

government. That this may be brought about it seems to me that the first step should be now taken. A committee should be appointed to revise the school law providing for the establishment of high schools in several counties of the Territory, and to make such other changes in the law as may be necessary to harmonize and systematize all the parts of the public school system, measures should be taken to present the law as thus revised at the next legislature for careful consideration, and its passage should be strongly urged. Of course the resources of the Territory should be carefully considered, as well as every other point bearing upon the school and educational interests, in formulating the law. No law should be framed that would work a great hardship upon the people. Too much should not be contemplated in the law at first. In my opinion school matters can be carried too far beyond the limit up to which the people and the nation can be benefitted. A feeling of independence rather than dependence should be promoted at all hazards. It is questionable as to whether anything for educational interests should be done by the state beyond providing buildings and free tuition. Whether the state should furnish books and stationery as well as provide for free tuition, is a matter that can be profitably considered. If in doing so it has the slightest tendency to encourage a feeling of dependence such a thing should not be done. Charity is one of the most praiseworthy attributes of man, and it highly becomes a state to exercise it in behalf of her subjects, when done so judiciously; but charity that weakens rather than strengthens; that promotes dependence rather than independence, is worse than no charity at all. That this is true has been forcibly demonstrated in the history of England, when the government became so charitable that the social status became alarming and England was forced by the conditions to which it was evident that she would be reduced owing to the existing circumstances, to diminish their charitable work and to impose upon that class to which the hand of charity had been extended most, a greater hardship and thus produce a feeling of greater independence.

In school matter as well as in every thing else, measures should be provided that will result in elevating the people morally, politically and religiously. In contemplating the establishment of high schools in most of the counties of the Territory, at first we can hardly expect to make them equal to those in older and richer communities, yet a good beginning can be made in providing schools commensurate with the population, means and other surrounding conditions. After high schools are established in the counties it will not be long then till the university can abolish its preparatory school and concentrate all its energies in collegiate work. To attempt however to pursue such a course before high schools are established in which the youth of our Territory could prepare themselves for collegiate courses, would either make it necessary to lower the standard of the university, or such a course would kill the university completely for want of

patronage, and besides this, many young women and young men would be deprived altogether of a higher education having no opportunity within their reach to obtain the required preparation to enter upon the work in our college courses. Until, however these high schools of which mention has been made are established, the district schools of the territory should provide such courses of study as will fully prepare pupils for the preparatory department of the university, and for the high schools already established.

There should be a uniformity as far as it is possible in the courses of study in these high schools and the preparatory work of the university so that pupils in the district schools after they are uniformly graded, could upon completing their work in those schools, enter one of the high schools of the preparatory department of the university. In North Dakota, the graduation of the schools is such that the preparatory school of the university is provided with courses essentially the same as are given by the secondary schools of the state, in order that pupils can upon completion of their studies in the district schools enter any high school in the state or the preparatory school of the university. Where this great uniformity exists in the whole public school system there is a smoothness in the whole school matter commendable and a great saving of time and means. Time is saved for the young man or woman and money for at least the parents, besides much more effective work accomplished.

It is desirable to have the school matters so adjusted that harmonious relations may grow up between the university and all other schools of the Territory, and that the district schools shall so arrange their work as to prepare pupils for entrance into the sub-freshman courses of the university. It would probably be profitable for the present to have satisfactory arrangements made for entrance examinations into such sub-freshman courses so that they could be held in the various counties by the county superintendents, or the county board of examiners.

In behalf of the University faculty I can say that every member is willing and ready at any time to work with you to bring about a better educational condition than now exists in our Territory. There is no question concerning the welfare of a people so important as that pertaining to the education of the children. Every effort should be made to give every child in our country a good common education at least, and no means should be spared in inculcating thoroughly and impressively upon his mind the highest regard for morality in the full meaning of the word. It is of the utmost importance to the people of the Territory that no delay be entertained for a moment in putting Utah upon a basis educationally equally as good in proportion to circumstances as any other commonwealth in our nation. Let us show to the world that the people of Utah has both the capability as well as the inclination to build up the public school system, the real bulwark of individual and national independence. Every man who has children growing up is in a position to understand and

to realize fully the necessity of doing all within the power of a state to advance the educational interests of the people. He can appreciate well the importance of exerting on every side a moral influence about the child, the adult, the man and the woman. He can comprehend the importance of filling the mind with ideas of interest and giving to it culture, from the fact that by so doing the idle and unprofitable thoughts will be crowded out. And he cannot afford to be satisfied to have his child acquire only the simple rudiments of an education because the mind is not then sufficiently developed and cultivated to be able to reason to the best advantage. Our young men and women will have the battle of life to wage and will be confronted with those above their peers if their minds are not developed and cultivated beyond that reached in the district schools and even the high schools. As many as possible should receive collegiate training not alone, by far, on account of the facts with which they may become familiar, but also on account of the culture they receive and on account of the development of their reasoning powers by which they will be able to cope satisfactorily with their fellow man.

DESERET SUNDAY SCHOOL UNION.

The meeting was called to order by Assistant General Superintendent John Morgan.

The choir under the direction of Professor Stephens, rendered the hymn:

Glory to God on High,
Let heaven and earth reply.

Prayer was offered by Bishop Wm. D. Johnson, Mexico.

Choir sang "School thy feelings, O my brother."

Assistant General Superintendent George Goddard, was exceedingly pleased to meet again in such an important gathering, to talk over matters pertaining to an institution which advocates the moral and religious training of our youth, more especially of that class of education that is taught in our Sabbath schools. It was over forty-four years ago when the first Sunday school was organized in this valley by a man who has been faithful ever since; he is here and I would like him to stand up (here Elder Richard Ballantyne, Stake superintendent of Weber Stake, rose up) so all may see him. It affords peculiar pleasure to me to look at these stalwart men, the officers and members of the Deseret Sunday School Union board, and the stake superintendents who, for so many years have faithfully labored and diligently sought in every way to advance the cause of the Sunday schools in all its various departments. It is the largest, so far as numbers is concerned, in the Church, representing 67,000 Sunday school children, and nearly 9000 officers and teachers. It reaches into every ward, its influence is felt in every habitation in Zion, and it is now spreading in every conference and mission on the earth. The principles taught in these schools, rightly understood, will fill the mighty host being instructed therein with faith, truth and power, that will make them