### DESERET EVENING NEWS: SATURDAY, OCTOBER 10, 1905.



Comprehensive Discussion of the Subject by Professor Samuel Doxey, Supervisor Thereof in the Salt Lake City Schools.

There is a difference between study-SUCCESS AND FAILURE.

The cause of success on the part of

ing manual training and learning a trade. In manual training we get general information which should be known in any trade or profession, and the subject should be taught for its educational value rather than its utilitarian value. The aim should be the education of the pupil and not merely the making of models. As the school prepares the student indirectly for life, manual training should be taught with the other subjects to more uniformly develop certain powers of the mind and body.

We should systematically instil in the we should systematically institut in the student a respect for rough, honest, bodily toll; train the faculty of atten-tion and develop the power of concen-tration, promote the development of the physical powers; develop self-reli-ance and independence; train the eye and the sense of form; teach the pupil exceeded develop the hand as used general dexterity of the hand as well develop touch.

THE TEACHER'S AIM.

Our aim as teachers is to develop the mental, moral and physical powers of children, and manual training is the best subject yet devised for securing that development. Wherever this subject has been taught successfully it has been carried on for its educational value, but when the idea prevailed that the students were learning trades, it has met with failure. The manual training work of our public schools has the same relation to the trades as the regular school work has to the profes-gions. Any student will be better prepared to take up a profession for hav-ing passed through the grades and high school than if he had not taken such a course, so the student who has such a course, so the student who has taken manual training will be better prepared to begin a trade or a profession, or the girl student will be better adapted for cooking, dress-making, millinery, housework, or teaching for having taken it. We should achieve the student with the idea there is between the teacher who tells or shows how mechanical operations in mathematic are performed and the teacher who develops mathemat-ical principles. One believes in the worn out maxim that the child learns to do by doing; the other the nineteenth century maxim that the child develops conscious power through guided doing. Since the arm deter-mines the method, the method of the artisan and the method of the manual training teacher are, and must of ne-cessity remain fundamentally antagnot impress the students with the idea that they are learning trades while studying manual training. It is not a branch of technical education and therefore cannot be a sufficient train-lic school system. General and special ing for certain trades or professions. It belongs to general education and should be assigned its proper place in the pubsubjects as well as general and special powers should be carefully distinguishpowers should be carefully distinguish-ed by manual training teachers. Gen-eral subjects would be those included in the grade work, high school and genercessity remain fundamentally antag-onistic and irreconcilable. EDUCATIVE WORK CONSTRUC-TIVE. al college courses. The special sub-jects would be those pursued in pre-paring for the trades or the profes-sions. The general powers would be reading, writing, arithmetic, good sight, structive and reconstructive. In arith-metic the child constructs the neces-sary steps involved in the solution of good hearing, good common sense, etc., while the special powers would be those the problem. In history he constructs the feelings and thought of a people through historical events of their conpertaining to a particular faculty, as the musician needs a good ear, the painter a good eye, the sugeon a skill-ful hand, the lawyer guick perceptive faculties, the teacher a good knowledge for human patient. structed acts. In literature he con-structs out of the fullness of his own experience the scenes, events, charac-ters and ethical principles involved; and constructs his grammar. The manual training teacher does not lose sight of this universal phase of confaculties, the teacher a good knowledge of human nature. As we distinguish the foregoing we can readily see the importance of manual training in de-veloping and strengthening each of them. We will be expected to prepare students for the trades, by giving them general information, the same as we prepare them for the professions. The brudent will get the rudimentary sight of this universal phase of con-struction, but he consciously purposes to intensify this pow-er through his work. He knows that in oral and written speech it is so easy for a teacher to read her own ideas or experience into the oral or written speech of the child, hence fall-ing to detect the haziness of the child's idea through confusion with her own idea. He knows too that in the man-ual construction there is no possibility. propare them for the professions. The student will get the rudimentary knowledge to begin the learning of trades, and will be more destrable in a shop for having done work in manual training. The proper development of the pupil will be in process during the age when the child is forming fixed habits. The pupils will become acquaint-ed with the use of tools and a desire for manual work in a particular line may be acquired. In many countries manual training has been confused with the trades and the tradesman rather than the teacher has been em-ployed as instructors in the work. From experience the artisan as teacher of rather than the teacher has been em-ployed as instructors in the work. From experience the artisan as teacher of rades has proved a failure and this failure has done more to injure the ul-limate results of manual training than all other things combined. In the last 30 years it has been given a thorough test in Europe, and the general opinion is that the poerst results were ob-tained in schools where the artisans or tradesmen were employed as teachers. The tradesman has been displaced or is being displaced in European coun-ries by the regular teacher, and the results now in the same schools are very satisfactory. The artisan may be very so competent in his trade, but if the is not a teacher his instruction will be inefficient, the work of his students will be poor, and the class will grow to have a contempt for the work. The intism teacher has the skill to do, but heads to have a contempt for the work. The intism teacher has the skill to do, but heads to have a contempt for the work. The intism teacher has the skill to do, but heads to the children. As manual train-ing is only a means of education the instructor should be an educator. Aside from the teachers, is best profesion-al men and tradesmen are not neces-oarlight the best teachers, as quite the opposite has proven true, and the prac-tise of employing them in the teach-ing profession has been abandoned be-ause they do not know how to teach well. The tradesman and the educator well. The tradesman and the educator is not consider work from the same point of view. The artisan expects **a** cell. The tradesman and the educator o not consider work from the same olat of view. The artisan expects a vell finished object and considers it he ultimate aim of his work. The ducator thinks more of the develop-nent of the child in the making of the hised. During the experimental stages in manual training it was found that callure was met with where artisan eachers were employed and success intiended the work of the teacher who had prepared himself for the profes-sion. bion. Uno Cygnaceous, one of the first in-bectors of schools where manual train-ing was introduced, came to the con-flusion that the failure of the work as due because tradesmen were em-aloyed as teachers. He then required the regular teacher to prenare himself The second secon



