EDUCATIONAL MATTERS.

Music, Drawing and Physical Culture in the Schools of Salt Lake.—Notes.

A contemplation of the previous of the primary and grammar grades in the city educational system having been considered, departmental under the direction of special instructors are herewith presented. The corps of specialists is as follows:

Department of music, George C. Young, supervisor.

Department of drawing, D. R. Augsburg, supervisor.

Department of primary instruction, Miss M. A. Hollon, supervisor.

Department of physical culture, Mrs. Rosie H. Root, supervisor.

The work in these branches is in the hands of instructors thoroughly conversant with their duties, and who are admirably equipped therefor.

DEPARTMENT OF MUSIC.

In the beginners' grades, by means of simple songs, table drills and scale exercises, pupils are taught to develop pitch. From the establishment of pitch, they are brought to understand length of tone by means of exercises on the staff. At this stage and following this method of procedure—sounding the notes, placing the same and giving them their proper time length, all form a large part of every drill. This work will be continued until pupils of the primary grades shall have gone successively through a variety of exercises and songs in the keys of C, G, D, A, E, F, B flat, E flat and A flat.

While the methods employed in these grades are intended to prepare the way for the second series of charts and books, the province of the next department is to practically apply in the largest possible sense the principles learned in the former grades. The key of C forms the basis of this department. Interval drill, which is conducted through dictation, musical signs and staff exercises, form the practical phase of the work. Connected with interval drill is sight-reading—pupils being taught the combined result of the eye, the ear and the voice, all presented in every musical exercise. After a thorough drill in all of these essential features, two-part singing is introduced, with the beginning of which a series of instructive and interesting songs is carried forward through the nine essential keys.

In addition to every musical exercise, special stress is placed upon enunciation and articulation, care being taken to avoid shouting and all improper uses of the voice. The sentiment of a song is a prominent characteristic throughout the exercises of the educational system, and forms a fitting capstone to all the processes preparatory to this end.

In the high school department less attention is given to the minor details that necessarily precede the special function of music for this department. Here more time is given to style and character of singing, and an effort is making towards the development of chorus forms. Mason's system of teaching music is used in the schools, and embodies the results of years of study and investigation by one of the foremost men in the profession.

DEPARTMENT OF PHYSICAL CULTURE.

This department is receiving commendable attention from the best cities of our great commonwealth. Taking a retrospective view of the past few years one is impressed with the widespread advancement of a system so vitally connected with the health, and which so effectually promotes gracefulness of manner and carriage of the body. Today the moral and mental effects of physical education are apparent to all, even to the most casual observer. In almost every prominent institution of learning, some attempt is made in the direction of culture of this character. Notwithstanding the fact that strong prejudices have existed and do now exist, as to its utility, scientific physical training is assuming its proper sphere as one of the prominent auxiliaries in a school or college curriculum. A very encouraging sign of the times is the harmony existing between the leaders of the three great systems, the advocates of which have made important concessions looking toward one which shall embody the best features of former methods.

The board of education in Salt Lake has not been slow to perceive the great utility of physical training. They believe that the teaching of the principles that it involves will result the highest possible physical as well as mental development of the pupils. The new school buildings are well arranged to secure good results, their spacious halls being admirably constructed for work of this character.

It is now considered that development by heavy gymnastics is incompatible with grace, tending to harden the muscles and keep them "[illegible]," while light movements make [illegible] pliable and graceful. The supervision in physical culture in this city means the teachers by grades, giving instruction as to the methods to be employed in the schools, and also supervising the work by visiting every instruction room in the city once a month.

Upon entering the primary rooms one is impressed with the exact precision of the little folks, although much work has been accomplished to bring about this desirable result. Commencing with the beginners' grade, the scheme embraces the following movements: Prepare to stand; standing on move to edge of seats; two, stretch arms, hands clasped on desk; four, attention to feet. The second series of movements consists of five; turn in seat; two, hands clasped to left; three, seat; four, face to the front; in all of which the children take commendable interest. The teacher then retains a certain position, the command exercises and the following movements occur: One, feet slightly advanced, arms at side, shoulders even, chest raised, knees straight, head erect, weight of body on the balls of the feet, maintaining a perfect balance.

