

SMARTLY RAPS POPULAR IDOLS OF EDUCATION

Continued from Page 1.

reference to the establishment of early public schools, she said. "We boast of our system of education with especial emphasis on the system. We have built up a great machine. Our children at the age of four or five are poured into the hopper of the kindergarten and ground systematically through the primary and secondary schools. If in the grinding process a few grains of humanity escape the machine, there are no inspectors to see that the machine is not grinding too fine. The machinery of education is a vast and rigorous apparatus of a diploma system, the youth are passed on to the somewhat more flexible machine of the college."

"For generations we have looked upon this structure and called it good. But that day is past, when the minds of all thinkers on educational matters, there have arisen grave doubts as to the wisdom of what we are doing. We are not on the wrong track and are waiting money of the people, the energy of the children, opportunities, wasting life."

"The speaker said she proposed temporarily to put herself in the position of a student and deliberately cast down a few idols. She outlined the condition of the earlier schools which were not enough to the imagination of their own peculiar civilization to understand what was best for them. Then college work was demanded for professional men and took clearly defined and narrow lines. The academy was the door and soon began to demand a passing word and the secondary schools, becoming the slaves of the system, were attached to the system. The system was dominated from the colleges, which dictated to the secondary schools, who in turn stretched out a compelling hand to the common schools."

"System is inadequate. "That system," said Mrs. Milner, "exists today and is out of harmony with modern civilization and inadequate to the needs of modern life. The American people have accepted with pride and satisfaction this condition."

"We cannot draw the wet sponge across the accusing slate and begin again. A new foundation must be laid. The aim of our present school organization is the class; the unit of the new education must be the individual. The kindergarten took the first step toward emancipation. It taught the rights of the individual and the desirability of allowing each child to develop and grow according to his own peculiar characteristics in a natural unconscious way. The spirit of the kindergarten is right though much of the practice is wrong. In the Michigan schools the interest holds through the third grade, and there is a recognized break at the beginning of the fourth year. Then and through the eighth-grade the problem is a serious one. Here exists the greatest social waste. Formalism begins and we are hampered by the idea that the children must be fitted intellectually into a certain mold which the system prescribes."

"The one solution of the problem is to let all who deal with young people learn to listen to the nature of the child, and let me emphasize that I mean the nature, not merely the whim."

"Send Too Many to College. "We are sending too many people to college. In any college campus you will meet scores of students whose faces show that they are spending days studying things that find no response in their natures. When they are through it is too late for them to learn the work they might have done well. Each year I find myself advising more and more frequently against a college education for individuals."

"The introduction of manual training, the wider interest in general athletics, the multiplication of subjects taught in many of our city schools show the growing feeling that the needs of those who may not or should not go to college are being looked after."

"Mrs. Milner outlined the movement in the direction of specialized schools in Cleveland and an experiment made in Detroit of putting an entire class bodily from

the seventh into the ninth grade. The experiment was successful, but was not repeated on account of a feeling among a class of people that their children were being treated under a special schooling."

"She gave some of her attention to the teaching of English where, she believed, was the greatest waste and where the oppression of technical grammar below the high school and the tyranny of college requirements in English classics, real vital training and inspirational reading have almost disappeared. Edited texts and analytical study of masterpieces have taken the best part of literature."

"The teacher, she said, is too prone to thrust his or her own ideas upon the pupils, becoming dogmatic and intellectually dictatorial. Instead of following the mind of the individual child, he is bent on making him conform and proceeding to cram it into his head."

"A teacher should guard against becoming an obstructionist, against going up difficulties in the way of mental advancement. The satisfactory teacher will feel consciously the reaching out of his own mind toward that of every individual in the class. He must know the instant one settles back in the harness and the lines become slack."

"Mrs. Milner outlined many of her own experiences where she had found financial waste education and, concluding, said: "A part of the sum total can be charged on the mistakes of school standards. Much of it should be laid at the doors of the teachers. Too many of them are forcing upon the pupils a program of study not flexible enough to meet the demands that any live, energetic school makes upon them. They substitute repression for freedom. They substitute rote learning for the courage to allow the character of the child to have full sway. Let it run away with the child's own ideas."

"To the Utah teachers she said: "You do the free and untrammelled west should do much more than to conform to the standard of the east. No matter what conventions any section of the country may have established, see to it that you do not fall under the spell. Our problem is to shake off the killing fetters of these same conventional views and work out a system of education fitted to the vastness and power of your magnificent environment. Do not follow slavishly the traditions of long-established schools. Study your own industrial and social conditions and make your schools, your institutions of learning, your own, but put into them the freedom of your own vast country. Dare to do the untrammelled thing in your own day and age, and you will not always follow the lead of our convictions, will learn of you the better."

"The afternoon was devoted to departmental meetings held in different rooms of the High School, which are covered in detail below."

