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EDUCATIONAL PROGRESS IN UTAH

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TAH has a public school system not excelled by any of the newer states, and in advance of a number of the older states. The free school system has been in operation for many years. The general control and supervision of the public school system is vested in the

state board of education. This board consists of the state superintendent of the public instruction, A. C. Nelson, the president of the University of Utah, Joseph T. Kingsbury, the president of the Agricultural College, W. J. Kerr, and of "two other persons of large experience and eminent professional standing," appointed by the governor. They are, W. S. Marks of Tooele and D. H. Christensen of Salt Lake City.

Teachers' state diplomas of the High School grade are won by passing ex-aminations in the following branches: Arithmetic, United States history, read-Arithmetic, United States history, read-ing and elocution, orthography, Eng-lish grammar, political and physical geography, physiology, algebra, physics, rhetoric, drawing, plane and solid ge-ometry, botany, English literature, gen-eral history, civil sourcement, history eral history, civil government, history and science of education, and psycholand science of education, and psychol-ogy; and also in any three of the fol-lowing branches, namely: Chemistry, geology, French, German, Latin, Greek, trigonometry, zoology, biology, and mineralogy. Candidates for state pro-fessional diplomas of grammar grade fessional diplomas of grammar grade are required, by examination or other evidence, to exhibit satisfactory knowl-edge of all the following subjects: Arithmetic, United States history, read-ing and elocution, orthography, Eng-lish grammar, political and physical ish grammar, political and physical geography, physiology, nature studies, algebra. physics, rhetoric, drawing, plane geometry, botany, English liter-ature; general history, civil govern-ment, the history and science of educa-tion and newbolcow.

This will show the high standard of scholarship required of the teachers in the public schools of this state. None can teach therein without being properly accredited by certificate, issued by the board or by the county superintend-ent of public schools, or by the state University. The various boards ac-cept the credentials from institutions of block boards accept the credentials from institutions of higher learning, the standing of which is well known, for certain parts of the examinations. The schools in the city of the first and second class are controlled by a board of education. Each city is one school district, and the certain schools therein are free to all public schools therein are free to all residents between the ages of six and eighteen years of age and of children within the required age whose father, mother, or guardian is a taxpayer within the district. All public schools and property therein are under the direction and control of the board of educa-tion. The school law provides what children must attend the public schools and for how long. Every parent or guardian of any child between the ages of eight and fourteen is required to send the child to the public, district, or private school, at least twenty weeks in every year; ten weeks of which shall be consecutive, unless any of the follow-

ing reasons can be established: That the child is taught at home in the branches prescribed by the law for



#### DR. JOHN R. PARK,

Friends of education in Utah will readily recognize the kindly and intelligent features of Dr. John R. Park, deceased; for he was one of the fathers of education in this State and spent his life in advancing its interests. When he died he left his fortune of between \$40,000 and \$50,000 to the University of Utah, an institution of which he was the head for almost a generation.

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5. That the services of the child are | within a few miles are the great sugar necessary to support a mother or an invalid father. Failure to send children to school is made a misdemeanor. Incorrigible children are sent to the state industrial school at Ogden, for reformation.

## UNIVERSITY OF UTAH.

smelters and refineries may be reached The state institution for higher learning was founded in 1850, two and a half years after the first settlement by the street cars. In the abundance of natural facilities for the practical study of geology and mineralogy, Salt of Utah. An act of the provincial leg-islature incorporated the institution as the "University of the State of Deser-Lake City is perhaps unsurpassed by any college town in the country, The library building, 140x62 feet, is the "University of the State of Deser-et," a name that was changed in 1894 to that of University of Utah. The university is by law the head of the public school system of Utah, and is the natural culmination of all the educational efforts of the district and high schools of Utah. used for the library administrative purposes, and for class work in mathematics, language, philosophy, psychology, etc. The normal building, 140x68 feet, is used for the work of the kindergarten and the normal training school, and and high schools of Utab. The buildings of the university are on a beautiful site on the east bench also for nature study, sloyd, and shop work in wood.

overlooking the city, a place in which pure air and inspiring mountain and valley scenery constitute the natural ideal conditions for student life.

