

that it is not favored by the Word of Wisdom; but this can also be said, that we are buying and using the possibly unclean meat, raised, perchance, on unclean and unhealthy food, prepared under questionable conditions, when we have lucern in abundance and our clean wheat is begging for a buyer. Furthermore, men who are well-known as successful experimentalists, declare that wheat is a more than successful hog feed, that Michigan farmers during the session of the state Grange held at Lansing gave it as their general opinion that wheat was the nearest a perfect ration of any one grain in that state. One practical man said that he had fed one thousand bushels, weighing his hogs every week and also the ground grain feed, them, and in selling he found his wheat had netted him one dollar and a half per bushel! Another experimenter made his test on two lots of hogs feeding one lot all the corn they could eat, and the other lot he fed on damaged wheat—the latter increased in flesh more rapidly than the corn-fed and when cut up showed a much larger amount of lean meat; as a matter of fact, the hams were declared to be the fittest seen in a long experience.

Then while wheat is worth but the price named in Chicago, Minneapolis, Duluth or other centers, let it also be understood that this is not the farm price, for that may be but from forty to fifty cents only as in Utah, and further that the difference between this and the difference in freight on wheat and hogs would also insure to the feeder. In St. Paul wheat when fed netted \$1.25 per bushel, with meat at 5 @ 6 cents per pound; in central Illinois and South Dakota it netted over \$1 but the product required as elsewhere from six to nine months for its transformation, but the increase was splendid interest on value. Others interested experimented with wheat as a feed for sheep or ewes particularly, and found that their progeny were stronger and healthier and that none were lost. One farmer had a lot of wheat a little off, only grading as he thought about No. 3 quality; but feeding it ground to sheep it netted him \$1.08 per bushel. A dairyman raked his fields and fed that grain after grinding to his cows and surprised himself by noting the increased quantity and richness of their milk.

Enough is said to convince any intelligent Utah farmer that selling wheat to the stores at fifty cents per bushel is a losing business, and that judiciously putting it into pork he can not only secure the price at which pork ranges elsewhere, but he has the freight paid to bring that pork here in his favor besides.

What do you farmers say about this? Is it possible to save yourselves and indirectly benefit the Territory, or shall Z. C. M. I. and others continue to run far and near for a wheat market, and then bring in pork products for yourselves and neighbors as in the past? Or do you want somebody to organize for this feeding, and thus make some soulless company rich at your expense? Surely the profit ought to go to the ruler of the grain, the lucern and the milk! Study this subject; find out the best breeds, those that will make one pound per day from birth to killing; put up hog

quarters easily cleaned; weigh and experiment intelligently; and it will be found more profitable and more interesting than hauling wheat or lucern some distance to market and then exchanging it for ever so good an imported ham!

Since the above was written, the appended telegram appeared in the News. It substantiates and emphasizes the suggestion offered, and forms as good a comment as the subject needs:

FOSTORIA, Ohio, Aug. 1.—A large number of farmers in this vicinity are feeding their wheat to hogs in preference to selling it at the present low prices. With the prices of hogs rising as at present they can realize a dollar per bushel for wheat by feeding it in this way. The hogs are doing extremely well on the fodder.

BRIGHAM YOUNG SUMMER SCHOOL.

The Summer School opened at the Brigham Young Academy at Provo on the 7th inst., as per previous announcement, with something over 300 fraternal teachers in attendance. On the stand were Dr. J. Baldwin, University of Texas; Miss Zonia Barber, Cook county normal; Miss Flora J. Cook, Cook county normal; Prof. Stewart, University of Utah; Prof. Benjamin Cluff, at the head of the B. Y. faculty; A. O. Smoot, president of the Academy; Wilson H. Dusenberry, mayor of Provo city; John E. Booth, president of the board of education for Provo city; David John, Esq.; G. E. Parkinson, president of the board of education of Oneida State.

There were superintendents present from the following counties: Millard, Joshua Greenwood; Wasatch, A. Wooten; Sanpete, Peter Greaves; Tooele, D. K. Robinson; Box Elder, D. C. Hubbard; Utah, D. H. Christensen; Sevier, Ed. Heppler, assistant superintendent.

Music under the charge of Professor H. E. Giles; assembly song, with great enthusiasm, "America;" opening prayer by President David John.

Principal Cluff made a few very appropriate remarks, and a number of arrangements and suggestions calculated to further the interests of the students and tending to the harmonious working of the interests of the different counties.

Prof. Baldwin was introduced and received with enthusiasm, as were also the two ladies from the Cook county normal. The name of Col. Parker mentioned in connection with this school, was greeted with a round of applause.

President A. O. Smoot addressed the assembled students on their duties, their high and holy calling and gave them the benediction of peace.

Mayor Dusenberry welcomed the students and teachers and, as he said, with more enthusiasm than he would welcome any army with banners. He reminded him of the first teachers' association ever held in the Territory, some twenty-six years ago, and in this city. Was gratified with the growth made in this direction during the intervening years. Gave all present a hearty welcome.

John E. Booth, president of the board of education for Provo city, addressed the students in his usual

facetious way, demanding applause before beginning lest he should fail to deserve it later. Welcomed the teachers and students and such and also in the higher capacity of citizens. Spoke of the fame that had gone abroad from Utah and more particularly from Provo, because of the excellence of their schools; and said they enjoyed the distinction of spending the greatest percentage of their revenue in educational matters of any state or territory or city in the Union.

Recess for five minutes.

Professor Baldwin in his opening remarks said he had been told by the mayor that Provo had once been a little rough, like his native state, Texas. That there had been a popular saying, Provo, Texas, or h—, but in his opinion this was a little nearer heaven than he had ever held a summer school before, at least as regards altitude. Desired to get acquainted with his class by seeing them at work; bade them hide their pencils, and sharpen their brains. If they forgot any part of this lesson set it down to him as a poor teacher. The subject of this lesson was:

LAW OF TEACHING.

The blackboard contained the following ten rules:

1. Be what you would have your pupils become.
2. Know thoroughly the child and the subject.
3. Use easy words and apt illustrations.
4. Secure attention through interest.
5. By easy steps lead through the known to the unknown.
6. Lead learners to find out, tell and do, or themselves.
7. Train pupils to assimilate into unity their acquisitions.
8. Manage to have learners study the best things.
9. Train pupils to habitually do their best in the best ways.
10. Lead learners through right ideas to right conduct.

Each separate maxim was presented and dwelt upon as subjects. Referred to the Savior as the greatest Teacher that ever lived, using always "easy words and apt illustrations." The language should fit the understanding of the listener. The entire subject was present in the Socratic method, "Be what you would have your pupils become." This is the fundamental law which the teacher himself must obey. Not knowledge, but manhood and womanhood is the great thing. Know thoroughly the child and the subject. The musician must know the instrument as well as the tone of sound; much more important it is that the teacher should thoroughly understand the child. He who would know a child, he who would know God must know himself, then he can become acquainted with the whole universe. It is also necessary that the teacher may present the subject with which he is familiar so that the child can comprehend it.

Use easy words and apt illustrations. The common people hung enraptured on the words of the Savior because He used easy words and apt illustrations; He talked the language of the people, the unlearned found food for their famished souls. Fitly spoken words are