the manual training teacher and of failure on the part of the artisan is embodied in the aim of each. The aim of the artisan is the finished pro-duct; consequently, he teaches largely, ing the more definite, clean cut and if not wholly, by imitation. The man-ual training teachers nims to develop well defined the objective form. He also knows that the conciseness, fidelity, and training teachers nims to develop mental, moral and physical powers, ac-cording to some pedagogical principle and psychological laws through an ob-jectified idea. The manual training teacher believes people feel and think and act, and the thing constructed is the result of the feeling and thinking which he awakens in the numul. Ho accuracy and concentration of the manual training room must inevitably have a permanent and salutory effect upon all the work of the class room. They become habitual, systematic and provide and psycologically are wrought into the very nerve and fibre of the child's the result of the feeling and thinking which he awakens in the pupil. He thus teaches clear, concise, definite thinking, and through these tends more and more to develop correct expres-sions, carefulness, integrity, truthful-ness and character. So the manual training teacher's quality is determined by fidelity to mental idea or image em-bodied in the objectified construction. To the artisan's quality is largely de-termined by dexterity and skill in imi-tating. The one reaches the construcbeing. This the manual training teach-er feels to be his mission and his re-ward, the realization of his ideals, the fruition of his plans.

### SOLOMON'S EFFORTS.

Through the persistent efforts, during the past 30 years, that great Swedish educator, Otto Solomon, has given slovd work or manual training such a stand-ing that it is now considered the most important study in the school curricul-um in Sweden. Norway Great Britain. tating. The one reaches the construc-tion through the mental idea or image, tion through the mental idea or image, the other reaches a mental idea through construction. And in terms of character building there is an im-measurable gulf between the two methods. In one case the child is the end, the subject the means of scuring his development. In the other the subject is the end, the child the means. The manual training teacher sees the child as the exhaustible quantity, the subject or possibilities of construction the inex-haustible quantity so far as the child um in Sweden, Norway, Great Britain, and parts of Germany. It is considered from an educational standpoint, and the teacher after preparing himself in the subject is considered the proper In the subject is considered the proper one to take charge of the work. Mr. Solomon has found that nearly every country that has taken up this work has made the mistake of employing the tradesman rather than the teacher for instructor. A practise common in the sixth, seventh and eighth centuries throughout Europe is one Mr. Solomes sixth, seventh and eighth centuries throughout Europe is one Mr. Solomon considers worthy of attention. Nearly all trade work was done by guilds. Each guild having a separate part of the work to do. Those who prepared for the guilds were called sloyd work-ers (a name now common with manual training workers). After becoming ac-quainted with the radiumentary use of haustible quantity so far as the child is concerned. The artisan sees only the possibilities of construction. Every the possibilities of construction. Every educator will admit that there are cer-tain phases of manual training work, which are almost, if not quite, wholly mechanical. The learning to shape, the handling of tools, the making of joints, etc. But even here there is precisely the same fundamental differ-ence of methods between the artisan and the manual training teacher that there is between the teacher who tells or shows how mechanical operations in training workers). After becoming ac-quainted with the rudimentary use of tools they were taken into the guilds and taught a special branch of the work. This is the idea that the manual training educators are working on now. First, educate the child properly and then it will be prepared for the battle of life.