## LOCATION.

work in wood and metals. Salt Lake City is admirably suited to be the seat of Utah's chief institution of higher education. It stands in the The university has a fine museum, well equipped laboratories, good and van of progress in regard to the modern abundant apparatus, an extensive li-

engineering.

course, louing to a teacher's state cer- [ tificate, a four-year kindergarten course leading also to a certificate, and an advanced normal course leading to a baccalaureate degree and a diploma. Jo-seph T. Kingsbury, Ph. D., is the pre-sident, and the faculty comprises 33 professors and instructors.

#### AGRICULTURAL COLLEGE.

The Agricultural college is located in Logan, Utah. The college is beauti-fully situated on a broad hill overlooking the city, one mile east of Main street, and commands a view of the entire valley and of its surrounding mountain ranges. The beauty of the location is perhaps unsurpassed by that of any other college in the country. It is the policy of the Agricultural College of Utah, in accordance with the spirit of the law under which it is or-ganized, to provide a liberal, thorough and practical education. The work of the farm, in the orchards, vineyards, gardens, dairy, commercial rooms, kitchen sewing rouns, different scientific laboratories, and carpenter, forge and machine shors, is done to strict accordance with scientific principles. In addition to the practical work of the different courses, students are trained in the related subjects of science, and in mathematics, history, Fuglish and nodern languages.

An act of Congress, approved July 2, 1862, provided that public lands should

# **UTAH'S SCHOOL CHILDREN**

There are \$7,131 children of \*\*\*\*\* school age-from six to sixteen years--attending the county and city schools throughout the state of Utah, compared with 86,353 last year. Here are the figures by countles and cities as as shown in State Superinten-dent of Schools Nelson's annual report:

	1900.	1901.
Beaver	1,176	1,113
Boxelder	3,320	
Cache	4,447	4,601
Carbon	1,326	1,421
Davis.	2,759	
Emery.	1,706	
Jarfield	1,197	1,176
Irand	300	
ron	1,211	
luab	2,482	2,508
Kane	631	
Millard	1,934	1,809
Morgan	664	
Plute	654	536
Rich	730	
Salt Lake	7.526	
lan Juan	152	178
saupete	5,280	
Sevier	2,804	2,869
Summit	2,612	
Pooele.		
ntah	1,790	
Utah	8,778	
Wasatch	1,571	
Washington	1.588	1,616
Wayne	727	
	3,121	3.225
	14,428	
CALL CONTRACTOR CONTRACTOR CONTRACTOR		5.659
Ogden City		
Provo City		
logan City	1,034	4,010

be granted to the several states, to the amount of "thirty thousand acres for each senator and representative in Congress," from the sale of which ther, should be established a perpetual fund. "the interest of which shall be inviolably appropriated, by each state which may take and claim the benefit of this act, to the endowment, support and maintenance of at least one college, where the leading object shall be, without excluding other scientific and clas sical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to pro-mote the liberal and practical educa-tion of the industrial classes in the several pursuits and professions in life."

The college buildings comprise the main building, the experiment station building, the mechanic arts building, the dormitory, the conservatory, the veterinary laboratory, the forcing house, three barns, the poultry build-ing and residences for the president of the college, the director of the ex-periment station, and the farm superintendent, and cottages for farm labor ers. The college has an extensive equipment of laboratories and apparatus,

The agricultural experiment station s a department of the college, supported mainly by congressional appropriations, supplemented by the receipts from the sales of farm products. The station was created for the special pur-pose of discovering new truths that nay be applied in agriculture, and of making new applications of well es-tablished laws. It is, therefore, essentially a department devoted to research; and as such, it does the most advanced work of the college.

The college offers the following ourse: (1) agricultural course, four years; (2) domestic science course, fou: years; (3) commercial course, four years; (4) civil engineering course, four years; (5) mechanical engineering course, four years; (6) general science course, four years; (7) agricultural course, three years; (8) domestic sci-ence course, three years; (9) commer-cial course, three years; (10) manual training course in mechanic arts, fou ears; (11) engineering preparatory ourse, two years; (12) preparatory years; course, one year. (13) special winter course in agriculture.

The college had 33 teachers and 35 students last year. William J. Kerr, D. Sc., is the president.

#### THE CHURCH SCHOOLS.

The system of education supported by the Latter-day Saints, supplies phases of mental and moral development that cannot well be given in the state schools. It is for this reason that this people support a number of institutions denominated the Church schools.

