Buy a home in Forest Dale. Call for particulars at 327 Constitution Building, Salt Lake City.

Saltair Beach

TIME TABLE.

Leave Daily Salt Lake.	Arrive Daily Salt Lake.
*10:15 a. m.	12:20 p. m.
2:35 p. m.	5:00 p. m.
4:10 p. m.	6:30 p. m.
5:20 p. m.	8:20 p. m.
7:10 p. m.	10:30 p. m.*

*Daily except Wednesday. Leaves Beach on Wednesday, at 11 p. m.

SALTAIR.

Finest and greatest pleasure resort on earth.
Finest dancing pavilion in the world.
Finest bathing in America.
Finest orchestra in the Territory.
Finest service in the Territory.
Saltair is first-class in every particular.
Patronized by first-class people.
Go to beautiful Saltair and be happy.
Round trip 50c.

Garfield Beach Trains.

Commencing July 15, Garfield Beach Trains will Run as Follows.

Leave Salt Lake.	Arrive Salt Lake.
*7:45 a. m.	12:40 p. m.
10:20 a. m.	*4:00 p. m.
2:00 p. m.	4:40 p. m.
3:00 p. m.	6:05 p. m.
4:00 p. m.	8:10 p. m.
6:30 p. m.	10:40 p. m.

* Daily except Sunday. † Daily except Monday.

Olsen's orchestra in attendance every afternoon and evening.
Boating. Bathing. Dancing.
Fare round trip 50 cents.
City Ticket Office, 201 Main Street.
D. E. BURLEY,
Gen'l. Agt. Passgr. Dept.

AN OPINION GIVEN.

Recently Mr. J. D. Thomas, of North Dakota, visited the Shenandoah Valley, Virginia, and after carefully examining the country located in Winchester, he writes to Mr. V. Hickards, Land and Immigration Agent, Baltimore & Ohio Railroad, Baltimore, Maryland, as follows: "I have been in nearly every state and territory in the United States, and am frank to say opinion that the valley surpasses all other sections in the Union. The lands are low in price, and produce profitable crops. I thank you for directing me here, and which those seeking pleasant and profitable homes to locate in this country."

Keep your cash out your vacation, in safety while you are enjoying life. Take it to Zion's Savings Bank & Trust Co. Best in the world will accept it in a few cents per week. Ladies specially invited to call and see vaults.

Dr. Price's Cream Baking Powder World's Fair Highest Award.

The direct line to Kansas City, St. Louis and Atlantic seaboard, is via the Missouri Pacific Railway, from Pueblo. Through sleeping and chair cars, and all connections made in Union depots in the city thus. If you are going East and care for a daylight ride through the grandest scenery of the Rocky Mountains en route, see that your ticket reads via Missouri Pacific Railway. Elegant chair cars positively free to holders of regular train tickets.
H. Y. DERRAH, C. F. & P. A.,
12 Morlan Block, Salt Lake City.

DESERET EVENING NEWS.

Friday, - - August 10, 1894.

STAKE CONFERENCES.

Members of the First Presidency and Council of the Apostles are expected to be in attendance at the next ensuing Stake Quarterly Conferences, as follows:

Sanpete, Saturday and Sunday, August 11th and 12th—President George Q. Cannon.

Salt Lake, Sunday and Monday, August 12th and 13th—Elders Brigham Young and John Henry Smith.

Star Valley, Saturday and Sunday, August 11th and 12th—Elders Francis M. Lyman and M. W. Merrill.

Bannock, Sunday and Monday, August 12th and 13th—Elder Heber J. Grant.

Morgan, Sunday and Monday, August 12th and 13th—Elder Frank M. D. Richards.

Provo Summer School.

PROVO, Aug. 7, 2 p. m.—Speaking on methodology Dr. Hinsdale reviewed very briefly the principal points of the lecture of yesterday afternoon, illustrating the deductive and inductive methods of teaching by the circumference of a circle and its center. The question was asked: "Will we discover new methods of teaching?"

You may hope to find new methods of teaching if you can believe that there are new approaches to the human mind yet undiscovered. I assume and affirm a negative proposition which in a general way is dangerous. (Other questions were asked and answered.)

