

PART TWO

## WANTED---Help From the Legislature For the Boys

It is a movement that will get the boy away from the card game behind the bar and into a reading room, a gymnasium, a place in the social economy?

From the present legislature help is needed in carrying education into this new era. Gov. Reynolds in his message to the legislature expressed himself on the subject in the following paragraph: "The legislature made it possible for the establishment of a library-gymnasium in every city and town in the state. This was a great step forward for the purpose of establishing free libraries and gymnasiums. At the last session several cities voted the necessary tax. This year is now in the hands of a competent commission, which, with the support of the taxpayers, will see that these auxiliary institutions are properly maintained and operated. It is sufficient to enable it to carry out its duties in the manner and to the extent of the law."

What can be done is set forth in an example secured from Brigham City. In that community the Mutual Improvement Association has been active. And the result has been that book-lovers have a home for their interests and work. A most little "home for book-lovers" has been erected. The original cost was \$1,000 and the money was gathered through public subscription. Each year the cost of maintenance is only \$200 and this sum is raised through public entertainments. Nearly 2,000 volumes are housed in the building and it has proved a popular resort for young people.

The case of Barabara is brought forward as the best example. For two years this town has been working for a library-gymnasium as called for in the commission's plans. Ex-Mayor J. H. Stark started the movement, and in November, 1906, the people voted the maintenance tax. In the same month the town secured from Andrew Carnegie a gift of \$10,000 with a stipulation that they should expend \$1,000 annually on maintenance. Since then the subscription has been increased to \$15,000 and a splendid building erected.

Prof. Howard Driggs of the University of Utah is a leading worker in the cause, and as president of the library-gymnasium commission he finds a vantage point from which to work with success. Backing him up with enthusiastic support are a number of members of the Library-Gymnasium League and friends of the movement. Prof. W. Reynolds, State Senator John T. Smith, A. C. Matheson, E. R. Smith and L. R. Anderson are other members of the commission.

WHAT STATE SHOULD DO.

In the legislature now in session Prof. Driggs for the commission brings the following appeal:

The library-gymnasium movement has been carried forward by a few generous minded men and women. Certain members of the commission have sacrificed much time out of their busy lives to promote the work. In about 40 cities of the state they have given free public lectures; articles have been prepared and published; the people have been educated; the people have been given, chiefly from the purse of the library-gymnasium committee, all of this time and money and have donated nobly, without hope or

thought or other recompense than that which comes from doing good.

"But this great work cannot be carried to a successful end by the strength of public spirit alone. It must be taken up by the state. The cause is one that reaches its benefits to every person, to every home in the state. The state, therefore, should assume the responsibility of carrying this work forward. It should be held to discuss the vital problems as they arise. The commission should be prepared at all times to give help to the new institutions, to guide them till they are firmly established. It must, moreover, have suitable offices and equipment, and be given sufficient means to do effectively the business that it should perform."

"Utah has many needs; but none are greater or more pressing than the need of a permanent library-gymnasium commission. We are behind in this respect. It is our duty to organize this commission to stimulate and direct the good work already begun throughout the state. The people will respond quickly to definite and authoritative leadership. Half the towns in the state are ready even now to act the moment a clear road to success is pointed out."

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people. The money thus spent will bring rich returns. The state cannot spend money in a better way.

"To promote the library-gymnasium movement means—

"To broaden and deepen and strengthen the influences of our school systems.

"To reinforce every home.

"To uplift and redeem many a wasted life.

"To prevent in a large way the crime we pay so dearly for.

"To make prohibition effective, by turning the stream of misdirected boys from the saloon.

"To displace the baneful shadow cast by street loafing on our communities."

"Reason, common sense, economy—every feeling urges the establishment of a strong commission to stand sponsor to the state in the promotion of this great effort to redeem the waste places of humanity."

HOWARD R. DRIGGS.

As an aid to prohibition Prof. Driggs looks for great results from this movement. They are expected to lie in the wholly converting of the young, and in the laying of lures that will lead them away from the saloons, just as formerly all the lures went in that direction. With sentiment against prohibition fully developed it is held to be true that legislation will not then be very necessary, and that until the sentiment is developed legislation cannot be very successful.

