DESERET EVENING NEWS.

Monday, August 13, 1894.

Provo Summer School.

4 p.m. Friday, Aug. 11.—Some time was spent in answering questions with regard to points in the preceding lecture on methodology, and very profitably spent.

Dr. Hendale said: The three elements of consciousness, knowing, feeling and willing, cannot all be equally emphasized at the same time. Emphasis is greater alone and on waves of sensation. The word implies a contrast, and if I utter them all with equal stress there is no emphasis. When one is more prominent, the other two are necessarily less emphasized. Furthermore, any state of consciousness takes its name from the element most prominent at the time. Within certain limits the elements of cognition vary together, beyond that comes a time when they vary inversely; that is, if feeling rises very high, knowing will be sent to the rear. If a cognition becomes very energetic, the element of feeling diminishes. If you are intently engaged in solving a mathematical problem, feeling on all subjects will fall into the background. If a person should hand you a letter saw that strongly excited you, you would immediately forget the lecture, unless your will to listen to the argument of this lecture is strong enough to hold your attention, feeling takes the emphatic place, instead of knowing, which occupied the place of emphasis a few moments before. Whenever the element of cognition becomes very strong, then the feelings for the time being are secondary.

The bearing of all this on the work of the school is very important. Children do not come to school primarily to have either will or feelings educated but the power of cognition. Certainly the other two faculties should have some cultivation, but your business, the legitimate business of the teacher, is to establish those conditions that will tend to the development of the faculties of cognition as knowing. If you supply a state of mind at war with this consummation, even unwittingly, will not the result be just as disastrous?

What ought the condition of the mind of pupils be with regard to intense feeling? Should they be kept at a white heat of enthusiasm or should there be an agreeable warm, even normal feeling?

How many of you vote for the latter?

That is right. You could not do a worse thing than lash pupils' minds into an intense state of feeling. Tears are other means, but the psychological reason is that you are placing them in a state of mind in which they cannot learn. This is particularly true of your children who have not the power to control feeling with will. If you hate or love, if you are in the depths of despair, or elated to a degree of intensity, you can add nothing to your stock of knowledge. It does not matter whether the feelings are agreeable or otherwise, the result of intense feeling is disastrous to cognition. Suppose you have a boy who comes to school in a bad temper, could you teach him anything? Would you flog him. NO? Well then what would you do with him? (Several teachers responded to this question but were unable to lay out a plan that suited the Dr. or themselves and he proceeded.) Such a boy becomes a disturbing element. If I may use the expression, you want to "lay" him and allow the activity or anger to flow off gradually. At a break somewhat upon the nature of the boy. Some would get rid of it in a few moments; others are fitted and permanent in their feelings. What I wish to call your attention to is the fact that so long as there are epitomes of feelings, the purposes of the school—our learning will be defeated. You do want intense, hope, determination, courage, warm and glowing, but not intense feeling of any nature. Unconscious is a sentiment that always runs upon the agreeable or pleasurable side. Developed beyond a certain point it becomes inattentive. Can there be too much interest in the school room? I am inclined to think there can be. Suppose your mind is excited to a high plane to the cognitive faculty, you know that can not be too long continued. There may, therefore, be an excess of interest or it is conditioned until the brain is weakened. It is possible for a person to become so excited that he defeats his own purpose. This is illustrated by the story of Sir Isaac Newton, who, when he saw his chain of reasoning was going to prove the theory of celestial gravitation, he was unable to complete his work and finished it over to friend to finish. Psychologically we can understand this. Perhaps you will tell me there is no danger of such a pitch of interest being reached in a district school in Utah or Michigan, but while I do not object to your intensing interest in your pupils, I can see how it could be easily carried to a natural excess. The value of enthusiasm will depend upon the subject and also the quantity.

Evening session, 7 p.m. August 10th.

Dr. Hendale again spoke as follows: I understand this has been a very intensive week with you, therefore shall devote some time to straightening up side issues, raised than entering upon new topics.

(A number of questions were answered, all more or less interesting and applicable to the school. The difference between concrete and abstract also defined the meaning and and difference of touch, taste, information and training.)

