DESERET EVENING NEWS.

Thursday, August 16, 1894.

## B. Y. A. Summer School.

PROVO, Utah, Tuesday, Aug. 14.—Upon the subject of "Reading," Dr. Hinsdale said: In England the word reading is applied to we apply study. A person will say I am reading law, calculus, algebra, etc. Teachers as a whole do not consider or appreciate what place the art of reading occupies in relation to all classes of school work. The child of six brings a certain stock of knowledge to school with him and a stock of words. These facts constitute his preparation for learning the art of reading. At a later stage the art of reading gives us new thoughts. During the first school year you are not teaching the child to read ideas, but the symbolism and mechanism of the printed page. Into with the word drill make up the technique of reading. The question arises, for how long shall the stress be put upon this part? I think for the first two years of the child's school life. The memory of the letters, words, punctuation, etc, should receive great care, and the vocal should receive due attention. The spiritual or thought element will be in the background. We do not teach our pupils to think, particularly during this first two years; but the aim should be to give them an art that will unlock books, and put them in a position to gain the concealed thought of poetry, science and history. The books used should be on a level with the child's understanding. This was a serious fault with the schools of fifty years ago. From the spelling book they went to the Testament, or one of the readers, which is as difficult because as that found in our fifth readers.

When the child is familiar with the mechanical art, then more and increasing stress will be thrown upon the thought. What is the difference between teaching reading and literature? The child's first book, though humble, is literature. When in the university the students study Bacon and Milton, they perform the same act, except that the class is laid upon the spiritual or thought side, instead of the art side. Essentially there is no difference in the work done.

The members of the class in reading should be required to prepare their lessons thoroughly. There are great shortcomings in schools on this point. Arithmetic, geography and grammar will be carefully prepared when reading is neglected as a lesson that can be gotten indifferently, and teachers should insist upon it. In teaching reading and preparing reading lessons, the attention should be given to the meaning of words. You affirm that I am referring to definitions. I suppose that a definition is stating in other words what a particular word means. No word should enter into its own definition, or any form of the word. This is a point to be regarded. When does a definition lead to any knowledge? When the words used to explaining and defining are so related to my present stock of knowledge that I am able to grasp their significance. I may commit to memory sentences whose that I do not understand and they mean nothing to me; thus it is with many children who have been required to memorize verbal definitions, it is not knowledge. You are doing them harm by filling their minds with words instead of new things through the process of apprehension. A class spelling daily were asked to tell the meaning of the word firmament. The first answer was: "A place like a poor house." His answer came from the relation of the word infirmary. Another said, "Green pasture," another, "Old cider." I think the lists spoke from real knowledge, and the task the child went over was incomprehensible.

How many of you saw an article from Mark Twain on "English as she is Spoke." It was called from the answers given to questions asked in school. The whole sketch has been published, and there is nothing to exaggerate in it as I can't parallel it in my own experience as a teacher, or a superintendent. Here is a little story I came across. A boy was asked what the word average meant: "Well, it is a thing that a hen lays eggs on." "Where in the world did you learn that?" "I read it in a paper that a hen lays on an average four eggs a week." He did not seem to have an idea of how many eggs to lay in a one straw nest. He evidently thought an "average" was a piece of machinery. Referring to the learning of definitions, I would say that our children are woefully ruined when there are no limitations.

There are two parts, the generic or particular part, and the specific. If the child understands the first or generic part, and not the specific, he gets nothing. If he understands the specific only, he gets very little. If you ask me to define "sailboat," and I say it is a vessel, that is the generic, and the pupil is alert for the specific, then I say, "made of a gourd." Now if he knows what a gourd is, he has the idea, if not, he does not know whether this vessel is one that may stow the cereals or may be used from which to eat bread and milk.

A student was sent to the blackboard to write a sentence containing the word "capillary," and correctly. The boy wrote "John Doe showed the lake in a capillary." The teacher passed his astonishment, and the boy referred to a little pocket dictionary, and turning to the word, read the definition: "A small vessel."

Little dictionaries that give short whisper-like definitions, without illustrations, do more harm than good. Nothing gives me a new idea that does not connect the unknown with the known, or sets my mind in motion.

