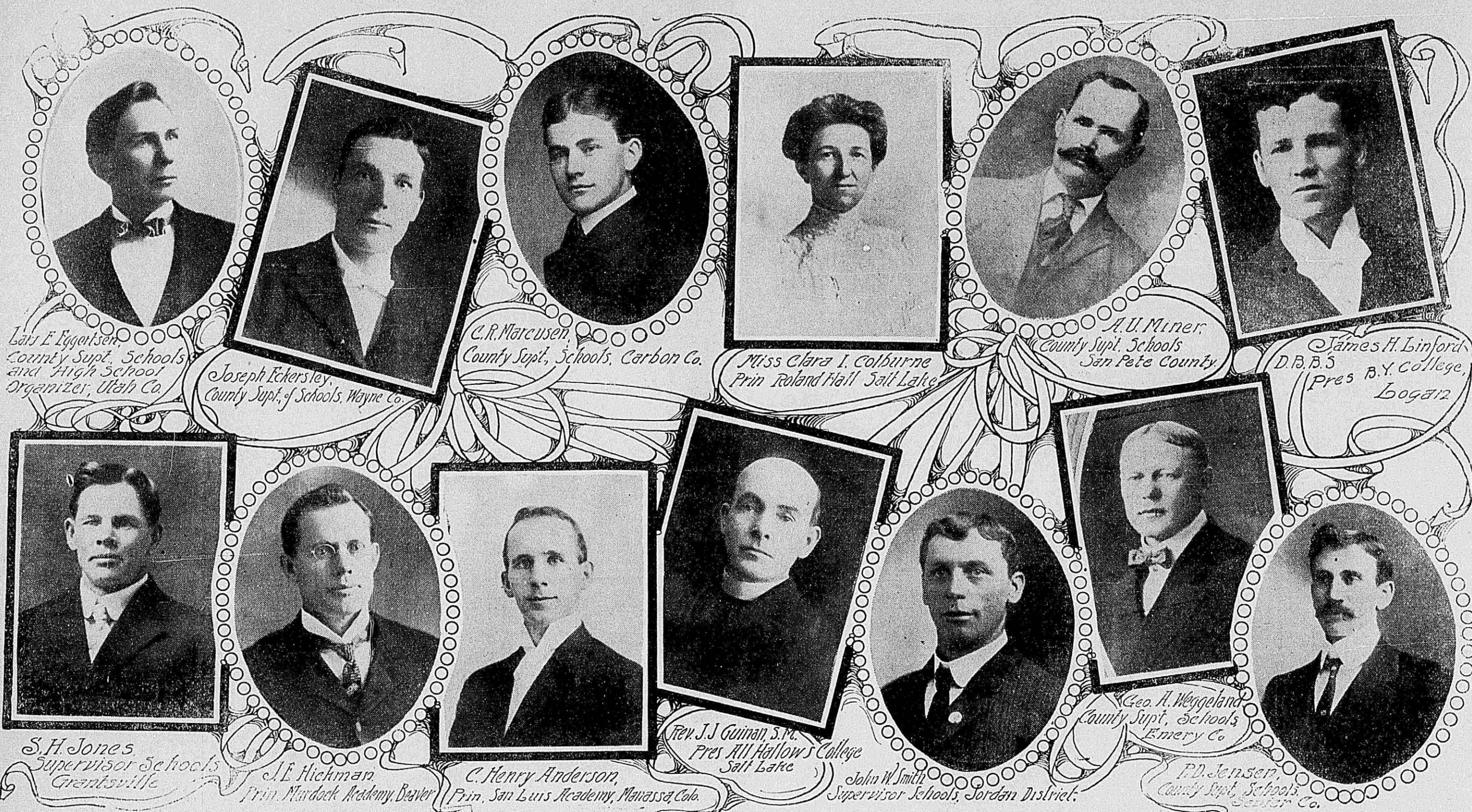


Utah, The State of Modern Educational Advantages



L. E. Egerton,
County Supt. Schools
and High School
Organizer, Utah Co.

Joseph Eckersley,
County Supt. of Schools, Wayne Co.

