OPPOSITE VIEWS.

"T" Again Replies to Professor Paul's "Remarkable Statements."

THAT QUESTION OF LOCATION.

What About Partial Gains at Logan?—Is a Little Show in the Affair Now Given Out.

Editor Deseret News.

Prof. Paul continues to make remarkable statements founded upon peculiar facts and figures. Since he has series of Feb. 9th persists many of his statements in the old themes, it requires a little attention.

He enumerates the following as all the studies taught in the University, and not in the Agricultural College: Engineering (third year), three years of geology, astronomy, geology (possibly a mistake for this is taught in the college). Latin, three years (should be six). Greek, five years. French, two years. German, two years, and also a portable advanced trigonometry and surveying, and integral calculus. This is odds for any educator in Utah to accept in his name signature whether it equals, equations, etc., being furnished, it will not more than Prince to book. Conservative transition, it applied for, for the next two years.

Certainly Prof. might cover the studies required for the additional work, though the deposit upon the attainment to work already existing, and the worst would be pleased to agree with his conclusion if the facts on which it is based are correctly given. Unfortunately these alleged facts are utterly unreliable.

A glance at the University program of recitations during the present term shows the following that should have been included in the list given above: Anglo-Saxon and English philology, analysis, advanced chemistry (third year course), French (sixth year), German (third year), advanced American history, historical research (history of civilization the present century), English literature (fourth year), history and philosophy of mathematics, projective geometry, analytic geometry, conic sections and pedagogic (elements of course), psychology (advanced course), pedagogy (advanced course), physics (advanced course), and physics (advanced course). Look over the college catalogue, the brevity of work is not apparent.

So much attention is given to the reformed spelling as alone to constitute, if, but even if it were, then it would not be the University work, and it would be the work of the College, and not provided at the college. A friend who has taught fully two thirds of the grade and expressed of a school, unless accompanied by explanation, the reason to which the subjects are pursued and the quality of the work.

Your attention is invited to the following partial enumeration of undergraduate university and college work offered, a comparison in which causes of national to prove the prominence.

In chemistry the College offers two years and the University three; in geology the College one term and the University four; in astronomy the College three terms per week for one term and one hours for a second term and the University four hours per week for one term, one hours for a second and third term; in botany the College, two hours for one term and four hours for one term and two hours for three subsequent terms; in physics the University provides courses above the preparatory and the College does not, which is such, while the Professor not mentions mathematics of the College embraces courses equivalent to one in the University in geometry and the same mathematics as the applied and course go not quite so far as the University program.

Special attention is called to these subjects because here if anywhere the College should provide as much or more than the University and in every one it falls short.

When attention is turned to languages, history, etc., one finds, or might be expected, still more from the University. The University offers in English, German, and French about twice as much as the College, besides Latin and Greek, which the College does not offer at all; in history the University offers only twice as many, if at most.

Pen gradient work is advertised in both institutions so that on the face of it honors are seen on this point, but the marked deficiency of the College in undergraduate work must come to be called postgraduate work by the College or lying out in practical deficiencies. It is not probable, however, that provision for postgraduate work amounts to much as yet in either institution.

The gentleman says:

> "I gave the number of our full Latin course, and I gave the number of the preparatory work done in Latin institutions."

He evidently thinks two propositions—that nine-tenths of the college work is done at the University, and that nine-tenths of the University work is done at the College. The first though plausibly somewhat unexpected, is readily true, while the second is convert and true, so far from exact above.

Also to impartial list of work to be added to the College in order to compete in the University, the gentleman says:

> "How would it do to add a few teachers for the foreging branches to a school with a present faculty of twenty teachers?" A glance at the faculty list will assist in answering the question. About one-third are assigned to science, thereby comprising the teaching of chemistry and the like, courses in which their session, however, cannot be for the College would not be in the highest degree suitable to assist in rendering the University work. It is not always a question of physics, geology, and astronomy, subjects in which the University employs the services of better two and every one more than a professor of English and modern languages, subjects for which twenty times institutions in the University, and to the greater amount of work required to teach.

Enough has been presented to show that the College is not a high school grade for the high school is a school of science and of school school grade is preparatory, and that the time stone to being presented to the University work with is not a stirring advertisement. Cost of $5,000 per year is without the Paul's knowledge.

The University was in a similar condition when Prof. Paul was connected with it and he seems not to know or appreciate that it has made great progress since that time.

The connection of the College and University work has not been sought or made. It has been brought about by force, but not forced by the college in a rhetorical connection, as a remedy for the separation of the two institutions.

The College probably does it and is it can with taken from University work, and the University provides. To a student there is first year of course work necessarily or found and essential. Any remedy for the state begin at the beginning.

The gentleman asks to have some estimate in Utah we sent to solve a problem whether it will not more than double the University, or Utah. Well, we have from time to time so good as we could. The University is Utah's University, and the University provides for every one University of higher attainment of the school and the University provides for every one University of higher attainment of the school and the University provides for every one University of higher attainment of the school