

## STUDIES.

---

ALL studies are either incidental or formal; incidental if attended to whenever an occasion presents itself or requires them, formal, when they constitute a regular course and have a place in the curriculum of the student.

---

### CHAPTER I.

---

#### INCIDENTAL.

---

THESE studies are of far greater importance and influence in the mental development of a student than is generally understood. They are, as it were, the "man and maid servant" in the household of scholastic, and especially domestic, education. Their chief requirements on the part of the student are elertness, promptness, and adaptability.

Endowed with such characteristics, or earnestly bent upon cultivating them, a student will find that his indebtedness to the incidentals in his studies gradually begins not only to balance but even to outweigh the benefits derived from his formal studies. The stock of his knowledge has been greatly supplied by the results of his own researches and experience.

Anyone, that has attained to a degree of efficiency in his sphere of action, knows that what he has learned during his student-life or apprenticeship, gives him only pointers for the

pursuit of that knowledge and expertness which constitute the mainsprings of his success. For the greater part he is indebted to observations and efforts, made outside the lines that his formal studies have marked out for him.

Teachers and parents ought to keep in mind this incontrovertible fact, and urge upon their charges the necessity for self-activity, self-investigation, and self-research, and cultivate the spirit of inquiry within them.

#### WRITTEN INSTRUCTIONS.

Disciplinary regulations based upon the principle of mental understanding are essential factors in domestic as well as in scholastic education. They occupy in both the place that laws do in the state. While it may not be necessary nor even desirable for the purposes of domestic education to have them there in writing, the school room demands a set of well-understood written regulations.

The best guarantees for the faithful observance of all such instructions are *honor, love, and the fear of the Lord*. For the observance of such regulations it has been my custom to place my students upon their "*Word of Honor*" when entering the Academy. (See regulations of the B. Y. Academy, page 173.) A young man once asked me, what the Word of Honor meant. I answered him: "If I should give you my Word of Honor about anything, I would die before I would break it." He asked me no further questions on the subject.

The other two incentives for the faithful performance of such instructions, viz: love and the fear of the Lord, depend for their cultivation, so far as the school is concerned, upon the precepts and example of the teacher. In domestic education, love and fear of the Lord ought to be the principal considerations. Honor will naturally grow of itself in such companionship.

Notes kept by the students should not be confined to the

instructions given by the teachers, but should comprise also, especially in the higher grades, original reflections, researches, and observations on such subjects as may be either connected with the lessons, or may have suggested themselves to the minds of the student in his everyday life.

Even children of the common school age should be taught to keep such notes, independent of their regular school lessons. They should be induced to journalize them and so become habituated to keeping an autobiographical journal. Such journals are, as it were, moral and intellectual accounts for well regulated minds.

#### QUESTIONS BY STUDENTS DURING RECITATION.

In any class, questions on the subject under consideration, are always in order. Any sensible question put by a pupil to a teacher is more evidence of mental growth than many good answers, as such questions reflect the process of original thought. However, care should be taken in distinguishing clearly between the spirit of inquiry and that of inquisitiveness. The former prompts a pupil to seek sincerely for information, while the latter characterizes the "smart Aleck," who puts forth a quizzical question or remark for the sake of raising a laugh or for embarrassing the teacher.

To get angry or show embarrassment in such cases would be an open acknowledgment of defeat. To turn the point against the offender, if possible, is generally sufficient to prevent any recurrence of the trick.

In the family circle, parental authority and filial love and respect should be sufficient safeguards against any such improprieties.

#### REPORTS OF PRIVATE READINGS AND STUDIES.

To encourage such reports, whether given in the regular routine of lessons and in accordance with them, or privately

and voluntarily on any legitimate subject, is one of the most effective incentives to self-activity, and often opens to the teacher unexpected visits of the inner life of his pupils. He discovers capacities, desires, feelings, aspirations, and inclinations, which without such confidential reports, might have remained uncultivated, undirected, or unchecked, as the case may be.

Many leading characters in science, literature, art, and other spheres of thought and activity, owe their first step to their prominence, to such incidental discoveries. Without these fortunate incidents these distinguished persons might have remained in obscurity and the world be deprived of the benefits of their achievements.

Parents especially should make it a point to draw their children on, cultivate their confidence, and thus be able to magnify their heaven-appointed guardianship.

---

## CHAPTER II.

---

### FORMAL.

---

#### GRADING.

FORMAL studies comprise the curriculum of a school. In the lower grades, option in the selection of studies should be put under careful limitation, inasmuch as children never, and parents seldom, possess the necessary knowledge or judgment in regard to studies essential or optional. Of course there are cases of physical inability, or of other conditions beyond the control of parents, teachers, or pupils, that may make it expedient to even excuse a pupil from some essential

studies, but such cases should be thoroughly investigated before the exception is made.

Options, always subject to the advice and direction of the teacher, should be extended to students of higher grades in proportion to the maturity of their intelligence and with a view to their respective vocation in life. Parents and teachers, however, should act in such matters with mutual understanding and in perfect harmony, as only by these conditions the greatest possible benefits can be obtained.

#### *Kindergarten.*

The Kindergarten movement in Utah is almost phenomenal. Salt Lake City started it several years ago in a sporadic way. That it did not immediately succeed was because it lacked the support of united action and systematic organization. The benefits arising from these attempts became so manifest, however, that the authorities of the public, as well as of denominational and private schools, commenced adopting the system as an essential part of their curriculum. It is only a question of a comparatively short time before its principles and methods will be adopted even in schools that are not so fortunate as to be able to organize a special class or department for it.

Kindergartens were introduced in Utah by Kindergarten teachers from the East. It is to the credit of the Brigham Young Academy, however, to have started the first Kindergarten training school in Utah, and to have issued certificates and diplomas to graduates in this course. The University of Utah and other educational institutions have since followed, and Kindergartens are now conducted by Utah trained teachers throughout the whole state.

The General Superintendency and Board of the Deseret Sunday School Union, desirous of availing themselves of the advantages derived from the Kindergarten system, are en-

couraging the establishment of these classes, and in consequence, many leading Sunday schools in Zion have organized Kindergartens which in most cases are conducted by graduates from the Normal Training school of the Brigham Young Academy.

The rapidly increasing number of well-trained Kindergarten teachers has a tendency to awaken among our people a greater appreciation of this beautiful mode of teaching. Facilities for its adoption will be sought and found, and the time is not far distant, when in every community of the saints, a Kindergarten will be considered an indispensable part of general as well as religious education.

Kindergartens are designed as a preparatory step in the education of little children from three to six years of age. The mode of teaching consists of frequent changes between talks, stories, songs, games, and table-work, so as not to become tedious or tiresome to the little ones, but to engage their attention a sufficient length of time.

This common mode of procedure is observable to every casual visitor. He will notice the interest and delight of the children in the subject just before them, and the surprising skill they manifest in their little tasks.

But all these items are not the main purposes to be achieved. They are only the means toward an end. There is not a feature in all these exercises that is not intended to prepare for the attainment of that end, although the little ones are not aware of it.

Underlying all these various exercises, which are used to engage the childrens' attention for the time being, are principles which the teacher never loses sight of for one moment. The teacher endeavors to cultivate within the children the faculties of observation, imagination, memory, taste, invention, etc., and she tries to improve the child's moral sensibilities, not neglecting at the same time, its physical development.

And yet, even these motives are not the ultimate aim of the Kindergarten system.

The performances of games, songs, table-work, etc., are the task, or rather the play-work of the children; the cultivation of the physical, mental, and spiritual faculties are the motives of the teachers; but the development of the character is the ultimate aim of the whole system.

Character is, so to speak, the timber that man is made of. Accomplishments of every kind, excellence in science, art, mechanism, or any other sphere of action, cannot atone for its deficiencies; and its judicious training, therefore, cannot be commenced too soon.

The fireside, the mother's knee, the father's example, should be the proper starting points for such a training; but we all know what conditions and influences too often interfere with the execution of so desirable a program. The Kindergarten is intended to supply the want.

The Kindergarten system cultivates within the child the capacity for suitable self-entertainment, develops the desire for self-effort, furnishes opportunities for discovering the delight of producing or discovering something useful or beautiful, fosters refinement, teaches good manners, shows how to learn, and trains in discipline.

It is not the kind nor the amount of work in which the children may be engaged that constitutes the educational feature of the work. The value of all these exercises consists in the spirit which the children put into their work and the delight they experience in showing their little achievements to those whom they love. These two considerations point to the mainspring of all human activity, whether manifesting themselves in the simple exercises of Kindergarten work, or in guiding the actions by which the weal and woe of whole nations may be influenced. It is the character of the actor that determines them all.

The Kindergarten system has, therefore, made child-study a prominent element of education, domestic, scholastic, secular, or religious. None of these provinces in the great republic of education can dispense with it. A teacher's efficiency depends upon the attention he has bestowed upon this subject, and a parent's hopes may be realized or discarded in proportion to his compliance with its requirements.

School authorities, as well as the people in general, are rapidly awakening to the realization of the fact, that all efforts made and all means expended for the establishment of Kindergartens, are investments yielding returns beyond calculation; and that the disciples of Fröbel are quietly engaged in remodeling the very fundamental principles of modern education.

#### *Primary Education.*

This term, if applied exclusively to the work of the school, is a misnomer. There is a great deal of education, good, bad, and indifferent, preceding the entrance of a little child into the school room. The nature of this previous education is such as to make it a potent factor for or against the efforts of the teacher. Indeed, it modifies and influences the results of his work to a greater extent than many people are aware.

By the time the child enters school, its faculties have emerged from their embryonic state into one of great activity. The five senses are on the alert for anything that arouses curiosity or excites inclination; imagination is busy with its kaleidoscopic combinations; memory is storing up impressions destined to play an important part in the forming of the future character; recollection is struggling with the entanglements of fancy and reality; understanding is trying to establish a closer acquaintance with environments; and reason shows its growing vitality by intuitive inferences, and by jumping impulsively at bizarre conclusions.

The co-ordination and subordination of the material, thus presenting itself for primary education, has become a matter of consideration only since the days of Froebel. The Kindergarten system is rapidly gaining recognition as an essential concomitant of primary education, attending on the little ones, so to speak, in the ante-chamber of scholastic education.

Thus systematically prepared, children enter upon the pursuits of what is commonly understood as "Primary Education."

Primary, in contradistinction to secondary education, comprises that kind of instruction and training which is intended to furnish every pupil those physical, intellectual, moral, and spiritual acquirements which might be said to constitute the indispensable "stock in trade" of every useful member of a civilized community.

The chances for the attainment of such an education should be open to all children and not be left to depend upon the whims or financial abilities of individuals. Hence, the system of free schools with compulsory attendance for primary education, with certain safeguards thrown around it, is one of the glories of our civilization.

The very judicious arrangement of the so-called "eight grades," comprises the extent of primary education. Its nature, methods, aims, and results should engage the earnest solicitude of school authorities, educators, and parents; for in it are contained not only the fundamental elements of all education, but also the most favorable opportunities for uniting domestic and scholastic education to the attainment of a common end.

Praiseworthy as are all the efforts made by school authorities, teachers, and people generally, in order to advance the cause of primary education, there appear occasionally elements and influences in this onward movement which

have to be counteracted by the adoption of conservative methods.

While in some localities the common schools are far below the average standard, there is manifesting itself in others a tendency to overdo the thing.

The main object of primary education is the preparation of the pupils for the requirements of practical life: as members of the human family, as citizens of the state, and as children of God. These aims circumscribe the whole work of a primary teacher. In this work he is justified in expecting to be assisted by the family circle, inasmuch as the school should endeavor to keep, as it were, in elbow-feeling with the fireside.

There is, however, a professional vernacular cultivated by many educators, that shows too plainly a great effort to talk "learnedly" and of dressing the simplest ideas in high-sounding phrases. These are symptoms of vanity, sham, and superficiality. Bacon says that hunting for big words or phrases is the disease of knowledge. Psychology and Evolution especially are the favorite sources from which words, phrases, and ideas are borrowed unceasingly in order to make a big show of learning.

If these "word-hobbies" could remain confined to their devotees, no great harm would be done, but, unfortunately, they have a tendency, like an epidemic, to become infectious among the whole fraternity of teachers and even penetrate and befog the school room.

This last is the point where a protest should be entered against this infringement upon the simplicity, genuineness, and practicality of primary education.

