

Chicago & Atlantic Railroad, regarding the disastrous collision at Kouts, elicited much indignant comment in this city to-day. When the first intimation of the catastrophe was received in Chicago, application was at once made

FOR INFORMATION

by the representatives of the Associated Press to the general offices of the company. The only result obtainable was that no officer of the company was in the city, that no relief of any kind had been sent from Chicago, and, in short, that no word had been received of the accident whatever. Quite similar has been the course pursued since, at the company's headquarters. A reporter for a local evening paper called at General Manager Broughton's headquarters to-day for information and was informed by the chief clerk that "the accident is none of the newspaper's business and none of the public's business." The young man also refused to furnish a copy of the company's rules which it was claimed had been violated by the employees.

Kouts, Ind., Oct. 12.—It is about settled that no one

WILL EVER KNOW

definitely how many persons perished in the Chicago & Atlantic horror, and the estimates continue to vary from 30 down to 10. One more of the victims has been identified—a Miss Malone who left Chicago Monday night and was en route for Ireland. The bodies of Dr. Perry and his wife and child were so reduced by the action of the flames that they were easily gotten into a box 14 feet long by 14 inches deep. During the morning an undertaker drove into Kouts with three cheap caskets. One was for the supposed remains of A. Lindurg, who was crushed in the shattered freight cars. In one of the others were placed the incinerated bones of the Perry family and the third was assigned to Miss Malone. The victims were temporarily interred in a peaceful graveyard near the town this afternoon.

LANGUAGE AND ENGLISH LITERATURE.

A Lecture Recently Delivered in the Logan Temple by Elder W. H. Apperley.

My Dear Brethren and Sisters:

After several years of experience in the school-room, I have come to the conclusion that the lecture system, combined with objects, is the natural way of imparting instruction. If students are held responsible for what is imparted. At least one-third of the time should be occupied by the pupils in reproducing what has been given. The instructor who does all the talking will find out that he has been left to do most of the thinking. "Thinking is the highest act of the intellect." If you will follow me in your thoughts you will be able, at the close of the lesson, to answer the following questions:

- 1—What is the exponent of thought and purpose?
- 2—Name two objects to be gained in the study of language.
- 3—From what is the permanent value of language derived?
- 4—Who was the sovereign of England during the fourth period of her national literature?
- 5—Name the three periods in the development of the human mind.
- 6—What did Pope say of Lord Bacon?
- 7—Name two allegories in the English language.
- 8—What can you say of the vocabulary of Shakespeare?

I know of no gift from God to man for which he should be more thankful than for the gift of speech. It is this that awakens and stirs his spiritual nature. Without the gift of speech man could not even commune with himself. Many of our best writers as well as our deepest thinkers, have devoted the best years of their life to a study of this important subject. And by their researches they have thrown a flood of light upon the early history of our race. We are now enabled to trace, to a certain extent, the history of the early inhabitants of the world by means of their language.

Neubaur says: "Language has recognized its calling to be the mediator between the remotest ages, to afford to us the enjoyment of preserving

THROUGH THOUSANDS OF YEARS

an unbroken identity with the noblest and the greatest nations of the ancient world, by familiarizing us, through the medium of grammar and history, with the works of their minds, and the course of their destiny, as if there were no gulf that divided us from them." In this way, language has raised more lasting monuments for the primeval history of man than has been raised of stone and brass.

The study of language is of as much importance as the study of thought; for by it the student is made more thoroughly acquainted with the laws of the human mind, and he is also better enabled to judge of his own character and to read the character of others. Since language is the exponent of thought and purpose, it must be an unerring index to character. "Out of the abundance of the heart the mouth speaketh." "By thy words shalt thou be justified and by thy words shalt thou be condemned."

In connection with this point, we can say that it is of very great importance to parents and teachers. If they would have their children use good

language and express themselves in a pure and natural tone of voice they must educate the heart as well as the intellect. If the moral and the religious training of man be neglected his words and expression will betray the fact.

