PEDAGOGUES AT PROVO.

Third Day of the Joint Teachers' Institute There.

Drs. Baldwin, Talmage, Grimshaw, Wilson and Robinson Deliver Lectures.

At the Joint Teachers' Institute at Provo on Wednesday morning, Dr. Baldwin continued his subject of Pedagogy. He said—In educating heart, cultivate all the gifts and graces that bind mankind to each other and make them fit for earth and heaven.

What occupies us now is how to cultivate the higher emotions. There is a class who are deceived in making a life and living it. How degraded, how vile! Another class loves truth, and area upon it as the animal world feeds upon the organized vegetable world. Truth is the wholesome organic food. It has been the office of all the best and greatest endeavor of the race to discover truth. This is not all of life, it is the portal; but as we approach the infinite where environments are innumerable we will need more truth.

The spirit of wonder or curiosity or investigation is a great thing, and it is in every boy; lovely, like it is in your child that it is a message from the Infinite that you have the power to know. If you do attain to truth you will have it, and you have in your power the capability of the supreme happiness. The love of truth, the love of knowledge must stamped into our souls, as a well spring of eternal joy. We must develop the truth and the love of truth. In the world of evil the more you give the more you have, the more you are. Truth is unselfish. If you have truth you are anxious to share it. We are immortals with joy when we discover a new truth. A child's school life by proper management and suggestions can be made a school of discovery and a perpetual joy.

Whatever corresponds with reality is truth. We do not gain intuitive knowledge by a process of reasoning. We cannot cultivate the intellect without cultivating the conscience and the love of truth. Your mission, as that of the nation, is to teach the little world not yet born to love the truth. It gives a dignity to manhood, womanhood, that nothing else can give. Get your pupils to have the best and cultivate that which perishes. Remember that we should be happy. Know this we must have the best of days, which is truth. Teachers, from the art of getting your pupils to love you, to make them love the ennobling work. When your pupil leaves school he should just have begun his education if you have made him love study, you have oriented your own pathway.

Dr. C. G. A. Wilson of Provo gave a very bold talk on the origin of civil government, designating the proper place for it in the economy of creation, what government really is, and its authority in the consolidation of civil laws and rights.

Supt. W. J. Robinson spoke on the future of the Great Basin. He passed briefly over the scientific classification common to all nations and languages in the lower orders of animal life, giving the distinguishing characteristics of their classification. The dawn of the Great Basin is a history of truth written by the hand of the Creator. Distinction awaits the young minds of its schools. This is a study of and brings out the distinctive features of this land in scientific idea.

Dr. Talmage took up the subject of refractive light, in order to answer questions that had been handed him on this subject. Experiments were then and stained pieces on the black board clearly demonstrated the principle. The speaker stated that he had been requested to talk on domestic science. He believed it was better to give a few common facts relating to and bettering the daily life than to talk in venture on the most profound questions of the day that may not be settled in the highest spheres of. Advised the teachers not to attempt experiments before the public of their pupils that they had not tried many times. If after they made experiments the pupil did not grasp the truth intended to be demonstrated the result is lost, even if the students can repeat the experiment mechanically. The professor then gave an explanation of how many articles in common use would be utilized in the making of scientific experiments for the elucidation of principles before students.

On Wednesday afternoon Professor Grimshaw lectured on Keeping Professional Pace. He said there is a professional wave sweeping over the land, in some places deep and in others shallow. A teacher must provide himself with funds, as to be strong enough to swim, or he will be submerged. Our books in Utah Schools for Utah Teachers, but we must rise to the wave of proficiency and be worthy of our places. When the nineteenth century began its work some cried "Universal!" but the general cry was "progress!" and the cities was swept away and the man who clung to it perished. Our motives of progress are of two kinds—selfish, social, combined. In the selfish motive the latter is more of reward, such as increase of wealth, honor, etc.; the other is for improvement. Our social self is the interest of all our selves. We don't say physical pain and misfortune of fellow kinds, but our social life we have preserve intact, because it shall not be all sociability we go out of ourselves. Our love of course, aspirative and objective, prompts us to keep pace with the times in our profession, lovely revelation come like child's time and experimentary, the teacher's energy and the people's money. Our course motives will lead us, therefore, to give every one the very best treatment.

There are two kinds of successful teachers—those with circumstances have been great, and one who made great circumstances.

Books and papers are another great factor of keeping up with pace. If I am to choose a teacher, I would wish for a good books, universal tools, to be in his hand.

