

THE WISDOM OF LIFE.

Would you lead a happy life,
Free from melancholy,
Gnawing care and thorny strife,
And plunges of blind folly—
I will tell you how to live
Heartily and truly,
With sweet honey in your hive,
Like a bee in July.

Like the bee be out and work
When the sun is shining,
Never in a corner lurk,
Whimpering and whining.
If you scour the fields, you'll find
Thyme, or mint, or clover;
Something to a willing mind
God will still discover.

When the sky is grim and gray,
Though the clouds rain fountains,
March, and molehills on your way
Don't mistake for mountains.
If a ghost beside you stand,
Make no fearful comment;
But face the shadow boldly, and
'Tis vanished in a moment!

What the folks of you may say
Never mind a rattle;
Spin your quiet yarn, while they
Waste their wind in battle.
Lies that float on wintry wings
With windy haste will perish;
But the seed of truthful things
Time's fruitful womb will cherish.

Wear your heart not on your sleeve;
But on just occasion
Let men know what you believe
With breezy ventilation;
Prove the good and make them thine,
With warm embrace and ample;
But never cast your pearls to swine,
Who turn and rend and trample.

Make a penny when you can,
'Tis useful as a tool is;
But who says money makes the man,
A meager-witted fool is.
Rich is he whose genial breast,
With liberal salutation,
Hath welcomed all that's bright and
best

Throughout the wide creation.
—Prof. Blackie, Edinburgh University.

Alcoholic Stimulants During Physical Exposure.

When men are subject to great and prolonged exposure to cold, experience has taught them the danger of taking spirits while the exposure continues. My friend Dr. Fayer told me that when crawling through the wet heather on a cold day he offered the keeper who accompanied him a pull from his flask. The old man declined, saying, "No, thank you; it's too cold." The lumberers in Canada who are engaged in felling timber in the pine forests, living there all winter, sleeping in holes dug in the snow and lying on spruce branches covered with buffalo robes, allow no spirits in their camp, and destroy any that may be found there. The experience of Arctic travelers on this subject is nearly unanimous; and I owe to my friend, Dr. Milner Fothergill, an anecdote which illustrates it in a very striking way. A party of Americans crossing the Sierra Nevada encamped at a spot above the snow line, and in an exposed situation. Some of them took a good deal of spirits before going to sleep and they lay down warm and happy; some took a moderate quantity, and they lay down somewhat but not very cold; others took none at all, and they lay down very cold and miserable. Next morning, however, those who had taken no spirits got up feeling quite well, those who had taken a little got up feeling cold and wretched, and those who had taken a good deal did not get up at all; they had perished from cold during the night. Those who took no alcohol kept the heart warm at the expense of the skin, and they remained well; those who took much warmed their skin at the expense of their hearts, and they died.—Dr. T. Lander Brunton, in Practitioner.

THE VICE OF HONESTY.—Some republican paper proposes the ten commandments as a good platform, to which another objects as to the difficulty of finding a politician in their party who can stand on such a document. They have adopted practically the ancient plan, each to keep what he's got, and to steal what he can. The late Francis P. Blair, of Missouri, was three times a member of Congress, was a general in the army, and a United States senator, and died leaving \$500. But for one vice—and the only vice, by the way, for which the present Administration seems to have any real antipathy—"the vice of honesty"—he might have died a millionaire. —Louisville Courier-Journal.

CORRESPONDENCE.

School Matters in Illinois—Preaching, etc.

STATE LINE CITY, IND. and ILL.,
April 4, 1878.

