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## PERSONS WHOM EDUCATION AFFECTS.

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As it is essential for the educator to be fully posted in regard to those general principles of education which appear in this treatise under the head of "History" and of "Aims," so the persons affected by education form so vital a chapter in a just and logical treatment of the subject, that a brief survey of these various classes presents itself to us as the next point for consideration. Foremost among them are Parents.

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### CHAPTER I.

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#### PARENTS.

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To obtain the highest conception of the calling of a man and a woman in the capacity of parents, one must look upon them from an educational point of view, for from no other does the grandeur of this sacred relationship so well present itself to the mind with all its intricate complexity. The home is the sanctuary of the human race, where each generation is consecrated for its life's mission. The parents are the high priests, responsible to God for the spirit of their ministry.

## BEGINNING AND DURATION OF PARENTAL RESPONSIBILITY.

The physical, intellectual, and moral status of a nation is to a great extent the result of the conditions under which preceding generations have lived and developed; and on the same principle, the present generation is destined to shape the character of those succeeding it. The same law holds good in regard to families. By the law of heredity, physical, mental, and moral conditions are transmitted from generation to generation to a greater or less extent as the strength of any particular characteristic, accompanied by favoring conditions, may be able to make itself felt in the blood of a family. The decree of the Almighty, that he will visit the iniquity of the fathers upon the children unto the third and fourth generation, but will show mercy unto thousands that love him, is verified by the law of natural heredity.

This fact contains an earnest admonition to all parents. While they are not held responsible for the deeds of their progenitors, although bearing more or less the burden of hereditary imperfections, or, on the same principle, enjoying inherited advantages, they must be aware of the fact that heredity does not stop with them, but continues, and that, therefore, they will incur responsibilities for coming generations. Responsibility reaches not only to the generations past and gone, but commences anew with ourselves, to continue into yet unborn generations, which will receive from us a heritage that may prove either a curse or a blessing. The seed of Cain still carry the burden of their first ancestor's crime, while the seed of Abraham have not lost the faith in Jehovah's promise as given to the patriarch of their race.

But coming now to the responsibility resting upon the individual parent, the subject assumes even a more serious aspect, as it refers to an undivided responsibility, a respon-

sibility not to be shared either by nation or by ancestry; an account that on the great day of reckoning must be settled *to the last farthing*.

This being the case, the question arises: When does it begin? Some are ready in answering that it commences on the day when the child enters the schoolroom for the first time. It is then that responsibility for regular and punctual attendance, procuring books and school utensils, proper clothing, a certain degree of supervision over home studies and compliance with school regulations, and so forth,—becomes an indispensable adjunct to parental duties. This view of responsibility does no more cover the ground than a new hat may be called a full suit of clothes.

Others are willing to concede that parental responsibility begins when the child commences to walk and talk, as then it is capable of receiving impressions for good or evil. Although this argument appears very plausible at first sight, closer analysis reveals the fact that even at this period of life, physical and mental dispositions and conditions already manifest themselves; characteristics that must be results of causes for whose existence the parents may be more or less responsible.

Look, for instance, at those feeble and scrofulous children in the infirmary. Do they not in many instances show that the sins of the fathers have been visited upon the children? Numerous instances, some of a pleasant, others of a sorrowful nature, as the case may be, are constantly coming under the eye of the close observer, demonstrating the fact, that parental responsibility commences with the parents themselves, in their dispositions, conduct, principles of action, in short, in the thoughts and sentiments of their very hearts.

"Like begets like," is a law of all creation. Gardners and farmers succeed in improving species of plants by cultivation

from year to year; and stock raisers talk of fine breeds. So among the human race are found, from generation to generation, families of criminals, imbeciles, and libertines. On the other hand, there are families whose repute for virtue, integrity, wisdom, learning, and other excellencies have remained without a blemish for ages. There never was a great man or woman whose life did not point to the influence of a good mother as the first start on the road to his or her success, and so on the other hand. I myself once heard a murderer charge the beginning of his downward career to his parents.

When does parental authority cease? It must be evident that responsibility is gradually but only partially transferred to the offspring as fast as the assumption of free agency becomes a part of life's program in every individual. The parental guiding lines have to be surrendered one after another, but not all of them; some remain forever.

It is much to be regretted that comparatively few parents comprehend the just measure of freedom, indulgence, and independent action to be assigned to their children. While some, by their stern and despotic government, incapacitate their children for the just exercise of independence and thus cause them to fall into the extremes of recklessness or weakness of character, others suffer their boys to "sow their wild oats," and permit their girls to roam beyond their parent's control in unsafe surroundings as to persons, places, and hours. These weaknesses of judgment have caused the downfall of many otherwise promising young people, and brought grief and shame to many a household.

Parental responsibility never entirely ceases, not even with the closing of the coffin lid. There is an inheritance to be left of far greater importance than houses and lands, or gold and silver, in never ending, but, in itself, ever reproducing progression. "Das ist der Fluch der Böesen, dass sie, fortzeugend, Böeses muss gebaeren."—Schiller. (That is



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the curse of the evil deed that, forever begetting, it must bring forth evil.)

How blessed, on the other hand, is he that can treasure up within the Holy of holies of his heart, the sacred memory of a noble father and a pure mother to shield him in the hour of temptation, to guide him in all his actions, and to bequeath to his own posterity the precious heritage of a good name untarnished from generation to generation!

#### PRINCIPLES UNDERLYING THE FIRESIDE EDUCATION.

Family and home are institutions whose origin is identical with that of the human race itself, and they have maintained their identity under a variety of forms throughout all the changes which climate, nationality, creeds, peace and war, social and political conditions, civilization or the want of it,—have wrought with all other institutions of mankind. Their influence upon nations as well as upon individuals is ineradicable, hence, lawgivers, philosophers, and educators have recognized them as the strongest factors in the construction of their various social systems.

Although the influence of race, the spirit of times and of localities, and the religious, social, and financial environments, shape the conditions of families and homes to a considerable extent, still parents remain, after all, the chief factors in the domestic drama. By their precepts and example they may modulate it either into a harmonious whole, or turn it into a state of confusion. While in the former instances peace prevails, and temporal, moral, and intellectual prosperity is engendered, the latter may result in degradation with all its attending evils.

By the laws governing the universe, each of the constituent parts of a planetary system moves, with a mathematical exactness of velocity, in its orbit around the central body, never conflicting with other planets. This fact should be



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recognized in every home as the prototype of a well conducted family. "Order is heaven's first law," has become a somewhat trite saying, but it is truth all the same. Order is the observance of, and compliance with, adopted rules in regard to persons, things, places, and times, which definition applies also to obedience.

A mere compliance with any particular demand does not embrace the full meaning of the divine principle of obedience, for that would presuppose, not only the necessity of a superior antecedent, but exclude also, to some extent, the exercises of free-agency and thereby deprive the act of the better part of its moral value.

Obedience and its co-ordinate principle of order in their mechanical observance are best illustrated in the movements of inanimate nature, which take place in compliance with inexorable laws. But in proportion as life makes itself felt, be it in plant or in animal, freedom of choice becomes manifest also, until in man it attains its acme.

This progressive law of choice should furnish parents a guide in the management of their family, especially in regard to children. A child enters this world without any power of observation, knowledge, or will of its own, all of which parents have to supply as necessity requires. Gradually, however, physical and mental faculties begin to develop, and training as to their proper use becomes a leading object of education. Nature is the best educator. Mothers following intuitively the promptings of this teacher, know how to teach their little ones how to walk, to talk, and so forth, thus giving the infant opportunities for the exercise of its free agency in a measure. If this course should be logically and systematically adhered to during the further progress, there would be very little need of this dissertation on the subject. But, unfortunately, this line of procedure is gradually abandoned, and parents suffer themselves to be guided too often by arbitrary principles.

The various means by which children are trained in the principles of obedience and order are comprised under the generic name of discipline. Discipline is the climate of the home and the family. This climate, when it is as it should be, you can neither see, nor hear, nor handle. Whenever you do see or hear it, it is an indication that the equilibrium is disturbed. Some obstruction or irregularity has been unexpectedly encountered, and a commotion, merely unpleasant, perhaps, threatens to assume serious proportions. All this might have been prevented in most cases by judicious management. Hurricanes, thunder storms, and other atmospheric disturbances, in the climate of a country, resemble such family jars.

Children ought to be trained, step by step in the exercise of this free agency, and this right should be measured out to them in exact proportion to the grade of accountability which age, intelligence, will power, and moral disposition have developed in them. No more, no less. This corresponds with the disciplinary principles observed by the state in regard to its citizens, and is laid down in the Word of God as the line along which salvation and exaltation can be obtained.

Parental authority in the family circle prepares us for the authority which governments exercise over citizens, and for the authority of our Heavenly Father, to whom all men should render homage. Whenever the first step in this grand series is neglected, there is little hope that the following two will be satisfactorily complied with unless better experience shall bring about a reformation. Over-indulgent and weak parents will not succeed in raising useful citizens for the state, nor devout and faithful children of God.

#### METHODS OF FIRESIDE EDUCATION.

The management of domestic affairs differs widely in some

respects from methods governing outside organizations. While the latter are conducted by constitution and by-laws, or by rules and regulations provided by those in charge, the former depends in some measure upon unwritten laws, environments, personal dispositions, and degree of intellectual, moral, and spiritual culture.

Methods, speaking in the strict sense of the term, are to be adopted with great caution in domestic education, in as much as a strict, methodical course is too apt to degenerate into pedantry, and to destroy the gentle influence of mutual affection between parents and children. All domestic relationships lose the glory of their divine origin and sink to the level of human conventionality, expediency, and self-interest, whenever the inspiration of love is supplanted by the pursuance of cast-iron rules.

And yet, dependence upon the impulse of the moment as the only guide in the management of children, is as unjust, illogical, and dangerous, to the growth of evenly balanced minds, as the extremely methodical course is destructive of filial affection. Reprimands and punishments are too often measured out, not by the intrinsic merits of the case, but by the momentary temper of the parent. As there is an intuitive sense of justice and right in every child, such a course not only produces in the heart of the child an angry and resentful protest against such treatment, and thereby frustrates the moral reformation which would be the object of every punishment, but also blunts the natural sensitiveness of the child, and plants there the seeds of dissimulation, deceit, lying, resentment, hatred, and selfishness.

The over-indulgence of fond parents in cases of unbecoming conduct or of serious offences, is another fruitful source of failures in domestic education. It is unfortunate that this charge has to be made to a greater or less extent against our American domestic education in general. The author's

own experience in the school room enables him to record numerous instances of almost personal insult from patrons when they were asked for parental co-operation in the endeavor to rescue their children from a downward course. The results of this mistake can be seen in the prevailing disregard for parental authority, in the laxity of public morals and political integrity, in the frivolous ease with which matrimonial ties may be dissolved, and in the open defiance of law and authority. These are signs foreboding many tribulations for our nation.

Methods there are, however, by which domestic education ought to be regulated to some extent. A general system of order, cleanliness, punctuality, industry, good manners, veracity, and obedience, should pervade every household. Such a system should be inaugurated by the example of parents, as otherwise, it could not be carried through, all lecturing, reprimanding, exhorting, and teaching to the contrary notwithstanding.

All education consists of two great principles, viz: conveying information, and training in habits. While the former necessarily constitutes the leading feature of school-room work, the latter is the key-note of the domestic branch. But neither of these factors in the education of the child is exempted from the duty of paying attention to the other in a subordinate measure.

