DESERET EVENING NEWS.

Friday, - - August 17, 1894.

STAKE CONFERENCE.

Members of the Council of the Apostles are expected to be in attendance at the next ensuing Stake Quarterly Conference, as follows:

Bevier Stake, Sunday and Monday, August 19th and 20th—Elder Francis M. Lyman.

B. Y. A. Summer School.

PROVO, Aug. 16.—Dr. Hinsdale: I wish to talk to you this morning on some facts that exert great influence upon the theory and practice of teaching.

The first of these is what might be called the law of mental energy, and may be considered under four heads.

(1) When any mental stimulus is presented as a lesson, a little time must elapse before the mind becomes fully energized, or at its maximum.

(2) This state of mental energy cannot be long sustained.

(3) The mental current falls off to a minimum, but not so rapidly as it swells to a maximum.

You can all refer this to your own abilities, both mental and physical, and verify it. We know that a horse must warm to his work before he does his best.

First the current swells till the engine are flowing as a stream with full banks; for a time it continues, but finally it begins to fall off, but not so rapidly as it reached the highest point.

Some interesting questions may be asked upon this point. How long is it from the beginning of energizing till the full current is reached? This will be contracted by age, temperament, and many other conditions. Will the young mind be soonest energized? Yes, and generally the younger the child the sooner is the maximum reached, the shorter the period of sustained effort, and the more rapidly is the current diminished. The child of three cannot study as long as the child of twelve. The child of twelve is not equal to the efforts that may be made by the mature mind. The mind that is quick and energetic in temperament will be soonest energized, but cannot keep in full play so long as one of a more phlegmatic temperament.

The fourth fact is, that any interruption or introduction of a new fact or object of interest, prevents the maximum of interest from being reached.

The more concentrated the attention, the more single the interest, the more lasting the effect. Age, temperament, subject matter, aid or retard progress. Our attention is enlisted and all our powers called out on an interesting subject more quickly. Every teacher must decide these questions for himself. This gives us two rules for teaching, more important perhaps in the primary grade. (1) Keep the same subject as long as the interest is at the maximum. To change the subject would be like a man taking a horse every fifteen minutes. This is not only a good rule in primary grades but in all schools, and may be rapidly applied to personal study. Unfortunately we are often obliged to continue when our powers are waning, but the child should never be subjected to so exhausting and blighting an experiment. There is the law of mental weariness, which forbids further exercise when the energies are waning. There is specific and generic weariness. The first is of the subject and calls for rest from the one special activity, the generic, rest from all kinds of activity.

Walking may be continued until it becomes weariness, but if you may say you can do some other kinds of work, mowing wood becomes tiresome, it perhaps, but by laying down the saw and taking up the ax and splitting wood awhile, we may begin to again be rested. The reason is that a different set of muscles are called into play, and a different accentuation of nerve is established.

It is said that a horse will travel further on an uneven road, if not too uneven, than on a smooth road. If this is true, it is for the reason that I have already stated.

As it is with physical activity, so it is with the mental. When a student who is doing algebra comes the point where the energies begin to flag, lays it aside and takes up grammar, it gives a different accentuation, and brings a sense of rest. There comes a time, however, when a change be longer gives the desired sense of rest. He is weary in the generic sense, and needs to abstain from all mental work. Some subjects are vacuous to others, in the sense that one set of subjects by-degrees are vacuous to each other. The wise teacher will make up his program with reference to the natures of the studies, and their relations to each other. Algebra and physics following each other would bring a strain upon the same set of faculties, but if Latin be introduced between the necessary change and rest are obtained. This is but an example, and I am safe in saying that at least a third more can be done by students where the studies are arranged with this in view.

The third law is the law of repetition. The mind especially of a child is strongly and permanently impressed only with repetitions.

The child mind being plastic and impressible, an impression is quickly effaced or blurred. It may be likened to writing on sand or in clay. There is a point to be reached. The Greeks were the greatest school teachers of their time, they thoroughly understood this, and formulated a maxim, "Repetition is the mother of all learning."

The teacher is the law of imitation. There must be a limitation of subjects taught at any one time.

How many of you would think it would be wise to teach twenty different subjects at a time. Not any of you.

If you wish to test the result of such a course, give yourselves a half minute each on twenty subjects, and note the confusion, and entire absence of definite ideas that you have as a result.

The great school of teaching is give some definite ideas. There are many persons who have vague general ideas on a variety of subjects, and with the gift of language well developed, can talk and write in an interesting manner. I have found such in my school work, but when placed down to solid definite facts, or underlying principles, they were utterly lacking. Good reliable concrete ideas with strong, clear ideas. Not bizarre fancies, but vague, misty ideas.

