DESERET EVENING NEWS: SATURDAY JANUARY 13, 1905.

MANUAL TRAINING IN THE GRAMMAR GRADES.

a paper read before the arts and crafts section of the Utah State Teachers' association by Mr. D. W. Parratt, supervisor of industrial work in the Salt Lake City schools. At the request of a number of teachers present, we have secured them for publication. The points indicated are the ones which brought out so much discussion at the meeting.

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"That life is wisest spent Where the strong, working hand Makes strong the working brain."

Makes strong the working brain." We have noted with satisfaction the steady growth manual training has ex-perienced in Utah, and we feel confi-dent it has come to stay. It has al-ready, to a limited degree, demonstrat-ed its usefulness in combining motor and mental activities, and we are pleased to note how teachers generally, as well as the public, are coming to appreciate this fact. At present its developments are being watched with greater scrutiny than those of any other subject of the school curriculum, consequently it behooves us to guide its further steps with utmost care and with a degree of caution. All over America today there are new fads and fancies springing up in the subject. fancies springing up in the subject, but, like in all other studies, we must to a certain extent be conservative lest we are blown about by "every wind of doctrine.

of doctrine." In general, directors of manual training may be divided into two classes: First, the mechanic and, sec-ond, the teacher. The first regards the bracket shelf, book-case, etc., as the desired end, while the child, the living being with tendencies, likes, dislikes, and a bundle of possibilities, is meas-ured as a matter of secondary considured as a matter of secondary consid-

being with tendencies, likes, disilites, and a bundle of possibilities, is meas-ured as a matter of secondary consid-eration. The teacher inverts the mechanic's position. Instead of working to change the crude timber into the finished ob-ject, using the child as a means to that end, he strives to evolve from the undeveloped boy, the finished citi-zen, but uses the wood and tools as an aid in his undertaking. We feel this, the teacher's, view of the primary object of manual training in the grades is the more correct one and consequent-ity would urge its adoption by aligrade ty would urge its adoption by aligrade to the state. This no new thought to you when we say that one of the greatest drawbacks hand-work has experienced in America les in the fact of so many mechanics being employed as teachers, as train-ers of immature minds. Too much of the obedjence-without-thought mili-tary systems of the oid world has con-sequently crept into our shops. Too much attention is given to the hand, and not enough to the mind. We claim industrial work, on educational grounds, stands pre-eminent as a cor-mistion of the motor and mental grounds, stands pre-eminent as a cor-mistion of the motor and mental grounds, stands pre-eminent as a cor-mistion of the motor and mental grounds, stands pre-eminent as a cor-mistion of the motor and mental grounds, stands pre-eminent as a cor-mistion of the motor and mental grounds, stands pre-eminent as a cor-mistion of the motor and mental grounds, stands pre-eminent as a cor-mistion of the motor additional prounds, stands pre-eminent as a cor-mistion of the motor additional grounds, stand pre-eminent as a cor-mistion of the motor additional prounds, stand pre-eminent as a cor-mination and at the same time find instructors who do the planning, the designing, the thinking, who do the mind work, and then require the puip pils to execute what they, the fin-structors, have conceived. Please telt us wherein is that pronouned correla-tion of mental and motor activity in the indiv

The following extracts are taken from a paper read before the arts and crafts section of the Utah State Teachers' as-sociation by Mr. D. W. Parratt, super-visor of industrial work in the Salt Lake City schools. At the request of the intellectual side should receive due attention. The stamp of art should be on every piece of work turned out from the shop. The breaking of spaces, com-parative lengths and directions of straight lines, the size of angles, the bending of curved lines, etc., should not be overbooked by the child in his designs and plans. The beauties of these cannot be "thought out," they must be "felt out." The most beauti-ful lines are those not drawn with in-struments. Curved lines are more ar-tistic than straight ones, and the least beautiful of all curved lines are those drawn with the compass. Let the child express himself and he will not be long discovering these truths.

drawn with the compass. Let the child express bimself and he will not be long discovering these truths. While in the primary grades, the con-crete should precede the abstract, we feel, to a marked extent, in the gram-mar grades the abstract may peda-gogically precede the concrete. In oth-er words, in the grammar grades the abstract working drawings may be de-veloped before the ideas are made con-crete in wood, etc. To carry out this plan or idea under present conditions, it may be necessary to give a limited drill in the fundamentals of mechanical drawing before beginning the making of objects. A short study of plans and elevations of type solids will be found ample to give this required prepara-tion. Having given this drill it will be an easy matter to lead the pupils to the drawing of almost any simple ob-ject or almost anything that can be carried to a successful termination in the shop work. At any rate pupils in order to prepare, understand-ing of the A, B Cs of working drawings in order to prepare, understand-ing of the own work.

