EDUCATIONAL MATTERS.

The Utah University.—Normal School Alumni Society.—Various Items of Interesting Information.

The News in giving to its readers the closing items, for the present, relative to the University of Utah, takes pleasure in stating that the institution is in a thriving condition and is efficiently fulfilling its mission. At its head is one of Utah's sons, a man of scholarly attainments and an honor to his chosen profession. The several departments are in charge of representatives of the best institutions in the country, persons of culture and eminent fitness for their respective duties.

UTAH NORMAL SCHOOL.

The normal department, one of the most important schools of the university, is presented somewhat in detail, and it is hoped that renewed interest will be awakened in this excellent school. W. K. Stewart, M. D.C., Utah University, is principal.

The normal school was established as a part of the university in 1888. The latter institution has taken rank with the best universities in the country in establishing a chair of pedagogy, or a training school for teachers. Some of the advantages accruing from being connected with the university are: Students of the normal department as well as those of the university proper are accorded instruction by professors of the university. They have the advantages of a well-equipped library and in the laboratories, etc. They have the companionship of university students and are members of their societies.

The past year the courses of study have been revised and materially extended. At the present time, there are two courses, one requiring three years to complete, and the other extending over a period of six years. Upon the completion of the former, a certificate, valid for five years, is given; of the latter, a degree is conferred. Herewith are presented the courses of study:

Three Years' Course.

FIRST YEAR.

First and second terms, fall and spring, each three times a week.
Declamation, Wednesday of each week.
Arithmetic, four times a week.
Advanced spelling, winter and spring, daily.
English grammar and composition, four times a week.
Physical geography, fall and winter, three times a week.
Bookkeeping, spring, three times a week.
Drawing, daily.
Elementary and physical culture, once a week.

SECOND YEAR.

First and second terms, three times per week.
Algebra, spring, winter and spring, four times per week.
Physiology, winter and fall, daily a week.
Elementary science, fall, three times per week.
English literature and composition, four times a week.
Elementary science, fall, three times a week.
Elementary botany, spring, three times a week.
Elementary chemistry, winter, three times a week.
Elementary methods, spring, twice a week.

THIRD YEAR (PROFESSIONAL).

Fall, optional for those who have taken it two years.
Algebra, Tuesday and Thursday.
Elementary science, Wednesday and Friday.
Advanced chemistry, four hard years, four times a week.
Training in practical teaching, second hard year, four times a week.
Elementary pedagogy, fall, four times a week.
Pedagogy, winter, four times a week.
Pedagogy, course 1, fall and spring, four times a week.
Human mind and science, winter and spring, four times a week.

Advanced Normal Course.

This leads to the degree of bachelor of science in pedagogy, and is open to those who have completed the three years' course. The studies in this course are as follows:

SECOND YEAR.

Fall (optional for those who have taken it two years).
Mathematics, course 1, except Wednesday.
Essays on Tuesday.
Thesis, practice teaching, first half year, daily.
Elementary analytical chemistry and mineralogy, second half year, except Monday.

One of the Following:

Latin, first year, daily.
German, first year, daily.
French, first year, daily.
Two hours elective.

SENIOR YEAR.

Fall, same as in sophomore year.
Advanced physics, three hours a week.
Advanced analytical chemistry, fall, three times a week.
Advanced assayer chemistry, winter, except Monday.
Organic chemistry, spring.

One of the Following:

Latin, second year, three times a week.
German, second year, three times a week.
French, second year, three times a week.
Electives to make with required subjects not less than twelve nor more than eighteen hours per week.

SENIOR YEAR.

Fall, as sophomore year.
Pedagogy, course 2, except Wednesday.
Psychology, fall and winter, three times a week.
Thesis, spring.
Hygiene (only for students who do not pursue year).

The professional work is similar and compares favorably with the institutions of the East.

The pedagogical work consists of representative drawing, a description of which is has been given.

Elementary methods is a review of the common school subjects with a view of studying the best methods of teaching.

As to training, a professional training school or practice in teaching and a practical study of education is sustained, as stated in the aims and objects of the normal department.

Pedagogy embraces the history and philosophy of education, methods of teaching, school management and all kindred subjects. An extensive course in reading from the pedagogical library is required. Class room work consists of free discussion and study of the various educational topics previously assigned. An abstract in the form of a written report from each pupil, on the class work and library reading, is required each week. Some attention is given to the modern theory of concentration in education.

Psychology is studied as applied to education and some attention given to the physiological and introspectional phases of the subject. John Dewey's psychology and many other works of equal merit are used for reference.

The following schools have been placed on the accredited list: Salt Lake City high school, Rowland Hall and Hareman Hall, both of Salt Lake City; Brigham Young College at Logan and Brigham Young Academy at Provo.

The list of graduates now numbers three hundred and forty-four students, and comprises a large number of Utah's most respected and useful citizens.