It is not, by any means, the intention of the author to depreciate the efforts of modern education to lift primary education from the worn-out grooves of routine work and from mere pedantic lesson-giving to the higher plain of teaching

according to the principles of rational child-study. But the sacredness of his calling enjoins upon every teacher the solemn duty to select carefully from among the ever-increasing multitude of psychological theories such ideas, and to clothe them in such language as may be in harmony with the essential characteristics of primary education, as mentioned above.

The psychological craze, so prevalent of late, is affecting the minds of many teachers in the same manner that a narcotic acts upon its victims. As the latter often indulge in their favorite stimulants in preference to healthful and substantial food, so some teachers try to substitute a high-flown style of speech, and experiments of untried ideas and methods, for the conscientious and careful course which the conservatism of primary education so peremptorily demands. The consequence of all this is a dissatisfaction with their lot and a distaste for their legitimate work, which are effecting so many teachers. But, what, think you, is the effect of this condition of the teachers' minds upon their pupils?

#### *Secondary Education.*

The school system of our state has been very appropriately compared to a pyramid resting upon the broad basis of primary education and gradually tapering through the intermediate stages of high school work toward the collegiate courses as the apex. The various denominational schools and schools for specific purposes, occupy places in the structure according to the grade and nature of their studies.

Pleasing as the geometrical symmetry presented by this picture may be to the casual observer, there are, nevertheless, many circumstances modifying the composition of the structure. The conditions of the people are not made to suit any particular educational scheme, but educational systems have to accommodate themselves in a measure to the conditions of a people.

The necessity for a higher education resting upon a basis of general education, broad enough to benefit all the children of the people, and made solid through the addition of sound moral and religious principles, was realized by President Brigham Young at the pioneer period of the saints in Utah. He it was who conceived the idea of a "University of Deseret" with its chancellor and regency, to which authorities he confided the duty of further developing the movement in accordance with the environments, necessities, and facilities of the time.

This organization has been kept intact throughout all the changing scenes, vicissitudes, and obstacles of our history, waiting patiently for the gradually improving conditions of our primary education to prepare students in a suitable manner and in sufficient numbers for university work. To facilitate this work of preparation, in fact to lead out in it and to meet it halfway, so to speak, the university itself started with preparatory or high school courses, until now the noble institution has reached the point at which real collegiate courses have been opened in several branches. This fortunate condition is still more enhanced by the labors of the Brigham Young Academy, at Provo, the Brigham Young College, at Logan, the Latter-day Saints' College, at Salt Lake City, the Agricultural College, at Logan, and several denominational schools in Utah, all of which have entered upon the grade of higher education.

#### BRANCHES OF PRIMARY EDUCATION.

The days of the three R's, that is of "ritin'", "readin'", and "rithmetic", as the sum total of essentials in primary education, are past, although there may be some vestiges of these primitive views still lingering in out-of-the-way places, like patches of snow hidden from the direct rays of the sun on mountain sides.

It seems to be destined that new ideas and systems must pass through a series of vicissitudes. Just as the life and health of children are endangered by measles, whooping cough, and similar ailments, so primary education, ere it has quite emerged from the pupa stage (of the three R's before alluded to), finds itself exposed to dangers arising from opposite modes of treatment. The complaint has been that the child was being starved. Now there is apprehension that it is being over-fed.

The old latin proverb "Non multa sed multum," which means that true education does not consist in a great variety of studies but in their thoroughness, should become the motto of every teacher. It points out the conservative mean which is as free from old time fogyism on the one side, as it is from the "crazy quilt" methods of modern radicalism on the other.

There are essential studies that constitute the fundamental elements of the educational edifice, and the degree of their thoroughness determines, to a greater or less extent, the nature and value of any future superstructure.

Human beings, however, are not made after a uniform mould; there are also many different capacities, inclinations, environments, and influences to be taken into account, and parents and teachers should cultivate such powers of discernment as may furnish them the keys to these prophetic manifestations.

A recognition of the latent powers in childhood finds its expression in permitting the pupil to make a judicious choice from among the optional studies, pursuing them in addition to the regular curriculum, or even under certain conditions substituting them for studies considered more essential.

#### *Essential Studies.*

The kinds, aims, and methods of essential studies consti-

tute the groundwork of all primary scholastic education, and as such should find faithful and never-failing support in the home circle. Many parents have found out that in rendering children all possible assistance in their studies they not only facilitate the progress of their sons and daughters, but derive much benefit themselves from so doing. "Docendo discimus," that is, by teaching we learn, has been demonstrated by such parents to be a fact.

The essential studies comprising a complete primary course of scholastic education may be classified under five heads, viz: *a*, Theology and Ethics; *b*, Language; *c*, Arithmetic, Elementary, including Elementary Book-keeping; *d*, Empirical studies; *e*, Arts.

The *aims* of these various studies are of a special as well as of a general nature. A teacher aiming at nothing but at advancing his pupils to a degree of efficiency within a specified time, may be an expert *lesson-giver*, but has no claim to the honored title of *teacher*. The latter looks upon every study as an untailing means toward the development of the mind, the cultivation of the character, and the attainment of man's ultimate destiny—to become perfect as the Father in Heaven is perfect.

*Theology and Ethics.* What with the jealousy exhibited by the various denominations toward one another, and the efforts of anti-religionists, the most essential factor in education is barred out from the public schools. Instead of genuine religious training, a conveniently attenuated system of ethics is offered as spiritual pabulum to the needy souls of childhood. Even opening and closing prayers have been denounced as unlawful in some localities.

The Church of Jesus Christ of Latter-day Saints, recognizing, as other denominations are also doing, this deplorable state of affairs, is engaged in building up within its own sphere an educational system which contemplates not only



the introduction of theology as a branch of the regular curriculum, but the consummation of a plan according to which all management, instructions, studies, and methods shall be brought into harmony with the inspired Word of the Lord.

Preparatory steps toward so desirable an educational condition, are to be found in our Primary and Mutual Improvement Associations, in our Sunday School organizations, with the Religion Class movement as a supplement. Although under separate managements, all these organizations are laboring toward a common end—the elevation of the youth of Zion to a physical, moral, intellectual, and spiritual standard, that shall be a light to the nations.

Religious influences, training, and instructions are considered by the Latter-day Saints indispensable in true education.

The General Authorities of the Church, not finding for the moral and spiritual safety of the children a sufficient guarantee against the invasion of unbelief, skepticism, moral deficiencies, and other objectionable influences, have sought diligently for means to counteract such tendencies.

The result of their deliberations is the conviction of the necessity of a religious basis of education, scholastic, as well as domestic, extending from the infant at the mother's knee to the aspirant for professional honors at the college.

The main object of our theological, or rather, religious training, is to obtain for the pupil, by the assistance of the Holy Spirit, a living testimony of God, our Father, of Jesus Christ, our Savior, and of the divinity of the Latter-day Work, and to cause the pupil to shape all his feelings, thoughts, words, and actions in conformity with this testimony.

This point gained, all other arguments and evidences relating to the truth of the Gospel are merely corroborating testimonies whose educational value lies in the *strengthening*

of already existing convictions, and in furnishing reasons "for the faith that is within."

Recognizing the force of personal influence and the power of well-formed habits, the educational system of the Latter-day Saints takes these two potent factors into consideration in the choice of teachers, and in all their endeavors to train the youth "in the way in which they should go."

Not satisfied, therefore, with the vague stipulation that a teacher shall be of good moral character, the Latter-day Saints in their Church Schools require that every teacher shall be a person of religious convictions and capable of setting an example worthy of imitation. Teachers not of our faith, are, in some exceptional cases, employed under certain restrictions, in some of our colleges in order to introduce branches of study for which there are not sufficiently well qualified instructors among our people.

Besides the standard works of the Church, publications on theological subjects, some of great educational value, are now so numerous among our people, that the use of theological and ethical text-books from outside sources should be discountenanced in our Church schools, as not only superfluous, but actually detrimental.

Theology is treated in the various educational organizations and at the homes of the Latter-day Saints not only as a theoretical system of principles, doctrines, and ordinances, with their authorities, evidences, and arguments, but also as a practical course of training in habits that will secure happiness in this life and lead to exaltation hereafter.

The first requisite for the accomplishment of these purposes is the *Spirit of God*, that should imbue the minds of teachers and parents, cause them to love their charges with the love that Christ taught by his example, and enable them to substantiate their teaching by their example.

There is no substitute for this indispensable factor in re-



ligious training. Erudition, eloquence, and personal influence may captivate or charm for a season, but their transitory nature will manifest itself invariably in hours that try men's souls.

The modes and methods adopted for instructing and training the youth "in the way they should go," and for opening before them those endless perspectives which stretch backward to the realms of primeval childhood, and forward into the glories of the resurrection and eternal life, are as various as may be demanded by the nature and purposes of the organizations, in which theology receives special attention.

Every fireside has its way of doing things; schools differ according to grades and environments; the mutual improvement associations follow plans laid out for this purpose; the Sunday schools are developing our admirable system in this respect; the primaries and kindergartens are contributing their share in the work; and the religion-classes are training incessantly in harmony with the rest, and all are endeavoring to have their particular lines of work converge toward that grand focus: the guidance of the Holy Spirit that leadeth into all truth.

*Objective Science Lessons.* As the simple precedes the complex, so is the concrete the basis for the abstract, and the commencement of all studies is in object-lessons.

A true mother is a natural born educator. She pursues intuitively a course of instruction with her infant which the most philosophically inclined teacher with all his researches in psychology could not in the main improve upon.

She teaches the infant to use his eyes by showing differences in color, size, form, and distance, cultivates his sense of hearing by talking and singing to him; his emotions by pretending to cry or laugh; his memory by teaching him names of persons and things; his imagination by telling stories, showing pictures, and strange objects; his self-activity

by giving him playthings; his sense of obedience by manifestations of approval or censure.

Underlying all these operations are abstract principles and mental activities which the infant gets accustomed to observe and to do, without comprehending their real import.

This primary course of teaching, or rather training, constitutes the shell and albumen, so to speak, of the whole egg of education, in which the germ of the future independent individuality is hidden and passing through its embryonic stage. True education follows along these lines of natural development, whether at the fireside or in the school room. The perceptive faculties, affections, imagination, memory, recollection, and will-power, are the chief auxiliaries which domestic and scholastic education have to call into requisition in their efforts to train the young minds to the comprehension and exercise of mental activities of a higher order.

These natural gradations in the training of mental activities secure the healthy growth toward the full measure of man's development and toward the accomplishment of the purposes for which he has been sent here by the Creator.

The attempts of some modern educators and their followers not to teach children anything until they are prepared to comprehend it—*i. e.* grasp the underlying reasons—would exclude from all primary education the fundamental principles of revealed religion and deprive childhood of the sanctifying influences of the Word of God. Such a course is as illogical and unnatural as the other extreme of feeding the youthful mind with myths, fables, and fairy tales.

While in the former instance it may be said that undeveloped reason is dragged prematurely into service and the faculties with which an allwise Creator has endowed childhood in such profusion, are not awakened,—in the latter,

young minds are supplied with concepts of unreal, impossible, and false situations, combinations, and incidents, all of which have to be unlearned before the germ of truth, supposed to be underlying them, can be made available.

Much moralizing and analyzing in telling stories, showing pictures, or making illustrations of any kind, indulged in by some teachers has a tendency to hinder rather than to assist imagination in its work of preparing the young mind for the reception and comprehension of the principles involved. I have often seen more good accomplished in a few minutes by the spirit and manner in which a story was told or an illustration given, and by encouraging the little ones to repeat it, and interpolate their own reflections concerning it, than has been reached by elaborate and lengthy catechization.

With the growth of the reasoning powers, however, the horizon of mental activities begins to expand; subjects and modes of instructions assume more substantial forms. While thus far the subjects presented seemed in the child's mind to be the chief points of his studies, the process of forming deductions and generalizations has gradually led the young mind to the comprehension of abstract ideas.

The first conception of an abstract idea indicates the starting point of independent individuality in a human life. From that moment, objects in any branch of knowledge and skill become gradually mere illustrations of general principles—means toward general ends—and their conception and use are a correct criterion of the mental status of the individual.

True education realizes these relationships, and introduces objective illustrations as indispensable features in all branches of science and art, never discarding, but always looking beyond them.

Whether a teacher in a primary class illustrates the conception of form by globular, square, or irregularly shaped objects, or the professor explains the principle of electricity

by experiments in the laboratory, the objective illustrations are only the means for the obtaining of a conception of an abstract principle. Hence the placing of the concrete before the abstract should always be the keynote for all elementary as well as advanced instruction.

Training in habits of the beautiful, the true, and the good, should prepare for the judicious exercise of free agency, and assist the young mind in using its mental powers for the acquirement of the highest aims of spirituality, as pointed out to us by Divine Revelation.