Habit, as a factor in education, has not generally been considered by parents and teachers to that extent which its influence upon the character of the child demands. There are intellectual, moral, and spiritual habits. A great deal, and perhaps the most part, of our so-called knowledge is merely intellectual habit, consisting of the assumption as truth of historical, scientific, political, and literary statements, without ability on our part, of verifying them except, indeed, by acquired arguments which rest themselves, upon the



assertions of other men. Hence people have opposite convictions in regard to astronomical, geological, physiological, and kindred subjects, and yet are equally intelligent and firmly convinced of the truth of their respective theories. All depends upon the training which their reasoning habits have received. Men, for instance, have very conflicting views on politics. There are highly intelligent men upholding with sincere patriotism the systems of absolute, or of constitutional monarchy, as the case may be; others equally intelligent, entertain strong convictions in regard to any of the multitudinous party theories prevailing in republics. None of them can be justly called a fool or a knave for differing, say, from our individual views on the same subjects. Each one's way of looking at things is simply the result of habit, the end fibres of the roots of which may have to be traced back into the days of earliest childhood.

There are also moral habits, indeed, these constitute almost the entire fabric of morality. That morality which results from philosophical reasoning, rests upon a sandy and untrustworthy foundation, liable to be swept away by the waves of temptation, excitement, or captivating sophistry. "Train up a child in the way he should go, and when he is old he will not depart from it," is a saying of Scripture, based upon a correct knowledge of human nature. The children of honest, industrious, and temperate people will naturally be predisposed to follow their parents along these lines unless other influences should cause them to deviate from that course. Domestic education, therefore, owes the duty of habituating children, by consistent, persevering example, in doing things that are right, and in avoiding things that are evil.

In this connection it is my duty again to call the attention of parents to the principle of chastity. This virtue is violated to a far greater extent than most parents are aware of, and needs the watchfulness and anxious care of every educator.

Especially are the secret vices fastening their fangs, to an alarming extent, upon the bodies and souls of our children. When once bitten by the serpent in this way, the rescue from the inevitable calamities to follow, will become more difficult in proportion to the delay.

Spiritual habits come next for consideration. These are no less lasting and influential in the life of every human being. The heathen worships his idols and practices the rites of his idolatry with the same habitual sincerity, that the Mohammedan invokes his Allah and Prophet Mohamed, or the Christian endeavors to follow Christ according to the fashion of his respective denomination, and so also the Infidel or Agnostic persistently indulges in the disintegrating tendencies of skepticism. The children of Agnostics generally follow parents in their negative belief, while children of faithful Latter-day Saints, when habituated in the observance of the commandments and statutes of the Gospel, will in most cases grow up to serve the Lord.

Ricci, a general of the Jesuites in the last century, understood the force of this early training in habits, when he said: "Give me the education of the children of a nation until their twelfth year, I do not care what they may be taught afterwards, they will be good Catholics forever."

In the face of these facts, the shortsightedness of many parents among the Latter-day Saints in regard to the intellectual, moral, and spiritual training of their children is inexplicable. Some of these parents are piling up a responsibility which nobody with his eyes open would care to assume.

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## CHAPTER II.

## SCHOOL AUTHORITIES.

## STATE OR MUNICIPALITY.

EDUCATION, having been recognized, long since, by all enlightened nations as one of the strongest factors in the maintenance and furtherance of civilization, has received more or less careful attention from the law-making powers, and has been conducted according to such enactments. These enactments give a very fair estimate of the moral and intellectual status of a nation. While in nations reputed for intelligence, enterprise, and progressive tendencies, education occupies a position among the most important affairs of the state, in others, less forward, it is still relegated to the rear, and is fed with the crumbs that fall from the master's table.

The various commonwealths of our glorious Union have vied with each other in their endeavors to formulate school laws that shall meet all the requirements of our progressive age, and our own fair state is not far behind in the procession.

There is situated in Utah a Board of Education for the state, one for every county, and one for every city of the first and second class, and to each of these Boards is attached a Superintendent as its agent and executive officer.

State, as well as county, and city educational authorities seem to have put forth every effort, at least during the last few years, to establish a system of education in Utah that should bring the benefits of the common school within the reach of every child of our people, and these efforts have been crowned in many localities with unusual success.

The first step toward the attainment of so desirable an end, is the enactment of a school law, which shall entrust the execution and supervision of its provisions to a state board of education, and to a superintendent of public instruction.

The various counties, cities of the first and second class, and school districts, have their special boards of education, and with the exception of the last, each has its own superintendent, assisted by a County Board of Examiners. The impression prevails yet among many, that this, with the necessary financial support, is all that is required to set the educational machine in motion and turn out the desired products. But as the whitewasher said with a sigh, when he saw some one else whitewashing a fence: "There is painting and painting," so there are school authorities and school authorities. Experience has demonstrated the fact, that many of these boards and appointees have proved too often an obstacle rather than a help in the cause of education.

The requisite characteristics for an occupant of such offices should be devotion to the cause of education, sufficient intelligence to comprehend the progressive tendency of education, a conservative disposition to hold the balance between the impetuosity of the educators and the parsimonious tendencies of the communities, and a reputation for integrity and purity of character that bestows upon any man a moral authority independent of his official position.

The advantage of having at least one lady member in every board of education, whether of state, county, district, or city, has not been as generally recognized thus far, as the nature of the case demands. One-half of the school population is of the female sex, as regards teachers as well as pupils. This one-half should be represented in the various school boards as a matter of equity, in the first place. But there is a more serious reason even for this suggestion. Although the wants of female education have received generous recognition in



many respects, yet whatever has been done toward it, has been accomplished by the devotion, intelligence, and perseverance of noble women, wresting it piecemeal from the law-making power, or from other influential agencies. Women should have a direct vote in the management and government of educational affairs.

The Superintendents of Public Instruction, county and city superintendents, and supervising officers of special school districts, should invariably be professional teachers of long experience. These responsible positions have often been filled by persons with no more capacity for comprehending the nature of school work, than a blacksmith has for painting the picture of a Madonna.

#### CHURCH.

(See Organizations. Chapter III, Our Church School System—Authorities.)

#### MODES OF ELECTION OR APPOINTMENT.

The work of school authorities in Utah has been, heretofore, imperfectly understood. Only in recent years has a comprehension of the great responsibility dawned upon the majority of occupants of such positions. It would be unjust to lay the blame for the incompetency or indifference manifested in days past, entirely upon the shoulders of those respective officers, as many of them were, notwithstanding their pronounced failures in office, men of integrity. The fault was with the people or the appointing powers, which put men into offices for which they were not qualified.

In the days when, here and there, "schools were kept before there were any schools," as one of those old timers put it within the author's hearing,—men were chosen as school trustees, for instance, because they had nothing else to do. Others more capable for the place, considered their time too valuable thus to waste it upon school affairs that

were not of much account anyway. School meetings, therefore, were frequently attended by not more than half a dozen citizens or so, that just happened to drop in.

All this primitive condition of things which is characteristic of the pioneer period of every newly settled country, has been replaced by a desire to overtake, in the educational progress, States that could build upon foundations laid by preceding generations; States that have the support of a larger population, and, consequently, greater financial facilities than our comparatively isolated location has hitherto been able to afford us.

These efforts, made in the face of almost insurmountable obstacles, have been to the everlasting credit of the people in these valleys of the mountains, and at last, though reluctantly, the outside world is withdrawing the charge, that the Mormon people are opposed to education.

But with the change in our political condition, commonly designated as "the division upon party lines," there has arisen a danger to the welfare of our schools far more threatening than all the miserable features of our past educational stages put together. I refer to the introduction of politics into the management of our educational system.

Politics is a curse in educational matters. Any principle, good or bad, leads ultimately to results by which it is bound to stand or fall, independently of temporary success or failure. A State Board of Education, or a Superintendent of Public Instruction, is to be chosen. The former, let us say, is appointed by the Legislature, the latter elected by the people. If, unfortunately, a partisan feeling should prevail in the election of these officers, they would consider themselves bound to use the influence of their offices in the interest of their party, as regards persons and measures, wherever possible or convenient. Subordinate school authorities would follow the example and teachers would be engaged

or dismissed, not so much on account of their merits or demerits as in consideration of their party proclivities. It may happen then that officers or teachers of long experience and fruitful services may find themselves set adrift to make room for successful partisans, men to whom the party owes a compensation for campaign work, regardless of their educational fitness.

Not to be exposed to the vicissitudes of political chicanery, some officers and teachers may perhaps play the role of political weather-cocks and change their coats to the fashion of the times, and if such stultification becomes necessary in order to hold positions, the better class of teachers will seek situations and careers more worthy of their manhood and honest convictions. In the latter case, the schools would be deprived of the noblest element of vitality and progress.

And yet, bad as it is, this would not be the worst feature of political interference with education. Such interference would cast its blight upon the pupils also. It would destroy confidence in the stability, justice, and wisdom of the school system. It would make scholars personally interested in the political changes likely to affect their teachers, and introduce that feverish excitement into the school which is so destructive to all study and discipline.

Our schools would soon become political hotbeds, not only during election times, but all the year round; for many teachers would be trying to make propaganda for their own political party, incited primarily, perhaps, by the instinct of self-preservation. Dissentions among teachers and between teachers and students would ensue, and the filthy stream of party politics would pollute the sanctity of the school room, unprotected as it would be, by that natural affection which the family at the fireside enjoys.

Devoted and trustworthy teachers are not found fighting in the political arena; for no teacher can do that without

robbing his calling, and losing the sacred character of neutrality, which should characterize the faithful moulder of youthful minds. For this reason, once more let me say, politics are a curse in educational affairs, even if they contaminate only a member of some board of education, some superintendent, or some teacher. In all cases there is danger that the contagion will finally reach the school and the children, and spoil the work.

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### CHAPTER III.

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#### TEACHERS.

AS EDUCATION had to meet the increasing complexity of civilized society and its necessities by the introduction of new features, laws were enacted to regulate its operations, authorities of various grades and functions were appointed to superintend it, financial matters were adopted to support it, and buildings upon improved scientific plans were erected and supplied with all the appurtenances of scholastic requirements. These evidences of the appreciation in which education is now held among the people, are, however, only the machinery of the work, the moving power behind it all being the teachers. This power may be feeble or strong, fluctuating or steady, intermittent or permanent. Upon these conditions depends in a great measure the success of the whole.

#### QUALIFICATIONS.

Teachers must possess qualifications fitting them for their onerous yet delicate and responsible labors; qualifications that ought to blend so harmoniously as to make it clear to every observer that they, like artists, may be born, but cannot be made. The endowments for their calling are natural.

They can not be implanted, but may be cultivated and improved.

*Physical Qualifications.*

A seafaring man may be ever so skillful a sailor, but if his ship is leaky, he is in danger of foundering in mid-ocean at any time, notwithstanding his excellent seamanship. This is precisely the case with many able teachers who have acquired knowledge and practice in their profession at the expense of their physical constitution; teachers who perhaps have been regardless of the kind of educational work for which their sex best fitted them. In either case disappointment, enfeebled health, or premature death, cut short their educational career.

*Sex.*—There is a mental as well as a bodily distinction between the sexes. The greatest amount of benefit can be realized only when these distinctions are taken cognizance of. Experience has demonstrated that, all other things being equal, lady teachers will be far more successful in kindergartens and in primary grades than male teachers. The motherly instinct inherent in any true woman enables her to enter intuitively into the feelings, capacities, and wants of a child, far more readily than can a man, whatever be his professional skill. This natural disposition of women may degenerate into over-indulgence, which is a sign of weakness of character; or it may be supplanted by the assumption on her part, of an austerity which is the opposite of true femininity.