Children should not be placed under the guardianship of peevish or complaining persons. But judging from the scolding done by some mothers, they are not at all as even tempered as they should be. Again there are some fathers who try to deceive society by using kind and respectful language, while in company, but at home, with wife and children, the tones of their voices resemble the growl of the bear or the whine of the fox. Is it right that such men should be fathers? Well human nature is weak; no perfect man lives and good men are very scarce. We will return to our subject.

Those who have not carefully studied the English language may ask why it should be studied and what is to be gained thereby. Not entering into detail for want of time, we can say that it furnishes an excellent

MENTAL DISCIPLINE

and imparts a vast amount of information. W. C. Fowler says: "The language of a nation is the accumulation of the experience, the wisdom and the genius of a nation. The heart of a people is its mother tongue. And it is only by learning that mother tongue that you know that heart. It is only while listening to the thoughts that breathe and the words that burn from the lips of her poets and her orators, her historians and her dramatists, that you can feel that heart beating responsive to your own. The great events that have shaped the destiny of that nation—the master minds who infused their own spirit through the mass of the people, whatever relates to the government, religion, arts, moral sentiment, and social life, you can see them nowhere else, even after that nation is extinct and the language itself numbered with the dead."

We may say in concluding this part of our subject, that the permanent value of language is derived from letters. Without the aid of letters thought would be but feebly transmitted to posterity, soon to fade away from the memory of man or be mingled up with fables. Let us conceive of a nation of men endowed with bright intellects and strong emotions, with distinct and eloquent expression, but without the use of letters. All their moral reasonings and sublime teachings, leading to God-like aspirations, would pass away in one or two generations. But let the same thoughts be recorded with letters and they become a fountain from which many drink and are refreshed. And as the stream glides on, millions drink from the fountain and by drinking increase the stream. The stream becomes a mighty torrent, sending forth thousands of silvery rills, which swell into rivers and water new lands, causing the soil to yield precious fruit in endless variety, and thus no man can see the end.

In this enlightened age no one need pine for the

BEST OF SOCIETY.

To-day we live in all the ages of the past. We can commune with all the poets; historians and philosophers of the ancient world, without any embarrassment of their presence. Yet their living reality is with us in all of our libraries, in well bound volumes. Let us thank God and godlike men for letters and books.

Having presented these few reflections on language, we will proceed with the story of English literature. You will remember that our last lesson closed with some brief remarks on the third period of English literature. But as we proceed with the story we must bear in mind that the foundation was laid during the third period for the great "literary outburst" in the time of Queen Elizabeth. The fourth period of our national literature commences with the reign of Elizabeth in 1558, and closes with her death in 1603, covering a period of 45 years. During this period many important historical events occurred.

We will refer to a few of them, as they may assist us to understand better the literature of this period. Elizabeth's first parliament restored the royal supremacy and undid Mary's work. Brick houses with glass windows, were built for comfort and not defense, while commerce and manufactures were being developed, and discoveries made in foreign lands. Sir Francis Drake circumnavigated the globe, and Gilbert and Raleigh attempted to colonize America. Mary Queen of Scots and the Earl of Essex were executed, and the Puritans seceded from the Church of England. The published accounts of the discoveries and wonders of the New World greatly influenced the literature of the fourth period.

The lovers of historical reading will find very interesting accounts of the above items in any good history of England.

In giving the names and labors of the writers of the fourth period, we must omit for want of time, many of the inferior ones.

During the first twenty years of this period

NEW FORMS

of prose and poetry were tried, which gave birth to new veins of thought. John Foxe's Book of Martyrs had lately been published, and its simple and attractive style made even the uneducated, who heard it read, feel what is

meant by the word literature. All England was also delighted with Drake's story of his sail round the world and the "riches of the Spanish Main." Indeed we can trace all through the Elizabethan literature the impression made by the "wonders told by sailors and captains who explored and fought from the North-pole to the Southern seas."

