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## ESTABLISHED 1850. DESERET NEWS:

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THE DESERET NEWS CO., SALT LAKE CITY, UTAH.

### LOCAL NEWS.

FROM TUESDAY'S DAILY, JUNE 22

An Evanston Fire.-Last Sunday morning the mercantile bouse of Beckwith & Lauder, Evanston, was burned. Spontaneous combostion is supposed to have been the canse. The total loss amounts to about \$75,000, with \$45,000 instruments. insurance.

Kicked by a Horse.—Last evening ammon Brown, a four-year old sou of samuel J. Brown, of the Fith Ward, was kicked in the forehead by a colt. The animal was loose in the yard, when the little fellow approached it and was kicked, the animal's foot inflicting a severe scalp wound over the left eye. The gash was sewed up by Dr. Belle anderson.

Fined for Breaking a Window.—This morning two young men were arested for throwing stones at Lee liop's wash-house on Commercial Street. There were several members of the party who disturbed the Chinaman about 6 a.m., and the latter drew a revolver with which to defend himself Linke Golightly and Tom Leland were taken in custody by the police, on a charge of hreaking three panes of glass out of Lee Hop's window. Leland was discharged, and Golightly paid a fine of \$5. Fined for Breaking a Window .-

That Fatal Accident.—Our Ogden correspondent "Wober," sends the following, which shows the object of trip into the mountains of the unfortuste young man, William Bruce, an account of whose death by accident appeared in yesterday's issue:

"For some time pust quite a number dimen, young and middle axed, have industed in the athletic exercise of scaling the highest mountains, "outdoing" each other in their ambition to reach the greatest altitude. On Friday last, a young man about 18 years old, called Willie Bruce, ascended one of the heights near Taylor's Cañon. A number of others were to accompany him, but he went up alone. He had a revolver with him. He attained the "giddy heights," but there an accident occurred by which he fell to the depths below. It is thought that death was not immediate, for when found it is sald that the pistol was in his hand; and parties say they heard the report of the dischalge of the weapon. However, life was extinct when he was discovered. His neck was broken, also his back, and his skull was terribly fractured."

Supreme Court .- In the Territorial

Supreme Court.—In the Territorial Supreme Court to-day, opinions were rendered in the following cases:
Spanish Fork City, appellant, vs. Wm. M. Johnson, respondent. First District. The respondent was charged with selling liquor without a license. The record showed no trial in the justice's court, and the appeal was therefore dismissed.

John Connington et al., appellants, Third District. The decision of the court below affirmed, with costs. Glovanni Cereghino, respondent, vs. Frederick Einberg et al., appellants. Third District. Decision of the court below affirmed, with costs.

Judge Sutnerland, on behalf of James Jack and Nephi W. Chayton, asked that the court fix the amount of supersedeas bed din each case, on appeal to the United States Sapreme Court. By request of Mr. Varian, Mr. Dickson being absent, the matter was deferred

He argued that under the United States statute they had a right of appeal, both because the amount involved exceeded \$5,000 and because an authority exercised under a law of Congress by the Territorial Legislature was called in question in the construction of sections 6 and 7 of the Organic Act.

Mr. Varian said that he had not expended the matter as he had expected

Mr. Varian said that he had not examined the matter, as he had expected Mr. Dickson to be present. He disputed the right of appeal for either reason shown.

Judge Powers asked a number of questions, and in reply Judge Sutherland stated that in the case of the U.S. vs. Lorenzo Snow, the U.S. Supreme Court had not dealt with the construction of the statute, as asked by the appellant's counsel.

pellant's counsel.

F. S. Richards suggested to the Court that as the law allowed an ap-Court. that as the law allowed an appeal whenever an authority exercised under a United States statute was drawn in question, it could not be depled in this instance, where the right of the Governor to make the appointments was clearly at issue. That fact could not be avoided, and on that point an appeal was clearly the right of their clients, Messrs. Jack and Clayton.

The matter was taken under advise

The matter was taken under advise ment until to-morrow.

### Pre-emption Acts.

Editor Deseret News:

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The Bill to repeal the Desert, Timber Culture and Pre-emption Acts has passed the House of Representatives, and has been agreed upon by the committee of the Senate to be reported to that body for passage. The bill may pass the Senate any day, then be sent to the President and by him be signed it will then become law, taking from settlers the opportunity to make any but Homestead Entries. We suggest that your readers, who have not exercised their right and made entries under the Desert, Timber Culture and Pre-emption Acts do so immediately, as the opportunity once gone is gone for ever. They should harry up, as the bill is sure to pass and that very soon.

Yours very truly,

S. W. Darke & Co.

#### PROFESSOR MAESER'S LECTURE.

QUALIFICATIONS, DUTIES AND DESTINY OF THE TEACHER.