I wish to say that in my lectures relating to methodology I have presented the teaching features of the science and art as I understand them. The faculties first developed are the perceptive faculties, dealing first with external objects and afterwards with the mind. Let us now consider the external objects, each as can be subjected to external tests. The mental faculties begin to act much sooner than our first supposes. There is a period when the child dwells in realities, at another in abstracts. This, however, is not arbitrary, for there is abstract thought in the first period, and dwelling upon in the second period. Every child who can say "a man" has an abstract thought. When a child says "a man" he is thinking "man." In all men and "mankind" in all women, in man, he is manifestly a very interesting psychological fact. He sees the resemblance between his playmate and other men, between his playmate and other women, and employs a proper noun into a common noun. When he learns that this name can only be properly applied to one person and he most aptly when other name to the others, he has drawn abstract thinking. A man passing called a little boy by the common appellation of "Bob." Now it happened to be the child's proper name. He remarked to his sister, "That man knows me." His line of reasoning was that if he had not known him he would not have known his name. When we enter the abstract period, we must not think it possible to escape sense knowledge. Yet reflective knowledge comes in this period to take the prominent place. Nobody can tell the exact day or hour when a person passes the period of concrete and enters the realm of abstract. No one can tell when an apple ceases to be green and becomes ripe, or when a man ceases to be a man and becomes a horse. These lines of demarcation are uncertain. The fundamental methods of learning are two, so the fundamental methods of teaching are two and each of these we will consider under two aspects.

I can present a matter to you inductively in two ways. I may present to you point after point of a subject, doing all the talking myself, and you all the listening. Finally I can sum up the generalization. This is the "instructive" method. Or I can ask you such questions as will induce the generalization in the answers, until you see yourself their common counts. The first is called the "expositive" method and the latter the "interrogative." Both of these methods are subordinate to the inductive. Which of these is the better? That depends on the skill of the teacher, and the stage of development of the pupil. If a pupil is eager and thorough and desires to get over the ground fast, the expositive is the best method of teaching. The interrogative is very searching, very thorough, demands the strongest attention, but is necessarily slow.

The speaker gave a sample of deductive interrogative method and added: The method of interrogation either under the head of induction or deduction is not profitable, except where the pupil already has considerable knowledge. Both the deductive and inductive methods as called are used in every well regulated school. It is better that the teacher should ask the questions. Pupils as a rule do not know enough of the principles involved to ask proper questions.

CLASS WORK.

Algebra B.—This class was organized to accommodate students who had already gone over the first part of algebra, though were not prepared to take a course in advanced algebra properly so called. Seven students have taken the course. The following subjects have been discussed, and the text book (Wentworth's Complete), supplemented with special proofs and methods; factors, common factors and multiples, fractions, fractional equations and problems involving fractional equations, simultaneous equations, including numerous problems, involutions and evolutions, general theory of operations and problems involving simple and simultaneous quadratic equations. Special attention has been given to clear understanding and concise statements of practical problems, and to brief and convenient methods of reading.

Trigonometry.—Two students have completed the course in plane trigonometry. The special features of this course have been the derivation and proof of trigonometric formulas as used in the applied sciences and the solution of engineering problems. The course also included special discussions of logarithms and their properties, and the construction and use of logarithmic and trigonometric tables.

Calculus.—One student has completed a special course in differential calculus. The course has been especially adapted to fulfill a requirement for a professional course in engineering.

PSYCHOLOGY AND HYGIENE.

Dr. M. H. Hardy, instructor: A News reporter visited the department of physiology and sanitary science, including biology and physiological psychology, of the B. Y. Academy. By viewing the drawings, diagrams, models and instruments, apparatus and specimens, and listening to the professor's explanations and subsequent conversation, one was thoroughly convinced that the method of instruction is quite in keeping with the recognized importance of these divisions of work. Instead of the older method of merely text books, and subjects pursued independently with a restricted range of the great central science of physiology, we find actual practical line matter carefully selected and arranged in relations, covering a greater field than heretofore. And yet it is freer from the non-practical or redundant than is commonly found in courses of the class. Dr. Hardy applies the principle that if the teacher has the required information and skill, and the student desires to receive the information, if the relation between the object and the mind of the student be established, knowledge of education is the result. In the instance of physiology the student is put in touch with the general public under the caption of "public health," in which location air, water supply, contaminations, communicable diseases dangerous to the public health, etc., are briefly yet thoroughly treated.

School buildings and furnishings, premises and conveniences, constitute a chapter under the title of "school hygiene." Finally, the home life of the pupil, as we commonly find it in its daily feeding, wearing, sleeping, and exercising, etc., is treated in practical details, with wonderful suggestions, yet with treasures and free gems from the hothouses that ordinarily encumbers the most important and fascinating division of the great field of physiology and sanitary science. Physiology goes, and, in relation to the form and structure of the body, that is, its anatomy; its relation to the preservation of the body in health, and its restoration to health when diseased, which really makes up the great science of medicine in its proper sense; its relation to mental psychology or psychology, the production and interpretation of the phenomena of thought, so far as the physical aspect is concerned; and finally the relation of physiology to economics, or the science of values, of physical, spiritual and mental things, as relates to the great problem of life—namely the most and best work, in the best way, and shortest time.

An interesting and valuable lecture dwelt upon man as a whole or unit, outlining the several systems, organs, tissues, compounds and elements. Some of the special results for studying physiology are here emphasized, such as to keep well, to get well, and to care properly for those under our charge.