Girls should never be left without the guiding influence of lady teachers throughout all the stages of scholastic education. Boys, for similar reasons, prefer, and should have a male teacher as they advance in age and intellectuality. In the middle grades, or within the so-called eight grades of our school system, male and female teachers may labor with equal benefit to the pupils, although here in the upper

branches, the need of male teachers begins to make itself felt.

In the higher educational grades, as for instance, high schools, colleges, academies, and universities, male teachers are preferable, except lady seminaries, boarding schools, and similar institutions, where lady teachers must of a necessity have the controlling influence. It is rarely the case that lady teachers in these higher branches of scholastic pursuits attain proficiency without losing much of that gentleness and genuine femininity which is so bright a star in the diadem of true womanhood.

*Age.*—"A teacher never grows old," is a saying whose meaning in a figurative sense is true enough, inasmuch as his constant intercourse with the young has a tendency to preserve his buoyancy of spirits much longer than would be the case in some other vocation. Nature, however, has limits beyond which the accustomed energies of mind and body begin to fail, and retirement from active work in the school room becomes imperative. In colleges and universities, professors may continue much longer in their specialties as, in their case, the subjectivity of the teacher is secondary to the objectivity of the lecture.

A great mistake is often made by engaging teachers of immature age, that is an age below the eighteenth or twentieth year. It is not the only objection that such young persons rarely possess the requisite scholastic efficiency, nor that they have failed to acquire, as yet, that degree of discernment and self-control so indispensable to teaching. These are deficiencies that cannot fail to impress themselves in a detrimental manner upon pupils. But aside from these evils, premature entrance into the educational field interferes most disastrously with the health of the young aspirant, inasmuch as it takes place at a period of life when nature can ill afford to have so large a portion of her energies deflected

from the work of maturing the physical organization. Too many bright and promising young people have by this course contracted ailments that either obliged them to quit the profession entirely, or that planted in their systems the germ of early death.

The average period of a teacher's active work in the school room ought to be about forty years, that is from his twentieth to his sixtieth year, after which time his experience should entitle him to the more suitable labors of Superintendent or Principal, or at a more advanced age to a well earned, honored, and comfortable rest.

*Condition and Health.*—It is not absolutely necessary that every teacher should be an Adonis or a Hebe as regards beauty, but it is certainly essential that he or she be no cripple. There have been teachers that were able by their great qualities of head and heart to make pupils overlook their physical infirmities, but such cases are of so exceptional a character, that it would not be safe, as a rule, for school authorities to run the risk of engaging teachers thus afflicted.

Every teacher should be sure that respiratory, digestive, and nervous system be in a normal condition, and take care to keep it so. Consumptive, dispeptic, and over-nervous people should keep away from the school room. A teacher's eyesight and hearing should not be impaired to such a degree as to prevent him from noticing everything of a disciplinary nature that may require his attention.

The modulation of the voice according to the strength of the vocal organs, the acoustic properties of the school room, and the kind and duration of the work before him, are points which nature often calls attention to by sounding the alarm-bell in the form of hoarseness, pain in the throat or chest, unusual fatigue at closing exercises. Headaches, loss of sleep, and impaired appetite are reminders, ordinarily, of bad ventilation. The ever-present danger of contracting consum-

ption, that teacher's dreaded disease, enjoins emphatically the duty of observing conscientiously in his own daily habits, those hygienic laws which he is expected to teach his pupils.

#### *Mental Qualifications.*

The diversity of capacities and dispositions among pupils, the variety of exercises, the everchanging and often unexpected incidents of school life, place before every teacher, tasks which require a constant presence of mind, untiring versatility, an inexhaustible fund of information, and the patience of Job. To meet these requirements, a teacher is expected to possess

*General Information.*—The school is a step preparatory for practical life. Success in life can be achieved only by knowledge and control of all the forces that bear upon one's sphere of action. The teacher, therefore, as one who prepares pupils for life, must aim to develop them in both these directions, that is, he must furnish the minds of his pupils with requisite information, and create in them power. To do this well he has to put himself in possession of mental resources that will enable him to meet every emergency of school life. For instance, the newspapers of the day furnish his pupils with endless material for interrogations in regard to persons of note, politics, war, science, literature, art, mechanism, and kindred subjects; there are historical incidents to be explained, inventions to be described, geographical items to be illustrated, philosophical propositions to be expounded, marginal remarks to be given on the subjects contained in text and reference books, and incidental questions to be answered that pupils may bring from home.

Then, too, the teacher may be called upon to hold his own in some intellectual company, where the conversation turns upon the leading topics of the day. No teacher can afford to be less than a well informed lady or gentleman in the true

sense of the term; for any deficiency in the stock of general information which every lady or gentleman of standing is expected to have at command, would detract from his or her influence and reputation not only in society but also in school.

*Special Information.*—Among or along side of the branches of study which constitute a teacher's curriculum, and in which he is expected to have acquired a certain degree of proficiency, there should be at least one that stands out prominently as his favorite study. This need not be one having direct bearing upon his school work at all. It may be literary, scientific, artistic, or mechanical, but there should be one. In the pursuit of that favorite study, the mind draws inspiration for renewed energies in the routine of the daily duties, which, without such a stimulus, might easily become drudgery. By it, the mind plants its foremost stake on the line of intellectual progress, and in it finds solace and recompense for "the spurns that patient merit from the unworthy takes."

When, however, the pursuit of such a favorite study encroaches upon the legitimate work of the school; when it absorbs the attention of the teacher so as to cause him to neglect his preparations; when his mind becomes so engrossed with it that he harps upon it constantly before his pupils, and interpolates remarks concerning it in his regular class work, then it has degenerated into a hobby, becomes a nuisance, and exposes him to ridicule, disgust, and censure.

The habit of many teachers of having in all recitations their text books constantly before them, and of following them mechanically, line after line, is most reprehensible as it prevents the pupils from bestowing upon the teacher that confidence for superiority of knowledge without which all teaching becomes a mere trifling with time. A faithful teacher prepares himself for his lessons in respect of the sub-

ject matter as well as of the best method of handling it. Even if he has treated the subject several times before, he looks over the ground again, that new points may present themselves for the benefit of his class. Therein lies the secret of the success of many teachers. Experience can not be obtained in any other way. A teacher's own notes and mode of expression are preferable to the repetition or reading of the words of any text book. Text books ought to be regarded only as sign posts that show the way along which the teacher is expected to lead his pupils.

*Practical Ability.*—Practical is often confounded with natural ability. While the latter is an inborn disposition, capacity, or inclination for certain spheres of thought, and may remain dormant for want of opportunity to develop, or become perverted for want of proper training, the former can be obtained only by hard work. Wherever we find a successful and experienced teacher, we have before us one who has gained his success by hard work and perseverance. No success in life was ever gained in any other way, for, "There is no royal road to excellence," as the proverb has it. I can not forbear, on this occasion, to remember with feelings of affection and admiration, the great number of my beloved students of old in the Brigham Young Academy, who by this very course have already attained distinction in the church, in the educational field, in legal or medical professions, in literature, in commercial pursuits, and in the less ostentatious but not less important obligations of the family circle.

*Modes of Examining and Ascertaining Efficiency.*—Teaching has its principles, laws, rules, modes of operation, and technicalities, the same as every other profession. There is a wide difference between the understanding of a subject and the capacity to teach it. There are amateurs and professionals in science, art, literature, mechanical pursuits, and in fact in every vocation and sphere of human activity.

But the work of an amateur can be distinguished at a moment's glance from the work of a professional, as for instance, in painting, where the violation of the laws of perspective or the harmony of colors at once betrays the novice. There are also amateur teachers. Many people entertain the idea that they could as readily teach a school, or at least tell how to do it, as they could inform an editor how to conduct his newspaper to better advantage. An amateur teacher's work can be recognized in a few moments.

Since the establishment of Normal schools, however, the people have commenced to appreciate the value of well trained teachers, and are solicitous of securing their services. For this purpose, boards of examination have been established in order to ascertain the efficiency and qualifications of candidates for the office of teacher. As in the case of physicians, these qualifications are of two kinds, viz: theoretical and practical. Both are essential and inseparable. In regard to the former, the certificates or diplomas of graduates from Normal schools may give the board some general idea of the fitness of the candidate; which conception they generally endeavor to make clearer by an examination conducted according to certain sets of questions or propositions. The full bearing of these questions is often unknown to many examiners themselves, and consequently the criticisms made upon the answers are very frequently subject to just protests. Such examinations do not, therefore, always constitute a just criterion of a teacher's efficiency. There have been teachers with first class certificates or diplomas, well versed in all the branches in which they were examined, who proved utter failures in the school room, through the lack of those disciplinary qualifications which constitute the practical part of teaching; while others, not so brilliant perhaps in their attainments, proved to have the very soul of the art of teaching within them, and raised their school to a high degree of efficiency.

The first requisite for a successful examination is to be found in the fact that the teacher has so trained himself, by a long series of self-examinations, both in theory and in practice, as to make it impossible for any examiner ever to be so exacting toward him in justice, as the teacher has been with himself.

The next point for every teacher is to ascertain which grade and what kind of work he is best adapted for by nature. While some teachers would make a grand success in one grade or in a certain line of teaching, they would fall short or prove failures in another. One grade in the educational scale is as essential as another. Your place once ascertained, study for it, work for it, devote yourself to it, and all examinations concerning it will become to you a mere formality. Whether you have chosen the primary, the kindergarten, the intermediate, or some specialties in the high school or the collegiate grade,—should make no difference in the ardor with which you apply yourself, all are equally honorable, and deserving of your best effort.

The prevailing modes of examination of teachers are open to several objections and should be modified and improved as the conditions of the people improve and the spirit of the age advances. Thus the need for the annual recurrence of examinations, if such need there be, is unworthy of the profession; and if it be needful for the few, it is certainly an unnecessary annoyance for the many. Teachers that, after one year's labor in the school room, can not satisfactorily pass another examination granting them life certificates for their respective grades, ought to withdraw from the profession. Such examination should, however, take into serious consideration, the work done during the probationary year; for the results of such practical work is equal to any theoretical knowledge the teacher may have as exhibiting his fitness to teach, and should, therefore, constitute one-half



of the consideration for the final decision of the examining board.

#### MORAL QUALIFICATIONS.

The tendency of our public school system toward the almost exclusive development of intellectuality and technical skill is observable also in the manner of selection of teachers. As long as no public offenses against morality are chargeable against a teacher, only his professional qualifications are, in the most instances, matters of concern to the examining board. It is a different matter with the teacher himself. No professional ability will secure him permanency in his position if his mental qualities are not supported by a strictly moral character. Pupils weigh their teachers in the infallible scale of natural intuition, and size them up very correctly as a general thing. This necessitates much self-investigation on the part of the teacher, that he may not only *seem* to be, but actually *be*, what he desires his pupils to regard him.

*In Regard to Self.*—A teacher is not only a lesson-giver but a trainer, and as such ought himself to possess those qualities of character which it is his duty to develop in his pupils. To make this possible he must, like the artist, have an ideal. This ideal is his better self, which, in order to approach nearer and nearer the real, must become the moving principle of his whole life. He can never reach it in this stage of mortality, but still he must steer toward it. The mariner is guided by the stars of heaven, although he does not get there with his ship.

