## MANUAL TRAINING IN UTAH SCHOOLS.

Principal Doxey Tells What Has Been and What is Being Done In Salt Lake

### ITS OBJECT AND EARLY HISTORY

What the Masters Thought of It and What it is Doing in Different Countries.

Salt Lake educators are becoming more and more persuaded that manual training is to take a stronger position in the community than it has hitherto done; that it has long since passed the experimental stage in this state as elsewhere, and that it is destined to become a great factor in furnishing mental ideas and activities for industrial life. Principal Doxey discusses the question

Manual training Includes the many useful forms of handleraft as followed useful forms of handleraft as followed in the best equipped school systems. In many systems it begins in the kinder-gaffe and is continued through the grades, High school, and the university. Sewing, cutting, weaving, modeling and constructing with paper and card-board are employed in the primary grades. Sewing in its general branches, working with wood and paper are most working with wood and paper are most commonly used in the grammar grades, while sewing, in its general and advanced branches, cooking, housework, working in wood and metal are employed in the High school and the Uncertiv, Drawing is included in all ployed in the High school and the Unversity. Drawing is included in all manual training work. The object desired is the educative force which lies in rightly directed bodily labor, to develop skill, character, readiness of thought, love of work, exactitude, neatness thoroughness in production. lerstand physiological ideas, to develop



SEWING DONE BY SEVENTH AND EIGHTH GRADE PUPILS.

their cradles. Other manual arts, which are both got and exercised by labor, do, many of them, by that exercise, not only increase our dexterity and skill, but contribute to our health, too, especially such as employ us in the open air. In these, then, health and im-provement may be joined together." August Herman Francke (1663-1727).

the leader of the physical movement in teaching, says: "One sees besides, in children, that they of their own accord children, that they of their own accord are always busy at building and work, and this may be very easily turned to some useful end by a teacher. That

sons should not occupy more than two or three hours of the day, and he en-deavored to prove that three hours were more valuable than six. The work is also interesting because it contained notices of schools where manual work was carried on.

Johan Heinrich Pestalozzi (Pes-ta-lot-see) (1746-1827) said: It was his opinion that those gaps which were left by the onesided and contracted training

John Ruskin, in his book, "Time and Tide," letter 21, writes; "It would be part of my scheme of physical education that every youth in the state—from the king's son downwards—should 

> lips of man could ever teach him Having quoted some of the great edu-cators on manual work up to a few

1884 587 1888 1167 1892 1694 1894 1894 1887

the schools of Europe. Sweden represents the average growth of manual training for the European countries, It is now as much a part of the education of the European child as are other subjects in the school curriculum. Let us now turn to America and produce some statistics on the subject. There were a few schools in which manual training was taught 25 or 20 years. ual training was taught 25 or 30 years ago. From these schools and European schools manual training has grown to its present proportions. Cities of 8,000 and upwards in population in which

1896, 121; 1898, 146; 1902, 270; 1903, 330.

mary grades, 78 cities. In the high school and grammar departments, 102 cities. In the high school alone, 33 cit-In the grammar grades alone, cities. In the primary grades alone, 11

above list. The number of cities in the United States now having manual training in the public schools will prob-

Prof. Bowen is going east this fall to accept a position in Michigan uni-versity. His place will be taken by Prof. J. C. Thomas, of Harvard, re-

woodwork, drawing, etc., will open on June 13 in the Lion House, and the business college summer school will commence in the college buildings on the same date.

The last meeting of the commercials was held by the Salt Lake Business college students, who assembled in toom 207, and gave Mrs. Evans a farewell reception. W. C. Maughan was master of ceremonies. Miss Mary Sturrock presented Mrs. Evans with a rock presented Mrs. Evans with a beautiful sterling silver berry spoon, suitably engraved. Short speeches were made by the various students and the teacher. Following this, the students gave an exhibition of their skill in drawing from memory various animals on the board, which were identified by the other students.

