Water Rates.

If you have Water Rates to pay call at Cannon's Real Estate Office, 331 Constitution Building. We can save you money and trouble.

Purchase of Water Scrip.

Cash paid for Water Scrip at Cannon's Real Estate Office, 331 Constitution Building.

Freed Furniture

AND

Carpet Company

30, 32, 34, 36, 38 E. THIRD SOUTH.

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We have just received a carload of Office Desks and Tables.

—Especial Sale of—

Mantle and Folding Beds from $12 up.

Bedroom Suites $15 up.

Carpets from 20c per yard up.

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Summer Stoves from $1.25 up.

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Baby Carriages.

Crockery Stoves and Lamps.

Gasoline Stoves at Cost.

DESERET EVENING NEWS.

Thursday, - - August 10, 1893

FRAGMENTS.

THE city fathers are booked for at least another session this week—concerns night.

THE Twenty-first quorum of Elders will meet in the Nineteenth ward meeting house tomorrow evening at 8 o'clock.

JAMES HAZEMAN last evening captured a notorious individual known in police circles as Fred Richie. The fellow is wanted to answer to the charge of wholesale larceny.

A GOODLY number of Salt Lakers are spending a brief period at Soda Springs, and report enjoying the place immensely. Others are journeying to the springs next week.

IT is still Deputy Dog Tax Collector Gallagher, and Bruce Johnson, who has been appointed to succeed him, and the public are wondering how long that condition of affairs will prevail.

HUNDREDS of city mortgages are now asking each other how Madame Rabe, the notorious dive keeper, came into possession of the city's promises to pay? Pro Nor they have all replied: "Well she didn't get it from me, anyhow." The madame, however, compelled the municipal authorities to accept the warrant in payment of her fine and now others are being looked for from similar sources.

PROVO SUMMER SCHOOL.

Interest in the Educational Proceedings Unabated.

The Instructors Entertain Those in Attendance With Valuable Lessons in Their Late's Work.

At Monday evening's session Prof. Baldwin lectured on the subject of governing power. He spoke of the advantage possessed by a teacher in obtaining knowledge in the pursuit of his avocation, and said: The old idea in the school room was force; the teacher took the rod and said you must or catch it. Now the teacher leads. Napoleon said: "What we accomplish is by force, and we will be forgotten; but Christ worked through love, for the benefit of the people, and He will live forever." Study the model of the savior; substitute friendship and love for force and hate, and mark the result.

He then spoke of governing power in the teacher, and gave this advice: First govern yourself, then put yourself in the place of the child. Keep in your mind that you govern for the good of the child. Keep this in view, that you want self-governing men and women who can stand up in the midst of temptations and say to appetites and passions, thus far shalt thou go, and no farther. Organize, systematize. Nothing can be done properly without these. Get your school as systematic as possible, so that each part acts in harmony with every other. The corner stone of the school is regularity and promptness.

Another thing is vigilance. Don't watch pupils with the expectation of finding wrong that punishment may follow. The loving father takes no pleasure in the suffering any death of his children. Too much is vigilance that she may save her children from wrong doing. Apply the preventative. Proper vigilance will avoid a thousand difficulties.

It is your business to develop and love the angel in these emerge into well women. There is no way to elevate the world but to live it up to a higher standard. This is the secret.

Lord Beaconsfield said that if you will long enough, strong enough and wise enough you can accomplish anything and he struck a key note. Firmness is as necessary as love. We do not make teachers of men or women who can't say no. People fail because they have not sufficient will. No person ever succeeded who did not have as iron will. The great battles of life are not in the battle field, but in the human heart. It is a grand thing to govern, through all these avenues, the pupils under your care so as to make them strong, self-reliant, self-governing, energetic, good men and women.

On Tuesday morning Miss Harbour gave a lesson in illustrative geography, by a class of sixth grade pupils. The lady questioned the pupils, posting on the blackboard the result of the children's own observation. The lesson extended over half an hour.

