

## A Brief Historical Sketch of the Deseret University.

The history of the University of Deseret is in part the history of a pioneer people who first settled the desolate regions in the vicinity of the Great Salt Lake, then Mexican territory, in 1847. These hardy and industrious pioneers, refugees from religious persecution in Missouri and Illinois, fixed upon this spot as their future home. A thousand miles from other civilization and from any source of supply beyond that <sup>wanted</sup> ~~derived~~ from a parched soil, these devoted seekers for a home and religious freedom, struggled for years to maintain a bare existence. Still, during this period of isolation and severe trial, they did not forget the education of their children, which they considered almost equally essential to their welfare as the means for their physical sustenance. At first, economy, arising from sheer necessity, compelled them to utilize their public buildings for the combined purposes of religious

services and secular education. The gradual development of their resources together with their educational spirit led, in time, to a wider outlook and to preparations for a more extended course of scholastic training than that provided by the elementary schools.

So, in 1850, on the 28th of February, about two and a half years subsequent to the first settlement of the Territory, which had then been organized into a provisional government known as the State of Deseret, the Legislature of this provisional State passed an ordinance incorporating the University of the State of Deseret. The ordinance, or charter designated Salt Lake City as the location of the Institution, and vested its powers in a chancellor and a board <sup>twelve</sup> of regents to be elected annually by the joint vote of both houses of the General Assembly. A treasurer was also provided in the same way, while the board was empowered to elect its secretary. The degree of confidence in the success of the organization

and the high value placed upon the proper execution of the duties prescribed for its officials by the Legislature is shown in the extent of the Official Bonds required of them. The Chancellor, regents, and secretary besides taking the usual oath of office <sup>were</sup> each required to give bonds in the sum of ten thousand dollars and the treasurer in that of one hundred thousand. The Chancellor was made the chief executive officer of the Board.

During the same session of the Legislature in which the Ordinance was passed, the first Chancellor, board of regents, and treasurer were elected. They were Orson Spencer, as Chancellor, Daniel Spencer, Orson Pratt, John M. Bernhisel, Samuel W. Richards, W. W. Phelps, Albert Cornington, Wm. J. Appleby, Daniel H. Wells, Robert S. Campbell, Hosea Stout, Elias Smith, and Gerubbabel Snow, as regents; David Fullmer as treasurer.

The first meeting of the Board of Regents was held March 13th, 1850. At this meeting James Lewis was elected secretary and three members were appointed as a committee to select in connection

with the Governor, then Brigham Young, a site for the University building and also locations for primary school buildings.

From this initiative action of the Board, it may be inferred that its powers were more comprehensive than what seems to be defined in the charter, or even implied in the name University; for it is not customary that Universities have ~~control~~ jurisdiction over primary schools. Circumstances however, are sometimes made to interpret the most definite enactments. And, as at this time, no common school law had been passed by the Legislature, and as the future patronage of the Institution would depend, in a great measure, on the existence of preparatory schools, the Board might very reasonably assume an active interest in their establishment. Moreover, subsequent legislation mainly shows that jurisdiction over the educational interests of the Territory was intended to be given to the University, for in an Act of the Legislature of Utah, approved October 4, 1857, the Chancellor and Board of Regents of the University of Deseret were authorized to appoint a Superintendent

primary schools to be under their supervision and discretionary control and to award him such salary for his services at the expense of the Territory as they might deem expedient, provided: such salary should not exceed one thousand dollars per annum.

That the Legislature when incorporating the University, had mainly in view a practical institution of learning, is indicated by one section of the charter appropriating \$500. annually for its support; and it can signify nothing contrary to this idea that this section was subsequently repealed when a separate provision had been made for common schools, and the patronage of higher education was found to be very limited.

On the second Monday of November following its incorporation, the University was for the first time opened for the reception of students, under the name of the "Parent School." Dr. Cyrus Collins, A.M., a sojourner in the Territory on his way to California; was employed under the supervision of the Chancellor to take immediate charge of the school. Some difficulty seems to have existed at this time in procuring a suitable

building or room in which to hold the session of the "Parent School", and a like difficulty was also met with in providing for the Primary School.

### "Parent School."

The Parent School commenced on Monday, Nov. 11th at Mrs. Pack's house, 7th Ward under the direct <sup>ion</sup> supervision of Professor Orson Spencer. The Board of Regents have employed Dr. Collins A. M. for the present, who will instruct in all branches taught in high schools. The prospect is favorable for a rapid advancement in the sciences.