C. R. Marcussen,
County Supt. Schools, Carbon Co.

Miss Clara I. Colburne
Prin. Roland Hall Salt Lake

A. U. Miner,
County Supt. Schools
San Pete County

James H. Linford,
D.B.B.S.
Pres. B.Y. College,
Logan

S. H. Jones,
Supervisor Schools
Grantville

M. E. Hickman,
Prin. Mardock Academy, Beaver

C. Henry Anderson,
Prin. San Luis Academy, Mansfield Co.

Rev. J. J. Guinan, S.M.
Pres. All Hollows College
Salt Lake

John W. Smith,
Supervisor Schools, Jordan District

Geo. H. Weggeland,
County Supt. Schools,
Emery Co.

P. D. Jensen,
County Supt. Schools,
Cedar Co.

EDUCATIONAL progress in the public schools of the state during the year 1908 has been marked by the same high standard of efficiency as maintained in previous years. In fact great improvement is apparent in the work of the teachers and the interest taken both by pupils and parents in the progress of the general cause of education, the same being evidenced by the increasing numbers and permanency of the eighth grade graduates turned out by even the smallest grade schools, a condition which for many years was unknown in many of the districts of the state. It is also shown in the graduating classes of the larger schools, which have doubled and even tripled in size during the past few years. This improvement is due in part to the increased prosperity enjoyed in recent years by the rural population, the children invariably receiving the first benefits of the bettered circumstances of the parents.

Among the elements contributing to the success of the public schools in the state, prominently may be mentioned the attractive school buildings, free books, and efficient teachers provided by the generous laws of the state. And while a compulsory school statute is to be found upon the law books, only in very rare instances has it been necessary to invoke the statute to compel the attendance of recalcitrant pupils.

NEW BUILDINGS.

Utah may well be proud of her public school buildings. Some of the best appointed and well equipped buildings for school purposes in the country are found in the various towns throughout the state, and the number is increasing all the time. During the year now closing 22 new schoolhouses have been erected, at a cost aggregating \$131,489.06. Other buildings are either under construction or projected, and when the year closes the record for new buildings will hold its average with former years. The total valuation of public school property at present is more than \$4,500,000.

THIRTY-FIVE HIGH SCHOOLS.

One of the evidences of progress is the constantly increasing number of schools being organized in the state. Today there are 35 high schools in Utah, and some of them are giving the regular four years' course. Manual training and domestic science have also been introduced into the curriculum of the schools, so that parents in many localities are able to equip their children with as thorough a high school education right at home as they would do by sending them away to attend expensive institutions of learning.

During the year a feature was introduced in that the University of Utah sent an inspector to every high school in the state. The work of each school has thus been closely scanned from the standpoint of efficiency. It is the purpose to make the work of the high schools so thoroughly uniform that their graduates will be fully qualified to enter without preliminary the state university, the Agricultural college, or other institution of higher learning. And that there may be unity of purpose and action, the state board of education has prepared a course of study calculated to secure harmonious action among the schools and the high schools working to the common end of equipping the children of the state with a liberal education.

DISTRICTS CONSOLIDATED.

Since the state legislature made provision for the organization of county school districts of the first class, five counties have adopted this new system of school administration. The school districts of Salt Lake county have been consolidated into two county districts of the first class, Weber, Boxelder, Cache and Morgan counties have also organized county districts, the two last named having adopted the plan during the present year. And while the plan has many opponents and has been vigorously opposed, results in each case of consolidation have been very satisfactory. The experiments of these counties are being closely watched by other

counties, and that the plan will gradually extend to all counties and the unit system of school administration will prevail throughout the state.

INCREASE IN SALARIES.

The teachers of the state schools are entitled to great credit for the improvement noticeable in the educational work. They have labored under disadvantages at times but have proven themselves equal to all emergencies, seeking to improve the efficiency of the schools under their direction without thought of remuneration or reward.

Some increase, however, has been found possible in the salaries of teachers, and it is hoped that the legislature will see its way clear to allow a further increase in wages commensurate with the labors put forth and the qualifications required at the hands of the state teachers. During the year the state board of education has issued nearly 200 state certificates and diplomas.