There must also be a strict limitation of the facts and ideas pertaining to any one subject, or any part of it. The teacher must select a certain number of facts, and leave out a hundred things, if he understands the subject, and these selected or essential facts be most present in such a way, reject with such frequency, and insist upon with sufficient energy, that these facts become a part of the mental furniture.

The human mind has great capacity for repetition and awaiting facts. I one-fourth of what I have taught here is retained and assorted, I shall go home well satisfied. Especially is this true when the facts are given in a lecture, where there is no chance for reflecting a difficult passage, but the mind must proceed with the speaker, whether he is exactly clear on what went before or not. We must gauge the capacity of the little mind with not which we have to deal. Suppose your eye is inflamed, you go to a physician and he prescribes a lotion, and takes a dropper and with a very delicate touch administers just what is required. Suppose he took a hose pipe and applied a pressure to the other end, why he would gauge your eye out. But that is the way in which we sometimes go at our pupils. We take a hose pipe and deluge them. This is why a high grade student makes a better teacher in some cases than a graduated teacher. He is better able to grade the receptive abilities of the pupil.

"Undoubtedly the best of all ways of learning anything is to have a competent master to dole out a fixed quantity every day, just sufficient to be taken in, and no more; the pupils to apply themselves to the matter so imparted, and to do nothing else. The single sense of aim is favorable to the greatest rapidity of acquirement, and any deficiency to be left out of account until one thread of ideas is firmly set in the mind. Not infrequently, however, and not improperly, the teacher has a text book in his oral instruction. To make this a help and not a hindrance demands the greatest delicacy; the sole consideration being that the pupil must be kept to one single line of thought and never be required to comprehend at the same point conflicting or varying elements; even the best notes may have to be disregarded, in the first lessons. They may act like a second author and keep up an irritating friction."

This is Dr. Hale's idea on this subject, and I do not know how more good sense could be crowded into fewer words or less space. A Sunday school teacher undertakes to give his class an outline of the life of Christ. Would you advise him to deal with all four gospels at once, bringing in all the conflicting interpretations, harmonizations, silences, geography, etc., at once? No, you should select the one best adapted to your needs, holding to one idea, one line of facts till the general outline is well fixed. Then you can go back and widen the path and bring in other points, and he will be prepared to deal with them.

Text books should be considered. I have not time to go into the subject, but only to consider them in the right light. Shall we have text book or oral teachers? Both are necessary and indispensible, but the fine art, the point that brings out the objective in the individual teacher, is adapting these two kinds of teaching to the subject, and to each other. If you are going to use a book you must keep in the same line that the books have marked out. You may not teach all, you may teach something else, but you must not introduce incongruous matter. When you throw discredit upon the authority of the text book, it places you in the same position as one who dishonors his superior officer; it sends down your own authority. You have introduced two lines of ideas and the mind of the pupil cannot master them both, or even reason on them.

This is a serious pedagogical error, for the greatest confusion follows. In teaching grammar this should be specially considered. Teachers are clearly aloof this study, and materially disagree. You assign a lesson embracing definitions; when you come to the recitation you say those are wrong, and proceed to write some better ones on the blackboard. Now you have given them two sets of rules and they have done at all.

If you do adopt a text book at all you should follow the line of presentation laid down by the text book, as there is sure to be a collision between you and the author, and the result is inevitable.

Be careful to make the first presentation successful. Don't heap up debris that must be shoveled out afterwards. The wise teacher will present a subject in one way only, if the first is successful. The different methods of presenting a subject should be carefully looked over before the time of presentation, and it should be presented in that one way and no other; this is to the primary schools. When you get into the high schools you may broaden your views, but in this fundamental and primary work stick to the psychological method. Don't teach them one method today and another tomorrow, of the inevitable result will be a hodgepodge. Remember I am speaking of the age when the reasoning powers are weak. If you confound a book, don't assign a lesson at all. But be careful, the person who wrote the book probably had some claims to scholarship and maturity, but there are some things in our grammars, doubtly, that are wrong and it is said that we must teach them, but I say in a case like this, don't assign a lesson but teach it orally, from the beginning.

WEDNESDAY, 4 p. m.—Dr. Hinsdale said: What kind of study is history? is the question that first presents itself. This must be answered before we can form any very perfect idea of why we should study, or teach it.

In the first place, there is no question relating to human affairs that does not take you into the realm of history. The tariff, the silver question, religion, morals, education, all have their histories. It is desirable that every teacher, I will here remark, should study education as a science and as an art, and also from its historical side. History is philosophy teaching by example, is a thought that originated some 2,500 years ago by the Greeks. It is the only philosophy that some persons are able to understand. The man who does not thoroughly understand the history of education in this Territory is but poorly qualified to fill the place of commissioner, or even of a county superintendent, so great an influence has a knowledge of the past upon our ideas of the future.