Play writing also became common, and in this way a taste for the drama was created. Literary men of this time studied hard, and searched through ancient and modern literature to find scenes and subjects for representation; and in doing this work they became fine scholars. By this time the Bible had become public property and many interesting stories of Oriental life were told and listened to with delight. Translations were now made from the Greek and Roman writers. Virgil, Cicero, Demosthenes were rendered into English, and classical plays were translated. The best models of ancient times were thus brought before the people. This quickened and educated the imagination and in after years it became intensified under the influence of Shakespeare.

As there are many parents and some teachers who do not properly cultivate the imagination of their children, a few remarks on this point may not be out of place in to-day's lesson.

There are three periods in the development of the human mind. The first, or objective period, commences quite early in life, generally before the child attends school. During this period its perceptive faculties should be cultivated by objective lessons. The child should be early taught to observe the form, size, color, and motion of objects. This will develop observation and create a love for the beautiful in nature. After the child has been taught to notice the sweet flowers, pretty birds and trees and useful beasts and call them by their right names, short stories could be told and picture lessons introduced. The next is the

TRANSITION PERIOD.

A change is now gradually made from the objective period to the subjective period. During this period the imagination should be carefully cultivated and the memory strengthened. Composition on imaginary subjects is one of the best devices that I have found to cultivate the imagination. The average child can write quite nicely on such subjects as "The Man in the Moon," "A Ride in a Balloon," etc., long before it has a knowledge of syntax. If these lessons are properly presented, a love for good literature will be early created. To cultivate the memory, choice gems of prose and poetry should be committed and often recited. While the retentive faculties are developing, lessons in elementary science should be given, the parent or teacher noticing closely for the dawn of reason. The child is now entering upon the third or subjective period, in which the mind can grasp abstract subjects and divide them into parts and study them singly.

The reflectives are now being cultivated, and the individual is able to compare things, which have come through the perceptive, and grapple successfully with algebra, geometry, and other branches of mathematics. The length of each period depends upon natural ability and the amount of cultivation the mind receives.

As farther digression would likely be out of place, we will return to our subject, and take a brief glance at the work done by the writers of the fourth period. I have remarked that for want of time, all the inferior writers of this period could not be referred to, and for the same reason all the great writers cannot be mentioned. But the following names have become familiar as household words to the student of English literature. Sidney, Bacon, Spencer, Shakespeare and Ben Jonson.

Before Sidney's time it was quite unpopular to write for the public, but poverty compelled many to do so. But when Sir Philip Sidney, the favorite of Queen Elizabeth, became a writer,

THE DISGRACE

was taken from literature.

Many written manuscripts that had been laid away were immediately sent forth. Wealthy and influential men devoted more of their time to literary pursuits, all trying to equal the work done by Sidney. Kellogg says that the "Arcadia," one of Sidney's works, was so "full of poetic thought that it became a mine into which poets dug for subjects."

I here give a short specimen from the "Arcadia." "There were hills which garnished their proud heights with stately trees; humble valleys whose base estate seemed comforted with the refreshing of silver rivers; meadows enameled with all sorts of eye-pleasing flowers; thickets which, being lined with the most pleasant shade, were witnessed by the cheerful disposition of many well-tuned birds; each pasture stored with sheep, feeding with sober security, while the pretty lambs, with bleating oratory, craved the dam's comfort; here a shepherd's piping, as though he should never be old; there a young shepherdess knitting, and withal singing, and it seemed that her voice comforted her hands to work, and her hands kept time to her voice's music."

In the thirty-third year of his age, Sir Philip Sidney received a mortal wound while fighting in the battle of Zutphen. While he was being carried from the field he begged for a drink of water. A bottle was procured, but

while in the act of raising it to his lips, he noticed the wistful look of a wounded soldier. Without tasting the water he passed the bottle to the dying man with this expression "Thy necessity is yet greater than mine." He died on the 7th of October, 1586. Thus Queen Elizabeth lost "the jewel of her dominions."

Eleven years after this date the first edition of Lord Bacon's Essays appeared. In 1765 the works and life of Lord Bacon were published in five volumes. It is said that as "orator and writer he had no equal in his age." Bacon was a close reasoner and a deep student of human nature. He was well versed in all the branches of literature, and he wrote upon nearly all the sciences except mathematics.