The following table shows the amount per capita of funds expended for school purposes in the several cities and counties during the last seven years:

Counties	1902	1903	1904	1905	1906	1907	1908
Beaver	\$12.87	\$11.97	\$12.92	\$17.56	\$15.23	\$15.17	\$19.98
Boxelder	25.52	21.37	22.41	23.23	22.23	25.69	28.35
Cache	11.17	13.06	13.81	15.48	19.70	16.18	34.49
Carbon	23.10	26.74	27.72	17.71	21.73	27.08	21.29
Davis	12.96	12.77	15.79	17.56	24.81	32.16	27.44
Emery	12.02	11.05	13.82	13.59	19.07	22.35	27.41
Garfield	9.06	9.37	11.43	11.22	12.88	10.63	11.73
Grand	27.08	29.80	49.02	40.59	55.62	46.92	.....
Idaho	22.30	13.57	16.45	12.88	12.37	19.74	14.96
Juniper	15.19	15.52	19.09	18.27	18.17	24.52	35.30
Kane	9.09	12.55	13.10	12.48	12.28	14.67	19.91
Millard	11.00	11.88	12.90	12.21	13.10	26.96	17.07
Morgan	9.54	14.97	23.82	15.26	34.87	30.14	22.86
Platte	8.39	11.20	15.12	21.38	13.02	15.24	14.14
Rich	14.65	13.51	18.05	16.35	15.87	15.22	17.05
Salt Lake	14.55	19.25	17.20	24.14	23.08	25.46	.....
San Juan	12.90	16.43	15.42	15.69	19.92	32.13	.....
Sanpete	10.07	11.81	12.81	12.61	15.32	14.54	20.47
Schroeder	9.15	11.15	11.14	13.54	21.22	24.96	18.24
Summit	14.12	22.37	25.52	21.93	25.28	12.02	22.57
Tioga	13.77	13.32	16.94	19.1	15.95	17.12	.....
Uintah	15.25	13.29	11.55	11.07	11.53	11.02	12.16
Utah	14.55	15.04	22.35	15.38	19.02	21.21	.....
Wasatch	14.90	17.88	25.86	21.49	17.24	5.06	.....
Washington	14.50	19.73	15.15	11.36	12.12	12.24	13.94
Wayne	13.21	5.85	10.33	7.78	10.73	15.41	15.23
Weber	11.02	16.51	15.16	14.15	17.47	17.09	11.53
Salt Lake City	28.00	28.12	26.48	30.43	28.51	27.39	31.85
Other	15.40	17.73	18.15	21.70	18.20	19.20	19.21
Provo	11.14	13.53	12.71	15.83	13.02	13.29	13.30
Logan	12.37	14.10	17.92	16.77	14.26	16.57	26.85
Murray	.....	.....	.....	.....	.....	27.41	28.87

As the complete statistics of the public schools of Utah for 1908 cannot be given, the following data from the records of 1907 are here presented that a general idea may be had of the scope of the work being done for the educational welfare of the state:
 Entire school population, 55,803.
 Entire enrollment, 79,978.
 Number actually attending school, 64 per cent, or 61,313.
 Total expenses of running schools, \$2,192,502.88.
 Amount expended per capita of school population \$22.88.
 Amount expended per capita of enrollment, \$27.42.

Amount expended per capita of actual attendance, \$35.76.
 Total compensation of teachers, \$1,032,802.07.
 Number of teachers, male, 564; female, 1,446; total, 2,010.
 Average annual salary of teachers, \$512.82.
 New school buildings erected, 42.
 Cost of buildings, \$10,285.64.
 Total valuation of school property, \$4,505,381.55.
 Number who entered school for the first time, 16,612.
 Number of eighth grade graduates, 2,595.
 Number of high school graduates, 301.

Many New School Buildings Are Planned for Salt Lake

THE year in the public schools of Salt Lake has been marked chiefly by the improvement of physical conditions and surroundings. And as no new buildings were completed during the year, the school population so increased that it became necessary to bring into use many of the rooms in main buildings never intended for general school room purposes, as well as the use of several other buildings in the vicinity of the main school buildings, and designated as annexes. In order to accommodate the increased number of children attending school.

These annexes were often poorly lighted and ventilated and inconvenient for school room purposes, and were makeshifts necessitated by actual conditions confronting the board of education in providing seating capacity for children of school age.

To provide for relief of this congested and unsatisfactory condition, the people of Salt Lake City authorized the issue of bonds in the sum of \$250,000 and accordingly the board has planned for relieving the congestion in the schools by the erection of two large new schoolhouses, besides the building of several additions to the ones already erected.

JEFFERSON, THE LATEST.
 The contract for the erection of the Jefferson school building, to contain 18 rooms, has been awarded by the board and construction will begin on the structure as soon as weather conditions permit. This commodious structure will be situated on a tract of land known as the Walker site, consisting of the west half of lot 6, block 22, between Ninth and Tenth South streets and Main and West Temple streets, the land for the site of which cost \$7,000, and the total cost of the building upon its completion, will be approximately \$90,000.