Self-control and self-denial in discipline are qualities without which no teacher can ever hope to be more than a mere "master of the school,"—one that may have the power of saying: "Go, and do that or take the consequences;" but he will never become a teacher in the noblest sense of the term,—one whose whole character says with irresistible eloquence to the hearts of his pupils: "Come, and follow me."

*In Regard to Pupils.*—Mutual confidence and affection between teacher and pupil, is like the genial climate of some heaven-favored land, where vegetation yields an abundant harvest as a reward for the labors of the husbandman. A teacher ought to carry within himself the elements for these conditions. He must love his work and his pupils. As nothing can grow without sunlight, so nothing can prosper in school or fireside without love. Teaching only for the sake of the pay that is in it, characterizes the hireling. The true shepherd has something higher to work for, something that will come to him "after many days." Knowing that he can not expect to reap what he has not sown, he brings confidence and affection with him into the school room, sowing them carefully and cautiously into well drilled soil, waters the choice plants, carefully weeds them, and is rewarded by seeing them gradually grow, grow tall and vigorous and fruitful all around him. Those principles of honor, truth, integrity, and virtue which animate his own whole being, he illustrates to his pupils with such a spirit as convinces the young hearts of the genuineness of his convictions, and causes them to feel the warmth of the fire burning within him.

Reproving students for want of punctuality when he himself happens to be late occasionally, or of disorder at their desks or on their books and utensils, when his own desk and things are in no better condition; reminding the children of the necessity of cleanliness, when the teacher himself appears in the school room uncombed, clothes torn or untidy, shoes dirty, and his whole appearance slovenly; admonishing them to observe good manners, when he himself violates before the children the principles that regulate the conduct of every true gentleman—are inconsistencies often found in schools and are not only detrimental to the teacher's influence and usefulness, but prove also injurious to the rising generation.

*In Regard to Parents and Authorities.*—Experience has shown that frequently faithful and otherwise efficient teachers fail to gain the sympathy and support of school authorities and patrons. The explanation of this apparently inconsistent state of affairs is to be sought outside the school room. Some teachers, it appears, are always in hot water with some of the school authorities, either for financial reasons, or on account of some imagined or real personal slight, or they have become sensitive over some criticism that a member of the board or the superintendent has ventured regarding their work. On the other hand, teachers have been found in the same localities and under similar conditions enjoying the fullest approval and support of the authorities without any sacrifice of their interests or dignity.

It cannot be denied that the composition of school authorities is sometimes very heterogeneous, on account of the mode of their election. Especially has this been the case in the past. There have been "boards of education" to whom Schiller's word would have been applicable, when he said: "With stupidity even the gods fight in vain." But those days are past; and now if some man of that old stripe should find his way into a school board, here or there, it should only suggest to the teacher the necessity of practicing more than ordinary discretion and diplomacy. If he finds snags and sand-banks, let him learn to steer with greater care. Above all, let him not show that petulancy which comes of being too sensitive. A teacher, like all other public servants in this country, from the President of the United States to the constable in a country village, has to stand the cross-fire of public opinion.

Some other dangers, however, lurk alongside of the teacher's path,—dangers that are of a more subtle but no less injurious nature, and require all the solidity and firmness of character that the teacher may have at his command. I refer to his intercourse with the parents of his pupils.

Financial difficulties with parents, especially in the nature of obligations, ought to be avoided by the teacher at almost any cost, if he value his reputation and influence in the school room.

To communicate with parents in regard to their children forms one of the essential features of a teacher's mission, as by it scholastic and domestic education can arrive at a mutual understanding and work for a common end. But this course requires tact and delicacy. Most parents have very sharp eyes for the faults of their neighbor's children, but are comparatively short sighted in regard to their own, especially so when such faults are pointed out by some one else. The teacher's reputation for impartiality and his tender concern for the well being of his pupils, ought, therefore, to be so well established as to procure for his suggestions this desired consideration on the parents' part.

*In Regard to the Public.*—There is a great amount of gossip going on, especially in smaller communities, and a teacher that suffers himself to be drawn into such a vortex by taking sides, will rarely emerge unscathed. Let him keep clear of all gossip circles. Like mariners of old, he must acquire the difficult feat of steering safely between Scylla and Charybdis. So running carelessly into debt in the community where his lot is cast, will undermine his social standing without which the permanency of his position becomes exceedingly questionable.

One more piece of fatherly advice I feel like giving my young fellow-teachers, whether male or female, and this is in regard to love affairs. It is an acknowledged fact that most young unmarried teachers of either sex are generally great favorites in the community, and as such are sought after and overwhelmed with invitations. Many of these inexperienced young people have had cause to lament, when too late, their mistake in making themselves too cheap by

accepting every invitation, or being seen at every public entertainment or party, or playing the role of a society man or woman. Neither time nor reputation will permit young teachers to indulge in these extravagances.

It is natural and proper for young people to fall in love for the purpose of getting married. But no conscientious teacher will choose the opportunities of the school room for his conquests, nor conduct his love affairs in a manner that will furnish choice morsels for the gossips of the town.

#### STANDING OF TEACHERS.

In the early settlement of our people in these mountain regions, when every available hand, young and old, male and female, had to be called into requisition for the procuring of shelter, food, and clothing, school affairs were a matter of secondary consideration. Anyone that had a little "book-learning" and could not or would not find some other employment, was considered good enough to "take up school" for a term or two. What wonder, then, that often otherwise sensible people looked upon the school room labors as mere makeshifts,—temporary means of securing a living until some more substantial job could be secured. That was the time when some of us had to go around with wheel-barrows on Saturdays to collect our "fees." There were some among us, however, that toiled on with the assurance in our hearts that our labors and our hopes would not be in vain. We looked forward to a time that we could rather feel than see was coming, when we would be able to exclaim like Simon of old, "Now lettest thou thy servant depart in peace." Let not the new generation of teachers, then, look with disparagement upon the labor of Utah's educational pioneers; labors that were performed with many sacrifices, with devoted fidelity, and only too often amidst suffering and pain of the heart.

#### *Grades of Teachers.*

As is the work so must be the workers, different according to the kind and grades of teaching. The term higher and lower grades, employed to signify a difference in grade, are unfortunate and misleading. They create an unjust impression in the popular mind as regards the value and importance of different positions.

The true educator, keeping in view the whole educational field, is at a loss to decide which period or stage of development most needs his tender care, or to which he should assign the palm of greater responsibility. He can no more do this consistently, than a true mother can make odious distinctions between her older and her younger children, or than a husbandman can assign different values to the seasons from seed time till harvest.

The success attending teachers in the primary and intermediate grades, often has a tendency to inspire them with a desire to qualify for teaching specialties in the academic grade. These aspirations are exceedingly praiseworthy on general principles, but care should be taken in every instance, that the aspirant possesses the natural adaptability for such a course. Experience has demonstrated the fact, that some teachers while remarkably successful in one kind of educational work, fail in another, notwithstanding their untiring efforts. The educational field is too wide for any one individual to become an expert in every department of it. Trying to be everything in general, leads too often in being nothing in particular. Every teacher's motto in regard to such matters should be, "Know something of everything, and everything of something." There is more honor in success as an elementary teacher, than in failure as a professor.

There really are but three grades of teachers, namely: the primary, the intermediate, and the academic. Specialists rank according to their work with any of these grades, al-

though all teachers of the academic grade have to be specialists, more or less, in consequence of the nature of their work.

To these last mentioned should belong exclusively the title of "Professor." Teachers of any other grade can not use this title without laying themselves open to the charge of vanity and silly pretention. There is no more honorable title in our profession than that of *teacher*, and to be recognized as such has always been the ambition of true educators.

The grave mistake entertained among the people, and acted upon by many school authorities, that beginners in the profession are good enough for the primary grade, has done much to retard the progress of education among us. The work of making the first impression upon the child's mind in regard to school life, and of giving the little one a correct start in observation and self-activity, should be entrusted to skillful hands. Inexperienced teachers may be employed to far better advantage as assistants until they have gained some practice.

Much has been done toward elevating the standing of teachers, professionally as well as socially. Through the medium of normal training, a more efficient class of teachers as a whole is taking the field. Teachers' Institutes bring educators into wholesome contact with one another. Educational papers diffuse the best thought of the world on educational subjects. Our school system provides for official visits of Superintendents and Principals to the various grades, departments, and classes. All these factors are elevating the profession. Then, too, the demands upon a teacher's mental capacities in a general way, have become so exacting and multifarious, that it is next to impossible for mediocrity to attain a recognized standing and hold it in his respective grade for any length of time, and this fact tends to encour-



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age only the brightest minds to enter the courses of our normal colleges.

*Duration of Service.*

One of the evidences that our educational system has, as a whole, emerged from the primitive conditions already alluded to, is found in the fluctuating and unreliable mode of teachers' engagements. The prevailing custom of engaging teachers only for a term or two, at best for one school year, necessitating reorganization every year, and making the school a matter of open competition, is against the best interests of education in more than one way. This procedure may have to be continued until, out of the promiscuous crowd of teachers that perambulate annually from school to school like strolling actors, worthy and efficient material can be sifted for the purpose of establishing a permanent faculty.

The way toward the attainment of this "consumation devoutly to be wished" is clearly before us. Limited engagements should serve the purpose of probationary periods. Whatever length of time be decided upon, be it one or two years, it should be entered upon with the mutual understanding that if satisfaction be given, it is to be followed by a longer engagement, five years, for instance; and then with the same understanding, a permanent engagement should be effected subject to termination only by mutual understanding or for cause.

This would give efficient teachers an opportunity not only to arrange their domestic affairs with some assurance of permanency, but would also enable them to build up a controlling influence in the formation of the character of the rising generation in that locality. The formative process of character-building is of necessity a slow one, requiring patience, foresight, discernment, knowledge of environments, and mutual confidence between teachers and pupils. This feature



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of educational work has thus far been left mostly to the home, school authorities having taken it very little into consideration. It now clamors for recognition, however, and will continue unceasingly to clamor until the beneficial effect of greater permanency in teachers' engagements be fully realized.

#### *Remuneration.*

Since the demands of modern education upon the teacher's formal as well as incidental and general qualifications have increased to an unprecedented extent, the preparation for the educational profession has become correspondingly more difficult, of longer duration, and consequently more expensive. Teaching has assumed an honored place among the learned professions. Amateur and "makeshift" teachers are being rapidly pushed to the wall and will become an "extinct species." Many young people, aspiring to educational honors, constantly drop off during the ordeals of normal training, and only comparatively few reach triumphantly the portal of graduation.

It seems to be ordained in the dispensation of Providence, that while the pursuit of theoretical studies during college life shall be stimulated by youthful enthusiasm casting its roseate hues over the otherwise fatiguing process, the merciless censor of practical life shall, on the other hand, cause all fanciful anticipations to shrink into insignificance before the stern reality. Every teacher has passed through such an experience to a greater or less extent and perhaps remembers with sadness the cases of some of his former fellow-students, who, after having finished successfully their normal course, succumbed to the trials, annoyances, and disappointments encountered at their entrance upon the educational field, and, completely discouraged, abandoned a profession for which they seemed eminently qualified. Thus, year after

year, talents are lost to education, whose places are not always filled by their equals; and so a large portion of the field has yet to be "let out" and "farmed out," as it were, to such as the schools would better be without.