Before the class reads, he should be asked some to give a summary of the paragraph before reading. This is suitable as a good preparation for reading. Teach a child to think in connection with every thing he reads. The result due to the question of concentration is to make connection between what I know taught. Reading is the greatest study, and should be learned from it than from any other book. I am instinct to think that great care should be put upon the reading. Do not allow the boy to repeatedly read a merely mechanical sentence and let it go at that. Question as you get a sentence, go over the lesson with your class to advance, getting the attention to an important word, etc., as it is in a good manner, imitative art. In the lesson also for the purpose of focusing the meaning of the whole paragraph or lesson.

A reading lesson was here given, consisting of six lines from Longfellow's "Hanging Song," also an extract from Warner's "Manual on the Garden."

The singing of the time had brought this most excellent and instructive article to a conclusion. Tomorrow's lesson at 4 p. m. will be upon the subject: "How to study and teach history."

WEDNESDAY, AUGUST 15TH.

After opening exercises at 9:45, Dr. Hinsdale took up the subject of

ATTENTION.

Reviewed the main points of the subject as given yesterday, adding the following new thoughts from the point of disturbing elements:

There are facts entirely beyond the reach of the teacher that may be classed as disturbing elements.

The automatic attention is augmented by increasing the attractiveness of the subject. A disagreeable subject has no power to attract the reflex or automatic will. Sometimes it is necessary to induce interest even in legitimate subjects. Development follows interest by the law of growth from one. New traits of character may be developed by assuming new faculties. This is a very important thing to know. We become interested in what we work for. There is a tendency to take interest in that to which we pay attention; and it is a power thing. A mother will love with greater tenderness the child that is the most crippled in body or mind. For one thing, she so wishes that it needs the more care, but her love flows in the direct her work and care. She has done as much for it. The children for whom thereafter we do the most are the ones the teacher loves. This fact of love following labor makes it right. A lady who has never cared particularly for flowers had a daughter who was in an enfeebled state of health, and who cultivated flowers to while away the tedium of illness, and after some years died. Then the mother cultivated the flowers for her daughter's sake, became interested herself, and when the last flower that her daughter had cultivated was gone, she had a much larger selection of her own. She loves them now because she had worked for them herself. The pupil that earlier to please his teacher will soon learn to love the study, and the secondary interest become interest at first hand.

The process of educating the will in connection with the studies is one of the hardest problems we as teachers have to meet. You can not command attention, but you can increase the interest with the subject and finally create a deep interest in the subject. At first advantage must be taken of the automatic will. You must relieve an interesting task by bringing it into close relation with something pleasant to the and experience or present environment. You may simply reward and punishments in a certain sense, not necessarily point of whipping with a rod. If the relations between the teachers and pupils are what they should be, the approval or disapproval of the teacher will be sufficient. However, there may be students and occasions where approval or disapproval should take a more concrete form.

The teacher's personal influence—if of a weak will and roving thought, the tendency will be that the pupils will adopt her mental methods. If the teacher is strong, vigorous, clear and logical, the pupil's will is mentally energized by her to a great extent, and the condition will express itself in the work done by the pupils.

The leads me to speak upon this subject of attention and cultivation of the will. What is usually termed stubbornness and willfulness is often a feebleness of will. There are undoubtedly cases of insubordination, where children say: "I won't", and they mean it, but Dr. Carpenter says on this subject: Those strong-minded teachers who object to all these modes of 'making things pleasant', as an unworthy and unbearable 'weakness', are ignorant that, in the stage of the child-mind, the will, that is, the power of self-control, is weak, and that the primary object of education is to encourage and strengthen, and not to repress, that power. Great mistakes are often made by parents and teachers, who being ignorant of this fundamental fact of child-nature treat as willfulness what is in reality just the contrary of willfulness, being the direct result of the want of volitional control over the activities of the brain. To punish a child for the want of obedience which it has not power to render is to inflict an injury which may be almost and to be as irreparable as that of stunting body so much to prevent the healthful development of the moral sense as the infliction of punishment which the child feels to be unjust, and nothing resists the encouragement of the power of self-control, the intellectual process so much as the emotional disturbances which the feeling of injustice provokes. You stand over a child with a whip and say: "Now I'll teach you to learn," and the natural outcome is a sentiment that it cannot give its small mind to the task laid down. You could not do a more absurd thing. The idea of feeling can so high that they interfere with the quiet workings of the mind.