And on block 132, between E and F streets, and Ninth and Tenth avenues, has been purchased a site for \$15,000, for a schoolhouse containing 24 rooms, strictly modern in every sense of the word, and when these buildings are completed, together with the several annexes which it is planned to erect next year, there will be room in the schools of Salt Lake to accommodate all the children of school age for several years to come, even though the hopes of the real estate men are realized, and Salt Lake has a population of 200,000 in 1910.

Additional land has been purchased adjoining the Wasatch, Emerson and Riverside schools, and annexes to main buildings will be constructed as follows: Emerson school, eight room annex; Wasatch school, 12 room annex; Riverside school, 13 room annex. These annexes will accommodate approximately 1,500 children additional to the present enrollment of the schools.

MANUAL TRAINING.

Manual training work which is being pushed with so much vigor and enthusiasm throughout the whole country, is receiving due consideration in the Salt Lake City schools. New buildings for manual training purposes have been erected at the Emerson, Waterloo, Grant, Washington, Lowell, Ogilvie and Webster schools, while Hamilton schools has been purchased and the buildings thereon have been remodeled and equipped as manual training centers. Thus the carrying on of this important work in the city schools has been greatly facilitated, and with the completion of the new buildings the equipment of the schools of this city in the line of manual training will not be excelled in the country.

The sewing classes in the schools have also made splendid progress during the year; and it is contemplated as a fitting tribute to the city which has made such progress possible, that a gift to the municipality of a huge American flag, made entirely by the girls in the sewing classes of the city schools, will be presented to the mayor on New Year's. Another sturdy emblem may also be built for presentation by the schools to the Grand Army of the Republic upon the occasion of the national encampment to be held in this city next summer.

In this connection, sewing machines have been placed in all the eighth grade rooms throughout the city, and instruction is systematically given to

the girls in that grade. Domestic science has also been added to the High School course, as a continuation of the practical work for the management of domestic affairs begun in the elementary school, and a visit during any noon hour to the lunch room at the High school will be demonstration sufficient of the wisdom of installing the department in the schools.

To meet the growing demand for kindergarten work in connection with the public school system, the board of education authorized the opening during the year of kindergartens at the Lowell, Waterloo and Riverside schools, additional to those already established at the Emerson, Jackson and Washington.

The intellectual welfare of the pupils has not been lost sight of during this period of material expansion. Wherever possible, the number of pupils per teacher has been reduced, thus enabling the teacher to give more time and attention to the individual needs of the children. The salaries of all the teachers in the city have been materially advanced, and this at the midwinter season, which means a clear raise in salary to the amount of the advance received, as the teachers will be eligible for further advances, based upon additional experience as is usual with the completion of each succeeding year's work. In all departments progress has been made, and today the public schools of Salt Lake City stand second to none in the intermountain region.

Five Large Buildings Now Inadequate For High School

THE Public School System, beginning with the kindergarten and continuing on through the eight grades, could not be considered complete without its final stage, the High school.

Salt Lake City is happily past that point where the citizens think of her educational system as composed of "the public schools and the high schools," for they realize that in many essential respects the high school is the most important department in the public school system.

The present situation of the school on the block bounded by First and Second North between Second and Third West streets, was formerly the home of the University of Utah. At the time the school, after various migrations, was established on this site in the fall of 1901, it was thought that the main building would be ample for many years to come. Since that time it has been found necessary to utilize other buildings in the neighborhood, and in addition to build two new ones in order to provide for the phenomenal growth of the school.

Instruction is carried on in five large buildings situated conveniently near one another in which the work

of each department is grouped; for example, the main building contains the English, Latin, German, and Mechanical Drawing departments; the Science building has the mathematics, sciences, and art works; the Union building has departments of history, French, Domestic Science, and Business; the Manual Training building is fitted out with benches, lathes and machinery which is devoted to the work of mechanic arts; in the Gymnasium is carried on the classes in physical culture.

