

ported to be prominent among the insurgents.

Captain Bourke and escort left with the prisoner this afternoon for Brownsville. An attempt will be made by the United States troops, rangers and Mexicans to-night to surround and capture the Blanco, on which there is congregated quite a party of revolutionists.

Later—A squad of McNiel's rangers had a rousing fight with a small party about ten miles from here this afternoon. He succeeded in capturing one of their horses. About 300 shots were fired, but no rangers were injured. The loss on the other side is not reported.

NEW ORLEANS, Jan. 1.—The *Picayune's* San Antonio special says: The total number of United States troops in the turbulent territory looking after Garza will be about 1000 men, when those to go out tomorrow reach the scene. Garza has spies in this city who keep him fully posted of every maneuver, and if the rumored revolt of the soldiers at Mier proves correct it is believed that the population of northern Mexico will flock to his standard rapidly. The recent persecutions of the Catholic clergymen has heightened the disaffection toward the Diaz government, and all the people are waiting to join any revolutionary government having prospects of success. Further news is awaited with much anxiety.

CITY OF MEXICO, Jan. 1.—Telegrams received today say that the force of Mexican revolutionists, which a few days ago attacked a body of United States soldiers, numbered only ten men.

SAN ANGELO, Tex., Jan. 1.—It is reported that large numbers of Texans working on ranches south of here are quitting work to enlist with Garza. They go well armed.

SAN ANTONIO, Tex., Jan. 1.—The alarm on the border over the Garza trouble is becoming intense. There are many startling rumors in circulation concerning the fate of the United States troops concentrated in Starr and Duval counties. Garza is known to have a force of 500 desperate men, and if the 1000 Mexican troops, who are reported to have murdered and deserted General Lorenzo Garcia, their commander, at Mier, Mex., have made their way to Garza's stronghold on the Texas side, their united force would give Captain Bourke and his 150 United States troops a hard fight. General Stanley and other military authorities are very uneasy over not receiving any information from the seat of war during the past forty-eight hours. It would not be impossible for Garza with a force of 1500 men to capture Fort Ringgold, and the whole force of United States troops in that section of the frontier. He has threatened on several occasions to take Fort Ringgold, if it became necessary for him to secure food and military supplies. If an opportunity has occurred, it is not improbable that he has executed his threats. General Hardy will send two more troops of cavalry to the scene of the disturbance tomorrow.

B. F. CUMMINGS, JR., has brought suit in the court of Commissioner Pratt against Mr. Dittman, proprietor of the Desert saloon, for \$62, alleged to be due for advertising the defendant's business in the street cars.

UTAH TEACHERS' ASSOCIATION.

At Tuesday's meeting of the Utah Teachers' Association (Vice-President Millsbaugh presiding), Professor Benjamin Cluff of Provo read the following interesting paper on "Habit in Education:"

"Man is a bundle of habits," James says: "When one looks at living creatures from an outward point of view, one of the first things that strikes us is that they are bundles of habits." Now, as a child is not a bundle of habits, but rather a bundle of possibilities, the period from childhood to manhood is a period of habit-formation; it is also a period of education. We might well ask, therefore, what relation is there between habit and educational development.

The word habit means literally, according to Porter, a way of being held or of holding one's self.

"Habit is formed by the frequent repetition of the same action or passion," says Sir William Hamilton. The whole theory of habit is expressed by Dr. Carpenter in the following: "Our nervous system grows to the modes in which it has been exercised."

Education is as hard to define as habit. In the first place, education may be considered a process; in the second, a result. The process is dynamical; the result statical.

Professor Heinsdale thus defines the dynamical view: "Education is the process of transformation wrought in man in his young and plastic years by governors and tutors, and particularly by professional educators and teachers in school." The nature of education is determined by the nature of mind. It must stimulate a child to self-effort.

Studies have two values—a use value and a disciplinary value. The use value gives knowledge, facts, and appeals more to the memory. The disciplinary value gives strength and power to his mind. We might discuss with profit the question: "Which should be emphasized in the primary schools, the use side or disciplinary side of studies?" but our limits will not allow.