*Reading and Elocution.* The ability to read and write one's mother tongue is considered an indispensable requisite of any member of a civilized community. This fact is recognized by even the most indolent and indifferent in educational matters.

The anxiety for this amount of "education" is so great in some instances, that time is taken by the forelock, and children are taught their "letters" at home long before they enter the school room. Some fond mothers exhibit with pride the feat of their little ones in reciting the alphabet.

I have often looked with pity upon little ones thus brought out, circus-like, to go through acrobatic performances for the applause of thoughtless visitors. What unnatural method, amounting, perhaps, to mental and bodily torture, had to be employed to train these babies in the performance of such useless tricks!

The same reflections crowd upon me sometimes when I see children coming to school with the alphabet in their little noddles. Parents ought to confine themselves to instructing and training their little ones in such principles of conduct, observation, affection, and devotion, as the opportunities for their application may be presented in the limited sphere of child-life. They would thus contribute far more to the intellectual advancement of their children, than by stuffing

them with the "knowledge" of meaningless signs, names, and sounds. Parents fortunate enough to enjoy the benefits of a well conducted Kindergarten, have pointers given them continually in regard to the proper management of children under school age; those less favored in this respect, should keep in mind the above stated caution, and leave to the teacher what is the teacher's.

What teacher of primary grades has not been doubtful at times whether to laugh or be vexed, when listening to some parent complaining that his child could not yet recite his alphabet after so and so many week's schooling, although the little one could read and write his lessons quite fluently?

The aims in conducting reading classes are to learn to read, to understand what is read, articulate and pronounce the mother tongue correctly, to become acquainted with good language and learn to use it, to obtain information, and finally to become imbued with noble and exalting sentiments. All these points intersect and support one another. There are teachers, however, that make a hobby of one or more of them, to the detriment of the rest: some merely drill to read and read, as if their pupils were mere parrots and magpies; others are too much taken with pronunciation exercises. Here the teacher wastes the precious time in philosophical catechizations about intricate passages, and there one is bent on elocutionary displays, as if the capacity for reciting a sensational piece of poetry or oratory on public occasions were the chief object of learning to read. These hobbies should be guarded against by constant self-control on the part of the teacher; for the temptation to fall into one or the other of them is always present and sometimes almost irresistible.

In the four lower grades, the practice of concert reading for the sake of drill is earnestly to be recommended. By teaching the class in these grades as a single pupil, position,

voice, inflection, rate, pronunciation, etc., can be harmonized, close attention can be secured, and every pupil be kept actively engaged in the recitation. This being followed by sections, and single reading, gives the teacher opportunity to test the progress of his class in general as well as that of the individual pupils in particular. The individuality of the pupils at that stage of school life is not sufficiently developed and ought to be supplemented by training in promptness. If this principle be early made a habit, it will be of great advantage in the further development of the young mind.

This method, requiring of the teacher, as it does, a sharp eye, a good ear, and much mental and bodily strain, is sometimes very fatiguing, but in the hands of an efficient teacher, it is the most effectual way to teach this branch of study. In the hands of an indolent or careless teacher, every method will prove a failure.

Students should be encouraged to ask questions for information on points in their lessons. Definitions in a student's own language, in form of illustration, application or in any other way showing that he has the correct idea or partly so, are preferable to any memorized scientific definition, or to a mere transposition of terms taken from a dictionary.

The reading of poetry should be restricted to one piece after at least two or three prose readings. As respects the latter, narratives, descriptions, moral dissertations, conversational pieces, and classic and scientific selections should be given the preference over merely oratorical effusions.

The true interests of the pupils are too often sacrificed to the vanity or personal interests of teachers. To seek in elocutionary displays by a few favored pupils or in a class parade, the means of establishing a reputation, is a betrayal of the sacred trust confided to a teacher. Reading is to be taught in all the grades of primary education, not for the benefit of a few specially adapted pupils who may shine at

public entertainments, but for all the pupils: all need a knowledge of this art in the exigencies of practical life.

To give the human voice flexibility and modulation; to enable the organs of speech to perform their tasks in an easy and intelligible manner; to steady the eye so as to grasp words and sentences at sight; to regulate the breathing in accordance with the required rate, pitch, inflections, and pauses; to assume such positions and give such gestures as the nature of the sentiments to be expressed may require; to learn to read not as if from a book, but as if uttering original sentiments; and finally, to supplant, by the cultivation and appreciation of substantial and sound literature, the taste for trashy, superficial, and unsound writings—are some of the principal aims which the conscientious teacher has always before him in conducting a reading lesson. No method, however, can ever supply deficiencies in the teacher's own love, devotion, and adaptability for the work.

Elocution (so-called) with its fascinating, dramatic features, is in some schools over-stepping its legitimate sphere, and encroaching upon reading. It pretends to elevate the latter but instead of doing so, introduces only a sensation and highly flavored aid at the expense of the fundamental principles above alluded to. There is a great deal of sham in this connection practiced in some schools, which can be eradicated only by sharp criticism on the part of the proper authorities.

The legitimate sphere of Elocution is with students of the eighth grade and of High Schools. Even there the study ought to be made to conform more closely to the future requirements of the students in the pulpit, at the bar, in legislative halls, in the lecture room, on the stump, or in private circles. There is too much pomposity, sensationalism, and impractical oratory indulged in; while the finer features of Elocution, that are always in harmony with nature, are lost sight of, or are sacrificed for the cheap clap-trap of transient, ignorant applause.

*Orthography.* Between the ideographic hieroglyphics of the Egyptians and the complex and sometimes arbitrary intricacies of English spelling and pronunciation stretches a long series of evolutionary transitions. There is no reason why the so-called original languages, not having been subjected to intermixture with foreign elements, could not follow the fundamental principle in the relationship between oral and written language, viz: A sound is a letter, that is, each sound is represented by its own special sign, and each sign has its own special sound. But mixed languages, of which the English is the most conspicuous illustration, encounter difficulties that make the adoption of that simple rule almost an impossibility. Phonography has accomplished the task in some measure but at the sacrifice of the philological structure of the language. However, phonography makes no pretention to assistance by the study of word-derivations.

In Orthography and its twin sister Orthoepey have been found difficult problems until this day. The question of how to master Orthography with its co-ordinate branches, capitalization, syllabication, accentuation, and punctuation, in a rational and systematic manner, is yet awaiting an answer acceptable to all teachers. The mere memorizing methods have been tried and found wanting, and analytical methods of procedure have also proven unsatisfactory in many respects.

There are several psychological phenomena connected with the subject under consideration that may furnish a clue to the solution of the vexed question. It has been observed that many persons distinguished in literary, scientific and other leading spheres of thought, are habitually poor spellers, while, on the other hand, persons of scarcely a common school education, seem to spell correctly; as it were, by instinct. There are others to whom certain words, no matter

how often used, become occasionally obscure, and the dictionary has again and again to be consulted. An acquaintance of the author asserts that he needs only to shut his eyes, when doubtful about the correct spelling of a word, and write it hurriedly without any mental assistance. He believes that the right form of the word is in his fingers by habit. Finally, it is a common observation, that persons quite expert in oral spelling are sometimes guilty of most egregious blunders in writing.

These and similar phenomena demonstrate the fact that expertness in spelling is not the exclusive result of analytical process of training nor, on the other hand, of memorizing. There are influences either favorable or unfavorable to the acquirement of the art of good spelling, which a teacher should take into account.

Phrenologically speaking, I have noticed that pupils enjoying a keen sense for form, make, all other things being equal, more rapid progress in spelling than pupils less favored in this respect.

Written exercises are the only true test of spelling. It appears from the above that other factors will have to be called into requisition in order to achieve desirable results in Orthography. One of these is constant practice until correct spelling becomes a habit of the fingers, as my friend above alluded to, would say.

The maxim, that whatever a child can read it should be able to write, will, from the start, render aid to the acquirement of correct spelling, by constantly copying the reading lesson.

As every child can be trained to speak fluently long before it has any knowledge of etymology or syntax, so might it also learn to spell correctly before it is taught any rules of Orthography. This does not, however, exclude the adoption of more systematic methods later on, when the young minds

are sufficiently prepared to apply general rules and principles to things familiar to them already, and when they are prepared to apply such rules to get unknown cases.

*Grammar and Composition.* The nearer education in all its branches comes to the pattern set by nature, the more satisfactory will be the results achieved. This observation serves as a much needed caution to instructors in grammar and composition. The only use which primary education has for grammar is to teach the pupils a correct use of their mother tongue. The study of grammar is only a means toward an end, although many teachers seem to treat it for its own sake alone. Diagraming, analyzing, and the application of rules, constitute with them the sum total of their exercises. Whether such teachers follow text-books according to the synthetic or the analytic method, my objection in such cases remains, as the fundamental principle of grammar-study, as stated above, is neglected, and the pattern set by nature, ignored.

The use of the mother tongue being the chief aim, a young mother teaches her infant some few words and expressions for which there is an immediate use, enlarging gradually the vocabulary as the awakening intellect of the infant will justify. In this procedure no attempt at classification, definition, or explanation of rules, is made, and yet the child may learn to talk quite fluently, according to the pattern it has to follow.

Later, on entering the school room, the child finds still better opportunities for cultivating its capacity in expressing itself, through the pattern set before it in its little reading exercises, by having to answer questions, and by taking a part in the talks between teachers and pupils. Thus it learns the use of correct language in a measure long before it becomes aware of the existence of any grammatical rule.

The influence of habit in the moral and intellectual training of children is not recognized in the school room to the

degree that it is in the home circle. Most of the activities of every-day life are performed or looked upon by all of us more or less according to habit; so that the application of an analytical process before the formation of certain concepts, ideas, conclusions, intentions, or even acts, would in some instances be useless, in others even impossible. We talk, in respect to pronunciation, grammar, and ideas, as we have become accustomed, and only on particular occasions and for special reasons, do we feel the necessity of arranging our expressions in stricter compliance with established rules. The more correct, therefore, our first impressions have been, upon which our habits have gradually been formed, the more fortunate we are in finding ourselves in harmony with the instructions that are obtained later, and a comprehension of, and compliance with them, will then be so much the easier.

This observation finds a strong application in the study of grammar. Children habituated at their home to the use of correct language will enter the school room much better prepared to receive and express ideas than others deprived of the advantages of a judicious home education. For sometime to come the primary teacher pursues his course along the lines which nature has taught the intelligent mother, and makes his little pupils observe, express, remember, reproduce the simple matters presented before them. There is a great deal of oral composition already going on in those primary classes, which is soon followed by suitable work in writing, though in all this not one word of technical grammar is given. The little ones talk and write as they see others do; learn to use certain words, phrases, sentences, ideas, and forms of speech as they become habituated to them, and may acquire quite an efficiency therein. From this experience it becomes apparent that composition should not only accompany all grammar study, but actually precede it, form the basis of it, and be the final aim to be reached by it. In consequence of

this, the heading of this chapter should read Composition and Grammar, instead of following the common usage.

The study of grammar is indulged in too early and too much in our public schools. Grammar, as such, should not commence before the fifth grade of the present graded system, even though it be in the somewhat modified form of so-called "Language Lessons," and then only as a supplement to composition. In the succeeding grades it may gradually gain on its companion, but it should never be permitted to be entirely separated from it.

The art of composition, that is, the capacity of expressing one's ideas upon a given subject in a coherent, logical, and fluent manner, either orally or in writing, is one of those accomplishments that every one laying claim to recognition in intelligent society, or desirous of pursuing a prosperous career, must possess in some degree.

The school and fireside are, therefore, deeply interested in the cultivation of that art, and only where each supplements and assists the other in this direction can the full benefits accruing from this study be realized. Parents can aid the teachers by setting an example of good language themselves; correcting improper expressions in style, grammar, or spirit, on the part of their children; engaging them frequently in elevating and instructive conversations; by providing them with suitable reading matter; by encouraging them in keeping private journals; by attending to family correspondence; and by getting them to take part in public entertainments, such as Sunday School, Mutual Improvement, and public school exhibitions.

The cultivation of the art of composition in the school room must necessarily assume a more systematic form, for which text-books, furnish suggestive guidance. But there is no text-book that ever can or ever will supply a teacher with an adequate list of subjects to choose from, or be con-

finned to: for the conditions of every school, as regards environments and efficiency, vary to such a degree that textbook composition-work becomes flat and artificial.