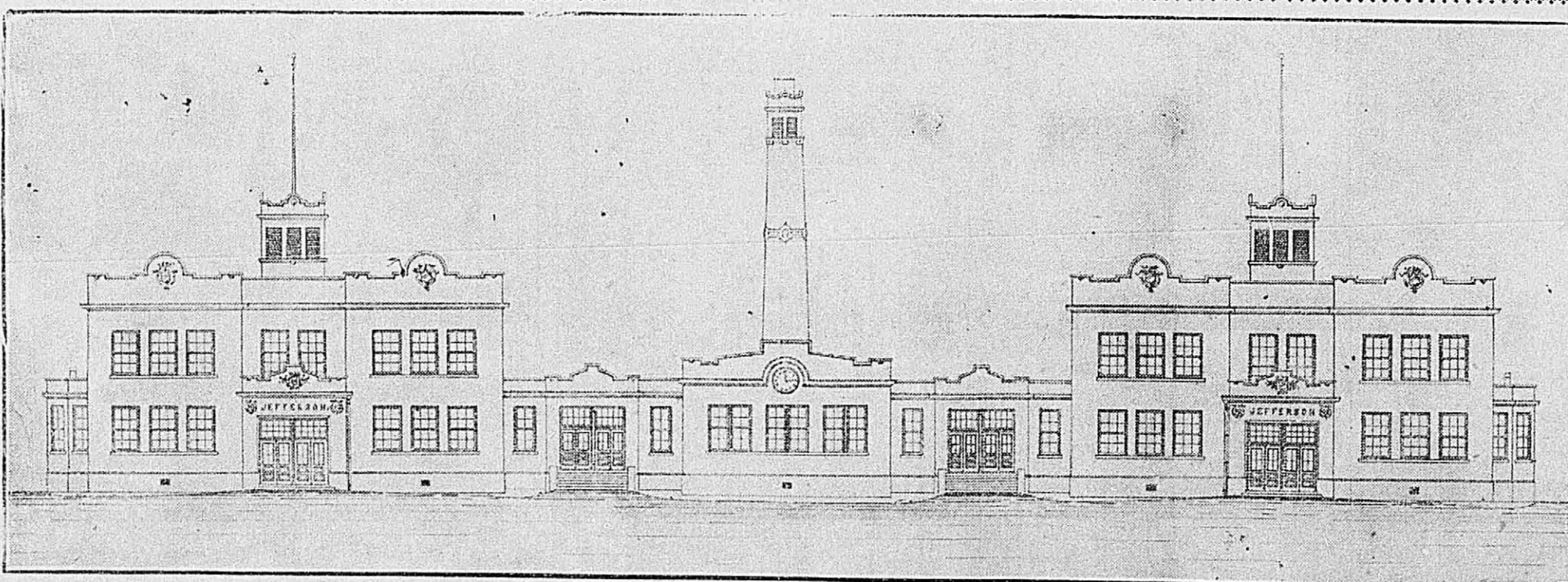
COURSE OF INSTRUCTION.

The courses of instruction are seven in number: Scientific, Classical, English, Normal Preparatory, Mechanic Arts, Domestic Science, and Commercial. It is evident, therefore, that the bent and capabilities of all classes and conditions of pupils are recognized. "The greatest good to every child" is the crowning motive in modern education, and it is accordingly the mission of the High school to strive after this ideal, since in the large majority of cases the boy or girl goes directly from the school into the actual work of life. There is nothing in the line of legitimate high school studies which is wanting in the curriculum of the school.

The study of the natural sciences is carried on by the experimental method, each subject having its own laboratory with a full line of apparatus for individual use. The opportunities in art instruction are unexcelled, as the exceptionally creditable work turned out by pupils every year will testify. One is well repaid for a visit to the art rooms, which are situated on the upper floor of the Science building.

As mentioned above, practicality of aim is the underlying principle of the school; as tending materially in this direction has been the establishment of the Domestic Science course for girls, the preparatory of the Mechanic Arts course for boys. Here the studies which make for the character and comfort of the home are carried on. It is a training which should recommend itself to any girl whatever her future occupation in life may be.

In all branches of instruction the most improved methods are in vogue, and the teaching corps of fifty-one is composed of experts in their respective lines and represents talent from the leading universities of the land. Each year more and more of our graduates go on to institutions of higher learning, a fact made possible by the thoroughness of the education received. In scholastic standard the school ranks with the best, the graduation credits admitting without further examination to all colleges and universities which extend certificate privileges. There are at present graduates of the school in Yale, Harvard, Massachusetts Institute of Technology, Northwestern, University of Wisconsin, University of Michigan, Berkeley, Stanford, and Chicago, besides many at the University of Utah. Moreover, it is pleasing to note that high school graduates



JEFFERSON SCHOOL TO BE ERECTED OF REINFORCED CONCRETE ON WEST TEMPLE AND NINTH SOUTH STREETS.

(Continued on page fifty-nine.)