

considered so important, that an account of it was carved in letters of gold upon the temple of Minerva, and hence the origin of what is generally known as the Golden Number. For the purposes of chronology, the Greeks counted the years by means of Olympiads; the first Olympiad occurred 776 B. C., and the last in the year 440 of the Christian era.

The Roman year, as instituted by Numa and regulated by the moon, consisted of three hundred and fifty-five days, divided into twelve months of unequal length. But this year of three hundred and fifty-five days did not correspond to the periodic return of the seasons, and in the time of Julius Cæsar the Roman calendar had fallen into great disorder. To correct this confusion Cæsar sought the assistance of Sosigenes, a distinguished astronomer of Alexandria, and it was decided that the civil year should consist of three hundred and sixty-five days, six hours—in other words, that there should be three consecutive years of three hundred and sixty-five days, and that the fourth should contain three hundred and sixty-six days, the extra day being intercalated between the 23rd and the 24th of February; and as the 24th was the sexto calendæ—six days prior to the first of March inclusive—the additional day was called bis-sexta calendæ, hence the origin of our word bissextile. This change took place in the year 44 B. C.; and to correct the disorders in the calendar it was necessary that the previous year should consist of four hundred and forty-five days. The Julian year is still actually followed by the Russians, Greeks and some Oriental Christians.

The year as fixed by Julius Cæsar being fully eleven minutes longer than the true solar year, another change was made in the year 1582, when Pope Gregory XIII ordered that Thursday, the 4th of October, 1582, should be followed by Friday the 15th of October. This, as it has been called, the new style, was not adopted in England till the year 1752. The quarter days are Christmas, lady day, midsummer and michaelmas; so, when the new style came into operation, these days were advanced, so to speak, eleven days, and thus became the 5th of January, April and July and the 10th of October—most important days in connection with stock and annuity business.

### THE SUMMER SCHOOL.

BEAVER, Utah, Aug. 1.—At the convention of teachers at Fort Cameron this morning the audience was larger than yesterday. Standing room was at a premium, consequently it was proposed to hold an afternoon session in the soldiers' quarters, which have a larger seating capacity than the officers' quarters. If the increase continues the convention will be compelled to hold future lectures in the grove on the north bank of Beaver river, close to the officers' houses.

Among the visitors in attendance are many bishops and prominent citizens all classes and of various denominations from the counties of southern Utah.

Prof. Brimhall delivered the first lecture this morning, and announced the subject he designed to talk upon to

be: "As teachers are we keeping pace with our profession, and how shall we keep up with the demands and rapid growth of the professional times?" He treated the subject explicitly, classifying the motives, means and methods requisite to attain the desired end, evidencing his familiarity with the subject and the necessity of keeping pace with those on the crest of the waves of intellectual and progressive teaching. The lecture was very instructive and the visiting teachers were kept busy note-taking. The lecture occupied an hour in delivery.

Prof. B. Cluff Jr., followed on the subject, "The Motives of Education." He showed that first of all, in the minds of the teachers, the motive should be clear. He dwelt at considerable length on the extent of the responsibility of teachers and school as to the moral training of pupils. This brought out some questions and created some discussion between the lecturer and teachers present, in which the home and church were loaded with their share as the greatest factors. This was explained in its divisions and subdivisions, and the being to be taught enjoined as a study for teachers, with his various hereditary traits and propensities. The mind was next treated upon, and on this point the speaker made his greatest hit, to the intense interest of the audience.

The afternoon session is now being addressed by Miss Larsen. She will be followed by Prof. Hardy.

One hundred and twenty couples danced at a party at Fort Cameron last evening. The weather is delightful. A brass band is in attendance from morning till late in the evening.

BEAVER, Utah, Aug. 2. — "The groves were God's first temples." Last evening an attentive and large audience was addressed for over an hour in the most beautiful grove on Beaver river. This was illuminated by torches and Chinese lanterns, at Cameron. The lecturer was Prof. Brimhall, on Kindergarten methods and object teaching.

This convention is called the Southern Branch of the Brigham Young Academy Summer School and the Joint Teachers' Institute. It embraces Beaver, Iron, Washington, Kane, Garfield and Piute counties. The visit and mission of Professors Cluff, Hardy and Brimhall and Miss Larsen is the inauguration of an era of intellectual development in the method of teaching in day and Sunday schools, and in academic tuition in southern Utah, and will never be forgotten.

As reported in yesterday's NEWS, a more capacious room for the audience and teachers had been obtained and at the afternoon lecture, it is estimated that not less than from fifteen to eighteen hundred people were present. In consequence of only a semi-occasional mail to the city from here, I am compelled to wire a synopsis of the lecture of Monday afternoon and yesterday, the publication of which was requested by a considerable number of the people living here and by prominent visitors.

On Monday afternoon, Miss Larsen, speaking on primary education, held that teachers should be trained in every grade, but if this is impossible,

the next necessity was to supply each department with qualified teachers, who should not only be taught in lower grade work but in all grade work. Teachers who can represent any grade are the best qualified for the child's immediate growth and development. The necessity of teachers being qualified in this training was obvious. They must understand for what they are preparing the child, and should know his needs. The subjects best suited to him should be commenced with in the primary grade. Should we leave the subjects of physics, chemistry, mineralogy and geology till the child enters the right grade? The child has naturally studied these to some degree ever since he noticed anything and how foolish it would be to check this growth God has beautifully directed. Never cramp that growth and the child's possibilities. Bring the child in contact with almighty power, let him read the book of nature, and feel that law, finding in it the way, the truth and the life, and he is never more interested than when brought face to face with nature's truths. When a child is interested there are two kinds of teachers generally found, one searching for the law and the other always searching for some other and new method regardless of principle. Everything in nature should be shown so that it speaks to the child intellectually. The trees, flowers, insects, clouds, the sun, moon, and all the universe, and their meaning should all be made plain to primary pupils by an intelligent teacher; this should be his chief aim and object.

Prof. Cluff was the first lecturer on Monday. He said that he had met to discuss at this institute problems of education interesting to all the teachers, and that will tend to make all more proficient and influential as teachers of the youth. He exemplified and explained that "the motive" should be the end sought in education. To educate a child is to develop harmoniously all his faculties; to cause all righteous capabilities in his soul to grow, to the end that he may have happiness in this life and in eternity. Education is, then, a process of development and not of cramming the mind with useful facts. There are many facts at work in educating the child, each bearing its share of the responsibility—the home, society, the school and the church. All should work harmoniously to produce the best results. The home must do its share. This is the most prominent factor. Nine-tenths of the immoral rowdiness, ignorance and hoodlumism seen today is attributable to a lack of proper home training. If the home does its duty a change for the better will soon come. The chief motive or end of school education is intellectual development, embracing morals and manners in a minor degree at present. The school is responsible for the intellectual status of people, but not for their moral standing. Of industrial studies, the curriculum affords means for school education; these are the means but not the end. The latter is the mind. A necessary study therefore for the teacher is the mind, for he cannot hope to do his work well unless he understands well that upon which he operates.