The most delightful student affair of the season was the reception given by the '05's to the graduating class on Tuesday evening. The invitations to the reception were hand-written, and were addressed not only to the '04 class,' but to the teachers as well. At so'clock the hosts and hostesses were on hand in the rooms of the Brigham Young memorial to receive their guests, and they discharged this function in a serene and felicitous manner. The president's office was used as a parlor serene and felicious manner. The president's office was used as a parlor for the occasion, and the memorial hall for the banquet room. The tables were tastefully decorated, and the lunch was charmingly served by the ladies of the '04 class. White and green, the class colors, lent an artistic setting to the whole room amid the glow of the art glass illuminated by scores of ejectric lamps. Lively games, within the circle of guests, followed the handshakings and greetings. Then came the supper, at which Maude Baxter, president of the '04's, presided as toastmuster. Students Effle Clayas toastmaster. Students Effic Clay-ton, Harold Robinson, Thomas Brigh-ton, Addle Cannon, Profs. Mills and Peterson, and President Paul, were bidden by the toastmaster, in very neat speeches, to respond to well selected sentiments, which they did in their best mode. Wit and pathos were skill-fully blended by the various speakers, in such a way that the evening was a veritable delight to all present. Noth-

quietest of the proceedings. And when the clock tolled 12, and the last airs of the respective class songs ended in a combined chord all took up the student chorus, "The Gold and Blue," and sang with a will. In groups they gathered round and said good-bye, then stepped out of the brilliant room with its scenes of animation, into the calm and balmy midnight of the last day of spring. The full moon smilled upon the merry throngs, the clouds graciously gathered into a few silvery combinations of beauty, the stars shone brighter, and the breeze that floated from the groves and lawns of the Temple square daintily loaded itself with the perfumes of roses and locust blossoms, and so softly the joyous youths and and so softly the joyous youths and maidens that every one called and call-ed again to every other, each bidding joy to each, while wishing and saying in many ways: "Sleep sweet, good-night, goodnight!"

Very Annoying to Some People. People that are known to be weak and sickly, by their neghbors, are asked the sickly, by their neghbors, are asked the question every day whether they are feeling better. Do you feel stronger? Are you gaining flesh? Their friends know if they are gaining flesh, it is one of the sure signs of returning health. If they can only get a remedy that will make solid healthy flesh, recovery is assured. People with nervous troubles, loss of flesh and strength, no ambition, languid, and always tired, have thin watery blood. The food they eat does not nourish them, it does not make blood. If after each meal they wild take Dr. Gunn's Blood and Nerve Tonic, their food would be turned into rich, red blood, making solid flesh and Tonic, their food would be turned into rich, red blood, making solid flesh and strength. The tablets are sold in boxes by all Druggists for 75 cents or 3 boxes for \$2. People who use this Tonic gain in solid flesh from 1 to 2 ibs, per week, they feel better and know they are on the road to health. For sale by Z, C, M, L Drug Dent.

### A Warning.

the road to heal M. I. Drug Dept.

To feel tired after exertion is one thing; to feel tired before is another.

Don't say the latter is laziness—it isn't; but it's a sign that the system lacks vitality, is running down, and needs the tonic effect of Hood's Sarsaparille gimlet, hammer, etc. To keep these things anxiously out of children's reach

It's a warning too—and sufferers should begin taking Hood's at once.
Buy a bottle today.

### EXCURSION to EUREKA

Only \$2.00 for Round Trip.

Sunday, June 5th. Special train eaves Salt Lake at 8:00 a.m. via Salt Lake Route. Enjoy a ride along the shores of the Great Salt Lake on the line of the famous Learnington Cutoff, Ball game between O. S. L. and Eu-reka Blue Rocks.

### OGDEN EXCURSION

Sunday, June 5th. Via Oregon Short Line. Round trip \$1.00. Special leaves Salt Lake 10 a.m., returning leave Ogden 7:30 p. m. Trout returning leave Ogden 7:30 p. m. Trout and chicken dinner at the Hermitage

in Ogden canyon. A good time for all.