"Why is this thus?"

The answer is: "It is a question of dollars and cents."

Great credit is due, all things considered, to the people of our State for their efforts in working up a system of public instruction that stands so high in the educational scale of our great country. The educational provisions in the Constitution of the State of Utah, are destined to rise still higher. This remark refers chiefly, however, to the matter of school buildings, furniture, and other appropriate appurtenances, and to some extent to teachers' salaries.

Although fine, commodious, and well equipped school houses are requisite for a successful school, the teachers, it must not be forgotten, are the soul of the school. There have been schools which, though furnished with all the equipments of modern education, have fallen short of the requisite standard. On the other hand, schools without such advantages, have not only come up to the mark, but even surpassed it. The degree of efficiency of the respective teachers caused all the difference.

In the first case it appears that the financial resources of the school district had been exhausted or over-drawn by the erection of comparatively elaborate school buildings, and economy had to be enforced in consequence. The first step toward it was the reduction of the teachers' salaries to the lowest possible figure. Not even the proprietor of a livery stable would conduct his business upon so ruinous a principle. How long could he do business if he should try to save the expenses of splendid stables and magnificent coaches, by stealing the oats from his horses?

There is another point connected with this subject that



has thus far escaped the consideration of school authorities and the people, and yet it involves a question of fairness and equity in reference to the rising generation. It is, namely, the fact that larger and consequently wealthier communities can secure, in the main, the brightest and most efficient teachers by being able to offer them better terms. This leaves the children of less favored localities at a disadvantage. But as not all able teachers can be supplied with positions in cities, some are obliged to shift about from place to place, trying to better their condition; and this helps to keep up that fluctuating condition which is so detrimental to real educational progress.

The children of one region of country are as good as those of another, and equal education, like the air we breathe, should be accessible to all alike. I suggest, therefore, that, wherever an efficient teacher has been engaged, and mutual satisfaction is the result, his salary be raised proportionately to his power, and according to the length of his service, say, every five years. This could be effected with comparatively small efforts by allowing an additional annual stipend from the district or municipality after the first five years, from the county another one after the second five years, and from the State after the third five years; and all of them be continued until the termination of the service, which might be closed, under given circumstances, with a life pension from the State.

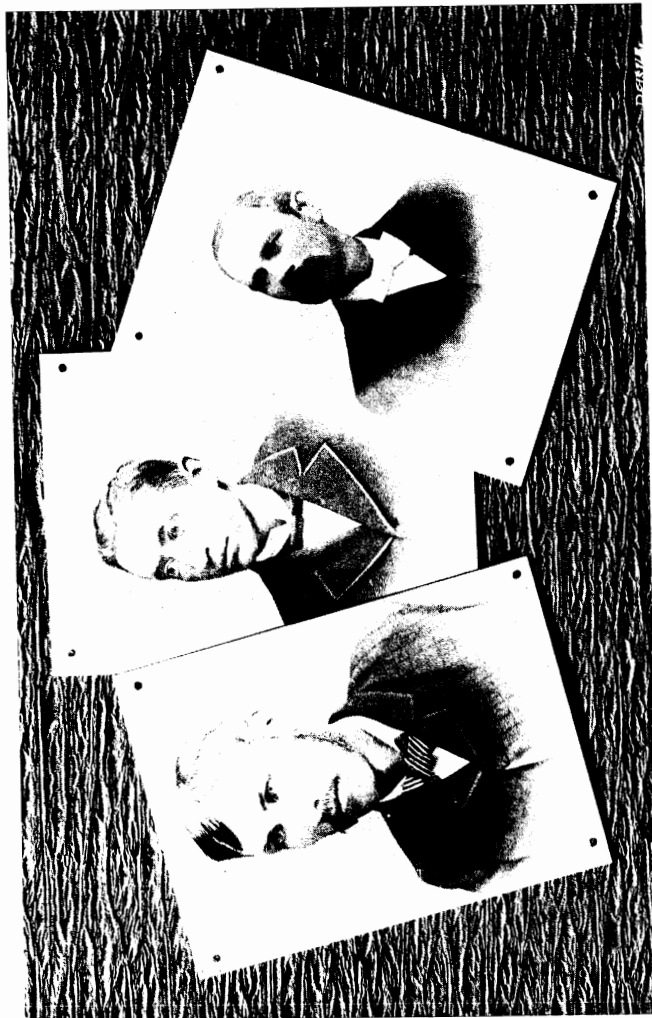
This plan appears at first sight complex and difficult of execution, but will be found upon closer examination to be very simple and expedient. The cases of teachers entitled to such stipends will always remain comparatively small, and will decrease rapidly as the latter periods are reached. There is also the other advantage of a financial nature that, in consideration of this prospective increase, the salaries of teachers need not be very high in the beginning. Trust-



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worthy and efficient teachers will accept low salaries in the start, if they have the assurance of a definite increase and steady engagement. This plan of employment would thus be a stimulus to teachers and a guarantee to the people, that faithful service would be rendered.

*As a Member of the Profession.*

The intellectual and moral training, as well as the nature and aim of his calling, have had the tendency to create certain characteristics by which a teacher may be easily distinguished from every other class of people in his general appearance and way of saying and doing things. His constant intercourse with the young, while it enables him generally to retain the buoyancy of his feelings and intellect beyond the average limit of mankind, may yet cause him to appear occasionally in public as too *naïve* in his expressions, and his proverbial modesty is likely to be taken for want of firmness and moral courage. Good teachers, you know, are like good school houses; they are only to be compared with themselves, and should not be used for anything else.

The habit of giving, in and out of season, the conversation a professional turn by entering upon subjects, which, however interesting to the speaker, may be of comparatively little interest to the rest of the company, has been charged, not entirely without reason, to the teacher's profession. This habit of "*talking shop*" is likely to stamp any man as "a bore", and to expose him to ridicule and unwelcome slights. Enthusiastic teachers will have to guard themselves against this unconsciously growing habit, which is often taken as a sign of vanity or over-bearing self-consciousness.

As in all nature like cleaves to like, so among teachers there is a bond of sympathy which makes their profession, as a whole, a living, animated, and reciprocal unity. There is thus a commendable "*esprit de corps*" developing among the

teachers of our land which inspires them to stand by one another for the sake of intellectual progress, professional advancement, and mutual support.

For the greater furtherance of these interests it would be wise for teachers to form associations, independent of the already existing teachers' institutes. Such organizations would strengthen the members of the profession collectively as well as individually. Teachers in several European countries have for many years already united in forming societies for the establishment of "pension funds," "widow's and orphan's funds," "sick funds," etc., and have thereby largely contributed to the greater appreciation of their profession.

Considering all the requirements, duties, and responsibilities, connected with the teacher's profession, every candid person will admit, that the profession, pecuniarily at least, is yet, in the main, far behind a condition that would be commensurate with its merits. A true teacher, however, remains not without his reward. Like that ancient sage, who, when landing naked from a shipwreck, exclaimed to the other survivors who sat about lamenting the loss of their all: "Omnia mecum!" meaning that he carried his all within himself. A true teacher finds his chief reward in the consciousness of laboring for the good of mankind and for the glory of God. He clings to the divine promise given in Holy Writ: "Cast thy bread upon the waters, for thou shalt find it after many days."

## CHAPTER IV.

### CHILDREN.

IN ALL paintings of Reubens there is one central figure to which the eyes of all others are directed and to which the perspective of the whole converges, so in education with all its history, aims, persons whom it affects, organizations, etc., there is one part that constitutes the focus, as it were, and that is *the child*.

Child-study is the magic wand by the touch of which the often apparently mysterious and ever changing phenomena of child life can be solved, and the lines of demarkation defined along and within which these fluctuations occur, so that a rational basis for the proper treatment of the youth can be established. The first of these lines is

#### AGE.

Each of the three periods of human life with which education has mostly to deal, namely, infancy, childhood, and adolescence, presents such marked characteristics that parents and teachers are obliged to take cognizance of them and shape their treatment of them accordingly.

While helpless infancy should find in the parental care its most favorable opportunities, childhood extends its little sphere of activities beyond the fireside into the school room; and adolescence is approaching the threshold of independent responsibilities. These stages of development flow, however, imperceptibly into one another so that it is not possible to say when one ends and another begins. Neither can the modes of treatment be regulated by any systematic schedule.

From the moment of entrance into the state of mortality, the loving solicitude of parents and friends surrounds the child and vouchsafes the well being of the little one, as best it can. This condition of things has been so ordained by an allwise Creator, and pervades all animate nature. Experience and custom step in to assist in the execution of nature's promptings, and the first scenes in life's wonderful melodrama are enacted.

But experience and custom are sometimes very unsafe guides through the labyrinthian realms of child-life, so that child-study, the only means whereby custom and experience may be corrected, becomes an imperative duty both for parent and teacher. The first step in this really sublime work is the cultivation of a capacity to place one's self in the way of feeling and thinking like a child. In this way only can we enter into its little life, see as it sees, hear as it is likely to hear, and comprehend its fancies, follow its reasonings, and find out its motives. These activities are continually changing, as age advances, and body and mind develop, but they are never like those of mature years. A course of education, whether in school or at the fireside, which neglects these cautions must be faulty in proportion to such neglect, and will be productive of unsatisfactory results. The proper study of mankind is man. The proverb is as true as it is trite. Let us not forget, that part of the life of mankind is infancy.

Much has been done by way of reducing our knowledge concerning the treatment and care of infants to sound principles, principles by which parents, nurses, and all concerned, may be guided. Books, educational periodicals, lectures, Normal training, Kindergarten work, and various orders of ladies' associations, are constantly engaged in diffusing more light upon this important subject. The results of these efforts are observable, in general, not only in the improved physical

condition of infants, but also,—and this is especially due to the adoption of the kindergarten methods in families—in the mental development of the little ones by which the preparation for the coming school life is greatly facilitated.

With the ages of childhood and adolescence the mental faculties become more predominant and demand an ever-increasing attention in which the efforts of the fireside must be to a great extent superceded by those of the school. Each stage of this development has its own kind and style of work, of thought, and of expression, and to select the most appropriate channels for these stages of activity, constitutes the mastership in education. It matters not on which round of the ladder in this work an educator may be stationed, if he has the capacity to grasp the situation and to operate in conformity with it, he demonstrates his mastership, and the results will follow in logical sequence.

Attempts to introduce a style of expression beyond the age and capacity of his pupils indicates the teacher's vanity and superficiality. On the other hand, the stooping down to expressions below the intelligence and age of his pupils exposes a teacher to their contempt and ridicule. Selections of work either above or below the age and capacity of his pupils demonstrates the teacher's lack of judgment, to say the least.

#### SEX.

The principle of sexuality pervades all nature. From the positive and negative manifestations of electricity and magnetism, through all the stages of the plant and animal world, to man, the crown of creation, its scope of influence reaches even beyond mere physical structure and functions, as it conditions the mental and moral life as well. This fact ought never to be lost sight of by philosophers, politicians, and, least of all, by educators. The educator finds himself con-

fronted by a basic condition that demands recognition at every step in the progress of his philanthropic work; for a neglect of nature's injunction in this regard would result in corresponding failure or serious mischief. The difference of the sexes in regard to treatment may not be very marked in the stages of infancy while the child is yet under the sole care of mother or nurse, but with the entrance upon the second period, the so-called childhood, differences begin to appear rapidly in dispositions, inclinations, and capacities, requiring an ever-increasing attention on the part of parents and teachers. Child-study has to deal now not only with physical phenomena and wants, but also with the awakening of the mind, which is gradually taking possession of the organs of the body for independent use, and making itself known at once as a male or female mind by its preferences in play. The lasting impressions and influences of play, and consequently, their educational value, are too often under-estimated by parents.