The list of subjects marked out by a teacher for composition gives a pretty fair estimate of his conception of the work assigned him. Some teachers delight in effusions on sentimental, literary, or philosophical subjects; others give preference to narratives and descriptions; others again see in transpositions from poetry into prose, or visa versa, or in reiterations of lectures, the best means for achieving the most desirable results. The guiding principles for choosing subjects for composition should be, that they be practical, instructive, and within the range of the pupils' conception.

All the scholastic training which the great majority of children will ever get, they will have to obtain in the common schools, whence they must issue forth to the various spheres of life wherein their lot may be cast. This fact has to be kept in view, and whatever is taught them in school can only lay a foundation to assist them in preparing themselves for the requirements of practical life.

The future men and women will have advertisements to publish, business and family letters to write, documents to draw up, descriptions and reports to make, speeches to deliver, etc., yet these and similar efforts in composition, every citizen of a free country should be sufficiently prepared for, and not be under the necessity of employing professional aid for such common place work.

There is in some instances too much time wasted and opportunity lost by giving subjects of a philosophic nature which can receive only an exceedingly superficial treatment: the pupils in such cases endeavor to cover up their want of depth by high-sounding generalities.

There is no exercise in the whole school curriculum that offers to the pupil so much opportunity for thoroughly prov-

ing his mental status as a composition. The outward appearance, cleanliness, and general "make up" of his paper, shows his taste and sense of order; his writing exhibits his progress in penmanship and also his perseverance—the latter when the last lines are as carefully executed as the first; his orthography is placed on record; so is his grammar; his style, even, in some faint original points, reveals his individual inclinations and dispositions, and the treatment of the subject demonstrates the amount of his knowledge concerning the subject and his power of thought in general.

Schiller says: "Willst du immer weiter schweifen, see das Gute liegt so nah." (Are you always farther roaming, see the good that lies so near.) This injunction of the great German poet should be taken to heart by every teacher in selecting subjects for composition. If composition has commenced in the primary grades within the simple range of object-lessons, it is a pointer for teachers in the succeeding higher grades, merely to expand the circle of observation in every direction. Sound education never intended that there should occur at any stage of development a cutting loose from the known moorings of thought, and a drifting into fanciful, unreal, unknown, and metaphysical realm of speculation. Nor should primary instruction enter into discussions of open questions in politics, theology, philosophy, etc. The environments of pupils furnish so inexhaustible a supply of subjects of a mechanical, a mental, a moral, and a social nature,—all affording wide scopes for observation, judgment, individual opinion, and fluent expression—that any choice of subjects, foreign to observation and outside real knowledge and interest, is not only a mere waste of time, but amounts to an actual injury to the pupils.

*Arithmetic.* Arithmetic, appealing, as it does, more than any other study save reading, to the requirements of practical life, is sometimes suffered to exercise over scholastic educa-



tion such a preponderating influence as to become detrimental to the development of the mind in other directions just as important, and too often create an impractical, one-sidedness that can never be fully compensated for by mere proficiency in figures.

To appreciate the real value and bearing of any branch of study, and to assign it to its place in the curriculum, constitutes one of the tests of a teacher's qualifications. As in all reflective studies, the mind of the pupil during the study of this branch should be in a normal condition. It should neither be wearied by preceding studies nor yet insufficiently settled down for concentrated attention, as at the beginning of school or immediately after recess.

The time is still vivid in the memory of us teachers in these western regions, when pupils pointed with pride to the fact that they had "worked" so and so many pages of arithmetic in one day; as if arithmetic could be measured by pages, as cloth is by the yard or potatoes by the bushel.

In common with most other studies, arithmetic has its legitimate beginning in object-lessons. Here addition and the rest of the elementary steps as well with fractions as with integers, are illustrated and carried on by objects. Numbers with their corresponding figures and signs can be used rationally only after the operations are already understood and done by means of objects.

The keynote for all operations in arithmetic in the succeeding grades is thus given:—in the first grade it is the old formula, the concrete must precede the abstract. I am aware that this is in contradiction to the rule of many leading text-books on arithmetic. Most of these have been compiled by distinguished mathematicians, who have long ago forgotten that they once were boys and had to learn abstractions by a long course of abstracting; men who by reason of this forgetfulness, look with pity upon beings still assisting themselves

with the concrete, and so maintain that real intelligence begins only when one learns this in the abstract. I do not intend to raise here an issue with this proposition on its merits, but allude to it merely for the purpose of stating that it should not be brought up as an argument in favor of the abstract preceding the concrete in teaching arithmetic in the common schools. As a preparation for a course in higher mathematics, the predominance of the abstract is justifiable and proper, but as more than ninety per cent of our common school population will never have an academic or even a high school course, they have to be satisfied with the opportunities that primary education afford. These opportunities are, however, modified and curtailed by various influences, to such an extent as to be reduced in point of practical utility, to a minimum. This condition of affairs enjoins upon primary education the duty of giving to its pupils as practical a training in arithmetic as the necessities of their future spheres in life peremptorily demand.

The mechanical training in counting, and the meaningless learning of the multiplication table, indulged in by many parents before their little ones are capable of comprehending anything about it, ranks with the absurdity of the alphabet-stuffing spoken of in the chapter on Reading. Parents will consult the better interests of their children and bestow a favor upon teachers, by letting counting and multiplication table alone so far as the little ones are concerned, at least, until the latter request their assistance in repeating their lessons from the school.

It is very gratifying to notice the increasing number of teachers in all primary stages of arithmetical studies, who choose their problems from the environments of their pupils instead of mechanically following the text-book.

Frequent drills in mental work stand in the same relationship to arithmetic that voice drill and pronunciation exercises

do to reading; for every kind of arithmetical operation a model form should be given by the teacher, explained and analyzed by him, copied and analyzed by the class after the model, and applied to all similar problems. After complete familiarity with the step has been obtained by the class, privilege should be given to the pupils to solve such problems in any other way they can think of.

Practical business men frequently get better results than do professed students in mathematics. While the former get quickly at results by the application of a simple rule, the latter are toiling through the meshes of a round about analysis.

There is no disparagement intended of the analytical process, which is the very keystone of all mathematics; but it is urged that the advantages of practical contrivances in arithmetic, by which quick and reliable results can be obtained, should not be withheld from the pupil. The recognized principle of cancellation, for instance, is an illustration of my pleading.

Some suggestions I venture to submit to the consideration of my fellow teachers for guidance in conducting their arithmetic lessons; in order to make them as practical as possible.

All examples consist of (1) a problem, (2) a proposition, (3) process of solution, and (4) an answer.

If the problem is taken from the text-book, a number indicating it, is sufficient.

The proposition should be formulated according to arithmetical terms.

The process of solution should be always self-explanatory and should be drawn up in a business like form. Results of addition, subtraction, multiplication, and division, in complex examples may be inserted after having been obtained by marginal calculation.

The answer should always be a complete statement.

These principal parts of the example ought to be separated by lines. All examples should be arranged, drawn up, and written on business-like principles, even in the primary classes, so as to cultivate the principles of precision, order, and reliability, so indispensable in all business affairs.

Frequent reviews in the form of promiscuous examples, covering indiscriminately the whole range of arithmetic as far as the class has gone, offer the best opportunity for application of the arithmetical knowledge thus far gained.

There is, occasionally, too much time wasted by trifling with catch examples that have no bearing upon practical life, and are like acrobatic performances in arithmetic.

A wide-awake teacher will never be at a loss to find material for illustrations of arithmetical principles from the subject matter presented to the pupils in other branches of study, physical geography for instance.

*Geography.* Although as an empirical science it is subject to the changes of conditions and material which political events, physical causes, and scientific discoveries may bring about, geography rests in the main upon a basis of permanent principles.

Slowly have the advantages to be derived from this study dawned upon parents. The wide-spread ignorance in regard to its nature and importance was too often re-enforced by unsurmountable indifference as to its value, or open protestations as to its uselessness. But that day is happily past; and with the steady growth in the appreciation of its usefulness, other questions arise demanding earnest consideration, in order to secure to it such a place in the school room as its importance demands.

The study of geography begins with object lessons and may receive some partial attention already in the Kindergarten. The family circle also comes in for its share in the work

of preparation, by relating to the child stories of travels, showing and explaining pictures of interesting localities, exhibiting curious objects from foreign lands, and visiting menageries, panoramas, and similar exhibitions. Children themselves are constantly storing up geographical knowledge by becoming familiar with the application of geographical terms, as points of the compass, the changes of seasons, the names of mountains, localities, etc.

Provided with such a foundation of geographical material, the child is sufficiently prepared to enter, during the second or third year of his regular school life, upon a more systematic course. Then it is that in many instances a serious mistake is made, a mistake which, because of the force of the first impressions, too often spoils the taste for the study of geography during the remainder of school-life. That sound educational principle, viz: that we must proceed gradually from the known to the unknown, a principle carefully observed during object-lesson training, is suddenly abandoned with the adoption of the text-book, and names, terms, localities, statistics, persons, events,—things far beyond the horizon of actual observation and clear comprehension,—are introduced in bewildering heterogeneity. To make up for this sudden deviation from the rational and natural course of procedure, illustrations are occasionally used, but the lesson has ceased to be a living affair as it used to be in the Kindergarten and object-lesson exercises.

The first stage of systematic instruction in geography requires no text-book. The school room is the first object to be treated geographically. The determining of the points of the compass, the illustration of the difference between a picture and a map, the description of other school rooms, from the poorest kind to the most magnificent, constitute the first step. In harmony with this course the school building, its surroundings, the streets leading to it, the whole town or

the near portions of it, the neighborhood, mountains, rivers, great buildings, are treated in the same manner in succession, until the geographical horizon has become sufficiently enlarged, to be considered as having supplied experience, observation, and geographical thought enough for entrance into the next higher grade. During the course in this grade the use of the sand table is urgently recommended.

No careful teacher will fail to gather collections of geographical illustrations, sketches, and pictures, (cuts from newspapers and magazines, for instance,) and to have them classified, duly labeled, registered, and placed in a scrap book; this, if supplemented by a cabinet of zoological, botanical, geographical, and industrial specimens, will constitute a school property of ever-increasing value, although it may not have cost the district a cent, consisting entirely of voluntary contributions by the pupils' friends and the patrons of the school.

The methods of teaching geography in the higher grades is open, in some instances, to the objection that text-books are followed too closely. In these grades no geography teacher should be seen before his class with a text-book. Whether in topographical, physical, or mathematical geography, a teacher should use the text-book for the purpose of reference only. His plan, showing the kind and amount of subject-matter, and mode of teaching, ought to be more or less original with him.

In many respects the three grand divisions of geography are intersecting, augmenting, and supplementing each other; and none can be treated entirely independent of the other.

Some leading newspaper should be on hand at geography lessons, so that the geographical items of places or countries spoken of in the respective issue, can be explained and located.

Maps covered with a multitude of details in large and small print have a tendency to weaken the impression of the real geographical forms which it is intended to make upon the mind; hence outlined-maps are preferable for direct class use, while the former kind may answer for reference, and preparation. Drawing of outline maps should be conducted so systematically as to enable any pupil to compile a complete outline atlas of his own, in which, however, not a single word, name, or letter should appear, and yet the student should be able to explain every geographical item represented there. The construction of relief-maps by pupils is also productive of much good. Every student in these grades should be trained in giving illustrative demonstrations of the leading features in mathematical geography, as for instance, the motions of the earth, sun, and moon, of the eclipses, the seasons, and the planetary system.

For a complete review, or self-examination, concerning the amount of knowledge of any given country, the subjoined general schedule is suggested.

*General Schedule.*

*Name.*

- Definition.
- Derivation.
- Pronunciation.

*Location.*

- On the globe.
- On the maps.
- According to zones.
- According to longitude and latitude.
- Direction from the school room and average distance.

*Boundaries.*

- According to points of compass.
- Natural.

Political.

*Size.*

- By comparisons.
- By square miles.

*Form.*

- Kinds (island, peninsula, etc.)
- By comparison with other objects.
- By maps and sketches.

*Surface.*

Land.

- Mountains (kinds, parts, and characteristics.)
- Plains, (kinds, phenomena, use.)

Water.

- Standing, (kinds, uses, phenomena, parts.)
- Running, [kinds, parts, uses, phenomena.]

*Climate.*

- In respect to hygiene.
- In respect to meteorology.

*Natural Products.*

- Animal kingdom.
- Vegetable kingdom.
- Mineral kingdom.

*Inhabitants.*

- Number.
- Races.
- Grade of civilization.
- Languages.
- Religions.
- Chief occupations.
- Customs and habits.

