EDUCATIONAL MATTERS.

Lecture by Professor William M. Stewart Before the Latter-day Saints College Students Today.—The Salt Lake Collegiate Institute, Its Object, Scope and Faculty.—Notes.

The following is a synopsis of an address given today by Prof. W. M. Stewart of the Utah University, the session being under the auspices of the Church Academy. It was delivered before the students of the Latter-day Saints College. As Prof. Stewart speaks exceedingly rapidly, only an extract is here given.

FOUR DIRECTIONS.

The speaker stated that by form training is meant the lawful learning of speech of knowledge for knowledge sake—the assembling of facts and understanding in short, I mean by form training, cramming. Much of the common school training of today is form training. Science, natural, language, geography etc., are usually taught. Why the quarter? Why two years? The aim of the teacher seems to be to get through in the quarter in a little time cover over the proper subjects of the subject taught in the growing mind.

Although in a form study which pleases, rules and sufficient are most usually learned. Form training clearly has place in the student training of children is to be in form training.

The study of geography has value in the education of the child only when the pupil is allowed to form mental conceptions of the earth's surface, and to discover the various objects of nature, plants, animals, people, climates, etc. Here the speaker enforced the true teaching of cause and consulting of facts with the real teaching of the structure of mountains by means of varnishes, sketching, drawing and the discovery of facts through the experiments of physics, chemistry, zoology and botany.

The importance of language is stressed, inspired by the great principle of thought, which underlies the work of Nature. Thought leads to expression through language, both oral and written, through drawing, painting, modeling and making. The great science of the universe school is the reading the various methods, reading, writing, spelling, language, geography, drawing, arithmetic and science as separate ends of themselves. The line of advanced educational thought is in the direction of unification. The future curriculum of study for the common schools is science, geography, literature, number and study. In the study of literature the relation of each to the whole is always kept in mind by the teacher.

In teaching religion, form learning is carrying, resulting in superstition and bigotry. A child can never be made religious by the mere memorizing of theological facts. Religious feeling is a growth, springing from within. We cannot plant religious trees in the mind soil. Seeds must be planted surrounded by the proper conditions of growth, and then the religious plant will grow. There are before all Church formalities duties. In south religious teaching the form is more the end instead of the means. Many people who think they are religious have only the form of Christianity, and of true spiritual development they have none.

THE SALT LAKE COLLEGIATE INSTITUTE.

The Salt Lake Collegiate Institute was founded in 1875, by Prof. J. M. Coyner, under the auspices of the First Presbyterian church of this city.

It had for its motto, Fide—"The assertion of a thoroughly evangelical spirit, equal to advantages to the best schools in the land."

Design—"To furnish an academy of high grade, the purpose of which shall be to prepare students for admission to the best American colleges; to afford a good business education and to give suitable preparation for the practical work of teaching."

Terms—"To offer assistance to worthy young men, who, without aid, are unable to obtain the advantages of an education."

The work of organizing and building up an establishment, employing competent and earnest and willing teachers devoted to settled plans and beneficent purposes. Prof. Coyner continued his labors as superintendent for a period of five years, and was then succeeded by the present J. E. Milligan, who was at the head of the institution for a period of four years, when he resigned to accept the position of superintendent of the city schools. Then his brother Dan, Prof. Cyrene Richardson, was elected to fill the vacancy. He at the close of the year, was succeeded by the present superintendent, Prof. J. J. Cooey.

The school as contemplated by the founder, designed four departments: Primary, intermediate, grammar and academic. The enrollment at the present time is 58, arranged in Primary department, 20; intermediate department, 12; grammar department, 16; academic department, 10.

The academic department embraces three courses of study, viz.: The scientific and classical courses, requiring four years to complete, and an English course of three years' duration. Following are the studies of the scientific course—First year, Latin, First lessons in grammar, general geography, algebra, book-keeping and writing and English composition and rhetoric.

Second Year—Latin, Cæsar, algebra, geometry, physiology, book-keeping, botany.

Third Year—Chemistry, astronomy, rhetoric, Cicero, general history, civil composition, geology.

Fourth Year—Civil, chemistry, Horace, English literature and history.

Classical Course—First year—Latin, Cæsar, algebra, Greek, Xenophon, general geography, algebra, Greek and English composition and rhetoric.

Second Year—Latin, Cicero, Virgil, Greek, Xenophon, Homer, geometry, geography, Arithmetic and geometry, chemistry, English literature and history, Virgil and Greek reading and Homer's Iliad and Greek readings.

English Course—First year—Physical geography, English grammar, book-keeping, weekly, with English composition and spelling. English composition, algebra, civil government, history, second year—Rhetoric, algebra, geometry, general history, botany, book keeping. Third year—Moral philosophy, geometry, mapping, English literature and history, chemistry, Latin reading, Greek and Latin readings, Latin and Greek composition, Latin and Greek reading, Latin and Greek composition, Latin and Greek reading, Latin and Greek composition, Latin and Greek reading