The Creator gave to childhood imagination as a guardian angel by whose finger-touch a little stick with a rag around it is to a girl transformed into a beautiful doll, a doll into a living baby, and to a boy, a broomstick bestrided by his little legs, becomes a horse, and to both, a sandpile is instantly changed into a mountain with houses, gardens, and dark caverns. This beautiful gift of God to childhood, should be turned by parents and teachers to the best account for the children's good.

Many attempts have been made to assist imagination in its irrepressible promptings by the invention of toys and playthings of endless variety. The most of them fall short, however, of any educational value in as much as they can appeal only to the curiosity of the child for a short time and having once satisfied that, are thrown away by the little ones as useless. Anything that gives imagination a chance to act,

be it only a mudpile, is preferable to the most costly thing, which can only be looked at and nothing more. Picture books made alive by some explanatory story, unpainted building blocks of various sizes and forms, admitting of all manner of combinations, dolls with changes of attire, wooden horses, tools, and, in short, anything that may give the child a chance to cultivate observation and self-occupation is a better help in home education than many parents seem to be aware of.

The most gratifying development thus far known in this part of the educational work is found in Froebel's Kindergarten system. Although it is tolerably certain that this system will be recognized by and by as indispensable to school life, it is not yet within the reach of every community. Endeavors ought to be made, therefore, to get as many of its beautiful points introduced into our schools and homes as circumstances may permit. Kindergarten songs, games, and stories ought to be domesticated at every fireside that is illuminated by the presence of children. Teachers of our public schools should consider it part of their work to facilitate the introduction of kindergarten methods into the homes of the people. Such a course would be a worthy and pleasing preparatory step for the work of the primary school, in as much as these exercises have a tendency to cultivate the powers of observation, memory, and self-activity.

It will be observed that from about the sixth to the fourteenth or fifteenth year, girls, all other things being equal, are readier in comprehension, easier in expressing their ideas, and clearer in appreciation of what is good and beautiful, than boys. The animal spirits of the latter are as yet outside the control of a sufficiently cultivated will power, and are, therefore, constantly interfering with the intellectual and moral development, thus preventing boys from keeping an even pace with the girls.

Some teachers in overlooking this psychological fact, are guilty, occasionally, of grave injustice by giving undue credit to female pupils to the detriment of the male portion of the school. Such mistakes not only recoil frequently upon the teacher with painful effects, but may also engender in the hearts of his pupils undue vanity on the one side and discouragement and bitterness on the other.

With the approach of more mature years, the intellectual and moral development of each sex begins to follow well defined and distinct lines, which, however distinct from one another, are yet parallel in such a manner as to exclude any claim of superiority of one over the other.

Now is the time when parents and teachers ought to have a clear comprehension of the ultimate aims and destiny of the respective sexes. Both may continue to study together, as they have done in the lower grades. In fact, the continuation of the so-called "Mixed system" or co-education is to be urged for various reasons, the chiefs of which are, the wholesome restraint, which they exercise upon each other, and the emulation excited by the desire of each sex to appear in as favorable a light as possible in the eyes of the opposite sex. Man and woman, however, have to operate in different spheres of activity. One can never be substituted successfully for the other without sacrifice of some of the noblest features that distinguish each sex from the other.

The focus of woman's activity ought to be the home and family circle, from which, as from a safe anchorage she may extend the sphere of her usefulness and influence into as wide circles as her capacities and circumstances may permit. She may follow some occupation or profession, in the arts, in literature, in medicine, in education, etc., but any extension of her activities at the expense of her domestic virtues and duties, and at the sacrifice of the prestige of true and noble womanhood, would be too dearly paid for.

These considerations make it essential to have young women brought up, if not under the exclusive, at least under the controlling, influence of lady teachers or guardians, and above all, of mothers. There should be attached to every school, whether of the common or higher grade, some lady teacher, or a matron, to keep in touch with the girls; for there are things to be seen to in every school, that are beyond the direct reach of a male teacher.

The man's sphere of activity extends far beyond the home circle, in fact, the greater part of his life's work lies outside of it. He should gather from the outside the honey of comfort and prosperity and bring it into the hive of his home; but the establishment of a sphere of usefulness, reputation, and influence for the good of society at large, ought to constitute the chief portion of his life's work. Professional as well as general information and efficiency, reliability of character, self-reliance, etc., are necessary requisites for the successful man of business, trade, or profession.

These qualities must be cultivated at the paternal hearth and in school. Lady teachers may be successful with boys up to ten or twelve years of age, but after that age boys and young men need the guidance, instruction, and above all, the example of male teachers. A mother's influence at the home will be forever a guiding star to a true boy, but in school the young man recognizes authority that differs from him only in degree, but not in kind.

Of the higher branches of education, girls may study to a great advantage language, literature, music, fine arts, physiology, especially with hygienic application, psychology, especially in its relation to child-study, natural and domestic science, history, geography, etc. Boys, on the other hand, would find, besides the studies just mentioned, in higher mathematics and its applications, as for instance astronomy, engineering, etc., a field more suitable to them than to girls.



Manual labor, appropriate to the respective sexes, should constitute an essential part of all home and school education; for education can never be considered complete until this is judiciously attended to. The education of the hand, is as essential to the wellbeing of any man and woman, as the education of the head and the heart.

#### PHYSICAL CONDITION.

Although it is not to be expected that parents and teachers should possess a physician's acquaintance with the human body, enough physiological knowledge, however, ought to be at their command to enable them to understand clearly, and treat judiciously the countless varieties and incessant fluctuations of physical child life. Intuition, custom, and experience, may guide mothers to some extent in their treatment of infants, but the rapidly increasing complexity in the development of the young lives presents phenomena that require a careful study, not only as to the cause and general influence, but also as to the most suitable way of dealing with them.

Foremost among such phenomena are those conditions that are comprised under the head of "physical constitution." There are children of a robust body, whose digestive, respiratory, circulatory, and nervous systems are in perfectly normal condition, while again others are subject to temporary or chronic disturbances in one or several of these functions. Parents and teachers should be sufficiently acquainted with hygienic principles governing such matters and be guided by them. The trite saying, that prevention is better than cure, becomes an educational law, the violation of which is too often fraught with serious consequences. Requiring the same amount of endurance in physical labor or in mental strain from a pupil whose constitution is affected by indigestion, nervous disorder, feeble lungs, or general prostration, as from the perfectly healthy child, would be an

act of gross injustice, and might be conducive of serious consequences, even to the shortening of life. Physical culture, gymnastics, baseball games, and college athletics, if kept within legitimate limits, are features calculated to counteract, in a general measure, the enfeebling tendencies of our modern educational systems.

The sense of sight is one of the most precious gifts of the Creator, and yet by far too little attention is paid to the preservation and cultivation of it. What is the cause of so many spectacled boys and girls as are to be seen in our larger towns and cities? If this phenomenon should keep on increasing at the same ratio as it has begun, we would have, by and by, a generation of short sighted people with a multitude of blind scattered among them. Is it the fault of school rooms where the light strikes the eyes, either from the right and left at the same time, or from the right altogether, or, worst of all, from the front alone? Is it the neglect of some teachers who permit pupils to read or write without consideration of their natural focus? Is it the too lengthy home lessons which must be worked out by inadequate lamp-light? Or is it the continuous change between day, lamp, and electric light, that in our larger cities would make the possession of feline eyes a desirable commodity for man?

Color-blindness, either partial or complete, prevails far more among the youth than even some teachers are aware of. Practice in color discerning, by object-lessons, should be frequently attended to at home and in school. Periodical examinations of the eye sight by some experienced person should be held in every school from the lowest to the highest grades, so that the young people could be properly advised and directed in this important matter.

Next to the eyesight the sense of hearing is another important factor in educational work. Ignorance of the fact that there is a great deal of partial deafness among children,

is the cause of much injustice to them on the part of many parents and teachers. The former are often inclined to reprove or punish children for supposed disobedience, forgetfulness, or carelessness, and teachers charge pupils with inattention or dullness, when the fact is, that a defect in hearing had prevented the child from understanding distinctly what was said. It is not particularly loud talking that is needed, as the sound is heard plainly enough, but distinct articulation of the consonants, and especially of consonants at the beginning and end of words. Some ears are more susceptible to one pitch or key of voice than to another. Teachers ought to cultivate a normal pitch of voice, as near as possible to their own natural key, and in conformity with the acoustics of the schoolroom, so that pupils of slow or difficult hearing may accustom themselves to that pitch and be able to follow with clearer understanding.

A frequent cause of defective hearing is catarrh, brought on by cold feet. Children coming to school in winter, for instance, after having waded through snow, slush, and water, their shoes, stockings, and lower parts of their clothing soaking wet, are often required to sit at their desks with the wet feet in the cold atmosphere near the floor, while the upper space of the room is hot. The reverse should be the case. Colds and catarrhs, and sometimes far more serious consequences ensue. Nature, then, gives the danger signal by causing coughing to be heard in various parts of the schoolroom; the teacher should take the warning and attend to the case at once. I have had children take off their shoes and stockings and sit around the stove until all get dry and warm. Much of the prevailing defect in hearing can be prevented by proper care of colds.

The boxing of ears, or blows on the head, as punishment for offenses, whether inflicted by parents or by teachers, are most criminal, and deserve the severest censure without any

mitigation. I have had pupils whose misfortune of hard hearing could be traced back to such cruelty inflicted, sometime or other, either at home or in school.

Another point of careful consideration for educators presents itself in the growth of children. Whenever parents or teachers notice in a child an abnormal growth in length without proportionate physical development in other directions, must they not take it for granted, that the child will be correspondingly weak in will-power, concentrativeness of purpose, steadiness, perseverance, and moral courage? These deficiencies instead of being recognized as organic, are often punished as if the child could help them. The most frequent course, but also the worst one, is ridicule, scolding, depreciating comparisons with other young people more fortunately organized, even chastisement for slight offenses arising from this physical condition. An India rubber band, if drawn out, must naturally become thinner in proportion to the length. This is precisely the condition of the nervous and muscular system of overgrown children. Give them good food, plenty of exercise, and kindly treatment, and nature will make it all right by and by.

There is another class of unfortunate children, however, upon whom the unstinted sympathies of parents and teachers should be bestowed. I refer to the crippled and deformed. A sympathy that should not be merely personal on the part of the educator, but should be of such a magnetic force as to influence the whole family or school with like feelings and course of action. I have in mind the case of a young man whose limbs had been deformed from childhood, so that he had to crawl upon his knees. After he had been refused admission at several educational institutions, on account of his infirmity, he presented himself at the B. Y. Academy, Provo. Here teachers and students vied with each other in tender consideration toward him in his efforts to get an education.

ing of the mental faculties of their young charges, for the bent of these powers may be taken as an index of their life's mission.

*Perceptive Faculties.*

The gradual development of the so-called perceptive faculties, is the first sign of mental activity in child life. These faculties involve mental operations. The eye can no more see for itself than a telescope can become conscious of the grandeur of the starry heavens which it reveals to the observer. Both eye and telescope convey pictures and only pictures. so the ear conveys sounds, and other organs their appropriate impressions. It is the spirit behind the scenes that takes cognizance of all these things, giving each its appropriate interpretation.