These are not intended to supplant the state schools or to encroach upon their functions but are designed to sup-plement, particularly at the high school eriod, the instruction given in the state schools.

Most of the counties of Utah have one Church school, which is an institu-iton intended to be of high school self-control. 4. In the arts and sciences grade. Wherein these schools differ from the state schools (for their courses of study, text books, etc., are essentially the same as in the state

and business courses of study, and offers also a higher or university course leading to the baccalaureate degree. Its various courses are patronized this year by 800 students. It has 22 poressors and instructors. Its buildings, now in course of erection, will occupy one-fourth of a city block at the head of Main street, directly east of the Temple block. At present it has two buildings, the business college, which is finely equipped for commercial work, and Earratt hall, a fine structure not yet completed. Another building, the Brigham Young memorial, is soon to be erected.

This institution is organized under the laws of the state. No. IV of the articles of incorporation declares that the nature and objects of this associa-tion shall be to found a university, with colleges, academies, schools, institutes, museums, galleries of art, libraries, laboratories, gymnasiums, and all proper accessories, where instruction of the highest grade possible to its resources shall be given to both sexes in science, Ilterature, art, mechanical pursuits, and in the principles of the Gospel as taught by the Church of Jesus Christ of Latter-day Saints. The chief aim and object of the institution shall be to make of its students and graduates worthy, attigated and graduates

worthy cltizens and true followers of Jesus Christ, by fitting them for some useful pursuit, by strengthening in their minds a pure attachment to the Constitution of the United States and to our republican institutions, by teaching them the lessons of purity, moral-ity, and upright conduct, and by giving them, as far as possible, an under-standing of the plan of salvation re-vealed by our Lord and Savior Jesus Christ. Nothing that is contrary to the laws of the land shall ever be taught

in said institution. At present its actual patronage is chiefly confined to the three courses enumerated below:

The high school course prepares for entrance to universities and technical or professional schools.

The normal course prepares for the profession of teaching in the public schools. The business course perpares for the

positions of telegrapher, stenographers, accountant, etc., besides providing a good general education in English law, political science, economics, and mathematics. This institution is chiefly remarkable

for the rapid progress it has recently made, the increase in its facilities and patronage, and the prominence it gives to the lines of economics sociology and J. H. Paul, Ph. D., is the presi-

dent. THE BRIGHAM YOUNG ACADEMY. This popular institution, located at

Provo, was founded by a deed of trust from President Brigham Young in the vear 1876. To carry out the design of its foun-

der, the academy offers instructions as follows: 1-In the principles and doctrines of the Church of Jesus Christ of Latter-day Saints. 2-In the principles of morality and moral responsibility.

3. In the elements of self-control, on the principle that a free people or a

1, Course in arts, four years. 2. Academic course, four years. Normal course, four years. 4. Business course, four years.

The course in arts corresponds with the usual course of the leading American colleges, and leads to the baccalaureate degree A. B. This course is designed to irse is desig furnish a liberal and thorough education, embracing the broad field of general sicence, mathematics, history, language, and literature. The normal course is supplemented by a normal training school of exceilent character. The laboratories of the college are first class and the scientific work done has been of an accurate and technical character that has commended the institution to the friends of edu cation throughout northern Utah and Idaho. Thoroughness is a principal nim. The college has twenty-five teachers and about 500 students. Jas. H. Linford, B. S., is the president.

and thirty-five teachers. The school is distinguished for the patriotism of its teachers and students, its popularity, especially throughout central and southern Utah, and for the acsouthern Utah, and for the ac-knowledged excellence of its normal courses. It has a firm hold on the affections of many of the people throughout this state, has had a long and honorable career, and has a most hopeful future. Dr. Karl G. Maeser, the educational founder of Church schools, was for years the principal; and in later years the strong and canand in later years the strong and cap-able management of President Benj Cluff and of Acting President Geo. H. Brimhall, the work began by Dr. Mae-ser has been well carried on. BRIGHAM YOUNG COLLEGE.

On the 24th of July, 1877, about a month prior to his death, President Brigham Young conveyed to a board of seven trustees, 9,642 acres of land, lo-cated south of Logan City, the profits and issues of which were to be used for the support of an institution of learning to be known as the Brigham Young college. The deed of trust provides that the Gospel of Jesus Christ shall be the basis of college discipline, and that, in addition to the work usually provided for in the curricula of high in-stitutions, instruction shall be given the students in the important duties of their various Church callings.

