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DR. JOHN R. PARK.

His Life and Work.

Dr. John R. Park, whose life ran parallel with the history of education in Utah, has passed to his everlasting reward, and with him has gone the love of thousands of hearts. The old idiom, "while there's life there's hope," was conspicuous in the case of Dr. Park, for while his physician said that he could not live, the hopes and prayers of a multitude of devoted people hovered over his weary couch. But over that couch hovered another influence. It was the immutable summons of death. Dr. Park's day was fixed and his friends and admirers had to bow to the divine decree. The end came shortly after midnight Sunday morning, Sept. 30, in the presence of those who were closest to his heart.

Dr. Park was born at Tiffin, Ohio, in 1835, and attended the public schools of that place. He was a student from his boyhood up, and was graduated from a number of institutions, among them being the Ohio Wesleyan University in Delaware. He subsequently completed a course in medicine in New York but after practicing in his native town for a short time, he yielded to the master impulse of his nature and entered the school room as a teacher. In 1861 he came to Utah and settled in Draper. He began teaching school there, and awakened such an ambition for education among the youth of that place that it still lives and will perhaps be transmitted from generation to generation for many years to come. In 1869 he was tendered the presidency of the University of Deseret, which position he held for nearly 25 years. With paternal love he has shaped the destinies of hun-

dreds of Utah's youth, and was never so happy as when encouraging struggling ambition. In 1895 he received the nomination of State superintendent of public instruction at the hands of the Republican party and was elected. He filled that position, as he did all others, with signal ability, oftentimes working laboriously when he should have been in bed.

Although he was never married his was a strong paternal nature. Seven children were taken into his household and were raised in



an atmosphere of tender affection. His adopted family consisted of David R. Allen, professor in the University, John Held and his sister Hortense, Rosa Zender Roylance, wife of Professor Roylance of the University and Louis and Eliza Gottlieb. The latter was drowned in City Creek when about 14 years of age. His pupils are numbered among the most prominent citizens in the State of Utah and the west. His life was well rounded out, and measured

by the influence he wrought upon the youth of Utah, and the things that he accomplished, his was a career that might well excite the envy of most men much more full of years.

A TRIBUTE.

Dr. John R. Park is no more. That tidings will carry with it more sadness than any similar message that has gone forth for many a long day past. Where is there a hamlet in Utah that does not number some one who has in past years been guided to the fount of knowledge by that master teacher, and imbibed from the cup of learning his hand held out? Dear old doctor! as one of that numerous army whose early steps were guided by your vigilant care, I desire to offer my tribute of gratitude and affection to your memory.

Dr. Park passed almost a quarter of a century of his life at the head of the University. Sad it is to think that almost on the day when that institution was to throw open the doors of its new home, to realize at last what to Dr. Park and his co-workers of the old days had been but a misty dream—he should have been called to obey the dread summons. Who can measure or estimate the good he accomplished during that busy quarter of a century? The thousands throughout our State who received from him the education which gave to them the places they hold in life, can best answer.

All Dr. Park's University experience was dear to him, but I believe it was generally accepted by those closest to him, that no portion of his life as an educator, was more fondly looked back upon, than that during the late sixties and the early seventies. The University was a struggling school in those days, but its professors and its students alike

seemed to thrive on adversity. Never have I witnessed anything like the zeal, the love, and the perfect understanding that used to exist between teacher and pupil in that school. I would dearly love to obtain one glimpse of the old roll book from which he used to call our names, seated at his red desk in the west end of the upstairs room of the old Council House in those days. Many of the names it contained have been heard in high places since then; two United States Senators, several Apostles of the Church, a governor of a State, at least two high military officials, to say nothing of the crowds of men who lead in commercial and professional pursuits today—their names would be found on that old time record could it be resurrected. Those were the days of the Delta Phi and the Zeta Gamma debating societies, a senior and a junior organization in which the doctor took the greatest pride. The boys fairly worshiped him, even while they feared him, and a word of praise from him would set the veriest dullard in the school aglow. I love to think of the time when he opened a free library and reading room in the Council House, and turned over his vast accumulation of books without charge, the only condition being that we boys of the Zeta Gamma should officiate, turn about, each evening, as librarians; the scrupulous care and devotion with which the boys accepted the trust, and the delightful evenings spent in handing down those literary treasures from the shelves, keeping up the fires, preserving order in the room, and replacing the works for the night, are among the most cherished memories of my old University days.