The child notices at first only the difference between light and darkness. Recognition of forms and faces follow soon after. Differences in color are not recognized so early. In regard to hearing, only loud and low sounds, that is, the extreme in sound, make much impression, the former having a disturbing, the latter a rather soothing tendency upon the child. The direction whence sounds come, remains, for a long time, undefined in the mind of the infant. Voices are not distinguished till a much later day. The sense of feeling is very acute, but painful and pleasurable sensations are alike forgotten as soon as they are past, there being no memory as yet to assist in their retention. Taste and smell are very slow in taking a part in the physical or mental operations of the young life. These defects in early perception are not on account of imperfect development of the respective organs, for they are as perfect now as they ever will be, but in consequence of the inexperience of the mind in handling them.

Mothers know intuitively how to assist their infants in using the perceptive faculties. By moving the finger or some

other object before the eyes of the child, the mother teaches it the sense of direction; by singing and speaking words of endearment, she habituates it to recognizing her voice and gradually to distinguish it from that of other persons. Sharp contrasts of light and darkness, sudden and piercing noises, rude awakening from sleep, and impatient shaking in vexation, ought to be carefully avoided; for such untempered changes may be productive of serious disturbances in the physical organism of the child, and are also apt to plant into the yet partially slumbering mind, germs out of which may grow a fruitful crop of evil dispositions and tendencies.

Froebel, by introducing the Kindergarten methods into the educational system, has become a benefactor to the human race. Neither parents nor teachers can afford to remain ignorant of this beautiful aid in education. By it the mental faculties receive a systematic and judicious training during the first period of their development. The eyes learn not only to see but also to observe; the ears are made acquainted with the beautiful in sound; the organs of motion become obedient to a mind capable of useful or entertaining self-occupation; and the whole body is taught to grow more graceful and buoyant.

*Imagination.*

Through the symptoms of dreaming by the infant, parents are first made aware that a higher faculty of the mind has begun its operation. This is Imagination, the angel of childhood, by the touch of whose wand the most common objects are surrounded with the halo of fairyland. (See page 100.) This faculty, aerial and intangible though it may be, is nevertheless of vast importance by rendering an assistance to the educator without which his best efforts would prove futile. A great mistake is often made in supposing that a child looks upon things and ideas presented before him, in the same light as do his instructors. It never does so. Happy the child

That young man, after several years of successful labors in his chosen avocation, died with blessings upon the institution that gave him a chance for obtaining a respectable livelihood, and left these blessings of gratitude as a sacred heritage to his family.

The physical conditions of a child may be either hereditary or the result of accidental influences. In the former case parents are reminded of the great responsibility resting upon all men in regard to their posterity. The responsibility is enjoined upon humanity in the decree of Jehovah, that "He will visit the sins of the fathers on the children unto the fourth generation of them that hate me." Which teacher has not seen evidences of this terrible fact among the children under his charge? Aside from the workings of heredity, there may be, however, also other influences bearing down upon young lives, even before birth, preventing their little bodies from developing according to the beautiful and faultless designs of the Creator. Nature, if not interfered with in her operations, makes no mal-formations, deformities, or cripples. What care, solicitude, and constant watchfulness toward children is, therefore, required of parents and teachers, in order to give Nature a chance to develop the growing bodies according to the noble design of an allwise Creator, so that they can fill the measure of their creation upon the earth!

#### MENTAL CAPACITIES.

According to the theory of some evolutionists, all faculties of the mind are only operations of physical forces, which view reduces psychology to a mere branch of physiology. The utter helplessness of the new-born infant and the very gradual awakening of its perceptive faculties seem to sustain, at the first glance, such a proposition. But closer analysis leads to the conclusion that the five senses are mere means

for the conveyance of impressions. Behind the physical mechanism is a receptive, conscious, and directing mind that is endeavoring to familiarize itself with the use of the organs of sense and motion, as an apprentice begins to handle tools and instruments placed before him. Mind is not the product of matter, but inhabits, premeates, and vivifies matter. On entering the body, it brings along capacities that raise the new born infant, notwithstanding its apparent helplessness, far above any of the most advanced animal species.

How did that mind come into possession of capacities entitling it to such possibilities? Did these capacities originate with the mind itself during the embryonic period? If so, the mind with its wonderful capacities would be the result of the physical process of conception, and would have to terminate with the exhaustion of the forces that started them both into activity.

That is the theory of evolution. There is, however, a grander view of the case pointed out to us by the voice of Revelation.

The mind or spirit entered into this mortal sphere from a previous state of existence known to the Latter-day Saints as our "primeval childhood." Our condition in this world is as much the natural consequence of the course pursued in our previous existence, as the life hereafter will be the natural consequence of the course pursued during mortality. This great principle of pre-existence contains the keynote to the doctrine of predestination or rather pre-ordination. God never acts arbitrarily as some sectarians would have us believe, but the shaping of every man's destiny is largely by his free agency in his own hands. Many fall short of it though, or miss it entirely, by neglecting or abusing those endowments and gifts which an allwise Providence has placed at their disposal.

Teachers and parents ought to watch closely the awaken-

whose imagination illuminates his conceptive world with the roseate hues of purity, affection, and hope; for the germs of virtue, intelligence, and spirituality, find in that kind of light their most favorable condition for sprouting. Blessed the parent or teacher who has discovered the key to the language of child-thought and is enabled to enter the charmed circle where Imagination waits to surrender to him her sway, as he shall gently lead the young mind to the comprehension of the realities of life. Powerful and absolute in its domination, Imagination, of all mental faculties, is still the most susceptible to evil or good influences. A word, a look, yea, apparently the most insignificant thing or occurrence, is often sufficient to cast over the heart of a child a lasting shadow under which prospects for good may wither, or evil germs find a fostering condition.

#### *The Affections.*

The next mental faculty in order of development is *affection*. It will be observed that infants but slowly extend their interest beyond their own individual wants. They are of necessity intensely selfish, and hence the saying, that all babies are little savages. But this selfishness discovers by its very intensity those sources from which it derives its gratification; it extends a longing desire toward them and establishes thereby an interest in something beyond self. Thus is opened the channel of affection. From mere gratification of physical wants is evolved pleasure which pre-supposes some degree of mental activity. This is followed by appreciation of kind acts. By smiling, cooing, and offering baby-kisses in return, the child establishes an interchange of feeling between itself and others. Thus is engendered an affection, which may be cultivated by proper education into love for fellowmen and love to God. A heedless kick may destroy a little sprout, that might have become a mighty oak had it been given a

chance to grow. So also may the first beginnings of affection be destroyed by ignorance, rudeness, or carelessness and the child forced to develop into the mentally crippled conditions of selfishness, misanthropy, or cruelty.

#### *Memory.*

The next mental force making itself felt in the process of infant development is *memory*. It is a somewhat passive faculty, in as much as it is engendered only by frequent repetitions or marked force of impressions. Facts of memory may be compared with the figures of a chromo. Their distinctness and completeness depend upon the number of impressions by which they are imprinted upon the mind. Cultivation of habits at the fireside, and frequent repetitions of the lessons in school, are the indispensable means of strengthening the memory. Whatever has been deposited in the memory, remains there, although lost sight of, perhaps, for a long time. Strong emotions, occurrences on the mnemotechnic principle of association of ideas, dreams, or old age, may bring to light again long forgotten memories, proving thereby, that these facts had remained unobserved in the memory, like dust-covered books on the shelves of a library, or old photographs stored away in the attic.

#### *Recollection.*

If memory can be compared with a library containing all kinds of books, papers, documents, and prints, arranged with more or less order, *recollection*, the next mental faculty in order of development, would be the librarian, who ought to know at a moment's notice where to find any required object on his catalogue. The cultivation of recollection is one of the essential features of domestic as well as of scholastic education. By far the greater part of all educational effort is the conveying of facts and the training in their applica-

tion. Knowledge of facts is stored up in the memory, but recollection is called upon to furnish the requisite data for the process of application.

This exquisite faculty constitutes by far the greater part of what is commonly called knowledge, and can be cultivated to a degree comparable to the facility with which an expert pianist handles the keys of his instrument. Stored up in the mind are data in regard to persons, things, ideas, places, times, etc., that can be brought up with a spontaneity surpassing comprehension. Many theories have been advanced to explain this interesting phenomenon, but thus far with not very satisfactory results.

Methods for cultivating the power of recollection are a matter of great importance in domestic and scholastic education. It is not to be expected that every parent and teacher should be conversant with the science and art of mnemonics and try to make second Reventlows of his pupils, but exercises for the purposes of "strengthening the memory" are indispensable, especially in the early stages of scholastic, domestic, professional, and business education. Later on, too much "memorizing" is rather detrimental than advantageous to mental progress. Great thinkers in science as well as in business, instead of burdening their minds with the ballast of statistical or other technical data, consult tables, dictionaries, encyclopedias, notes, etc., for the desired information.

The capacity for recollection is greatly diversified according to the physical organization of the individual. Phrenologically speaking, this capacity seldom extends harmoniously over all the various organs of perception in the brain. For instance, localities, names, dates, figures, forms, etc., are seldom recalled with equal vividness. Parents and teachers ought therefore to make it their object to discover any specially pronounced capability or defect in this regard, and instead of

paying undue attention to an already well developed tendency, should rather endeavor to cultivate those parts in which recollection appears to encounter great difficulties. Scolding, censure, or other such means of correction are not only useless but absolutely unjust, for the educator is confronted by an organic deficiency rather than by a willful neglect.

#### *Will-Power.*

With the awakening of self-activity in the infant, a power begins gradually to make itself manifest which not being as yet under any intellectual control, appears and subsides spasmodically, and is known variously as self-will, stubbornness, humor, contrariness, "spunk," etc. Its real name is *will-power*. The degree of strength or feebleness, continuity or fickleness, of this quality constitutes, as the child advances, the timber, as it were, which the individual seems to be made of. It may be like the willow, soft and pliant, or like the oak, strong and durable, or like intermediate woods, illustrative of various grades of strength and, consequently, value.

This quality is the foundation of what is commonly understood by the term of "character." Realizing the fact that no other mental qualification, whether inherent or inculcated, can take the place of this important power of the soul, parents and teachers should recognize in the cultivation of the will one of the foremost educational problems. Between the necessity of enjoining obedience to given instructions and the cultivation of free agency, is a long series of psychological considerations, all of which stand in so close a relationship to one another that, as in the case of the rainbow colors, it is difficult at first sight to determine where one ends and the other begins. A judicious training in the former contains within itself the elements of the latter; for wise education in school as well as at the fireside knows how to transform the



imperative "Thou shalt" of the training in obedience to the beautiful "I will" of the striving for free agency. The highest aim of true education lies in the endeavor to cultivate the head, heart, and hand, in the knowledge of and in the voluntary obedience to the laws of the True, the Good, and the Beautiful, for therein consists the heaven-inherited right of free agency. Sin, ignorance, and coarseness are moral and intellectual defects and exclude the complete exercise of free agency.

Methods of the cultivation of will-power are treated under the head of "Discipline."