### Chamberlain's Cough Remedy.

Chamberlain's Cough Remedy. No one who is acquainted with its good qualities can be surprised at the great popularity of Chamberlain's Cough Remedy. It not only cures colds and grip effectually and permanenty, but prevents these diseases from re-sulting in pneumonia. It is also a cer-tain cure for croup. Whooping cough is not dangerous when this remedy is given. It contains no opium or other as confidently to a baby as to an adult. It is also pleasant to take. When all of these facts are taken into considera-tion it is not surprising that people in foreign lands, as well as at home, es-tem this remedy very highly and very few are willing to take any other after having once used it. For sale by all druggists. druggists.

The service of the Nickel Plate Road to New York City and Boston, is un-surpassed. Three fast express trains, in each direction, daily. These trains ate composed of modern first-class day coaches, elegant vestibuled sleeping cars between Chicago, New York and Boston and other eastern points super-tor dining-car service, meals being for dining-car service, meals being served on American Club Plan, ranging in price from 35c to \$1.00; also ser-vice a la carte. Passengers can travel comfortably and economically via the lickel Plate Road. excess far

# BOYS' AND GIRLS' FREE BOOK CHANCE!

All boys and girls into whose homes the Saturday News comes, are invited to try their hands at this puzzle. For the first three correct answers received through the mail (none others considered) THE DESERET NEWS BOOK STORE will give a free story book, a standard work, neatly printed and well bound. The names of the three winners, with the solution of the puzzle, will be printed in the following issue of the Saturday News. Cut out the picture, mark plainly the location of the various objects you find, and address it to the

## DESERET NEWS BOOK STORE, PUZZLE DEPARTMENT.

Winners for Sept. 26 were: Horace Gillett, 376 east Fourth South; Isabella Webb, 1043 east Third South; Tena Parrett, 363 L street. SOLUTION OF THE PUZZLE OF THE ONLY REAL THING. The missing words of this puzzle are as follows: Heads, Ttent, Forest Baskets, Wand, Trumpets and Trumpet.

With the picture in its natural position, one of the snake charmers is found between the two largest snakes before the three-headed charmer. By

using the lower right corner as base, a second snake charmer can be found between the threeheaded charmer and the tent. By using the right side of the picture as base, another is found between the heads of the charmer and his tent. With the upper part of the picture used as base, the fourth is

### THE SILENT GUN.

Supply the missing words by objects illustrating them in the picture; also find the alchemist and the four leaders of the savage horde.



ual construction there is no possibility for misunderstanding or subterfuge. for misunderstanding or subterfuge. Granting the ability to handle, to fash-ion, to join, the construction will never be more definite than the thinking, and the clearer and more concise the thinkcharged on any Nickel Plate train. See

Valuable Suggestions for WHAT TO EAT. the Kitchen and Dining Room.

All educative work is essentially con-

This matter will be found to be entire-ly different from and superior to the usual run of food articles, in that every item is a nugget of culinary wisdom and Quince Compote. Select six large ripe apple-quinces, pare and cut into quarters, remove the cores and place the quinces in cold water; put the cores and peels in a saucepan; cover with water and boil until soft; strain first through a coarse cheesecloth, then through a fine jelly bag; return the liquor to the saucepan; add one cup of granu-lated sugar; boil for a few minutes; then put in the quinces and boil until tender; cool slightly, then place in a glass dish and strain over the syrup. Serve with a spoonful of whipped cream heaped on top of each serving. Quince Compote. eminently practical. Conducted by Katherine Kurtz, Marquette Building, Chicago, to whom all inquiries should be addressed. All rights reserved by Banning Co., Chicago. Menus for Next Three Days.

Quince and Apple Preserves.

Quince Jelly.

Quince Preserves.

# Quince and Apple Preserves. There, core and quarter four pounds of the with sufficient water to cover both with sufficient water to cover both the with sufficient water to both the with sufficient water to both the with sufficient water to be water the guarters; add to the water to the water both the water the water both t Grapes Broiled Mutton Chops French Fried Potatoes Thin Corn Bread Coffee

Bouillon Roast Mutton Mashed Potatoes Baked Stuffed Green Peppers Celery and Nnt Salad Mayonnaise Green Apple Cobbler Waters Wafers | Coffee Cheese SUPPER, Crabmeat Croquettes Buttered Toast Fruit Russian Tea Cake MONDAY. BREAKFAST. leed Melon Cream Cereal

SUNDAY.

BREAKFAST.

DINNER.

### <section-header><text><text><text> Parsley Omelet Hashed Brown Potatoes Whole Wheat Gems Coffee LUNCH. Minced Mutton on Toast uit Fruit Chocolate Hot Blscuit Cake DINNER Vegetable Soup Clear Boiled Potatoes Boiled Ham Boiled Forace Mashed Turnips Cabbage Salad, Bolled Cream Dressing Steamed Fruit Pudding Cheese Coffee Wafers TUESDAY. BREAKFAST. Baked Apples Cereal Cream d Ham Creamed Potatoes Breakfast Rolls Coffee Broiled Ham LUNCH

Braised Sweetbreads uit Compote of Quinces ke Ceylon Tea Milk Biscuit Cake

And LearCeylon TeaDINNER.Bites and Tomato Soup<br/>Green Corn Pudding<br/>Green Corn Pudding<br/>Tagen of the system of the system

## home he said nothing of the discovery to his parents, but ate his supper and went straight to bed to study out some way of securing the treasure without

his cathedral.