There is also a high school course, a normal course of high school grade, a sub-freshman course, a kindergarten

course, and a normal training school. The academy has three large and well equipped buildings, with good liter-ary and laboratory facilities, an en-rollment of over a thousand students,

It is the general policy of the college to promote the higher educational in-terests of the people, broadly and gen-erously interpreted. It is its aim to provide a liberal and thorough educa-tion, embracing not only mental discipline and physical training, but moral

and spritual culture, as an essential part of the development of a symmetrical character.

The college occupies a campus of about twenty-three acres, situated near the center of the city, on the north fork of Logan river. The lower campus, a level area across the river from the college buildings, furnishes space for athletic sports, an aquarium, and hora thietic sports, an aquarium, and hor-ticultural gardens. The college build-ings comprise the East building, the West building, the Laboratory build-ing, and the President's residence. The East building is constructed of brick and stone. The West building is one hundred and eighty-eight feet long by eighty-six feet wide, and three stories in height. It contains the general as in height. It contains the general as-sembly hall, with a seating capacity of about eight hundred; five offices; fifteen class rooms; the physical and biologi-cal laboratories; and the gymnasium, including bath and dressing rooms. The Laboratory building is a sub-stantial stone structure. These buildings are well lighted and ventilated; and are provided with steam heat, wa-ter, and electric lights.

The following courses of study are offered by the college:

the same length of time as children are required by law to be taught in the district school. . That the child has already acquired

the branches of learning taught in the district schools

3. That the child is in such physical or mental condition (which may be cer-tified by competent physician if re-quired by the board) as to render attendance inexpedient or impracticable If no such school is taught the requisite length of time within two and one-half miles of the residence of such child by the nearest road, attendance shall not enforced.

4. That the child is attending some public, district, or private school.

application of science to human needs. The climate of Salt Lake City is probrary and other facilites for student work and research. verbially excellent; its beauty of sit-uation and its pleasant and healthful The number of students enrolled last uation and its pleasant and have the surroundings are widely known. With-in the city and its environs are manu-facturing and other establishments, which students can visit while pursu-which students can visit while pursuing studies in applied science. Here are electric car systems of the most approved types; telephone lines and other modes of electric communication; electric circuits, exhibiting a variety of

methods; gas works, foundries, ma-chine shops, dyeing establishments, vinegar and lee factories, etc.; and

year in the regular courses was nearly 700, and including those of the summer school, who did regular work, was over The three principal departments are the State School of Mines, the School of Arts and Sciences and the State

The Engineering and Physical Science building, 128x62 feet, is used for work in physics, chemistry, metallurgy and

The Shop building is to be used for

factories of Utah. Salt Lake City oc-cupies a central location among the great mining regions of Utah. Within

easy distance from the city are mines of great variety, many of them famed abroad. A number of metallurgical

establishments, sampling works, mills,

Normal school. The degrees of bach-elor of arts and bachelor of science are conferred upon the completion of a specified amount of work of college

school is 10,588.

Totals.. .. .. .. .. 86,353 87,131 Of this total of \$7,131 the number of children who can read and write is 77,472, the number who attend the district schools is 73,717, the number who attend private schools is 2,814, and the number who do not attend any

schools) is in the spirit of the discipline and in the moral and religious addition to the usual school studies. LATTER-DAYSAINTS' UNIVERSITY

name it bears, it is sustained by them as a worthy exponent of their educational ideals and as an efficient pro-moter of the welfare of their "outh. It It

theoretical training as will fit young people, (a) for schools teachers, (b) for okkeepers, amanuenses, telegraphers, and business men. (c) skilled mechanics, (d) engineers. The aim of the acad This institution formerly known as the Latter-day Saints' college, has come into prominence by its recent rapid growth and has been called the Latter-growth and has been called the last structure in the last legiste departments leading to degrees. legiste departments leading to degrees. First, a course in Pedagogy leading to the degree of bachelor of pedagogy, (B. Pd.) Second, a course in leading to the degree of bachelor of science, (B. S.), in mechanical, electrical, civil and has well arranged normal, high school, I mining engineering.

