EDUCATIONAL MATTERS.

The City Schools—Suggestions and Hints of an Educator on the Training of Teachers.

In the series of articles on the Salt Lake schools, the most noticeable feature in the working of the system is signs have been a few strictures. While the course of study, especially for the grades below the high school, may need a few modifications to conform to the present conditions of the system, it embodies many philosophical principles and is in harmony with modern educational theories and methods.

The courses of study for the high school will bear a more favorable comparison with those of previous years, and in point of time it which are present system has room to realize a steady improvement. The men at the schools are, some from a new society, and are better equipped to the duties of their chosen and philosophical expiration, a greater variety of books of reference and a well arranged and more complete library. In fact, were the equipment dollar in these respects, it would cost a more favorable comparison with the teaching force.

The objective method of imparting instruction is made prominent throughout the grades, similar results being accomplished by an agency. The demand upon the schools is exercised, the government being that of a pleasant tranquility. An appeal to the pupil's love of approbation and to his better judgment characterizes the teacher in enforcing order and securing attention to duty. One of the commendable features of the policy is the recording of the teacher of written examinations, which have been in some other places made a bete of persecution. The pupil's fitness for promotion is based upon his only recitations, written and oral tests being given from time to time, without notice on the part of the teacher. The system of non-promotion is a meritorious feature, the responsibility of such a method being serious.

The teaching force is, on the whole, a good one, and one is impressed with the enthusiasm and earnestness with which the instructors encourage their duties. This commendable spirit is essential of a healthy and progressive growth. As to the management of the city educational system, the intelligent labors of Superintendent Maughan have brought the schools to a high degree of efficiency and to the enviable reputation they enjoy. Nothing more can be said than that his heart is in his work, and that he is devoting the best energies thereto.

TRAINING OF TEACHERS.

The theory and professional training of teachers is a subject second to no other that can be brought to the attention of the educational fraternity. Who systems of educational or extensive supervision is productive of excellent results; commodious and well erected school buildings may stand upon their score to the establishment of discipline; but after all, it is the teacher that makes the school. Being emphatically the main factor in the successful school, he should have the qualification for his work.

Authority states emphatically that a teacher "with the subjects to be taught is not alone enough; a knowledge of method is also necessary; that the teacher who is well trained both in matter and method is the best instructor and accomplishes the greatest good. The Greeks used to say, because a successful man is any vocation, three things are needed: nature, study and practice.

Thus, to become a successful teacher one must possess natural aptitude, a good knowledge of subjects and professional training. Natural aptitude is either present or absent. It is a gift reputable over which the teacher has no control. The profession has to do only with study and practice. There should be a more literary standard for teachers. Many everywhere attend the possession of a thorough education in whatever business or profession it may be found. An eminent educator speaking upon this problem says: "A sound and liberal education is the direct pathway to success in all pursuits. Statistics show that the average man will do, on the average, to be advanced to his career at the age of thirty-five as the undoubted at forty-five or even fifty. Not one out of every ten of moderate ambitions achieve success."

The school law wisely makes it obligatory for the teacher to have a knowledge of those subjects only in which he imparts daily instruction. To secure satisfactory results from teachers as a class, such knowledge is indispensable. The truly successful teacher has a thirsty culture that is broader and deeper than this. The whole work of education may be summed up in a great search after the truth. Judged from this viewpoint the profession of teaching becomes a very exalted one.

The teacher, in the faithful discharge of his daily duties, is guiding his pupils along the pathway that leads to truth. The only foundation of knowledge—of truth—is the lively dependent for their position on their teachings, and their methods. Algebra and geometry make plain the points that seemingly tend to obscure. Latin and Greek are powerful aids for the teacher of the English language; geology is a guide to flowers to the student who is not polished in elementary.

Some of the specific advantages attending the higher educational or teachers are:

First—It is necessary for the best teachings. This has been the experience of all in attempting some study widely different course.

Second—It enables the teacher to place imported methods with intelligence and to employ them with success. Volumes on methods have been put in a great number of books, because teachers learned not the principles underlying it. Results follow. The facility with which some teachers take to new methods is indicative of superior gifts and acquired skill of the teacher.

Third—It furnishes a broad foundation and supports the superstructure of professional training. It will be found in the end, if it is not so at the outset, that the teacher who is well trained