

are either speculative or entirely false.

IF certain events should occur, the members of the "Mormon" Church MIGHT be told to practice polygamy. These conditions do not now exist, they may never exist, and if they should it does not follow that his theory would be realized. And because of these ifs and buts and maybes, he debars men of good moral character from the privileges of naturalization. He admits that each applicant is "a man of good moral character," and that there is nothing against either of them, "except that he is a Mormon."

But Judge Anderson says: "The Mormon Church has courts of its own that in many instances override the decrees of the Courts of the United States." We brand this statement as a judicial falsehood and the very height of childish absurdity. But suppose it was true. What has that to do with these seven men who apply for naturalization? Do they claim or attempt to override any decree of a court?

And he says, "Their members on taking their endowments take an oath to avenge the blood of the prophets Joseph and Hyrum Smith against this Government." Every member of the Church who has taken his endowments knows that this also is a positive falsehood. No such oath is taken, no oath of any kind is taken in those ceremonies, and the testimony before Judge Anderson when this matter was tested was directly against such a conclusion. But if this were the actual fact, what has that to do with these seven applicants? Must they be denied the equal protection of the laws because of some peculiar rite performed upon others?

And because he says polygamists have been defended in the courts, and honored on their return from the penitentiary, these seven men who had nothing to do with these acts, which of themselves are not criminal, must be denied citizenship. Because polygamists have given great trouble to the Government, monogamists must not be naturalized.

Judge Anderson's logic is as faulty as his facts. This decision is to be classed with his former ruling, and both are simply infamous. It is gratifying to know that Judges whose knowledge of law and experience on the bench give weight to their opinions, do not agree with the mingled nonsense and bigotry of this recent elevation to a position for which he was never qualified.

### THE CHUGGS DISCHARGED.

WHEN the charge of embezzlement was made against Conductor John Chugg of the Union Pacific Railroad, we, in common with many others of his friends, were astonished. And our amazement was deepened when George Chugg was also arrested, charged with the same offense. We had known them both for many years and could scarcely believe there was any foundation for the charge. But the statements made by the officers were so direct and the claim of proofs so specific, that a feeling of intense sadness came upon us and our astonishment was mingled with fear and sorrow.

Now it appears that the evidence against them was so flimsy that there was nothing to justify holding them for trial, and they have been discharged by Justice Laney, while even the counsel for the prosecution had to admit that the evidence does not warrant their detention.

We are very glad that these well known conductors are cleared from the charge of dishonesty, and that, at most, some carelessness has been committed in neglecting to cancel tickets to a small value. Of course every man should be careful to perform his whole duty, but between simple neglect and wilful fraud there is a wide gulf, which we rejoice these men have not crossed, so far as any proof has been adduced.

We think care should be exercised by companies and persons when professional detectives work up "deep" cases, and that something more than their word should be required before any man's character, to say nothing of his freedom, is placed in jeopardy. There will be general rejoicing that the Chuggs are clear of the charge preferred against them.

### A MODEL SCHOOL.

(BY MISS JOSEPHINE KELLOGG, OF PROVO.)

#### THE TEACHER.

The first of all requisites for a school of one hundred pupils—or for any other number of pupils—is a teacher.

We may have commodious buildings with every modern improvement; we may have the latest and most approved text books, we may have abundant illustrative apparatus and complete furnishings of all kinds; but without a teacher, we cannot have a school; without a good teacher we cannot have a good school; with an excellent teacher, and with none else but teachable youth, we may have an excellent school. Teacher and pupil are the

two prime and indispensable elements of a school.

When President Garfield was asked at Chautauqua for his conception of the ideal school, he is reported to have answered: "Dr. Mark Hopkins at one end of the bench and myself facing him at the other. Place that bench in a college with all its equipments, in a naked country school house, or under a tree, it matters not, wherever it is you have my ideal school." Such is the power over eager, aspiring youth of the qualified, devoted teacher. It is not, however, in the matter of instruction alone that the teacher is of the first importance. The intelligent, trained teacher, alert in every faculty and with a whole heart in the work, will attend to ventilation, sanitation, measures for the protection of the modest and innocent, and for the restraint and reform of those so unfortunate as in any way to have become prematurely acquainted with evil, and to all other interests of kindred importance in a way impossible to be attained by any ready-made contrivances and fixtures. The sentient, vigilant personality only can compass these ends.

I have dwelt thus at length upon the teacher in order to put the emphasis in the right place, but not, by any means, to underrate the importance of suitable buildings, furniture and appliances.

Earnest students suffer delays and inconveniences, involving irreparable loss, and faithful teachers break down under the intolerable strain of attempting to keep up to the highest standards in the absence of these helpful means.

Let us, then, consider what is a desirable equipment for a school of one hundred students, younger and older.

#### THE HOUSE.

First the house. Though comfort and convenience are the main points, attractiveness should not be left out of the account. The materials should be carefully selected and the work honestly done.

#### WALLS.

Durability, freedom from dampness, warmth in cold weather and coolness in hot weather should be considered in the construction of the walls, and neither pains nor expense spared to secure them. These walls should stand upon a substantial, elevated foundation.

#### ROOF, ETC.

The roof should be of the best construction and protected from fire. It should be supplied with eave-troughs, so that the water from rain and snow may be conveyed away from the walls—if to a cistern with an inner compartment wall for filtering, it would furnish a more healthful beverage than much of the usual water supply for schools.

In a school of one hundred pupils of the several grades of district schools it is desirable to have three teachers, each occupying a separate room.

#### AIR SPACE.

Physiologists agree that seven