#### HAMMOCKS! HAMMOCKS!

Buy a good Hammock and enjoy rest in the shade during the coming hot weather. We have a new and large as-DESERET NEWS BOOK STORE.

### TEACHERS RATES

June 8th and 9th.

Via Oregon Short Line to Chicago, St. Louis, Memphis, St. Paul and many other points. Tickets good for stop-overs with final limit of September City Ticket Office 201 Main St.

### EXCURSION RATES

Via Oregon Short Line.

St. Louis and return via Chicago. 50,00 Limit 60 days. Transit limit ten days Tickets on sale Tuesdays and Fridays each week. Stop overs allowed.

A DAY WASTED

When your eyesight begins to fail, means a little less chance of complete recovery later on. The time for action is now—to-day. The place is here right here. Tests free.



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### Saltair Extracts, Baking Powder

And Spices Are the Best on the Market, by actual test. Satisfaction yuaran-

teed or your money back. FRESH

ROASTED COFFEE.

ASK YOUR GROCER FOR THEM.

Salt Lake Coffee And Spice Mills -++++++++++++++++

POISON

# Determination

## Shoe Sale!



ZEVE determined to do the greatest shoe business in this store of even greatest shoe doings. We've planned, figured and schemed months and months ago, when factories and wholesalers were over eager for busi-

ness. We've taken aevantage of every spot cash money saving chance so that in most instances goods come to you at prices that most dealers pay.

In May we gave you a very liberal shoe buying opportunity and the result was the greatest May business in our history. We mean to give even greater June inducements and here's a few of the price saving results. Remember complete lines. Skip nothing in this advertisement, the best values may be contained in the smallest

### Little Things at Great- SLIPPERS FOR est Savings.

### Best 10c shoe paste, black or 4c Best 15c shoe polish, black or 5c Bixby's 25c shoe polish, Shinola, dauber and brush, Babies' 50c soft sole Babies' 75c slip-Babies' 60c turn sole

## THE CHILDREN.

We lead in variety and greatest price savings. We've the knowl-edge in slipper buying.

The Edna, a pretty strap sandal in kid, one strap or patent beaded two strap: Size 5 to 8, value \$1.10, Size 815 to 11, value \$1.25, 89c Size 111/2 to 2, value \$1.65, \$1.23 The Better Wear Sandal made for hard service, neat style, size 895c to 2, value to \$1.50, at......

For The Children.

For the children our all solid west-ern made shoe, kid uppers, solid soles a wonder,

63c

63c

A value, size 5 to 8,

A value, size 81/2 to 11.

atmining miners and many

from 3 to 14 sizes complete. Values to \$1.50,

FREE TO BOYS-

BASE BALLS, BATS OR MASKS.

Double wear shoes for boys, all

the service of rough sorts and look good, too. As we have told you before, our Better Wear Boys' Shoes are the pride of our store and to get the boys interested offer free premiums. We know these shoes

Daisy Bell Sandals.

A patent leather strap sandal, with neat bow turn sole, a snap we bought, all sizes for all ages, girls

A value, size 11½ to 2,

### SHOES FOR THAT BOY OF YOURS.

Shoes for strong hearty knockabout boys with tasteful particular mothers, shoes that are less liable to rip and wear out. We take care of that in the leather and making. THE WONDER. This is a lot

of boys' shoes, perfect wear in every way that came to us in a most unusual price saving way. All sizes 9 to 2, value \$1.50 \$1.00

at...... ... ... in income THE SACO, are all solid calf sh for boys, size 13 to 5, value \$1.33

### Oxford Ties For Girls.

n favor for children. We show splendid variety at savings like

The Shield Kid Oxford, suitable for all occasions, kid skin with pat-

Sizes 5 to 8, value \$1.10. Sizes 81/2 to 11, value \$1.35, 98c Sizes 111/2 to 2, value \$1,65.\$1.23

# Sizes 21/2 to 6, larger girls 1.45

## premiums. We know these sho are good enough to keep bo friendship when they become men. Size 13 to 2,

# Double the wear of any boys' shoe

of similar price.