History is a disciplinary study. Its facts cannot be retained without stimulating the memory. If these facts are properly arranged and taught, its disciplinary value is indeed great. It stimulates the imagination. The development, control and direction of the imagination is one of our duties as teachers. The imagination is often the most active faculty in the study of history. The picture of a battle, a war, a city, a field, or a monument, must be put upon the canvas of the mind by the imagination. In studying history we are constantly called upon to form judgments, and reason judgments as well. Especially is this true in a moral sense. Is this right, or is it wrong? is only reached by a vast accumulation of facts, and by inductive and careful comparison. In dealing with human affairs, we are called to deal with three circumstances shaped by human wills. The result cannot be demonstrated as in mathematics, but the results and possibilities only can be considered in dealing with human facts. The study of history, therefore, more perfectly prepares a person for the affairs of human life than a knowledge of science, because it deals with human facts.

History has culture behind it. Without travel a man grows up narrow and lacking in sympathy. When we begin to travel we expand and grow. The effect of history, says Hinsdale, is similar to that of travel. We get acquainted with nations of today, and the nations of the past, in all their various grades of civilization, and we understand and appreciate the differ ent motives that actuated men and nations, the lines of conduct that lead to similar results in different countries and among different peoples, and we broaden in power to judge and in human sympathy.

History must be considered first as an informative study, however; discipline and culture, the strengthening of memory, imagination and sympathy, and the culture it imparts as secondary and subordinate. History is a school of patriotism. It is desirable that the youth of a nation should be patriots. How can this be accomplished? There are two great factors for this cultivation. One is the literature of a nation; the other its history. The Jews, renowned for their patriotism for the last two thousand years, have been lead and nurtured by their literature, the history of which the Old Testament is a sample. No set of people of equal number exert a greater amount of influence on the world than the Scotch. They are very patriotic. They will tell you that they are an independent people; that the Roman eagle never flushed over them. Do you know the secret of all this? They make good use of the stories of William Wallace and Robert Bruce, of their national airs, and resound in song and story all that is most sacrilege to them as a nation. The charm of geography all comes from its relations to human affairs, which is history. For instance, a Sunday game shows you a very ordinary box to a mass of rocks on the other side of the stream. You are not interested until he tells you "that is where Robert Bruce once spent a night when the fortunes of war left him almost friendless." You are immediately interested. You cross the brook at the ford of a wetting, you crawl into the hole to the detriment of your clothes, mindful of possible dangers, for the sake of being in the same place once occupied by this renowned man.

History puts to test, so to speak, to geography. It cannot be understood without a knowledge of geography, and yet it is the human aspect in it all that arouses and holds the interest. Scientists tell us the moon is a dead world, a cinder, a burned out volcano. If you were suddenly transported there you would not be long interested unless you were a scientific specialist, because of the absence of the human element.

Prof. Cluff spoke as follows concerning the subject of child study:

DEVELOPMENT OF THE INTELLECT.

Lectures in child study was held, beginning at 7:45 this morning. Before proceeding with the regular lesson the professor made some explanations regarding "enthusiasm in teaching" and "rhythm as a means of instruction."

In studying the development of intellect in the child we must follow (1) the combination of sensuous impressions into perceptions, and (2) the combination into ideas, i.e., we must follow presentation and elaboration. The first sensations of the child are vague, dull and unmeaning. The world is new to him, and there are no apperceiving ideas in his mind. The first vague sensations, by the power of memory, are associated, contrasted and brought into relation, and clear perceptions result. These percepts as they are formed are collected and brought together and concepts are formed. Memory then plays a very important part in intellectual development; in fact, without memory there could be no intellect, for the mind could never get beyond its first vague and undefined sensuous impressions.

Now memory is that power of the mind which enables us to recall and retain; it enables us to associate, though it is not association; it enables us to judge, in reason, in fact, it enters into all the operations of mind. It is not, strictly speaking, a faculty in it's sense that judgment is, but is rather a side of a part of every faculty. Memory requires the greatest care on the part of the teacher, both because of its use and its liability to abuse.

A varied world is necessary to intellectual development. Sensation must be different to be distinguished—different in kind or in degree. The intellect grows and develops to a certain point without the aid of written or spoken language. That is, the child can form percepts and concepts, can judge and reason long before he can talk. This fact was well established by the investigations of Preyer. But language, nevertheless, aids materially in intellectual development. As the concepts are formed they are better remembered and recalled for future use, if they are named. The naming of ideas aids both in remembering them and in acquiring new ones.

THE MUSICALE.

The Wednesday, August 1st, evening concert was a revelation to many of the young teachers present. It is not necessary to dwell on either the merits of the performers or the beauty of the selections, as both were above criticism, but the object is deserving of all commendation. Many of our young teachers living in remote districts, where there is no extensive musical culture, have never before had an opportunity to be present at such an entertainment. The idea will be more lofty for the experience. The entrance fee was very low, the house free, and a hundred hundred student-teachers witnessed the performance.