Terms for one quarter \$1.50 half in advance. Samuel W. Richards has been appointed committee to make preparation and give any information necessary regarding this affair.

Mr. Woodruff has a large and well selected assortment of school books - the different boards would do well to procure a supply that their children may be rapidly advanced in the various branches which will be taught the present winter.

Nov 11th, 1856. Journal of the Club Board of Regents.  
at this

time was competent teachers for the primary or  
ward schools. To supply them, it was strongly urged  
that the Parent School be patronized by everyone  
who could devote himself to this calling, as well  
as those who desired a liberal education to fit  
themselves better for other avocations.

The school as now organized was for young  
men only, but it was announced that "as soon as  
a room could be prepared another school similar  
in its object and character would be instituted  
for ladies."

This plan, however, was never carried into exe-  
cution, as neither the patronage nor financial condi-  
tion of the school justified a separate department  
for the sexes. At the next session of the Parent <sup>school</sup>  
institution, however, this plan was compromised by  
admitting both male and female pupils to  
the same classes. It may seem surprising  
that with a very liberal appropriation of funds  
from the State, that there should be any lack  
of pecuniary support for the primary effort to  
establish a school of this nature, but a legisla-  
tive body, which is not a body of men, is not

treasury, is not without precedent. It must be understood, however, that the capital stock of nearly every enterprise at this early day was confined to almost exclusively to labor and produce. As assistance in this form could not well be appropriated by the legislature, the Institution became wholly dependent upon its own resources for support.

The zeal of the Chancellor and Board of Regents for the educational welfare of the State prompted them to take steps for the immediate and future interests of the Institution, as well as that of the common schools. At this time they secured a grant of nearly a section of land lying in the Salt Lake City, for University purposes. This grant was long known as the University Reserve, and was reconfirmed to the University by an act of the Legislature of Utah Territory in 1850.

By another act of the Legislature from citizens, the University was surrounded nearly the same year by a substantial fence.





education throughout the State and must certainly meet with your candid approval and warmest encouragement.

The situation selected for educational purposes upon the eastern side of the City, will probably be enclosed the ensuing winter; and suitable buildings erected as soon as the necessary funds can be obtained for the purpose."

The second term of the Parent School was advertised to begin on Monday the 17th of February 1851 in the upper room of the State House afterwards known as the Council House on the corner of South Temple and East Temple Streets.

Dr. Collins had retired from the school and Chancellor Orion Spencer and Regent W. W. Phelps assumed the role of instructors. The school opened with about forty pupils. Both male and female pupils were now admitted to the school this plan in the words of the Chancellor having now "been deemed advisable." The price of tuition also, had been reduced from eight dollars to five per quarter. The school has since then been conducted

with more encouragement than the first,  
and to have been in every way a success.  
The third term opened October 27th 1851 in  
the 13th Ward school house under the same  
general management and tuition with the  
exception that Professor Oren Pratt had been  
added to the corps of instructors, and that Ar-  
ithmetic and the higher mathematics  
were included in the course of study.

At this time Governor Brigham Young in his  
message to the Legislature dated January  
6th, 1852 says:

The University, I am happy to say, is in  
successful operation under the guidance of the  
Chancellor and Board of Regents, so far as a  
school can prosper in its interests. Although the  
institution has suffered in common with  
other enterprises for the want of the promised  
aid from the Legislature. The grounds are  
thoroughly enclosed with a very good stone  
wall and a building designed for the  
temporary use is now under construction in the  
ward.

the government could be exercised to no better purpose than providing for the education of the youth. You are doubtless already sufficiently alive to the importance of this subject, to extend such pecuniary assistance as should be commensurate with your ability."

At this time, the condition of the country and its currency being so crude that it was perhaps quite impossible for the Legislature to provide for the educational interests of the Territory in a way adequate to their wishes and the needs of the community, this public body trusted that with the best interests of the State, determined to memorialize Congress for aid. This they did in a petition from the Governor and Legislative Assembly, dated March 3rd, 1852, asking that honorable body for \$20,000. to be invested by the Legislature in some productive fund, the proceeds of which should be applied to the support and use of schools. The memorial, however, was of no avail. At this time considerable capital was available in the Territory, and it was

teachers for the common, or Ward schools. Committees by provision of law had been appointed by the County Courts of the several counties for the examination of applicants as teachers in the common schools. But it was found that the large majority of these applicants were not really competent to teach. A serious question then arose with these committees as a method to supply the demand for teachers. If they rejected all whom they considered incompetent, the schools would be left almost entirely without instruction, and yet they hardly felt justified in recommending incompetent ones. They compromised the matter, however, by issuing to a sufficient number of them who applied a low grade certificate for one year with the conditions understood that the teacher would apply himself closely during the year to an employment of his faculties, that he might secure a higher grade certificate at the next examination.