### **HOUSE SLIPPERS** FOR WOMEN. Every year the comfort loving we-

men throng to this store in greater numbers because we are headquarters for Home Comfort slippers. Here's prices that look good to you in print, the shoes look, feel and 50c burs a solid comfort leather house slipper, comfort toe shape

value 75c.

89¢ buys a glove kid three point house slipper, soft material, very easy to the foot. Value \$1.25. \$1.15 buys the best house slipper in town, Newport tie, clast-

ic side, or plain slipper, also the arm chair, a neat round toe style. These slippers have firm soles (no paper shoddy inside), and wear splendid. Value is \$1.50.

### Women's Low Shoes. are more popular every year because

they are the most cool and com-fortable. Here's astounding price reductions right at season's height. \$1.00 buys a \$1.50 India goat oxford firm sole, neat toe shape, with patent tip.

\$1.45 buys choice of \$ nice style exfords, patent tlp, firm sole, plain or fancy inserts. Values \$1.75 to \$2.00.

\$1.95 The Electra line of wo-men's exterds is the smoothest ever. Siyles of the highest grade sorts, and most excellent materials. You can't duplicate this short of \$2.50 to \$3.00. Patent colt or kid, light or heavy soles, plain or fancy styles.

\$2.45 Oxfords for ladies, that are exact duplicates of styles hereabouts at up to \$4.00. Three buttons and Blucher styles also oxfords in kid or patent light or heavy soles a dandy value

### STRAP SANDALS FOR WOMEN. Street, house or dancing all claim

the strap sandal as a favorite we lead the bunch in this very special The Prithee a woman's 2 strap

sandal with neat toe strap. 75c The Rona the best that ever happened. A medium grade sandal with high price style and wear neat bow or strap effects; also two strap sorts in patent or kid.

Value \$1.50 at \$1,95 buys choice of

\$1.95 any ladies kid or patent strap sandal in store. Values to \$2,50, neat beaded or patent effects in French or regular heel sorts turn soles very stylish.

### WOMEN'S COMFORT SHOES.

We devote much time and atten-tion to the development of this very important part of our store, Here's a few leaders, Old fashioned serge shoes lace or clastic side solid comfort 620

Solid comfort leather shoes wide toe shape value \$1.50 at \$1,00 Our Cin Cin Woman's lace or elastic side shoe is the best com-fort shoe made to wear and feel good. Medium round toe,

Values \$2.25 at \$1.95 We sell Grovers lace and elastic shoes, hand turned soles and everywhere at \$2,50 our price..... \$1.95

COMFORT AND STYLE.

### MEN'S LOW SHOES

Men's extra good satin ca nees, neat style, value \$2.25, 1.65 Men's Vici Kid, patent colt, or Calf, Goodyear weit. Hand sewed

process, low shoes, value \$2.45

At \$2.85 we offer tan or black, also extra good patent Colt, low shoes, neat style, well made, value \$4.00

THE ACME OF

Men's hand turned dancing Oxfords, or street sorts, in clas-\$1.45 tio side, \$2.00 value, at.....

106 MAIN STREET



106 MAIN STREET

burgher who had not some handicraft by which he could earn his living."

Johann Amos Commius, (1592-1671) the father of modern education, says:
"Boys should have a general training in the chief forms of hand work if, indeed, only to the end that thereby they should not be left in gross ignorance as to what belongs to human life. But, hexides this, it will make it much easier to discover later in what direction the natural inclination what direction the natural inclination of each tends."

