

cities, beginning, say, in New York, with the gilded palaces of 4th and 5th Avenues, 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 intelligent, and we never boast of our learning 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 educational establishments, we have been despoiled, plundered and robbed over and over again, yet we are prepared to compare 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 acquainted with these matters.

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

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

[Insert statistical table here] XXX

"From statistics contained in the Report of the Commissioners of Education for 1877, it is shown that in the percentage of enrollment of her School population, Utah is in advance of the general average of the United States, while in the percentage in actual daily attendance 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 invested in the Territory in school property the creditable sum of \$568,984, being about eighteen and one-half dollars per capita of the school population.

In contrast with this, take the amount per capita of their school population, which some of the States have invested in school property: North Carolina, less than \$0 60; Louisiana, \$3 00; Virginia, about \$2 00; Oregon, less than \$9 00; Wisconsin, less than \$11 00; Tennessee, 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 exceeds several other Southern and Western States, is in advance of the great States of Indiana and Illinois, and I believe in advance of the general average of the entire Union.

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