

EDUCATION

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Education has always been fostered vigorously by the State of Utah. The first elementary school was organized within a few weeks after the arrival of the pioneers in the Salt Lake Valley in 1847; and the State University was organized in 1850, while the pioneers were yet living in the primitive log cabins and the dug-outs of the early days in the desert.

Today the school system runs through the State of Utah as the nerves through the living body. Every activity within the State is in some way made to function with the course of education.

At the head of this system is the University of Utah--the oldest institution of higher learning west of the Missouri River--which, today, with its twenty-one hundred students doing college work, has the largest attendance of any State university in proportion to the State population.

At Logan is the State Agricultural College--the largest per capita agricultural college in the United States--excellently well equipped for the work assigned to it.

These two institutions of higher learning, devoted to the best educational ideals of the day, have, by their practical applications to the needs of the State, returned many-fold to the State the money which has been expended for higher education.

The institutions of higher learning are fed by a system of high schools, so placed, throughout the State, that practically

every community, even in the more sparsely settled districts, has easy access to high school service.

Some of the high schools in this State are notable for their attempts to make of themselves really and truly people's colleges. They serve the needs of their respective communities, and remember, especially, the needs of those who are unable to undertake college work.

The elementary school system is well developed and efficiently organized. Everywhere, even in the remotest districts, are first-class school houses and well prepared teachers. The course of study, frequently reviewed by a State committee, is kept fully abreast with the needs of the State and modern educational developments. Kindergartens are found in many districts.

Notable is the quality of the school houses, which are usually the best houses in the communities.

The consolidated school system prevails in the State. In many places, in the morning, before school, or in the afternoon after school hours, the school automobile may be seen carrying to or from the schoolhouse the pupils who reside at distances too great for easy walking. In some districts car or railroad fare is paid to high school students who live in little villages adjacent to the city in which the high school is located.

Every precaution has been taken to make education easily accessible for all the children of the people of Utah. A law has recently been enacted which provides that \$25 shall be used per student for common school education within the State. This is the last great step before the realization of the dream of the people of this State, that Utah shall become one unit educationally,

under the administration of which every child within the State, whether in large cities or in the remote pioneer frontiers, shall receive absolutely an equal educational opportunity.

The "Utah Program", so called, provides that all students under 18 years of age, who have not finished a high school course of study, shall be under educational supervision throughout the whole year. Under this provision, young men and women who are obliged, after finishing the elementary schools, to enter practical life, are given the opportunity of a certain number of weeks of instruction during the school year. Often the industrial work done by these young people is equated in terms of educational values. It is a happy reflection on the citizenship of Utah that the employers of such younger citizens are the readiest to allow the necessary time of their employees to engage in this educational work.

The extension divisions of the higher institutions of learning carry on a vigorous propaganda of education for the mature portion of the population. By means of correspondence courses, lecture courses, regular classes, institutes, conferences, publications, county and city agents, the adult population is given the opportunity of becoming familiar with the truths that pertain to their daily vocations and to grow in familiarity with the intellectual gains of the day. There is no good excuse why any person in the State of Utah should not be continuously engaged, according to his desire, in educational growth. As with the campus attendance in the institutions of learning, so with the extension divisions; as far as statistics reveal the truth, there are more extension students in Utah on the basis of population than in any other State.

A large number of the smaller towns have modest libraries,

which are rapidly becoming social centers.

In addition to the system of public education, a number of private schools of high school and college grade flourish within the State. The Mormon Church, notably, maintains an excellent system of high schools and some institutions of collegiate grade, by way of supplementing the efforts of the State. These church schools are usually located in the larger centers of population or on the frontier, where taxation for efficient school work proves a heavy burden.

The people of Utah have been gathered from many States of the Union, and from many countries of the earth. The people themselves have traveled largely, in large part due to the extensive missionary system of the Mormon church. Consequently there is a breadth of experience and understanding not found in communities that remain more persistently at home.

The advanced schools of learning graduate annually considerable numbers of students, and scores of Utah students are in the large institutions of learning, East and West. As a result, scattered throughout the State are large numbers of college graduates, who become centers of inspiration and progress and who ultimately will build the State into great intellectual progress.

All this may seem a bit extravagant to those unfamiliar with the State, yet it is but a modest statement of educational facts as they really exist in Utah. A day devoted to the study of education in Salt Lake and the districts just beyond will show a wonderfully efficient system of education, from the university to the kindergarten; and what is found in and about Salt Lake City is only typical of the conditions throughout the State.

Utah believes that its future success will depend upon the

developed intelligence of all her citizens. If she will hold firmly to this principle, she will continue to grow in power, and increase in all material benefits.