

# STATE UNIVERSITY SOLVING INDUSTRIAL PROBLEM

## THE "MOTOR" BOY.

He Is The Genius of the World

Prof. Stewart who has made a life study of children and the conditions which influence and shape their careers said to the "News" one day this week:

"There are two distinct types of boys in the world—in every school. One is the motor boy, and the other is the intellectual boy. By the motor boy I mean the boy whose physical restlessness makes it impossible for him to sit still; whose very nature cries out for activity; who cares little for books unless the information they contain can be applied to that which he is willing to do."

"The motor boy is constantly bubbling over with pent up energy. That energy should be turned into the right channel. Once there and under control the battle is won. That is the struggle that manual training in the schools will make easier. The motor boy must be looked after. He is often the thief, the train robber and desperado. But he is more frequently the hero, the man of affairs, the man of destiny; the inventor—the genius of the world. It is for the motor boy for whom I plead."

the plan is already well formulated. In order that readers of the "News" may not lack information as to what is now being done in the chief educational institution of the State—the University of Utah—in the way of manual training work, a member of its staff visited it during the week with the results that follow:

He found there a vastly greater work being carried on than the general public is aware of. He found, too, that the seed of industrialism had taken deep root and that hundreds of the young are learning "to do with their hands as well as with their brains," and that the



SOME OF THE HANDIWORK OF TRAINING SCHOOL STUDENTS.

The Salt Laker who denies himself or herself a visit to the workshops or display rooms of the University Training School does that which is a distinct individual loss. The above half-tone, although reproduced from a mediocre photograph, will give some idea of the thought, training and skill required to fashion the multifarious articles seen upon the shelves of the manual training workshop. For instance, let the reader direct his eye to the dark shadow in the extreme upper right hand corner. Although on account of photographic imperfection he will not be able to distinguish what is to be found there he can form some conception of the historic information the collection tells.

In that corner is a representation of the home of the cliff-dweller, among the very lowest of man's progenitors. Near it is the thatched roofed abode of tribes untouched by the influence of civilization. In various forms which gradually become better until the log cabin and more pretentious modern residence is reached. That of itself, fashioned by student hands, tells a story of the advancement of mankind in a manner so vivid and interesting that the youthful mind never forgets it.

On the shelves below, also in the corner, are dolls that have been dressed by the little folks, in native garb, typical of every nation from the wildest savage to the most progressive Caucasian. To the left are shown the crude agricultural implements of prehistoric ages in profitable contrast with the most modern devices of American genius. A suspension bridge simple, yet wonderful, like the hundreds of other articles, exhibited for the benefit of parents and public, relates an eloquent tale of the possibilities of the industrial training school for the youth of Utah.

entire faculty of the University from President Kingsbury down to the last practice teacher was in hearty accord with the manual training idea which Prof. O'Shea of Michigan recently declared had broader and better application here than in any similar school in the country.

Prof. Wm. M. Stewart is the head of the Normal school and holds the chair

of pedagogy in the University. Prof. J. E. McKnight is the principal. It has nine grades, eight over and above that of the beginners. Here more than one hundred young teachers engage in instructing the young under the direct supervision of specialists. This is true from the kindergarten department up. In all there are seven special supervisors. The practice teachers

and teachers. Their time is divided. They have their hours at books just as children do in other schools. But they have more than that. They have the material out of which to create the articles and implements known to the industrial world, and instructors who show them how to do it; who teach them how to labor as well as to think. The girls are taught all of the essen-



BOYS AT WORK WITH PLANE, CHISEL, HAMMER AND SAW IN MANUAL TRAINING SCHOOL.

are in the last year of their work, and the special teachers comprise a supervisor of art, manual training, domestic science, music, geology and history, arithmetic and nature study.

Prof. Stewart, Principal McKnight and the seven special supervisors and practice teachers watch over the institution with all the solicitude that is possible for them to exercise. These young teachers have a high school education and are fully prepared for imparting the lessons which are thoroughly planned in advance, submitted and criticised by the supervisors. All in all it is a model school in every particular. The home impulse and sentiment center in it more thoroughly than any place outside of the home the writer has had the privilege of visiting. The little social and family amenities that are so frequently forgotten in the rush and crush of youthful life, are instilled; the home atmosphere pervades the institution throughout and the activities of the outside world are brought in and harnessed to do the bidding of those whose duty it is to fashion and mould.

The tiny tot in the kindergarten finds a place here to exercise those childish tendencies so difficult to direct aright. The beginner is put upon the proper path at the outset. The children in the grades are given ample opportunity to work off the pent up energy that so often causes annoyance to both par-

## THE INTELLECTUAL BOY.

"The Product of Diseased Conditions."

