

a week, all go to make the park a veritable Eden.

We visited the Mechanics' Fair a short time ago. It is really a dress rehearsal for the World's Fair. All that was on exhibition then, and I presume a great deal more, will go to Chicago.

Plover county has sent a triumphal arch twelve or fifteen feet high and about twenty-five or thirty feet across, made of oranges and lemons.

Yuba county has the Eiffel tower, a big bell, a big windmill and a Chinese pagoda done in citrus fruit.

In the end of the hall against a background representation of the heavens rises an immense cross of oranges. The words "Rock of Ages" are made of the fruit, wired together and spread like an arc against the blue sky. This, while rather crude and not absolutely faultless in coloring is the very creditable showing of Butte county people. They also have a watch tower fifteen or twenty feet high. A house built of grain and dried fruit is another of their exhibits. The material is placed in boxes with glass sides and these boxes are used as stones to make the walls. The foundation is made of dried grasses and grain and the corner is decorated with corn on the cob. In the windows between the lace curtains are bouquets of leaves and grain.

A natural sized engine built of the citrus fruit is from Sacramento county and I think is by far the finest exhibit both in regard to beauty and quality of the fruit.

After gazing in rapture on the immense bottles of immense fruits, pickles, olives, grain, vegetables, etc., we went into the machinery room. We wended our way among the massive pieces of machinery with its highly polished steel, buzzing wheels and glistening cobwebs of wire and felt impressed that it was a wonderful display—though I must in all humility confess that I am not much of an authority on machinery. In the rooms above were the usual number of advertising schemes, and catch-pennies—the usual brain-bewildering lot of crocheted and demented bed quilts—the usual distracting results in art work of more energy than brains.

The display of native woods is very interesting and instructive.

The art gallery holds its usual quota of good and bad pictures, and I don't think there are any great pictures, even though there is a noticeable lack of childish art work with the age of the perpetrator tacked on it, and which may be good enough, but nearly always fails to interest the observer.

The driving of the last spike of the Central Pacific railroad is represented by one artist on a terrific amount of canvas. It is a splendid lot of photographs, but I think the subject is too new and of too businesslike a nature to permit of the picture being a great one.

Morceau, the photographer, has the finest lot of photos I ever saw. Some of the subjects are positive dreams of beauty, and if they are of California women I don't wonder the people here think they have the prettiest girls in the world.

On our way out we saw a card directing people to the aquarium, so went around and saw some fine specimens

of the funny tribe darting here and there in their glass-bound homes.

We left convinced that, aside from their climate (one lady remarked to me that they had nothing to do with the climate, for if they had they wouldn't own it now, as it would have been sold long ago), which makes it so easy to produce many things impossible in Utah, the Californians could not crow over the Utoians. For this fair gave no greater evidence of energy and ingenuity than ours at home.

ELSIE ADA FAUST.

A THOUGHTFUL ADDRESS.

In accordance with the invitation given by Territorial Commissioner Boreman, a convention of school workers was held at the Utah University, this city, on Saturday last, mention of the proceedings of which will be found in another column. We present herewith, however, the full text of the admirable opening address of President Joseph T. Kingsbury, outlining the purposes of the convention and suggesting the objects to which the educators present should give their attention. The paper requires no other introduction or commendation than this; it is plain, practical and vigorous, and speaks for itself:

Gentlemen—The matter of bringing the schools of the Territory into a closer relation with the university is of the greatest importance, and we, as county superintendents, teachers and men interested in the advancement of the public school system and educational interests generally of the Territory are here today from all parts of Utah to discuss measures that will best bring about the desired end in view. There is no one here who does not know that the final and best way of harmonizing and systemizing all parts of the public school system of the Territory and thus bringing about a closer relation between the schools of our commonwealth and the university, is the establishment of high schools in the counties and the making of a systematic gradation through the primary schools, then through the secondary or high schools to the university. This method of gradation in the whole public school system is carried out to a high degree of perfection in the state of Kansas. The university there stands at the head of the public schools as here, and it has had a preparatory department connected with it as is the case in regard to the University of Utah until about two years ago when that department was abolished. At that time the district and high schools had developed to such proportions that the preparatory department was no longer necessary. In the development of the public school system the university was recognized as the head and all other portions of the system was graded with a view to giving thorough preparation for the university, and now the public school system of that state is considered among the best in the United States. Without a perfect gradation throughout the public school system means and means are wasted and the greatest efficiency can not possibly be accomplished. Where the schools are not graded every time there is a change made in the teacher the children are put back and made to go over

the same work. This occurs time and time again and in some instances this is continued until the boy or the girl is taken out of school altogether and educationally little is accomplished for that boy or that girl. Again, when the district schools are graded with a view to preparing pupils for the high schools, and the high schools in turn are graded with a view to preparing students for the university there is no unnecessary duplication of work, and thus a great saving of money and time follows. Where the child is made to go over the same thing time and time again and thus prevented from advancing, his time is wasted; and the loss of the child's time in this way in many instances puts him in a position in life far less favorable than the condition under which he would have been placed had he, while at school, been properly advanced as he would have been in schools properly graded. There is also a waste of time and money in not having the secondary schools held down to schools of preparation for university work instead of maintaining in such schools courses that go beyond the needs of preparatory schools to universities. A thorough gradation from the most primary up to the university through the intermediate schools throughout the entire public school system, is the most advanced idea extant at the present time upon the subject. In fact it is now being advocated by some that not only should a thorough system of gradation be maintained in the schools throughout each state and territory in the United States, but that the gradation should go still farther.

It is advocated that this gradation should be uniform throughout the whole country, that the courses also in the various state universities should be the same as far as they go. It is realized, however, that all universities cannot extend and divide their work the same, cannot reach the same degree of proficiency and cannot do an equal amount of work in special lines on account of the different conditions with respect to population, finance and other things surrounding each one. Yet, it is warranted by the advocate of such a system, that each state university could do the same work as far as the work extends, and so far as it is consistent with the attending circumstances. Were such a system established throughout the country it is contended that the preparation for university work would be essentially the same all over the land, and the young man and the young woman could get his or her preparation for any public college in any public secondary school without unnecessary work, and hence without waste of time and means. The objection to this uniformity in the universities is that it would tend to prevent the development of original plans and adaptations suitable to surrounding circumstances. This national uniformity in the gradation of all the public schools including universities is not a matter, however, that we have been called together to discuss. We are concerned now with the public schools of our own Territory, and we wish to place them in a condition in proportion to our means at least equally as far advanced as those of any other territory or state under our