Miss Cook next brought forward her kindergarten class and proceeded to give them, in the presence of the assembled teachers, a sense of object lesson. The points brought out by the children themselves were quantity, quality, form, weight, density, etc. The materials used by the teachers were native loam, sand, blocks of wood, spheres, and a few simple measures.

After a brief recess Prof. Baldwin continued his subject of psychology under the subdivision of education of sense-perception, dwelling upon the topic in an entertaining manner.

The Tuesday afternoon session was opened by Prof. Wm. M. Stewart on arithmetic. The speaker proceeded to give a very clear representation of the difference between the separation of wholes into groups, which he called division, and the separation of wholes into fractional parts, which he called partition. He made a distinction between the use of real objects in counting, which he called "the concrete," and the use of pictures, which he called "semi-concrete." He also answered many questions, written and oral.

Dr. Baldwin resumed his lecture on "Evolution of Self-Government." He said many are ready to expose land and water, but not the world of self, which is the greatest of all worlds. He then proceeded to enlarge upon the theme, and was followed by the closest with intense interest.

Prof. Stewart again took up the subject of mathematics, his explanations of the subject being lucid and terrible. At the conclusion of his address an adjournment was taken.

On Wednesday morning Miss Flora J. Cornelius the primary teachers to the front and proceeded to instruct them on how to begin in the morning. It is cruel, she said, not to teach the children to read the best literature, which is the great book of nature with its constantly changing pictures. Some persons discourage this kind of teaching, but it is truth clothed and made beautiful. I see your beautiful poplar trees and I am reminded of the beautiful story of the old man who hid the pot of gold stolen from Iris in the limbs of the poplar that then grew with its sought drooping. When Iris missed it she complained to Apollo, who sent Mercury to enquire of the forest trees, who, having been asleep, knew nothing of it. Mercury scolded them for being sleepy, and bade them hold up their hands, when the pot of gold fell from the boughs of the surprised poplar. After this, said the tree, I will hold up my head and let the sunshine see all that may be concealed within my heart.

Children love to weave their own myths of the beauties of heaven and earth with their own surroundings. The development of the beautiful is one of the strongest holds you can have on the soul of a child, leading it from all that is ugly and wicked to love the pure, good and delightful. With a myth of the land you can teach all your history, geography and science lessons. When it is of the season the knowledge you have of fish for a solid base for your instruction. Every day, season and time has its appropriate story. Take out all the blood and thunder, giving all that is good and beautiful.

Miss Cook spoke of the necessity of being definite as to size and shape, quality and quantity, time and space, and illustrated her system of teaching by blackboard illustrations with copious explanations. She said: Let a child give a definite size to a plot of ground, and proceed to plant and lay it out in successive lessons as they would plant it in reality. Let subsequent lessons develop the progress of this garden through the growth of the season.

Miss Harbour gave the class a lesson in calisthenics, by way of resting them. She said that rest exercise should always be given to children in this way, as time and temper are saved by doing it. In winter we give warming exercises, but this is for rest. She then took up the subject of geography, saying that the child must study from nature and make his own definitions, and not alone learn from books that islands are bodies of land surrounded by water. With no adequate picture of an island in his mind he does not know much from having memorized that definition. A mountain only becomes a living reality when the child knows the brows that called it into existence, how it compares with others of its kind, its influences on the surrounding country, etc. The problems of nature are all wrought out in miniature, and if the knowledge of children is respected and applied, it is the most valuable of all their educational advantages. Put a little poetry—soul—into the hard facts you wish to impress. Your Indian myths will add beautiful stories to your local geography. Send for the report of the "Geological Survey" from the 6th to the 10th. They will give you a great deal of information and cost you nothing but your letter and an extra stamp.

Miss Harbour's advice to teachers was to first instruct from nature—environments. After that the pupil will be dependent upon books, maps, charts, words, which are symbols. When can you properly present these symbols to children? When they first have a correct idea of the reality in their minds.