Salt Lake City Schools

## By SUPERINTENDENT D. H. CHRISTENSEN.

of ploneers entered this valley in 1847, actuated as they were by the same motives that brought their forefathers to the bleak shores at Plymouth Rock,

they found a veritable desert. To them, however, it was a land of promise, an oasis in a desert. They had not braved the wilds of the unknown west, nor made their way across the trackless plains for naught. Feeling as they did that they were guided by an unseen hand, they were content, and were here to remain. They know, too, that with their advent into Suit Lake valley civilization gained its first foothold west of the Rocky mountains. Sensing their high and sacred trust, they were not slow in recognizing the first and most potent factor in | the perpetuation of modern civilization -the school, the safeguard of this republic, governed as it is by the will of the people. Before the first snow had fallen, a little hut scarcely large enough to be seen among the sage brush that surrounded it, reared its homely form, and the new community, although with-out adequate food and raiment, enjoyed the luxury of a village school. Th was the humble beginning, the germ you please, from which our present sys tem has developed. This little seed, i is true, was planted in the sands of the desert far from the running brook, but the watchful care of the husbandman gave it the conditions that an environment refused, and it has become a mighty cak. This little hut was the pioneer of western schools and western

A provisional government was at once formed and in 1850, but two and onehalf years after the first company arrived, the Legislative Assembly pas au act incorporating the "University of the State of Deseret," now the Uni-versity of Utah, and thus made early

provision for higher education. As time rolled on the school law was frequently modified to suit the growing needs and increased possibilities until the present school system, the just pride of our eltizens, was evolved. For school system is, after all, in a sense of the word, an organic being, and its ost substantial and desirable growth is but a natural evolution. Revolutions in school systems, as in governments, are followed by periods of recon-struction, and history shows that these have not always been conducive to the well-helps of comparations. well-being of communities. In its onward movement our school

system entered its present era in 1890, when the free school law, commonly designated the new school law, was

HEN the sturdy little band | some districts had previously availed themselves of the "local option" proviion of former laws and had established ree schools. The enactment of this law lid, however, bring the free school within the reach of every child in the state, although the tuition had formeriy n most cases been merely nominal. But in our present discussion this law

concerns us most in its operation on the schools of Sait Lake City. In addiion to the then existing country dis it established, by means of concolldation, districts to be known as ities of the first and the second class, of which there are four in the state; namely, Salt Lake City, Ogden, Logan and Provo, the first named being the nly one of the first class.

Here then one stroke of the legisla-ure converted Salt Lake City into a ingle school district with boundaries rresponding to those of the corporate ity. Where previously 22 school dispresided over by as many each consisting of three poards nembers were to be found, was brought nto existence a single school board with a constitutency of only ten meme work of consolidation, a single decapitated 66 officials and re blaced them with only 10, thus simplify g the administrative machinery an it the same time giving to it added power. A school superintendent elected biennally by the voters and vested with but limited power in the selection and recommendation of teachers to the varous school boards of the city and counwas replaced with one appointed by he board of equalization, paid a liberal alary and clothed with all necessary uthority to effect a reorganization dong the new lines. One had power to dvise and suggest, the other to require he enforcement of his policy. While his move tended toward a centralizaon of power, the step was, as time has crified, one in advance. In the light of is experience are we too optimistic hen we assert that a union of the chool districts of the several counties, pecially the more populous ones ould bring to them many of the same nefits, though in a smaller measure' With this change came new possibili-

and our community, true to its time-honored reputation, was not slow to avail itself of them. The transition, however, was attended by many difficulties, some of which were not easy to surmount. The statute creating the school district of Salt Lake City provides that

"The public school system therein shall be controlled by the board of education." The meager compensation al-lowed has precluded office seekers from membership, while the time of year when the election is held has kept the board entirely free from the baneful influence of partisan politics. As a conse-quence men of more than ordinary business and professional sagacity have been chosen. This has given to the varize in its fulness the dream of Horace Mann, it did not mark the advent of the first free schools in our state, as



