

real objects do not present the same difficulties as in symbol or figure work.

After fifteen minutes' recess, Dr. Baldwin continued his lecture on "Psychology," saying the art of forgetting is a very important part of an education. Without this power the mind would become clogged. In order that we may be free to do great things we must forget all but the essentials.

I wish to teach you this morning how to forget. You should forget everything that hurts and does not help. Some people think it a great virtue to nourish trouble. Nineteen-twentieths of what we learn is of no use after its hour. The lawyer's long speech of three hours must be largely lost before he can prepare another. How do you forget? Don't recall it. Don't live it over again. Don't entertain it. When this brooding is carried to excess we call it insanity. How shall we forget that which we do not need and keep an iron grasp on the things we wish to retain? This power of retaining is cultivated by often recalling, dwelling upon, thinking of. Be at home when noble thoughts knock at your mind's door. There is a now, a past, and a future. You are only conscious of what the mind is doing.

I have had some very hard questions asked me, and can only say there are some things for which we shall have to wait until we have angelic teachers. One of these questions is how the material becomes spiritual; how self makes out of blind sensations clear cut ideas. Mind is wonderful, and everything connected with it. We can no more tell how it operates than you can tell how a stalk of corn gathers nutriment from the soil and builds its various parts. We work through the fine mechanism called brain, but we will never know how. We know that we recall, remember best, when the brain is in the best possible condition. Yet it is self that recalls and is conscious, that forms ideas. What movements are we conscious of when we recall? There are three movements. We recall, live over again all that we have ever known. Imagination is also recalling as memory furnishes all the material, but imagination works it up into new forms. The painted landscape is the artist's knowledge of a thousand landscapes marked up into new form by the power of imagination. Phantasies are our memories worked over into new and pleasing forms. Self is conscious even in sleep and goes on and on. Memory is re-experience. It always comes in the form of knowledge. You can only remember thoughts and ideas. We always recall knowledge. You remember having toothache, not the pain, but the knowledge of having experienced it.

Memory is the mental economy. You know a great deal about self. Memory is the bod carrier and furnishes self with the bricks and mortar to build his highest and noblest structures. Gladstone could not make his speeches but for his marvelous memory. Beecher could not quote. In all his speaking he took the thoughts, facts and their relations, and put them into his own language. Remembering is not necessarily exact words but mastering thought. Do we

remember eternally? I dare not speculate. It is easy to theorize. I stand here on the rock, and dare not speculate.

On Thursday afternoon, Prof. Wm. M. Stewart treated of numbers, saying, "When I said yesterday that children should not be sent to the board, some of you misunderstood me. I meant they should not be allowed to demonstrate until they understood the underlying principles. Education is direction of intelligent effort." He then proceeded to demonstrate two methods of finding the greatest common divisor, and one method of finding the least. He said of cancellation that it was worse than useless if used blindly. In teaching fractions, first be sure that the fraction is thoroughly understood in the concrete work; the rest is easy. You can no more multiply three-sevenths by eight-tenths than you can multiply horses by calves. When I get through this course I will do as I have been requested, and give you a hundred problems in five minutes. I wish to give you a variety, and they will be of such a nature that if you work them understandingly, and can demonstrate the process, I will be satisfied that you understand the underlying principles. Many questions were asked by the class and satisfactorily answered by the professor.

Dr. Baldwin continued on psychology. A large number of the students gave verbal definitions to the question: What is memory? Answers were also given to the question: Your power of memory will be in proportion to what? The reply was: To your power of paying attention.

Growth of memory, cultivation of memory, training of children's memories, were treated at length. The properly trained memory can not only recall, but classify and marshal. In some individuals memory is a steady growth from youth to extreme old age, other conditions being equal. The memory is not so crowded in youth, and the concepts are clearer, but the philosophical, logical, scientific predominates. Old people lose their memories or get confused by ceasing to progress. A great many questions were asked by the teachers and a great variety of intensely interesting information drawn from each other and also from Dr. Baldwin.

A lecture was delivered on Thursday evening last at the Latter-day Saints' meeting house, by Miss Allen of the Cook County Normal, to the fathers and mothers, subject—"Nursery in relation to school life." This was free to the public and well attended. Miss Allen said that when the average child is born the tenderest part of his body is placed in a tight bandage, yet his tender eyes are exposed to extremes of light, and in many ways his weak organs are injured. He is given what he needs only when he cries, and is thus taught to cry. He is fed irregularly and intemperately and thus sows the seeds of intemperance. If he cries for anything he can have it is given him; if he cannot have it he is told "all gone." He is systematically caught in falsehood and self-consciousness. This stands in the way of all that is good.

Mothers instinctively do for their child much that is good, but that does not save them from doing much that is not good. They train him to be an animal, and then wonder why he is not a gentleman. When he gets older and begins his investigations they give him toys which are beyond his understanding, and he tears them to pieces to see how they are made. They blame him, often harshly, for being destructive. When he is six years old he is put to school, where his freedom is taken from him and his activity is repressed, and they wonder if he hates the schoolroom.

The speaker then proceeded to call attention to many common faults in the training of children. The suggestions made by her are summarized as follows:

We should labor to surround our children with moral influences.

In dealing with them we should do that which will permanently impress their characters for good; not that which is transiently expedient.

We should treat them with respect as reasonable beings.

If we must punish (a word the lecturer strongly objected to), we must eliminate from our punishment the smallest element of revenge or spite.

MISS BABER,

whose specialty is geography and how to teach it, gave a lecture on "Italy," illustrated profusely by stereopticon views. The lady is well read in the history of the country, ancient and modern, and as the audience passed with her over the Apennines, to Naples and Venice, viewed Italy as it is and has been, and learned lessons of geography, together with history, that will leave lifelong impressions. The pictures of ruined Pompeii were especially interesting, the darkened room making the speaker's voice sound like a voice of the past.

On Friday morning Prof. George H. Brimhall announced that Miss Baber being unable through illness to take the first hour this morning, Miss Cook would occupy the time. This lady was greeted by the audience with much enthusiasm, and proceeded to enlarge upon yesterday's practical lessons, with her class of fourth grade pupils, illustrating in a highly artistic manner the cost of imparting knowledge. Some experiments with sand and water were completed, and the teacher tested the class as to their memory and concentration. The lecture was replete throughout with interesting information.

Miss Baber gave the class a lesson in callisthenics. She made a few remarks on developments. A person may possess unhandsome features, or a bad figure or complexion, but the atmosphere with which they surround themselves will tend to harmonize those defects. Thus children may be helped by training them in easy and graceful habits of bodily motion. She proceeded with her subject of How to Teach, giving a lengthy lecture on securing attention, making definite observations, and applying them to the active and practical work of life. She also gave the teachers valuable hints in appliances.

Miss Hefferin of the Cook county normal was introduced by Prof.