The work of improving the efficiency of the University being on the bench last year...

in the 13th Ward, <sup>were</sup> suspended early in the year  
1852. This work ~~had~~ <sup>had</sup> not been so rigorously  
prosecuted and had cost so much labor  
and expense was now left to waste and  
destruction so that at the close of the year  
scarcely a vestige of the extensive and expensive  
wall, nearly enclosing the grounds, and  
of the foundation of the new building, was  
left. The prosecution of the work was arrested  
through the absence from the Territory of the  
Chancellor Orson Spencer and the superintendent of  
the work Samuel W. Richards as well as a want  
of sufficient funds to carry on the work. The condi-  
tion of educational affairs in the Territory at  
this time may be learned from the following ex-  
tract from the message of Governor Brigham  
Young to the Legislative Assembly of Utah,  
dated December 13th, 1852:

"The University works, so far as building and  
making improvements upon the grounds  
selected for their operations are concerned, are  
suspended for the want of funds. There are  
some individuals who are desirous of building

is rapidly progressing; it would seem that that of education, the most important of all, is immeasurably neglected. Yet this is not in reality so much the case as apparently would appear; in nearly all the different districts good school-houses are or being erected, and great attention is being paid to common schools. There are also many select schools in which are taught the languages and various accomplishments of music, &c. A mathematical school is much needed and it is most sincerely hoped that such a course will be adopted in relation to it that one will be established upon a permanent basis. I cannot too strongly recommend to your favorable consideration this subject fraught as it is with the deepest interest to the well-being of the rising generation who will ere long be our representatives upon the earth."

The Chancellor and a number of the regents having temporarily left the Territory, the Legislature, January 18th, 1853, elected Charles H. [unclear] Chancellor pro tem in place of [unclear].

D. Richards, regent in place of Daniel Spencer,  
 Lorenzo Snow regent in place of Orion Hyde  
 chosen Chancellor, and Erastus Snow regent in place  
 of J. M. Bernhisel.

During the year 1853 an agitation respecting  
 a reform of our common method of orthography  
 began in the meetings of the Board of Regents,  
 having been introduced by Governor Brigham  
 Young. At a meeting of the Regents, held October 21  
 1853, a committee of three, consisting of Parley  
 P. Pratt, H. C. Kimball, and George D. Watt was  
 elected to get up a small school book in a  
 reformed orthography of the English Language.  
 At a subsequent meeting held November 4th,  
 Parley P. Pratt, chairman of the committee,  
 reported Pitman's phonotypic alphabet compris-  
 ing forty characters, but no action was taken  
 on the report. At a meeting November 15th, 1853  
 regent Parley P. Pratt introduced a motion to  
 the committee of which he was chairman for  
 have a new alphabet in which each letter  
 should represent one sound. The motion was  
 carried.



prepare an alphabet of this kind and present it before a meeting of the Board for their consideration. Pursuant to this motion different alphabets were presented at a meeting held November 18th, 1853, but none were adopted. From this date to December 22nd, the Board labored diligently in investigating this matter when they adopted a form of alphabet presented by the Committee. This alphabet then took the name of the "Deseret Alphabet." Type were immediately ordered and some of them were exhibited to the members of the Board at a meeting held March 9th, 1854.

An Extract from the message of Governor Brigham Young to the Utah Legislature, December 12th, 1853, bearing upon this subject of a new orthography embodies the arguments presented for its adoption:

"While the world is progressing with steam engine power and lightning speed in the accumulation of wealth, extension of science, communication and dissemination of knowledge and principle, why may not the way be paved for the same progress in the same direction?"

Language combining as it does great extension and varied expression with beauty, simplicity and power and being unquestionably the most useful and beautiful in the world. But while we freely admit this, we also have to acknowledge that it is perhaps as much abused in its use, and as complex in its attainment as any other. The correction of the orthography upon some principle of having characters to represent the same sounds which we use has occupied the attention of many scientific gentlemen from time to time, but through lack of influence, energy, or some other cause, they have failed to accomplish so desirable an object.

