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Address all communications and make all remittances payable to The GLOBE CO., St. Paul, Minn. Complete files of the Globe always kept on hand for reference.

TODAY'S WEATHER.

WASHINGTON, Dec. 13.—Forecast for Tuesday: Minnesota—Partly cloudy weather, possibly light snow in extreme southwest portion; variable winds, shifting to easterly.

GENERAL OBSERVATIONS.

United States Department of Agriculture, Washington, Dec. 13, 6:58 p. m. Local Time, 8 p. m. 7th Meridian Time.—Observations taken at the same moment of time at all stations.

TEMPERATURES.

Table with columns: Place, Temp. (F.), Wind, Clouds, etc. Includes locations like St. Paul, Duluth, and various regional points.

DAILY MEANS.

Barometer, 30.12; mean temperature, 29; relative humidity, 72; wind at 8 p. m., north-east; weather, cloudy; maximum temperature, 31; minimum temperature, 27; daily range, 4; amount of precipitation in last twenty-four hours, 0.

ANOTHER ILLUSION.

Memories of the Blair educational bill are stirred to life by the proposition now before congress to create a great national university. It seems in every way probable that this movement will meet with the success which the hobby of the senator from New Hampshire failed to attain.

The work of higher education is not properly the care of the federal government. The latter has no place at present in the scheme of public education at all. That work is done by the states, is done well and will be done more thoroughly as time passes.

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ice again upon the low basis of partisanship.

From whatever side one approaches the scheme for a national university, it appears to be dangerous and objectionable. We need no such institution, because the higher education is being abundantly cared for by private gifts and endowments, such as those that have created the great University of Chicago, and by the munificence of the states, which keeps full pace with the demand for such education.

THE MOMENTUM OF SPENDING.

The average man keeps up the momentum of spending after circumstances have shrunk his income. A state government is but the product of the average man in it, and is a fair average of them. The national government is the same.

We showed last January, for the information of the legislature, how the momentum of spending, immensely accelerated by the fictitious prosperity of the boom period, had kept up its increasing rate after the collapse of its cause.

Of the channels through which the taxes flow outward from the state treasury the largest of all is toward that group of penal, charitable and educational establishments commonly called the "state institutions."

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FOOD THERE FOR ALL

GEORGE W. VOGEL, OF DAWSON CITY, DOUBTS THE STARVATION STORIES.

REFORM A LONG WAY OFF.

When the revenues of the government are adequate to meet its expenses, says the president in prefacing his little-liver-pill relief for our diseased currency, then we may just begin reforming by hanging on to the greenbacks and treasury notes redeemed in gold until some one tenders gold for them.

HOW THE BUSINESS IS DONE.

George W. Vogel and Colin McIntosh were included among the visitors in St. Paul yesterday. They are both gold-seekers, and incidentally vice president and resident manager and engineer of the Western Mining and Supply company, a concern which has valuable holdings at Dawson City.

MOOSE AND CARIBOU ARE TO BE FOUND IN UPPER KLONDIKE.

The Misses Dufrene, of Ashland avenue, entertained a very enjoyable progressive euchre party yesterday afternoon. The rooms were prettily arranged for the occasion, the decorations being in pink and white.

LOCAL SOCIETY NEWS.

Mr. and Mrs. D. R. Noyes recall their invitations.

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CANNOT USE PAROLES.

State Agent Frank Whittier left yesterday afternoon for St. Cloud to interview some of the prisoners at the reformatory who were recently paroled.

TALK TO TEACHERS

BISHOP GILBERT SPEAKS TO THE ST. PAUL SCHOOL UNION.

Those members of the St. Paul School Union who assembled in the auditorium of the Central high school building last evening had the pleasure of listening to an address by Bishop Gilbert. It might, perhaps, better be styled a talk, for it was addressed more particularly to the school teachers who were present, and although it was evidenced that bond of sympathy of a former co-worker, it was replete with suggestion and advice.

TAUGHT SCHOOL HIMSELF.

THINKS THE ADVANCED METHODS OF TEACHING NEED MORE IMAGINATION.

FAVORS MORE PERSONALITY, TOO.

Admonishes the Teachers to Enter the School Room With Lots of Sunshine on Their Faces.

"I am not going to tell you how to teach; it has been so many years since I taught that I am to a great extent unfamiliar with more advanced methods. What I say is merely given as suggestion, or that it may be a stimulus to you.

"Some time ago I read a statement by Mrs. Barnett, wife of Dean Barnett, who, in speaking of the work in the East end of London, said that there was no hope of benefiting the old people, but that there was a fighting chance for the children. It was a sad thought to me; think of it, going into the slums and maintaining a fight against filth, against squalor and against wretchedness, yet with only a fighting chance for the children. It seems to me to be a very noble and heroic deed.

"I think our advanced methods of teaching need this; what you teachers should do is to kindle the fire of imagination. I think if I was teaching again I would throw more personality into what I taught. I would make living things of the things in geometry, grammar, geography and history; then the children would be interested, and would learn.

"When I was in London last fall, an Englishman said to me that the great trouble with American histories was that they abused England—although I never read an American history—and that it created a sentiment antagonistic to England. A few days ago I read a history, the one used in the St. Paul schools, and I found he was much mistaken. There is a little patriotic coloring in it, but no abuse. I took great pleasure in sending him a copy.

"I was writing a school history it would not be a mere chronicle of current events and full of dates. Dates scare children. I would select interesting facts from the world and put their lives into a book. I would select Moses for one. Some people would object to the study of Moses because he is in the Bible, but I would choose him because he was one of the greatest men who ever lived. I would select Saint Paul, not because he is in the Bible, but because he was the source of inspiration, whose words were world wide. In Grecian history I would not select Philip, the warrior, but Demosthenes and Theophrastus, men of the world, whose words were world wide. Of Rome I would select not only Caesar because he was a good man, but also Cicero because he was a weak man. I believe that the study of the epochs which produced such men. This method I know is followed out to a certain extent, but is not emphasized. My friends, throw away your personal prejudice, your own knowledge, and your teaching. You know more than your scholars. Throw in your enthusiasm and give your teaching your personal life.

"If I were to teach again, I should try to look happier. School duties immediately follow breakfast and breakfast are trying affairs. The difficulties of the day have not been settled and you feel like settling them on the children. This morning I said to a boy in Minneapolis, 'Fred, I've got to talk to the teachers tonight. Tell them not to be so cross.' There's a great deal in going into the school room with sunshine in your face, moral and intellectual. Make the children happier and light is life.

"I would like to mention one other thought. How much of the time of the boy or girl do you have? The father is working all day and at evening retires a short time after supper. The mother is busy with her household duties during the day. The Sunday school teacher has the child Sunday during the week. You, teachers, have the boy for a hundred-fold more time. It is a tremendously solemn thought. What should be developed in the child is the intellect; the never and larger work is going to be more and more with the character of the boy or girl. We are forced in the Bible no longer to teach religion, but to teach the schools. It is said, to me, but I am not going to talk about it. I repeat that the schools will be forced to build up character along the moral and intellectual lines of the normal schools of the future will require the skilled expert in that line as well as in the intellectual.

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