

the blessings quite as if the building was unencumbered. Did a mortgage on the farm ever destroy the flavor of the apple in the orchard?

The faculty is remarkable for being composed almost exclusively of young men, the principal being but 34 years—all ardent students themselves.—I naturally think of one feature more prominent than any other resulting from such a conjunction—enthusiasm. But enthusiasm is contagious: if the teacher have it, the students will catch it; and judging from the activities of some of my friends now attending, they have caught it in earnest. It is a form of contagion which one will do well to go out of his way to be exposed to. Under its exhilarating attack, life fairly galleys through one's veins, and all the world is beautiful.

Another splendid qualification these teachers have—one which neither books nor colleges can supply, and which is currently counted a disadvantage—they have, "roughed" it in farm and workshop, canyon and trail. That they have used their eyes and ears well while hob-nobbing with dame nature is best evinced by the positions they hold. Most of them have taken thorough courses in colleges and universities, and while the culture of the school has no doubt done much, the fact that scholastic training could do much is chiefly owing to this same rugged patroness having opened the way.

What indeed distinguishes the teacher from the man equally well informed? Simply the ability to make others sense what he feels; to breed thoughts in their minds. To do this the teacher must be fertile himself—fertile in illustrations, the compost that must accompany the seed of thought that the plant may become vigorous and fruitful. I listened to a lecture of one hour on abstract moral principles, and realized for the first time, as truth after truth was put into concrete garb, what an inexhaustible supply of illustration may be laid up by one who observes accurately the relation of things with which he comes in contact.

Compare for instance the rapid elegances of the man whose duty fingers have scarcely touched the thorn in plucking a hut-house rose, with the direct, specific, truth-bearing evidence of nature's own pupil who as a lad waded in the pond for pullwoge, and as a youth bestrided the broncho of the desert. Let the authorities of our educational institutions keep this thought in view when they are engaging the preceptors of our children.

But not to be led away by philosophizing, what of the students that fill these halls? For a comparatively small city like Provo, they are numerous. If ten years ago they swarmed in the hive, now they appear to swarm over the entire city. On every street when school hours are over, they are seen in files and groups, greedily absorbing the long-delayed sunshine. They swell the Sabbath schools and churches on Sunday and make the merchants smile on week days. Several thousand dollars, it is safe to say, are spent every week of the school year by this temporary population, and this too without costing the city a single cent additional

for police force or other regulation. Indeed, on this point it is safe to say that the moral force of the B. Y. academy is no small factor in decreasing expenses of this kind. Nor is this alone true of Provo; every town and hamlet throughout the entire Basin is reinforced in moral and social purity by the work of this institution.

Specific information concerning the work being done in the academy is widely disseminated through the pages of the *Normal*, published by the students in pedagogy, and through the business journals, the organ of the commercial department; and annually thousands of circulars descriptive of courses, etc., are sent the patrons and friends of the institutions, so that my readers will scarcely expect me to treat these topics in this limited sketch. I cannot, however, refrain from noticing a few features lately added to the curriculum.

The most prominent of these is the normal training school. The fact is no doubt well known throughout the Territory, that the Church has made this department practically free, and in consequence about two hundred and fifty embryo teachers are taking this course. In addition to the usual pedagogic studies, such as psychology, history of education, theory and practice of teaching, these students are given an hour's actual practice daily in teaching successively the classes in the eight grades of the preparatory school. Two observers, students who will in their turns take the course, and one professor acting as critic teacher, are present in the room making notes. At a meeting later in the day of students and critic teachers the failures and successes of these amateurs are pointed out in kindly criticisms. I attended these exercises a number of days in succession and must confess that they seem admirably adapted to fit the teacher for his profession. The principal informed me that this was no longer a question; students who took the training school course last year, and are now teaching prove uniformly successful. They enter upon their work, knowing just what to do and how to do it.

The visitor cannot fail to be interested in the commercial college. Here the fields of activity closely imitate the essentials of actual business life—so closely in fact that the student on entering the counting room is likely to be surprised in nothing save in getting a salary instead of paying a tuition fee. The students buy and sell the commodities of commerce, and even the prices fluctuate as in actual business. There is a bank at which each student makes his deposits and draws his checks as his business requires. Every day his accounts are overhauled and his business methods inspected by one of the professors. Commercial law and auxiliary studies such as penmanship, grammar, composition and orthography, as adapted to business needs, form part of the course.

Two new and important features in the academy's usefulness are normal courses for Mutual Improvement association officers and Sunday school teachers. As is the teacher so will be the school. The educating of these officers in the how as well as the what of their duties is almost equivalent to teaching directly the associations and

classes over which they preside. A new era of intellectual activity is dawning upon the Latter-day Saints.

It is the pride of the academy to be the *Alma Mater* of nearly three-score high schools and Stake academies throughout the Intermountain region. This is a system of schools quite as distinct in its aims and methods as is Mormonism distinct from the *isms* of so-called Christianity. As success in the past has hinged upon recognizing the insufficiency of intellectual education as an antidote for raceality and rottenness in society, and consequently its emphasizing moral and religious training. Its dangers in the future lie in the aping of other institutions; its triumphs in being true to itself.

G. M. C.

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WASHINGTON LETTER.

The new administration, like a new broom, sweeps clean, but the sweeping is only just begun, and there is so much rubbish that needs sweeping into the refuse pile that it would be risky to predict the final outcome of the sweeping. However, that should not prevent credit being given for what has been done; the promises of what will be done can wait. Few, if any, practical men of affairs ever transacted any business of magnitude with the government without becoming convinced that there was need of reform both in the method and manner of doing business in the departments; that there was too much red tape and too many employees. It was this sentiment that caused the adoption of an amendment to an appropriation bill at the last session of Congress, appointing a joint congressional committee to investigate the departments and report as to how the methods may be improved and the number of employees reduced without detriment to the public service. This sentiment has also been adopted by the administration, and a number of useless employees have already been dismissed from the treasury and agricultural departments, and the promise made that the sinecures and barnacles are to be weeded out in all the rest of them as fast as the needs of departments can locate them. What has been done is a step in the right direction, and if the administration will only keep its promise to put the departments on a purely business basis it will deserve the thanks of every taxpayer in the land. But it is no easy task, as those familiar with the situation know, for the sinecures and the barnacles are the very ones who have the strongest "pull," both political and social, and more than one administration has failed in sincere attempts to cut them.

The daily scenes at the White House are very amusing to the few who have nothing at stake and who don't care a brass button who gets the plums; the run isn't so apparent to the waiters and hoppers. To fully enjoy the thing one must have been here from the beginning of the administration, when senators and representatives stalked into the White House with a sort of I've-got-to-have-'em air, while their admiring constituents followed with an On-I-am-all-right smile. Several attempts have been made to have state delegations act in