

# UNIVERSITY of UTAH,

The State's Chief Institution  
of Learning.

THE last legislature appropriated \$200,000 for the erection of new buildings for the University, for furnishing them and for improving the grounds on which they were to be constructed. The buildings are now completed and occupied and the work of the school year is well under way.

The legislature has done, therefore, a beginning towards the establishment of the University of Utah in a permanent home. By this act of generosity the State has secured sixty acres of Fort Douglas reservation, a most magnificent site for her University.

The University was organized in early pioneer days, but existed only in name for many years. In 1893, Dr. Park was appointed president and from that time it has gradually grown in importance up to the present. It has been subjected to constant opposition and also to generous encouragement by the people of Utah. Its struggle for existence at times has been severe and has made its progress slow indeed, but its friends and sympathizers have been able to hold it up and to carry it through the critical periods of its existence. Many people have misunderstood its aims and purposes and have not understood its surrounding conditions and have, therefore, misjudged and misrepresented it in many ways. A better time, however, is dawning upon it and no doubt from now on the University of Utah will be looked upon with greater favor than heretofore. It can be maintained and uplifted only by the people. It belongs to them and can be made to take out a bare existence, or it may be fostered and put in the front ranks of prosperity and progress just as the good people of our State may decide to do. No one has any doubt now, however, as to what will be decided to be done. For the University to progress most rapidly, it must certainly have the hearty sympathy of the people, be in close touch with them, and be in hearty accord with all the high schools and academies in the State, and work in harmony, if possible, with all.

The University offers courses in arts, sciences, mining and electrical engineering, preparation to college courses, and normal and kindergarten courses. To give practice to students in the normal courses, a training school and kindergarten are maintained at the University in connection with the normal school.

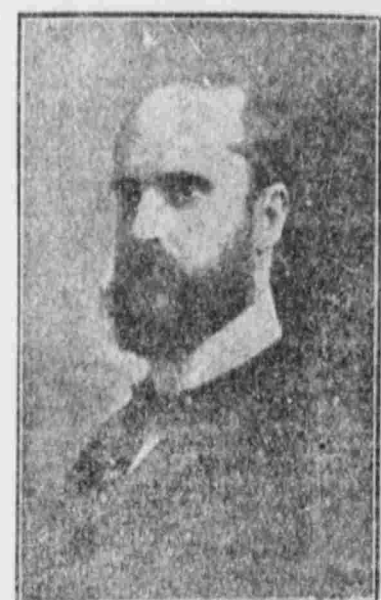
Among the subjects in which instruction is given are literature, Anglo-Saxon, English philology, elocution, ancient and modern language, Latin and Greek literature, and Greek art, ancient States and constitutions, economics, sociology, psychology, ethics, logic, analytic geometry, differential equations, calculus, astronomy, mechanics, engineering, surveying, advanced general physics, electrical measurements and direct current machines, applied electricity, metal and wood work in shops, chemistry, assaying, metallurgy, geology, mineralogy, biology, histology and physical education, etc.

Excellent facilities are offered in the study of most of these subjects. The laboratories in physics, chemistry and mineralogy are modern in their appointments and arranged for the utmost convenience both for students and instructors. The class rooms for all the subjects given are pleasant and well ventilated and lighted. The library is well arranged to meet the greatest convenience of the students and to have the books and magazines the most accessible to them. Department libraries are planned and will be fully provided for on the completion of the museum building. It may be well

to state here that the museum building to be devoted mostly to geology, mineralogy and biology, was included among the buildings to be constructed

with the \$200,000 appropriated by the legislature, but on account of the great rise in building material it was found to be beyond the reach of the means at

## SCHOOL FACILITIES OF LOS ANGELES.



J. A. FOSHAY,  
Superintendent of the Los Angeles Public Schools.

California, as compared with other States, is liberal in her appropriations for school purposes. Schools remain in session at least eight months in the year; the average time for the whole State being nine months. Cities and the larger towns are unusually ready to vote special taxes to furnish superior facilities for common schools, and these are in session ten months during the year. The teaching profession is highly esteemed by the people. As a class, the teachers represent a high degree of scholarship and general culture and receive fair compensation.

There are two excellent universities—the State University at Berkeley, and Stanford University at Palo Alto—and five normal schools, which rank high in the quality of the teachers who receive their training in this State. Acquisitions are being made from the normal schools and colleges of other States, because of the mild climate and hopeful field for advancement. Teachers in the high school are largely college graduates, and there are many college graduates in the grammar schools.

