

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

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 principles, 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.