**DR. KINGSBURY URGES PHYSICAL EDUCATION FOR ALL STUDENTS**  
"Every university student and students in schools of all grades should undergo physical training in the university," Dr. J. Kingsbury in the course of an address at the education and physical education departmental meeting in the High School yesterday in connection with the convention of the Utah Teachers' association.

"Physical education is an essential subject. It belongs in all schools of all grades from the kindergarten to the college, and through the university. The child should be as well prepared physically as mentally to enter college and, as well prepared physically as mentally on leaving college to battle with the problems of life."

"Dr. Kingsbury maintained that by physical education the student should aim to make himself better in every way. It has always been taught, and in primitive society education was almost all physical. Education in Sparta was chief object was to develop physical education as far as possible. In Greece before the fifth century more than half the boys were trained in the gymnasium and given to athletics. The Romans used the manual of arms and the activity of farm work as the means of preparing the youth. In the middle ages the youth was trained in the rudiments of war to develop endurance. In modern times physical training is again coming to the front, and with it athletics is receiving a great deal of attention. Generally the correction of bodily defects and general betterment of the physical being is becoming more important in the minds of educators."

"The speaker urged that to strengthen the body and give it endurance the student should perform proper exercises in leaving classes, or in the open air, should have the right kind of food and should be taught to eat it properly. In colleges and universities the person of the student should be as well prepared as a man thoroughly conversant with and a lover of physical education and athletic work. Physical defects in students should be discovered and properly treated. A defective eye should be referred to an oculist, hard hearing to a specialist, and other like corrections that the student may not labor under a handicap. Without proper exercise, Dr. Kingsbury held, it is impossible for a student to do any hard mental work."

"That too much is demanded from college athletes and coaches was contended by Dr. Kingsbury, who insisted that irregularities are liable to follow, besides the danger of overtraining and consequent physical collapse or great development of the body at the expense of the mind. It is by united effort upon the part of university faculties on the one hand and the student on the other that overtraining can be avoided and exclusively hard mental work be corrected."

"Dr. Kingsbury, the university, president of the department, presided over the meeting and, another interesting paper was read by Fred Benion of the B. Y. U. of Provo. Mr. Benion dealt with education and athletics in secondary schools. Like Dr. Kingsbury, he condemned overtraining and the specializing in the development of a few trained teams to the detriment of the general student body. The training in athletics and physical education should be general and directed especially for the benefit of the whole of the school and not for the purpose of bringing out a few prize winners."

"At the same meeting Miss Elsie Ward of the Salt Lake High School read a paper on education and athletics with special reference to high schools and dwelling upon the necessity of developing the imagination of the student. There was a general discussion participated in by Miss Maud May Babcock and E. J. Milne of the University of Utah, in which the speaker stressed the importance of summer school of physical education, which will be held June 8 to 17."

**FAVORS SUPERVISION OF HIGH SCHOOLS BY STATE UNIVERSITY**  
At the gathering of the college and high school department of the Utah Teachers' association yesterday afternoon at the High School, J. O. Cross, principal of the Ogden High School, in a forceful paper made clear the desirability of inspection and supervision of high schools by the university. His address was as follows: "That the supervision shall interfere in no way with the high school's freedom in making its own curriculum, and that it will be part of the plan of the university to suggest and advise in reference thereto."

"That while at first it may be necessary to provide a plan of personal inspection of each subject and class, later chief stress will be laid upon the methods and efficiency of the school as a whole. "There shall be an officer of the university connected in the capacity of professor with some department, preferably the traditions of long-established schools. Study your own industrial and social conditions and make your schools, your institutions of learning, your own, but put into them the freedom of your own vast country. Dare to do the untrammelled thing in your own day and age, and you will not always follow the lead of our convictions, will learn of you the better."

"Under these conditions the speaker saw no objection to the proposal that the university should be a person of encroachment upon the independence of the high school. He said that the dictation of methods and content of the high school, he thought too far removed from the high school problem to deserve an answer. He said that the university should be in the direction of state schools. The meeting closed with a paper read by Dr. Kingsbury, who stressed the necessity of physical instruction in the school, though he maintained that the lines of this should be carefully defined."

**ASKS TEACHERS TO ASSIST IN WINNING CONVERTS FOR FARM**  
The science and nature study section of the State Teachers' association opened yesterday afternoon in the High School building of the Salt Lake High School, Dr. J. A. Whitson, president of the Utah Teachers' association, principal speaker of the afternoon address and delivered an excellent address. His subject was, "Agriculture in the Public Schools: Aim and Method."