*Government.*

- Form, [monarchical or republican.]
- Nature, [despotic, liberal, oligarchical, etc.]

*Prominent Places.*

In commerce and industry.

Capital cities.

In science, art, and mechanism.

In history.

*Prominent Men and Events.*

By this schedule any one can examine himself in order to discover the exact amount of knowledge he has of any given country.

*U. S. History.* History is the twin sister of geography, as neither can be taught successfully without the aid of the other, General history not being considered essential in the grammar grade of primary education has been placed on the list of optional studies and is represented in the regular curriculum by United States History. This is a wise provision, inasmuch as giving precedence to the history of one's native land is in conformity with the principle of synthetic progress. Historical impressions have their origin at the fireside, where sketches from the lives of the members of the family, of friends, or neighbors are to the child the first sign-posts pointing to regions beyond its own self.

This ever-widening circle of acquaintance with the lives and affairs of other people embraces, eventually, the school room, where the kind of impressions thus far received constitute the material which the teacher has to take into an account, either as useless or even base rubbish to be removed, or as valuable material to be used whenever available.

The fireside is the prototype of the father-land. The love of home is the germ of patriotism.

The school recognizes these facts and endeavors to strengthen the ties that should unite school and fireside in concerted action to prepare the rising generation for honorable citizenship.

The study of history should proceed along rational lines. The promiscuous and incidental form in which historical impressions were made at first is succeeded by the more systematically arranged stories about the school, native place, and characteristics and events from the life of prominent persons already known to the children either in person or by reputation.

The next step will be to study history of the native state with continual reference to the fact, that it is a member of the great sisterhood of states. Patriotic songs and recitations; pictures; emblems; processions on great public occasions; reverence for the flag of our country, for national monuments and memorial days; occasional reminders of the great men and events in our nation's history, are some of the features, and the cultivation of genuine patriotism by training in public spirit, unselfish devotion, obedience to its institutions—these are the chief aims in the study of United States History.

*Hygiene.* "Man know thyself," is an injunction which no intelligent being can afford to ignore. Failure or neglect in this respect leaves man a prey to the uncertain conditions of chance, dependent upon the opinions of others, a victim to superstition and quackery, and deprives him of one of the most potent incentives to virtue. These facts are voices of warning to the home and the school, of which both will have to take heed in order to avoid responsibilities that could not otherwise be met successfully.

I venture to say that in all civilized communities, exclusive of the tenement districts and hovels of misery, crime, and squalor in many of our large cities, far more infants die or contract diseases leading to imbecility or premature death, than would be the case if proper hygienic precautions were taken. Prevention is better than cure, is an old adage. Fresh air, eating and drinking regulated according to the

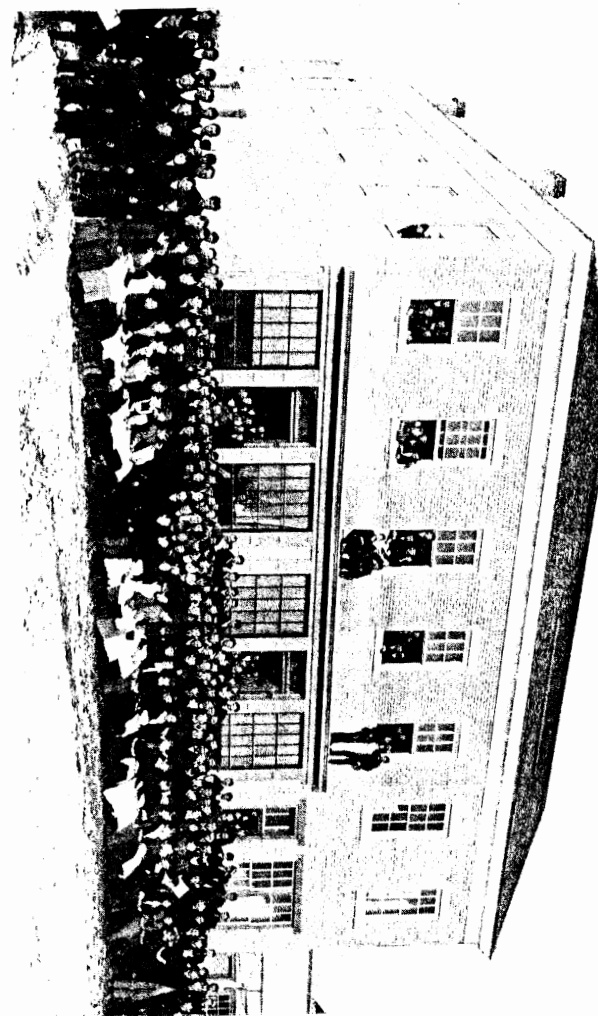
principles of the Word of Wisdom, healthful exercise, loose clothing, regular hours, a cheerful and contented spirit, cleanliness, etc., are some of the antidotes for disease. But notwithstanding all these precautions, there are still agencies at work which are traceable in some instances to ancestry, back into the "third or fourth generation." If thou art so unfortunate as to be the possessor of such an heritage, live it down by a virtuous and well regulated life, that the course may not descend to thy posterity. There is no need that thou shouldst fall heir to the responsibility of it too.

High life, late hours, perpetual worry about business, continual rounds of pleasure and excitement, leaving the sacred duties of maternal cares to hired help, over-indulgence of children's whims and appetites, and neglect of the simplest hygienic laws, are some of the evils that beset home education. The diffusion of sounder educational principles through the press and the labors of devoted educators, strengthen the hope for a better condition of affairs in this respect, and for a consequent amelioration of the physical and moral condition of mankind.

It is the school, however, above all other sources, which the fireside has to depend upon for instruction and guidance in regard to this all important subject. To assist the school in the performance of this mission, school laws provide in some shape or other for sanitary instructions in all public schools. Physical culture, gymnastics, military drill, lessons in hygiene, and healthful amusements, are receiving more careful attention and systematic treatment, so that a basis for higher physical, moral, mental, and spiritual development may be secured and mankind be brought nearer to the ultimate designs of our Heavenly Father in regard to the human family.

Several important features of hygienic education have been alluded to already in this treatise, to one of which I desire

OLD B. Y. ACADEMY. DESTROYED BY FIRE.



to refer again here for the purpose of emphasizing its importance. There should be a matron connected with every school, to instruct the girls in such hygienic and moral questions as pertain particularly to the mission, welfare, and responsibilities of their sex. A male teacher should perform corresponding duties, and similarly instruct the boys and young men. These instructors should be persons of experience, of acknowledged purity of head and heart, and be filled with the Spirit of God; for those instructions require great delicacy of treatment, and clear discernment.

The terrible curse of secret vices, of flippant and impure talk and language among the youth; of obscene pictures; of questionable and sensational stories and publications; of uncontrolled associations and companionships among the youth of both sexes, are the evils which sound education has the mission to counteract and eventually to overthrow in order to prepare a people worthy to meet the Prince of Peace at His second coming.

#### *Optional Studies.*

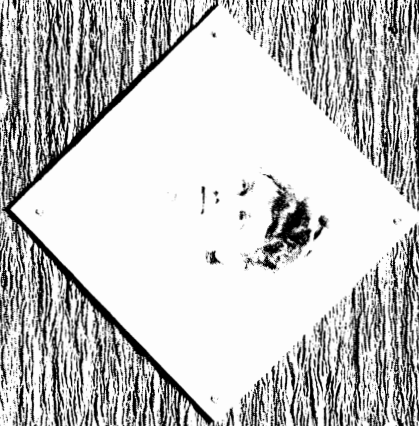
The difference between the so-called essential and the optional studies in primary education is not so much one of value as of expediency. It is true that the former provide information not only available but actually indispensable in every sphere of life; while the advantages derived from the pursuit of the latter are either mostly confined to special conditions of life, or their value consists in the refining and elevating influence which they exercise over the mind.

If life were simply a struggle for existence, and the mission of education consisted in furnishing the necessary knowledge for carrying on this struggle, the "essential" studies, appealing more directly to the material interests in a general way, would constitute the exclusive curriculum of primary schools, while "optional" studies, as a superfluous luxury, would be

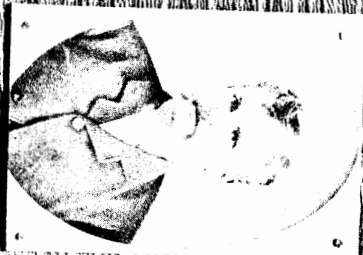
Gustave Iverson.



Louise Keller.



Geo. D. Gardner.





relegated to "private" institutions, for those that could afford to indulge in them.

This view is not fancy, but has been honestly maintained by many as the true basis of primary education. "I do not want intelligent but practical and obedient subjects," said Francis I, emperor of Austria, in reply to some propositions to advance the cause of general education among his people.

The scope of useful, refining, and ennobling knowledge should be enlarged in proportion to the capacities, environments, and aspirations of the pupils, so that the road to the highest possible mental development may be open to every child. The French adage, that every soldier carries the marshal's staff in his knapsack, corresponds with the American saying, that the road to the White House is open to every citizen. The principles of true primary education underlie these sayings.

*General History* occupies the most conspicuous place among the optional studies on account of its wide adaptability and because it is a natural sequence to the study of U. S. history. The great improvements in the methods of its treatment have brought General History into closer connection with the spirit and tendencies of modern education. The old methods of treating this study as a mere record of dynasties, wars, and political changes, have been superseded by the introduction of analytical, comparative, and "culturhistorical" features, thereby giving it the character of a true science, and placing it among the most potent factors in education.

*Domestic Science* has been consolidated into a regular study at a very recent date. Its branches and applications were formerly either over-looked altogether or were scattered among the studies of physics, chemistry, and the natural sciences. Its practical tendencies, however, have not only

secured to itself a permanent place among the optional studies, but promise to put this study ahead, until it shall be recognized as an indispensable feature of primary education, and have its place assigned in the regular curriculum of our common schools.

Sloydwork for boys, ladies' work for girls, and hygienic lessons, are already the precursors of a system by which many dangerous and objectionable tendencies of modern education will be counteracted and the labors of the school be brought into closer relationship with the requirements of home-life.

*Physical Culture.* As much as the study of physical culture is to be urged for merely hygienic reasons, there are yet other aims and benefits to be obtained from its pursuit. It gives variety to the exercises of scholastic life, it invigorates the bodily functions, and wards off many evils that accrue to the youth from too close confinement and protracted mental application. Although it may not be the task of physical culture in primary education to cultivate Chesterfieldian and Delsartian accomplishments, the capacity to use the body in a natural, easy, and graceful manner is of much psychological value in exercising a refining and elevating influence upon the mind.

Parents should encourage physical culture not only by sustaining the efforts of the school in this direction from the Kindergarten upwards to the higher grades, but also by giving their children frequent opportunity for practical application in every day life. Politeness, refinement in manners, and moral self-respect are some of the benefits that will be secured for the rising generations through the cultivation of this branch of study.

*Singing.* The Scriptures point to a scene enacted in heaven "when the foundations of the earth were laid" and "the morning stars sang together." From the days of Jubal,

"the father of all such as handle the harp and organ," to Beethoven, the composer of the "Ninth Symphony," and to Richard Wagner the originator of the "Music of the Future," man upon earth, whether following the drum and fife in fratricidal warfare, or worshipping under the soul-inspiring tones of the hundred-voiced organ, has submitted to the entrancing influence of the "Divine Art." Grecian mythology is full of poetic legends, illustrative of the power of music; and the churches from the days of the Psalmist to the grand masses in cathedrals, have recognized in vocal music the strongest incentive to devotion.

Education, in consideration of all these and similar facts, uses vocal music as one of the most potent factors in the training of the youth. The school laws of Switzerland make singing not only a prominent but also an obligatory study in every school; and in Germany no teacher of the elementary grade can obtain a certificate unless he shows some degree of efficiency in teaching singing. Even in our country it is understood, that at least Kindergartnerins shall possess the ability to conduct singing exercises.

Our public schools, Sunday schools, Primaries, and Mutual Improvement Associations, are putting forth praiseworthy efforts in giving vocal music sufficient attention to popularize it more and more. The progress which congregational singing, especially when led and assisted by a well trained choir, is making in our worshipping assemblies, is also a step in the right direction. The impetus which the celebrated Tabernacle choir of Salt Lake City is giving, is felt already to a greater or less extent throughout all the stakes of Zion. "Wo man singt da lass dich ruhig nieder, böse Menschen haben kein Lied." (Where they sing, there settle down in peace; wicked people have no song.) These words of Schiller are like milestones on the road to happiness. Flowers at the windows and songs around the hearth, are the ensigns of contented homes.