The Board have exerted a genial influence in behalf of education by stimulating the people to erect good school houses, and giving an impetus to the organization and maintenance of common schools and the cause of education generally.

For the want of funds, the Anniversary work continues to be hindered, but it is

that the necessary amount of the finances will soon enable you to grant them substantial aid.

The education of our youth is a subject which should never be foreign from our care, and I doubt not that, will continue as heretofore to engage your warmest interest and encouragement."

A series of school books was published in the new Descent type and orthography designed to be used in the public schools of the Territory, but they never went into general use. To cover the expense of their publication an appropriation of \$2500. was made by Act of the Legislature December, 28th, 1856. For reasons already given, the University has secured but little pecuniary aid from the provision in the 11th section of its Charter appropriating \$5000. annually to the Institution. In the hope of obtaining aid more available than their own appropriation, the Governor and Legislative Assembly in a Memorial to Congress, approved January 18th, 1864, asked for an additional appropriation of \$100,000.

the interests of the University, but Congress did not make the appropriation.

Up to this time no law had been passed by the Legislature relating to Common Schools. Heretofore the Chancellor and Board of Regents had assumed full control in all public schools. Though neither the Charter of the University nor any special act of the Legislature had vested in them this right, yet it seemed to be implied in every message of the Governor and Act of Legislature at all relating to education. October 4, 1851, the Legislative Assembly passed an Act making it the duty of the Chancellor and Board to appoint a Superintendent of common schools to be under their supervisory and discretionary control, and to award him such salary for his services, at the expense of the Territory as they might deem efficient, provided, such salary should not exceed \$1000. per annum. Elias Smith was first appointed to this office which he ~~had~~ continued to hold <sup>until 1854.</sup> Governor Brigham Young in his message of December 1854, said "It is the duty of the

education has been entrusted with the Board of Regents by the Legislature, which probably conceived it had sufficiently discharged its duties by having invested the Regents with full power and authority to act in relation to that subject. But it is a subject of vast importance and involves trusts of too weighty considerations to be neglected for any reasons at present existing. It is a subject fraught with momentous interest to us and our youth, who are soon to become our representation upon the earth, and will if neglected, recoil with bitterness upon our own heads when too late to remedy. As a Territory, we have peace, and extensive ability exists with the people to establish and sustain good common schools in every ward and district, not only three or six months in a year but ten or eleven, wherein every child, no matter how poor, may find admittance. Schools for teachers, mathematical schools, and schools where in the highest branches are taught, should be kept in successful operation in all the principal towns.

Following the same subject, a resolution was

Common Schools was approved December 30th, 1854, in which it was again made the duty of the Chancellor and Board of Regents of the University of the State of Decret, to appoint a Superintendent of Common Schools for the Territory of Utah, <sup>and</sup> whose duty it was, in addition to what had been previously imposed, to make an annual report of the number and condition of the common schools in the Territory to the Regents on or before the first day of November in each year. It was also made the duty of the County Courts to see that their respective counties were divided into suitable school districts, and each district was to choose three trustees who were to assess and collect a tax upon all taxable property in said district, at such rate per cent as would be decided upon by vote of the district meeting. With the funds collected, the trustees were to furnish a suitable building or buildings with necessary appendages, wherein a school or schools should be taught; keep the same in repair, and supply the fuel required, and make an annual report to the Board of Regents.

to the board of examination in their respective counties of their official doings, together with the amount of funds collected and how expended up to the first of said month.

The Board of Examination, which were appointed by the County Courts, were to examine teachers and make a full and complete report of all the schools, the number of scholars, the amount of money collected and how expended, and the length of time schools had been kept during the year, to the Superintendent of Common Schools on or before the first day of October in each year.

Following the enactment of this first school law of the Territory, Elias Smith was reappointed to the office of Superintendent of Common Schools which office he held until succeeded in July 1861 by William Mills, who was then appointed Superintendent by the Chancellor and Board of Regents. Mr. Mills continued to act in this capacity until he was succeeded by the appointment of Robert L. Campbell in 1862. Mr. Campbell continued to hold the office under the appointment of the Chancellor and Board of Regents until 1863, when a new organization was formed by the Territory.

without further dictation or control in Common School matters.