#### *Understanding.*

All knowledge consists of concepts which the mind has formulated out of impressions originally received through the senses. The conscious reception of these impressions by the mind is a mystery yet unsolved. We find ourselves here at the confines of the physical and at the border line of the psychical nature of man. The correctness, completeness, and distinctness of all concepts depend upon the capacity for attention and observation. The former is an exercise of will-power, the latter of intellect. In regard to the former, parents and teachers must watch the eyes of the children in order to know if their attention is fixed upon the subject under consideration. Wherever their eyes are there is their mind. Hence the saying, that children hear better with their eyes than with their ears. Observation is the power of concentration of thought upon an object; even as rays of light may be focused by a sun-glass. A painter takes in at a glance more points of detail in a picture than some people would be able to discover unaided in a lifetime. A musician hears beauties in a composition of one of the masters that may remain hidden forever from an uncultivated ear. A well educated mind may form multitudes of sublime concepts by

listening to or reading a discourse suggestive of deep thought and noble sentiments.

Impressions are the prepared, concepts the digested, food of the mind, and therefore, pure or impure, healthy or unhealthy, strong or feeble conditions of the mind depend upon the food which it receives and digests. Herein lies a solemn warning to parents and teachers to watch carefully the impressions which are made upon the young minds under their charge; for out of those impressions grow the concepts that constitute the mental, moral, and spiritual capacities of the human being. Evil habits, false and erroneous ideas, or wrong principles, may develop out of concepts formed in early youth, and produce a harvest to be reaped in tears.

Flippant conversation, trashy literature, obscenity in any form, unguarded or questionable society, and over-indulgence, are the most widely prevailing evils that education has incessantly to contend against. Too many parents, instead of being the natural allies of the conscientious teacher are, in their blind affection for their children, prone to side against him in this warfare. The writer, like many others of his fellow teachers, could enumerate many instances of this kind out of his own experience.

Concepts thus formed do not, however, remain isolated and disconnected in the mind, but, according to the law of association of ideas, group themselves in a more or less systematic manner, and by the law of generalization, give rise to another process, that of forming conclusions. These conclusions are concepts of a second stage of development, in as much as they are not formed directly from impressions received through the senses, but are the offspring of already existing concepts. Thus concepts of persons, plants, playthings, food, clothing, etc., are grouped and generalized in the mind according to certain characteristics observed by the child. All dogs, for instance, may be called *bow wow*, cattle *moo moos*, etc.

During this stage, likes and dislikes are formed. Curiosity is the same phenomenon in the mental life that appetite, hunger and thirst, are in the physical life. Curiosity causes the child to take things to pieces in order to find out what they are made of or what there is in them. If this tendency is not properly taken charge of and directed from the beginning, it is liable to degenerate into wanton destructiveness. The latter always proves educational neglect.

Imagination interferes at this time considerably with the simple process of forming conclusions. Parents ought to direct this tendency into proper channels by telling stories, the morals of which lie within the conceptive powers of the child. Then imagination will be an assisting instead of a disturbing element in the process of forming conclusions.

At this stage of mental development, the child begins to ask questions, innumerable and often perplexing. To get impatient at these manifestations of the spirit of inquiry, which appear under the guise of mere curiosity, would be a serious mistake, as such questions are mostly the result of some process of observation and concept-forming. The child is really seeking assistance in the process of drawing conclusions. Every friend of childhood should be always ready to furnish as nearly as practicable the desired information, and thus contribute to the child's store of ideas and facilitate its progress in thinking. Teachers in school should uphold the principle that questions on the part of the pupils are always in order. To rebuke a child for asking for information on any legitimate subject, is one of the least excusable mistakes a teacher can be guilty of.

#### Reason.

This mental capacity enables the child to draw conclusions from given premises or concepts. This principle can be carried on in three different ways, adapted to every child intuitively according to the nature of the case.

1.—The process of forming conclusions in regard to the effect or result of a known cause, or its reverse, the tracing of a known effect to its appropriate cause. The former is called *a priori* reasoning, the latter *a posteriori*. For instance: The child is diligent in its lessons because it concludes that this course will procure it a good education. This is *a priori* reasoning. On the other hand, it sees that its teachers and other people are well educated and concludes that these people must have studied hard in their youth. This is *a posteriori* reasoning.

2.—The synthetic process is the endeavor to construct from a single fact a whole series of conclusions, while its opposite, or the analytical process, leads the child to discover from a known series of facts some missing link in the chain, as it were. Illustration: The child follows the synthetic process when it constructs, in kindergarten exercises, houses, bridges, and other objects, from its pile of sticks, blocks, etc., and reasons analytically when it is taught to name or describe the different parts of anything.

3.—The inductive method of reasoning consists in drawing a general conclusion from one or more particular facts. The opposite or deductive method, is the application of a general statement to a particular case. The former process is illustrated by a child concluding, that, as it is required to love, honor, and obey its parents, so all other children ought to do the same. The deductive process would be well illustrated in a child seeing all other children doing a certain thing, should it conclude that it ought to do the same thing also.

#### DISPOSITIONS.

Among the variety of factors which should govern the modes of treatment of a child in order to assist it in obtaining the greatest amount of good from education, the disposi-

tions demand their full share of consideration. Dispositions are based mainly upon the condition of the nervous system and may in their origin be either accidental or inherited. Parents and teachers have to make it their earnest study to obtain a clear comprehension of the nature and origin of the dispositions of the children under their charge. Dispositions give tone, color, and quality to all other capacities of the child, stimulating here or retarding there; smoldering occasionally or breaking forth in volcanic fury. They are like the weather, difficult of prognostication for the uninitiated, but serving as pointers to the close observer and judicious educator, just as an expert mariner watches the rise and fall of his barometer and other premonitory signs or takes the winds and the seasons into his calculations.

Dispositions are sometimes embraced in the general term of *temperament*. Philosophers have made several classifications of temperament, the most common being the phlegmatic, the melancholic, the sanguine, and the choleric, with several subdivisions. This classification can not claim, however, an absolute superiority over others. The difference of classification is mostly that of nomenclature, at least so far as practical educational purposes are concerned. While temperaments of the phlegmatic and melancholic kind need more stimulating efforts, those of the sanguine and choleric kind require occasionally a check combined with incessant watch-care. A driver must exercise greater care in the management of thoroughbreds than of a quiet and steady-going team.

The idea of "breaking a child's temper" is a pernicious one. You may "break the temper," but you will spoil the child. A temper that might have promised, under proper treatment, to develop into characterful energy and mental force, may, when "broken," assert itself in occasional fits of energy, which, lacking continuity, are destined to become unreliable and in-

effective. Such unfortunate characters, crippled and stunted, are in danger of becoming morose, distrustful, or what is worse, given to lying and deceit. The writer could quote instances of this truth coming from institutions noted for the severity of their discipline.

If dispositions are inherited, still greater wisdom, patience, and kindness are required gradually to train and modify them so as to make them subservient to noble purposes and in harmony with the other qualities of a cultured mind.

#### ENVIRONMENTS.

If the various conditions which point out the mode of treatment of children have been considered thus far from the standpoint of the child itself, one other condition is yet left for our consideration, a condition that is outside the child, and consists in its environments.

The various phases of environment belong, so to speak, to the department of foreign affairs in the republic of education. An experienced teacher accordingly recognizes in them strong factors, which, marshalled as auxiliaries, may become powerful aids, but neglected, are likely to turn into formidable antagonists.

#### *Seasons.*

To arrange the general plan, the daily program, and the kind and number of studies in such a manner as to use the exhilarating temperature of the cooler seasons for the heavier drafts upon the physical and mental powers, is a test of master-ship in the educational profession. The necessary relaxation of the summer months should be turned to account by a systematic distribution of leisure, recreation, favorite studies, and preparation for the next season's work.

#### *Politics.*

The present condition of American politics being recog-

nized by every thoughtful educator as injurious to the true interests of education, it is the duty of every teacher and parent to watch carefully the rising storm clouds on the political horizon and take such precautionary measures as will prevent his charges from being carried away by the tempest of political passion. For a teacher himself to assume the unenviable role of pronounced partisan in school would be sacrificing the sacredness of his mission, polluting the sanctity of the schoolroom, and betraying his public trust. A thorough acquaintance with the questions of the day, and an impartial representation of them to his pupils, is what each one of them has a right to expect from him.

#### *Locality.*

Locality has also much to do with the spirit and mode of treatment of the young. Although natural endowments are, as a rule, independent of locality, the conditions of city life and that of the open country are so widely different, and exercise so varying an influence upon mental and moral development, that parents and teachers have to consider these conditions in their requirements, expectations, and modes of treatment. Children growing up amid the surroundings of city life with its endless varieties of impressions created by persons, things, and incidents, have their powers of observation for good or evil developed in quite a different direction from that of children living among the comparatively monotonous surroundings of the country. The perceptive faculties of the latter often stand in need of stimulation, while those of the former often require not only careful direction but even a restraining mode of treatment.

#### *Social Condition.*

There is one environment which demands extreme delicacy of treatment in many instances. This is the social standing of pupils. While on the one hand a teacher may make him-



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self liable to the severe charge of snobbish partiality for the so-called better favored children, he may miss it as to the others by a course of boorish rudeness towards pupils accustomed, though poor, to an atmosphere of domestic refinement. Parents of the so-called higher classes, or of the financially more-fortunate, are often inclined to engender, by precept and example, a certain aristocratic spirit that induces their children to consider themselves above their fellow-pupils of poorer families. This grave mistake causes a reaction in the form of discontent with the existing order of things, and hatred against the "upper classes," which feelings are extremely apt to widen the natural breach between the rich and the poor, between labor and capital, and threaten to bring forth, in the next generation, a harvest of griefs and sorrows for both parties. Teachers, that are not mere "lesson givers," will recognize in these conditions a great problem, the solution of which depends largely upon their wise and faithful efforts.

#### *Denominations.*

The religious, or rather denominational condition, of a community or of a particular family, is one of the most powerful agencies in the formation of a person's fundamental principles of life. This formation has passed through its incipient stages generally already in infancy. Every sincere parent desires his child to grow up in the religious convictions which he himself believes to be the truest and best for spiritual and moral growth and happiness. He can not, therefore, tolerate any interference with the religious principles of his children on the part of a teacher or anyone else. Teachers in public and in denominational schools ought conscientiously to guard against the violation of this sacred family right, however much their own views may differ from those entertained by some of their pupils. Even a contemptuous



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shrug of the shoulders, or a sneering remark about things which the children have been taught at home to hold sacred, are things which no wise or conscientious teacher will ever be guilty of before his pupils.



## ORGANIZATIONS.

EDUCATION, in order to become more effective in its operations, is subject to modes of systemization the same as any other great principle of enlightenment and progress. Although systems vary according to the conditions of civilization, countries, times, localities, and purposes, there is observable nevertheless, a unifying tendency toward the attainment of ulterior aims; toward the adoption of a universal system, containing within itself the elements that constitute that happy condition of mankind looked forward to by all of us as something to be realized in the Millennial reign.

All modes, systems, laws, and endeavors in this connection are, however, empirical and experimental, notwithstanding psychological foundations claimed by educators for their particular theories and the logical deductions therefrom by which they seek to build upon those foundations.

Man will have to keep on experimenting and prospecting, so to speak, in educational systems and organizations, as well as in everything else mundane, finding "here a little and there a little, line upon line, and precept upon precept," until he commences to learn the language of that "still small voice" that teaches all truth, and to comprehend it so clearly that to him it will be a constant voice of revelation.

The stars that have shone thus far upon the educational firmament from ancient times until these latter days, will then fade away in the light of the rising sun of eternal truth, and mankind shall have on earth an educational system such as is now already enjoyed by the children that are in heaven.