How many of you have studied geography in such a way that the map of any given country is so outlined and down in certain colors? Who is to blame for that? Not those who taught us. They did their best, but we will be to blame if we perpetuate this mistake. The great question in presenting symbols is to make the pupil see through the flat piece of a map, the real river rolling down its bed, with an accurate idea of its volume, depth, power, length, etc., the forests, the mountains with their caps of snow and messages of all to matchless. Otherwise your symbols are useless.

After ten minutes intermission Dr. Baldwin continued his psychological lecture. He began by answering questions handed in by students. He said the child who loses his knowledge of color before the fifth year loses all sense of color before fifteen or twenty. So with all other faculties lost before five years. Training is the mind is what eating is to the body. Thinking is the digestive process which nourishes the body. What self cases are mental realities. We have a spiritual ear and eye as real as the physical. Spirit is as real as matter. Time, thought, space, right and wrong, are just as real as wood and iron. These ideas are realities. When you see an apple, you perceive; when you think of it as round, you conceive. This is step. Nothing is isolated. Use isolated periches. Cut off a finger of a hand, and it perishes. When you go out into your schools be careful to avoid the danger that lies in object lessons alone. Your sense perceptic may be perfect but if you fail to carry them over into their proper relations to every other power and to life they perish.

There are various stages of development, but when the mind is once awakened it becomes active in all its parts. Everything is related to everything else. This is a world of relations. I am sorry for poor old Herbert Spencer and all all who think our beautiful world came by chance. Yet on the contrary he acknowledges an infinite First Cause taking everything. He got, for he had one, was not the living Father, but an unreasoning, blind, cruel force. But he was honest and discovered the law and relation, and the innerviews and blessings of the progressive teachers.

No man ever yet knew science who studied it from the standpoint of science. God made the world and we learn it by following the landmarks He has given us. We think the thoughts of God after Him. The world with all its parts is a unit. When say six double the Bible ask them how under the variety of its authorship it is still a unit. Like nature, the Bible is divine because it is a unit. Thinking is studying things in their relations. A man becomes a master when he can think things into shape. The person who lives only among people or uses himself in a myriad of details and becomes weak. There are three steps in the master thinking: First—Think particulars in general. Second—These particulars into truths. Third—Reason these truths into science.

Your teachers of country schools get a little class of your largest pupils to study the self-world. If you were to study for a thousand years you would still find deeper depths. If it is a primary school get a reading circle of teachers. One year spent in this way will place you far ahead in the battle of life. Thought can't be pictured, but it is real.

The steps of thinking are: 1—Observation. 2—Comparison. 3—Generalization. 4—Classification. 5—Naming. The professor emerged upon these five points, leading the classes to take the steps themselves and bringing out by his illustration, questions and suggestions the underlying principles.

During Wednesday afternoon Miss Harbour, in a special half hour lesson, reminded the teachers very gently, for not asking more questions; attributing their reticence to pride. This brought out a shower of questions, some of the points were: Don't ask a child to tell a story till he knows it, nor to draw a map until he has a fair conception of the country; children should never be deprived of proper recreation (recess) for a punishment; particular geography should only be given after studying the continent as a whole; one of the hints as of teaching geography is to put a book into a child's hands and begin asking questions, the secret of this method is in thoroughly understand the subject. The lady recommended the following books as aids to the teachers in teaching geography: Mill's "Realm of Nature," Guyot's Elementary Physiological Geography, Longman's New School Atlas and School Geography, Hinman's Electric Pigskin Geography, Shaler's Aspect of the Earth, Guyot's Review's A Bird's View of the World.

Wednesday Afternoon.

Prof. Stewart announced that the program had been slightly changed so that two hours of Numbers would come together and some deep thinking would be required. In order to give any adequate idea of the principles developed and the admirable steps taken to show teachers how to make this pain to the undeveloped mind of the child, would require a verbatim report, covering a number of columns. This there is no space for. The most perfect order and rapt attention was given to the lessons, showing the degree of appreciation of the assembled teachers.

Prof. B. Cluff, Jr. announced that a set of parallel lectures would be given free of charge as follows:

One week's course of instruction, B. Y. Academy summer school, Aug. 14th to 19th. Tuition Free.

