cities, beginning, say, in New York, with
the gilded palaces of 4th and 5th Av-
enumes, and trace the thing down to Five
Points, and then go through other cities
in the same way, and what would we find
there? Do you not think one could get up
something as dirty and filthy as the most
foul-minded person can get up about us?
A thousand times more so.

They say we are an ignorant people.
We admit that we are not so very intel-
ligent, and we never boast of our learn-
ing or intelligence; but then, they should
not boast of theirs either. However, we
can compare favorably with them any
day; and while they have had millions of
the public funds to sustain their educa-
tional establishments, we have been de-
spoiled, plundered and robbed over and
over again, yet we are prepared to com-
pare notes with them on education, and
also on virtue, honesty and morals, any
way they can fix it. And I would be ready
to say, as one said of old, Thou fool, first
take the beam out of thine own eye, that
thou mayest see the more clearly to take
the mote out of thy brother's eye.

We will have read some figures for the
information of the brethren who come
from a distance, who may not be ac-
quainted with these matters.

[President Taylor then called upon
his secretary, Elder L. John Nuttall, to
read some extracts from a work pub-
lished by an ex-United States official in
New York City, which were as follows:]

Before citing from the still incom-
plete census reports of 1880, let us
take that of 1870 and compare Utah
and Massachusetts, the new theoc-
racy with the descendants of an old theocracy—priest-ridden Utah with "cul-
tured" Massachusetts, also adding the
District of Columbia, which has the
enlightening presence of the Ameri-
can Congress to add to its advantages,
and is under its direct government.

Comparative Statistics from Census
of United States 1870:

From statistics contained in the Re-
port of the Commissioners of Education
for 1877, it is shown that in the per-
centage of enrollment of her School pop-
ulation, Utah is in advance of the gen-
eral average of the United States, while
in the percentage in actual daily atten-
dance at school, she still further exceeds
the average of the whole Union.

In 1877, when the school population
of Utah numbered 30,792, there was in-
vested in the Territory in school prop-
erty the creditable sum of $568,984, be-
ing about eighteen and one-half dollars
per capita of the school population.

In contrast with this, take the
amount per capita of their school pop-
ulation, which some of the States have
invested in school property: North Car-
olina, less than $0.60; Louisiana, $3.00;
Virginia, about $2.00; Oregon, less than
$9.00; Wisconsin, less than $11.00; Ten-
nessee, less than $2.50; Delaware, less
than $13.00.

In respect to the amount, per capita,
of her school population, which Utah
has invested in school property, she ex-
ceeds several other Southern and West-
ern States, is in advance of the great
States of Indiana and Illinois, and I be-
lieve in advance of the general average
of the entire Union.

Thus, in the matter of education,
Utah stands ahead of many old and