The children are then marched into the halls where they are arranged at proper distances, the work consisting of arm, leg and trunk movements. Walking exercises then take place, in which attention is given the carriage of the body. While walking in straight lines they are kept apart the distance of an arm's length from the one in front. After which light standing gymnastics are taught, when the children march back to their places at the side of their desks, and at a given signal, all are seated at the commands of position and standing.

The pupils then sit perfectly motionless for about half a minute, when the attention is given to remove school work with slate and pencil.

Upon inquiry, it is ascertained that the position so perfect generally has been a very difficult thing for a child to accomplish, and when a teacher attains this much-desired result she feels that a great stride has been accomplished. The fact is also learned that much has been done to bring the children to a correct standing and sitting position, and that prompt obedience is every command is a requisite to proper advancement.

DRAWING.

Drawing in the Salt Lake public schools is treated as a foundational study the same as language and number. It is the basis of form and color, also an aid in teaching, understanding and learning number, language, science, geography, etc.

The aim in drawing is (1) to teach color, (2) to draw from the object, (3) to draw from memory, (4) to draw from the imagination, (5) to apply its use to every day wants.

The system of drawing is based on three type forms—the cube, the cylinder, and the triangular prism. These type forms are thoroughly studied and in turn are made the basis of all form.

GRADE WORK—In the chart class and first grade color work predominates. In this class the color kingdom is divided into three parts—red, yellow and blue, together with their tints and shades.

In the B class of the first grade the color kingdom is divided into seven parts. In addition to the red, yellow and blue of the chart class, color is further divided into orange, green, violet, and purple, together with their tints and shades.

In the A class of the first grade, the color knowledge of the child is subdivided into twenty-one parts, viz.: red, orange red, red orange, orange, yellow orange, orange yellow, yellow, etc.

METHOD OF TEACHING—The standard color is a color chart made by the teacher from standard colored paper furnished by the board of education.

The method of teaching color is by the comparison of colored material with the standard. The pupils and teacher gather all sorts of colored material, such as bits of ribbon, worsted, tissue papers, etc., and match their color by comparison with the standard colors on the chart.

For work in color, water colors are employed as affording the cheapest and most economical means of practicing in color. The colors have been furnished by the pupils themselves thus far. They cost from 10c to 50c, according to the size of the box. The work consists of washing, coloring simple designs, in coloring familiar forms and in painting from natural objects.

The scheme may be summed up as follows: (1) The color chart—the standard; (2) colored material—for comparison; (3) water colors; (4) worsteds—to learn the coloring; (5) coloring simple designs—for work in color; (6) coloring simple forms—for work in color; (7) painting from the object.

DRAWING.—Drawing is used in the chart class and first grade by the teacher in giving object lessons, busy work, etc., and in the A class of the first grade, round forms, such as those based upon the sphere, are taught, but the drawing is secondary to the color. Drawing is divided into three classes: (1) Representative drawing, which deals with the appearance of form; (2) constructive drawing, which deals with the facts of form; (3) decorative drawing, which deals with the ornamentation of form. The first is the basis of the other two, and is taught in the grades. Constructive and decorative drawing are taught in the high school.

The representative drawing is divided into two parts, the elementary and the advanced. The elementary drawing includes the first, second, third and fourth grades, and the advanced drawing, the fifth, sixth, seventh and eighth grades. Drawing in the first, second and third grades is more to stimulate observation, interest and love of form rather than instruction in the principles and science of the subject. In the fourth grade the work is changed and attention is given to characteristics of line, methods of execution, kinds of lines and leading forms.

With the fifth grade begins a though and systematic study of the cube and similar things, both from the object and by means of problems. In the sixth grade the cylinder is taken up in the same manner, and in the seventh grade the triangular prism. In the eighth grade, light, shade, shadow and reflections are studied. With the exception of one or two individual cases, this part of the work has not been reached, but will be next term by a number of schools.

HIGH SCHOOL.—In the high school, constructive drawing is systematically taught through two years of the scientific course. In this department, the pupils work almost entirely from the model of from carefully explained principles. In the decorative drawing class, color is again taken up and used in original designs, as theory taught and used in general decorations.

NOTES.

The enrollment of pupils in the public schools for the third month were beyond the nine thousand mark.

Utah educational exhibitors at Chicago are still waiting for the commission on awards to unravel the snarl into which they have got their affairs.

