METHOD IN STUDY.

Dr. Talmage's Address Before the University Normal Society.

A SUBJECT OF DEEP INTEREST

Able and Thoroughly Discussed by an Instructor of Capability and Prominence.

The following is a synopsis of a lecture upon "Method in Study," delivered by Dr. J. E. Talmage before the Normal Society of the University of Utah, October 27, 1893. The lecture spoke in an extempore manner, without use of notes, and the report given below is compiled from reporter's notes, carefully revised.

It is to me a pleasure and an honor at any time to meet with a body of earnest fellow workers; and as I claim to be a student, however alcoholic, and something of a teacher, however incapable, I prize myself in the claim of family connection with all others of the kind. Whenever I meet one such, I feel within my nature the swelling impulses that tell of kinship. I understand that I have the honor of addressing a body of teachers; teachers in fact or teachers in expectancy. I am safe in mentioning, therefore, that I stand before an assembly of students. The most experienced of the actual teachers before me are doubtless among those who most fully deserve the title of students. As long as one remains a teacher he must be likewise a student, deep, earnest, and true. The teacher should differ from his pupils mostly in being a broader, deeper, harder student than they.

As we are all then students in fact and by profession, it surely cannot be wholly amiss to call up the topic of method in our work. It is necessary that we should know, (1) what we are required or expected to do; and (2) in what means the end or ends aimed at may be most easily reached. Personal and individual study constitutes the food of the teacher's mental organism; he must needs partake in proper quantity, and at seasonable and regular times. His digestion is naturally of a healthy and hearty type, he requires enough at a sitting to last a month or a week; it is not good to be a glutton today and a starveling tomorrow. As to physical food, hygienic affects great importance to the kind of aliment, and also to the time and manner of eating. Yet, "beautifully and wonderfully made" as is the body of man, its special organism is far more complex and exacting, and every food for such an organism should be selected with correspondent care. Yet there is scarcely any little attention made to devise and follow any systematic procedure in matters of study.

Of the teacher room is expected before the routine work of his class room. He is usually one of the busiest members of the community; though, not exactly a "jack of all trades" he is nevertheless a man of all professions. He you must be ever ready, and be mind alert for work. To be a teacher worthy of that distinguishing name, he must be an educated man. And what is it to be educated in this day of seemingly universal progress? It is to be informed as to the agent of his work. Science, the teacher must be able to take a freely interest in all matters of growth and development around in the community and in the world. He should have his favorite studies in which he can be done with interest and zest; but he must not be a man of unmanageable hobbies. If he have a hobby he must ride it quietly and unostentatiously, without causing inconvenience to others through the noise or dust which he creates. For how can he be with any propriety wholly a specialist. Much of a specialist he may be, consisting of a specialist he must be, but entirely a specialist he cannot be. The specialist is apt to be narrow, however deep the channel of his mind may run. He is useful in his sphere; indispensable in the world, a necessary instrument to fact. To me the specialist is comparable to the locomotive, grand, mighty, majestic while on the track, yet how little can it remove out of its path, and how helpless, utterly, along the line of travel! But let it not be thought because of such words and comparisons that I depreciate the work of the special investigator. From my heart I say, honor to every specialist! The specialist is the pioneer in progress; the explorer who bids adieu to well known shores, with no compass but that of hope and sincere trust to guide him, and extras for fortune into the ocean of the undiscovered. The teacher is he who waits anxiously at the port, straining eye and ear to catch the first sign or sound of the returning voyager and who, when he returns, listens to the stirring accounts of discovery, and gives the most desirable parts to his pupils. The teacher occupies a place between the specialist and the people, receiving from the one, and giving to the other. The actual investigator is the true miracle worker, under whose priestly touch the little loaves of knowledge, scanty and scarcely of full value, then a multitude may be fed and filled, while immensely more may feast upon the fragments. We as teachers are privileged to be called disciples of this master, appointed to distribute the fragments of his feast among the people, and satisfied to the hungry multitude. It suffices my ambition as one of the humbler workers in the distinguished profession to be such a disciple of such a master.

How is it possible for one to be thoroughly educated today? There was a time when one human mind could compass all that had been discovered in science. Our idle "pill-monger"—a lover of whom, tells the story of a day when such a one was physicist as far as science had progressed, astronomer, botanist, physician, surgeon, chemist and mathematician. Now, however, every one of these branches is comparable to a central sun of no small magnitude, with numerous planets attendant on his course. No man can in any ordinary life time fully explore all the discovered fields in chemistry or philosophy alone. The field of knowledge even so far as it at present surveyed is practically illimitable. How can one be a great general, and yet have no infantry? To be anything in the intellectual world, I repeat that a person in general, and a teacher in particular must be something of a specialist, in the sense of having particular lines of work, but to be simply a specialist is not permissible in a teacher.

The nineteenth century is the carbon-throat age of intellectual attainment; the air is heavily laden with the gases and vapors of growth; the earth is reeking with the strength of increase. As under tropical sunn plants spring up and grow among the gravelled walks upon which men tread, some of them of new and strange growth, so in the domain of intellectual advancement every highway and grass is green plant, to the number of increase. Some of these strange plants, many of them either useless or worse, are found to be poisonous, which we have not yet learned the use; others are simply curious. If some were to see nothing but a world made that in a degree the Almighty never had been withdrawn and left to the kind of natural activity at first, the earth was alone to yield of her strength.