Owing to the immature condition of the finance of the University and the limited patronage the Parent School received, it was discontinued at the close of its fourth term in the spring of 1865. From this time until December 1867, the University had no department of instruction or school especially its own. It exercised, however, a general control over the common schools of the Territory until 1866 when by an Act of the Legislature the right of appointing a superintendent of Common Schools was taken from the Board of Regents and transferred to the Legislature itself.

On the 27th of November 1867, Mr. James O. Collier was elected by the Board of Regents to reorganize the department of instruction and to act as its principal. The school was opened the following month, December, and conducted chiefly as a Commercial College till in February 1869 when Mr. Collier resigned his position as principal. At a meeting of the Board of Regents held on the 1st of



March following, Dr. John R. Park was elected to succeed Mr. Calder in the management of the school and as its principal. Under the superintendence of Doctor Park, the school was reorganized on a new and more extensive basis, including in its curriculum of studies scientific and classical instruction. The school opened for the reception of students March 8th, 1861. Five courses of studies were provided; namely, preparatory, Commercial, Normal, scientific, and Classical. The school opened with an encouraging patronage, the number of students amounting to 223 during the first year, or rather for a semester of two terms, ending in July. This patronage was divided chiefly among the preparatory, the Commercial and the scientific courses. The Classical course received but a limited patronage, being too advanced in general, for any preparation found among the students; and the business of teaching had not attained sufficient prominence as a profession, or pursuit of professional calling.

object of special training.

The University had nearly five hundred volumes of books. Though these were not select nor standard in their character, yet they served as a nucleus of a library. To this collection Doctor Park added his private library consisting of two thousand standard and miscellaneous works, which together at the beginning of the academic year in the fall of 1869 were made accessible to the students of the University.

The private cabinet of Doctor Park was also placed at the service of the Institution and proved a valuable adjunct to instruction in the department of science.

At the beginning of the second year, a Model School as it was called, was organized with the double purpose of supplying a graded course of study that might fit pupils for entering the more advanced courses in the Institution, and to afford the means of exhibiting the best methods of teaching, discipline, and classification in connection with the Normal Course of the University. The Model School was divided into three departments, a primary

intermediate, and academic, having three grades each. It proved to be a valuable adjunct to the University.

The number of students was more than doubled the second year aggregating 546 of whom 307 were males and 239 females. At this time a literary society, the Delta Phi, was organized among the students, having for its object a theoretical and practical training of its members in oratory, debate, declamation, composition, and parliamentary rules and order. Also, a literary journal was published this year by the students, named the College Lantern.

May 6th 1870, the Board of Regents decided to establish a branch of the University at Provo in Utah County. The name given to the new school was the Timpanogas Branch of the University of Deseret. The Regents elected Myron Tanner of Provo, A. K. Phinney of Spanish Fork, and L. E. Harrington of American Fork an executive committee for the Branch and required them to draft by laws for the government of the branch.

Regents for their approval.

Prof. Warren Dusenbery was chosen principal of the school, which continued to hold sessions for several years, but was finally abandoned.

During the third academic year 1870-71, the number of students of the University had increased to 680 with a slight excess of females.

In the fall of 1871, Doctor Park, president of the University, left for a tour of the Eastern States and Europe with the view of acquainting himself more thoroughly with the best methods of instruction and school management in vogue. The management of the University during the absence of the president was left in charge of Prof. M. H. Hardy. Prof. Hardy, however, soon resigned the position and thus left the institution without a governing principal. It thus remained until the latter part of November 1872, when Doctor Park returned and the Institution again revived newness of life. The patronage, and in consequence the number of instructors were increased and the University continued to prosper.

time a new literary society was organized among the students. It was known as the Jeta Samma.

The normal course of instruction was not revived after the return of the President from Europe and the primary and intermediate divisions of the school being thought no longer necessary to the patronage of the Institution were abandoned.

In the fall of 1875 the library of the University was thrown open to the public for charge. It contained at this time nearly ten thousand volumes of standard and miscellaneous works, numbers of the latter to the value of several hundred dollars having been recently added to the collection with the special purpose of encouraging a healthy and legitimate taste for literary and scientific study. The tables of the reading room were supplied with the most popular newspapers, illustrated journals, and magazines from the East and West and at home. The rooms were kept open daily from 6 o'clock to 10 p.m.