"The aim in getting agriculture in the public schools, said Professor Whitson, "is to win more converts for the farm, for it is there that the country is largely dependent for its future prosperity. Forty per cent of the entire inhabitants of the United States today are engaged in agriculture. It is a difficult thing to get men interested in farm life after they have passed the grade school and high school stages, and we must begin early and get them interested, while they are young, in the lower branches of learning. There comes a time in the lives of all men when they must choose between the farm and the city. If they have been trained in the agricultural life and methods of work it will be easier for them to choose the farm and the country, and much more beneficial to the country."

"We need not change the present system of teaching the children to introduce agriculture into the schools, but merely revise the text-books to some extent. The problem will be the same materially, but instead of the boy who buys a cow and sells it, he will be a man who buys a cow and sells it. For instance, place the problem before the pupils: 'How much will it cost to raise a cow for the winter if he eats so many pounds of hay and grain a day?' or 'How many dimensions feet during the winter?'"

"Professor Whitson concluded with an earnest plea to the teachers to take up this subject as one of the most practical work and try and encourage the children in becoming interested in it. A. C. Gault of the Salt Lake High School delivered an address on the school class work in science training. He said in part: "Many of the features treated of in the text-books can be made the subject of a field exercise in botany; for example, the names and habits of trees, the right relations of the leaves of the woods along the ditches and in vacant lots, what insects assist in pollinating a given flower, and so on. The study of plant associations will probably be taken up. There are yet few books published that deal with this study of field work. In a few manuals there are four or more or more, but as interest in the work increases when it is conducted systematically and in a department, according to the college requirements, the text-books will all pass into its own."

"Papers were also given by R. S. Baker, Julius Banks, Dr. W. C. Ebaugh, Dr. W. Hartman, John Sundwall, Professor J. H. Paul, Dr. R. V. Chamberlin and Dr. J. F. Merrill."

**MRS. MILNER AT HEAD OF SCHOOL FOR BOYS**  
Mrs. Florence Milner, the one woman educator who is to address the teachers at their annual convention, is one of the women best known in educational work in the country. The manner in which she was secured as a lecturer for the Utah is in itself a rather interesting story. When the state superintendent, A. C. Nelson, was on his way to Washington last summer he had been commissioned by Dr. George Thomas, the president of the State Teachers' association, to find a woman speaker suitable for the annual convention. To an eastern delegation he mentioned the need, and from the entire body came the recommendation of Mrs. Milner as one of the most practical, successful women educators in the country. Mrs. Milner occupies the rather unique position of the supervisor of secondary education in an exclusive boys' school, being really the only "girl" in the school.

men teachers work under her direction. Provo, and 120 boys of high school age are directly under her supervision. Detroit University school is one for boys from the primary grades up, and it has about 250 boys in one building. These are in primary and grammar grade work, with which Mrs. Milner is not connected, and the remainder are in the secondary and high school work. Mrs. Milner incidentally is a firm believer in segregation of sexes, especially in high school work, and holds that much of the good will accrue from such segregation than can be advanced on the opposite side.

"Prior to her connection with the university school at Detroit, Mrs. Milner was in the Grand Rapids high school, and indeed she has been in school work, as she puts it, from the first. Mrs. Milner has been for years a well known contributor to educational magazines, and her work has been, as the local teachers have found by her talks, eminently practical and helpful in the everyday work of their daily life."

**SCORES DISHONEST METHODS EXISTING IN SCHOOL ATHLETICS**  
Renwick S. McNeice of the Salt Lake High School read a paper on the ethics of athletics in the college and high school department. This was in response to an appeal for a closer and more intelligent supervision of athletics in the schools by the university. The speaker said that the present state of affairs will make athletics grow, and clean, which will eliminate questionable methods, and develop an education of the body, mind and soul.

"The speaker severely scored some questionable methods now existing in state school athletics. 'Players,' he said, 'have represented schools who have in no way been identified with the school. They are eligible players have been exchanged between schools, and these have been very costly. One after another, as the school is notorious that some of the players have been breaking some of the simple requirements of eligibility, or are infringing the spirit of the rules. Such a condition is deplorable. We cannot believe that these practices are allowed to continue in the gymnasium assembly room, when a number of topics relating to the teaching of music were discussed. The program was of such length that the section was obliged to close without finishing the program, but a lecture on music and a class demonstration by the music teachers were enjoyed by the audience."

"The arts section was rather poorly attended, but some interesting subjects in regard to the teaching of art in the public schools were presented. A. B. Wright of Logan was elected chairman of this section and B. W. Ashton secretary."

**DR. SCHURMAN TALKS ON EDUCATIONAL PROGRESS**  
At the morning session of the convention Tuesday Dr. Jacob G. Schurman spoke on "Educational Changes and Progress." In his opening sentences he declared that all that has been accomplished by modern education in the production of liberally cultured men had been accomplished by the Greeks generations ago, and further, that the present-day achievements in fine arts and culture do not excel that of the ancient Greeks.