A Fort Douglas Deserter.

The Denver News of Wednesday says: "Dennis Hainey, a deserter from the Twenty-fourth Infantry, and now at Fort Douglas, Utah, was at one of last night by Sergeant Tarlton."

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BAKING POWDER AWARDS.

(Data from the latest Official U. S. Gov't Report on Baking Powders, Dep't of Agriculture, Bulletin 13, page 509. Food tests made by the Chief of the Chemical Division, who acted as Judge of Awards at the World's Columbian Exposition.)

ROYAL is placed first of the cream of tartar powders; actual strength, 166.6 cubic inches of leavening gas per ounce of powder.

Every other powder tested exhibited a much lower strength than the ROYAL, the average being 33 per cent. less.

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Intelligent people who realize the importance just the blood needs to keeping the body in a normal condition, find nothing strange in the number of diseases Hood's Sarsaparilla is able to cure. So many troubles result from impure blood, the best way to test them is through the blood. Hood's Sarsaparilla vitalizes the blood.

Hood's Pills are the best after-dinner pills, assist digestion, prevent constipation.

Dr. Burrows, Oculist, Aurist and Optician. Spectacles Fitted. Commercial Block.

Garfield Beach Trains.

Commencing July 15, Garfield Beach Trains will Run as Follows:

Leave Salt Lake.	Arrive Salt Lake.
*10:45 a. m.	11:40 a. m.
10:50 a. m.	*11:00 a. m.
2:00 p. m.	4:00 p. m.
3:00 p. m.	5:05 p. m.
5:00 p. m.	6:10 p. m.
6:30 p. m.	7:40 p. m.
7:30 p. m.	8:40 p. m.
8:30 p. m.	9:50 p. m.
10:00 p. m.	10:50 p. m.
11:30 p. m.	12:00 mid.

*Daily except Sunday. †Daily except Monday.

Olsen's orchestra in attendance every afternoon and evening.
Bathing. Boating. Dancing.
Fare round trip 25 cents.
City Ticket Office, 201 Main Street.
D. E. BURLEY,
Gen'l. Agt. Passgr. Dept.

AN OPINION GIVEN.

Recently Mr. J. D. Thomas, of North Dakota, visited the Shenandoah Valley, Virginia, and after carefully examining the country located in Winchester, he writes to Mr. V. Richards, Land and Immigration Agent, Baltimore & Ohio Railroad, Baltimore, Maryland, as follows: "I have been in nearly every state and territory of the United States, and am back in my opinion that this valley surpasses all other sections in the Union. The lands are low in price, and produce profitable crops. I thank you for directing me here, and admit there received pleasant and profitable hours to come in this country."

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SALTAIR.

SPECIAL TIME TABLE.

August 17th.

LEAVE CITY.	LEAVE BEACH.	ARRIVE IN CITY.
10:15 a. m.	12:00 noon	12:30 p.m.
12:45 p. m.	1:30 p. m.	2:00 p.m.
2:15 p. m.	3:15 p. m.	3:45 p.m.
4:10 p. m.	5:00 p. m.	5:30 p.m.
5:30 p. m.	6:30 p. m.	7:00 p.m.
6:30 p. m.	7:30 p. m.	8:00 p.m.
7:30 p. m.	8:30 p. m.	9:00 p.m.
	10:00 p. m.	10:30 p.m.
	11:30 p. m.	12:00 mid.

Dr. S. D. Weber, of Philadelphia, Pa., Until August 20th, will extract teeth by an entirely new and remarkable painless method. Price 50 cents.
Office Rooms 312-13, Post Office block.

$2.50 ONLY $2.50.
To Cache and return.
To Coalville and return.
To Wanship and return.
To Park City and return.
To Bush Valley and return.
To Mona and return.
Wednesday, August 22nd. Tickets good for 15 days.

Garfield Beach Trains.

Commencing July 15, Garfield Beach Trains will Run as Follows:

Leave Salt Lake.	Arrive Salt Lake.
*10:45 a. m.	11:40 a. m.
10:50 a. m.	*11:00 a. m.
2:00 p. m.	4:00 p. m.
3:00 p. m.	5:05 p. m.
5:00 p. m.	6:10 p. m.
6:30 p. m.	7:40 p. m.
7:30 p. m.	8:40 p. m.
8:30 p. m.	9:50 p. m.
10:00 p. m.	10:50 p. m.
11:30 p. m.	12:00 mid.

*Daily except Sunday. †Daily except Monday.

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BECAUSE you support home labor in the manufacture of this Tow for Imitating Cans, Boxes, Labels, etc.
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