BRIGHAM YOUNG COLLEGE.

Commencement Exercises of the Popular Northern Institution.

SEVEN GRADUATES IN THE NORMAL COURSE.

Apostle Moses Thatcher, President Orson Smith, Bishop Preston and Others Take Part.—The Valedictory.—Prof. Paul's Remarks.

[The delay in the publication of the following is due to a failure to answer transmit the report to this office.]

The commencement exercises of the Brigham Young College at the Opera House on Thursday last were well attended. The stage was beautifully decorated with flowers and plants. The stage was occupied by the college officials, the graduating class, Apostle Moses Thatcher, Bishop Preston, President Orson Smith and others.

The opening chorus by the college choir was a splendid selection. Bishop Preston opened the meeting with prayer, after which the orchestra rendered some delightful music. Eight young ladies sang a glee which was well received by the crowd.

The valedictory was a masterly production and as delivered by Mr. Oldham called forth great applause.

J. W. Anderson played a solo on the violin and received a hearty encore from the house.

President Orson Smith was next on the programme, and gave words of warm praise, advice and encouragement.

Apostle Moses Thatcher then addressed the students in his eloquent, forcible manner and his remarks created an excellent impression.

The duet by J. W. Anderson and Miss Hilda Fogelberg was well rendered, and the violin quartette by the young folks, Moses Fogelberg and Thatcher and Masters Young and Thatcher, is deserving of special mention.

President Paul then conferred the certificates of graduation and addressed the students and patrons of the college.

Mr. Easton, the popular tenor, sang "The Anchor's Weighed" and an encore brought down the house.

The descriptive overture by the Opera House orchestra closed the exercises.

The valedictory address by Samuel P. Oldham was prefaced by a treatment of the functions of the public school.

What are the functions of the public school? We may answer this question briefly by the one word, "education." But in the treatment of the subject today it shall be more extended and systematic.

There is the State, next the Church, next the society, and finally the individual. The third and last division or incident is "What branches shall be taught in the public school." We will begin the argument by inquiring into the right of State to control, originate and maintain a public school system of its own. In connection with the State the public school is that civil institution, whose purpose it is to give that instruction and training, not supplied by other agencies, but without which good citizenship is impossible. It is evident from this definition of the term that the claim of the State to originate and control the school is well grounded. It is the duty of the State to govern, and if by any means it can place the people in a position to be more easily governed, it becomes the duty of the State thus to do. It is obvious that the greater amount of intelligence a people possess, the more easily they can be governed. Again, the right of the State to maintain its existence, to the right to attain prosperity, and its right to hold an honorable place among the family of nations, are the inside of its right to determine the education of its future citizens. For attaining the ends the State has in view, the citizenship must be homogeneous, with respect to patriotism, obedient to rightful authority. In this country where every person is a possible ruler, the duty of the State is obvious, that it should decide in some degree upon the education and intelligence of future rulers. For in these days of enlightenment, a State should fight its battles with intelligence, not with brute force, with diplomacy not with artillery. And so to this end the State has a right to control the education of its subjects.

As the case of the Church is analogous to that of the State, we may say then that the right of the Church to maintain its ecclesiastical life, to attain prosperity, to spread its principles and to hold an honorable reputation, determine its right to maintain and control public schools. There is nothing on earth that has done more to refine and elevate the mind of man than religious influence, and as it cannot always be given in a family or through the pulpit, the best way is through the public church school. Church influence joins with family influence in forming the middle motives of right and wrong, teaches wealth carefully, and in giving the early direction which is of so much value. Church education proceeds through the to e religous and the sentiments of the human mind, to explain the religious views of the great questions of life, and instils reverence into the child. It teaches the spiritual equality of man, and leads him to contemplate divine and holy works. It shows the necessity of obedience to the moral law.

The family influences elevate through behavior, the common school through intelligent work, but the Church educates through worship, which, combined with intelligence, will give the most satisfactory results by far. From the above facts it is easy and logical to conclude that the church has a very good right to control and maintain public schools.

BENEFITS TO THE STATE.

"What are the benefits of the public school to the State?" It is a fact that requires no demonstration, that a whole, composed of superior parts, must be itself superior. It then follows that if the citizens have acquired intelligence in any way, the nation has acquired a reputation for intelligence just as far as the aggregate of the citizens extend. Now the public school benefits the State in this way. It cultivates and generates intelligence in every citizen and in every State where there is increased intelligence there is more harmony of feeling and more ease of control, because each individual is enabled, by the intelligence he possesses, to bring himself nearer to a higher common law. Again, the State is dependent upon the intelligence of its citizens for the development of its natural resources, its commerce, its financial condition, its social condition and also for its invention and appliances which facilitate and stimulate all the interests of a country. Also, indirectly, a country is benefited by the magnitude and character of its private enterprises. And lastly, the State is dependent upon the intelligence of its citizens for its perpetuation, as a corporate body.

BENEFITS TO CHURCH.