John Locke (1832-1704) says: "I have one more thing to add, which as soon as I mention it. I shall run the danger of being suspected to have forgot what I am about we will be a supported to the control of the I am about and what I have written about concerning education, all tending towards a gentleman's calling, with which a trade seems wholly inconsistent. And yet, I cannot forbear to say, I would have learn a but two the child learn a two or three, but particularly. The busy of children being always to be directed to something that may be useful to them. The advantages proposed from what they are set about may be considered of two kinds: (1) Whether the skill itself, that is got by exercise, is worth the having. (2) Whether the exercise itself without any on is necessary or useful Knowledge in some things

tal and physical powers,

I shall give a synopsis of some of the lectures of its history which were de-livered in Naas, Sweden, and Leipsig.

This subject is not of modern introduction in the school curriculum. For ceaturies past it has been a part of the squeation of children. The greatest education of the last two or three century

ries have persistently advocated and put in practise the manual work for the

mental, and physical powers of child-

The subject which we call manual instruction was, in a manner, taught in the Grecian schools. The Romans,

physical education received consider-able attention.

Luther, (1483-1516) in discussing edu-

callonal questions, said: "My intention is, that we should have the boys go to

ify for the citizenship in ancient Mar-scilles, where no one was received as a burgher who had not some handleraft

as development of the moral

MANUAL TRAINING HANDIWORK AT THE FREMONT SCHOOL. the will, broaden the ideas, and fur- the children should not work for the ther, as a means of developing the men- making of as many objects as possible. making of as many objects as possible, but that they should work for their own

development. Jean Jacques Rousseau (1712-1778), "I do not stop to prove, at any length, the usefulness of manual work, and the exercise of the body in re-invigorating the spirit and the general health. If, instead of chaining a child to his books, I occupy him in a work shop, his hands labor to the profit of the spirit, he becomes a philosopher, though he thinks he is only a workman. Now, of all occupations which serve to furnish subsistence to man, that which brings him back to nature again most closely is the work of the hands. He Jean Jacques Rousseau (1712-1778), "I closely is the work of the hands. He must work like a peasant, and think like a philosopher, unless he is to be as worthless as a savage. The great secret of education is to make the exer-

during their early history, paid great attention to physical development. Shortly after the downfall of Rome. ises of the body serve each to relieve Johann Bernard Basedo (Baizeh-do) (1723-1790) says: "A boy ought to learn the use, to a certain extent, of the tools of the joiner, the carpenter, the turner, the tailor, the mason, and the is, that we should have the boys go to school for an hour or two a day, and then spend the rest of their time at home, and learn some handleraft, especially that for which they are destined, so that both may advance together while they are young."

Urich Zwingle (1484-1531) says: "I wish that all might agree in approving of the conditions which alone qualify for the citizenship in ancient Margardener, which are so often needed in the household in a small way. The higher classes, since they have unfor-

tunately been trained in no hand in-dustry in their youth, find themselves in riper years with ne resources except reading and writing."

Christian Gotthilf Salzmann (1744-1811) in his book states: "In Schnepfenthal the pupils were instructed in various kinds of manual work, such as working in paper, carpentry, basket making and turning, by especially trained teachers in each subject—'not artisans'—and he had also set up in all the rooms where the pupils gathered together, carpenters' benches, with the requisite tools, so as to cultivate in them a taste for exercises of this kind, so useful for the education of both

kind, so useful for the education of both soul and body."

Joachim Heinrich Campe (1746-1818) in his work states: "I, for my part, cannot deny that every child, be the standing or sex what it may, ought to be kept regularly, and from an early age, at some mechanical and corporal work provided only that in the choice of it regard be paid, on the one hand to the future lot, and on the other to sex, and that one child must be more and another less occupied in this manner. The usefulness of this is indeed too great and manifold for me to wish any child to be deprived of it."

Ferdinand Kinderman (1740-1801), a Bohemian and reformer of the schools of that country, established manual training in over 200 schools in Bohemia. L. G. Wageman founded in 1784 a school for manual work at Gottingen and from this school manual training spread to other parts of Germany.

