

*Questions and Problems*

1. Have the members of the class obtain a story of some pioneer experiences between the Missouri and Salt Lake City.
2. Have pioneers come and relate their experiences to the class. In nearly every town and city of Utah, are those who walked all the way from Council Bluffs to Utah.
3. Give as many reasons as you can why the Latter-day Saints moved westward to the Great Basin.

Read "He Believed," *Young Woman's Journal*, June, 1924.

## LESSON V

## Read Chapters 13-16.

These chapters will tell you about the hand cart parties, irrigation and how the vales of Utah were explored and colonized. Some very beautiful verses from the Bible will give you the spirit of the pioneers as they colonized Utah and developed irrigation. In Isaiah 35:1, 6 are these words:

"The wilderness and solitary place shall be glad for them; and the desert shall rejoice, and blossom as the rose." \* \* \*

"Then shall the lame man leap as an hart, and the tongue of the dumb sing: for in the wilderness shall waters break out, and streams in the desert."

*Questions and Problems*

1. Tell the story of the hand cart migration. Why was it necessary to resort to carts in order to get the people to Utah from the Missouri River? What were some of the hardships endured?
2. How many people approximately crossed the plains in the hand cart companies?
3. Why were the pioneers forced to practice irrigation? Who were the first irrigators in America?

The following outline will help you to understand the history of the irrigation in this country:

*Canals:*

In ancient America, irrigation practiced in the cultivation of crops. Most important of these in the valley of the Gila river and its tributaries in southern Arizona. Here many

4. Why were they successful in their journey?

5. Tell something of the life of Brigham Young and his companions, like Orson Pratt, Erastus Snow, John Pack, Wilford Woodruff, and others. Read about Brigham Young in the *Era* for July, 1923, page 818, and preceding volumes; also June, 1924, pp. 784-86. Give three reasons why he was a truly great man. Larned says in his *Study of Greatness in Men* that "there must be a great motive in what a man does; a great object and the use of great powers; and a great character behind action."

miles of ditches; in some instances extending ten miles from the stream from which the water was diverted.

Frank M. Cushing reports that the canals of the Gila Valley together with those of the Casa Grande ruins and other communities and cities demonstrate the fact that at one time a vast sedentary and agricultural population existed. Eleven main canals have been found; 135 miles actually traced. These capable of watering 100,000 acres of land.

Individual canals went for twenty-five miles. In Salt river valley, 200,000 to 250,000 acres capable of being irrigated.

Some of the ancient ditches, 7 feet to 9 feet wide, 5 feet wide at bottom. At surface, 30 feet wide, both bottom and side carefully plastered with clay to prevent seepage.

Remains of wooden head gates have been found. Great engineering skill shown in these canals.

Several of these canals have been utilized by the farmers and pioneers of Arizona. In one instance, a saving from \$20,000 to \$25,000 to the "Mormon" pioneers. Near Mesa, a canal in an ancient volcanic knoll for three miles. Used by the settlers. Many such ditches in the valley of the Rio Verde.

*Irrigation 1847:*

The "Mormon" pioneers settled on City Creek, July 24, 1847. The first irrigation by an advance company under Professor Orson Pratt. First Anglo-Saxon irrigators, July 23. The beginning of a system that has made the western farmer a competing force in the world's history. Every one ploughing and sowing. Streams were protected and springs developed. Canals run from the first, and the highest public utilities. Headworks and dams constructed by co-operative labor. No money in circulation. None needed. Lumbermen felled the trees and obtained the lumber for flumes, gates, and bridges. Masons mixed the mortar and prepared the rock. This method of associated industry necessary for every colony in Utah; began by the farmers co-operating in tilling the soil.

The village community became the unit around which were the farms. Laying out of Salt Lake City. Every man to be a landowner. No man to monopolize land, and none to speculate.

Town sites always on some stream of water, for irrigation and culinary purposes. It was taught that if "agriculture in arid region was to be successful, there must be a small farm unit; diversified production; intensely cultivated; and faithfully fertilized." Each man in Salt Lake an acre and a fourth. For garden. A simple economic system. Labor to be man's capital.

The first year. Spring of 1847. Corn, wheat, potatoes, melons, pumpkins, rye, barley, oats, buckwheat. Oats 60 bu. to one planted. Parley P. Pratt writes: "I had a good harvest of wheat and rye without irrigation." The gulls.

The Harvest Feast of 1848. After the harvest of 1849, no one wanted breadstuffs for six years.