Los Angeles is the center of southern California, and the people of the surrounding country look to her to furnish educational facilities of a higher order than can be obtained in the district school, and for such advanced education as can be given outside the great universities.

In the city there are fifty-four primary and grammar grade schools, one state normal school, and one high school, which is accommodated in two buildings. The Los Angeles city high school is the largest in the State, having an enrollment this year of nearly 1,400 students. It has six courses, three of which—the classical, Latin and scientific—are preparatory for the university, and furnish studies of a varying character. The literary, scientific and commercial courses do not prepare for the university, but are intended more especially for those who end their formal education in the high school, which is in reality the people's college. This secondary education has grown to assume a very important place in our city. There are over 17,000 children in the primary and grammar grades of the public school department of Los Angeles. The kindergarten is considered a part of the primary department, has a special supervisor, and receives liberal attention. There is a school for

deaf children in the Spring street building. The main studies, such as reading, writing, arithmetic, language, geography, history, etc., are given the most attention; but the training of the hand is also receiving consideration, and a full course of manual work is taught from the first to the eighth grades inclusive. Paper folding, paper cutting and clay modelling are taught in the first grade, color work in connection with drawing is taught in the second grade, cardboard sloyd in the third and fourth grades, wood sloyd is taught the boys in the fifth, sixth, seventh and eighth grades, while the girls of the fifth and sixth grades are taught sewing, and in the seventh and eighth grades, cooking. There are twelve rooms, carefully fitted up for sloyd work, and six for the cooking department. The other manual work is in the regular school rooms. The introduction of this manual training is the outgrowth of the desire to render the schools more practical, but educators have demonstrated that it is also a means for securing superior mental development.

The subject of school room decoration has received a hearty response from parents and friends of education, and all of our buildings both inside and outside are fast becoming models of neatness and refinement. The public school department has five hundred and eighteen teachers actually at work, besides several substitute teachers. The educational element predominates in Los Angeles, and wields a greater influence than that of any other department. The public school property is valued at \$1,193,600.

There are many private schools and institutions for higher education in Los Angeles city, doing good work and reflecting great credit upon those in charge: the University of Southern California, consisting of a college of liberal arts, college of medicine, college of dentistry, college of music and other departments; Occidental college, with a full collegiate course under the supervision of the Catholic church; the Marlborough School and Girl's College, a school for young ladies. There are also military academies and preparatory schools for boys, prominent among which are the Los Angeles Military academy, the Harvard Military school, and the Eton school. Los Angeles Business college and Woodbury Business college furnish special courses in business training.

On account of the excellent climatic conditions and the fair salaries paid, Los Angeles has a corps of the best teachers available, which accounts in a large degree for the excellent work in all educational lines and creates an intellectual atmosphere. There are several schools of art, elocution and expression, each adding its special training to complete the educational system. There are parochial schools in charge of the sisterhood of the Catholic church; also an orphan asylum under the direction of the Sisters of Charity, and a similar institution supported by the generous people of this city, which is doing a noble work for many unfortunate children.

Public instruction in California has reached a high degree of development, and Los Angeles stands second to no other city in this line. The courses of instruction in the public schools have grown to correspond very closely with those of educational centers such as Chicago, St. Louis and Philadelphia. Pupils coming from the East usually take their places in the grades which they would occupy at the same age in the Eastern schools. While careful to conserve all that has been found best in the past, the study of advanced method and thought, which receives the most earnest attention of both principals and teachers, causes the work to keep well abreast with the times.

J. A. FOSHAY.

the disposal of the regents. As this building is indispensable for the present work of the institution, there seems to be but little doubt that our next legislature will make the necessary appropriation for its erection.

The faculty is made up of experienced men and women both from Utah and the East, all having obtained either all or some of their education in the large Universities of the East.

In regard to its normal training and kindergarten work, the University of Utah is somewhat like Columbia University in which institution the college students can receive instruction in training to become teachers in all the grades, including the kindergarten through district school work and the high school courses. It is being found where chairs of pedagogy in institutions are established that it is necessary to have the kindergarten and the grades provided as laboratories for observation and experimental work for the benefit of those students who are studying for the teachers' profession. Such laboratories for pedagogical work in universities are as essential as laboratories in chemistry, physics, mineralogy, etc., and this is becoming more and more recognized.