I would not teach in a district town with books (if there were no other books) I would have no organization. If I had to teach I would have a class of my leading pupils. County and district institutes are better than all the textbooks and in very low text. Society is a great education. Conversation with friends may be a great improvement to us as well as a great pleasure. College work with a view to improvement is very nearly as good as attending a regular school.

Once a year each teacher should take stock of himself. How was I last year and how am I now, physically, intellectually and socially? The special thing which each teacher should pursue each year is that a teacher should look himself most deficient. To your examinations you will be set to find some one who has a specialty which will benefit you, and it will be profitable to pay him to instruct you. Keep growing so that you will be to demand answers from to your own locality, and you will be less liable to be outdoors in your ways by your home board, because they cannot think "we've got him." Never come before your class without preparation.

Dr. R. G. Mason, speaking on Pedagogy, said. The aim of every man's life being to be successful, it is good to know what to aim. This should be particularly true of the teacher. Teaching consists of instruction and training. Instructing is not conveying knowledge alone, it is cultivating and enlarging the capacity or acquiring faculty. It is showing our pupils how to acquire knowledge. That which transpires in mentality is the thing we discover to ourselves after it has been laid to us. Teaching is leading. It is showing how to see, hear, feel, taste and smell; how to investigate; how to find out things. In all our teaching we aim have to many methodolies, and always, then, the small portion of moral knowledge is but like a needle in a haystack. Methods and disciplines are helps, but not the objects of pursuit.

The other half of the teaching is training, building habits, making them automatic so as no longer to be a burden upon the will power and the consciousness. Good habits of walking, sitting, eating, drinking, sleeping, working and feeling are the sum of a good education. To create a love for this, and to build these good habits, I must depend on repetition. We are quite habits of posture, intonation, phrase, etc. Which are the outgrowth of our many repetitions; we can or escape acquiring them, and the same rule will apply to our pupils.

There are three great forces which should be brought to bear on our work—art, science and faith. On that was an artist in the true sense of the word, because he was the interpreter of nature. Time art is combining and creating, or putting together phases of the things we see, hear, and every teacher should be an artist. He should be original, creative, acquainted with the living souls before him, and able to supply their needs. The second force of the teacher's equipment, science, is also the interpreter of nature, the great investigator of her secrets, the revealer of her deep mysteries. He who makes of the mind a mere storehouse of facts is not a scientist, he is only a specialist. He must be an investigator, a discoverer before he can be a scientist. The teacher need not be perfect in philosophy or any of the sciences, but he must be able to explain the mind of a child, to discover its latent possibilities and supply its needs. Lead the child to be inventive, to investigate.

The third force, faith, is indispensable. The teacher must have faith in God, in nature, in human nature, and in himself. A—experimentalist in the school room is a dangerous character. He must not experiment with immortal souls, but he must be able to discern need, to plant the seeds of truth, and wait for them to grow. O, teachers of Utah, I may not live to see the day when teachers will be on the top of the mountains, but you ought to get there.

I say to you, young teachers, want a glorious hope live before you!

SOCIAL.

Between 2 and 3 p. m. on Wednesday Emil Maeser gave instructions to a class of German students.

Hon. A. O. Smoot, president of Utah Stake, was present at the morning session of the official teachers' institute on Wednesday morning.

Mrs. Craig's class made each morning at 8 a. m. for one hour. It numbered one hundred of more ladies and gentlemen who are thoroughly participating in the special culture.

Principal Benjamin Cluff Jr. occupied the hour between 8 and 9 a. m. in instructing a large class of primary school teachers on the theory of teaching, the particular subject being character building.

Dr. Milton H. Hardy's class of geography meets at 8 a. m. and at 3 p. m. for one hour's instruction. The subject yesterday was "Physiology and Hygiene." The course is the same as that laid out for the Y. M. M. I. association, and is but one of a series that the Deseret News semi-daily takes the 31st of August.

Title to a Medicinal Spring.

The case of the Waukka Mineral Springs company vs Theodore Cook and others, involving the title to the Waukka spring, near the Warm Springs, will be taken up before Judge Bartch next Monday. Brown and Hemmens are the plaintiffs' counsel; Lee Norman, Montgomery and Kahn will appear on the side of the defendants.

THOSE UNIVERSITY LANDS.

Something That Evidently Needs Investigation and Elucidation.

Last evening's Provo Enquirer has an article on the Territorial commissioners to locate university lands. Remarks are added by a statement from Mr. James E. Jennings, which appeared in the NEWS to the effect that the commissioners had omitted that Mr. Jennings and his associates were prior claimants to the lands in question. On the subject the Enquirer says:

"We have no affidavit, made by persons in Utah and elsewhere, swearing that in one section, where a house has been for more than two years, on improvements stated, which the land commissioners for their part in work, located on May. This house was owned by J. H. Jennings.