### D. H. CHRISTENSEN, Superintendent of the Salt Lake City Schools.

at all times a policy essentially broadminded and liberal, but yet conserva-tive. The first board had new and

somewhat complicated conditions to meet, but it proved itself equal to There has at all times been a healthy

public sentiment. The citizens of this community feel a deep interest in the welfare of the public schools, and this sentiment finds substantial expression whenever occasion demands. As one of the many instances we need but call attention to the overwhelming majority vote at a special election held during the past year when it seemed for a while that it would become necessary to close the schools early on account of a lack of sufficient funds. The vote of the taxpayers on that day gave unmistakable evidence not only of unqualified confidence in the financial policy of a school board that so justly merited such approval, but it also showed that the citizens of Salt Lake would much prefer to bear the burden of an extra tax rather than to permit their children to be deprived of the benefits derived from a well-rounded course of a full school year. And how cheerfully in the early nineties aid they empower the board to impose a bonded indebted-ness of nearly a million dollars on this

modations might be provided in modern buildings for the pupils. Several causes co-operated, when the

te-organization was first effected, to make the attendance reach a point far beyond the seating capacity of the iulidings belonging to the city. The first and foremost was the sudden and happy termination of a condition of strife and turmoil that had for years perated with an adverse influence on the public schools. The removal of this unfortunate condition drew from the rivate schools hundreds of children that had not previously been enrolled in the public schools. To meet the cmergency it was necessary to call into service a greatly increased teaching force and to improvise additional school

rooms over the entire city. And at this very time a demand from the whole state came for more teachers and better teachers. The new school law provided new opportunities and the county school districts, like Sait Lake, were not slow to avail themselves of these. Although the public schools of

truth that as a reward and result of | ambition will carry him through this the struggles and persistent efforts of those most interested in educational affairs, a new era dawned in 1890. Beautiful and commodious structures sprang up as if by magic on every side until now in nearly every district in the state the best and costliest building is the school house. In many cases a heavy bonded indebtedness was necessary, but that was but a light obstacle. The means found its justification in the end to be attained.

Increased revenues and more stringent examinations paved the way fo better teachers. In fact, not only th advantage but the absolute necessity of normal raining for an extended period of time was recognized. Normal schools were called upon to furnish more teachers and in response they have endeavored not only to increase the quantity, but also to add to the quality. Our State Normal school graduated in 1889 fifteen in the thre years normal course. In 1990 there were sixty-one normal graduates and one hundred have asked to be graduated this year. A four years normal course, including practical work for one year under expert teachers, was provided, and improved facilities were added. The adoption of the graded system throughout the state in 1890 qualified students better for the pre paratory department of the normal school and furnished a large number for it, notwithstanding the fact that entrance requirements had become much more exacting. The normal school be-came well patronized and the college department grew in popularity.

Not until recent years have pupils in many western cities been graded as in our eastern centers of learning. How ever, in the later eighties western schools yielded to the subtle influence of the educational wave. It was then that the most progressive districts be-gan to discard the method of classify-ing pupils according to reader, and to insist on a successful completion of work specified for a particu-lar period before a pupil could be promoted into an advanced class. In was noted, too, that neither the reader any other text book could be made the basis of a classification that would even to a limited extent give satisfac tion. Different sets of readers very ma terially both in quantity and nature o subject matter, and those of any giv en set differ essentially in their scope For these reasons and others, pedagogi cal in their nature, there was practi-cally unanimity of opinion among local educators in favor of a graded system based upon a quantity of work meas-ured by a fixed element of time. This f course commended at once the graded system now in vogue throughout the United States, and, in fact, in most civilized countries, the only important difference between America and other being the time required for countries the completion of the common school course.

The graded system provides that pupils may in conformity to law enter school at the age of six and by regu-iar attendance finish the grades at the 

last period of preparatory school life. Thus an orderly and systematic course of procedure rewards the student at the age of twenty-two with his bacca-laureate degree, and he is presumably ready to face the stern realities of life. This, I repeat, the economic value of the graded system is the one strong feature that commends it at present to universal favor. A notable and important innovation

took place at the beginning of the year 1892-93 when free text books were furnished to all pupils. Since then the poor boy has hed practically every op-portunity enjoyed by his more fortun-ate companion, and the result has made itself manifest in his progress. Under former conditions the advancement of every class was to an extent checked by those that were without the necesary books and materials. The change not only reduced the total expenditure for books in the city, but it also increased the quantity and variety of reading in the city, but it also increas-i ed the quantity and variety of reading and reference books, and thus added perceptibly to the interest of class work. In short, the success of the free

text book plan has surprised even its most ardent supporters. The year 1892-93 saw the introduction of supervisory work, a supervisor of primary schools having been elected at the beginning of that year. The high standard attained and kept by the primary schools attest the wisdom of the board in establishing this de-partment, supervisors of drawing, drawing, music, physical culture and penman-ship have added materially to proficiency in these lines.