I want to take on a new topic now. What is the relation of a rule of teaching with the fact of learning? This involves the question of theory and practice, science and art. In these affirmations there are those who, out of the hearing of the lecturer, say: "I wish he would stop talking on those scientific subjects and tell us how to do it. They want a set of rules."

Put the particular before the general, is a rule that guide to the answer in which the mind unfolds. Now is it better for me to have the rule of the fact that lies behind it and out of which the rule grew? If it is a fact that the unknown is only learned from the known, it gives me a chance to apply science to mental nourishment to every mind, when I know what the child already knows. It is not possible to make teaching purely mechanical. There are plenty of teachers who go to sleep when scientific principles are being taught, who grasp with activity the rules adopted from those processes of reasoning. If I have given you a rule for a sum I have not given you the connecting principle, it is worthless to you. It is far more important to know why a thing is so, than to memorize and try to apply a rule which is only at best the second remove, up of the reason. You will never know how to do right unless you know why you do it.

NOTE.

The total enrollment approaches 200, and is fully equal to the attendance last year.

The official institute classes meet on Friday the 17th. On the Monday following the Academy opens for the school year.

Prof. McClellan invited the newspaper reporters and some of their favored friends to a musical treat. He played with delicate touch and masterly skill some selections from Chopin and Beethoven.

The services of Miss Abbie Hall, of Worcester, Mass., have been secured to take charge of the drawing department of the B. Y. Academy.

Class work is still being pushed in all departments.

## Utah Sunday Schools.

SALT LAKE CITY, UTAH, Aug. 15th, 1894.

*Editor Deseret News:*

In accordance with the appointment given me by the Deseret Sunday School Union board and the Presidency of the Church, I visited Utah county and attended the Sunday school conference at that place, which convened on Saturday, August 4th, and continued during Sunday forenoon, August 5th, the Stake quarterly conference being held on Sunday afternoon and Monday. This was the first Sunday school conference that has been held in this Stake of Zion and was well attended by both parents and children. A very great interest is being taken in that Stake in Sunday school matters, there having been an attendance at the S. Y. A. Sunday School normal class several young people who are taking an active interest in the application of the knowledge there gained, for the benefit of the children in this remote Stake of Zion. The schools are all graded according to the instructions given by the Deseret Sunday School board.

The exercises of the conference consisted of reviews which gave evidence of the thoroughness of the teachers. The Sunday school leaflets, charts, and other printed matter are in use, and the oral instructions given by the teachers given by the teachers are very efforts in disciplining the minds of a who attend.

It is the expectation that a normal class will be organized in that Stake, and be placed under the charge of those who have had experience in Provo. They will be trained in their own midst the teachers for the various schools now organized. One pleasing feature of these organizations in Utah Stake is that the members of the school are not confined alone to Latter-day Saints, but many who are not members of the Church send their children to these instructions, because they realize that the little ones thus receive instructions which will make them better and more obedient children. Indeed the prospects are encouraging for many additions to the Church, both of adults and children.

It is evident that one fact greater hospitality than is manifested by the people in that Stake of Zion, and it pleases me to state that I found less fault-finding and backbiting among the residents of that county than in many places I has been my privilege to visit. Yours truly,

A. H. CANNON.

Buy a home in Forest Dale. Call for particulars at 327 Constitution Building, Salt Lake City.

SALTAIR
SPECIAL TIME TABLE,
Thursday, Aug. 16

| LEAVE CITY. | LEAVE SALTAIR. |
|---|---|
| 10:15 | 12:00 |
| 12:00 | 1:00 |
| 2:15 | 3:15 |
| 4:15 | 5:00 |
| 5:00 | 6:30 |
| 7:00 | 8:00 |
| 8:00 | 10:00 |
| 10:00 | 11:00 |

Saltair Beach
TIME TABLE.

| Leave Daily Salt Lake. | Arrive Daily Salt Lake. |
|---|---|
| 10:15 a. m. | 12:30 p. m. |
| 2:15 p. m. | 3:00 p. m. |
| 4:10 p. m. | 5:30 p. m. |
| 5:30 p. m. | 6:30 p. m. |
| 7:00 p. m. | 10:30 p. m.* |

*Daily except Wednesday. Leaves Saltair on Wednesday at 11 p. m.

