

cause. One-sided views are apt to be too partial for a full consideration of a subject, and a thoughtful mind desires to look at it from every standpoint.

But some persons are too low and brutal to engage in a gentlemanly tilt, and when worsted on any question, invariably resort to gross personalities and the tactics and language of the bully and the black-guard. Reply or retort in that case is out of the question with one who retains his self-respect. So he passes by the vituperation and falsehood of such base assaults, and treats them only with that silence which is sometimes more eloquent than words.

The lowest form of cowardice and cunning is that displayed by the slanderer, who knows that he can cast his inky darts from behind the shelter of a public print without danger of a return fire from the object of his venom. If there is any place in such a bosom for the finer feelings of the soul, how mean and contemptible must such conduct appear in his own eyes, when they are not bleared with malice and blood-shot with impotent hate. Such creatures have our profound pity, but cannot provoke even an attempt at retaliation, although the opportunities may be so wide and ample as to give certainty of a crushing revenge.

### NEW ENGLAND PUPILS.

THE New England editors and members of Congress who repeat the slanders manufactured in this city about the lack of education in Utah, will have to turn their attention to home deficiencies. Connecticut and Massachusetts have prided themselves on their superior educational facilities, and particularly their public school system. They have also sneered at every State or Territory which has not adopted in full the methods of New England.

Some outspoken officers of education have been telling the facts concerning schools in both those "cultured" States, and their exposures have caused considerable sensation.

The Boston Herald says:

"It is not welcome to New Englanders to have it thrown in their faces that Massachusetts contains more illiterates in proportion to number of inhabitants than any other American commonwealth."

The Connecticut State Board of Education, in their annual report have gone into particulars, which show that the land of wooden nutmegs is quite as illiterate as the Old

Bay State. Here are a few extracts:

"To illustrate the state of things in the poor schools, we take two almost at random in one of the richest towns of New London County in proportion to its population. The first is in the centre district, the wealthiest district in the town. In this school out of thirty-five children present, twenty-two could not write enough even to make an attempt at the examination. Some who could not write were over twelve years old and had been from six to eight years in school. In another school of the same town there were six scholars above ten years old. One girl aged thirteen and a boy aged fourteen were able to write, though poorly. Four others, aged respectively ten, eleven, twelve and thirteen could not make a single letter."

This is in reference to writing. Here are a few comments on the spelling question:

"Out of 1,827 pupils tested, 787 misspelled 'which,' 699 misspelled 'whose,' and 403 could not spell the name of the town in which they lived. Ninety-nine different ways of spelling 'whose' are represented in these papers. On page 200 are given eight different ways in which the children of Groton spelled the easy name of the town."

Now as to the common rudiments of arithmetic:

"In one town in New London County, out of nineteen tested who were between nine and ten years old, only two added correctly, and out of seventy scholars above ten, thirty-two either did nothing or got the wrong answer. Of those who failed, twelve were over twelve years old. For a clearer understanding of what these papers show, we give in detail the result of this test in a single school of another town. The numbers to be added were 184, 845, 696, 69, 423 and 75, the correct answer therefore is 1,792. Of the thirteen scholars in this school, two, one of whom was twelve years old, and had been four years in school, knew practically no arithmetic. Only one got the correct answer, and he could not multiply 2,489 by 120, but made a gross error of method. Some of these scholars were studying interest.

Here are two samples of tests of descriptive power in children who had been to school for many terms, and who were requested to describe in writing something they had seen on the way to the schoolhouse:

(No. 7)

Tsam Man Wagom Hovrse  
[Boy, 12 years old; in school 8 years.]

(No. 8.)

Isow to men cut ing wood issaw  
forten cows in onlot ahors runing  
in the lot ando turky an cow  
[Boy, 11 years old; in school about  
6 years.]

The Board thus give their views of the situation:

"The effect of this unsatisfactory condition of primary education will be felt by the next generation. Con-

necticut cannot afford to have its men and women unable to understandingly read an ordinary newspaper, or to write an ordinary letter, or to correctly solve the common arithmetical problems of ordinary life, but what we have learned from an investigation of the schools in New London County, and from tests of children sixteen years old, employed in factories, leads us to fear that a dangerously large percentage of the future citizens of this State are now growing up practically illiterate."

An alleged occurrence some time ago at a school in this Territory was reported with comments throughout the United States, and has been occasionally revived as evidence of the stupidity or ignorance of Utah children. In answer to a question as to who was President of the United States, a child, it is said, answered, "John Taylor." Most likely the incident was worked up in the brain of the sectarian preacher who reported it, while begging for money in the East to "promote education in schoolless Utah." But if it were a fact, it is thrown into the shade by the dense ignorance displayed among the "cultivated" scholars of advanced Connecticut.

We have only presented a few of the evidences of the low standard of education in some parts of that State. Now if anything like this had been cited as occurring in Utah, hundreds of papers in the United States would have published the details, and called loudly upon Congress to assume control of the schools and rescue the children from their deplorable condition of ignorance. "Mormonism" would be blamed for the evil, and "Mormon hostility to education" would be commented upon with additional bitterness and untruth.

After this exposure, we hope the statesmen in both houses of Congress from Connecticut and Massachusetts will be slower to animadvert upon the educational condition of Utah, which is far ahead of many of the States and Territories where the falsehoods manufactured on the subject by mendacious persons here, are retailed and magnified to prejudice the public against the "Mormons."

We are not insensible of the deficiencies in our educational methods, and in the facilities afforded to the youth of Utah for obtaining advanced tuition. But, considering the fact that this Territory has not received any assistance from the sale of public lands, or other sources of income which support scholastic