Robert Skelton, Publisher.

Elias S. Kimball,  
President Southern States Mission, L. D. S.

Daniel Harrington.



*Ladies' Work.* This branch of study for girls is emerging very gradually from the narrow limits within which it has been confined. The comprehension of its purposes did not extend, in some cases, beyond needlework, and even that consisted too often in mere fancy-work, while the requirements for the duties of domestic life were entirely overlooked. The vanity of teachers to make a fine show, stimulated by the general ignorance of the public in this respect, has been the chief obstacle in reforming this department and placing it upon a more comprehensive and practical basis.

The aims of the Ladies' Work Department do not consist merely in getting up embroideries and similar specimens of fancy-work for exhibitions or for birthday presents: they have their starting points in practical work of the simplest kind that may be called for in the every-day occurrences of domestic life. It is not alone the needle and the scissors, but also the broom, the bread-pan, the stove, the bed, the nursery, and the sick room, that claim the attention of this department in its various grades. Talks, readings, and conversations on domestic subjects, conducted under the influence of the Spirit of God, should enhance the mechanical work and give it pointers for judicious application in practical life.

Mothers should consider it their duty to manifest a warm interest in the conduct of this department and to render all possible assistance to the teachers by furnishing necessary material, giving their daughters frequent opportunities for practical application, and by conversing with them on the topics presented to them by the teachers. The days of the girl singing at the piano "Who will care for mother now," while that maternal relative is working around the stove or at the wash tub, are rapidly passing away.

*Drawing.* The time is not far distant when a certain degree of efficiency in drawing will be considered as essential in general education as the art of writing. Drawing is the



OFFICERS OF THE L. D. S. SUNDAY SCHOOL.

capacity to perform concepts of objects and to produce them visible to the eye. There is no sphere of activity or of occupation where this accomplishment could not be available or could be dispensed with entirely. Drawing is language expressed in forms. The ideographic representations on rocks, put there by savages, are as much the expressions of his thoughts, feelings, and grade of intelligence, as the scraggy sketches with which urchins often ornament walls and fences in our towns.

Every teacher recognizes the impossibility of successfully demonstrating many ideas without the help of illustrations on the board, which for the sake of recollection and future reference ought to be reproduced in the notebooks of the pupils.

The leading principles in drawing, as for instance, classification of forms, outlining, perspective, and shading, should become familiar to every pupil in school. The old habit of drawing from copies, or "picture making," is now gradually superseded by the cultivation of the power of observation of real objects, drawing from nature. This is a more rational course, one by which the pupil's capacity or inclination can be ascertained and he be given an opportunity in the direction of "natural selection."

Taste, observation, and perseverance, are some of the psychological results arising from the study of drawing, besides this study furnishes inexhaustible material for self-entertainment.

The artisan and mechanic will become more efficient in his occupation, and the family circle will derive much amusement as well as practical benefit from this accomplishment to which the school has given the start, and the home, opportunities for practice.

#### BRANCHES OF SECONDARY EDUCATION.

That secondary, or higher education, is an indispensable

factor in civilization, goes without saying. By it are generated the forces which maintain the religious, political, scientific, and all other relationships of civilized society, and also those forces which are engaged in solving new problems, and preparing for new emergencies, forces which stimulate individual effort to emulate and excel the excellencies of the past, thereby creating standards of progress from which the leading spirits of the age can take their bearings and change the natural inertia of the masses into well directed activity.

Human society is to a greater degree indebted to higher education than it is willing to admit or able to realize. In consequence of this general want of appreciation, higher studies are looked upon by some people, not only as a comparative luxury, but even as something to be watched with distrust. They pretend to despise or ridicule such pursuits, declare and compare them with the amount of muscular labor, hours of daily toil, and material results derived from their own occupation. Just as well try to measure astronomical distances with a yardstick, or to carry on chemical and physical experiments on the kitchen stove.

The praiseworthy ambition of many of our young people to obtain as much of a higher education as can be brought within their reach, has led, however, in some instances, to extremes that have given color of justification to the criticisms alluded to above. When, with the attainment of a higher education, a corresponding self-conceit is engendered in the minds of young people, or a contempt for mechanical labor begins to manifest itself within them, or the idea springs up that their education places them above their less-favored companions and entitles them to more marked consideration—then it truly proves a detriment, having stunted, rather than assisted, them in their real intellectual growth. In such cases no expertness in particular directions can compensate for the loss of true nobility of soul; especially as

higher education furnishes such plentiful means for attaining this latter quality also.

At this juncture, however, the author enters, not without reluctance, his "Take heed" to the tendency manifesting itself even among our people, to "over educate." If education meant simply the gaining of true knowledge and the training in its practical application, over-education would be a contradiction of terms, as no one can get too much truth, nor become too expert in applying it; but education, as understood by many, the securing of the best chances in life, the attainment of the most remunerative, comfortable, and conspicuous positions,—education from this point of view can be overdone. And it is overdone by many young people whose inclinations lead them to choose the so-called professions, particularly in law, medicine, and higher pedagogy, in preference to agricultural or mechanical pursuits, even when the environments as well as natural endowments decidedly point the other way. This tendency is already over-crowding some of these professions in our cities to such an extent as to exercise a demoralizing influence upon them. It creates an over-abundance of intellectual energies, which, if directed into more suitable channels, might be productive of far greater good to the community. Even in our legislative assemblies this spirit has made its appearance, in attempts to carry enactments that would infringe upon the rights of primary education to confer benefits upon higher institutions of learning. To paraphrase Shakespeare, we should not love higher institutions less, but primary education more. If in our Normal institutions devotion to the real interests of the people is strong enough to withstand the temptation to turn "Professors," i. e. graduates who feel themselves fitted for high positions, and instead thereof these schools will bring their influence to bear upon the improvement and elevation of the schools of the primary grade, as the first and foremost consideration, and then follow up this course with such

higher instructions as may be called for, then higher education will be greatly benefitted; for it will have a sound foundation to build upon and will become measurably free from certain aspirants to educational honors whose time and talents would be better employed in other spheres.

It is a well known maxim among the Latter-day Saints, that the Spirit of God manifests itself through the channels of inspiration and revelation; that it is the only source of true religious knowledge, and that the Elders and teachers of the Church have to depend upon such guidance according to the revealed order of the Priesthood. But religious convictions and theological knowledge are not always identical. To promulgate the Gospel among strangers, to labor in its interest among the Saints, to teach it to the youth in any of the various organizations in Zion, requires not only firm convictions but also a certain degree of theological training, in order to do it in a rational, systematic, and effectual manner. True theology requires neither philosophical sophistry, nor rhetorical eloquence, but a thorough knowledge of the Gospel, an abiding faith in its principles, an honest compliance with its requirements, and a systematic training in the methods of conveying the divine truth to the hearts and understanding of others. Our Church Colleges and Academies are under obligation, not only to have such theological instruction placed as a regular branch in their curricula, but to conduct all studies, and indeed to manage their entire organizations, in conformity with the spirit inculcated by theological exercises.

The *Natural Sciences* have been accused, and in some instances not without cause, of a tendency to lead to skepticism and infidelity. This, however, is not the fault of the sciences, but of their interpretation and treatment. They, in their unperverted, and unadulterated condition, can only reveal the works of the Creator which in no sense can con-

tradict His words, and vice versa. The pernicious tendency of the modern schools to present evolution as the key to the interpretation of nature, has been the cause of all this prejudice against the pursuit of those glorious records of God's work. Evolution is one of those agencies by which an all-wise Creator controls the development of His creations toward their ultimate destinies, but it is by no means either the only one or the Great First cause. There are, however, conscientious teachers with sufficient moral courage to withstand the force of this agnostic wave that is at present sweeping through our institutions of higher education. The scientific discoveries of recent date, following one another in such rapid succession, are turning the tide, and demonstrate the superiority of practical experiments over mere speculative theories.

This is an age of reading, speaking, and writing. Any one with the power of language at his command, either through the pen or by word of mouth, can wield a great influence over his field of activity. The pulpit, the bar, and the stump; the editor's sanctum, and the author's study, are the sources of public opinion; and it is public opinion that directs in the long run legislative halls, cabinets, and rulers. The destinies of nations, to a great extent depend, therefore, upon the kind of influence that comes from the people. Popular sentiments do not spring suddenly into existence, like Minerva out of the forehead of Jupiter, but are the result of preparatory training; for which a people is largely indebted to higher education, attained, it may be, either formally in some secondary institution of learning, or incidentally through private sources.

As a matter of course, it is to be expected that superficiality, froth, and high-sounding verbosity, will make up a great portion of the motely current of public opinion, but that current will swell on, nevertheless, in its onward course, dis-

seminating knowledge, rectifying and purifying, awakening controversy, inviting investigation, and gaining truth. Literature, whether in prose or poetry, is the best indicator of a nation's character, spirit, and intellectual status. Institutions of higher education, while in some measure creating that status, are at the same time subject to its influences and reflect more or less the inclinations, aspirations, and general spirit of the people and of the times. No student of these institutions can afford to neglect the refining and ennobling study of literature, by which he alone can become acquainted with the products of the noblest minds and familiarize himself with the best modes of expression in his native tongue. These acquirements will assist him materially in every vocation and sphere of life.

The question, whether ancient languages should continue to maintain their time-honored hegemony among linguistic studies, or whether they should yield more readily to the claims of modern languages, is by no means of so easy a solution as it may appear at first glance. The advocates of the so-called ancient classic languages point with pride as an incontrovertible argument, to the inexhaustible treasures of beauty, wisdom, and historical information stored up within the classic productions of antiquity; and insist upon their retention as the prototypes of all literary excellencies; and argue their indispensableness on the strength of their being the source of all scientific nomenclature, and the basis of English etymology.

The disciples of the modern school, on the other hand, while not denying these claims, maintain that good translations are sufficient for preserving the literary fruits of antiquity, that our own literature, although developing along other lines, is in no way inferior to that of the ancients, and that the distribution of dictionaries, encyclopædias, and the countless number of books, magazines, and other publica-

tions, make the general study of ancient languages for the sake of current derivation superfluous, and that, therefore, the necessary formation of new words for scientific purposes could safely be left to specialists.

These are the principal arguments of both sides in this interesting controversy. Out of the present transitory state, which may be called a partial compromise, there will probably emerge new forms and methods of linguistic studies, which will be as far removed from the dry style of the formalities as from the mere utilitarian tendencies of the opposite school.

We encounter, however, right here, another point of contention within the very camp of the new school; that is in regard to the methods of teaching languages. While some contend that the classic or grammatical methods, as resting upon a solid philosophical basis, should be followed, others are vigorously advocating the natural or cumulative methods. It is simply the old controversy over again, only transferred to a new field. This contention will be carried on with the same display of learning, tenacity, and enthusiasm on both sides, and as in the former instance, it will lead eventually to an amalgamation of the good in both parties, and linguistic studies will be the gainer in the end.

The Magi and Egyptian priests monopolize all knowledge of natural sciences, astronomy, chemistry, physics, medicine, etc., for purposes best known to themselves; and the multitude from the king down to the slave were kept in sacred awe, before their wisdom. The king found in those advocates of priestcraft their most convenient allies in despotic systems of government. In the Middle ages, alchemy held sway among the learned professions, and the elixir of life, and the philosopher's stone, were problems the solution of which worried the wisest minds, not to speak of the squaring of the circle and the *perpetuum mobile*, which came in also for its full share of attention.

These phantoms were dispelled by the labors of physicists who opened roads of systematic investigation and rational experiment. Inventions and discoveries in all ramifications of human thought and occupation compelled science to step, occasionally, from the rostrum and enter the workshop of the artisan, the field of the farmer, the firesides of the people, and otherwise interest itself in all the concerns of every-day life. The result of this newly developed feature was an increase in the influence of sciences, and a greater appreciation of their value. The dissemination of the knowledge of the laws of nature, drove superstition to the remotest corners, elevated the people upon a higher platform of intelligence and labor, made the elements of nature more subservient to the will of mankind, and opened an endless perspective of discovery and invention, pointing to the eventual complete triumph of mind over matter.

Higher education in this connection has to guard against the temptation of yielding to the alluring tendencies of agnostic materialism, on the one side, and to metaphysical speculation on the other; so that the great work of unraveling more and more the so-called mysteries of nature and of binding the elements to the chariot of human progress, may be accomplished.

