

Utah, The State of Modern Educational Advantages

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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 graduating classes 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 trebled 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 mentioned are 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 laws 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 \$313,489.66. Other buildings are either under construction or projected, and when 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, in each case of consolidation have been very satisfactory. The experiments of these counties are being closely watched by other

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.

Counties	1902	1903	1904	1905	1906	1907	1908
Beaver	\$12,871	\$11,977	\$12,921	\$17,550	\$15,221	\$15,171	\$19,988
Boxelder	25,522	21,377	22,421	23,223	24,223	25,629	28,355
Cache	11,117	13,096	13,811	15,438	19,750	16,138	33,909
Carbon	23,160	26,274	25,722	17,711	21,733	27,088	21,229
Davis	12,986	12,771	13,729	17,550	24,811	32,169	27,444
Emery	12,621	11,055	13,821	13,529	19,067	22,325	27,411
Garfield	9,066	9,337	11,433	11,222	12,888	10,623	11,723
Grand	27,038	29,580	49,622	46,329	53,622	46,922	.....
Idaho	1,060	13,557	16,445	12,888	12,327	19,714	14,926
Juab	15,119	15,522	19,029	18,827	18,127	24,522	35,329
Kane	9,099	12,555	13,120	12,438	12,248	14,627	19,121
Millard	11,000	11,888	12,920	12,211	13,120	26,926	17,027
Morgan	3,524	14,927	22,822	15,526	34,827	30,414	22,826
Platte	8,329	11,229	15,122	21,328	13,622	15,224	14,124
Rich	14,625	13,524	18,025	16,925	15,825	15,225	17,025
Salt Lake	14,325	19,225	17,229	24,124	23,028	25,426	.....
San Juan	12,229	16,423	15,422	15,629	19,922	12,122	.....
Sanpete	10,027	11,821	12,821	12,621	15,322	14,524	20,127
Sevier	9,125	11,125	11,124	12,524	21,222	24,926	18,224
Summit	14,122	12,322	25,522	24,922	25,228	12,022	22,922
Tioga	13,722	13,222	16,924	14	15,925	17,122	.....
Uintah	15,225	13,229	11,525	11,627	11,528	11,022	12,126
Utah	14,525	15,024	22,325	15,528	19,022	21,221	.....
Wasatch	14,926	17,828	25,826	21,409	17,224	5,026	.....
Washington	14,429	10,729	15,125	11,326	12,122	12,324	13,524
Wayne	13,221	5,825	10,323	7,728	10,723	15,421	15,223
Weber	11,022	16,521	15,126	14,125	17,427	17,029	11,623
Salt Lake City	28,000	28,122	28,426	30,423	28,521	27,329	31,225
Total	15,424	17,723	18,125	21,729	18,229	19,229	19,724
Provo	11,421	13,523	12,721	15,823	14,522	13,229	13,229
Logan	12,327	14,120	17,222	16,722	14,226	16,527	26,225
Murray	.....	.....	.....	.....	.....	.....	28,227

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 enrollment, 79,978.
Number actually attending school, 64 per cent, or 51,313.
Total expenses of running schools, \$2,192,522.85.
Amount expended per capita of school population, \$22.85.
Amount expended per capita of enrollment, \$27.12.

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 an-

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

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 kindergartens 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.

COURSE OF INSTRUCTION.

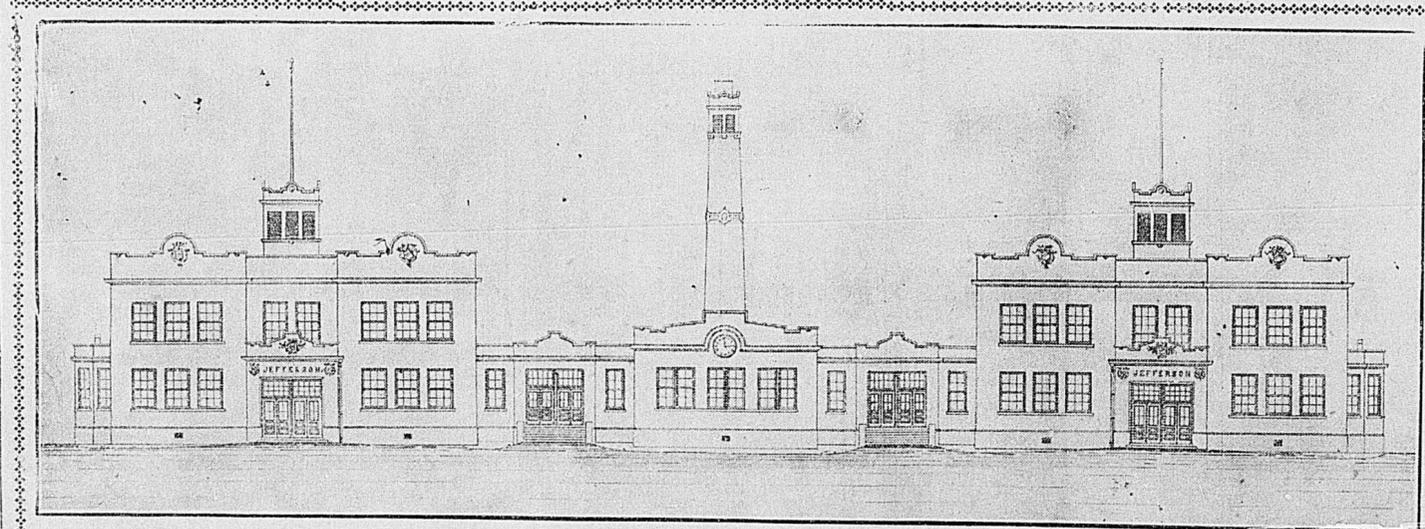
The courses of instruction are seven in number: Scientific, Classical, English, Normal Preparatory, Mechanical Arts, Domestic Science, and Commercial. It is evident, therefore, that the bent and capabilities of all classes and conditions of pupils are recognized. "The greatest good to every child" is the crowning motive in modern education and especially the mission of the High school to be carried out in the best manner possible. The great 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 training 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; the tendency naturally in this direction has been the establishment of the Domestic Science course for girls, the counterpart of the Mechanical 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, and this made possible by the thorough preparation they have 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, Michigan, University of Michigan, 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 ERRECTED OF REINFORCED CONCRETE ON WEST TEMPLE AND NINTH SOUTH STREETS.