This is how Prof. Stewart expressed himself on what he termed the "purely intellectual" boy.

"I regard the purely intellectual boy as the product of diseased conditions. Speaking of the intellectual boy in this sense I mean the boy who cares for and wants to know nothing except that which he can burrow out of books; the boy who sits and loins about with a book in his hand all the time; who has no physical ambition; who is without energy and entirely lacking in constructive ideas or desires."

"Fortunately the number of purely intellectual boys is less numerous than the motor boys. Not more than 10 per cent are intellectual boys. But that is enough. Now, I believe in infusing as much of the motor energy into the lives of the intellectual boys as possible. That is what the training school is doing. That is the mission of training schools everywhere. They teach the young how to do with their hands as well as to think with their brains. It rounds out their education and gives them a practical foundation upon which to build in afterlife."

tials of domestic economy, including cooking, sewing and general house-keeping; the boys to build and fashion those things that are needed in the industrial world every day. The whole aim is to "train the individual physically, mentally, morally and spiritually. Through the activities introduced, the muscles are developed and skill attained, mental images made clearer, observation, originality and independent thinking encouraged."

In the normal course of the domestic



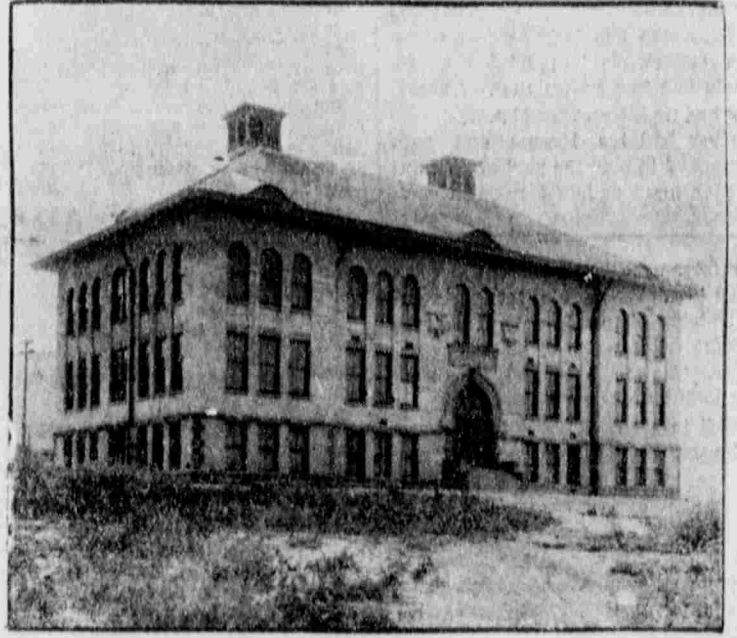
MRS. GEORGINA FOX YOUNG. The "Mother of Domestic Science" in the Utah University.

ket and general home supervision and management are considered.

A study of foods, including their production, composition, analysis and tests for different food principles, effect of heat, moisture, acids, and relation to the body belongs to this course.

The "News" man can in a manner more than a mere matter of form pass intelligently upon the experimental work done in cooking. He watched the process very carefully and tested the articles which the young ladies of the eighth grade class prepared at their regular cooking lesson. The articles were exceedingly well cooked, palatable and easily digested. Miss Mary J. Pincomb has the supervision of this as other work in this department.

The University faculty says that a remarkable interest in being shown in manual training by the citizens of the State. Many of the latter are making inquiries concerning the same, and its



THE UNIVERSITY TRAINING SCHOOL.

science branch during the first half year two lines of study are pursued, one in needlework, beginning with the use of coarse materials, reed, rattan, cane, raffia cord and hemp; in making baskets, hammocks, hats, school bags and other articles which suggest lines of work which the student will find valuable later as teacher. The course also includes a study of the textile materials handled, of the development of their production and manufacture, properties, cost, demand and supply, and of the influence of the factories on the consumer and dealer.

The other line of work under the name of household economics cover such subjects as house construction, ventilating, heating, lighting, drainage, water supply, plumbing, furnishing and disinfecting. The care of the home and of the family, in health, and disease, with some of the plainer principles of home nursing and first treatment of injuries, such as scalds, burns, fractures, etc.; laundrying with study of action of soap and other cleansing agents; mar-

introduction into the public schools generally is sure to meet with marked favor. At the University one name was mentioned in particular; it was the name of a philanthropic woman of this city who has given more time than any unpaid person in the State to bring about the teaching of domestic science at the University. She is Mrs. Georgiana Fox Young, the well known kindergarten teacher, whose picture finds a place on this page.

