

feeds upon it as the animal world feeds upon the organized vegetable world. Truth is the wholesome organized food. It has been the effort of all the best and greatest endeavor of the ages to discover truth. This is not all of life, it is the portal; but as we approach the infinite where environments are harmonious we will feed upon truth.

The spirit of wonder or curiosity or investigation is a grand thing, and if it burns in your breast, take it to your soul that it is a message from the infinite that you have the power to finite that you are athirst for truth you know. It you are athirst for truth you will have it, and you have in your power the capability of the supremest happiness. The love of truth, the love of knowledge once stamped into our souls, is a well spring of eternal joy. We must develop the truth and the love of truth. In the world of soul the more you give the more you have, the richer you are. Truth is unselfish. If you have truth you are anxious to share it. We are tremulous with joy when we discover a new truth. A child's school life by proper management and suggestions can be made a series of discoveries and a perpetual joy.

Whatever corresponds with reality is truth. We do not gain intuitive truths by a process of reasoning. We cannot cultivate the intellect without cultivating the emotions and the love of truth. Your mission, as that of the Savior, is to teach the little world under your care to love the truth. It is your care to love the truth. It gives a dignity to manhood, womanhood, that nothing else can give. Get your pupils to love the best and feed their souls on that which perfects. God meant that we should be happy. To do this we must have the love of happiness, which is truth. Teachers, learn the art of getting your pupils to love this, so that there is no unwilling task. When your pupil leaves school he should just have begun his studies; if you have not made him love study you have defeated your own purpose.

Prof. E. A. Wilson of Provo gave a very lucid talk on the subject of civil government, designating the proper place for it in the economy of education, what government really is, and its necessity to the association of civilized beings.

Supt. W. J. Robinson spoke on the fauna of the Great Basin. He passed briefly over the scientific classification common to all nations and languages to the lower orders of animal life, giving the distinguishing characteristics of their classification. The fauna of the Great Basin is a history of truth written by the hand of the Creator. Distinction awaits the young naturalist who makes this a study of and brings out the distinctive features of this fauna in scientific form.

Dr. Talmage took up the subject of refractory light, in order to answer questions that had been handed in on this subject. Experiments were tried and diagrams placed 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 know a few common facts belonging to and bettering the daily life than to be able to lecture on the most profound questions of the day that may not be applied in the manner spoken of. Advised

the teachers not to attempt any experiments before the public or 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 lesson is lost, even if the students can repeat the experiment mechanically. The professor then gave an explanation of how many articles in common use could be utilized in the making of scientific experiments for the elucidation of principles before students.

On Wednesday afternoon Professor Brimhall 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 boats, as to be strong enough to swim, or he will be submerged. Our motto is Utah Schools for Utah Teachers; but we must rise on the wave of proficiency and be worthy of our places. When the automatic mower began its work some cried "laziness!" but the general cry was "progress!" and the sickle was swept away and the man who clung to it with it. Our motives of progress are of three kinds: Selfish, social, cosmic.

Of the selfish motives the better is hope of reward, such as increase of salary, honor, etc.; the other is fear of punishment. Our social self is the tenderest of all our selves. We can bear physical pain and misfortune of various kinds, but our social life we must preserve intact, because if shut out from all sociability we go mad or die. The love of others, subjective and objective, prompts us to keep pace with the times in our profession. Every recitation costs the child's golden time and opportunity, the teacher's energy and the people's money. Our cosmic motives will lead us, therefore, to give every one the very best treatment.

There are two kinds of successful men—one whom circumstances have made great, and one who made great circumstances.

Books and papers are another great means of keeping up our pace. If I had to choose a teacher, I should want to see what books, otherwise tools, he keeps on hand.

I would not teach in a district three weeks before (if there were one other teacher); I would have an organization, and if need be would invite into it some of my leading pupils. County and state organizations are worth more than all the trouble and money they cost. Society is a great educator. Conversation with friends may be a great improvement to us as well as a great pleasure. Correspondence 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, scholastically and socially? The special study which each teacher should pursue each year is that one in which he feels himself most deficient. In your communities you will be apt 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 in demand elsewhere than in your own locality, and you will be less liable to be cut down in your wages by your home board, because they cannot

think "we've got him." Never come before your class without preparation.

Dr. K. G. Maesser, speaking on Pedagogics, said: The aim of every sensible being is to accomplish some good in his own walk in life. 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 of acquiring facts; it is showing our pupils how to acquire knowledge. That which benefits us mentally is the thing we discover for ourselves after it has been told 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 still have too many technicalities, and amongst them, the small portion of useful knowledge is lost like a needle in a haystack. Methods and diagrams 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, thinking 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 acquire habits of gesture, intonation, phrase, etc., which are the outgrowth of our many repetitions; we cannot 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. Ole Bull was an artist in the true sense of the word, because he was the interpreter of nature. True art is combining and creating new forms and phases of the things one has seen, 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 at the teacher's command, science, is also the interpreter of nature, the great investigator of her secrets, the revealer of her deep mysteries. He who makes of his mind a mere storehouse of facts is not a scientist; he is only a cyclopaedia. He must be an investigator, a discoverer before he can be a scientist. The teacher need not be perfect in philosophy or any of theologies, but he must be able to explore the mind of a child, to discover its latent possibilities and supply its needs. Lead the child to do likewise, to investigate.

The third force, faith, is indispensable. The teacher must have faith in God, in nature, in human nature, and in himself. An 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, what a glorious hope lies before you!

Dr. Baldwin resumed the subject of Psychology, treating on the power of self determination in an elaborate and entertaining style.

Prof. B. Cluff Jr. spoke on the