"Of the Greek girl, Professor Schurman did not speak so favorably, saying she was not given the opportunity to advance herself, nor was the Greek man of poor birth. President Schurman also referred to the changes which have been made in the methods of teaching in recent years. He declared that the present-day educators neglect the proper cultivation of the memory, and also the training which is given through committing to memory good poems."

In conclusion, President Schurman said that the aim of the schools should be to give back to society men and women who would be fitted for the highest places in the service of the world in any line that they may choose to follow."

**JOHN S. WELCH LEADS IN RACE FOR PRESIDENCY**  
This afternoon at the general session of the association officers will be chosen for the coming year. For the presidency Dr. George Thomas and John S. Welch, both of Salt Lake, have been mentioned. Mr. Thomas is not a school teacher, but is a member of the Salt Lake City board of education and has taken an active interest in the work of the association. Mr. Welch is supervisor of grammar grades in the city. Last evening there was a strong sentiment in favor of Mr. Welch's election.

**MRS. MILNER URGES MORE RECREATION AND BROADER LIFE**  
A meeting of vital interest was held by the primary department following the other meetings of the afternoon. This meeting, held in the gymnasium, which drew a crowd that filled the building to the doors, Mrs. Milner was the only speaker. The half-hour of her talk was filled with intensely interesting and entertaining matter, the various points being well illustrated with stories of reminiscences appropriate to the subject. Mrs. Milner has taken for her subject "The Individual Teacher," and she spoke more especially of the teacher's life outside of school. She advised a broader and a fuller life, more association with the outside world, and especially more recreation for the teacher. The speaker told of the mistaken idea of duty which dominates the lives of so many teachers, and makes of them slaves instead of helpful educators. She advised the teachers to get out of the rut of weariness and depression in which they find themselves at the close of the day's work and seek recreation, in order to be better fitted to give of their fuller life to the pupils. Mrs. Milner has taken for her subject "The Individual Teacher," and she spoke more especially of the teacher's life outside of school. She advised a broader and a fuller life, more association with the outside world, and especially more recreation for the teacher.

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to choose between that teacher who devotes her entire evening to correcting papers and goes to school wearied and disheartened with the labor, and that teacher who only fairly prepared, comes with a light heart and a joyous look to the school room, I should choose the latter."

"The speaker referred to the strength and power of a teacher's personality and said that the more powerful it was the more should a teacher guard against depending too much on its influence. "The child must leave your influence some time. You cannot swim life's current with him, and it must be that the strong hand be not held too long in place lest he have no power of his own."

"In referring to the correction of faults, Mrs. Milner said the teacher should, in all reverence, take the attitude of Christ toward the sinner, taking the sin by the throat but the sinner by the hand. She held that the teacher, despite all that she might find necessary to do to correct an evil, must let the child feel that he or she is none the less dear or precious to the real teacher."

"The whole art of teaching," she said, "consists of two things—the personality of the teacher, and the ability of that teacher, through that personality, to reach to good every individual under her charge."

**KINDERGARTEN AND OTHER DEPARTMENTS**  
The kindergarten department was another well attended meeting, the main feature being a splendid paper by Miss Mary Fox on "The Relation of the Kindergarten to the Primary Work." Miss Fox took up the main Froebel ideas and showed how they have been adapted to the needs of higher education and convinced her hearers of the absolute continuity of thought extending from the kindergarten to the grades.

Miss Rose Jones of Logan presided at the meeting, following Miss Fox, Mrs. Ida S. Dusenberry of Provo spoke briefly on needed changes in educational law. Mrs. Dusenberry was elected chairman of the section and Miss Caroline Scholtes secretary."

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**"REPEATED HIMSELF A LITTLE."**  
(Cleveland Leader.)  
Mrs. Milner, like most French women, had the gift of making phrases. When Rulhiere had read in her salon a work upon Russia, which she feared might injure him in difficulties, she offered him a sum of money to burn it. The author waxed wroth at the insinuation implied, and broke out into an eloquent assertion of his courage and independence. She listened patiently, and then, in a quiet tone of voice, said: "How much more do you want, M. Rulhiere?"  
"She married, at the age of 14, M. Geoffrin, a wealthy glass manufacturer and lieutenant colonel of the national guard. He had reached the point where Machet Banquo's ghost to leave the banquet board."  
"His ugly, horrible shadow, unreal, every hence," exclaimed Irving in his tragic tones, and with a convulsive shudder sank to the ground, drawing his robe about him.  
Just as Banquo withdrew, an agitated voice spoke from high up in the gallery, popped out as if to reassure him: "It's all right, now. 'Energy' is gone."  
NOT A FAIR EXCHANGE.  
(Boston Transcript.)  
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Hubby (badly turning over)—Let him! I'd sooner have him take my silver than go down and take his lead.

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