"On a contestation, J. T. Carnahan (Dorius, has expressed strongly improving the site of a Gentiles). A house has been built, an orchard well dug and a windmill erected, fish ponds dug and other improvements made. The county proves a failure, and Albert Dorius brought the claim to the notice and all the improvements. A bonafide warning there last spring, but when the land officers appeared on the scene he was off at one of the adjoining ranches helping a claim. An affidavit was made that this boy has been abandoned, and it was awarded to the first applicant.

"Other cases might be mentioned, but enough has been said, we think, to show that charges against the commissioners are grave ones. Let them speak."

THE UTAH NORMAL.

Proceedings at the Teachers' School in this City.

Experienced Educators Continue Their Course of Instruction and Lectures.

The afternoon program yesterday was opened by Miss Winston on the subject of music. The exercises were much more spirited than usual. The first subject treated upon was the importance of the tongue, the principal organ of speech. The study of the chart was resumed and the class then sang an exercise previously written upon the board. The Exit work was a part-song by Frost.

Geography, by Prof. Angstrom, came next. Horizontal lines represent tranquility, as in the case of the ocean; perpendicular lines are indicative of activity, as the tree, beautiful in its symmetry. The lake and its opposite, the island, were considered; also other divisions of land and water. Pictures of water were used to illustrate the subject before the class.

Prof. Andrews continued his lecture in grammar, by presentation of result classes, as well as objective classes. Several sentences were given by the class, and an interesting and animated discussion followed, much to the pleasure and profit of the entire class.

Reading by Miss Newton, closed the afternoon program. Path was introduced and will be considered tomorrow.

Special classes in advanced work were resumed as usual at the close of the regular session.

This morning the history class took up the study of civil government. The students evince leading to the formation and adoption of the national Constitution has been reviewed to their relation to the work also experience of the government under the articles of confederation. The following question was raised in yesterday's session, and returned to today's session to the section of authorities sustaining the equal suffrage:

Under the articles of confederation were the states equal or unequal in their representation upon voting power in Congress? Article V was cited in answer to this question.

"No state shall be represented in Congress by not more than two nor more than seven members." "In determining questions in the United States in Congress assembled, each state shall have one vote."

Then the smaller states were led to infer in the constitutional convention that this principle of equality should be embodied in the proposed constitution. The larger states, however, insisted that representation in Congress should be based upon population. This controversy resulted in a compromise giving the states equal representation in the Senate, but in the House unequal representation, which should be determined by population after allowing at least one representative to each state.

Dr. White's first lecture was devoted to the moral theory in teaching, the three fundamental principles. How can knowledge be taught? How can mental powers be developed? How can skill be imparted? These questions were carefully considered, leading to the following principles:

1. Knowledge can be taught only by consciousness the appropriate activity (True nature's aim). The teacher is an assistant of right activity. Knowledge can not be transferred from one mind to another. It is the result of the act of knowing.

2. The several mental powers can be developed only by their appropriate activity. The teacher is simply the assistant of right activity. Each mental power is trained by its own activity—observation by observing, judgment by judging, reason by reasoning, etc. This principle was applied to the teaching of language, etc.

3. Skill is acquired by practice under guidance. Practice must be guided by correct ideas and this is the teaching work. We do not care to do by simple doing—but by guided doing. We do not want to teach by teaching, but by teaching under the inspiration and guidance of right ideas and principles.

Dr. White's next morning lecture will be on the five teaching processes.

Prof. Sorenson conducted the subject of climatic influences, begun the day before. The drawing of Dantes were commented: 1. Latitude, 2. Altitude, 3. Prevailing winds, 4. Ocean currents, 5. Distribution of land and water, 6. Mountain ranges, 7. Character of soil, 8. Size of land. The subject of lore will be taken up next season.

In arithmetic, Prof. Eddington introduced the subject of measuration, using the cylinder, sphere, triangle, cone, etc., to illustrate the principles involved in that subject.

Dr. White's moral lecture was on moral instruction. He clearly presented the ends to be hidden, the principles to be observed, the materials to be used, and the method and spirit of such instruction. No outline can give a just idea of its great helpfulness to the teachers who heard it.

SOCIAL.

One of the most animated discussions that has taken place during the session occurred in the U. S. history class this morning.

Miss Jennie's health, principal of the kindergarten department of the Utah Normal college, arrived on the Rio Grande Western today, and is attending the Summer Normal.

