



Karl G. Mueser

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.

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.

PUBLISHERS' NOTE.

In presenting to the public "SCHOOL AND FIRESIDE," from the pen of Dr. Karl G. Maeser, we desire to do so with that same degree of modesty and true earnestness which has characterized the life and teachings of this patriot educator; and, as the land is full of witnesses, the product of his life's labor, no apology is necessary for the appearance of this work, since the author has said: "I have only yielded to the numerous entreaties of my students and fellow teachers."

"SCHOOL AND FIRESIDE," which is needless to say, is from beginning to end, the pure style and idiom of the Author. A perusal of its pages will unfold the truly Maeseric forcefulness which ever and always manifests itself through the Author's personality, his speeches, or his writings.

THE PUBLISHERS, in keeping with the Author's originality, have issued from their own press and bindery, this entire edition, which, even before its completion, has been almost entirely exhausted, and attests the great success which has attended their undertaking.

THE PORTRAITS of the Ladies and Gentlemen, which embellish these pages, have a peculiar fitness and place in this work, and not unmindful of the delicate task undertaken, the publishers regret that every pupil of this loved and venerable teacher could not find a place in this volume, since many portraits arrived too late to be engraved and other worthy and prominent students being in remote parts of the world, rendered correspondence impracticable at the hour of selecting these worthy subjects to illustrate "SCHOOL AND FIRESIDE." Yet the few whose portraits adorn these pages, are among the many who cherish fond memories of the guid-

ing hand and master spirit which touched the keynote of their future and fanned the flame of honorable ambition, which has led them on to the sphere of true usefulness which they now enjoy.

With the hope that all who read may duly appreciate the contents of the following pages and that they may assist in placing the School, the Fireside and the Teacher's profession upon a still higher plane, we subscribe ourselves,

Sincerely,

THE PUBLISHERS.



INTRODUCTION.

The design of this work is not to add to the great number of valuable text-books already existing, but to plead for the cause of true education, the education of the whole man. Teachers and students, who are presumed to be devoted to his sacred cause without any urging on my part, will, I trust, welcome this book of reference, while members of the same circle — those indispensable co-workers of ours — will recognize in this endeavor to bring about a union of the School and Fireside, a desire on my part to furnish information that shall make the efforts of both teachers and lay-members tend to one common end — the end looked forward to with unfaltering faith by our people.

THE AUTHOR.

PREFACE.

It is with reluctance that the author yields to the entreaties of his fellow teachers and students to publish this record of the Normal instructions given by him at the Brigham Young Academy, Provo, during the fifteen years from 1876 to 1891.

No attempt has been made to present startling ideas, or to urge radical changes in existing educational systems. The intention is rather to place on record the characteristic features of the Normal work done in the Brigham Young Academy during that period. While no claim is made to striking originality, it is thought that these features are nevertheless sufficiently marked to distinguish them from the prevailing tendencies of the age.

The author has availed himself of the best ideas of educators, as far as they are in accord with the principles of moral and religious training, and has not been unmindful, on the other hand, of the achievement of science in the educational field.

Special attention has been paid to the purposes, organizations, and methods of our Church Schools, Mutual Improvement Associations, Sunday Schools and Primaries, as the corner-stones of our educational system.

It will be observed that theological, scholastic, and domestic education are treated as inseparable. This thought underlies the work from beginning to end, hence its title, "SCHOOL AND FIRESIDE."

THE AUTHOR.

TABLE OF CONTENTS.

	PAGE		PAGE
History of Education.			
I. Ancient	2	2. Principles Underlying the Fireside Education	63
1. The Babylonians and Assyrians	3	3. Methods of Fireside Education	65
2. The Phoenicians	3	II. School Authorities	70
3. The Israelites	4	1. State or Municipality	70
4. The Aryans	4	2. Church	72
5. The Mongolians	6	3. Modes of Election or Appointment	72
6. The Hamitic Race	8	III. Teachers	75
7. The Classic Nations	10	1. Qualifications	75
II. Medieval	13	(a) Physical Qualifications	76
1. Mohammedan Education	13	(b) Mental Qualifications	79
2. Christian Education	15	(c) Moral Qualifications	84
(a) Chaotic Period	15	2. Standing of Teachers	88
(b) The Epoch of Charlemagne	16	(a) Grades of Teachers	89
(c) The Ecclesiastical Period	17	(b) Duration of Service	91
(d) The Period of the Reformation	18	(c) Remuneration	92
(d) As a Member of the Profession	95	IV. Children	97
III. Modern	21	1. Age	97
1. Introductory	21	2. Sex	99
2. The Pietistic School	22	3. Physical Condition	104
3. The Philanthropic School	23	4. Mental Capacities	108
4. The Eclectic School	25	(a) Perceptive Faculties	110
5. Epoch of Pestalozzi	26	(b) Imagination	111
6. Period of Struggle Between Church and School	27	(c) The Affections	112
7. The Theory of Evolution	28	(d) Memory	113
IV. Difference between Oriental and Occidental	31	(e) Recollection	113
Aims of Education.		(f) Will-Power	115
I. Definition	34	(g) Understanding	116
II. In regard to the Objects to Be Obtained	34	(h) Reason	118
1. Preparation for the Requirements of Practical Life	35	(i) Dispositions	119
(a) For Membership in the Human Family	35	5. Environment	121
(b) For Citizenship	37	[a] Seasons	121
(c) For Occupations	38	[b] Politics	121
(d) For Family Life	40	[c] Locality	122
2. Inculcation of the Fundamental Principles of Spiritual Development	42	[d] Social Condition	122
(a) Cultivation of Moral Habits	42	[e] Denominations	123
(b) Religious Training	44	Organizations.	
III. In regard to the Material to Be Worked Upon	47	I. Private Tutor System	126
1. Development of the Physical Man	47	II. The Public School System	128
2. Development of Mental Capacities	50	1. The University of Utah	131
3. Cultivation of Spiritual Aspirations	54	2. Agricultural College of Utah	139
Persons Whom Education Affects.		[a] Establishment of the College	139
I. Parents	59	[b] Requirements for Admission	142
1. Beginning and Duration of Parental Responsibility	60	[c] Courses of Study	143
		[d] Courses in Agriculture	144
		[e] Course in Mechanical Engineering	145
		[f] Course in Civil Engineering	145
		[g] Farm Irrigation and Irrigation Engineering	146
		[h] Commercial Course	147
		[i] Course in Domestic Arts	147
		3. The District Schools	149
		4. High Schools	153