Elementary Logic	Prof. B. Cluff, Jr.
Arithmetic	Prof. Geo. H. Brimhall
Bookkeeping and Commercial Paper	
	Prof. Jos. E. Robs.
English Literature and Philology	
	Prof. Wilkinson
Physiology and Hygiene	Dr. Harvey
Composition Work	Prof. S. L. Adams
Elementary Science	W. L. Howard
Elementary Science	W. L. Howard
Drawing	Miss Ellen Kelsey
Vocal Music	Prof. D. S. Cole
Chorus	Prof. Whitney
Astronomy	G. W. Jenkins
Al. Geo.	Willard M. Smith
Physical Culture	Prof. Maeser
Physical Culture	Miss Amy Brown
Kindergarten, Normal work	Mrs. Cook

Dr. Baldwin continued the subject of psychology. He said: Thinking is perceiving mere relations. The man of study would hardly be more advanced than the child but for language. People are always to reach concepts. Concrete is the step to enable us to understand the abstract. From small things we proceed to large. Pedantry is a general notion. In teaching, if the child thoroughly masters concepts, their powers are seen. Children have concepts before they can express them. They perceive objects, conceive relation and form judgments. These are the three steps in thinking. This is explicitly proper. The one end pair with many energies. That difference in power which is exhibited between the feeble efforts of the infant and the mighty strength of the man is education.

What is the law of effort? Use and activity. Nothing educates imagination but imagining. Nothing strengthens a muscle but use. All modern training begins with things. The objective arithmetic is progressing from concepts to concepts. It is in the right direction. Every step in education must be objective or it is lost. In grammar we only begin with objects. Worked up this way, the science of language becomes lively instead of a dismal and dreary desert. Geography furnishes fields for lessons in classification. The kindergarten is other adapts her work of classification to the capacity of her pupils. They must classify natural objects, and do the work themselves. Children love this study and progress very rapidly, and the foundation is laid in the actual experience of the child for all the science taught. Let the child use words it understands, and gradually increase its vocabulary by proper means. Don't be too technical but sufficiently so to make knowledge definite and available.

In the schools of Mexico, which resemble those of China, they repeat words continually, without precepts or concepts. It is the learning that man not oneself. We endeavor to lead free, to develop the true man, and to truly educate him. Such teachers should go out and become original. Those are great laws to follow, but the details they must work out for themselves.

NOTES.

There is a young man present of the Provo Summer Normal that weighed one hundred more in order to be present.

Mrs. Lois Greene Richards of Salt Lake is attending the Sunday school department of the Provo Summer Normal.

A reception was tendered last evening by the Prof. teachers and students, to the visiting teachers, superintendents, etc. It was very informal, but an admirable fine program (very short) was rendered, compliments exchanged, and the recption finished by a long hand shaking and general conversation regardless of conventionality.

A special excursion to Garfield is announced for Saturday. The teachers will attend in a body.

On Thursday evening, at the meeting house, Miss Allen of the Cook county normal, will give a talk to mothers and fathers on the subject of "The Nursery in Relation to the School and Life." The lecture will be followed by informal questions and discussion.

A special course for the Y. M. M. I. association is being held at the Provo Summer normal. The students attended the general lecture given by Dr. Baldwin on Monday. On Tuesday was an introductory lecture by Dr. Milton H. Hardy, subject, "True Education." On Wednesday the subject treated was "The M. I. Educational System," by Dr. Milton H. Hardy, under the following subdivisions: 1, Nature; 2, Extent; 3, Origin; 4, Growth; 5, Present status; 6, Plan. The plan was treated under heads (a), Basic studies; (b), Organization; (c), Management.

Mr. Gray, of the *Inter-Mountain Educator*, is present at the Provo Summer School in behalf of its publication.

Up to Wednesday evening the attendance of teachers at the school was 500.

No One Should Miss Dr. Emerson E. White's Lecture on Character

Tonight at Odd Fellows' Temple Hall. "The lecture is a masterly production, both in scholarly ability and lucid and logical treatment of the subject, and in the forcible and elegant language, and grace and beauty of delivery."—Columbus (O.) Daily Dispatch.