As the population of the State increases the demands made upon the University will be greater. Its courses will have to be expanded, its field of work widened, and its faculty and facilities will have to be increased. No doubt one of the main features of the University in the future will be its training school fixed by the enabling act and the Constitution of the State to be a department of the University, and connected with it metallurgical engineering, and a department of a competent original investigator in whom the community can put implicit confidence.

There is probably no other place in the west so well situated for a school of mines as Salt Lake City. It is in the heart of a mining district, and is near smelters, reducing plants, and most of the modern methods of treating ores. Besides this the city is the largest in the whole intermountain region, which adds greatly to the fitness of the place for a school of mines.

It is thought that even now a course in law should be established in the University as there is at present quite a demand for such a course.

Every person interested in the education of the people will be pleased to see the time when the young men and women of the State can obtain a secondary or high school education near home, and when the University of the State can devote all her energies to higher education and not be compelled to do preparation work for her college courses.

The future of the University looks brighter now than ever before, yet its future wholly lies with the people of the State, and judging from the past, notwithstanding its struggles at times in the past for existence and the obstacles it has had to confront, it is safe to say the State will see that the University will live and progress.

## UTAH'S PUBLIC SCHOOLS.

Utah's public school system is the pride of her people. Its growth has been steady and upward from the very beginning when pioneer conditions had to be grappled with in all their native crudity up through the changes of later years until at present when a standard of excellence has been reached that is recognized throughout the Union and commented upon to our advantage by the best educators of the country.

In the articles on education the Constitution of Utah declares: "The Legislature shall provide for the establishment and maintenance of a uniform system of public schools, which shall be open to all children of the State and be free from sectarian control. The public school system shall include kindergarten schools; common schools, consisting of primary and grammar grades; high schools; an agricultural college; a university; and such other schools as the Legislature may establish."

lish. The common schools shall be free. The other departments of the system shall be supported as provided by law; provided, that high schools may be maintained free in all cities of the first and second class now constituting school districts, and in such other cities and districts as may be designated by the Legislature. But where the proportion of school monies apportioned or accruing to any city or district shall not be sufficient to maintain all the free schools in such city or district, the high school shall be supported by local taxation."

## UTAH'S SCHOOL CHILDREN

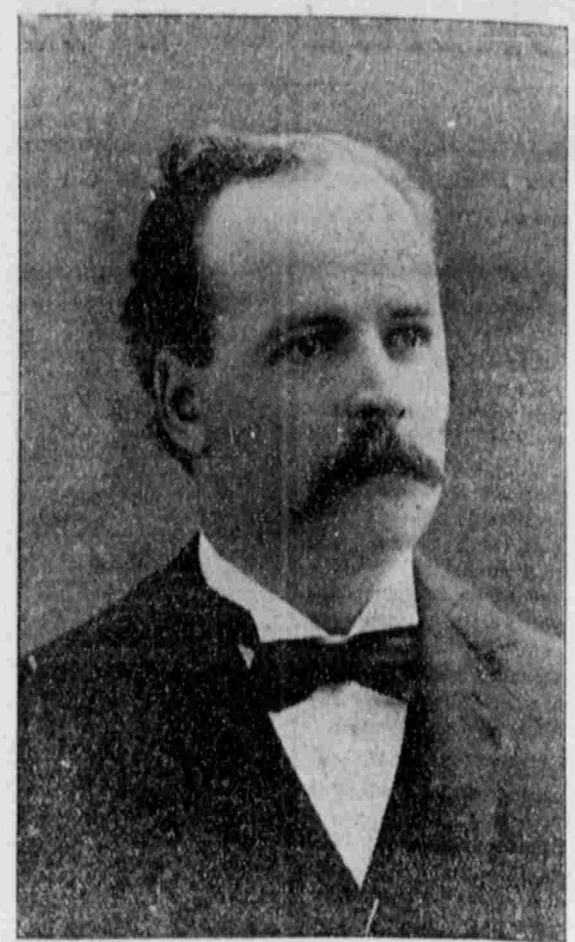
The total number of children of school age—between six and eighteen years—in Utah is 86,353, as shown by the annual report of State Superintendent of Schools McVicker. The report by counties and cities is given in detail as follows:

Beaver	1,176
Boxelder	3,320
Cache	4,447
Carbon	1,326
Davis	2,759
Emery	706
Garfield	1,197
Grand	390
Iron	1,211
Juab	2,482
Kane	631
Millard	1,934
Morgan	664
Plute	654
Rich	730
Salt Lake	7,526
Sanpete	1,423
Sanpete	5,280
Sevier	2,304
Summit	2,612
Tooele	1,907
Utah	1,799
Wasatch	1,571
Washington	1,588
Wayne	727
Weber	3,121
Salt Lake City	14,423
Ogden City	5,575
Provo City	2,161
Logan City	1,892
Total	86,353

