

who do not pay proper heed to the signal should receive proper punishment. Watchfulness on the part of the teacher is absolutely necessary, as also is his presence at the school before the opening of the day's session, in order that he may arrange everything in order before the classes are called for recitation.

A system of signals may be introduced if considered necessary but no system should be inaugurated that cannot be carried out.

Reports of the following institutions were made, the statements of the representatives being generally of an encouraging nature with regard to the work done, but somewhat discouraging from a financial standpoint:

Randolph Seminary, Brigham Young Academy, Brigham Young College, Latter-day Saints College, Central Seminary, Eighteenth Ward Seminary, Bannock Stake Academy, Cassia Stake Academy, Davis Stake Academy, Emery Stake Academy, Huntington Seminary, Juab Stake Academy, Manti Seminary, Gunnison Seminary, San Pete Stake Academy, Box Elder Stake Academy, Malad Stake Academy, Oneida Stake Academy, Franklin Seminary, Panguitch Stake Academy, Parowan Stake Academy, Parowan Seminary, Uintah Stake Academy, St. George Stake Academy, Sevier Stake Academy, Weber Stake Academy and Wasatch Stake Academy.

Miss Amy Brown, of the Brigham Young Academy, gave an exercise in busy work, illustrating her method of keeping children busy, when nothing of a formal nature is required.

The importance of busy work was spoken of, as a spirit of independence and order is thus infused into the child and mischief avoided. Thoroughness and system are necessary as the busy work of the young pupil will to a certain extent influence his later labor.

The material should be properly classified and should consist of familiar objects, from which many articles may be constructed. The sand table, for the representation of geographical ideas, is one of the most important articles. In clay modelling, many of the children's faculties are developed.

Colored charts may be employed for the representation of various objects and the construction of pictures. Cardboard letters are employed for the construction of simple words and sentences and blackboard designs for the assistance of other classes.

Prof. J. H. Paul conducted an exercise in calisthenics. Such exercises were commended for the development of the muscles and for the recreation of the students. They are easy of introduction, as the pupils will imitate the teacher, and upon him depend the freedom and grace of the pupils' movements. The various series were taken through by a class and then by the professor alone, the most important exercises being illustrated.

Apostle Anthon H. Lund spoke of the difficulties in the way of the organization and perpetuation of Church schools; yet the system stands on a more solid basis than before. It is desirable that the Church schools be placed on a higher plane than the district schools, that students of greater advancement may be drawn to them.

There should be no discouragement, for there will be no financial failures in this work.

The Religion Classes are important, for it is necessary that our children be taught in the principles of the Gospel. The district schools must be patronized and all the good possible obtained from them. Since Church schools can be established in but a few places, it is necessary that Religion Classes supplement the work of the district schools. The best time of meeting for these would probably be in the morning in the summer, and after school in the winter. Where this has been tried, the results are good.

A similar system has been thought of by a Catholic bishop, who thought that children of that faith might be taught in the district schools and then religious classes supplement this work in teaching the faith. But this was objected to by other Catholics who recognized the fact that teachers of a different faith, even though saying nothing of religion, would exert an influence somewhat contrary to Catholicism. This objection to our system does not hold good, for the reason that in a majority of cases the district schools are under the direction of those of our own faith, and no influence contrary to our faith will be felt, although of course no religious instruction can be given in the district schools.

President George Q. Cannon spoke in substance as follows: In places where district schools are taught by members of our Church, there is not so much necessity for Church schools as there is where other conditions prevail. Judging from the reports which have been given, it seems that the Church schools are becoming more firmly established, and the people are maintaining their disposition to sustain them.

Brother Lund has a right to speak upon the subject of religion classes, as it was upon his original suggestion that their organization was recommended by the general board. Their idea in suggesting the organization of these classes was that the condition of the people generally would not permit of the establishment of a very great number of Church schools; thus it would become necessary to conduct these religious classes, in order to counteract the tendency of the district schools to win the children from religion. This tendency does not necessarily result from actual infidelic teachings, so much as from the tendency toward unbelief in the text books and literature of the day, especially when these are employed by teachers not of our faith. Unless pains are taken to counteract this tendency, a great many will lose all liking for religious principles, and become alienated in their feelings toward the Gospel.

Since religion cannot be taught in the district schools, it seems imperatively necessary that children should be taught principles of religion outside of their regular school course. There is something very interesting about religion as taught by the Latter-day Saints, and no child can read the books of our faith without being attracted by its principles. But where there is not a natural tendency toward the study of these truths, lessons in the Gospel should be imparted, and thus a foundation be laid which will have a beautiful effect upon the child.

And when those teachers not of our religious belief are apparently exemplary men, the danger of leading the children away from their religion is increased, as the little ones are unable to judge from the proper standpoint, and their affections are drawn out towards their instructors, thus leading them to accept without question what is taught them. The Catholics understand this principle, and Catholicism is a growing influence in consequence of the excellence of their educational establishments. Even Protestants educated in these schools are drawn out in sympathy for the principles of Catholicism.

The Church schools should be advanced so that there will be no competition between them and the district schools. The great difficulty experienced in the past has been the lack of suitable teachers and advanced students, but there will soon be an improvement in this respect.

The important and beneficial effect of intellectual and physical training was dwelt upon, independence of thought and action being especially commended.

We must not rest until institutions are established here that will satisfy the highest ambition of every one of our children in an educational way. We should have a class of educators here more advanced than in any other part of the world, with manual training schools and institutions, all other necessary classes, for development should be obtained in all directions. This advancement is possible, for we have the truth, and truth is powerful. There is no need of wasting time in considering those principles which we know from the first to be wrong.

The speaker expressed himself as willing to aid this educational movement in all ways in his power, and stated that this willingness is shared by other members of the Presidency. He especially requested that none of those engaged in this pursuit leave it for another because more remunerative; financial matters should not be given undue importance, when opposed to the accomplishment of the greatest good to the children of the Saints. And the Lord will prosper, even in financial matters those who sacrifice monetary matters to the cause of truth.

There is no higher calling than that of a teacher, though it is laborious and not very remunerative; still there are great rewards attending it, and those who follow it will be the means of doing great good. Their labors will be productive of that high happiness which always follows the devotion of one's self to others.

After some discussion, it was decided that as all business before the convention was complete, an adjournment would be taken at the close of this meeting until a date to be hereafter announced.

It was announced that the examination of all applicants in the academic grade would be held in the Latter-day Saints' College building commencing June 6, at 9 a.m.

The convention sang the Doxology, and the benediction was pronounced by Elder George Reynolds.

WILLARD DONE,
Secretary of Convention.