The aim of the Church is to cultivate and educate man's spiritual nature, Hinsdale says the "Story of God is Intelligence." Thus the connection is at once made between the work of the school and that of the Church. But going farther, an intellectual person sees the necessity of belief in a Divine Creator, in trying to worship him and of obtaining a spiritual salvation after death. Now a Church school is the place to instil into the mind of its members the germs of these ideas, and in nearly every case, they will grow into the result desired. Again, the Church, like the state, requires the harmonious co-operation of its members, in order to be successful. Its reputation also requires the support of the private reputations of its members.

PROF. PAUL'S REMARKS.

Prof. J. H. Paul, in his remarks addressed to the board of trustees, said he was pleased to report the fact that the college is in a thriving condition. The attendance this year has been, in the college proper, greater than it ever has been before. The higher classes have been better represented. It will be seen that the college now offers three two-year courses and two four-year courses. The study and discipline provided in these courses we believe to be fully equal to the present requirements of the young people of this Territory. The college provides as thorough a training, we think, as our young people are prepared at present to undergo. The college course will not suffer by comparison with those of other institutions in our midst, and we say this without desiring to detract in any way from other institutions, since their aims are largely different from ours and their courses of study not arranged with the same end in view.

The college offers a complete course in the theological doctrines of the Church, co-extensive with each of the regular two-year or four-year courses and part of the latter.

The college offers three years in German and in Latin, one year in Spanish and two years and a half in other English.

The college offers three years in mental and moral science and philosophy, one year and a half each in chemistry, biology and physics, three years in history and political science, two years in business training, and some other work.

But what is more important than the advanced work thus offered is the thorough training in the common branches of study provided by the institution with a care proportionate to its popular importance. Nearly every teacher in the college is assigned some portion of the work in the elementary course, which comprises the common branches, and elementary course in music, drawing, mathematics and language.

We think that this department for some time to come will continue to be the most important with which we shall have to deal. We therefore propose to make a specialty of the presentation of subjects in this course and to the discipline and drill of the students, by means of the careful division of labor among the College faculty, each teacher of advanced classes has charge of the elementary classes that lead to the higher work, and beginning students thus have the advantage of instruction at the hands of specialists in the line in which the teachers are normally engaged. I desire to call special attention to this fact, for such an arrangement is a unique feature among our schools, and one that our experience has shown to be decidedly superior to the common method of placing students in the common and elementary branches in the charge of one or two teachers.

Addressing the graduating class, Prof. Paul said: What knowledge you have gained at school is classified knowledge. It is not greater in amount, perhaps, than that possessed by many persons of your years who are not students. But your knowledge is classified, reduced to system, and clustered around several leading ideas. It is therefore scientific. It is not scattered, but possesses a certain unity, dignity, and beauty, that as you know, unsystematically acquired knowledge does not possess. You were content to bend for hours over a single problem, and when you had mastered it, a certain indescribable joy and exaltation of spirit seized you. Many a time and oft you found that

"Truth has such a face and such a mien,
As to be loved needs only to be seen."

Let no man tell you that a knowledge of God's truth is a little thing. You have had a hundred self-revelations to the contrary. You may tell you that some of the things you have learned will not aid you materially in amassing wealth. Your answer will be that you have, on the other hand, been gaining that which even wealth cannot purchase, which death cannot tear from you, which new science and earth honors. And heaven and your own consciousness witness that an education has other as well as a commercial value.

And while as a mere commodity, as so much capital stock, it has a distinct and widely appreciated value, its critical worth, after all, lies beyond all this in a truer, deeper significance, this perhaps all men can at present comprehend.

I say, therefore, that it is no little thing for you thus to graduate, in a very two-year normal course. The exercises of this day are held in your honor. You will today be presented with testimonials of our esteem and confidence in you. Gentlemen, I congratulate you upon the honor you are about to receive.

Bishop Franklin A. Cox, Thomas A. Condie, Jacob Nelson Larsen, Lorenzo Christian Larsen, Nephi Larsen, Samuel Price Oldham and Charles Arthur Welch, each of whom you have diligently and faithfully pursued the normal course of study prescribed by this institution, and have passed a satisfactory examination in all the studies of said course, and since you bear without a good moral character, now, therefore, I as President of the faculty of said institution and in behalf of its trustees and professors, do award you these certificates, which contain the names of the studies comprising the said normal course, and bear the signature of myself and of the president of the board of trustees.

In testimony of this act I call to witness this assembly, on this the 26th day of May in the year of our Lord 1892.

The presentation of certificates was followed by hearty applause.

Farm Notes.

Three essentials for successful wheat growing are good drainage, good tillage and good seed.

Alfalfa is said to have proved a surprising success upon the sandy soil of south central Kansas wherever tried. These crops the first year and good hog pasture all winter were not uncommon results.

The Oregon experiment station report mentions heal as one of five of the best varieties of white wheat, which have been grown on the experimental grounds for two succeeding years.

One noted wheat grower says that for wheat he sands the ground fine and firm, and that there is little or no danger of having the ground too firm.

According to a Connecticut station analysis, a sample of fresh hen manure contained nitrogen 0.56, phosphoric acid 0.55, potash 0.36.

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And a saving at least of 25 per cent. Having now we quote a few prices as follows:

200 CHILDREN'S KNEE PANTS, ages 4 to 12, go for 25c., worth 50c.
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