Editor Deseret News:

After five months' traveling and speaking in this State, on the eve of crossing into Indiana, to continue our mission there, I thought a few items upon the subject of schools in Illinois would be of interest to your many readers. Having visited many schools in McLean, Ford and Vermilion counties, I think I am prepared to judge understandingly upon the subject. I find first that heavy land grants from the General Government were in an early day donated to this State, to enable the people to establish the "Free School" system. These lands consisted of the 16th section in each township and large quantities of so-called swamp lands, but which in reality are principally under cultivation at the present time, proving much more valuable than was at first supposed possible. These lands have generally been disposed of at different prices, and converted into ready money, which has in too many instances been squandered and stolen, which makes the taxation for the support of schools very heavy, considering the amount of funds available at the start, averaging near 70 cents on the hundred dollars, in some places going as high as one dollar and fifty cents on the hundred. The schools that I have visited have been generally those in the rural districts and scarcely ever numbering more than twenty-five enrolled, with an average attendance of from twelve to fifteen. The teachers are in many instances students from the Normal University, and other public institutions, who between times teach school to enable them in turn to attend school. Others again are graduates of different institutions, who are preparing themselves for the profession and are so engaged when not in the school room. Others are farmers in the summer and teachers in the winter, doing their "chores" after school is out and before school time in the morning, while the ladies who are teaching are generally young ladies filling out the interim between boarding school days and married life, which of course is not of long duration, for who ever heard of a school ma'm that couldn't find a husband? If I remember right their chances are counted equal to the young widows, which is put down at ninety-nine in a hundred. Many of the male teachers are aptly described by Supt. Bateman on page 60 of his last report, wherein he says, "The waste of time and the irreparable mental inquiry caused by unscientific and blundering schoolmasters, have been pointed out again and again, and yet the preposterous notion, implied in the saying that 'anybody can keep school,' has not been rooted out of the public mind, nor dismissed from popular practice. Men and women as unfit to handle the mental and moral natures of children, through sheer ignorance, as one born blind to pilot a ship in a storm, continue to be employed as teachers, and left to go on with their sad work of intellectual anarchy and spellation."

The highest rate of salary I found was fifty dollars per month five and six months in the year; generally forty dollars for males and thirty for females. The average salary for the State is forty-eight dollars and nineteen cents for males, and thirty-three dollars and forty six cents for females, or not quite three hundred dollars per annum for males and about two hundred per annum for females. See page 238, Bateman's Report, 144. The result that must naturally follow the meagerness of the salary is that the class of talent employed is of an inferior grade, who simply make school teaching a side issue to some more important object they have in view. On page 237 the school census for the State was 938,878, the enrollment 671,775, the average daily attendance 383,334, or in other words that the present free school system of Ill. only brought under its influence about one child in three; that out of the 938,878 only 383,334 were in actual attendance at school; that McLean Co. had 19,113 children of a school age, while only 8,608 were in actual attendance. It strikes me very forcibly that this is not a very flourishing condition of affairs

educationally, for that Utah need be particularly worried about copying after a system that brings forth such fruits. On the same page of Bateman's Report the average cost per pupil is put down at \$13.73 for tuition, average time six months, or a little rising of six dollars per quarter.

Out of the fifty school-houses I have visited I found only three that were furnished with patent desks, all the rest being supplied with the old-fashioned wooden seat and desk, with or without shelves for books. In two or three instances the walls were supplied with maps and charts. In the schools in the villages the accommodations were better, often far superior, the buildings of a good quality, the rooms well seated and ventilated, and the course of instruction good, the teachers men and women of ability, but the attendance was confined to the district and a non-resident would have to pay a high rate of tuition. The school money is divided according to the census population of school children, which works unfairly to the farming districts, causing much complaint and ill-feeling between the two classes, as in the villages the children preponderate, and the farming districts pay the taxes.

The number of children that are not in attendance at school according to the population is enormous, and is a fruitful source of trouble in the school system. From various causes the attendance is brought down very low, and will doubtless become lower, owing to the fact that very few families have more than two or three children at most. A compulsory attendance law is talked of, but with what success is yet to be seen.

All in all, I cannot see that the much boasted free school system of the States would be any benefit to our people, situated as we are, and under the present circumstances, especially when we take into consideration the contrast of attendance, quality of information imparted, character of school furniture, and ability of talent employed, that has been produced by the two systems. Our school system may not be perfect and may have many faults and flaws, as it doubtless has, but the fact exists that also has the free school system still greater faults and flaws. The class of text books I found without exception were McGuffey's readers and spellers, Ray's arithmetic, Pinneo's grammar, Warren's and Mitchell's geographies, and where there were classes in history, Bancroft's was the rule. In some of the high schools Edwards' readers and Green's grammars were substituted.