All agents useful in education should be brought to bear. Habit is one of these, and none is more potent. Education seeks to assimilate knowledge, to make ours what is foreign to us, and this is done by making it a part of ourselves; it becomes a part of ourselves by being grasped by habit.

The great law of habit is, exercise forms, non-exercise breaks down.

The Senses—As all knowledge depends primarily on the senses or on sense-perception, it is important that habits of close observation, by which alone perception is cultivated, should be carefully formed. The fields, hills, meadows and mountains should be the allies of the school.

Memory—There is no doubt that during the middle ages too much memorizing was required of the pupils, but are we not today going to the other extreme? The memory should be cultivated, as other faculties depend on it for their material. We are not prepared to go so far as Professor Bain, however, in saying, "The leading inquiry in the art of education is how to strengthen the memory."

Imagination—Is that faculty of the mind which builds images and makes things past and dead live again in ideality. The pupil who has this faculty properly developed has an ideal in every study toward which he strives. Laziness often simply indicates the want of this ideal. Many young men have been urged to noble efforts by having a proper ideal awakened within them.

The judgment and reason should also be cultivated by the formation of proper habits. Brooks says: "It should be one of the leading objects of the culture of

young people to lead them to acquire a habit of forming judgment."

Moral habits—Moral education is necessary at all times, but more so in a nation like ours, where morality ought to develop with the development of freedom. Morality is not learned by committing to memory so many rules or maxims, it must be engrafted by the strictest habits into our every action, into our very blood and bones. The actions of the teacher should be a continual object lesson in morals. As teachers, we are called on to break down bad habits as well as to form good ones. The habit of lying is perhaps the most difficult to overcome in children, for it is hard to decide whether a misstatement made by a child is a lie or not, so vivid is the imagination in early years. Care must always be taken to have the child distinguish clearly between the real and the ideal.

The Will—Brooks gives three principles to guide in the culture of the will—stimulation, direction, control. Especial care should be given to the culture of the attention, for this must enter into every act of consciousness; and achievement in every field of inquiry is in proportion to attention.

Other habits—Habits of cleanliness, neatness, punctuality, obedience, politeness, diligence should all be properly cultivated. Physical cleanliness and order have their physical parallel.

Summary—First. Habit simplifies movements.

Second. Habit diminishes the conscious attention with which our acts are performed.

Third. Habit economizes energy.

Fourth. Habit enables us to do with comparative ease that which was difficult.

The topic "Language Work Below the High School" was given by Mrs. L. L. Dalton, of Manti, and the discussion was opened by A. M. Groves, followed by Mr. Martin and closed by Mrs. Dalton. Miss Viola Pratt sang a solo, and in response to an encore gave "Rooked in the Cradle of the Deep." An excellent paper was next read by Prof. J. W. Sanborn, president of the Territorial Agricultural College at Logan, the subject being "Thoughts on our school system and its requirements." The delivery of the address occupied nearly an hour.

The old committee on publication was reappointed and instructed to report upon the advisability and cost of publishing the proceedings of the session in pamphlet form before the close of the session.

Prof. T. B. Lewis of Ogden read an address, "The child of the present, the citizen of the future."

The next in order was an address by D. T. Miller, of Richfield, upon "School Libraries," but a telegram was read announcing his unavoidable detention by the snow blockade. The omission was filled by a vocal solo by Mr. McCoy, who also responded to an encore.

Prof. D. H. Christensen, of Payson, read a paper on "Educational Gleanings." Prof. Hill gave an instrumental solo and was followed by J. B. Walton, of Provo, who recited Edgar Allan Poe's "Raven," and as an encore he gave "The Early Life of Webster."

Messrs. Dolliver, Peery, Worstell, Wilson and Short were appointed as a committee to revise the constitution, after which the election was announced and resulted in the re-election of the old members.

An informal reception tendered the