## STATE SCHOOL REVENUE.

The gross revenues of the State, for the current school year, by counties, and the four chief cities segregated therefrom, are given by official report as follows:

Beaver	\$ 15,125 99
Box Elder	54,905 18
Cache	47,070 12
Carbon	16,045 59
Davis	35,420 90
Emery	29,683 31
Garfield	14,418 98
Grand	37,982 52
Iron	32,979 29
Juab	39,449 31
Kane	6,877 79
Millard	27,420 71
Morgan	8,100 25
Plute	7,209 22
Rich	10,218 67
Salt Lake	137,780 47
San Juan	3,629 94
Sanpete	89,305 52
Sevier	27,979 29
Summit	39,449 31
Tooele	27,576 08
Utah	20,483 25
Wasatch	18,574 31
Washington	15,795 61
Wayne	6,345 52
Weber	37,927 61
Salt Lake City	114,670 92
Ogden City	27,889 29
Provo City	22,122 19
Logan City	20,400 42
Total	\$1,301,610 64



## THE PUBLIC SCHOOLS OF SALT LAKE.

The public school system in Utah, as now constituted, is but ten years old. Its history in Salt Lake City during this period has been one of rapid yearly advancement, until today it is the pride of her citizens. In 1890 it was necessary to begin at the bottom. The foundation was well laid. New and modern school buildings were erected throughout the city to accommodate a school population of 5,000. The best teachers in the whole country were employed, qualification being the only test applied. The result was inevitable. The number of pupils have increased each year until the school census of 1900 shows 14,423 school children in Salt Lake City, between 6 and 15 years of age. Each year new buildings (always of the most modern kind) have been erected to keep abreast with the growing need. No city in the Union, with a population of 55,000, can boast of so many fine school buildings as we have here.

The Board of Education owns over \$1,000,000 worth of property. The school accommodation, together with the high class of teachers employed, has earned for our city a great reputation as an educational center in this intermountain country, and it is and has been drawing to us many families from Nevada, Idaho, Montana, Wyoming and western Colorado, in order that they might avail themselves of the schools for their children. We have employed 298 teachers, 150 of whom were educated in Utah institutions; the remainder, 148, either received or finished their education outside the State. The salaries paid to grade teachers range from \$40 to \$72.50 per month. The maximum salaries paid to principals is \$135, and to high school teachers \$100 per month. The superintendent receives \$3,600; the principal of the High school \$1,800 per year.

Each year a few teachers are brought here from eastern schools; these, however, must have the very best education, together with a successful experience in a first class institution of the East. In this way our schools are kept in touch and abreast with the best public school systems of the country.

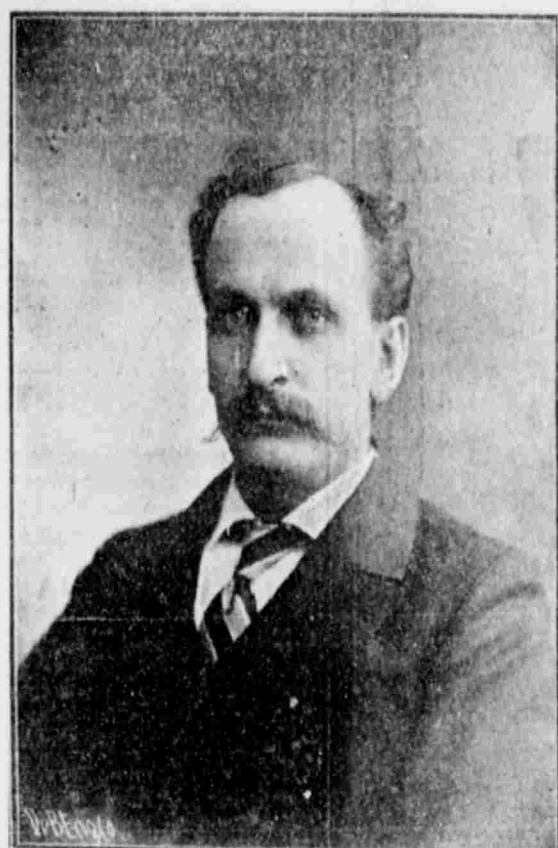
The course of study used in the Salt Lake City schools does not differ materially from that employed in good schools elsewhere. The elementary school course requires nine years for its completion under ordinary conditions. It frequently happens that pupils are able to complete the course in less than the time allotted, and quite as frequently it requires longer. This arises from the varying ability and industry of pupils; the administration favoring adjustment of conditions to suit the pupil's capability.