A holiday day is to be celebrated in all the public schools this year, but as it occurs on Monday, Dec. 25, the exercises will not be held until Friday, Dec. 22.

Dr. Park, who has charge of the educational work at the Territorial Fair, is going to the field working up an interest in the department for next year.

The meeting of the National Educational association, which there was no effort to secure at Salt Lake City, has been captured by Duluth, Minnesota. The date is fixed for about July 11th.

In the game of football Thursday between the Y. M. C. A. team and the high school team, the first mentioned were compelled to submit to an ignominious defeat to the tune of sixteen to nothing.

A pleasing incident occurred a few days ago in one of the ninth grade rooms of the city schools. A teacher who is visiting the cases of the regular instructor, was asking to give the students in physical culture, and she judged to call on the superior of the department, who presented the usual work, after which she asked for a point to exercise the necessary commands as had been directed by the superior. To the latter's delight, as well as to the pupils' surprise, a little fellow stepped forward and delivered the necessary commands with as many precisions, winning the admiration of the school and his teacher.

The structure of the meeting of the Monday Night club in the parlors of the First Congregational church was quite large. An excellent program was carried out. A long poem setting address was given by F. B. Stephens, Esq., who spoke upon the influence of American Oratory, and was followed by Prof. O. F. Davis, who made a special appeal upon the life and public services of Wendell Phillips. A few address was then given by Stanley Price upon the life of Patrick Henry. The other speakers of the evening upon the subject of oratory were: Principal G. H. Avery, R. B. Hensley, Dr. Stolte, Mr. Kerr and Mr. Ney. The speakers for next Monday evening will be Prof. Maxwell and Major Greenwell.

HANDSOME DRIVING MARE.

A Prize Winner at the New York Open Air Horse Show.

The illustration, from a photograph, shows a beautiful mare which took the prize in a driving match at the New York open air horse show.

This handsome animal is 8 years old and belongs to Oliver Lamphier, Kingston, New York. She is a chestnut, very in color. Her sire was the prize-

HOW WINNER GOES FOR HIM.

winning horse Hiram, by Hambletonian, and her dam was a beautiful, active, stylish mare of great intelligence. Those who have had the pleasure of driving her pronounce her a high-bredness. She was the prize in the class for single carriage horses, 4 years and over. She has been a great road mare of fame.

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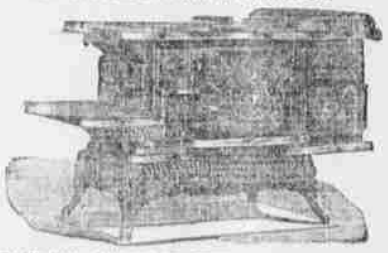

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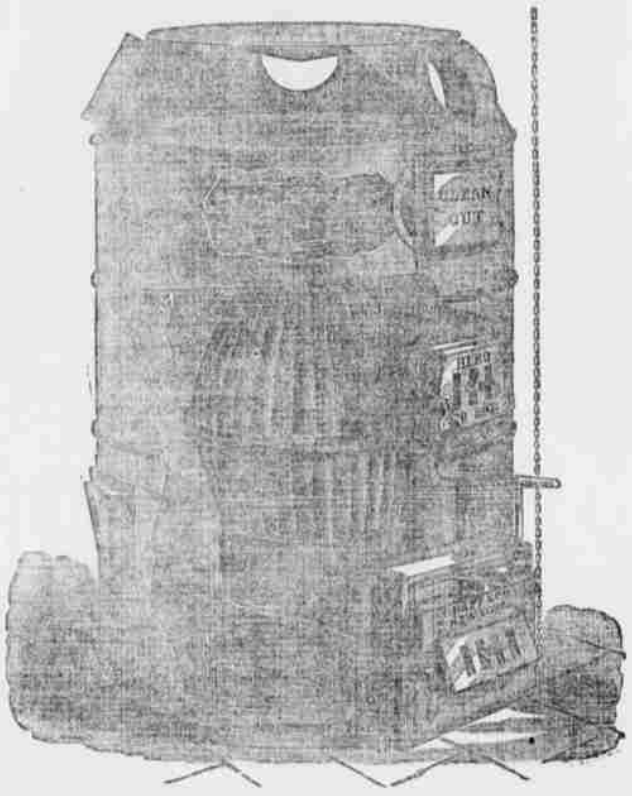

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