child's hands and begin asking questions; the secret of floe method is to thoroughly understand the subject. The lady recommended the following books as aids to the teachers in teaching geography: Mill's "Realm of Nature," Geikie's Elemeotary Physiological Geography, Longman's New School Atlas and School Geography, Hinman's Electric Physical Geography, Shaler's Aspect of the Earth, Onesime Reculus's A Birdseye View of the World.

On Wednesday afternoon Professor Stewart announced that the program had been slightly changed so that two hours of Numbers would come together and some deep thinking would be required. In order to give any adequate idea of the principles developed and the admirable steps taken to show teachers how to make this plain to the undeveloped mind of the child, would require a verbatim report, covering a number of columns. This there is not space for. The most perfect order and rapt attentiou was giveo to the lesson, showing the degree of appreciation of the assembled teachers.

Prof. B Cluff, Jr. announced that a set of parrellel lectures would be given free of charge as follow::

One week's courses of instruction. B. Y. Academy Summer school, Aug. 14th to 19th. Tuition Free.

Elementry Logic	Prof. B. Cluff, Jr.
Arithmetic	Prof. Geo. H. Brimhall.
Bookkeeping and Commercial Paper	Prof. Jos. B. Keebs.
English Literature and Philology	Prof. Whiteley.
Physiology and Hygiene	Dr. Hardy.
Composition Work	Prof N. L. Nelson.
History and Botany	Prof. Wolfe.
Elementary Science	W. E. Rydalch.
German	Emil Maeser.
Drawing	Rachel Evans
Vocal Music	Prof. H. E. Giles.
Greek	Prof. Whiteley.
Geometry	O. W. Andelin.
Algebra	Wilford McKendrick.
Penmanship	J. L. Townsend.
Physical Culture	Miss Amy Brown.
Kindergarten, Practical work	Mrs. Craig.

Dr. Baldwin continued the subject of psychology. He said. Thinking is perceiving sense relations. The man of sixty would hardly be more advanced than the child but for language. Percepts are steps to reach concepts. Concrete is the step to enable us to understand the abstract. From small things we proceed to large. Produ t is a general notion. In teaching, if the child thoroughly masters concepts, their percepts are clear. Children have concepts before they can express them. They perceive objects, conceive relation and form judgments. Those are the three steps in thinking. This is capability proper. The one self puts forth many energies. That difference in power which is exhibited between the feeble efforts of the infant and the mighty strength of the man is education.

What is the law of effort? Use and activity. Nothing educates imagination but imagining. Nothiug strengthens a muscle but use. All modern teaching begins with thiugs. The objective arithmetic is progressing from precepts to concepts. It is in the right direction. Every step in education must be objective or it is lost. In grammar we uow begin with objects. Worked up this way, the science of language becomes lovely instead of a blank and dreary desert. Geography furnishes fields for lessons in classification. The kindergarten teacher adapts her work of classification to the capacity of her pupils. They must classify natural objects, and do the work themselves. Children love this study and progress very rapidly, and the foundation is laid in the actual experience of the child for all the sciences taught. Let the child use words it understands, and gradually increase its vocabulary by proper names. Don't be too technical but sufficiently so to make knowledge definite and available.

In the schools of Mexico, which resemble those of China, they repeat words continually, without precepts or concepts. It is the teaching that does not educate. We endeavor to set self free, to educate the true man, and to truly educate him. Each teacher should go out and become original. There are grand laws to follow, but the details they must work out for themselves.

On Wednesday evening Dr. Baldwin spoke on school economy. He said in substance: This subject is new to me, new to the world. I am not desirous that it should be published in its present crude condition. About two years from now, when I have had time to work it over, I will be ready to present it to the public. But I desire you to become interested in it, and so give it to you tonight in this form. I want you to ask yourselves how you can best apply what I am going to tell you to the good of your pupils and the best interests of your beloved Utah. Effort under law is what educates. Our race is a brotherhood and we are bound to consider the condition of the whole world.

The speaker then reviewed the educational systems of methods of Mexico and China, and contrasted the stagnation of the latter with the intelligent progress being made by Japan. It is thought and original investigation in the individual, said he, that make progress; not memorizing definitions and repeating maxims. Spain has slept for three hundred years in this regard, while France, by placing her educational system in the hands of the best educators that could be found, has in twenty years placed herself in the front ranks of education, has, in fact, the best system the world has ever seen. I see before Utah a great future. The intelligent direction of your great energies should be able to move the world. I would like to be here in the twentieth century.

The second law of education is conservatism of soul energy. One bushel of coal is now made to do the same work that a hundred used to, and still nine-tenths of its energies are wasted. To utilize still further this last power will be the noble work of some master mind. Even now we are told that in the colleges of Europe two-thirds of the studeuts die before they can use education they gain, many while actually in the school room, but the remaining third rule Europe. One person is only capable of a limited amount of effort. It is true, though deplorable, that our industrial schools have been education failures. The energy expenued in learning mechanics was lost in the intellectual field. Here is a great problem to solve. We need some of you to give us a new system of spelling. We waste time years of time with the present method. We want a phonetic alphabet and phonetic spelling.

Educate a taste for the best things. Teach the best things in the most direct and interesting way. Teach a few choice things and teach them thoroughly.

The third great law is work in unity. Isolation is death. Uniting is economy and development. How may we secure this unity in all lines of work? Precepts not assimilated into concepts are wasted; concepts not thought into truths and applied are wasted. No person can justly estimate the fearful waste of human energy in our public schools from this cause. Successful lives are the crown of all achievements This end is gained by work wisely directed. I wish I could emphasize this one word, Work. You may make your lives of priceless value, but you must work. Choose wisely and then concentrate your energies on that one thing. Save energy by promotiog its growth in proper channels.

On Thursday morning Miss Zenia Barber spoke of "Methods of Teaching." A class of third or fourth grade pupils being seated on the platform in sight and hearing of the teachers, the lesson in "Objective Geography" began. In illustrating, Miss Barber used the black board freely. She took the class through the minutia of mountains their slopes, uses, extent, variety shapes, etc. The children were wide-awake, showing plainly that they were not depending on any previous drilling for the answers they should render, but were giving intelligent attention to the ideas being presented by their teacher and thinking out correct answers. They worked with an unconscious earnestness truly delightful to witness. By the aid of questions and suggestions the class demonstrated the theory of water distribution step by step. The lesson was designed to assist teachers in presenting ideas to their classes and was pronounced a grand success by the teachers.

Miss Flora J. Cook dwelt on primary methods, with a class of second reader grade pupils. The class began by having the pupils all guess at a foot of string, cutting it off from a long piece. They were then measured, with varying results, the object being to fix attention. Various tests were made in lengths, by feet and fractions of feet, children reasoning out the step with great rapidity. Squares, cubes and measurements, with fractions, were introduced during the lesson, which was instructive, entertaining and artistic, holding the attention of the large body of teachers, who expressed unqualified approval.

After dismissing the class the teacher explained that many moral lessons could be imparted bringing the child into loving relatiooship with the animal and vegetable world around them. In answer to questions, she said, let children work out their own mistakes by giving them such helps as the teacher sees they require. Such problems as three square inches and three inches square, if seeu in