Prof. Angstrom will give a chalk talk at Cohen's Music hall this evening at 8 o'clock. The subject will be "Heads and Faces."

Several new faces were seen today at the morning session. The interest still continues unabated in all the departments of the work.

Prof. Eddington's special class in physics had an amusing and interesting lesson in electricity yesterday P. M.

Dr. Baldwin, conductor of the Provo Normal, expected to make the Utah Normal a visit, in a few days.

The experienced teacher was given the unqualified approval by Dr. White today, in the statement that, "The most beautiful teaching that I have ever known was by men and women of gray hairs."

Sudden Death.

Jonathan Chapman, aged 72, died suddenly and unexpectedly at the residence of his son-in-law, John Bird, in Farmers ward, one block south of the terminus of the West Bothwell, at nine o'clock this morning.

Deceased was in his usual health yesterday and worked in the field until late night, when he was seized with a severe attack of cholera morbus which proved fatal. Coroner Taylor was notified and went down and viewed the remains during the day but decided that an inquest was unnecessary.

FROM FARMINGTON.

Stepped on a Saw—Dropped by a Horse—Grasshopper Ravages—Other Items.

FARMINGTON, Aug. 16.—Two accidents occurred here today. John Kirke, a U. P. section man, stepped on a wire nail that stuck up through a piece of lumber, near the station house, where some carpenter work was being done. The nail went through the sole of his shoe, and nearly through his foot. No serious results are anticipated.

Towards evening Harry, the 10 year old son of Anna and the late Oliver L. Robinson, while riding a horse and driving cows, was thrown to the ground by the horse stumbling, and was dragged about 100 yards by the foot being entangled in the stirrup straps. He is badly bruised, blood gushed from his mouth and nose, and he was almost unconscious when picked up. He appears to be rallying, and it is hoped he is not fatally injured.

For six that swam across the lake, twelve miles from Antelope Island a few weeks ago, has been taken to its adopted home. For several days after the eight elk were landed there they acted miserably, and several times some of them were seen to wade out into the lake to deep. Who knows this use made in long distance swim.

Grasshoppers of all ages are numerous here and are doing considerable damage.

Irrigation water is selling out better than it has done for several years. We had all of eighteen inches some show and water time the average for the past twenty-five years. C. E.

SUITS FILED TODAY.

The One on a Promissory Note.—The Other Concerns a Train Book.

William H. Tremain, administrator of the estate of George Lawrence, deceased, this afternoon brought suit in the Third district court against Hon. W. Driggs Jr. et al, to recover $10,000 in promissory notes issued by a mortgage with interest at the rate of 10 per cent per annum from Mines date, 1891, $1000 attorney's fee and costs of suit. J. H. Hard is the plaintiff's attorney.

WANTS IT WITHDRAWN.

Peter Peterson this afternoon, in the same court, instituted legal proceedings against Wm. McQuinn, Robert Carter, John Edmunson and Walter Bryant, seeking to have a certain note and trust deed vacated, and asking that the same by the defendants must be declared illegal.

S. H. Lewis and W. T. Quinn are the plaintiff's attorneys.

WITHIN OUR GATES.

Louis Nottage, formerly of Laramie, Wyoming, but now of Waco, Texas, is in the city, having come this way on his return to Waco from a visit to his old home in Wyoming.

W. M. Dougnell, for many years a prominent citizen of Richfield, Sevier county, and a member of the house in the last Democratic legislature, was observed here today.

Ex-Counsellor Groves, of Ephraim, Sanpete county, who held down a seat in the last Democratic legislature with credit to himself and others, has to the metropolis, is again in our midst and holding forth at the Cullen.

James Andros Jr., a scion of his illustrious sire of St. George, is here on a short time and daily quaffed at the Cullen. If the weather is any warmer he may stay here to wait for dusty well.

R. C. McEwan, one of Salt Lake's best, now at Ogden, came down today and cropped in on the News. He is looking fairly and evidently feeling well, although morning things by way of "mighty slim pickin', Bassie."

Ex-Mayor I. C. Jenkins of Logan is observed here and there on our streets. He is a Democrat and a free silver man, too, and holds to the idea that both policies can be maintained in the face of the law.

HOTEL ARRIVALS.

The following named Gentiles registered at the hotels of the metropolis yesterday: Knutsford—Geo. Q. Cannon, Geo. M. Cannon, Geo. C. Parkinson, Geo. Q. Cannon Jr., Geo. Q. Cannon Jr. and family, Geo. Q. Cannon Jr. and family, Geo. Q. Cannon Jr. and family,