The High school courses cover four years, and are four in number: The classical, the scientific, the English and the business course. Besides having the opportunity to select any one of these courses, each course offers some option in regard to studies, so that pupils may have individual needs and tastes met to a reasonable degree. Students of the High school are offered four years' study of Latin, two years of Greek, three years each of either French or German, four years of English, a year's study by the laboratory method of several of the sciences, excellent training in High school mathematics, in history and other subjects.

The difference in schools is not so much in the courses of study offered as in the methods of administering the course. In both, the graded and High schools the nature of the instruction is of a high order, and the spirit of the teachers, their desire to know and grow are such as to give a pronounced character of excellence to the work done. The aim of the part of those in authority and of those charged with the business of instruction is to carry on the work in such a way as to make school time most profitable and to prepare as fully as possible for the duties of life. In the grade schools there are supervisors of primary work, drawing and music. In the High school four heads of departments have been created: these are mathematics, English, Latin and Greek, and commercial. This plan has been more than satisfactory.

Edw. Wilson

# SALT LAKE BUSINESS COLLEGE.



JOSEPH NELSON, President.

## HISTORY.

THE Salt Lake Business College is the only strictly business school of any importance in the State. It was founded in 1893 by Messrs. N. B. Johnston and J. Jameson, who rented small rooms over the Utah National Bank, in which they began and conducted its first sessions.

In 1898 Mr. G. W. Popp, prior to that time associated with Mr. Ellis in business college work at San Francisco, became financially interested in the school, and was identified with it from that time until last June. In 1891 the demand for larger quarters and better accommodations became imperative and the school was moved to the top floor of the Commerce Block, where it remained until July of the present summer. In 1891 Prof. Jameson sev-

ered his connection with the school and from then until 1899 the institution was under the supervision and control of Professors Johnston and Popp. During this time its growth was steady and strong, and it soon became known as one of the foremost business colleges of the western region. The thoroughness of its work and the efficiency of its students soon came to be universally recognized by leading business men who acquired a habit, still with them, of applying to the school whenever they wished energetic, competent, reliable well-trained men and women for aids in their work.

## INCORPORATED.

In 1896 the school was incorporated under the laws of Utah and was given a charter and seal. N. B. Johnston was made President; J. W. Madsen, Vice President; G. W. Popp, Secretary; S. F. Walker, Treasurer; Clark Gibson, Director.

In 1899 Prof. William Johnston purchased a third of the stock and became equally interested with Professors Johnston and Popp. In January of the present year, 1900, Prof. Joseph Nelson purchased the school outright. Prof. Nelson had, for fourteen years previous, been identified with the latter-day Salt Lake College, and during the last three of those years had, by sheer force, against heavy odds and strong opposition, built up the Business Department of that school from a class of thirty-six students in a single room to a school of over three hundred with the best obtainable quarters in the city.

## Present Management.

In April Prof. Wm. Johnston again became interested in the school and Prof. Nelson and he are now joint owners.

The growth of the school during the past year has been little short of phenomenal, so great indeed that a further

expansion again became absolutely imperative. After thoroughly canvassing the situation and examining all the quarters available in Salt Lake City it was finally decided to remove from the Commerce Block to the top floor of the Templeton Building. This change was effected in the early part of July without the loss of a day's school work. The quarters have been thoroughly cleaned and renovated, remodeled and refitted so that today they are far the most commodious and convenient school rooms in the city.

## GROWTH.

It was confidently expected that these quarters would be sufficient to accommodate the school during the present year, but the popularity of its actual business course in book-keeping, its "Gives system" of stenography, the additions to its faculty, its elegant equipment and the success of its hundreds of former students, all these have made the school so popular that there is now

not a vacant seat in either the shorthand or the commercial department. Already some thirty students have applied for enrollment, to commence study immediately after the holidays; and arrangements have been made to accommodate them and others who will then enter.

At present there are in attendance a number of students from other schools and it is quite generally conceded that a student, after graduating from any other institution in the State, must spend from two to four months in the Salt Lake Business College before he can get, or hold, a first class office position.

The school is in closest touch with all the leading business men of the community. There is not a railroad office in the city and scarcely a large business house or corporation in the State, which does not number among its most trusted employees former students of the college. They are in the mercantile houses, the railroad offices, with the

law offices, and some are doing duty as court reporters. As a result attending students, investigating actual business methods as carried on in the various commercial houses, are shown the utmost courtesy.

