

# Hope Public Schools

By W. C. SLATER, Superintendent

## Value of Music in Our Schools.

For the past few years educators in this part of the country have been watching with considerable interest the growth of the various "fads" introduced in the public schools. This stage—that of the fad seems to be rapidly passing and the "new" education has come to stay.

One of the foremost in the curriculum of this education is public school music.

The aim of public school music is twofold—first, to cultivate a love of music in the child's mind and an appreciation of all that is good in music. Secondly, the education in itself in mental discipline and in the abilities of concentration are far reaching. The ear, the eye, the hand are trained as perhaps in no other subject. Then, too, music is used every day, all thru life, while the other studies are forgotten or at least very little used after leaving school.

We never can become a musical nation thru masters. It rests with the generations to carry music into their homes. If this be true, how then, are we to establish that love for music if not thru the public schools? In the larger cities there are thousands, who amid their poverty and ignorance, catch a gleam of the beautiful thru that one and only medium—the public school.

If this work is handled correctly and made interesting to the child, it follows that the music period will not only be a rest from the routine of school life but will also be a help in the other studies.

Nothing appeals more to a child than the well selected songs overflowing with life—helping him onward to a love of home, country, and all that is beautiful. A good song at the opening of school will arouse the pupils to take up their work with enthusiasm and they pursue it with greater energy.

In the High School, where the child is passing from youth to adult and the character is moulding, the student should be shown how great an Art is Music. He will see that he has some responsibilities, he has an individuality, and he sees how he should express this individuality.

People may say this is nice to talk about, but absolutely impossible, but if the general line of work be carried on systematically from early grades thru the H. S. it is not impossible.

Then, music in the public schools, when properly taught, should accomplish the following results:

1. Mentally, a quickening of the perceptive faculties thru exercise in rapid discovery, recognition and concentration.

2. Physically, thru exercise in breathing, tone production and correct position of the body.

3. Disciplinary, thru doing the same thing, in the same way, at the same time, and the effect of sustained tone and harmony on the mind, thus dissipating the spirit of concentrations.

4. Morally, by creating a love for the good and beautiful in music, thereby causing in pupils especially of older years, a desire to associate with company of refined and elevated tastes, also to impress on the mind lessons of honesty, courage, cleanli-

ness, truthfulness, patriotism and respect for parents.

## SUPERVISOR OF MUSIC.

After Oct. 1, 1906, children under six years shall not be admitted in the public schools. Children under school age are unable to do the required work and consequently are compelled to spend two years in the first grade. This, of course, discourages the child, and displeases the parents. Start your children at the beginning, keep them in school every day and much friction between parent and teacher will be avoided."

"As our High School is growing larger and the number of classes is increasing, no class shall be formed with less than three students."

By order of the Board of Education.

L. L. LANG, Clerk.

New clocks have been purchased for all the grades and high school department. Our complicated schedule of music, drawing and physical culture necessitated an accurate time piece by which all departments could regulate their classes. The country schools also will have new clocks.

The new book-cases for our country schools are here as well as their new books and will be installed in the near future. These books are catalogued and the teacher in charge must take care of them.

For week of Sept. 7th.

Perfect Spelling—Second Grade.

Ralph Clutter, Charlie Curfman, James Meader, Harry Pepper, Donald Warner, Rozella Beckerjeck, Emma Curfman, Alberta Graham, Eunice Iseminger, Charlotte Johnson, Geneva Lang.

Perfect Spelling—Third Grade.

Frank Newhouse, William Hanley, Hazel Clutter, Jamie Iseminger, Doris Tillotson.

Perfect Spelling—Fourth Grade.

Frank Meader, Elsie Lockwood.

Perfect Spelling—Fifth Grade.

Helen Baker, Earl Cassels, Grace Harness, Mary King, Cora Quinette, Clarence Twight, Alice Carpenter, Edith Couron, Earle Jefferson, Gladys Philip, Floyd Reynolds, Marian White.

Perfect Spelling—Sixth Grade.

John Carpenter, Nevene Couron, Mayme Milligan, Charles Quinette, Blanche VanDusen, Oscar Johnson, John Cassels, Viola Donnahue, Elsie Klovstad, Frank Sussex, Blanch Warner.

For week ending Sept. 14, 1906.

Perfect Spelling—Second Grade.

Ralph Clutter, Edward Couron, Charlie Curfman, Leslie Dorrance, Harry Pepper, Rozella Beckerjeck, Emma Curfman, Alberta Graham, Eunice Iseminger, Charlotte Johnson, Geneva Lang, Hildegard Usselman.

Perfect Spelling—Third Grade.

Zelma Moores, William Hanley, Doris Tillotson, Frank Newhouse, Jamie Iseminger.

Perfect Spelling—Fourth Grade.

Esther Dowling, Lloyd Pepper, Frank Gallup, Lyle Bowen, Della Dorrance.

Perfect Spelling—Fifth Grade.

Helen Baker, Grace Harness, Fred Ingison, Floyd Reynolds.

Perfect Spelling—Sixth Grade.

Frank Sussex, Blanch VanDusen.