It must not be supposed that the terms inductive and deductive are reserved to us under a patent right, or copyright on them. We can only think in two ways, whatever may be the subject matter. It may be moth picks, or the heavenly bodies, we must think deductively and inductively. You cannot think well without thinking both ways. You see a man on the cars. He has a gun and game bag. He talks hunting to his fellow travelers, asks questions about where game can probably be found, and you infer that the man is going on a hunting expedition. By what process of reasoning do you reach this conclusion? By the inductive method. You draw your conclusions from a larger or smaller number of facts that you have observed. If this subject is not very clear to you let me say it is one of those subjects which does not become very clear unless we are willing to think about it after the book treating it is closed, or the lecturer illustrating it has ceased to speak. Mature people think a great deal more deductively than inductively. We apply the law to the specific case. We are continually applying what we have learned by experience to the common affairs of life, reasoning deductively. We reason that way always when we apply old rules to new cases. You can't drive half a mile on level ground or walk down a flight of stairs without half a dozen deductive arguments. The baby in his cradle, however, does not bring rules, or old knowledge, with him. He observes very carefully, very laboriously, and forms conclusions. He learns not to thrust his hand into an appearance. It works out many inductive problems that are worthless, but it falls along, and finally its thinking becomes more and more deductive. But if its environments are changed it must make its own conclusions. The man who undertook to walk to Ensign Peak as an appetizer for his breakfast, and was made to his estimate of distances by the extreme dry sunlike luminosity of your western atmosphere, and walked on, and on, and on, until thoroughly convinced that he was all at sea in his sense of distance, found this to be true. The story goes on that he came to a ditch a foot wide and while removing his shoes and rolling up his pants preparatory to wading, said: "If this were at home I would say that was a foot wide, but here it may be a mile wide."

Continued at 4 p. m.

In teaching its very desirable not to mislead one's pupils. In such a case you have taught them wrong and you have to unlearn what you have done, and have not only confused the pupil's ideas, but she is in no better position to teach it the second time. All reasonable efforts should be made to avoid mistakes, though the best teachers do make mistakes occasionally, and the most careful are sometime misunderstood. How are we as teachers to avoid that? Well, we must be sure that we understand the subject thoroughly, that time and thought is given to the proper arrangement of the subjects as to its parts, and the point and success of illustration. No teacher worthy of the name will go into the school room and take up the day's lesson haphazard and lead up the mind of the class with what might be considered broken furniture that must be gotten rid of, or at least mended before it can be used.

There are but two methods of thought, deductive and inductive, and the union of the two make up a complete whole on which all scientific investigation is based.

We cannot teach any subject without employing one or the other of them, and if you do your work well you will use them both before you finish. Suppose you are a teacher in a primary grade, giving a first lesson in number to a class, how would you present it? With concrete objects, as objects to represent the symbol or name, an object to represent one, and two objects to represent two, but a figure, not definite, not rules, but cases, facts, objects. Gradually you will lead your pupil to see shortcuts. This is the method of induction, and that which the child is in the habit of using from its earliest consciousness. The early years of our lives are predominantly generalizing. Neither the method, nor the teacher can know for the child. We must know for ourselves, though an elder can help only presenting us with the object in a proper way. They are years of very important discovery. Sir Isaac Newton was said to have seen the apple fall from a tree, he made the celestial gravitation (gravitation of the solar system). This is true only in one sense, for infinitely greater were the discoveries that he made when he first looked into his mother's eyes, saw in that he could stand alone, could see and hear the songs of birds, so far as the individual life was concerned.

At one stage of progress arithmetic, or numbers, should be taught inductively, and at another deductively. Why is this? Because in the beginning it is only possible to teach it so, and later it is possible to teach more rapidly and profitably by using abstract thought, and teaching from the deductive standpoint. Deductive teaching gradually takes the place of inductive teaching, and this is right, for a foundation of inductions has already been stored up as working materials, and for a mind prepared for it, abstract thinking is of far higher disciplinary value than the concrete. I consider algebra as a study of the very highest disciplinary value when the mind of the student arrives at that stage of development. It teaches how to venture out into the realm of abstract reasoning, and makes a very important stage of mental growth. Geometry is properly a deductive science. You begin first thing with a lot of metaphysical definitions. An immature mind is not capable of abstract thought of a general nature.

THURSDAY, AUG. 9TH.

Opening exercises at 9:45. Continuing his lecture on methodology, Dr. Hinsdale first answered a number of questions found in the query box, making plain some points in the lectures that have already been given. (There were also bright, original questions the discussion of which was not sufficiently germane to the subject to be included in the report of lectures on the subject named above.)

