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TRUTH AND LIBERTY.

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KEEP THEM SEPARATE!

The Economy in Uniting Higher Educational Institutions is Largely Imaginary, the Benefits to the Cause Are Purely Fictitious.

Salt Lake Herald, Monday.

I have read with much care the stinging but misleading answer of President Kingsbury to my reply to his article in your paper. Before the courses of instruction in the colleges were organized I visited Dr. Park, then President of the University, to discuss with him the courses of the two institutions, with the purpose of organizing this upon new grounds. Matters passed along amicably, with very slight symptoms of friction only, until the last Legislature met, when those associated with the University attacked the appropriation of the Agricultural College, but did not convince the broad-minded gentlemen who composed that Legislature. During the past summer I suggested to President Kingsbury that the two institutions occupied clearly marked fields, that their interests were mutual, that they should work in harmony, and that we were ready to do joint work with them for the purpose of economy. To this overture I received no response. In the meanwhile I have learned of members of the faculty of the University, in different parts of the Territory, voicing explicitly that the two institutions would be united, and at least on some occasions, stating that union would be at Salt Lake City.

President Kingsbury has written to various members of the Legislature, possibly all of them, asking their opinion of union, in such terms as to imply a desire for their committal upon his ex parte statements. He underestimates them. Pamphlets from the University have been extensively circulated, and the newspaper columns used to advocate a union. There have been attacks made upon this institution, and I have reason to believe, members of the faculty of the University under a nom de plume. I have erroneously estimated to myself that Dr. Kingsbury and his faculty as a self-constituted committee are actually working for union with the purpose of forcing that union at Salt Lake City.

After four years of strict attention to our own affairs, and after having sought to cultivate friendly relations between the two institutions, at last I felt forced to enter the field in the interest of the industrial college of this Territory, this institution, and in fact in the true interest of the Territory. The public will pardon me under the circumstances if my language is direct.

As one of the taxpayers of the Territory I should feel more grateful for the new-born zeal of Dr. Kingsbury for economy did I not remember that the appropriation by the last Legislature for the University, equaling that for this institution, was used to advance the salaries of its faculty until they are now forty or fifty per cent greater than those of the Agricultural College, and in reducing the hours of class room service until that of this institution is about thirty-three per cent greater than given by the University faculty. This splendid opportunity so come for the economy of the people's money, may be further employed by the opportunity to press the course of instruction, for of the 81 preparatory students enumerated for 1892-3, 61 were from Salt Lake City, in whose schools they could have received better training than at the University. Of the 203 normal students 70 were from Salt Lake City, the great portion of whom could have received as good instruction in her schools as in the normal department. The character of this attendance is shown in the fact that in 6 reached the senior year. Of the 31 real college students at the University 27 are from Salt Lake City, something like twelve of whom could have received equally as good instruction in the high schools of Salt Lake City. One hundred and sixty of its 501 students were from Salt Lake City, one-third to four-fifths of whom could have received as good instruction and one of whom could have received better instruction in the schools of Salt Lake City. A heavy proportion of the bonus given by the Territory to the University to the economizing of Dr. Kingsbury and his faculty are dead in earnest in their desire to save the people's money. These students of Salt Lake City are in the University because it sounds grandest to be a student of the University than of the high school.

Nor is the preparatory department of the University a necessity, for Salt Lake City takes the children of the wide four at tuition into her high schools. Our preparatory department is pitched as so lower than theirs. This is quite true, I frankly admit. But this industrial college reaches its hands out to a different place. Its students almost wholly come from the country districts and very largely from districts where the schools are very poorly organized. They are of such age that the late improvements in the public schools have not been available to them, and I sincerely believe that the education in our preparatory department of these young men is one of the very various works which can be done for the Territory and the one that cannot be profitably stricken out. Neither are the schools of the town adequate to economism opportunities of this work.

Dr. Kingsbury writes admirably but I am forced to believe without conscious intention, one of the other, on the end of it that he discusses, to keeping a respectable position for his case. He reckons statement that $70,000 or $80,000 annually received money by the union of the two institutions. The total sum received by the union for running expenses for the two biennial period was, in round numbers, for $42,000, or $21,000 annually, a part of which has been applied to permanent improvements and a large sum for increase of apparatus. He assumes upon that of the old schools, who never dreamed of a possibility beyond the one out of nothing." Partly he said in contemplation in the union of that institution with title the adoption of the economical system of this institution, reducing their salaries and increasing their hours of labor, but as they receive but a little over $50,000 annually, I am unable to penetrate the genius of his proposed methods. Equally unawarded, if I am correctly informed, is his quotation of the words of universities in favor of uniting these institutions. Those letters were written to the people of Minnesota when they had in contemplation the organization of their agricultural college. The professor in expressing the silliest leads the people to believe that they advocate the union of these two institutions already located. This is trifling with a great question and with the people of Utah. Had these gentlemen been asked it in their opinion the greatest national institution of learning in the arid region, save that of California university, should be upraised and amalgamated in a large city with an old institution of learning, it is not only possible but probable that quite a different answer would have been received. I do not regard President Low, within a few miles of whose institution there are several millions of people and who is without knowledge of our agricultural college, a proper person to advise. The quotation of President White confirms my position. President Kingsbury seems to have written to one the closest tendency that the University of New York is the agricultural college of New York; or, in other words, that it was founded by the land grant act of Congress. He must also be ignorant of the fact, otherwise he would not have quoted it, that the University of New York, or the agricultural college of New York, was first loaded with an old institution of learning and failed. It was united to another institution in Lansing and soon failed. It was then united to Ithaca as a separate institution, and all of its departments started together as of one brotherhood in fraternal intercourse on equal footing and under the national grant as a great industrial college, the state of New York reserving its state had the right to do, giving it the name of University instead of Agricultural college. He has quoted to me of his pamphlet President Jesse of the University of Missouri. He is known to Dr. Kingsbury that that institution for nearly two and a half years has not issued a bulletin from its experiment station, although it has received $37,500 within two and a half years for experimentation and for no other purpose, thereby defying the law of Congress, which requires a quarterly bulletin. That institution is under the charge of having misappropriated the funds of the agricultural college, as indeed nearly all of the universities are that have the land grant fund.