Johann George Krunitz published a remarkable book in 1794. The Prussian government decreed that every school was to provide itself with a copy of it. So that we see manual training work approved by governments a century ago. The author affirmed the ordinary soul and body.

year he had out all benches, lathes, smith's tools, grindstones, and work tables, sent by the squire to Bonnal for the benefit of the schools and which had been hitherto lying at the parsonage, and thus he was able to provide actual practise in the most essential forms of artisan skill, it became more and more clear to him every day that industriousness—the physical activity of our race—is the true, holy, and eternal method of binding together all our var-

ious powers into one supreme power— the power of perfect manhood. J. H. G. Keusinger (1765-1834) in his important work, lays down seven rules:
1-That the work should correspond with the forces of the child. That the work should not be un-

healthful. 3—That the work should not be exe-cuted in a sitting posture, but by movements when standing.

4—That the work should be not merely a foundation for artisan's work, but

for general education.
5-That the material used should be as various in character and furnish as great variety in the forms of objects as 6-Great stress should be laid on the

relations between work and the implanting of knowledge. 7-The sense of form and beauty should be developed. He recommended the use of cardboard, wood, metal, clay, bone or horn, and wax. Henrich Froebel (1782-1952) founder of

the kindergarten system, has, of course, advanced as strenuously as possible, the proposition that material work should be used as an ordinary means of education, on which principle, indeed, his system entirely depends. To quote Froebel in this connection would be therefore to quote everything he has written, for we should find throughout, as the leading thought, his tenet, "That man only understands thoroughly that which he is able to produce." Johann Friedrich Herbart (1776-1841)

Johann Friedrich Herbart (176-181) in his excellent work states; "Every growing boy and youth should learn to handle the recognized tools of the carpenter, as well as the ruler and compass. Mechanical dexterity would often be more useful than ability in gymnastics. The one helm the shift the other the holy. one helps the spirit, the other the body, one helps the spirit, the other the body. Elementary schor's should have work shops, though they sould not actually be technical schools. And every man should learn to use his hands. The hand holds the place of honor at the side of the power of speech in raising man above the beasts."

A. H. Niemeyer (1754-1828), rector and chancellor of the University of Halle, in his work on education says: "And at other times other handicrafts, especial In health. Knowledge in some things is an eccessary to be got by children of their time is to be allotted to their imployments contribute nothing at all withing, and all other sedentary studies for the cutifvating of the wild, unavoidably, takes up a great from a gentleman's time, quite from ment, teach handiness, and exercise the

learn to do something finely and thoroughly with his hand, so as to let him know what touch meant, and what stout craftsmanship meant, and to inform him of many things besides which form him of many things besides which no man can learn but by severely accurate discipline in doing. Let him once learn to take a straight shaving off a plank, or draw a fine curve without faltering, or lay a brick level in its mortar, and he has learned a multitude of other matters, which no line of man could ever teach him."

need; for example, the ax, the saw, the

is the most certain way to reduce them to helplessness, and in time of need to make them more liable to injury."

years ago, I shall now produce some statistics to show the advancement made in this subject in some European countries and the United States. In Sweden in 1878 there were 103 schools teaching manual training.

After this time it became general in the schools of Europe. Sweden repre-

nahual training was taught; In the United States in 1890, 37; 1894, 5; 1896, 121; 1898, 146; 1900, 169; 1901, 232: 1902, 270; 1903, 330.

In cities having a population of \$,000 or more in 1902, the value of the manual training equipment for public schools only was estimated at \$5,384,626.

In 1902 there were 270 cities in the United States with a population of \$,000 or more where manual training was taught in the following departments

of the public schools: In the high school, grammar, and pri-

Special schools, technical schools and universities are not included in the

### L. S. D. UNIVERSITY.

cently practical chemist for a larg manufacturing company in St. Louis.

The mechanic arts summer school in

The most delightful student affair of