Let us consider an instance. The words of a language may be fairly taken as an index to the thought or lack of thought of the people. And under existing conditions, words are increasing at a prodigious rate. In recent announcements we have something of the progress being made in that stupendous work, the Oxford Dictionary. Already nearly 41 years have been devoted by a large corps of learned men to the preparation of the paper, and they are now laboring in the letter C. One volume has been issued; it consists of two thousand pages, containing more than 4,000 words beginning with A and B. One duty well, another which the Herculean task will be accomplished, and what, in the other hand has been gained, will the supplement be that the volume or volumes desired to contain the words in each letter that have been brought into existence since the letter in question was touched in the main work. Already a list has been found necessary to preserve a glossary of the technical terms employed in the field of electrical science; these it is a huge more and annual supplements are being made.

How can one keep up with the times? What is it to be educated under these conditions? It would seem almost impossible even to catalogue the discoveries and inventions of the age. Surely the preacher was right when he declared, "In the making of books there is no end."

Yet books are among the chief of the teachers' tools, and books are to be regarded as aids to the work,—means devised for the accomplishment of a given purpose. That purpose is the professional in the development of the human capacity toward greater perfection; not physical well-being, nor moral progress only, nor intellectual attainment by itself but perfection of the individual, as a combination of these and other capacities, perfection as it is possible to attain. The day has passed when the teacher thought his work to consist in pouring knowledge into the pupil's mind. The present aim of the profession is to lead out and develop the latent powers, teaching the student to measure his own ability, to test the strength of his own wings, in short, to use his powers in healthy exercise, thus making himself a better individual, physically, intellectually and morally.

Talking about the reality of the teacher's work,—it is a matter of general observation that in any art or science the history of its tools would be in fact a true history of the growth of knowledge or at least along that line. Were honor given to whom honor is due, the man who advanced the art of tooling, chipping and polishing marble would share the honors for the Apollo, the Venus, and Angelo's Moses. The discoverer of the arts of preparing and mixing pigments are entitled to a share of praise for the Madonna. We hail Gutenberg and Caxton for their stories in the art of printing; and have called them inventors of printing, whereas the men who invented paper have done more toward advancing printing than those who first cast types in the making of books. The fundamental idea of printing, what is taking impressions from dies, was in occurrence long before the days of Gutenberg, as witness the medals and sculptures of far greater antiquity. Printing could advance but slowly until a suitable fabric was prepared for the reception of the impressions. The first mere of parchment, of the papyrus, and of modern paper mark epochs in the history of printing. Bookmaking could scarcely be called an exact science till the compositor reached a state of working perfection; the theory of modern chemistry dates from the time of Lavoisier's first well directed use of the balance; discoveries in microscopy are largely due to the energies of those who were so perfect the instrument; "synthesis of the unseen" is the aim of microscopy" as they are derisively dubbed.

But the simple possession of good tools does not insure good work. The worker must know his tools. And what astounding skill can be attained in their use! Who has witnessed with consternation almost something to envy, the ease with which the skillful artisan manipulates his tools; the carpenter his plane and saw, his level and compass and square; the mason his trowel and line, the painter his brushes and palettes, the sculptor his chisel, the artist his brush? These are masters of handicraft, the good old origin for our modern word sandcraft, and this comes from paper attention to handcraft. Such skill is only attainable through strictest attention to the requirements and system in study and practice.

In our work we have to be aided by a system of note taking, not to be employed alone while listening to formal lectures in class, but in the course of our own reading and individual reflection. Every earnest student should keep track of his work in all branches and beside the special note-books thus produced he will find use for the scrapbook, in which to preserve by paste and mucilage clippings from periodical literature, also a common class book,—in which is stored thoughts especially worthy of remembrance from whatever source obtained,—from books, from individual reflection, or from the teachings of the teachers' own pupils, and it may be from the smallest and most unpretentious of these little ones.

Let us guard against desultory reading,—reading that leaves no record in mind or book, except in the wearing of our powers. Time are there a fuller consideration of this and more than a mention of other important points in the line of the teacher's labor. Let each one know himself, and prepare himself for greater energy in strict regard to the requirements of the body as to food, recreation, and sleep, as also to the proper hours for study. We cannot afford to waste our energy; let us guard our thoughts that they be ever pure, elevating and ennobling. Where an unworthy and unclean or degrading thoughts have cursed a brain. We are of entirely other kind to commune with our kind; women should we not prepare for ourselves a proper companion? Truth will we be comfortable with the intellectual world attached to our own minds; then will we no longer think it always "Goldsmith to be alone." That you may all have comfort and pleasure in your labors of love, for such the teachers work largely is, and for rewarded with the thanks of those whom you have been the means of assisting to higher purposes, is my heartfelt wish for each of you individually, and collectively for your honorable society.

The Kind of medicine you need is the old reliable tonic and blood-purifier,

AYER'S SARSAPARILLA

Is one have no substitute. Cures others, will cure you

PURE California WINES.

H. J. WOOLLACOTT.

LOS ANGELES, Cal.

I MAKE A SPECIALTY of fine cuttings and will be found at the above address, and at Woollacott's wine room, Los Angeles, Cal.

SALT LAKE GRAIN CO.

MAY GRAIN GARDEN SEEDS

52 West First South Street, Telephone 117. Salt Lake City.

NOTICE OF PETITION FOR ADMEASUREMENT OF DOWER.

In the Probate Court in and for Salt Lake County, Utah Territory.

In the matter of the estate of Edward Jones, Deceased.

To Matilda Jones, Jennetta Jones, Edward Jones, Mary Jones, Edward Jones, Jr., Frederick Jones, Elizabeth J. Jones, Thomas Jones, Jr., Joseph Jones, Hyrum Jones, Alfred Jones, Jennetta Jones, Mary Ann Jones, Sarah