

foreign countries, but when they are invited to go into a schoolroom to teach a school, they will say, "Well, I can make more money at something else, I would rather be land speculating, go a lumbering, or set up merchandising." Let me say to you, brethren, that there is no calling in which a missionary can do more good, either man or woman, than to teach a common school, if he or she is qualified to do so.

We are very well aware that it is but little use to whip "Mormon" children. You undertake to thrash anything into them, and you will most surely thrash it out of them. It was never any use to undertake to drive or coerce Latter-day Saints, they never could be coerced in their religious faith or practice. It is not their nature, and the mountain air our children breathe inspires them with the idea that they are not to be whipped like dogs to make them learn. The manner in which it must be done is by moral suasion, superior intellect, wisdom, prudence and good straightforward management in forming the judgment of the pupil by cultivating his manly qualities. This principle should be carried out in all our schools. In my boyhood discipline was enforced by the application of the blue beech switch. The blue beech does not grow in this country, but many schoolmasters in former times in New York and New England were provided with these tough limber switches, and I have seen them used among the scholars with fearful effect, and in cases where I am satisfied the pupil was less at fault than the preceptor. I know they say Solomon declared if you spare the rod you will spoil the child. My opinion is that the use of the rod is very frequently the result of a want of understanding on the part of a spoiled parent or teacher in guiding, direct-

ing and controlling the feelings and affections of children, though of course the use of the rod in some cases might be necessary; but I have seen children abused when they ought not to have been, because King Solomon is believed to have made that remark, which, if he did, in nine cases out of ten referred to mental rather than physical correction. I will, however, allow other men who have taught school, as a profession, to offer their suggestions on these subjects; but I will say that I have known Professor Dusenberry teach a hundred scholars—the wildest, roughest boys we had in a frontier town, and never lay a stick on one of them. He has done it term after term, and the children liked and respected him and would mind him, and there was nothing on the face of the earth that seemed to hurt their feelings more than to feel that they had lost the confidence of their preceptor. This was simply the result of cultivating reasoning powers in the minds of the children, and I am happy to say there are many such teachers now in Utah.

I will say a few words in relation to normal schools. As I said before, we have had nothing to encourage primary schools but what we ourselves with our bone, sinew, energy and enterprise have done. So it is with the more advanced branches. The Deseret University has made efforts to establish graded schools for the education of teachers. This has been done by small appropriations from the Legislative Assembly and Salt Lake City and County; but the great mass of the work has been done by individual enterprise. There are many at the present time in Utah who have been thus educated, who devote the winter season, and many of them the summer, to teaching schools. The energy of Superintendent Campbell in introducing suitable