1850: 11,500 inhabitants in valley. 16,000 acres under cultivation; 120,711 bu. of grain raised; 45,000 bu. potatoes.

Two stanzas from the *Irrigation Ode*, by Mrs. Gilbert McClurg, will show its spirit. The first stanza is "The Desert:"

Oh! Desert Land!

The land of the smiting sun-glare, deep  
blue of the star-pierced night.  
Of rock-piled heights and chasms, awe-  
fraught to the dizzying sight.  
Where the shadow ever chases the light of  
the blinding day  
With purple and pink and crimson, opal-  
escent and far away;  
The candlesticks of the cactus flame-  
torches here uphold!  
Sunflower disks and feathery mustard  
spread fields of the cloth of gold.  
The polished cups of amole are girded with  
spears of thorn—  
When the desert wind arises,—and they  
fade as they are born!  
The rainbow-colored spaces, wan and with-  
ered in a breath:  
Bones of man and beast lie together, under  
mirage-mock of death!

*Chorus:*

Life of sky and sand awaking to prey  
when all is done;  
Land of the desolate people, born of sir-  
rocco and the sun!  
Oh! Desert Land!

A subsequent stanza is "The Irrigated Region:"

Oh! Glorious Land!

The land of homes for the homeless; the  
shepherded flocks and herds;  
The land where the green-walled thickets  
are choral with songs of birds;  
Where over ancient furrows, silver stream-  
lets are re-drawn;  
Where slopes, once arid, lie teeming with  
wealth of the vine and corn;  
The land of sunny spaces, the land of leafy  
glades;  
Of the faith that sees in the desert the  
promise of verdant blades,  
Where fruits, purple, crimson and golden,  
roll forth from Plenty's horn.  
Where souls of noble fealty, of diviner  
mood are born;  
Where, on glimmering heights of future,  
gleam fair regenerate years.  
Read in crystal chiasm of water, the trans-  
parent globe of seers!

*Chorus:*

In the garden grows the Tree of Life where  
Eden's rivers run.

Land of the world-dowered people, nurtured  
by water and sun!  
Oh! Glorious Land!

## LESSON VI

Read Chapters 17-20.

These chapters will be of special interest to the reader, as they deal with early day industrial life and how the towns and cities were founded.

Chapter 20 tells about the organization of Utah Territory. President Young was insistent that the people become self-sustaining. In fact, this was absolutely necessary as they were a thousand miles from the confines of civilization. At first every little home was a center of industry, for as you will read, nearly every article of clothing, as well as the necessities for the house were manufactured by the family. This we call domestic manufacturing. Later, the people would organize in groups and work co-operatively to manufacture clothing, etc.

Discuss the following topics: Domestic manufacturing; President Young's statement concerning home industry; cotton raising; grist and saw mills; machinery for sugar manufacturing; the organization of the Deseret Agricultural and Manufacturing Society; some of our early-day merchants.

*Questions and Problems*

1. On the Fourth of July, 1859, a procession was held in Salt Lake City which is described on page 200. What were some of the industrial organizations represented?

2. Give something of the story of early-day mining in southern Utah.

3. Why did President Young discourage mining in early days?

4. Do you think it was a wise decision?

5. Read in some of the magazines what the eminent writers have said about Salt Lake City. (See *Scribner's Magazine* for

March, 1924: *Harper's Magazine*, for June, 1924.)

6. Tell the story of the settlement of Salt Lake City.

7. How was the city laid out and named?

8. What were some of the first public buildings. (The City Hall; the Council House; the Social Hall; the Bowery and first Tabernacle.)

9. Where were these buildings? (The old city hall is still standing.)

10. President Young had in mind not only a city of homes, but he provided for parks and play grounds. Every home was a garden, and every house was surrounded with flower gardens. Salt Lake City has an individuality all its own. Can you tell why?

11. Tell something about the history of other cities, like Fillmore, Ogden, and Parowan. The old New England town government was the most democratic that has ever been known. This same type of government was carried on in the Utah towns. All the people took part in government and were free to express their views in meetings.

12. Tell briefly how Utah Territory came to be organized and named. Who was the first governor of Utah, and who appointed him? Why do you think the people wanted statehood?

13. Why is a state government better than a territorial form of government?

It is interesting to note that the first law passed by the first legislature of Utah was for the building and maintenance of roads and bridges; the second law brought into existence was that pertaining to the University of Utah, the first university west of the Missouri river. Turn to page 229 and read the Memorial to Congress asking for \$25,000 for a university. From the beginning, the people took an active interest in education, and later you will read about the first public schools and something about our first school laws.