The aim of the training school work is to prepare the child for social usefulness, by letting him live in a community life and carry on the home processes in the school room.

Free self-expression and invention are encouraged by the construction of articles which satisfy some immediate need of the child; in his games, in illustrating work in history or literature, or in making the school room or home more pleasant.

The child is interested in doing, and making, and as soon as he begins to



YOUNG LADIES LEARNING HOW TO COOK IN TRAINING SCHOOL.



PROF. WILLIAM M. STEWART. Head of the Normal Training School.

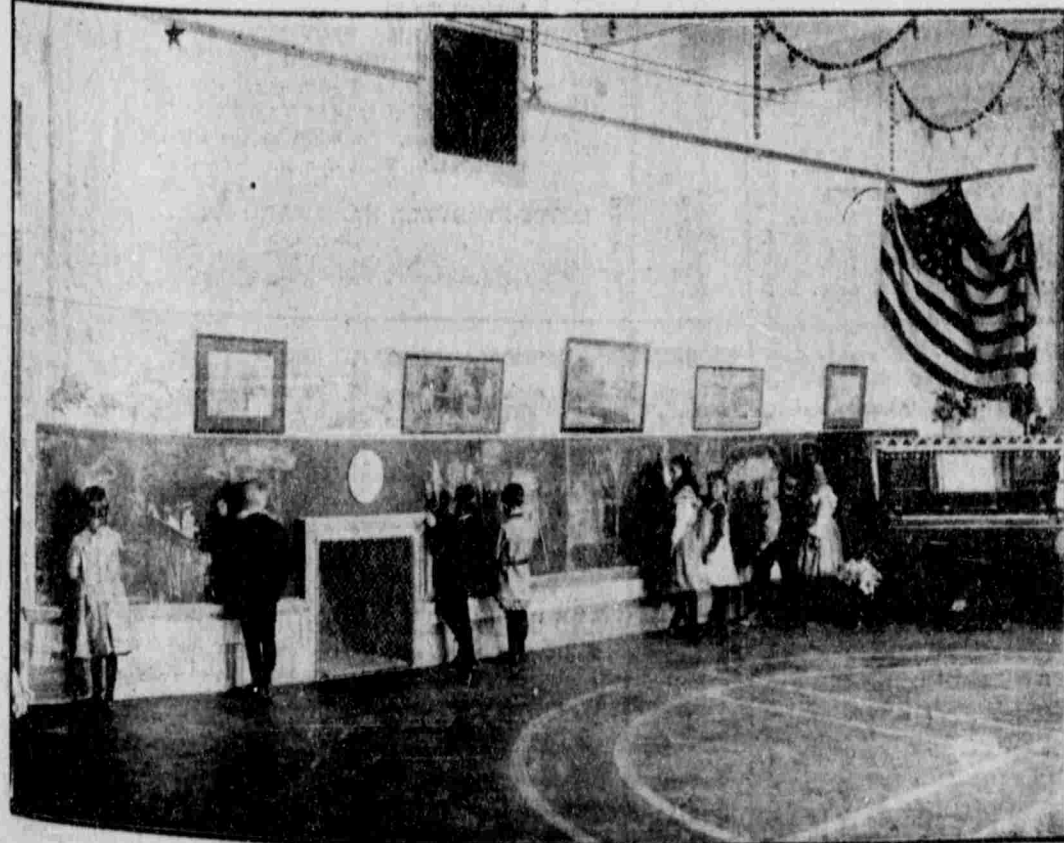
WHEN the next session of the Utah Legislature meets it will be asked to enact a law providing specifically for the teaching of manual training in all the schools of the State. It will be clearly shown that it is an essential part of the practical education and that the cost will not be so great as supposed. That the State school finances are being gradually augmented by the sale of the public lands, and that the State should set aside a portion of the same for manual instruction just as the same is attainable for the mental instruction of the school children of the State.

The Deseret News learns that it is has already been decided upon by those who intend to move in the matter, and that



MADE BY THE DEFT FINGERS OF FUTURE WIVES AND MOTHERS.

Industrial activity is by no means confined to male students as every factory for the study of domestic art and science is given to the gentler sex as well. In this picture can be seen some of the basket work of the young practice teachers who in turn impart their learning to the little folks committed to their care under the supervision of specialists in their lines. The basket, needle and art work of these young ladies is such as to command immediate attention.



IN THE KINDERGARTEN DEPARTMENT, PRESIDED OVER BY MISS MARY C. MAY.