At this time also, through the active efforts of the then President, the student body was

Prof. O. H. Ryys, the department of Normal Instruction was established in the University. This zealous officer had prevailed with many of the County Courts of the Territory to contribute to the support of this department by furnishing a certain number of normal pupils for instruction, at their expense. A one year's course of Normal instruction was thus provided beginning with the academic year of the University - August 22, 1875. The same officer with the President of the University labored assiduously with the Legislative Assembly of 1875-6 to secure an appropriation for the support of this department. Their efforts were successful in securing an appropriation in the general school law of \$6,000 annually for this purpose, provided that forty pupils annually should be instructed free of charge for tuition, books, and apparatus, in said department. This appropriation has continued to the present time, and has fully established the Normal Department in the University.

About this time several pieces of valuable apparatus were secured for the use of the University which were purchased at a low price.

nifying power, a theodolite, a transit, several sextants, a solar microscope, a fine two and a half inch telescope, a circle, a barometer, and other pieces of less value and importance. The laboratory was also improved by the addition of many necessary apparatus and reagents, so that it became quite efficient in its facilities for qualitative and quantitative analysis, assaying, etc.

On the 15th of September, 1876, the school was removed from the building it had occupied since 1867, known as the Council House, to a building in the 17th Ward of the City, known as the Union Academy Building, where it continued till the fall of 1884.

The Normal Department of the University established in 1876 immediately grew into popular favor and became in every way a success. Thirty six graduates received diplomas the first year. In 1879, a successful effort was made to establish a graded or model school under the auspices of the University, in connection with this department. Considerable difficulty, however, was encountered in the way of the necessary

for its accommodation. The school was organized into four grades and placed under the supervision of Mr. Oren Howard, a graduate of the Normal Department of the University, as principal. The school proved an encouraging success, having a patronage of nearly five hundred pupils. It was maintained, however, but one year: the impossibility to obtain appropriate room in which to hold the school, having compelled the Chancellor and Board of Regents to abandon it altogether.

At the session of the Legislature in 1879-80, an effort was made by the Chancellor and Board of Regents to secure from that Honorable Body an appropriation with which to purchase suitable ground and to erect thereon a building for University purposes. The effort was partly successful and the sum of \$20,000 was appropriated for the objects named. This amount being scarcely more than sufficient to purchase the necessary grounds, an appeal was made to the Municipal Council of Salt Lake City for aid in this direction. The result was a



University purposes of the finest public square in the City. The appropriation from the Legislature, or the greater part of it, was immediately expended towards the erection of the new building which it raised to the height of the basement story. It was confidently expected that an amount sufficient to complete the building would be appropriated by the Legislature at its next session in 1851-2, but a bill for that purpose failed to receive the Governor's approval. The officers of the Institution were thus left without means to continue the work begun. In view of the facts that the school was suffering through the want of sufficient room to accommodate its students and to carry on its work of instruction, and that the unfinished building was suffering in danger of waste and destruction through exposure and want of care, and that the entire grounds donated conditionally by the City, together with the work already done upon the building, were liable to forfeit, they determined to make an effort to raise means to relieve these unfavorable conditions. In this effort they succeeded in raising \$10,000.

voluntary contributions from citizens, a sufficient amount was raised to erect the entire walls and roof of the building in and over to prepare two rooms in it to accommodate a large class of students during the winter of 1883-84. It was again hopefully expected that a legislative appropriation would come to the relief of the Institution in 1883-84 and not only reimburse those citizens who had so generously contributed to the Institution but provide a sufficient fund to complete the structure. Executive disapproval, however, of a bill for that purpose again left the school without its much needed support. Nevertheless, the Chancellor and Regents decided to go on with the work of constructing the building and to look for a material endorsement of their course from those who favor liberal education and free institutions. A portion of the new building, therefore, was put in a condition to be occupied by the school at the beginning of the present Academic year 1884-85, and the Institution prospers at present with a patronage of 298 students.

Chancellors of the University from its inaugura-  
tion to the present time 1855.

Orson Spencer	from	1850 -	1854.
Orson Hyde	"	1854 -	1867.
Albert Carrington	"	1857 -	1858.
Orson Pratt, Sen	"	1858 -	1861.
Albert Carrington	"	1861 -	1869.
Daniel H. Wells	"	1869 -	1878.
Geo. Z. Cannon	"	1878 -	_____