The several systems are taken in their order. Beginning in obvious reasons with the digestive, treating nutrition in its comprehensive sense, so that the selection of food, as to kind, quantity and variety becomes a part of the student's daily life. The preparation of food as to cooking, etc., is practically considered, then come in their order the several steps in the digestion of the food prepared, to its absorption, from the alimentary canal, and entering into the circulating system, for assimilation and contribution for the nourishment of the body.

The frame work of the body instead of being presented in form of chart as a "pile of dry bones," uninteresting to the general student, is made delightfully attractive by the manner in which this discussion of the subject is presented, and the chisels and parts used in representation, and so with the muscular or motor system.

The nervous system including the special senses of sight, sound, taste and smell, and also the touch or tactile, temperature and the muscular sense, is presented with great care and a greater length, compared with the other divisions from the standpoint of its physiology, anatomy and its direct relation to psychology.

Educational demonstrations and great practical value as well as intense interest to this wonderful and useful field.

It is seldom that so much eminently practical and useful is found connected in so small a compass and simply illustrated in life, as Dr. Hardy gives his students, especially the advanced special in the form of methodology, or in skimpond its appearance, presenting in practical form to anatomy, physiology, hygiene, common diseases and indications of cure.

The lecture on the attitude of certain vegetable products, alcoholics, narcotics, etc., and their relation to the known economy are most satisfactory and practically convincing, and place the student in the proper light of viewing these things from the standpoint of a properly educated judgment. Emergencies are accidents, liable to be met with frequently, and their management fully closes the general outline in this complete and fascinating course in physiology and sanitary science. It is but just to state that physiology as taught at present in the B. Y. Academy is a new science as compared with the narrow interpretation and meager attention bestowed upon it ordinarily.

Laboring Men.

Contractor Morris says he has not enough men who are home-like citizens to meet the demand on the concrete work of the sewer. More shovelers can be given employment, but in order for applicants to receive this they must show that they are bona fide residents of the city.

From Missions.

The News received a pleasant call today from the following missionaries who arrived in this city on Saturday evening, on their return from Europe: Elders John Dellis, of Mount Pleasant, August Malmquist, of Vermillion, Louis B. Jensen, of Richfield, and H. P. Jorgensen, of Fountain Green. They left this city May 14, 1892, going by way of Liverpool to Copenhagen, Denmark, to preach the Gospel in the Scandinavian countries.

Elder Dellis's labors were in the Malmo and Stockholm conferences of Sweden, where he met with many good friends and enjoyed his labors, which were attended with excellent success.

Elders Malmquist and Jensen also were attended with success in their work of spreading the Gospel in the Stockholm conference, where their mission was spent. They were well received, and the Elder Dellis, enjoyed good health and spirits in the ministry.

Elder Jorgensen's field of labor was in the Copenhagen conference, Denmark, where there is a general indifference to the Gospel message. He met with many kind friends, however, and a goodly number who were interested in his message. During the first six months of his mission his health was quite good, as the climate did not seem to agree with him; a change came, however, and during the past eighteen months he has been in good health.

These four Elders will remain in the city until tomorrow, when they will resume their journey homeward. The trip from Scandinavia was made by sea via Glasgow, theirs being the first Utah company to travel by that route. The voyage was around the north of Scotland, and at this season of the year was very pleasant. At Glasgow the change in vessels was made to the Anchor steamer Ethiopia, where all went pleasantly, as did the overland trip to Utah. The change from the cool climate of Scandinavia to August weather here is quite noticeable. The returned missionaries are highly pleased at being again in their mountain home.

With the party was Elder Peter S. Condie, of this city, who left here in May, 1893, and labored in the Scottish conference of the British mission. He enjoyed his work in the missionary field, meeting with many friends and good success. Through a severe cold contracted last spring he became seriously ill, but came improved considerably. Minor trouble developed, however, and as his return to convalescence was regarded as not sufficiently rapid to justify him in remaining another season, he was released. Though much improved during the past few weeks, he is still in quite poor health, but hopes to steadily mend.

EXCURSION NORTH VIA UNION PACIFIC.

Thursday, August 16th.

Thursday, August 16th, is the date of the annual low rate excursion via the Union Pacific, to all points north as follows:

STATIONS.	RATE.	LIMIT.
Brigham,	$2.25,	15 days.
Logan,	$3.25,	15 days.
Franklin,	$4.25,	15 days.
Preston,	$4.50,	15 days.
Oxford,	$4.50,	15 days.
Pocatello,	$5.50,	15 days.
Idaho Falls,	$6.00,	15 days.
Market Lake,	$13.00,	30 days.
Soda Springs,	$8.50,	30 days.
Montpelier,	$10.00,	30 days.
Shoshone,	$10.00,	30 days.
Bailey,	$10.00,	30 days.