"The first step in deductive reasoning is, in my opinion, analytical, while the succeeding up is synthetic. We can never escape the concrete and particular, and can only measurably be starred. Relatively, early years are concrete and mature years abstract, but in each it is only comparatively so. Teachers in primary grades commonly as intelligent beings and book beings as may very much limit their ability for abstract thinking if they narrow themselves to their work. If your work was sticking heels on pins and you took me a month of it in your work to the exclusion of all other subjects you would become mentally about the size of a pin head—or smaller. Teachers should have studies and interests in keeping with their maturity and attainments if they would not arrive to the grade in which they are teaching.

"From what sources do we obtain the facts and principles of teaching? These facts come from the constitution of the human mind. Primarily education only has to deal with the development of the mind. These facts are mental and spiritual and we obtain them from the mind. There is another source of facts used educationally that are derived from the body. Primarily the school is not for the development of the body, but of intellect, yet we know nothing of the manifestation of intellect except through the body. One's body conditions his mind, and again the mind conditions the body.

There is a very close intimacy between mind and body. Pain of body prevents application of the mind to study. The condition of the body largely limits the capacities of the mind. To get proper results the teacher must take due cognizance of the conditions of the physical, especially when the children are young. For one reason the bodies and minds of young children sympathize more intimately with each other than those of older people. Again, mature persons may by the sheer force of will rise above bodily conditions.

Formerly not enough attention was paid to the subject, and the result was that many pupils were permanently injured. Now we value cheerfulness, sprightliness, and physical culture, and this has largely prevailed during the last thirty years. The mind often conditions the body. This is true of the mature man who can so far control his physical as to go into the school room with a raging headache and go on with the class work. Sometimes the physical will improve for the time being at least; while a young child has absolutely no control over the mental conditions of the body. There are persons who while complaining of physical embodiment have piled away and died, when the last was they was not ambitious enough to live. Wonderful cures have been recorded where some mental exaltation has caused a patient afflicted with paralysis or some similar ailment to become immediately well. The object of education is to get the perfect control of our bodies through the mind. The sciences that deal with the mind are, first, psychology; second, logic; third, ethics or moral philosophy, and fourth, the science of politics so far as it does with civil government. Tale is the spiritual of mind side. The bodily side deals with physiology and hygiene. All facts fundamental to the subject are either mental or physical, but if it other were included there would be no stimulus. Students are agents or instruments of the material world. From the standpoint of the school room to stimulate development along certain lines. As teachers what are our agents and instruments for effecting this development and supplying the necessary stimuli. They are the studies. There are two points from which studies must be viewed—Academic and Pedagogical. (The two aspects under which study may be pursued was again carefully illustrated by repeat.)

Teachers often commit an error by not asking themselves what is the educational value of the studies they have accepted from the superintendent and are teaching. Some teachers pond to, metaphorically speaking, the facts of history, grammar and physiology, without reference to the uses to be made of the knowledge in after life.

There is another very important matter I wish to speak of, it is the educational ideal. I can't form a mind unless I have some idea what the perfect mind should be. A dressmaker has paper patterns by which she models her work; if not of paper, then in her mind she has a pattern or ideal. We do a thousand things following a pattern when the time is spiritual. Thus it is with the educational pattern. We can't make such an educational ideal of wax, marble or wood, neither can we make a picture on the black board of ideal education. They are of the mind. Possibly I can influence your ideal by oral expression or written word, but the real ideal is in your mind. Many teachers fail right here. Their ideals are at fault. Especially is this true of the teachers of young children whose minds are in the plastic state. When pupils reach the academic stage of education their characters are already largely determined.

Environment modifies ideals. The ideal of the law school is not the ideal of the medical school, but in the primary or elementary schools practically the same things are taught, which in the broadest sense of education means that all men need the same things, and the ideal is the same.

SLOYD CLASS.

J. B. Townsend, instructor.—Clay modeling was the special branch under consideration this morning.

What is clay? This question was answered by various members of the class in part, and the teacher went exhaustively into the subject. Among other qualities he described it as containing a great amount of aluminum, a bright, white, light metal that may sometime be used in making kitchen furniture and even stones in the future. In sinking wells strata of clay were always were found mixed more or less with sand and gravel. Some of these beds were fifty or a hundred feet deep, but usually varying from half an inch to a few feet. There are many colors and kinds, almost any of them will do for economic purposes. In some localities it is possible to find a great variety of colors that the intelligent teacher will be able to make good use of. In Sevier county there is a very extensive deposit of the white kind called kaolin; the variety from which our common white earthen ware is made. It is as pure and good as any found in the world and with proper manipulation the fine grades of transparent ware could be made. There are also large deposits near Payson and in various parts of the Territory. When pottery is to be made the clay is put through a "pug" mill. The object is to render the clay plastic. This can be done in the school room by treading, needing and mauling it. It may be prepared by mixing in a vessel, allowing the clay to float off, leaving the sand and gravel at the bottom of the first vessel; dry the clay to a proper consistency by evaporation. All the tools used in cutting and moulding pastry can be used in the clay work. Knives, spoons and pieces of hard wood are convenient for cutting, shaping and hollowing the various objects about the house, in china ornaments, pitchers, etc. Those who desire to become artists in this branch will want a little furnace in which to burn and glaze their work, though a common stove oven can be made hot enough for some purposes.