The Salt Lake Business College Journal, just out, gives a list of more than a hundred leading business concerns which employ its students.

The aim of the school has always been to give to its students the best obtainable, and results seem to justify the conclusion that they have measurably succeeded. "Nothing is too good for our students," is their motto, and for this reason they employ the best instructors, give the best courses and furnish the best equipment.

## LOCATION.

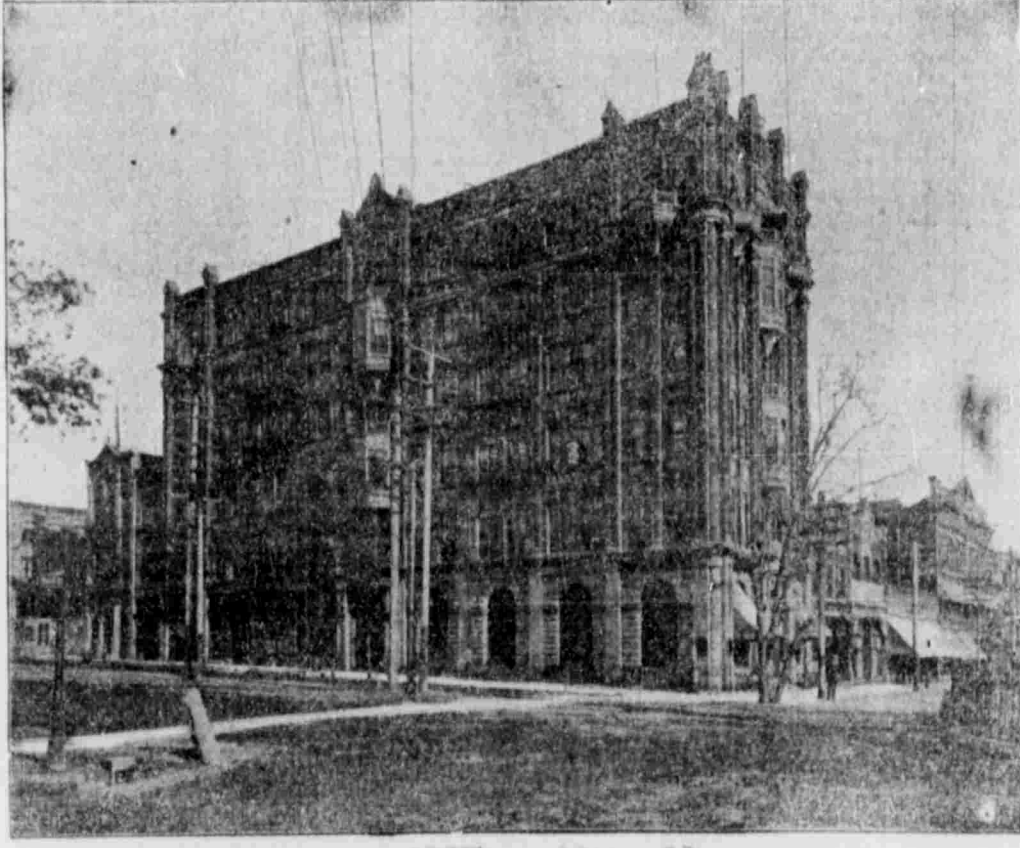
There is but one place in Utah for a commercial school and that is Salt Lake City. Situated geographically near the center of the inter-mountain

region, the city is beautiful and healthful. Lying in the shadow of the great Wasatch range, it is cooled by the breezes that fall from the snowy summits. Out to the northwest is Great Salt Lake, the world-famed Dead Sea of America; directly to the west, another range of mountains, the Ogquirch; to the south more mountains; in fact, it lies, a gem set in rugged, crazy peaks.

The city is the focus of all commercial activity of the inter-west, the metropolis of the Great Basin. There are few enterprises of any magnitude that do not have headquarters in this city. It possesses factories, machine shops, mercantile establishments, wholesale and retail concerns, banks, clearing houses, exchanges, railroads and telegraph centers—all giving a spur and vigor to business life not enjoyed elsewhere in the State. Simply to see this life is an inspiration to the young man or woman of ambition.



WILLIAM JOHNSTON, Secretary.



The Templeton-Zion's Savings Bank Building, the Entire Top Floor of Which is Occupied by the Salt Lake Business College.