DESERET EVENING NEWS: SATURDAY, NOVEMBER 28, 1903.



Plea for Study of Human Nature in Order to Stifle Egoism and Elevate Altruism - Changing of Teachers Suggested.

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(By Howard Moore.) most surprising defect that noted by future generations in the educational schemes present will be, says Howard Moore in the Chicago Record-Herald, the absence of any serious attempt, or any attempt at all, in fact, to inculcate morals in the young. The doctrine of evolution has revolutionized most departments of life and thought, but it has not as yet exerted anything like its full effect on the educational process.

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Darwin's revelation, like every other revelation that has come to men, is perceived most tardily by those working in departments where the phenomena are most complex and involved. The necessity for moral education does not there it was in pre-Darwinian times, when we believed that the numan animal, altogether different from other animals, began his terrestrial career as an unstained page. We now know that

cases in a neat box-

not from the skies. But we go on edu cating just as we did before we made the discovery. The educational methods in use today are adapted to the training of beings who come into existence as embryonic angels and an utterly unfit for the symmetrical de-velopment of beings such as children are now recognized to be.

Our educational devices have not kept pace with our information. They Is kept pace with our information. They are not up to date. The natures of civilized men, along with their faiths and institutions, have been evolved from those of savage men, and the na-tures of savages have come from the quadruped and the reptile. Civilization is only a veneer-a graft on a stock of barbarism. As Col. Parker faconically put it, "The child is a born savage." In the nature of every child egotism greatly preponderates over altruismgreatly preponderates over altruismin the great majority of them this pro-ponderance is marked. Now, our edu ponderance is marked. Now, our edu-cational process should take account of heredity-should adjust itself in the light of Darwin's discovery.

The majority of the woos of ego-come from this inborn excess of egoman nature came from the jungle, I is this innate weakness in human na-

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men and women after their habits and brain structures have become fixed? No. In the plastic age of childhood, and by the same systematic and deter-mined effort that is given to the train-ing of the mental powers proper. The school today does just one-half what it ought to do, and the other half of its task it never attempts to do. It charcons the intellect but it does not its task it never attempts to does not civilize it. The great concern of the school is cephalization. No serious ef-fort, certainly no systematic, scientific effort, is made to mold the heart. In-

effort, is made to mold the heart. In-tellectual training is all right and prop-er, but nescience is not the only limita-tion of the new-born hunlan being nor even the gravest limitation. It is ani-mality. If anything like the same amount of time and thought were de-voted to counteracting the fearful blight placed upon us by our animal origin that is now nearly wasted on the study of extinct languages alone it would-revolutionize the world.

It may possibly be said that the great difficulty is to know how to inculcate morality. But I do not myself believe that this is the prime difficulty in the matter at all. The great need is a vivid and intelligent realization of the nature of human nature and of the consecuent percessity for moral instrucconsequent necessity for moral instruc-tion. Human nature is not followed to its roots, and there contemplated face The fact that religious societo face.



ies are able to impress creeds of all kinds on the young and to fasten them to firmly on the mind that a lifetime cannot efface them proves that the hu-man mind is an exceedingly plastic, thing and capable of receiving almost any kind of impressions, if we begin calls arly enough and use the proper meth-It will be unfortunate if our age can-

not make a real beginning in the re-vision of our educational attitude to-ward the child. Compared with these larger problems, the problems of meth-od and administration over which we are accustomed to agonize so liberally seem petty and ridiculous indeed.

WOULD TEACH NATURE.

Another reform that ought to be encouraged is that in favor of placing greater emphasis on the teaching of a knowledge of nature in our schools Col. Parker, although havy enough gen crally to sult even mystics, was right again. Nature is the great thing. In-deed it is everything. Languages are only implements-only means to an

end. They are not ends in themselves. And yet we brood over them as if they were, and the chief end at that. More time and energy are given to them than anything else. It is more than ridiculous. It is pathetic. We bewall the crowded condition of our curricula, but never seem to have the wit to leave out a lot of linguistic lum-ber which has drifted down to us from the misty centuries of scholasticism, and which could be spared. without harm to anyone. Relieving an over-crowded curriculum by sacrificing the natural sciences in favor of Latin and Greek is about as sagaclous as saving the ballast of an embarrassed ship by throwing overboard the women and children. children. When the human mind awoke from

children. When the human mind awoke from its 1,600-year sleep in the fitcenth and sixteenth' centurics there was eminent occasion for a thorough study of the languages of Greece and Rome. All the knowledge of the world practically was at that time locked up in the lit-eratures of these deceased civilizations. But there is no longer any necessity to go to the Greek and Latin for knowl-edge. The English has in it, and has for a long time had, all of the litera-ture of the Greeks and Latins worth translating, and a thousand times more of history and science. When the Greek and Latin languages were put into the schools of Europe at the time of the revival the nature sciences were in their infancy. The most of them indeed could scarcely be said to have had any existence at all. Today these sciences are giants, occpuying legiti-mately a large part of our academic existence poking about among- the lin-guistic husks of antiquity, simply be-cause our ancestors a long time ago found it profitable to do so is simply cause our ancestors a long time ago found it profitable to do so, is simply to think with our feet.

bugs and bird's nests, as most of the disciples of Colonel Parker Imagined. Nature study is a study of nature-a study of the fairy worlds of astron-omy, geology, physics, chemistry, bot-any, zoology and sciology, including their history. And today, with the magic key of evolution, we are able to unlock secrets in these wonderful realms that were never dreamed of in the past. If boys and girls all along through the pimary and grammar grades could be stipred by occasional, plimpses into the marvelous miracles of nature going on everywhere around them, there would be far fewer of them give out before arriving at the high give out before arriving at the high

school. The trouble is not that children can-not understand these things. The teach-ers are themseives ignorant. They know next to nothing about these sub-jects. If they did, they would over-flow in the schoolroom. Nature should be, and in the future will be, the great object of study, not man-made lan-guages. Normal schools should be per-meated by a recognition of this fact. The normal extension work now car-ried on in this city might very profita-bly be enlarged, so as to include a sys-tem of high school extension, and the teaching of everyday wonders of nature to the teachers already in the school-rooms.

Here is a third suggestion. It may not be practicable, but I believe it is. Would it not be a step in advance if teachers in different parts of this coun-try, and in different parts of the Anglo-Saxon world for that matter, would ex-change school rooms about every five or ton years. I mean by this that change school rooms about every five or ten years. I mean by this that when a teacher has occupied the same schoolroom for a half-dozen years to allow that teacher, when it could be arranged, to exchange places with someone else of about equal salary and ability for a year or so. How much broader a Chicago teacher would be

and how much better fitted for his issi of filumination if he had spent a year don. Living in New York, and reading the newspapers of New York, getting the educational methods of New York, statistical states of the second the educational methods of New York, with entirely new points of view would be after having operated in Chloso with entirely new points of view would be after having operated in Chloso with entirely new points of view would be after having operated in Chloso with entirely new points of one a san would be fitted by the states of the would be after having operated in Chloso with entirely new points of the years would be difficulties in the with the solution is more than anything else due to the unparalleled develop it is possible today for the experience of thousands to find their total for the solution is without obstates. But he chlef obstatele in the way of any hightened and determined men ded hightened and determined men ded bightened and the solution is bind the solution with so any other class of the commu-nity except professional peripaieties of teachers are not as a rule bound by and such as encumber some other binds such as encumber some other binds and the solution of the solution of the solution is without obstates and the bightened and determined men ded bightened and bightened as a rule bound by bightened and solutions of houses and bightened as the solution bightened b

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