THE OLD CITY OF YORK.

(Continued from page eleven.)

compartment is a large colored geomet

this cathedral. The story of the Minster would not be complete without alluding to the big bell, "Peter of York." It hangs in the northwest tower at a heighth of 130 feet from the ground; was cast in London in 1845, and weighs ten and three-quarter tons. It cost £2,000, which was raised by public subscrip-tion; and it is one of the most perfect specimens of gigantic casting known. At first it was rung by swinging, but as it took 24 men to turn the wheel in the process, that mode was abandoned, and

it took 24 men to turn the wheel in the process, that mode was abandoned, and there has been substituted a powerful hammer, attached to a lever easily worked by one man. It is struck 12 times each day at noon, is used as a minute bell at deaths and funerals, and it tolls the old year out. "Peter" is now the third largest bell in England, the two larger are at Westminster Abbey and St. Paul's cathedral, London. In the crypt, or basement, are shown relics of the Minster buildings, includ-ing herringbone masonry of the church in 1140, and many other interesting bits that were saved from the great struc-ture during its centuries of change and decay. From the top of the central tower, a

decay. From the top of the central tower, a magnificent panoramic view of the sur-rounding country is beheld. There are no mountains or hills to obstruct the vision, and on a clear day, (which I have found a rare occurrence), with the aid of a good field glass, one can count dozens of towns that checker the coun-try for a distance of 30 or more miles in

try for a distance of 30 or more miles in all directions. Looking down into the

city the two rivers are clearly traced

Once upon a time there was a little ried and did not know what to do, feel-boy named Jack who was digging worm ing that his father would blame her for fish bait. The ground was dry and hard and he had to dig deep. About a the beginning. boy named Jack who was digging worm for fish bait. The ground was dry and 

About this time the country became nvolved in a war, which raged so fiercely that all the men were pressed into service and thus the women and children were left alone. Each day brought tidings of defeat and some fresh disaster, and soon the invading were distance an immense --- drawing a discrete distance distance an immense --- drawing a discrete distance distance an immense --- drawing a discrete distance dista army came sweeping over the land destroying everything before it. The

strange looking gun, and astride of the gun sat Jack. The startled invaders, not understanding these strange pro-ceedings, fell back. The --- quickly drew the gun between the captives and the invaders, and Jack swung it into position, covering the enemy, and wait-ed as silent as the silent gun. By this time the invaders had regained their courage and, seeing Jack alone with the gun, made a fierce attack upon him with their ----- and ----the gun, made a fierce attack upon him with their \_\_\_\_\_\_ and \_\_\_\_\_ Then the earth trembled, for Jack's gun began belching forth great volumes of a greenish gas, which formed a trans-parent wall around him and the prise-ers. To their dismay the savage horde found themselves powerless, for the wall of gas destroyed the force of their bullets and \_\_\_\_\_\_ and they fell harmless before it. Soon the terrified invaders began to retreat. Then Jack quickly released his mother and the \_\_\_\_\_\_ and springing astride the silent

was looked upon as the greatest hero in the land. The ---- invited Jack to his palace and asked him the mys-tery of the silent gun. Then Jack told him of his discovery while digging worms of what he supposed to be a hidden chest of treasure, how he skole from his bed chamber in the silent nights to try and secure it, and how on the last night he discovered that in-stead of a chest of treasure it was the silent gun; how he was seized and made captive by an alchemist, who possessed

in their courses, each filled with busy merchant vessels and pleasure craft. "Intermingled with the modern vertical unbroken brick buildings are some of the old timber and plaster dweltings with their overhanging stories and high peaked red tiled gables, whilst each street corner is generally terminated by an ancient church with its burial ground, giving a rural aspect to the scene and lending to it that charm so characteristic of the York streets." What & Peter is to Rome, the Min-ster is to the eity of York. When Rob-ert Hall was taken to view this grand and beautiful building he was led to ex-claim, "an angel might have built it." MALCOLM MCALLISTER. in their courses, each filled with busy rical figure, smaller geometrical half-figures filling in the angels, with a small ngu-es hinng in the angels, with a small circular panel separating each com-pleted medallion. The colors used are ruby, blue, green and yellow. The le-gend of the "Five Sisters" forms the subject of a story related by Dickens in "Nicholas Nickleby." There is three-quarters of an acre of stained glass in this cothedral



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