The large andlence which gathered in the Fourteenth Ward Assembly Room last evening, gave evidence that an lacreasing interest is being taken in the varied proceedings of the Teachers' Summer Institute. The lecturer was given the closest attention, and his able effort was highly appreciated. The proceedings were commenced by singing and prayer, and Chas. F. Wilcox introduced Professor Karl G. Maeser, Principal of the B. Y. Academy at Provo. Professor Maeser said he had chosen his subject "The Teacher," not for the pnrpose of delivering a eulogy on the vocation to which the teacher was devoted, but to place before his audience a picture of what the teacher ought to be, the light in which history presented him, and what the future destined him to be. The example the lecturer had in ylew was a teacher who directed his energies and devoted his whole life to the training of the human mind in the proper channel. When the traveler in the South Seas or the Grecian Archipelago passes over the numerous islands of those recions, he usually gives little thought to the fact that he stands upon the labors of millions of little heiugs who have heen tolling year after year, century after century, in the formation of those isles. The labors of the teacher might be compared to that of the coral insect, almost imperceptible when singled out, but when combined the teacher might be compared to hat of the coral insect, almost imperceptible when slugled out, but when combined the advancement or detoriation of civilization depended upon them. The history of civilization was the history of teaching. Remove this factor from a nation, and that nation would quickly descend to barbarism. In the vague history we have of nations that have disampeared, we have learned of their disappeared, we have learned of their farce cities, their high degree of civilization. Of some of them it was said there was scarcely a man among their inhabitants who could not read or write. What an amount of teaching this great result must have represented. But as we do not know of the larges of each of the little beings who ed. But as we do not know of the lanors of each of the little beings who
construct the islands, neither do we
know anything of the great army of
teachers among those now unknown
peoples. We look on the ruins of Nineveh, of Egypt, and of other cities and
natious of antiquity, and resilze
that of the teachers of their hullders, there is no account. Their
history tells of the heroes, the lawmakers, the statesmen, but the labors
of the nations' teachers are only seen
in their results. What would Alexander the Great have been but for the

teacher must be born; the talent must be in him. He can no more help being a teacher than a poet can help producing poetry, a musician bringlug forth eautiful melodics, or a painter creating the grand works of his art. He must be what he is. Ills heart responds to the call for knowledge, and he cannot refuse. But he must have more than the calling; he must have the capacity.

the capacity. There are three essential qualities the physical, the intellectual, the moral meither of which can be omitted. The teacher may have intellect, and be de-sirous of training the human mind to

The word times tutors are known, though to consistently stutors are the consistently stutors and the winds of the consistent of the consistent of the consistent of the consistent of the consistently stutors are the consistently stutors and the winds of the consistent of the consist they should also keep themselves pure. Their bodies should be kept free from liquor, tobacco and from every vice. Their appearance, their voices, their action, in public and private, should give evidence of health and soberness. How often has a child, when the teacher has stooped over it, been compelled to turn away because of the fumes of tobacco or whisky. In such a case that teacher has forfeited that child's affection. Their bodies should stand before their pupils pure and beautiful. It was not the cut of the lips, the shape of the nose, or the color of the hair, that made beauty. The beauty that was everlasting was obtained by purity of life. Intellectual capacity in a teacher was an absolute necessity, for he could not impart what he had not. Hypocrisy should find no place with him. He should always have a diagram of himself in view, and when he lailed in any particular, the deficiency should be remedied. When ne came to a point that he was not conversant with, he should learn and understand it, and not be always standing before his class with a text book in his hand, but should have a thorough knowledge of what he taught.

As to the moral qualifications of a

slory is more equally distributed—the result of more equal teaching. The world is not indebted to one coral insect or one drop of water for what it has; but it takes millions of luscots to produce the island, many drops of water to make a stream of the healthful in the many drops of water to make a stream of the healthful in the should slavays for he could not impart what he had not. Hypocrisy should find no be singly in the temple of fame, their graves may be trodden upon mobserved but the results of their labors will not perish, but will stand forever. The work of the mechanic and the architect will pass away, but the work of the teacher never. It is middled for all time in the minds and their calling immortal.

Whether in the past or future, intelligence was the result of their labors. There were teachers before the world was, and would be when there was a new heaven and a new fearth. This fact was one that, brought great consolation to the teachers who sometimes grew weary with the constant watching and earnest study necessary to qualify them for their importance of the some claiming to be teachers, who in this. He can no more help being a teacher than a poet can help producting poetry, a musician bringing forth readiling mentals are tacher than a poet can help producting the production of the teacher was an absolute to produce the island, many drops of the had not. Hypocrisy should find not head not. Hypoc better to take chances with an ignorant but pure minded teacher than with the greatest philosopher who was impure. Aristotle was a pure teacher, and inspired his pupit, Alexander, with the highest code of morals that he knew—all that any man could do. But Seneca reared a Nero; he was a great philosopher, but his morality was of the drawing-room class—it would not wash. Cardinal de Pleury, the philosopher and statesman, was the tutor of Louis XV; he had the same "drawing-room norality" which would not stand the test. It might do like kid

beautiful. It was not the cut of the lips, the shape of the nose, or the color of the halr, that made beauty. The beauty that was everlasting was obtained by purity of life. Intellectual capacity in a teacher was an absolute necessity, for he could not impart what he had not. Hypocrisy should find no place with him. He should always have a diagram of himself in view, and when he lailed in any particular, the deficiency should be remedied. When ne came to a point that he was not conversant with, he should learn and understand it, and not be always standing before his class with a text book in his hand, but should have a thorough knowledge of what he taught.

As to the moral qualifications of a teacher, the lecturer would rather have his child exposed to smallpox, typhus, fever, cholera, or other contagious disease, ten times over, than to the degrading influences of a corrupt teacher. The child might recover from au attack of the smallpox or even the deadly Cholera; but it took years to discover the existence of moral corruption, instilled into the young mind, perhaps by some naconscious act on part of the teacher; it was small and nuknown at first, but all of a sudden it would burst forth, making the child corrupt, incurable. The teacher had not felt the vicious disease, because his book soon presented a sickening sight; beameared as he was almost from head to foot. His wound was finally dressed and is quite severe though it is not considered dangerous.

# EVENTFUL 1886.

Your health for the year depends upon purifying the Blood this Spring. No remedy will accomplish this so readily and surely as

BROWN'S SARSAPARILLA And Dandelion with ledice of Potas. sittin.