

summer of 1843 he led across the continent and through the Rocky Mountains a wagon-train consisting of two hundred wagons. From the Walla Walla valley they went to the Willamette, and the colonization of Oregon had commenced.

In the fall of 1847 measles broke out among the Indians, and these considered the sickness due to the medicine administered by the missionaries. On November 29 the savages surrounded the station and slew Whitman and his faithful wife, besides a number of others.

Commenting on the wonderful results achieved by the work of this pioneer, *The Advance* says:

The United States paid \$10,000,000 for Alaska. It bought Louisiana for millions more. It paid a Mexican war, blood and money, for the acquisition of Texas and New Mexico. But what did it pay for Washington and Oregon and Idaho, a territory into which New England and the Middle States might be put, with Maryland, Virginia and West Virginia, and three Connecticut? It paid not one cent. That vast region cost the nation nothing. It only cost it the sufferings and perils of Marcus Whitman, who risked his life and endured all hardships that the territory of his adoption might belong to the country of his birth.

#### DEFEAT OF THE BONDS.

There are very few of those who had given the matter much thought who will be surprised at the negative vote of the people of this county on the question of issuing bonds. In the public mind generally there is a sturdy and well-founded opposition to the policy of indiscriminate and unlimited debt under which we are groaning, and a wholesome determination to rebuke that policy on any and every possible occasion. The people have been fooled and imposed upon so many times, and have been compelled to see their burdens multiply so rapidly year by year, that any proposition of issuing still more bonds might be expected to evoke general disfavor. In the present case, honorable as were the motives of the county court and of those who approved their plan, and sound and economical as was their proposition from a business standpoint, the majority of the ballots represented the one idea that there had been enough of indebtedness, and nothing that had the appearance of additional bondage could be thought of. We think that probably the majority of those who stayed away from the polls were favorable to the court's appeal, and that many of those who voted "no" were lacking in real understanding of what that vote meant. Without looking further, therefore, for the cause of defeat, we conclude that indifference and the failure to grasp the true sense of the situation were the main elements in producing the unfortunate result.

What the county court will now do is a question the future must answer. But one thing is certain: those who voted "no" on the bonds must not imagine that they have escaped the debt; the latter exists, and must be paid, every penny. By the adverse vote on the proposition to pay five per cent interest on that debt, the taxpayers have simply reserved to themselves the satisfaction

of paying 8 per cent, the rate of interest the outstanding warrants now bear. For those who like that sort of thing, we suppose perhaps it is the sort of thing they will like.

#### THE MORMON BIBLE.

In section 22 of the article on the public school system, introduced by the committee on education of the Constitutional Convention, is the provision that "the Bible may be read without comment" in the public schools. In an attempt to show that there are different Bibles recognized by different classes of religionists, the *Tribune* of this morning, March 20, says editorially:

Our Mormon friends have a book which to them is also "the Bible" of the latest dispensation.

The endeavor to make it appear that the Mormons recognize as "the Bible" any other book than the record which combines the Old and New Testaments is a perversion of fact which no one acquainted with the Mormon community should be guilty of. Possibly our cotemporary has used the expression unwittingly, and therefore will correct its mistake. "The Bible" to the Mormons is the Jewish Scriptures, King James's translation, or the Protestant Bible, being the one generally used. The book to which reference is made by our cotemporary as being also "the Bible" doubtless is the Book of Mormon. But this is not the Mormons' "the Bible," and never is referred to by them as such. It is a wholly distinct record. The Bible is a record of the house of Israel on the eastern hemisphere; the Book of Mormon is a history of ancient America from about 600 B. C. to about 400 A. D.; the Doctrine and Covenants contains revelations given through the Prophet of God in this the latest dispensation. Each book is known to the Mormons by its distinct title.

#### PRESIDENTIAL FIGURING.

Presidential boomlets for the 1896 campaign are growing more numerous, even the latest of the political parties having them. The Republicans are counting on their regular party policy with such additions and modifications as changes in the party sentiment may supply; the Democrats also are figuring, though apparently with an intention to make a further departure from former tenets and methods than do their chief competitors of the past; and the Populists reckon on a still greater variance from the Omaha platform, their leaders making the statement that, however near correct their ideas may be, every thinking person must be convinced "that the country is not prepared to select a president who stands upon that platform." Hence it is urged that monetary reform should be the only issue, and that a candidate should be put forward on that platform alone.

The calculations based upon such a policy are interesting from several points of view. Here is an illustration. Says one of the Populist chiefs: "If we succeed in awakening the people

to realize the merits of free coinage, unlimited, at a ratio of 16 to 1, without heeding any international conference, we should carry Georgia, North and South Carolina, Louisiana, Alabama, Missouri, Arkansas, Michigan, Florida, Texas, California, Oregon, Kansas, Nevada, Nebraska, Colorado, North and South Dakota, Montana, Washington, Idaho, Wyoming and Mississippi, with Utah; these states would give us 177 electoral votes, lacking 47 of a majority. We must have 47 more votes, and the states of Iowa, Illinois and Wisconsin should provide them."

Whether any or all of the states enumerated can be carried as suggested, it is not worthy to observe the fact that development and the awakening of later issues in the Republic have made it possible to elect a chief magistrate without regard to any one of the great pivotal states which heretofore have played such an important part in presidential contests. It may not be probable, but still it is within the domain of possibilities that in the present trend of events New York, Pennsylvania, Ohio, Massachusetts, Indiana and other great states east of the Mississippi may be placed all together on the minority side in the electoral college, for the first time in the nation's history. In connection with the calculation quoted, it also may be noted that only three of the original thirteen states are figured as necessary to be on the majority side. If they serve no other purpose, the politico-arithmetical calculations impress the fact that the "star of empire" still pursues its course toward the western horizon.

#### THE EDUCATIONAL ARTICLE.

The Constitutional Convention committee on education has introduced a suggested article for the State Constitution on the public school system. The *News* will not attempt to criticize it in detail, for the reason that it believes the good judgment of the Convention will reject the greater portion of the article, in bulk at least. There are in it some excellent and necessary provisions for the State charter; there are also in it provisions that have no proper place in the fundamental law of the commonwealth, if indeed they should ever be given a secondary position as statutes.

We recognize that the committees to whom various subjects have been assigned have a great deal of work to do, and we have no inclination to complain that they are neglecting their labor. On the contrary they are being overworked in various directions, to the injury of the document they were selected to aid in framing. As an illustration, the educational article is a sample of trying to get into the Constitution a great deal more than belongs there, both as to its verbiage and plethora of details. An article on the school system, to be acceptable and readily understood, should not be more than one-fourth as long as that suggested, to contain every provision of value in it. In the one proposed there is altogether too much that is legislation pure and simple.

The great trouble appears to be an overweening desire to overload the