"The address on Tuesday evening by Dr. E. E. White, of Cincinnati, O., whose repute as a lecturer on educational questions is so wide as the nation, was an admirable presentation of the nature and importance of character."—The Industrialist, Manhattan, Kas.

Auction! Auction! Auction!

The entire bankrupt stock of shoes and clothing at 73 Main street must go. Nothing reserved. Monday, Aug. 14, sale begins. Come one, come all. John Boyle, Auctioneer.

A Bottle for Blood

In what Hood's Sarsaparilla vigorously fights, and it is always victorious in expelling all the foul taints, and giving the vital fluid the quality and quantity of good health. It cures scrofula, all forms, boils and all other troubles caused by impure blood.

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2.—It may always be relied upon as advocating or defending the right side of every question proper for public journals to treat upon.

3.—It is devoted to the interests of the Latter-day Saints, and has, from its inception, valiantly defended their rights and advocated the principles in which they believe; and every Latter-day Saint should therefore feel under obligations to do his part in helping to sustain it.

4.—It is not published for speculation, and never has been, but for the good which it is capable of accomplishing; the profits, if any there be derived from it, being devoted to extending its sphere of usefulness and benefiting the community.

5.—It is doing its utmost to establish home industries, among which are paper making and type-founding, stereotyping and electroplating—branches necessary to the development and independence of the community, but which, during their infancy (which in this Territory they have not yet passed), can only be carried on at a pecuniary loss.

6.—There is no danger of any subscriber to the News failing to get what he subscribes for through failure of the business and a suspension of the publication—a result in the case of hundreds of newspaper ventures every year.

7.—It is printed in readable type, so that even the aged can peruse it without difficulty or danger to their eyesight.

8.—It is free from objectionable advertisements, so that no parent need fear that his children will have their minds corrupted from having access to it; in fact, it refuses thousands of dollars worth of the best paying advertisements annually, because it is devoted to the moral and spiritual interests of its readers instead of to getting gain at their expense.

9.—Its tone is not regulated by public opinion nor the hope of gaining subscribers or advertisements. It advocates that which is right and condemns that which is wrong, regardless of results, financial or otherwise.

10.—It never concedes its readers by calming off columns of self-praise for new items.

11.—The News practices no deception and resorts to no subterfuge to induce people to subscribe; but on the contrary, prefers to stand on its own merits, as the people's newspaper, with a promise only to do its utmost to give the patrons the full value of their money—a promise which it has endeavored to faithfully keep in the past.

12.—In conclusion, if a Latter-day Saint can afford to subscribe for only one newspaper, that paper should be the Deseret News; and if more than one, the News should invariably be the first.

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SALTAIR BEACH.

Time Table in Effect July 27th, 1893.

Leave Salt Lake	Arrive Saltair	Leave Saltair	Arrive Salt Lake
9:00 a. m.	9:30 a. m.	9:40 a. m.	10:10 a. m.
10:00 "	10:30 "	10:40 "	11:10 "
11:00 "	11:30 "	11:40 "	12:10 p. m.
12:00 m.	12:30 p. m.	12:40 p. m.	1:10 "
1:00 p. m.	1:30 "	1:40 "	2:10 "
2:00 "	2:30 "	2:40 "	3:10 "
3:00 "	3:30 "	3:40 "	4:10 "
4:00 "	4:30 "	4:40 "	5:10 "
5:00 "	5:30 "	5:40 "	6:10 "
6:00 "	6:30 "	6:40 "	7:10 "
7:00 "	7:30 "	7:40 "	8:10 "
8:00 "	8:30 "	8:40 "	9:10 "
9:00 "	9:30 "	9:40 "	10:10 "
10:00 "	10:30 "	10:40 "	11:10 "
11:00 "	11:30 "	11:40 "	12:10 a. m.

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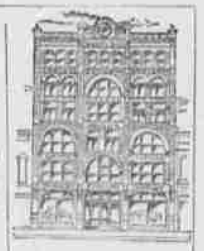

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