

want my breakfast prepared in peace.” Then build side rooms by the dozen or score, where you can eat by yourselves; and if you wish to invite three or four to eat with you, have your table, and everything you call for is sent to you. “Well, but I do not like this confusion of children.” Let the children have their dining room to themselves, and let a certain number of the sisters be appointed to take charge of the nursery and see that they have proper food, in proper quantities and at proper times, so as to preserve system and good order as far as possible, that a love of order may be established in their youthful minds, and they learn how to conduct themselves. Then let there be good teachers in the schoolrooms; and have beautiful gardens, and take the little folks out and show them the beautiful flowers, and teach them in their childhood the names and properties of every flower and plant, teaching them to understand which are astringent, which cathartic; this is useful for coloring, that is celebrated for its combination of beautiful colors, etc. Teach them lessons of beauty and usefulness while they are young, instead of letting them play in the dirt, making mud balls, and drawing the mud in their hats, and soiling their dresses, and cultivate their mental powers from childhood up. When they are old enough, place within their reach the advantages and benefits of a scientific education. Let them study the formation of the earth, the organization of the human system, and other sciences; such a system of mental culture and discipline in early years is of incalculable benefit to its possessor in mature years. Take, for instance, the young ladies now before me, as well as the young men, and form a class in geology, in chemistry or mineralogy; and do not confine their studies to

theory only, but let them put in practice what they learn from books, by defining the nature of the soil, the composition or decomposition of a rock, how the earth was formed, its probable age, and so forth. All these are problems which science attempts to solve, although some of the views of our great scholars are undoubtedly very speculative. In the study of the sciences I have named, our young folks will learn how it is that, in traveling in our mountains, we frequently see seashells—shells of the oyster, clam, etc. Ask our boys and girls now to explain these things, and they are not able to do so; but establish classes for the study of the sciences, and they will become acquainted with the various facts they furnish in regard to the condition of the earth. It is the duty of the Latter-day Saints, according to the revelations, to give their children the best education that can be procured, both from the books of the world and the revelations of the Lord. If our young men will study the sciences, they will stop riding fast horses through the streets, and other folly and nonsense which they are now guilty of, and they will become useful and honorable members of the community.

I have been very much interested of late with regard to the studies and researches of the geologists who have been investigating the geological character of the Rocky Mountain country. Professor Marsh, of Yale College, with a class of his students, has spent, I think, four summers in succession in the practical study of geology in these mountain regions. What is the result of his researches? There is one result, so far, that particularly pleases me. There are some here who know a man by the name of John Hyde, from London, formerly