than what they represent. Here are two questions for you to think over. To invite any form in the arithmetic that can be constructed as having two meanings, and is that right?

"Can a student comprehend an operation in the abstract which cannot be verified in the concrete or with objects?

# BUSINESS AND MINE.

## How the Message is Viewed by Business Men and Miners.

### SOME GLOOMY, OTHERS HOPEFUL.

### The Fight is Just Begun.—Silver Meetings Held.—Miscellaneous Matters.

The message of President Cleveland, which was issued in the morn edition of the News today, was eagerly sought for and read by the people, and while it was the reverse of being satisfactory, yet it removed all doubt of the President's position, and in many the suggestions therein were not entirely unexpected.

There were some business men who felt rather gloom over the contents of the President's communication to Congress, and were inclined to take a despondent view of the situation. They stated that the President would not have been so emphatic in his position had he not been sure of the support of the bulk of his party and of Eastern financial men who control to a large extent congressional legislation.

On the other hand, there were many thoughtful men who felt that there was not the slightest cause for discouragement. They did not agree with the President's views and knew that a large proportion of the national legislators also disagreed with the chief executive. This difference of opinion would open the way, they believed, to Congress for a thorough discussion of the subject, and as the silver question became better understood the white metal would steadily gain in favor.

Mining men who were spoken to on the subject of the message said it was about what they expected, but they saw no reason for feeling discouraged. They believed that a combination of the present strength for two or three months would be very severe on the mercantile business, but problems, particularly those in the west, would probably show a reasonable amount of patience, so any other course would result in certain loss financially. Some monetary men might also be hampered, but this condition would have the effect of making the people more united and determined. Those engaged in the mining interest always had anticipated that the fight on silver would be in the halls of Congress and that the executive mansion would be only a skirmishing point. This fight the silver men had entered upon with the energy and determination that they believed were certain to bring success, and the prospects in the condition that far were much more favorable than they were thirty days ago.

SILVER MEETINGS.

At the mass meeting of Republicans held in the Social Hall last evening, interesting silver speeches were made, and resolutions passed endorsing the action of the recent silver meeting in the Tabernacle.

The Fort Ward silver club held its first regular meeting at the Liberty Park M. E. church last evening, and listened to interesting talks on the white metal. A good program was arranged for next Monday evening.

NOTE.

Eureka (Nev.) Sentinel: The ore shipments for July were light, as might have been expected, as the dip in the silver market has benefited in the Diamond company laying off their men, and general discouragement among the miners of the camp has caused a number of instances to other mines to quit work and wait until something turns up or other takes a view. The Diamond people have contracted to ship no more ore under the present conditions for silver. The product that shipped last month was broken down before the strikes stop occurred, and it is clear that it was better to convert it into bullion to be sold at the best advantage than to have it reduing the ore bins. The Eureka and Palisade Railroad company refuses to transportation to Salt Lake City and Valley Junction, during the month of July, 191 tons of ore, as follows: From Eureka District—Diamond mine, 27 tons; Richmond mine 12 tons; Williamstown mine, 16 tons; Mutualty, silverine, 28 tons, and Lord Byron mine, 18 tons. From Eureka District, 101 tons. From White Pine District—Zerrol Brown, 10 tons; C. A. Mathewson, 25 tons; Rosco Kingsnax, 12 tons. Total White Pine District, 51 tons.

SALT LAKE CLEARING HOUSE.

Today's clearing house exchanges amounted to $99,204.

SONAY'S QUOTATIONS.

New York—Silver, fifty bar, $9.70. London—Silver, 34d.

ORE AND BULLION.

Wells, Fargo & Co. received today: Mengo bullion, $1279.

T. H. Jones & Co. received today: Bullion, $1807; ore, 1100. Total, $2907.

Mathews & Co. received today: Bullion, $10,000.

## ONE RIB BROKEN.

### John Muir of the Twentieth Ward Badly Crushed Beneath an Arched Gate.

John Muir, a teamster, residing in the Twentieth ward, met with an exceedingly painful accident about 10 o'clock this morning and was so hurt and bruised outright to regarded as marvelous. He was coming on a high load of baled hay and was driving through an arched gate when his body was caught between the top of the gate and the load and terribly crushed. One rib was broken, and he was otherwise cut. He was taken to his home where his injuries are being attended to by Dr. Wilcox.

## WITHIN OUR GATES.

J. B. Gordon, formerly a navy United States material in the Salem county of Texas, was noticed in Commerce today, enjoying the sights and things.

J. W. Holmes, connected with the mountain division car department of the Union Pacific railway, is here again after a business visit to Omaha and other points east. He declares Salt Lake to be as fresh a place as he has ever much more to their mind of them.

H. J. Faust, with a tanned countenance and blue power unimpaired, came in from Deep Creek last evening. The doctor is confident that he will yet make the trip there and back in fall, and that the time is not so far off either. The country out there is dull, but no doubt it would be if it produced rubies and sapphires and there was no more sense in them than for the gold and silver it now produces.

HOTEL ARRIVALS.

The White Horse—J. H. Eccles, Logan; Utah, J. W. Dixon, Ogden; Mrs. Ed Walker, Carbonate; Jos. Lacomb, Alpine; Mrs. Bell and Bell, Morgan; Chas. Lee, Ogden; Jas. Lee, Ogden; Jas. Lee, Ogden; Jas. Lee, Ogden; H. H. Hilton, Provo; Mrs. Hilton, Provo; Mrs. Hilton, Provo; Mrs