This will be the only excursion of the season to northern points. Train for Cache Valley points will leave at 2:40 p. m. For all other points at 6:20 p. m.

Special arrangements have been made for through train to Soda Springs and Montpelier.

Tickets now on sale at City Ticket Office, 201 Main Street.

Given Away!

A high grade Columbia Bicycle; every purchase counts. Buy your drugs at our store and secure a chance. JOHNSON, PRATT DRUG CO., 41 Main

Keep your cheek and your complexion in good order. Use Pompeian Bloom. Sold by Cohn's Savings Bank & Drug Co. Keep up the good work whenever it is for your interest. Ladies specially invited to call and see cards.

When Mary was sick, we gave her Carbolic.
When she was a Child, she cried for Carbolic.
When she became Miss, she clung to Carbolic.
When she had Children, she gave them Carbolic.

Excursion to Denver.

On August 16th, the Rio Grande Western will sell round trip tickets to Denver for $25. The Knowlton's tournament will be in session. Tickets good for stop-over at Manitou, Glenwood and other resorts.

In buying or selling Second-Hand Goods we recommend the I. X. L., 46 East, Second South. ☞ Ice is wanted.

The Perfume of Violets

The world of the Rose, the glow of the Pink, and the Spice of Stole combine in Pompeian's Bloom Powder.

DESERET MEAT MARKET,

33 E. South Temple St., D. Hilton & Co., Props. Family Trade Solicited

On June 1st, 1894, I sold Deseret Meat Market (formerly Deseret Meat Market) to D. Hilton & Co., who is Main St., 2 doors south of Temple Theatre, where I shall be pleased to meet my old customers and take in the friends of my patrons and the public generally. Assuring you for your past favors, I remain, Respectfully,

D. F. BALL.

Carthey & Dumbeck,

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STEAM HEATING & GAS FITTING.

No. 324 South West Temple St.

Telephone 42.

As to Retrenchment.

SOME ECONOMIC SUGGESTIONS TO THE "CITY DADS."

We notice that the City Council is endeavoring to fulfill their "reform election" promises of rigid economy in the running of the municipal affairs of the city, which is certainly appreciated by all good citizens, and all hope they may succeed in saving many dollars to the overburdened taxpayers. We would suggest, however, that they should avoid diminishing the men on the police force and in the fire department. This might result in the reverse of economy.

It might please the taxpayers just as well to dispense of extra seats in the council and devote less time to discussing personal character and more time to genuine public benefits. In their efforts to stop the leakage at the spigot, we recommend that they see that the bung is securely plugged before they roll the barrel over."

These are times when all should use their careful efforts in the practice of true retrenchment, both in public and in private affairs, and assisting in the very laudable purpose each individual may assist a community, and each community the commonwealth. Let each individual be careful to know every dollar expended for its value accurately and see that it is used where its purchasing power will be greatest, and all should try to prepare for the coming winter by providing themselves with necessary fuel, food and clothing while the opportunity exists, and before the increased demand increases price. This is especially true with regard to clothing. During this week season we are offering some great bargains, and those who are fortunate enough to be able to anticipate their great winter's necessities by ordering a suit will now, can save enough to go a long way towards a ton of coal or other needed necessities.

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Saltair Beach

TIME TABLE.

Leave Daily Salt Lake.	Arrive Daily Salt Lake.
10:15 a. m.	12:30 p. m.
2:15 p. m.	5:00 p. m.
4:10 p. m.	6:50 p. m.
5:30 p. m.	8:30 p. m.
7:10 p. m.	10:30 p. m.*

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

SALT AIR.

In every particular Saltair is first-class. Bathing, Boating, Dancing, Plenty of Lunch Tables, Fine Music, Beautiful Grounds. Round trip 50 cents.

Garfield Beach Trains.

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

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

*Daily except Sunday. † Daily except Monday.

Olsen's orchestra in attendance every afternoon and evening.

Boating. Bathing. Dancing.

Fare round trip 50 cents.

City Ticket Office, 201 Main Street.

D. E. BURLEY,

Gen'l. Agt. Pass'r. 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. Hoffman, 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 clear 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 adopt those seeking pleasant and profitable homes to locate in this country."

Dr. Price's Cream Baking Powder World's Fair Highest Award.

Mendelssohn Hall.

First Concert, Monday Evening, August 13th, at 8 o'clock. Hon. C. W. Varian and George M. Cannon, speakers. The Tooele Ward Glee Club will sing. Annex of Ninth Ward meeting house, corner of Fifth East and Sixth South. Everybody invited.

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10:30 p. m.	11:40 p. m.

*Daily except Monday. † Daily except Sunday.

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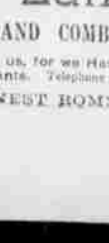

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