But Lord Bacon, with his

TOWERING INTELLECT

and philosophic mind, lived an immortal life, which proves that all great writers and thinkers are not moral reformers. Bacon succeeded in early life in winning the friendship and securing the influence of the Earl of Essex. In after years when the earl was charged with treason, Bacon came forward with tongue and pen as his most bitter accuser. Before this the earl had presented him with a fine estate worth \$10,000 a year. Lord Bacon, on his own confession, was found guilty of twenty-three acts of corruption, for which he was banished for life from the court and fined \$550,000. We will not dwell longer on the labors and life of this great scholar. Pope says that he was the "wisest, brightest and meanest of mankind."

We will now briefly refer to the literary labors of the illustrious Spencer. Hallam says: "We must not fear to assert with the best judges of this and former ages, that Spencer is still the third name in the poetical literature of our country, and that he has not been surpassed except by Dante in any other." Spencer wrote in the spirit of Chaucer, gaining his first fame by the publication of a series of pastorals entitled the "Shepherd's Calendar." These pastorals abound in choice imagery, describe the beautiful scenery of England, and mark an epoch, as some think, in English literature. But Spencer's greatest work was the "Faerie Queen." By some this poem is considered the best allegory in the English language; but I think on account of its length and incompleteness as an allegory, it is inferior to the "Pilgrim's Progress," by Bunyan. The "Faerie Queen" was intended to represent twelve moral virtues, each in the character of some distinguished person, with Prince Arthur as the hero of the entire poem. The last six books were lost or never written.

THE FIRST SIX BOOKS

were published. Each with a different character recounted the exploits of some personage and the triumphs of a virtue. The first book relates the adventures of the Red Cross Knight and the triumph of Holiness over the deceptions of Heresy. The second is an allegory of Temperance; the third of Chastity. After a few years the next three books were published. But they contained less invention than the first three. These are allegories of Friendship, Justice and Honesty. Spencer left one prose work, "A View of the State of Ireland." In this work he displayed much energy in recommending to the English government a severe policy.

Spencer was born in London, and received his education at the University of Cambridge. When a young man he was introduced to Sir Philip Sidney, who treated him with great kindness and presented him to Dudley a favorite of the queen. By paying literary homage to the queen, he gained her approval. Several years after this a grant of confiscated land in Ireland was presented to him. This was followed by a pension of £50 a year from the queen. His residence, Kilcolman Castle, not far from Cork, was surrounded by wild and beautiful scenery. But he was bitterly hated by the peasantry of Ireland. And when the great rebellion of 1598 broke out his castle was burned, his infant child perishing in the flames. The poet, overwhelmed by his misfortune and grief, returned to London where he died poor in 1599. His remains lie in Westminster Abbey by the side of the great and good Chaucer.

We now turn from the discussion of these illustrious men of letters to one

MORE ILLUSTRIOUS

of them all, the "thousand-souled Shakespeare," the mightiest master of words that the world has ever known. An ordinary speaker or writer uses from three to four thousand words. John Milton used about eight thousand, but the vocabulary of Shakespeare consisted of fifteen thousand words, and only about five hundred of them have changed their meaning in nearly three hundred years. Shakespeare, in his thirty-seven dramas, has faithfully portrayed every phase and condition of human life. His writings and the Bible are the great conservators of the English tongue. Prof. Wilson says: "Shakespeare is of no age. He speaks a language which thrills in our blood in spite of the separation of two hundred years. His thoughts, passions, feelings, strains of fancy, all are of this day as they were of his own, and his genius may be contemporary with the mind of every generation for a thousand years to come."

The following quotation is taken from Hallam: "The name of Shakespeare is the greatest in our literature—it is the greatest in all literature."

No man ever came near him in the creative powers of the mind; no man ever had such strength and such variety of imagination."