*Mathematics.* Aside from its practical application in all human affairs, which gives it an importance conceded to no other science, mathematics is called "the queen of sciences," on account of its absolute freedom from empiricism. All sciences have to apply to mathematics for assistance; mechanics and technics can not do without it, even the arts are dependent on it, and no sphere of activity of civilized life can entirely dispense with it.

The study of mathematics has held undisputed sway in all higher schools of learning; and the improvements in practical demonstration, made in our times, to the great credit of



modern education, have only contributed to strengthen the position of this course among the academic courses.

And yet, notwithstanding the study gives a training to the mind indispensable in pursuit of especially scientific, judicial, and technical careers, there is danger of contracting a certain degree of onesidedness through the too exclusive pursuit of this science. While mathematics in its lower branches and applications is pre-eminently practical, its abstract nature in the higher is liable to produce absentmindedness, as witness the tragic end of Archimedes.

It is a sign of high intellectuality to learn to think in the abstract, but it indicates a still higher degree, to know at any time how to give concrete application to any abstract deduction. This latter point every teacher in mathematics should aim to cultivate among his students, and thus infuse into the study that life which too often is lost among the formulas of the old scholastic treatment.

#### BRANCHES OF MISCELLANEOUS EDUCATION.

All branches of miscellaneous education are left by their very nature to the option of the student. This option, however, should be subject to several considerations among which natural qualifications take the first place. Every conscientious teacher considers it his duty to ascertain as nearly as possible the adaptation of an applicant for any of these studies. How much time, labor, and means are often wasted in the vain endeavor to acquire an efficiency in a study for which the student has neither capacity nor inclination? Ignorance, or the vanity of parents, selfish interest of the teacher, whim of the pupil, or some other equally reprehensible motive, may be the incentive for the worse than useless attempt. Then again, on the other hand, many a latent talent is neglected through want of discernment or proper treatment. The idea entertained by many parents that the

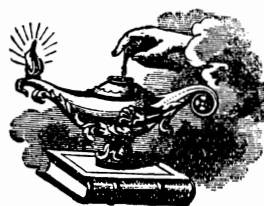
rudiments of these miscellaneous studies can be taught by anyone possessing a smattering of knowledge concerning them, and that only after some advance has been made, more competent teachers should take the pupil in hand, is a pernicious folly. The unfortunate pupil, after having been manipulated by such a makeshift, learns to his sorrow that all the work has not only to be done over again, but that he has to unlearn a great many mistakes. Whoever aspires to the pursuit of these studies, should see to it that he places himself under the tuition of a competent teacher, and thus secure a correct foundation for his further progress.

#### SPECIAL PROFESSIONS IN LAW, MEDICINE, ETC.

From an educational point of view, the study of the so-called learned professions appears to be the climax of all scholastic endeavors. In the great republic of science, letters, and arts, the competition for the highest positions is open to all. *Excelsior* should be the motto, and "the survival of the fittest," the rule. But there are conditions and elements intermingling and interfering that make both the motto and the rule sometimes very problematical.

There is yet much to be done in our general educational system, on the part of the school as well as on the part of the fireside, before the education of the people can rest upon so solid a foundation that it can bear superstructures whose altitudes can be seen only in the visions of prophets. The fitness for ascension upon the educational ladder must depend largely upon corresponding degrees of moral worth. A careful scrutiny in both directions at the entrance to each higher grade should be made obligatory, and thus not only intellectually unfit aspirants be turned from a course that must lead them eventually to disappointment and failure, but also morally unworthy characters be restrained from contaminating professions that should be the embodiment of integ-

rity and virtue. The existence of shysters and quacks with their corresponding species in the other professions, as well as such intellectual experts as use their powers merely for selfish ends, proves the necessity of reformation in our educational systems; a reformation that will endow our learned professions with that dignity and influence, to which their mission should entitle them.



## CONCLUSION.

*To my Students and Fellow-Teachers, and to all Friends of Education:*

More than two years have passed since I yielded to the entreaties of my friends and entered upon the task of placing my educational views and teachings on record. What I promised in the prospectus, I have conscientiously endeavored to carry through, although your patience has no doubt been sorely tried by delays which were unavoidable.

In delivering to you this treatise on scholastic and domestic education, I am prompted only by the desire to represent the intimate co-operation of School and Fireside, and the seasoning or modifying of all secular training by religious influence, as being the two most essential characteristics of the educational system now in course of development among the Latter-day Saints.

There is no one that dare claim the credit for its design or its successful execution. As an integral part of the plan of salvation, it derives its origin and vitality from the Spirit of Eternal Truth. Hence, it is destined to vindicate itself, notwithstanding the opposition of the "spirit of the times"; to triumph over seemingly insurmountable obstacles; and eventually to evolve, step by step, beauties in methods, arrangements, and organizations, which, having cut loose from the vain theories of men, find their inspiration in heaven.

Claiming the privilege of a veteran in the cause, I feel to exhort all parents and teachers of this younger generation to accept the work of Latter-day education as a sacred heritage, and to carry it to its final consummation, when those shall have

passed away that have labored, perhaps not with your efficiency, but with a devotion tested in the furnace of long and bitter trials.

Thanking my Heavenly Father for the love and kind feelings which He has kindled in your hearts towards me, and for the privilege of beholding among our people the opening of an educational era in which our youth shall be prepared for their glorious destiny, I feel to exclaim like Simeon of old:

"Lord, now lettest thou thy servant depart in peace!"



PROVO, Utah, June 1, 1897.

## DR. MAESER'S JUBILEE.\*

Owing to the wet under-foot, the triumphal procession planned in honor of Dr. Maeser had to be dispensed with. The students and visitors met the distinguished guest at the entrance of the Academy grounds, whither he was escorted in a carriage preceded by twelve marshals; six ladies, six gentlemen.

In the large Assembly room, the stand had been superbly decorated. Upholstered chairs and settees, artistically grouped and surrounded by potted flowers, made a delightful picture. Brother Maeser sat in the center and around him his distinguished students,—President Cluff, President Tanner, Dr. Talmage, Professors Brimhall, Keeler, Mrs. Susa Y. Gates, and other well known teachers, and friends.

The short addresses by President Tanner, Dr. Talmage, and Reed Smoot were especially fervent and eloquent. The male chorus, under the training of Mr. Whittaker, received marked applause. Then Miss Annie Pike came forward and recited the poem given below, her own composition. It was listened to with breathless attention; and at the close an incident took place which brought tears to the eyes of the audience. The venerable, white-haired teacher arose, and taking the young girl into his arms, kissed her, amid the rapturous applause of the assemblage. She had spoken the wish of the students; no other response could tell how dear he held the school. Here is the poem:

Thou man!—the noblest work!—in age how dear, in youth how fair!  
How bright the sunlight glitters in the strands of golden hair,  
Or slumbers in the locks which are as black as moonless night!  
But silver are the golden strands, and black has changed to white.

\* Dr. Maeser having, during the month of May, 1898, completed fifty years of service as a teacher, the Faculty and Students of the Brigham Young Academy celebrated his jubilee with appropriate memorials, inviting all his students and friends to be present. We are indebted to Prof. N. L. Nelson for the account herewith presented.—PUBLISHERS.

chiefs  
the ap-

ex-  
onor  
cher.  
now,  
shall  
you  
on's  
ex-  
nd-  
re-  
nu-  
has  
id,  
ess

to  
m  
th  
l.  
te  
l,

# SCHOOL AND FIRESIDE

---

BY

KARL G. MAESER, D. L. D.,

GENERAL SUPERINTENDENT L. D. S. CHURCH SCHOOLS.

---

... Illustrated ...

---



---

SKELTON & CO., PUBLISHERS.

SKELTON, MAESER & CO.

Entered according to act of Congress, in the year 1898, by  
THE SKELTON COMPANY,  
in the office of the Librarian of Congress,  
at Washington, D. C.

### SCHOOL AND FIRESIDE.

and virtue. The existence of shysters and quacks with their corresponding species in the other professions, as well as such intellectual experts as use their powers merely for selfish ends, proves the necessity of reformation in our educational systems; a reformation that will endow our learned professions with that dignity and influence, to which their position should entitle them.



### CONCLUSION.

*To my Students and Fellow-Teachers, and to all Friends of Education:*

More than two years have passed since I yielded to the entreaties of my friends and entered upon the task of placing my educational views and teachings on record. What I promised in the prospectus, I have conscientiously endeavored to carry through, although your patience has no doubt been sorely tried by delays which were unavoidable.

In delivering to you this treatise on scholastic and domestic education, I am prompted only by the desire to represent the intimate co-operation of School and Fireside, and the seasoning or modifying of all secular training by religious influence, as being the two most essential characteristics of the educational system now in course of development among the Latter-day Saints.

There is no one that dare claim the credit for its design or its successful execution. As an integral part of the plan of salvation, it derives its origin and vitality from the Spirit of Eternal Truth. Hence, it is destined to vindicate itself, notwithstanding the opposition of the "spirit of the times"; to triumph over seemingly insurmountable obstacles; and eventually to evolve, step by step, beauties in methods, arrangements, and organizations, which, having cut loose from the vain theories of men, find their inspiration in heaven.

Claiming the privilege of a veteran in the cause, I feel to exhort all parents and teachers of this younger generation to accept the work of Latter-day education as a sacred heritage, and to carry it to its final consummation, when those shall have

# SCHOOL AND FIRESIDE.

ed away that have labored, perhaps not with your  
iency, but with a devotion tested in the furnace of long  
bitter trials.

hanking my Heavenly Father for the love and kind feel-  
which He has kindled in your hearts towards me, and  
he privilege of beholding among our people the opening  
educational era in which our youth shall be prepared  
heir glorious destiny, I feel to exclaim like Simeon of old:

"Lord, now lettest thou thy servant depart in peace!"

*Karl G. Maeser*

'0, Utah, June 1, 1897.

## DR. MAESER'S JUBILEE.\*

Owing to the wet under-foot, the triumphal procession  
planned in honor of Dr. Maeser had to be dispensed with.  
The students and visitors met the distinguished guest at the  
entrance of the Academy grounds, whither he was escorted  
in a carriage preceded by twelve marshals; six ladies, six  
gentlemen:

In the large Assembly room, the stand had been superbly  
decorated. Upholstered chairs and settees, artistically  
grouped and surrounded by potted flowers, made a delightful  
picture. Brother Maeser sat in the center and around him  
his distinguished students,—President Cluff, President Tan-  
ner, Dr. Talmage, Professors Brimhall, Keeler, Mrs. Susa Y.  
Gates, and other well known teachers, and friends.

The short addresses by President Tanner, Dr. Talmage,  
and Reed Smoot were especially fervent and eloquent. The  
male chorus, under the training of Mr. Whittaker, received  
marked applause. Then Miss Annie Pike came forward and  
recited the poem given below, her own composition. It was  
listened to with breathless attention; and at the close an  
incident took place which brought tears to the eyes of the  
audience. The venerable, white-haired teacher arose, and  
taking the young girl into his arms, kissed her, amid the  
rapturous applause of the assemblage. She had spoken the  
wish of the students; no other response could tell how dear  
he held the school. Here is the poem:

Thou man!—the noblest work!—in age how dear, in youth how fair!  
How bright the sunlight glitters in the strands of golden hair,  
Or slumbers in the locks which are as black as moonless night!  
But silver are the golden strands, and black has changed to white.

\* Dr. Maeser having, during the month of May, 1898, completed fifty years of  
service as a teacher, the Faculty and Students of the Brigham Young Academy  
celebrated his jubilee with appropriate memorials, inviting all his students and  
friends to be present. We are indebted to Prof. N. L. Nelson for the account herewith  
presented.—PUBLISHERS.

351

chiefs  
he ap-

ex-  
nor  
her.  
ow,  
all  
ou  
n's  
x-  
d-  
e-  
1-  
is  
l,  
s

I would not give thy wonder-crown for jeweled crowns of kings,  
Since time has pleased to touch thy locks as fair as angels' wings;  
And fair as when the sky smiles down upon a cloudless June,  
Upon thy life there is no stain,—as shadowless as noon.

Yet thou hast come a long, long way; borne many a weary load,—  
Perchance thy feet have ached with pain upon the bitter road;  
But now thy watchful, loving eyes have seen the desert bloom,  
Have seen hope opalescent, and the work that changed the gloom.

Now rises knowledge, wisdom, that have peopled all the plain,  
And thou who struggled bravely on, hast struggled not in vain!  
Thou man of patience, man of pride, thou man of noble worth!  
How can our seeming-paltry wish give joy to thee on earth?