"Lord, keep my memory green," one of Dickens' characters used to pray; Dr. Park's will be kept green in the thousands of hearts that lovingly remember the devotion and care with which he toiled for them: the good that he did will not be interred with him. He leaves behind him the most endearing of all heritages the impress of his own sterling character, stamped upon the thousands of souls that took their inspiration in life from him.—*"W." in the Deseret News.*

Educational Department

Conducted by Mr. Marshall and Miss Agee.

Pertaining To Education.

Walter Vrooman, the American who originated the labor-college movement in England and established Ruskin Hall in Oxford, is in New York to extend the movement. Lectures exploiting this subject on the university-extension plan will be delivered throughout the country. Mr. Vrooman in a month will go to Missouri to start there a farm college where any young man who desires an education can obtain it free of charge by working a few hours a day on the farm.

Harvard University conducts a free employment bureau for the convenience of those students who are compelled to work for their support at college. Typewriting, stenography, newspaperwork, singing, and, after the first year, tutoring, comprise the branches of work in which the students commonly engage.

Yale University marks the beginning of its two-hundredth year with many innovations. The elective system is so much extended as to indicate that the extreme conservatism which has heretofore characterized Yale's policy in this respect is abandoned outright. The new department of forestry has been placed in charge of Professor Harry S. Graves, of Washington. A promising number of students have taken the entrance examination for this department.

The Chinese Government.

The Chinese system of government, it is obvious, has some marked weaknesses, says ex-Minister Angell in the October *Atlantic*. The Emperor is indeed an absolute monarch, whose duty as the Son of Heaven is to care for his subjects. He is assisted by councils and boards, composed of able men drawn from various parts of the empire. He had also a board of censors, whose duty it is to criticize officials of any grade. They frequently evince great frankness and courage, and their power is dangerous because great. But even they are sometimes overpowered by their opponents and degraded.

Under a strong Emperor the government is strong and is not ill adapted to the needs of the people. Under a weak Emperor the palace is so constantly a center of intrigue between contending factions, and the imperial power is so little felt in the provinces that the government is inefficient. Owing to the filial regard which the Emperor must always cherish for his mother, the Empress Dowager, if a strong and ambitious woman, may wield great power. When I was in Peking, in 1880, the Emperor was a child and was under the control of the two Empresses Dowager. It was said that they sat invisible behind a curtain, where they conferred with the Ministers of State. So the saying was current that China was ruled by a baby and two old women behind a curtain.

The Boy Who Learned.

He was very young—about 13—this boy who spent most of his time in the studios watching the artists draw and paint, and wishing he could do the same.

"What kind of pencils do you use?" he said one day, and they gave him one of the kind. That night he tried to make a figure he had seen one of the artists draw—it seemed so easy. But he could not do the same kind of work.

"Perhaps I haven't the same kind of paper," he reasoned. "I will get a piece tomorrow." Even the right kind of paper did not help him any.

"I need a studio and an easel," was his next conclusion. "I have the desire; surely all I need now are the necessary surroundings."

A few years of impatient waiting passed before he secured the "necessary surroundings," and when he had them all and still found it impossible to draw the truth dawned upon him.

"I know now what is wrong," he cried, throwing down his pencil. "I know nothing of the principles of art, I must learn them first."

He was still young when his name as a great painter was known on two continents. He had learned the "principle." A bit of brown paper and a burnt match would then enable him to draw as easily as all the art essentials.—*Success.*

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UNDER QUARANTINE.