The society of Alumni at its last annual meeting elected: Prof. J. T. Kingsbury, president; Mrs. Annie M. Cannon, vice president; Oscar Van Cott, recording and treasurer; Hope Lawson, assistant secretary; business committee: Oscar Moyle, J. C. White, Mrs. L. G. Clawson, Mrs. Carlos Y. Spencer, A. S. Geddes, Mrs. Alice E. Moyle, Miss Maud Merrill.

A great deal of interest and pride is taken in the Chronic, a periodical published monthly by the students. A seventh number was issued at the close of last year, and was a most creditable paper. In that issue may be found much that is of importance, and which will serve as a pleasant reminder of college life.

TRAINING SCHOOL.

In the practice school connected with the normal department of the University, students practice teaching one hour daily for five months. Three lessons are taught during the hour, and each teacher teaches at least two lessons. Were not engaged in teaching, the school teachers are expected to act as model pupils. The practice school is divided into small groups of from six to ten pupils, the best possible plan for both student-teachers and pupils, as the small groups allow of more attention to individual pupils, and the teaching of small classes is better adapted to the ability of novices.

There are at present thirty-one students in school and two groups, giving two teachers to each group. All of the work of the student-teachers is carefully observed by the principal of the normal department, the training teacher and her assistants, who give private criticism when necessary. The training teacher holds regular meetings with student-teachers, in which general criticism and direction are given, and the work for the following week outlined.

Student-teachers are required to write plans, including their outlines, for all the subjects they are to teach during the week. These plans must embody the source for teaching the month, and the method of teaching. They must be handed in for the training teacher before the lessons are taught. After being examined and criticised, they are handed back to the student-teachers.

Every three weeks, teachers change subjects and are moved up one grade, moving in the highest group going down to the lowest. By this function all teachers receive practice in teaching in the primary school.

The course in elementary science takes the place of lessons in reading, spelling, language, literature, moulding, pasting and sewing. All other work is closely related. Thus the mind is kept in a healthy state. Time is saved, and the pupil gets more in a given time than if the old method were followed.

Drawing is the teacher has a special power to intensify the mental with that of the pupil, and her drawing is one of the best forms to experience by which to test his knowledge of the subject studied. Teachers on the first days of drawing are telling our school, when the students are trained to use clay for relaxation, with a view to being instructed in the work for their pupils—aided by the use of objects and pictures.

NOTES.

Professor D. B. Anderson lectured today before the county teachers.

Utah has two strong men in school affairs, in the persons of President Kimball and Dr. Talmage.

The private laboratory of Dr. J. E. Talmage, in the Clarke University, is a marvel of neatness and skill. Here more to the child than writing or reading, which employ pure symbols. In geography, maps are drawn to scale, and used in the usual class. The structure is seen, and the relation of that structure to history, geology, and mode that relates to the blood can be traced out from such a map. Class also are illustrated as far as possible. The knowledge thus acquired is useful and striking, and drawing becomes a valuable aid to memory.

It must be evident that a sufficient number of items will be found in these subjects to illustrate the principle of drawing, and the better drawing secured is that each exercise expresses a truth. This is art, and without it there is no art.

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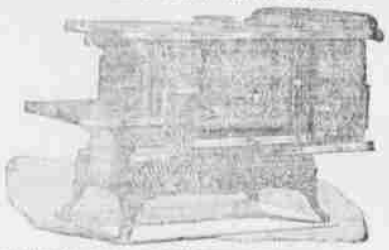

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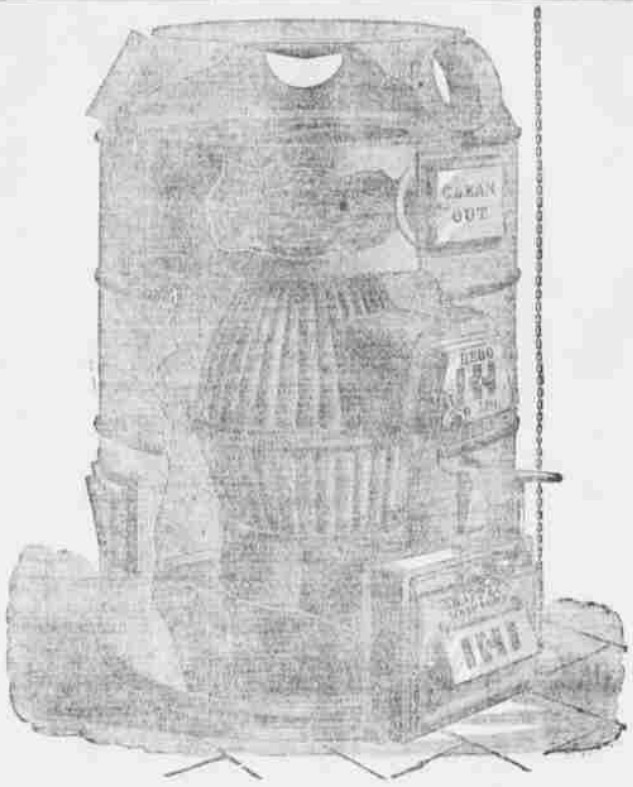

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