On page two of Supt. Bateman's report, he makes the following statement. "Of the whole number of children entitled to attend the public schools in 1874, twenty-nine per cent. did not attend at all, and only forty per cent. were in daily attendance." The total number of scholars in McLean County, amounts to 19,113, forty per cent. would be 7,645 and a fraction. That number divided by 252, the number of school districts in the county, would give an average attendance at thirty students and a fraction. I am informed, upon good authority, that seventy-five of these 252 schools located in the cities and towns contain one-half of the entire school population, which leaves 3,822 pupils to be divided among 177 county schools, making an average of 21 and a fraction to each school district, which I think under the circumstances would be a fair average attendance for the county of McLean, and above the average for many counties in the State.

One other item connected with this matter is suggestive, i. e., that each district contains from twelve to twenty families, where the attendance is only twenty-one, which is so small a per cent. of children as to startle one at a first glance, and must inevitably result seriously in the end. The locality we are in now is near Danville, and is a fine country, well timbered and watered, rolling ground, rich soil, and a class of people who are a thriving, hard working people, generally pretty well to do, and very liberal in their views, generally temperate in their habits, and hospitable in their customs. The farms are small, comparatively speaking, and principally owned by the people who live on them, instead of in large tracts by rich men or speculators.

At an election I attended yesterday,

there was but one ticket run, which reminded me very much of our own elections a few years ago. I spent about half the day at the polls, and heard of no difficulty whatever, no swearing, nor any whiskey drunk. During the day I was asked to address the crowd, which I did and had a very respectful hearing, obtained three houses to speak in and was treated very gentlemanly. We are filling appointments at the rate of three and four per week. The nearest school-house is a fine brick building, well ventilated, and seated with a No. 1 quality of patent desks. There is a Grange Hall connected with it, the entire cost of the building being somewhere in the neighborhood of \$2,500. A large Grange organization exists here.

I meet often with "exposés of Mormonism" in my travels, and cannot but wonder why men and women are so credulous, though I almost invariably find that the people who read these "exposés" doubt the greater portion of the story, and that their influence is more to advertise our people and cause inquiry than anything else. If we only know that an agent for the sale of an "exposé of Mormonism" has been through the neighborhood, we are confident that we shall have full houses and plenty of questions asked, and why not? "The wrath of man shall be made to praise God," and it is being pretty effectually done in this instance. The town that I mail this letter from was the former home of Col. Wall, one of Utah's most energetic mining men. His aged father lives here, and we have an invitation to call upon him. One of the first settlers that came to this part of the State was a "Mormon" by the name of Chandler, who came from Kentucky to this State, and lived and died a "Mormon" here.

The weather has been terrible for more than a month, but appears to have settled down, and I trust we shall have some pleasant weather now, which would come very acceptably, after so much wading through mud and water.

Respectfully,
J. MORGAN.

The School Book-Convention.

SALT LAKE CITY,
April 24, 1878.

Editor Deseret News:

Dear Sir—In your daily issue of last Saturday, the 22nd inst., there appeared a communication relative to the action of the School-book Convention, lately held in this city.

The communication has been read with interest by many, and, no doubt, will be read by many more throughout the Territory with equal interest, for it contemplates a movement of vital concern to the social and intellectual welfare of the community, as well as one that closely affects its pecuniary interests. Taken as the exponent of a general criticism by the people on the action of the Convention, the letter seems to call for a plain statement of all the Convention did, in its late session, as well as the principles and motives that influenced its members in their decisions. As a member of the Convention, and as its secretary, I shall, therefore, make public such statement.