TABLE OF CONTENTS.

	PAGE
[a] Denominational Teaching for Pupils of High School Grade	153
Our Church School System.....	159
1. Introduction	159
2. Authorities	162
3. Grades of Schools.....	166
[a] Colleges	167
[b] Brigham Young Academy—Historical.....	168
4. Special Organizations.....	170
[a] The Department of Music	170
(b) Normal Courses for M. I. Officers.....	170
(c) Normal Course of Instruction for Sunday School Teachers and Officers... ..	171
(d) Young Ladies' M. I. Course	172
(e) Domestic Organization... ..	172
(f) Rules and Regulations.....	173
(g) Library	174
(h) Laboratories	174
(i) Museum	174
5. Societies and Associations.....	175
(a) Polysophical Society	175
(b) Pedagogium.....	175
(c) Commercial Law Club.....	175
(d) Science Society	176
[e] The Literary Department	176
[f] Military Department	176
[g] Summer Schools.....	176
[h] History—Brigham Young College	177
[i] General Policy.....	178
[j] Location	179
[k] Buildings and Grounds... ..	179
[l] Museum	180
[m] Apparatus	181
[n] Library and Reading Room	181
[o] College Societies.....	182
[p] Alumni Association	183
[q] Scholarships.....	183
[r] Historical — Latter-day Saints College.....	183
6. Special Organizations.....	185
[a] Ladies' Class	185
[b] Theological	186
[c] The Field Club	186
[d] The Students' Society.....	186
7. Educational Collections.....	187
[a] Apparatus, Etc	187
[b] Regulations	188
(c) Stake Academies	188
(d) Seminaries	191
(e) Religion Classes.....	192
(f) Organization of Religion Classes.....	192
IV. Co-ordinate Associations	196
1. The Primary Organization	197
2. Sunday Schools	198
3. Mutual Improvement Associations	204
(a) For Young Men	205
(b) For Young Ladies.....	207
(c) Conjoint Meetings.....	210
Technics.	
I. Finances	214
1. Free School System	216
2. System of Full or Partial Tuition	219
3. Endowments	221
II. School Buildings	223
1. Location	223
2. Size and Architecture	225
3. Light	228
4. Temperature and Ventilation	230
III. Furniture	233
IV. Utensils	235
V. Libraries, Cabinets, Etc.....	239
School Management.	
I. Introduction	242
II. Aims	243
1. Development of Individuality	243
2. Cultivation of Public Spirit... ..	247
3. Reverence for Legitimate Authority.....	250
III. Outline Work	253
1. Circulars	254
2. Plans	255
3. Programs	255
4. Records	257
(a) The Historical Record... ..	258
(b) The General Record.....	258
(c) The Register of Studies.	258
(d) The Rollbook	259
Discipline.	
I. Introductory	260
II. Methods	261
1. Compulsory	262
2. Emulative.....	264
3. Conclusion	265
Modes and Methods of Instructions.	
I. Modes of Recitation.....	268
1. Preparation	268
2. Standing Order of Procedure in Class Work	271
(a) Rollcall.....	272
3. Rules of Catechization	272
(a) In Regard to Spirit	274
(b) In Regard to Subject Matter	275
(c) In Regard to Form.....	277
4. Special Methods of Recitation	281
II. Special Associations and Clubs... ..	282
1. Debating Societies	283
2. Polysophical or Students' Societies.....	285
3. Clubs for Recreation	285
4. Secret Societies	286
III. Text and Reference Books	286
1. Students' Property.....	286
2. School Property.....	287
IV. Note Books and Journals.....	288
Studies.	
I. Incidental	290
1. Written Instructions.....	291
2. Questions by Students During Recitation	292
3. Reports of Private Readings and Studies	292
II. Formal.....	293

TABLE OF CONTENTS.

iii

	PAGE		PAGE
1. Grading	293	3. Branches of Secondary Education	336
(a) Kindergarten	294	4. Branches of Miscellaneous Education	344
(b) Primary Education	297	5. Special Professions in Law, Medicine, Etc.....	345
(c) Secondary Education.....	300	Conclusion	347
2. Branches of Primary Education	301		
(a) Essential Studies	302		
(b) General Schedule	326		
(c) Optional Studies.....	331		