A THOUGHTFUL ADDRESS.

President Kingsbury's Paper Read Before the School Convention.

In accordance with the invitation given by Territorial Commissioner Boreman, a convention of school workers was held at the Utah University, this city, on Saturday last, mention of the proceedings of which will be found in another column. We present herewith, however, the full text of the admirable opening address of President Joseph T. Kingsbury, outlining the purposes of the convention and suggesting the objects to which the educators present should give their attention. The paper requires no other introduction or commendation than this: it is plain, practical and vigorous, and speaks for itself.

Gentlemen—The matter of bringing the schools of the Territory into a closer relation with the university is of the greatest importance, and we, as county superintendents, teachers and men interested in the advancement of the public school system and educational interests generally of the Territory are now today from all parts of Utah to discuss measures that will tend to bring about the desired end in view. There is no one here who does not know that the final and best way of harmonizing and systematizing all parts of the public school system of the Territory and thus bring about a closer relation between the schools of our commonwealth and the university, is the establishment of high schools in the counties and the making of a systematic gradation through the primary schools, than through the secondary or high schools to the university. This method of gradation in the whole public school system is carried out to a high degree of perfection in the state of Kansas. The university there stands at the head of the public schools as here, and it has had a preparatory department connected with it as is the case in regard to the University of Utah until about two years ago when that department was established. At that time the district and high schools had developed to such proportions that the preparatory department was no longer necessary. In the development of the public school system the university was not ignored as the head and all other portions of the system was graded with a view to giving thorough preparation for the university, and now the public school system of that state is considered among the best in the United States. Without a perfect gradation throughout the public school system we and Kansas stand and the greatest efficiency can not possibly be accomplished. Where the schools are not graded every time there is a change made in the teacher the children are put back and made to go over the same work. This costs time and time again and in some instances this is continued until the boy or the girl is taken out of school altogether and consequently little is accomplished for that boy or that girl. Again, when the district schools are graded with a view to preparing pupils for the high schools, and the high schools in turn are graded with a view to preparing students for the university there is no unnecessary duplication of work, and thus a great saving of money and time follows. Where the child is made to go over the same thing time and time again and time prevented from advancing, his time is wasted and the loss of the child's time in this way in many instances puts him in a position in life far less favorable than the condition under which he would have been placed had he, while at school, been properly advanced as he would have been in schools properly graded. There is also a waste of time and money in not having the secondary schools lead down to schools of preparation for university work instead of maintaining in such schools courses that go beyond the ends of preparatory schools to universities. A Borough gradation from the most primary up to the university through the intermediate schools throughout the entire public school system, is the most advanced idea extant at the present time upon the subject. In fact it is now being advocated by some that not only should a thorough system of gradation be maintained in the schools throughout each state and territory in the United States, but that the gradation should go still farther.

It is advocated that this gradation should be uniform throughout the whole country, that the courses also in the various state universities should be the same as far as they go. It is realized, however, that all universities cannot extend and divide their work the same, cannot reach the same degree of proficiency and cannot do an equal amount of work in special lines on account of the different conditions with respect to population, finance and other things surrounding each state. Yet, it is warranted by the advocates of such a system, that each state university could do the same work as far as the work extends, and so far as it is consistent with the attending circumstances. Were such a system established throughout the country it is contended that the preparation for university work would be substantially the same all over the land, and the young man and the young woman could get this of her preparation for any public college in any public secondary school without unnecessary work, and hence without waste of time and means. The objection to this uniformity in the universities is that it would tend to prevent the development of original plans and adaptations suitable to surrounding circumstances. This national uniformity in the gradation of all the public schools including universities is not a matter, however, that we have been called together to discuss. We are concerned now with the public schools of our own Territory, and we wish to place them in a condition to impartial to our means at least equally as far advanced as those of any other territory or state under our government. That this may be brought about it seems to me that the first step should be one 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 concurrence 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 created that would work a great hardship upon the people. Too much should not be crowded into the law at first. As the public school system can be built up it will be by the foundation to which the people of the nation can be satisfied. A feeling of independence rather than dependence should be promoted in all hearts. It is quite desirable as to whether anything in educational interests should be done by the state or local districts in providing school buildings and free tuition. Whether the state should furnish books and stationery as well as provide free tuition is a matter that can be considered. If in doing so it has the slightest tendency to encourage a feeling of dependence even a little, it should not be done. Charity is one of the most praiseworthy attributes of man and it highly becomes a man or a community to relate of his substance when some particularly worthy object, the weakness rather than any thing that promotes dependence rather than independence, is worse than no charity at all. This idea is the best illustrated, demonstrated in the history of England, where the government became so clearly responsible for the small states having conquered and Englishmen were forced by the circumstances in which it was evident that one would be reduced owing to the existing circumstances, to abandon their country and work and to migrate from one state to where the hand of charity had been extended such a greater hardship and this produce a feeling of greater independence.

In school matter as well as in everything else, measures should be provided that will tend to elevating the people morally, politically and religiously. In constructing the relationship 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 to 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 rather 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 repelled altogether as a higher education having an opportunity within their reach to obtain the required preparation to enter upon the work in our college courses. Only however three 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 in the university so that pupils in the district schools after they are uniformly graded, would 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 the great universities in the whole public school system there is something in the whole school system commensurate and a great saving of time and money is saved for the young man or woman and money for at least the parents, leaves much more effective work accomplished.

It is desirable to have the school masters so adjusted that harmonious relations may grow up between the university and all schools of the Territory, and that the district schools send as strong their work so as to prepare pupils for entrance into the sophomore courses of the university. It would probably be profitable for the present to have satisfactory arrangements made for entrance examinations into such sophomore courses so that they could be held in the various counties by the county superintendents, or the county boards 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 the youth should be prepared in including thoroughly and successfully upon 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 have both the capability as well as the inclination to build up the public school system, the real bulwark of individual and national independence. A very good man has children growing up to be a million to our country 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 youth, the man and the woman. He can comprehend the importance of filling the mind with ideas of interest and giving it its 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 reach to the best advantage. Our young men and women will have the notion of life to wage and will be confronted with obstacles their parts if their minds are not developed and cultivated beyond that reached in the district schools and even the high schools. A society to promote science receives complete training and science to be of amount of the force with which they may become fascinated, but the main amount of the force may be wasted on account of the deficiency of their remaining powers. If this be true, they will be which can satisfactorily with those below them.

Clark Family Reunion.

PARAMOUNT, April 7, 1893.—The reunion of our great Temple family brought the many relatives of E. T. Clark from various parts of the country to Conference, they availed themselves of the opportunity for a jolly gathering. The gathering consisted of nearly one hundred persons of whom, with one exception, were members of the family. Among those from the most distant points were Mr. W. G. Clark of California, Elder Moroni Clark of Wyoming, Hyrum D. Clark, of Wyoming, Mr. Julius Caesar Lyman, of Pocatello, Idaho, Elder Alvin Sorenson, of Arizona, and Mr. Joseph Clark, Idaho. The oldest family relative present in Utah was Sister Lydia Clark, aged 78 years, and the youngest was Master Ernest Clark, aged 3 years. Witnesses to the reunion were the Clark Brass Band, and the Paramount Ward choir. The dinner was a most bountiful one, and the occasion was one of the most pleasant and happy ever been enjoyed by the Clarks. The afternoon hours were surprisingly short. The expressed good feeling at meeting a host of the relatives, which is no part his contribution was liberally, for organization Mary Stevenson Clark in for use of increasing, we should never forget this visit.

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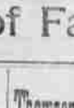

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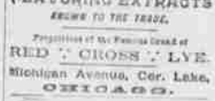

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