Discussing the libraries as a force working to help temperance sentiment, Prof. Driggs says:

"If a stream is to be turned to a fruitful use, one must first dig the ditch, and then put in the dam. This is an axiom in irrigation. If the dam is made first, the stream simply backs up, till it accumulates force enough to break the obstruction, when it rushes on more madly than ever."

"It would be well for the friends of the prohibition movement to study this lesson from irrigation. The saloon is not wanted. Parents do not want it; business men do not want it; working men do not want it; no self-respecting man—not even the man who resorts to the saloon—wants to be contaminated by the evils of the disreputable institution. Yet, at the same time, though we condemn the saloon, it must be filling a need or it would not be so greatly patronized; it would not be so firmly rooted in our country. The business of the same thinkers of our state is to find out just what that need is, and then to provide for the need in some sensible way, free from the vice and contamination that always goes with the saloon."

them rightly. The publishing of lists of books for the libraries, the schools and the homes is another much demanded work. Parents want efficient help in choosing books for their children. The training of librarians and of directors to handle the work is another matter of prime importance. The management of circulating libraries also could be given to the commission. A library-gymnasium league should be organized. Conventions should be held to discuss the vital problems as they arise. The commission should be prepared at all times to give help to the new institutions, to guide them till they are firmly established. It must, moreover, have suitable offices and equipment, and be given sufficient means to do effectively the business that it should perform."

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well-directed pleasure for our children as it is to train their minds or cultivate their souls.

"Why is it not as much the business of the community to furnish adequate opportunity for recreation as it is to maintain schools? From a financial point of view, we are paying very dearly for our pleasures today. But easily greater is the moral cost. Especially in the saloon habit drinking from our civilization a mighty stream of golden souls. The problem that we front is how to turn that stream to use, full, noble ends."

"The solution of the problem, we feel, lies in the opening of saloons. We must dig the ditch first. Provide a clean, wholesome, attractive public home for the boys; give them a chance to get companionship with freedom and fun; let them drink, create public playgrounds, establish public libraries and gymnasiums in every city and town in the state. Find, then, or develop men to lead the boys—men that possess youthful souls, tact and common sense. Let their business be to direct the sports of the young men, to inspire in them the spirit of fair play, of enthusiasm, of manliness. If that be done, and done at once, the channel will be ready. Using prohibition as a dam, then, we can turn more readily the stream of undirected lives from the saloon and help redeem the waste places of humanity."

"The months immediately to come are a mighty effort to get the state to support the saloon. At the same time the library-gymnasium movement is to be pushed with vigor; for the impulse behind both of these great propositions is one and the same. Victory in one case means success in the other. Do you believe the saloon should go? Join, then, in helping to establish public libraries and gymnasiums. Lend a hand in turning the stream, in bringing this great institution to a splendid realization."

A BOY'S VIEW.

An interesting view point on the movement is that of the boy himself. Lynn Paulsen, an eighth grade pupil of Price, Utah, has furnished his opinions for the benefit of the league.

"Any boy," he urged, "will work two hours to get one hour of fun."

"People say it is pleasure to play and to play at the library-gymnasium. It can't be compared with the pleasure of the gymnasium. Boys get in the barns and tramp on the hay trying to make a gymnasium. If they had some other play to go to, so many fathers wouldn't be made angry and so much hay trampled on and spoiled."

"The gymnasium would draw the boys from bad places. Saloons are not good places for young men to go, but they go there just the same. They would not go if they had a gymnasium. At a gymnasium they receive some good, while at the saloon they get harm."

"The girls have as much to do in the gymnasium as the boys. They never exercise much unless they go walking with their beaux. Some of the girls play basketball which they would play more if they had a gymnasium. The girls have more pleasure than the boys because they have a gymnasium."

"Why can't Price have a gymnasium? We could do away with some unnecessary thing long enough to pay for a gymnasium. You have the waterworks, the telephone and many other conveniences. Will they do any good? So will a gymnasium."