NOTES.

Some forty pupils have been enrolled during the week in addition to those already reported.

Next Monday the Official Teachers' Institute begins. Eight counties will participate, and there will be a large increase of students.

The class in Child Study, under Principal Cluff, will complete the course today by considering the intellectual development. The course, however, will be reviewed in two or three comprehensive lectures.

Wedded an Indian.

Some time ago the government enrollment an Indian school near Canby, and a highly accomplished lady, Miss Adelia Lucinda Brown, a graduate of a Buffalo, N. Y., seminary, was procured to take charge of the school, the lady, at the time of her appointment, leaving a lucrative position as teacher in a young ladies' seminary.

She became so thoroughly interested in one of her pupils, Sam Springer by name, that she received to wed him and share with him her salary of $60 a month which she receives from the government for her duties as teacher of the noble red man.

And so the teacher, her lover and a crowd of Indians appeared in Altoras last week, and the Brown damsel asked the county clerk for a license, which he refused. Judge Harris then drew up a contract of marriage, and the teacher and her bare went away as "man and wife."—*Altoras, Cal., Nev. Era.*

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The official report shows ROYAL BAKING POWDER chemically pure and yielding 160 cubic inches of leavening gas per ounce of powder, which was greatly in excess of all others and more than 40 per cent. above the average.

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DR. PRICE'S CREAM BAKING POWDER

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40 YEARS THE STANDARD.

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JOHN C. CUTLER & BROS.,
38 Main.

Get your Abstracts of Title at the County Recorder's office. They are made directly from the original records.

Nothing Like It.

Intelligent people, who realize the important part the blood holds in keeping the body in a normal condition, find nothing strange in the number of diseases Hood's Sarsaparilla is able to cure. So many troubles result from impure blood, the best way to cure them is through the blood. Hood's Sarsaparilla vitalizes the blood.

Hood's Pills are the best after-dinner pills, assist digestion, prevent constipation. 25

Dr. Burrows, Oculist, Aurist and Optician. Spectacles Fitted. Commercial Block.

Garfield Beach Trains.

Commencing July 15, Garfield Beach Trains will Run as Follows.

Leave Salt Lake.	Arrive Salt Lake.
*7:45 a. m.	12:40 p. m.
10:20 a. m.	*4:00 p. m.
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6:30 p. m.	10:40 p. m.

*Daily except Sunday. † Daily except Monday.

Olsen's orchestra in attendance every afternoon and evening.
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Cheapest place in Utah to buy PIANOS AND ORGANS on easy payments. TEMPLE TY MUSIC, 168 West Temple St., Paraphine Blk. Write for prices and terms.

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JUST ARRIVED. THEY USE LESS ICE THAN ANY OTHERS. THEY RECEIVED FIRST AWARD AND MEDAL AT THE WORLD'S FAIR. ALL SIZES. ALL PRICES—FROM $4.00 UP.

BABY CARRIAGES

WITH BALL BEARING BICYCLE WHEELS, AND THE VERY BEST RUBBER CUSHION TIRES. ALL NEW DESIGNS FOR 1894. PRICE $4.00 UP.

UNIVERSAL STOVES AND RANGES

ARE THE FINEST AND BEST IN THE LAND. EVERY STOVE GUARANTEED. PRICES WITH FULL SET OF FURNITURE, $23.25 UP.

CARPETS, DRAPERIES, LINOLEUM, RUGS, FEATHERS, CHINA MATTING. WALL PAPER, CROCKERY AND GLASSWARE.

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On June 1st, 1894, I shall Remove from my present place of business the Union Cafe, 24 West 2d S. to 18 Main St., 2 doors north of present location, which will be known as the TEMPLE CAFE & BAKERY, where I shall be better prepared to accommodate and cater to the wants of my patrons and the public generally. Thanking you for your past favors.
Respectfully
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