All of Shakespeare's historical dramas are of deep interest to the student of English history. The semi-historical dramas and the "Rape of Lucrece" should be carefully studied by those who are familiar with Roman history. Indeed I think the "Rape of Lucrece" should be read by all, for in this poem all can learn what virtue a true wife sets on her value and what punishment should follow her seducer. Of his nineteen dramas which are based on fiction, the majority can be traced to the Italian novelists. It is in these plays that he shines unrivaled in the portrayal of human passion.

VERY LITTLE IS KNOWN

of Shakespeare's private life—its sorrows and its joys. We may infer, however, from the sadness expressed in some of his sonnets, that he was early disappointed in love, and he was probably not happy in his marriage relation.

Shakespeare was born of parents who were unable to read or write, and married at the age of eighteen, Ann Hathaway, who was eight years older than himself. He was the father of two daughters and one son, who died in his twelfth year. On the 23d of April, 1717, on his 52d birthday, the spirit of the great poet passed away from earth.

As it is impossible to quote enough from Shakespeare's writings, it may be better to quote nothing. Yet I will close to-day's lesson by giving two stanzas from the "Passionate Pilgrim":

Beauty is but a vain and doubtful good,
A shining glass that fadeth suddenly;
A flower that dies when first it 'gins to bud;
A brittle glass that's broken presently;
A doubtful good, a gloss, a glass, a flower,
Lost, faded, broken, died within an hour.
And as goods lost are sold or never found;
As faded gloss, no rubbing will replace;
As flowers dead, lie withered on the ground;
As broken glass, no cement can redress;
So Beauty bloom'd once forever's lost,
In spite of physic, painting, pain and cost.

STAKE CONFERENCES.

Appointments for Quarterly Conferences Until April, 1888.

Weber and Junb Stakes, October 22d and 23d, 1887, and January 21st and 22d, 1888.

Box Elder, Tooele and Onelda Stakes, November 5th and 6th, 1887, and February 4th and 5th, 1888.

Cache and Wasatch Stakes, November 12th and 13th, 1887, and February 11th and 12th, 1888.

Bear Lake, Emery, Summit and Utah Stakes, November 19th and 20th, 1887, and February 18th and 19th, 1888.

Sanpete, San Luis, Morgan and Bannock Stakes, November 26th and 27th, 1887, and February 25th and 26th, 1888.

Millard, San Juan and Sevier Stakes, December 3d and 4th, 1887, and March 3d and 4th, 1888.

Utah, Panguitch and Little Colorado Stakes, December 10th and 11th, 1887, and March 10th and 11th, 1888.

Davis, Kanab and Eastern Arizona Stakes, December 17th and 18th, 1887, and March 17th and 18th, 1888.

St. George and St. Joseph Stakes, December 24th and 25th, 1887, and March 24th and 25th, 1888.

Parowan, Beaver and Maricopa Stakes, January 7th and 8th, 1888, and March 31st and April 1st, 1888.

F. D. RICHARDS,

JOSEPH F. SMITH.

Arrested for Bigamy.

At a late hour last night a Herald reporter saw a gentleman whom he has seen on the streets quite frequently of late, in charge of Officer Griffith, a new acquisition to the United States marshal's office in Ogden, erstwhile foreman of the grand jury. Thinking there was an item in the coincidence, the reporter investigated a little further, and was informed that the man who was in the company of the officer had been arrested. The name of the man was given as Francis Patterson, and from what could be ascertained it is supposed that he had been arrested on a charge of bigamy. A few weeks ago Patterson married a well known and very pretty girl of this city. It is alleged that at the time he married the young lady in this city he had a wife in Denver; that the wife in Denver had made complaint against him, and that his arrest was the result of this.—Ogden Herald, Oct. 12.

A dispatch dated Albuquerque (N. M.), October 5, says: From a passenger who arrived in this city on last night's south-bound Santa Fe passenger train it is learned that five men were killed at different points along the road yesterday, one at Argentine, one at La Junta and one at Las Vegas. It appears that the men all met their death while walking along the track, through their carelessness. The passenger train arrived, being the one which killed the five men.