ing of the A, B Cas of working drawings in order to prepare, understandingly, plans for their own work. Before executing the thought repre-sented by his drawing, each pupil should submit it to the teacher for sugges-tions or approval, and after receiving such approval should then be allowed to work it out in the wood or other material. To foster originality and creative power in the child, it may be well to regard each shop as a patent office, and that when a pupil works out a design or idea no other pupil be allowed to copy it. This method, we are quite sure, will cause every boy to do his best, for he feels his work is in competition with that of his fellowcompetition with that of his fellow-students and it also stimulates active

students and it also stimulates active interest for each pupil is working on his own invention. He feels he is breathing fresh air and not air that has been breathed by others. Work representing only the child's best effort should be approved, for careless work tends to make the pupil more and more careless—careless not only in school, but at home and abroad: not only in his school work, but in his dress, manners, and morals. Honest expressions in shopwork begets honesty in all his expressions. There is no doubt but that the shop may be a pow-erful aid in giving to the community honest, truthful, solld citizens. We shall make no mistake by insisting on painstaking, careful work. Most of our older boys will do quite as well as the ordinary mechanic if they are not rush-ed into sloven, quick-time rapidity.

ed into sloven, quick-time rapidity. The object of manual training in the grades is primarily to "bring out" the whole boy-body, mind and morals-and everything introduced into the work should be toward that end.

Pleasant and Most Effective.

T. J. Chambers, Ed. Vindicator, Liberty, Texas, writes Dec. 25, 1902: "With pleas-ure and unsolicited by you. I bear testi-mony to the curative power of Ballard's Horehound Syrup. I have used it in my tambly and can cheerfully affirm it is

S AND ENDS SA Today Ended the Greatest Clearance Sale in Our History. Thousands and Thousands of New Customers Were Introduced to Our House and initiated into our Methods of Doing Business Through This Great Sale, Although the Prices Were Ridiculously Low, the Merchandise Proved so Satisfactory that they, like many Thousands in the past, will become REGULAR CUSTOMERS AT AUERBACHS. Monday will occur that Important Event which always follows our Clearance Sales, and the announcement of which is of great interest. THE FINAL SELLING OF ALL THE REMNANTS AND REMNANT LOTS!

During the Sale great Quantities of Odds and Ends, Small Lots, Odd Pieces and Remnants were overlooked. These have all been collected together and prices placed upon them that will sell every article at sight. It was a most phenomenal Clearing Sale, and we intend that this Final Clean-up shall be even more Sensational from a Bargain Standpoint.



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citizens, and thus defeat the funda-mental purposes of manual training in the grades.

m what has been said we should From what has been said we should not like to give the impression that one teaching the subject under con-sideration need not be qualified in the use of tools, nor in an understanding of the general tactics of shop work. A knowledge of these is necessary that they be used properly and most eco-nomically in the unfolding of the child's capabilities, but we feel this should be placed secondary as compared with the knowledge of the child and his physi-psychological makeup.

knowledge of the child and his physi-psychological makeup. Another subject worthy of considera-tion at the present time is the stiff, me-chanical atmosphere that abounds in so many shops. Some seem to think that no line or curve or touch should be tolerated in the shop unless such can be drawn or added with instru-ments to mathematical exactness; no curved line, other than the circumfer-ence or its parts should be allowed be-cause the compass can not be used in cause the compass can not be used in fis drawing; no angle should be em-ployed unless its measurement can be nathematically demonstrated, etc. In | start a hymn to restore order.

MARTYRED BRYAN. Here is a record of an incident which took place in the Sunday school of a church not far from Los Angeles a short time since. The superintendent short time since. The superintendent of the Sunday school, while reviewing the school subsequent to the regular lesson, had occasion to speak of some

of the presidents of our country. To focus the attention of the school he asked the question: "How many of our presidents have suffered martyrdom?" "Three,' came the answer from at least a score of pupils, "Good! Who can name them?"

A litle fellow not yet in his 'teens tose

"Well, sir, who were they?" As the school sat in breathless ex-pectation this young Republican re-plied: "Garfield, McKinley and Bryan." Needless to say, the chorister had to



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Mr. Wads worth is a graduate of Yale and is entering upon his second term in the assembly. He enlisted in the Spanish-American war and saw service in Porto Rico. He married a daughter of the late John Hay, secretary of state,

Young Wadsworth is personally known to President Roosevelt and is admired by the latter, who believing in the integrity of the young man and knowing his resourcefulness, has never hesitated to express his desire to see young Wadsworth elevated to the speakership.

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