Thine was the work of head and heart, the work of heart and hand,—  
The circle of thy greatness we may not yet understand;  
But, oh, we wish that by our love and through our gratitude,  
That some kind day, that some grand day, thy path so thorn-bestrewed,  
May cease to pierce thy onward feet, and Love's unfailing might  
Shall bear thee on to glory, and shall make the cross more light!

Then came the crowning feature of the program. Fifty  
dents, half of each sex, were divided into sections of ten  
represent five epochs in Brother Maeser's life. They had  
n splendidly trained, and marched without a hitch in  
tty figures in front of the guests. When they came to a  
:, one of their number in a neat speech presented Brother  
aer a bouquet of ten magnificent cut roses, as symbolic  
he epoch they were representing. Then another student  
se and delivered that portion of Brother Maeser's history  
ch covered the period represented. This was repeated  
times.

Each section, in the meanwhile, had marched into the new  
ege building on the east, and now all returned armed  
a fifty bouquets. The march brought them to a stand-  
in a semi-circle around Brother Maeser, the ladies in  
e on the inside, the gentlemen in black on the outside.  
a given chord all faced, then threw their flowers in a  
ver around their beloved Preceptor.

he effect was electrical. The audience applauded wildly,  
came to a hushed silence as Brother Maeser rose to re-  
id. Tears stood in his eyes, and his speech was broken

every little while by sobs, at which a hundred handkerchiefs  
were drawn in the audience. When he sat down the ap-  
plause was continued for several minutes.

## SKETCH OF DR. MAESER'S LIFE.

### I EPOCH. FINDING HIS BEARINGS.

(SPOKEN BY ERASTUS NIELSEN.)

DEAR BROTHER MAESER:—Permit me first of all to ex-  
press my gratitude and that of my colleagues for the honor  
of being spokesmen of brief epochs in your career as teacher.  
The events of those early days must be vivid to you now,  
and they will no doubt grow more vivid as the soul shall  
withdraw itself from the immediate concerns of life. To you  
they need not be repeated, but to this multitude of Zion's  
sons and daughters, who have met to do you honor, the ex-  
periences you have passed through will be helpful land-  
marks in the journey they are about to begin. I shall there-  
fore speak to them.

Fellow students, seventy years ago on the 16th of Janu-  
ary last, there was born in Meissen, Germany, one who has  
lived to bless not only his own generation, but the second,  
third and fourth generations after him. May he live to bless  
still another! [Applause.]

Of Brother Maeser's early life it is not my province to  
speak. No doubt the Lord marked the boy and gave him  
lessons fitted to help him in his future mission. It is with  
the opening of his educational career that I am to deal.  
The first epoch, which began with his graduation from the  
Dresden Normal College, in May, 1848, may fitly be called,  
finding his bearings.



For three years he acted as tutor to the children of prominent Protestant families in Bohemia. But the mind of an ardent young man, fresh from the college, himself cherishing ambitions and aspirations, was not to be circumscribed by the mere teaching of rudiments to children. While he did not neglect his charges, he found time to take part in the stirring history-making of this period. Saxony and southern Germany were in the throes of a revolution. The young professor warmly supported the Liberal or Constitutional party; and though he was in the midst of a strongly Catholic neighborhood, he held meetings every Sunday night to rally the scattered followers of Luther; and not without well-marked results.

Knowing what zeal and earnestness have characterized his later life, we can form some idea of what must have been the impetuosity of those early efforts, when life seemed easy to solve. Youth is ever sanguine, and the best fruit is not achievement, but wisdom—wisdom, howsoever gained; for wisdom is equally valuable whether bought by victory or by defeat. A new epoch was about to dawn upon Brother Maeser, but of this I leave my successor to tell.

## II EPOCH. INVESTIGATING MORMONISM.

(SPOKEN BY MISS EMMA HIGGS.)

Brother Maeser's record in the Normal college, as well as his three years' work as tutor, had attracted due attention from the authorities. The magistrate of Dresden invited him to teach in the first district school of that city. Promotion soon followed, and his next post of responsibility was that of Oberlehrer or head teacher of the Budig Academy. But there were ties dearer than those of his profession, connecting him with the associations he had just served; he had met and fallen in love with a daughter of the principal of the

former school—a woman who, for nearly half a century afterwards, worked faithfully by his side through trials such as only a pioneer life can bring.

But even the increased duties and responsibilities laid upon him by his position in the Budig Institute could not prevent his mind from seeking truth outside the beaten tracks of scholasticism. Had he taken up with the doctrines of socialism or other periodical crazes that appeal to the enfranchized seeker after truth, it would not have seemed strange; but that he should find time to listen to Mormon Elders, humble in mien, stammering in speech, ungainly in bearing—he, the highly educated professor, the man accustomed to move in the most cultured society;—that he in the face of social and professional ostracism, should entertain these unlettered men, and listen to their message—this makes us exclaim: "God moves in a mysterious way his wonders to perform." But I am already discussing what belongs to the third epoch in Brother Maeser's career, and so I give way to my successor.

## III EPOCH. THE MISSIONARY.

(SPOKEN BY O. V. HARRIS.)

The 14th of October, 1855, marks an event of triple significance; historical, educational, and personal. This event was the baptism of Karl G. Maeser into the Church of Jesus Christ of Latter-day Saints, Apostle F. D. Richards performing the ordinance. Historically the event is important as being the first baptism in Saxony. Educationally it deserves remembrance as being the day on which the Lord made our present system of schools a future certainty; personally it was the most tremendous event in Brother Maeser's career, the transition, as it were, from death unto life.

But from man's point of view, this event seemed like going from life unto death; for no sooner was it known to the

authorities that he had "turned Mormon" than he was compelled not only to give up his position, but to flee from his native land.

There now began in the life of Brother Maeser a series of events not often paralleled in trial of faith, bitter privation, and devotion to duty under difficulties. Landing with his family in England, he spent one year laboring as a missionary among the Germans of London. He then took passage to America in a sailing vessel, disembarking at Philadelphia. The close of a long voyage, which should have occasioned joy, brought the keenest of sorrow; his second son died the first night on shore.

Another year of missionary labor was entered upon, this time in the State of Pennsylvania under the presidency of Angus M. Cannon. One has only to bear in mind his circumstances at that time to picture the ordeal through which he was passing. A stranger in a strange land; unfamiliar with the language; a family to support; educated, it is true, but not to manual labor; and giving his time to preaching a message which served only to make him despised among men. Just then came the panic of 1857, which threw thousands of people out of employment and threatened the country with famine. Brother Maeser was placed in charge of four Elders who, like himself, were driven to seek employment or perish. Afoot and in mid-winter, they set out for Virginia, supporting themselves from place to place by singing glees. All found employment in Richmond, Brother Maeser as music teacher in the family of ex-President John Tyler and others. Here he remained for six months, when he was called to preside over the Philadelphia Conference, a position he held until June, 1860. He was then placed in charge of a large body of emigrants as far as Florence, Missouri, where they joined the company of Patriarch John Smith, which reached Salt Lake City in September, 1860.

It was now nearly five years since he had left Germany—five years devoted to preaching the Gospel. However great the benefit mankind received from his ministrations, Brother Maeser is probably ready to admit, that he himself received even greater. This was the Lord's way of preparing him for that more glorious mission among the youth of Zion.

#### IV EPOCH. THE PIONEER TEACHER.

(SPOKEN BY MISS JENNIE BAILEY.)

The fourth epoch in the life of Brother Maeser began when he settled in Salt Lake City. Although this event took place thirteen years after the Pioneers entered the valley, yet he escaped but few of the rigors of pioneer life. After five years preaching, he was not rich—save in faith and patience. Nor did this world's goods come to him very rapidly. Among a people educated by "roughing it," the dignity and value of the teacher's profession were not at once appreciated. "I began teaching in the 15th ward," writes Brother Maeser, "under conditions so primitive that teachers of today can have no conception of them." Salaries nowadays are usually drawn on the bank; when Brother Maeser began teaching they were drawn on a wheelbarrow.

In February, 1861, President Young placed Brother Maeser in charge of the so-called Union Academy in the building situated opposite the present site of the University of Utah; "but for reasons far beyond my control," writes Brother Maeser, "I saw the impossibility of ever making a success of the school." Accepting therefore, shortly afterwards, an invitation from Bishop Sharp, he built up a large school in the 20th ward, employing three assistant teachers. In 1864 he was called to teach President Young's children in the little brick school-house north of Eagle Gate, incidentally to act as book-keeper for L. W. Hardy & Co., and on

the Sabbath day to act as organist for the Tabernacle choir.

This triple vocation lasted till 1867, when he was appointed President of the Swiss and German mission. During the three years he was thus engaged, he started the *Stern*, organ of the German Saints, and translated our leading hymns into the German language; both of which publications have passed through many editions. On his return he resumed his labors in the 20th ward school, and also organized and taught during the same time the first Normal department in the Deseret University.

This brings Brother Maeser's history up to the crowning feature of his life,—the fifth act in the drama of a great teacher's career,—his appointment as Principal of the Brigham Young Academy.

#### V EPOCH. FATHER OF EDUCATION IN ZION.

(SPOKEN BY THOMAS REES.)\*

Twenty-five years of varied service in the cause of God—service, of a nature to try men's souls, had proved Brother Maeser capable of subduing self, and, like our Savior, doing the will of the Father, at whatever cost to his personal feelings. If he ever had idols, he left them behind him in Babylon; if he ever had been saturated with worldly ambitions, he had been so long exposed to the storms of adversity that they were bleached out of him, as it were. The experiences of a quarter of a century had crystalized in the simple maxim, "When the Lord commands, do it"; and like Joseph Smith, he made it the law of his life.

Accordingly, after the April Conference, 1876, in which he was called to organize the Brigham Young Academy, he presented himself at President Young's office and asked for final instructions. "See to it," said the Prophet, "that you do not try to teach even the multiplication table without the

\* Brother Rees being unavoidably absent, it was read by Prof. Nelson.

Spirit of God. And with this simple admonition he came to Provo and began his labors. True to his trust he set no stakes as what he would do, but waited, morning and evening, as it were, for the guidance of the Spirit during the day. Something permanent he felt would grow out of his labors; what it would be, he was quite willing to let the Lord determine. It was this natural unfolding according to the inner propulsion of the Spirit, that enabled the Academy to fit itself so admirably to the wants of the Latter-day Saints. Had the cut-and-dried plans and methods of Germany been arbitrarily made the basis of instruction, the Academy could never have been today the integral part it is of this Church and Kingdom. Brother Maeser recognized from the first that the school existed for Zion's sons and daughters, not Zion's sons and daughters for the school.

When one looks back upon those early efforts twenty years ago, one can but marvel at the results today. It was not as if Brother Maeser had been welcomed to a community ripe for his services. The very desire for a higher education had to be created in the Territory. Even the common schools were held of so little account that men who could do nothing else were employed as teachers. How to elevate the educational tone of the West was the question confronting him. There was not time to make scholars of his students, for they were snatched from his classes by an awakening public, and placed in charge of schools, ere they had well begun their studies.

Brother Maeser, therefore, wisely made it his purpose to warm them spiritually;—to kindle in them the glow of enthusiasm, and trust the rest to self-effort. His teaching soon bore fruit in every town and hamlet in Zion. For God had prepared the people for this work, and given to Brother Maeser only the mission of supplying the leaven. Part of the educational ferment which immediately followed is seen today

in these splendid buildings,—so different from the early home of the Academy.

But, buildings and equipments are only a small part of the monument Brother Maeser has raised in Zion. If the greatest effects of his work be summed up in one word, that word would be, CHARACTER. He gave a new and fuller meaning to the qualities for which the word stands. Commercial integrity the world already had,—business relations can be relied upon to foster it; intellectual integrity it also had,—the attrition of mind with mind in the struggle for existence will ever make men keen and alert. But Brother Maeser, while not neglecting these qualities, made higher requirements. He insisted upon physical integrity, the keeping of our bodies free from vice; upon social integrity, purity and chastity in the relations of the sexes; upon moral integrity, the doing to others as we would be done by; upon spiritual integrity, the anchoring of our lives in Heaven by a testimony of the Gospel. All these things enter into the new meaning of character. It is by such weapons that Latter day Saints are to conquer the world.

Nor was it alone by precept that he wrought. "Be yourself what you would have your pupils become," was one of his daily working mottoes. No student ever doubted that Dr. Maeser was an exemplar of his own principles; and just as the rugged, heavenward pointing Wasatch mountains give strength and loftiness of purpose to the children of the valleys, so the daily association with this man of God tended to make the lives of his students beautiful and good and true.

