

from a State government, have about four thousand, if I am rightly informed, and no doubt, with the means which they possess, they are enabled to get up excellent schools.

It appears to be a portion of the policy of the national government never to do anything for schools in a Territory. When a Territory becomes a State, the policy of Congress, in years past, and it will probably continue to be so in years to come, has been to extend liberal privileges and immunities, in the donation of lands and of the percents from the sales of public lands within the State for educational purposes—the support of common schools and universities. This parsimonious policy towards Territories may be an enlightened one, and it may not; having lived in a Territory most of my life I may not be considered a proper judge. Suffice it to say, however, that so far as legislation for education is concerned, or any encouragement or assistance extended from the United States to the people of the Territories, their children must be raised in absolute ignorance. The result is, that whatever progress is made or improvement attained in these directions in the Territories is due entirely to the energy, enterprise and enlightenment of the inhabitants—the hardy pioneers who break the ground, make the roads, fight the Indians and create the State.

The report of the Superintendent of Common Schools for this Territory goes to show, not only that there are about thirty thousand school children, but that they have attended school a greater portion of the time than is sometimes reported in the new States, and in some of the older ones, where they have all the advantages granted by the general government. This speaks well for the pioneers of Utah; it is a

proud record, and one of which the Latter-day Saints may justly boast. It is true that most of our schools are simply primary schools; but, from what I have seen while visiting a good many of them, I know they are vastly superior to schools which I attended, more or less, in my earlier years in other States and Territories. I am proud of these facts; but at the same time there is a great deal in our system that is not by any means up to the mark. All that has been done has been done voluntarily. The school laws of Utah Territory authorize districts to establish free schools, if they choose to do so, by a two-thirds vote of the inhabitants of the district, and a number of districts have adopted this system with satisfactory results. Otherwise the schools are sustained by the tuition fees of the pupils, with the exception that taxes are generally levied on the property in the school districts to assist to build schoolhouses and to supply a portion of the expenses and extend some little aid to the more indigent, that all may have the privilege of going to school. A general free school system has not been inaugurated, and any man who will coolly, deliberately and wisely consider the condition, associations and changeable nature of the government of our Territory, will see the wisdom of not entering upon such a system until it can be done under the regulations and privileges which a State government would bring. At least, that is my judgment on the subject, though we have advocates for the establishment of a general free school system now. I want to say in relation to this, that perhaps there are counties where such a system might be adopted with advantage; but if it were adopted generally throughout the Territory, it would have to contend with difficulties and dangers