The Convention was called and conducted in accordance with section sixteen of the new School Law of this Territory, and held its session in this city on the sixth, seventh and eighth days of this month. During its session, it unanimously adopted for exclusive use in the district schools of Utah, for the next five years, the following text-books; viz.—

Pacific Coast Readers and Spellers;
Payson, Dunton, and Scribner's system of Penmanship;
Cornell's Primary, Intermediate, and Physical Geographies;
Harvey's series of Grammars;
Ray's series of Arithmetics;
Bryant and Stratton's Common-school Book-keeping;
Barnes' Brief History of the United States;
"Song Echo," and Home Productions on Music; and
Krusi's Drawing Series.

It will be observed that in the above list, the Penmanship, the Arithmetics and the History were text books adopted before this convention met, and were already in use in the Territory, and that text books in Book-keeping, Music and Drawing, though not before adopted, are contemplated by the law, and suggested in its schedule forms.

The only changes therefore made by the convention were in Readers and Spellers, in Geographies and in Grammars.

In contemplating the adoption of Readers and Spellers, the following propositions were considered and weighed—

- 1st. The necessity of adopting some one series, as the law contemplates.
- 2nd. The necessity of securing the best series in point of text matter and gradation.
- 3rd. The necessity of securing the best terms of exchange and introduction.
- 4th. The securing of the most favorable terms for supply during the time of adoption.
- 5th. The best plan to bring about speedily a uniformity.

In view of all these desirable conditions, it was a matter of no little concern or labor on the part of the convention to effect a compromise that would, from all points, be realized as the best by everybody.

The convention, therefore, adopted the Pacific Coast Readers and Spellers. How wisely they acted in this adoption can only be understood when all the circumstances are taken into consideration.

It was a matter of some difficulty to know how to dispose of the diversity of readers and spellers already in use in the Territory, viz. the National, the Wilson, the McGuffey, the Monroe, the Pacific Coast, etc., without serious inconvenience and loss to the schools; for if uniformity was to be secured, all or all but one must be excluded.

A weighty consideration, therefore, in the adoption of the Pacific Coast series, was the settlement of this question by an offer on the part of the publishers to exchange their new books for the old ones now in use grade for grade, an offer made by no other publishers.

By this exchange, uniformity it was seen could at once be secured with not only no loss to the Territory, but with an absolute gain of many thousand dollars.

In the matter of text and gradation, the Pacific Coast series was believed to be equal to any and superior to most that were examined.

The only series that was able to hold any claim against the adopted series, was the National, and that only by reason of its being more extensively used than any other in the Territory.

The free exchange of the Pacific Coast series for all other readers and spellers of similar grade, determined that question at once. Moreover, the relative cost of the two series, the Pacific Coast and National, will be found very much in favor of the Pacific Coast, as the following view of the retail prices of both series will clearly exhibit.

	NATIONAL.	PACIFIC COAST.
	Retail Price	Retail Price
Primer	25 cts	
1st Reader	38	25 cts
2nd "	63	50
3rd "	1.00	75
4th "	1.50	1.00
5th "	1.88	1.25
Elmt'y Spel'r	25	
Pronounc'g "	50	35
	\$6.39	\$4.10

Allowing that each pupil will require half a series each year, there will be \$1.14 saved to each pupil annually by the adoption of the Pacific Coast series. If there are 30,000 pupils in annual attendance, in the territory, this difference will amount to \$34,200, and in five years to \$171,000.

This showing, it will be understood is against the only series that could pretend to a claim for adoption over the Pacific Coast. To explain more fully the conditions of the adoption of the readers and spellers, I make the following extracts from the Article of Agreement:

"And furthermore, this said A. S. Bancroft & Co., agree that during the aforesaid named period, there shall be no advance in the prices of the books herein named, and that in all respects of quality of paper, of covers, of binding, of engravings, and in all other respects they shall be in no way inferior to the sample copies herewith submitted to the Convention or deposited with its secretary.

"Furthermore, the said A. S. Bancroft & Co. agree that during the force of this article, there shall be no revision or change of the text or matter contained in the Pacific Coast Readers and Speller, sent to Utah, that may in any way interfere with or render difficult the use of differ-