

wished to know what the board wished the committee to do in respect to new buildings and sites. No instructions were given.

The following bills were approved: T. W. Jennings, rent, \$120.00; T. C. Armstrong, rent, \$100.00.

The board then adjourned until the first Thursday in October.

A "SURPRISE" AND BANQUET.

On Monday evening September 7th, a "surprise" and banquet took place at the Deseret University, in honor of Prof. William M. Stewart, ex-county superintendent of schools, on the occasion of his retirement from that office.

It was indeed a "surprise" to Mr. Stewart, who little dreamed of what was going forward until he had been brought down to the University under some pretext and conducted into the huge dining hall. This was in darkness when he entered; but when the lights were suddenly turned on, a specially engaged orchestra struck up a lively tune.

The following programme was then gone through:

Address of Welcome.....Prof. David R. Allen
Responses.....Prof. Stewart
Tong....."Schoolmarm as Housekeepers".....E. M. Collins
Music.....
Toast—"Trial of a Country School Teacher".....Samuel Brinton
Remarks.....Pres. J. R. Park
Toast—"The Schools of the Present and the Past".....B. W. Ashton
Song.....Miss Viola Pratt
Presentation of souvenir and testimonial of respect.....Dr. C. F. Wilcox
Speech of Acceptance.....Prof. Stewart

The banquet was then declared over and the company marched to the ball room, where the following programme was rendered and dancing was indulged in:

Duette.....Misses Pratt and Snyder
Recitation.....Mrs. Nellie Colebrook
Trio, Mr. and Mrs. J. Hartman and Miss Hartman
Duette.....Mr. Ashworth and Miss Pratt

Mr. Ashton's speech was full of interest and humor, and is here appended: "To contrast the schools of today with those of the past is no easy task. In referring to the past I shall do so as carefully as possible, lest my words awaken unpleasant recollections. We are told that the past is all a dream. To some of us it is a horrible nightmare; our school day recollections are not all sunshine. Utah in her childhood could not demand everything she wanted, and as teachers did not labor for love in those days, they were a scarce article. Occasionally, however, some humanity-loving professor could be induced to teach and take his pay in vegetables; but we all know that the average school teacher does not thrive well on pumpkins and corn, especially if he has to shell the corn. Consequently the places were filled with farmers, who grumbled about the water and disagreeable persons who were placed there to practice patience or to get rid of their society. The principal qualifications of a teacher in those days were well developed biceps, long finger nails, square-toed shoes and the ability to hold a spelling book right side up. Sawing wood and sweeping out the school room were the chief exercises. Friday afternoon the parents were invited to hear their

children speak pieces and sing the multiplication table or to witness a spelling match. These Friday exercises were rather irksome to some of the pupils as they were obliged to wear suspenders and to button their shoes on such occasions. It was customary in those days for all those taking part to make a bow before proceeding; if this was not properly done, the instructor would have the bow repeated. This discipline had an excellent effect on pupils, and was encouraged by the trustees. The discipline was excellent; a person entering the school room could instantly detect a look of submission on the faces of all present except the professor, whose countenance fell only when the trustees visited the school, and as this only occurred about once in three years, he managed to keep his nerves pretty steady, and meted out justice to all. The pupils were seated according to the taste of the professor and the capacity of the building. When room was scarce pupils were placed back to back, and to make this as comfortable as possible, the backs of the benches were generally left off. The bench was usually made of slabs with the bark removed. The principal sat at the head of the room with his ruler in his hand for, although the district in most cases, was too poor to buy him a bell, they always furnished him with a hard wood or gutta percha ruler, for which the pupils were very thankful. The lady teachers generally used their finger nails or the flat of their hands, but some of them could use a ruler and I am informed on the authority of Professor Toronto, that one lady teacher used a birch fishpole. This lady seated herself in the centre of the room on a revolving stool, and the children took position in a circle around her. Whispering was restricted to the large girls. Any boy chewing gum received a number of raps in the teeth with the teacher's ruler. If the offense was committed by a female the penalty was to kiss the schoolmaster. The boys claimed that this was the only offense committed by the girls that was severely dealt with. For tardiness, the schoolman, (being unable to resist a warm dinner) usually locked her pupils in at noon while she went home to dinner. For throwing apples at the teacher, the students were referred to their parents. For throwing sulphur on the stove or for pushing down a stove pipe to force a holiday, the pupil was hanged by his thumbs to nails in the wall. Before proceeding with the morning's exercises the instructor in the summer, gave a lecture on tight lacing or the evil effects produced by eating locust blossoms. This was followed by a story telling how the teacher's little sister had died from the effects of eating those things. In the winter the lecture was changed to snow balling and a story was told how the professor's brother had been struck by an iced snow ball and his mental faculties impaired for life. Such was the school of the past when boys went to school with marbles in their pockets, and warts on their hands; and their sisters followed them with a brass kettle full of biscuits and molasses, for their and their brother's dinner. All is changed. The pupil of today enters the school grounds with his pocket full of chips, but of another kind. He is preceded

by his sister who carries a looking-glass and a bottle of scent. The professor instead of a scowl has a smile on his face that reminds you of the picture of the boy that used Pearl's soap. The children look upon him with as little fear as they do upon their grandmothers. When he rings the bell, they all take a drink, and they are so familiar with him that they take no offense if he rings the bell a dozen times and severely chastizes them with his tongue, and when he tells his little story in the morning, about the cruel teachers he went to school to, to show how little they fear him the pupils will sometimes venture to pin a piece of paper to his coat tail or will throw an apple core at him. The teacher of today is not worldly-minded, of course; he has to eat and live, but money is no object to him. Love is the principal trait in his character. School is to him what dew is to the flower. As sunshine falls on the little plant and causes it to open its little eye, so his word falls on the ear of the little child and causes it to open its mouth and yawn.

The lady teacher of today is a model of beauty and refinement. The little child she allows to romp and develop his faculties, and she does not burden him with old foggy notions nor with studies. She allows him to play in the mud, realizing that every creature develops best in its own element. She allows it to play with her embroidered handkerchief and to scrape its feet on its desk.

She reads fair stories to the pupils and tells them what books to read to enter good society. She explains the Latin phrases in the newspaper and tells them why Paris is the center of fashion and why navy blue is more fashionable than plain blue. Even the school room has a different appearance; people never grumble at school tax any more. Trustees are chosen from among teachers themselves and school rooms are swept semi-annually, instead of bi-annually as in the past. All that is necessary to complete the school room today is a cushion and a fan by the teacher.

WEEKLY FINANCIAL REVIEW.

HENRY CLEWS, in his report for the week ending September 5, 1891, says that the long looked for reaction made its appearance in the stock market towards the close of the week, and for the first time in five weeks the "leans" were allowed to have an innings.

The condition of the harvest in the United States is all that has been anticipated for it. In round numbers, taking the cereals combined, we have 914 million bushels more than last year. We have an exportable surplus of 225 million bushels of wheat, and in addition a large quantity of corn. Europe will require at least 250 million bushels of wheat to cover her shortage.

Last year the European rye crop amounted to 1,040,000,000 bushels, this year it will not be over 640,000,000. It is expected that maize will be largely used for food in Europe during the ensuing winter.

It is announced that a consignment of \$2,500,000 of gold has been engaged for shipment to this country from