But the teacher has been the most potent factor. For it is quite true after all that as the teacher is, so is the school. While those charged with he administration of the schools the city recognized as Mann did in his day that "The child is the ancestor of those who are to follow, and hence must receive great care in order to transmit ivilization and culture onward," they feit that their first and greatest con ern was to secure teachers-"men and women that have thoroughly prepared themselves for their duties, love the children, and are imbued with the high spirit that should pervade the ranks of those whose work is the noblest that is intrusted to the hands of man," and this

task was fraught with more than or-dinary difficulty. The very nature of early conditions in the re-organization prevented the securing of a corps of teachers suited in all respects to the needs of the schools. There was a heavy call for good teachers in all of oru country districts and the local supply fell far short of the demand, An extraordinary influx of teachers from all quarters and of various degrees of competency was a consequence that surprised no one. Even the tramp teacher was conspicuous among the ap-plicants-the one who has taught in

nearly every state of the Union, and who rides his hobby, geography, al-though his instability does not recom-

report the 157 teachers according to residence as follows: California 2, Coloresidence as follows: California 2, Colo-rado 6, Iowa 13, Illinois 7, Indiana 9, Kansas 5, Massachusetts 1, Maine 1, Michigan 6, Minnesota 2, Missouri 6, Nebraska 8, New York 14, Ohio 8, Penn-sylvania 9, Wisconsin 2, Wyoming 1, England 2, New Brunswick 1, Total outside of Utah 103, Utah teachers 54, 26 had teacher bean day 14 years 5, 36 had taught more than 10 years; more than 18 years; 1 25 years, and 6 but 1 year, while 59 had taught less than 1 year; 18 were educated in common schools; 45 were graduates of high schools; 11 were graduates of seminaries or academies; 53 were graduates of normal schools, and 30 were graduates of colleges or universities.

An adverse condition that made itself perceptible was the instability of the teaching corps due to the retire-ment at the close of each year of so many instructors that had not given satisfaction. At the close of the third year fewer than one-third of the teachers had taught in the city one year or ten months. It was a most practical exemplification of "the survival of the fittest," and a strict enforcement of this policy secured for Salt Lake eventually a teaching corps that has given this a teaching corps that has given this city just renown. It is doubtful if we could find another city in which a like opportunity has been given to select from so large a list of candidates an Salt Lake has enjoyed. Then, too, it is a fact worthy of note that many of the ablest teachers were not end one. the ablest teachers were not open can-didate. They had an established repu-tation elsewhere and were offered sufficient inducement to bring them here. Referring to these conditions Superin-tendent Millspaugh said: "In point of scholarship, professional training and successful experience, the corps of teachers has, I believe, every year risen in excellence. This growth has, we be-lieve, been uninterrupted."

Later a higher standard of scholarship for principals was required and thus better management and direction added to the efficiency of the teaching.

The present school year opened under favorable conditions. One principal re-signed to go elsewhere, and the efficiency of the service rendered by all c' the others was recognized in their re-employment. With the exception of several of the smaller schools, principals were reappointed to assume charge of the same buildings this year as last.

During the summer vacation about forty teachers resigned-a comparatively small number-and since schools opened in September several other res-ignations have been tendered. A list of over three hundred applications fur-nished ample material to fill all vacancles, and it is safe to assume that our teaching force has lost none of its strength. It has been our good fortune even at this season of the year to secure exceptionally good teachers to fill positions made vacant. In the sum we believe the schools have total gained.

The enrollment at present approaches thirteen thousand, the largest in the history of Salt Lake City, Conditions in general have been most favorable. and consequently regularity in attend-ance and punctiuality have been most gratifying. A result of these conditions will be the promotion at the close of the present term and in June of an un-usally large number of punch.

usally large number of pupils. Supervisors Pollock of the primary grades, Elliott of drawing, and Wetzell of music, give flattering reports of the