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

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

*Daily except Sunday. Daily except Sunday.

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Gen'l. Agt. Pass'r. Dept.

AN OPINION GIVEN.

Recently Mr. J. O. Thomas, of North Dakota, visited the Shenandoah Valley, Virginia, and after carefully examining the country round in Winchester, he wrote to Mr. V. Bogardus, 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 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 which from seeing pleasant and profitable home is made in this country."

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creature of circumstances. This idea is at summed up in "If we did more to make Romans what they were than they to make her what she was." The other humanistic theory is that man possesses a portion of independent energy—he may change the environments, he and do, positively in spite of circumstances. The potential portion of his successes or failures depend upon his individuality.

We know that environments are essential. Life is impossible without them, and it it were possible to choose of progress would be impossibly clogged. If environments are essential to the growth, they are the essential aids to ideas. Mental energy reaches out and strikes environment. There is a reciprocity existing between environment and idea. As soil produces the plant, but must have the living plant—seed first, so environment furnishes the conditions for the exercise of mental energy. The creative power, the mental energy is within, it expands in the atmosphere of environments. Environment incessantly calls forth ideas, conditions, feelings and tendencies. This may be clearly illustrated both in the history of nations and individuals. Unconsciously their minds are led on along the line of their surroundings. The home gives rise to all the mental energies. A lady had three sons who all evinced desires for a seafaring life. The first and second went to sea and were drowned. When the third announced his wish, the mother was in despair. When the matter was thoroughly investigated, it was decided that a beautiful picture of a ship in full sail, that seemed to the midst of the waves to breathe a full and beautiful life, was the cause. It would have been well to have offered a landscape, that the environment might have had two sides, of the picture could have been removed and another placed in its stead. Our surroundings are not all inclusive, and also power is not circumscribed. Are children living on the same block, same town, attending the same school, same theatres, etc, under the same environments? One, in the usual receptive moments of his life, is under the environments of irritation, the other of joy. Can a man's environments be said to be a man's friends or enemies in any sense? If so, then the happy and at home with a host of friends, and a passport to your board and confidence; the other stands like an Ishmael, judged as a little rascal, with the doors of confidence shut upon him, by those who have made no study of these subjects. Every object in the school room, and the building itself, are silent teachers for good or evil. The teacher himself is an important factor. Look at some of our dirty school houses and see how—until it pure, clean books seats will be better for such an environment.

A school superintendent once said to me: "We must have that teacher again, for we taught two lessons at once." "Impossible," I replied. "If she tried to do that she is a failure." "I will explain: She taught the classroom, and at the same time unkindness and uncomfortable in every movement that she made."

There is no mistake about this: "That mind coming in contact with mind develops both. I know you some water medium on top of a load of salt. We did not see any resultant, or near any grains among the mellow, but they were strangely affected by the salt.

Mind and environment operate together, but environment has no value without mind. The flint striking the fire, the second factor, idea is superior to environment. Wendell Cleveland said "an army with banners was terrible but an army without banners, but an army of ideas was opposed to the community and it would die." This can be followed indefinitely. Columbus brought ideas and used environments. The Indians used the environments but building, but the European came with ideas, great ideas, and let a change. Col. Parker said the man who was the teacher of the future was the man who could fix above circumstances and defy them. Environment is valuable only as it awakens thought, and valuable thought. Such is the relation existing between the mind of man and the environments. It can be readily understood how men differ in their appearance, their ideas, their works when the difference of their circumstances are considered. If man was a child of environmental relations, why have the high types of civilization of Rome and Greece died, while the environments have not greatly changed. A great idea affects the whole earth and is capable of such ideas, and man alone of all God's creation.

Plants no sooner spring up than they begin to modify their environments. A teacher can do this to a much greater degree. It would take too long to elaborate this, but if you will put these by the side of the relations under which you labor, you can in a great measure. The teacher who shirks this is a creature of circumstances. It is the business of man to make environments.

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