AS TO THE FUTURE.

For the future of the movement, it is urged that the legislature must decide what shall be its course. "We have carried the work on thus far," says Prof. Driggs, "and we are still willing to do our full share and more. We push the movement to complete success. The state must take the main burden from the private shoulders and place it upon those whom it shall commission to stand for the whole people."

"If this is done, if provision can be made at once for a well organized, carefully-appointed commission, set up to do business properly, then the success of the mighty movement is practically assured. Not many years will elapse before every city and town in the state will have pride in its public libraries and gymnasiums, and to the young boys and girls to whom they afford pleasure and healthful entertainment."

garden would take about one quarter of the child's play hours, and the same teacher could perhaps conduct two classes daily. I am not prepared to say how many should be in a class; perhaps about the same number as are now allotted to the beginners' room in our best graded schools."

Among the non-advocates of the kindergarten—I take it for granted that there are no opponents—two classes may be distinguished: first, those who have given the matter no thought whatever, and are consequently indifferent; and secondly, those who are not convinced by their investigations, and are consequently apprehensive. I shall first direct attention to class number one.

It is generally conceded by educators, that even when left to his own devices, the normal child learns more—presumably in terms of sense adjustments—during the first six years of his life than during any subsequent period of equal duration, however crowded with self-effort. This being so, the problem is, whether it is not better to let well-worn alone.

GOING IT BLIND.

Much might be said on the affirmative side of this proposition. In the first place, letting the child alone has been nature's way of establishing correspondence, especially for the boy and girl in the country. Ever since the race began its career on the earth, that child has survived, which made the right correspondences; all others perished.

Now what better way than to turn the little one loose in the very best of things, and let it throw out its own feelers? Is there any likelihood that reason, as represented by the teacher, can improve upon instinct as represented by the child itself? Could the kindergarten, for instance, better prepare the purpose for his Indian career than do the untutored influences of his tepee-like environment, unmediated by pedagogical restraints?

Without considering the validity of this argument—since there seems to be no possible situation in life where "going it blind" could be an improvement upon being guided by foresight and experience—what whatever of force it may have, applies to the child in a state of nature; a state approached only in small degree by the country child, and scarcely at all by the child in the city. Indeed, it is for mainly in being able to restore artificially much of the primitive environment, lost to modern childhood, as well as to direct the reactions of the little ones thereto, that the kindergarten does most for the child of today.

Let the men who desire the effectiveness of the kindergarten as an edu-

## Plea For a State Kindergarten System

By Prof. N. L. Nelson, of the Brigham Young University.

UTAH has always been proud of her place in the educational column of the states; and well she may be, for that place, during the last three decades, has varied only from third to fifth, in point of ability to read and write. Her present position is fifth on the list, with only Nebraska, Kansas, Iowa and Washington in bad of her, and it states and territories bringing up the rear. Certainly, to stand ahead of such proud commonwealths as make up the middle and New England states, is no mean honor for the state whose people are popularly traduced as ignorant and illiterate.

But let it not be too swift in our joy. There is always a sting to self-congratulation, if one cares to look for it. However accurate they may be in the field of general facts, they do not always indicate a correct mental status. To be able to read and write is something, truly enough; but it is not education. No man is educated today, save in the extent that he has power; power, power, trained to "catch on" to the world's machinery, to the intellectual power, trained to think out the problems confronting the work of the hands, moral power, trained to see and obey the Ten Commandments, and to understand modern discourses in the field of economic life; social power, trained to live in the world; intellectual power, trained to think out the problems confronting the work of the hands, moral power, trained to see and obey the Ten Commandments, and to understand modern discourses in the field of economic life; social power, trained to live in the world; intellectual power, trained to think out the problems confronting the work of the hands, moral power, trained to see and obey the Ten Commandments, and to understand modern discourses in the field of economic life; social power, trained to live in the world; intellectual power, trained to think out the problems confronting the work of the hands, moral power, trained to see and obey the Ten Commandments, and to understand modern discourses in the field of economic life; 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