I repeat, that if the presidents of such universities feel forced into a union, it is in keeping with that which might be expected. He might have quoted the president of Wisconsin University that has but one agricultural student to its four years' course, although it has had a magnificent fund from the national land grant. He might have quoted the University of California whose affairs have recently been investigated by legislative committee in response to popular clamor. He might have investigated seven other universities, every one of which the people of the several states have in indignation withdrawn from the state agricultural college and located it in separate places and in, as they believe, better hands.

IS UNION ECONOMY?

I wish to take square issue upon the economy of union. He says that one president will answer in the university, in lieu of two for separate colleges; but the presidents of universities frequently are more than three times as much salary as the president of separate colleges. For instance, the president of the University of California receives $10,000, President Harper, who has been quoted, receives, I believe, $15,000, and so it goes. These gentlemen usually do no teaching. At Salt Lake City, the president of its faculty, I not only teach in classes, but act as director of the experiment station, which in other states requires the service of a man, and have charge of the experimental station of the Territory. It is with half the agricultural college; they often get less than one-half of the salary of university presidents and do far more work as teachers.

He says that it saves great libraries, forgetting how hundred thousand dollars has a love for great figures. Such large libraries are the efforts of specialized literature who hunt for every obscure tome in the universe. Ninety per cent, or more probably, of the books sent to a college library is comprised within three thousand volumes. Often times great libraries are monuments of folly. The same may be said with less force of the apparatus. Dr. Kingsbury is aware that the apparatus of the schools varies most largely, much of it, in the ratio of increase of students, so indeed the laboratory room must increase in the same ratio. Something might be saved in a common museum and I admit something in a common library, but a common museum contains an immense amount of material that belongs to special departments, and as I know by years of observation at several institutions of learning, are sold in such and are unused every day in special work.

But this small saving, which is small indeed, bears a very small ratio to the increased cost of instruction in a large university. Almost invariably the salaries paid are higher, the hours of work are fewer, the number of teachers is less highly educated and after the teaching power, because without coal, oil and cleaning, with the exception scattered throughout a country carrying a powerful influence for appropriations, they rank lower. Some of the very and only ways. As an illustration, the University of California has between ten and seven students to each professor. The University of Missouri about the same. The same law seems to run through the universities of the country. The separate colleges of Iowa and Kansas rank Iowa and Kansas rank Iowa and Kansas respectively in benefit. Both the Agricultural College in Utah and the University of Utah every many more students per teacher than either of the universities mentioned.

Furthermore, while it costs the states having separate colleges less per student, more students are brought into the class room. The separate colleges of both Kansas and Iowa contain something like 600 students each, and were they both united out of existence many of probably would not add more than one-fifth of their number to the universities of those states. Were the two institutions united in Utah it would decrease the number of students taking the higher education. The time the separate colleges are called in a state the larger the number of students in the higher educational institutions.

This may appear to Dr. Kingsbury as general also, although it will be found, I believe, in accord with the facts, which is equivalent to that it may become clear to the reader that the assertion by Dr. Kingsbury that great saving is made in both a sentence and a great exaggeration of the facts. The freshmen classes of the Agricultural College in Utah give no sign of a falling off and have compared favorably in saving by union.

In the undergraduate year geometry might be commenced for a year or two, after which our class will be crowded. It probably I suppose that the class at the University is as eight to be full. Heavy costs be combined. Our surveying class, as a very modified amount of special work is needed simply for the convenience of farmers.

In the junior year I find only two and three-fifth studies that could well be combined, zoology and botany, literature throughout, zoology two-fifths and logic one. The other classes are full, except anatomy and physiology, which should be full at the University with its large number of normal students.

In the senior year the studies in political economy to fall at the College and should be at the University. For class in psychology and ethics should be full at the University, with its large number of normal students. These are three optionals that could be well combined. In the engineering departments are classes in geometry and trigonometry, which is not quite full now will be full in one of our classes. The class in higher algebra, and three classes in higher mathematics might be combined. The classes in surveying are full except the last year's work, but as it is a half study only three could be but one class and one half every term. I mean by a class, one recitation for a single term. Now, as our teachers carry four recitations for three terms they carry twelve classes a year. I do not mean that they carry twelve different studies, but they carry as the same as twelve classes a year.

It will be seen that the saving I have mentioned does not equal one a teacher for a single year. By forced connection Dr. Kingsbury might carry the saving up to a teacher and a half, but not beyond that. Now, as we teach four times a day at the Agricultural College in Utah as at the University, were this institution united with the University on this basis of labor, and each teacher the result of the union, there would be no actual loss to the union. I challenge the accuracy of this showing. I want to meet it not by vague generalizing, but by a critical review of the statement. There is controversial ground in the figures. He will serve to antagonize the current sense that of a great industrial college, the state of New York, every state had the right to do, giving it the name of University instead of Agricultural college. He has quoted to me of his pamphlet President Jesse of the University of Missouri. He is known to Dr. Kingsbury that that institution for nearly two and a half years has not issued a bulletin from its experiment station, although it has received $37,500 within two and a half years for experimentation and for no other purpose, thereby defying the law of Congress, which requires a quarterly bulletin. That institution is under the charge of having misappropriated the funds of the agricultural college, as indeed nearly all of the universities are that have the land grant fund.

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