Two weeks after the opening of school Alfred Keeley, a little boy from Salt Lake, developed a case of scarlet fever. Another boy came down two days later. These cases were promptly isolated and every precaution taken to prevent others from contracting the disease. On Oct. 6th a third case developed and another on the 15th. At this time, Oct. 19th, the four boys are all convalescent and there are no symptoms of others having the fever. We have been placed under strict quarantine and at present must confine our movements to our own grounds. We hope that we will have no more cases; yet we are prepared to care for any who may be sick, having employed two trained nurses to assist the matron. As the sickness so far has been confined to the boys, the girls have been separated entirely from them, having been provided with separate school rooms and dining room. This is the first time in the history of the school that any disease has interfered with our school work, and we sincerely hope it will be the last.

In commenting upon the article recently published in the Ogden Standard concerning this school and which was reprinted in the EAGLE of Sept. 15th, the Arkansas Optic and the Deaf Mutes' Journal remark among other things, that the Utah School was established or founded by Henry C. White, B. A., a deaf

mute, now of Boston, Mass. As a teacher in the school we were interested in looking up the facts of the matter and found them as follows:

In 1883 the Utah Legislature founded the school by appropriating \$2000 per annum for the purpose of teaching a deaf class in connection with the Territorial University. The persons through whose efforts the Legislature granted the appropriation and to whom the credit of originating the idea of instructing the deaf of Utah should be given, are Mr. John Beck and Mr. William Wood of Salt Lake City. These gentlemen had the most to do with the founding of a school for the deaf in Utah. The petition for the relief of the deaf-mutes of Utah Territory was presented by Mr. Wood, and Mr. Beck sent a circular letter throughout the territory making inquiry regarding deaf-mute children. Mr. Wood offered to give \$250 and Mr. Beck \$500 towards the founding of a school. After the act establishing the school and the appropriation bill was passed, the matter was left in the hands of Dr. John R. Park, President of the University. Failing to find a competent teacher of deaf-mutes in Utah Territory, he made inquiry and secured the services of Henry C. White of Boston, a graduate of Gallaudet College. Mr. Beck and Mr. Wood are both living and can personally substantiate the facts herein mentioned, if necessary. Mr. White had no more to do with the founding of this school than the writer of this article and we are of the opinion that any fair-minded person would agree to this.

As far as the statements in the Ogden Standard are concerned, we are not responsible for what it or any other paper sees fit to print concerning this school, and the article in question was simply reprinted without comment. C.

Ripans Tabules cure dyspepsia.

The Annals for September is replete with interesting articles. Dr. Gallaudet's letter is worthy of careful perusal. The article on "Geography Teaching," from the pen of Mr. Frank M. Driggs, is of especial interest to us, showing in brief the plan he pursued here last year in teaching geography to the fifth grade. In addition we might say, that drawings of natural forms were placed on the blackboard, which the pupils copied into their note-books. The plan which he made use of is something of a departure from the old fashioned way of teaching the subject, but it is the logical method, as it seems to us. Supt. Clarke of Michigan contributes another installment of the Number Work for Fourth Year pupils, which is profitable reading. The articles on Co-operating by James L. Smith of the Minnesota School are capital. They are short and to the point and every teacher should read them. Supt. Tate of Minnesota furnishes an account of the meeting of the Round Table at Milwaukee in connection with the meeting of the National Educational Association and advocates a closer bond of sympathy and union between the teachers of the deaf and the National Educational Association.

That committee on course of study, which we are told was appointed at the meeting in Milwaukee last summer, is all right, but unless it does more than some of the committees appointed by the last Convention have done it will not amount to anything. Here's hoping they will do something.

The editor of The California News should use a stronger pair of specs when he reads the Eagle. He will then be able to distinguish between the things the Eagle proclaims and the proclamations of other people.