

he was leaving the house and told him the vomiting had come on again, and what should be done. "Give her hot water to drink," said the doctor. "We have," replied the attendants. "Then give her some more." "And what else?" "Hot water, hot water, hot water!"

An important thing is to be very careful as to what is eaten for a few days after the first attack. Strained oatmeal gruel, with no cream or sugar, will be acceptable; rice gruel, or if more substantial food is desired, just a bit of toast, with a cup of raspberry leaf tea. Cool water to drink, or hot water either, but no ice water. Keep the patient cool, and if the feet get cold, a hot water bag, or hot flannels, should be used. Don't urge the patient to eat. If he fasts for two or three days, it will not hurt; in fact it will be of great benefit. So many people seem to be frightened to death to let the stomach rest a while, but they don't mind resting the eyes if they are diseased or weary. For pity's sake, learn that the stomach needs a rest once in a while, although it rarely gets it. Great care must be taken about eating too much of even suitable food. Rest, quiet, and plenty of hot water are your reliances.

THE TEACHERS' INSTITUTE.

The official teachers' institute for the counties in Central Utah again assembled at Provo on the morning of Tuesday, August 15th with a full attendance.

Dr. Baldwin occupied the first period of the session on the subject of psychology, treating of the emotions. He said the feelings are the motive power that drives us on. The man who succeeds must have a large heart as well as a large intellect. Generalizations do not amount to much, but we must begin and work up. When it comes to the emotions, we first know; second, we feel, and third, we will. The sensation of feeling is carried in pain along the nerves to the brain and self feels. Physical pain as well as mental pain can be driven away and overcome at least temporarily, by setting the brain at work solving a hard problem, as under fierce excitement. The wounded soldier will tell you this.

There are two kinds of feelings. Those that affect the body we call sensations; those that arise from ideals we call emotions. Of the sensations there are two kinds. Those that are brought by the nerves of sight, smell, etc., from without, and those that affect the inner person, as weariness, moods, etc. There are hereditary traits that cannot be reconciled with psychology, but are mental phenomena. The lowest of these are instincts, common alike to man and brute. Blind instinct guides the spider in making its web, and the bee in gathering sweets. It only rises to the region of consciousness when it becomes sensation.

Next above the instincts are the appetites. These cravings for the things necessary for the body are only known to us when they arise to the dignity of sensations. The disturbances we experience may be from unsatisfied appetites within the body or may be vibrations from the great world without. But it is within our power to cultivate these and dominate them.

Now we enter the heart world of emotions. In the Bible heart is very often used in speaking of the whole mental economy. Read the literature of the day, and you will find heart always used. But do not locate these emotions in the muscle in the body; it is in the center of the brain, it is the self. Forebodings are due to physical conditions, though there are spiritual conditions that I am not able to explain, except that our loving Father appoints an angel to watch over us, and we have glimpses of a sphere outside of this in which we live. Heart is used for a word to express the emotions, not used as the name of an organ. Anciently the emotions were located in the bowels. The emotions are capable of education and perhaps more depends upon this than upon the education of the intellect.

Miss Ella Larson next took up primary class work. In a few preliminary remarks she congratulated the audience on the intellectual feast they had enjoyed, and the creditable progress they were making. Laid down in forcible language the relations of pupil and teacher. The lines to be pursued were to direct the energies, that progress shall be symmetrical and along the proper lines.

Superintendent W. B. Brown discussed education. He said we are creatures of habit from the cradle to the grave. We imitate the thoughts as well as the actions. Children take our thought habits. Could a child be surrounded by perfect conditions, what glorious creatures might be produced. But false models require tearing down. There are perhaps in this room not five persons who have had the advantages of the primary training now given the children. Those who have attempted to remodel our old house may know what it is to begin late in life to correct a lifetime's bad habits of thinking and speaking. Underlying all elocutionary training is the cultivation of the physical. When a speaker creates a favorable impression on his first appearance, it is so much clear gain. There are strong and weak positions. The strong man takes the weaker attitude. The drunken man takes the strong position, as you all observed. Old age walks with feet wide apart. The voice sympathizes perfectly with the conditions of the body, and it is very important that we should attend to those conditions. We are careless and allow our vocations to hollow our chests, or to make us weak in one side. Do not forget that whatever impression you can make of physical vigor, adds to the idea of your mental strength. The speaker gave a lesson in calisthenics.

Dr. J. E. Talmage followed on science in education. He referred briefly to the lesson of yesterday, on classification, and said the senses were the avenues to the mind, and the more of these we can appeal to, the more lasting will be the impression. It is possible to have the subject of the lesson present, do so, and let the students see, handle and inspect. Otherwise have a picture. The speaker explained in detail how rays of light were affected by different materials, as glass, air, water, etc.

On Tuesday afternoon Dr. Baldwin continued on psychology. He said

emotions are built upon ideas and if you teachers give your children right ideas, they will induce right emotions. If we educate only the intellect of our pupils we cheat them out of the greater and better part of their education. Why not include the emotions and make their life full of joy? We are all endowed with the various capabilities of feeling emotions, and the question is can we educate the capabilities. The capability to feel anger is all right as long as you are angry at the right thing; but if you get improperly angry, you need repression instead of expansion. I say these capabilities can be cultivated and expanded almost indefinitely. Which is of more importance, to understand the greatest common divisor, or to understand the cultivation of our ennobling emotions? Which receives the greater share of attention? Emotions, noble emotions, should pass into noble actions, or they are wasted. The readers of emotional novels are always poor in emotion, cold hearted, because they wasted their emotions in feeling only, which do not bear fruit in action. God placed emotions in your soul that you might make the most of yourself. Cheerfulness, courage and joy should surround the teacher and the pupil as well. The growth of these emotions begin young. When do you cease to cultivate these emotions? Never. We can cultivate emotions as we do memory by holding before our minds those things which exercise it. By studying the life of Christ we have a burning desire to imitate His grandeur of perfection. So with beauty, whether in color, music, art and literature.

Prof. H. E. Giles on vocal music, took the class through a drill calculated to illustrate the second step in the plan for teaching pupils the harmony of sounds in connection with the established symbols.

Dr. James E. Talmage continued his talk on "Natural Science," saying that there are two instruments, the stereopticon and microscope, that are useful in the hands of an intelligent teacher to forward his work. The microscope is a tool very much underrated by some and very much overrated by others. If the results of the work done by the teacher are to be satisfactory he must understand something of the principle upon which his tools are constructed. A fine instrument may not give good results in the hands of one unacquainted with its uses through its principles. The speaker explained the difference between real and virtual images and demonstrated the principle of the compound microscope. By means of an excellent instrument of fine construction he showed several objects of general interest, and explained the general process of preparing mounts for the microscope. The value of the camera in scientific studies was also shown.

At the Joint Teachers' Institute at Provo on Wednesday morning, Dr. Baldwin continued his subject of Psychology. 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 described as making a life and loving it. How degraded, how vile! Another class loves truth, and