

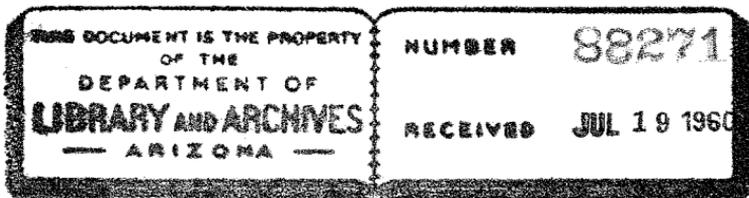
UNIVERSITY OF ARIZONA

CIRCULARS

NOS. 1-4

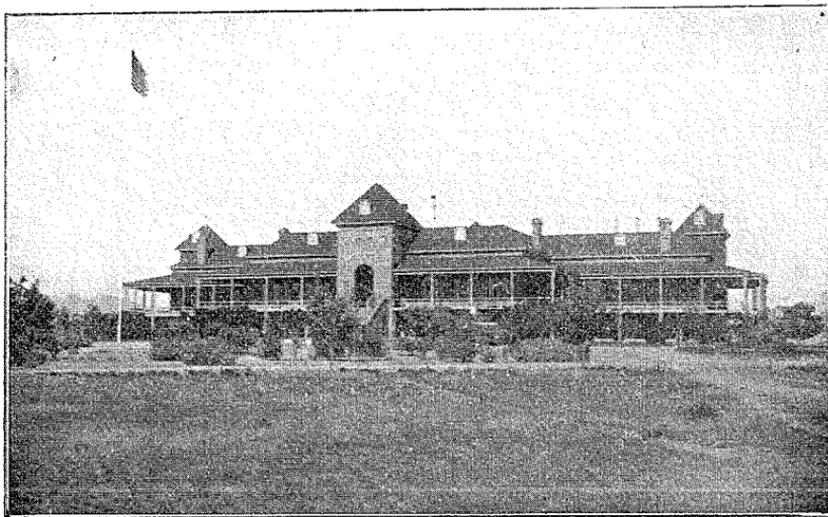
UNDATED

(Probably between 1898/9 and 1901/2)



UNIVERSITY OF ARIZONA.

CIRCULAR NO. 1.



The Main Building of the University of Arizona.

*It is Very
Natural*

that the thoughts of a young man brought up in Arizona should turn towards mining. Especially is this true at the present time, when the high price of copper and the great increase in gold production have made competence and wealth an attractive possibility to all who engage in this pursuit.

Perhaps you, the reader, are still young enough to lay ambitious plans for your share in the mineral wealth of Arizona.

Now, a question,—are you qualified to play a part in the development of mining interests, or must you look on while the wealth of the ranges which were reclaimed by your pioneer fathers, falls into other hands?

Surely this can not be through lack of native ability, or of the spirit of enterprise, for these are characteristics of the southwestern people. No, in most cases it can alone be due to lack of that *knowledge which is power.*

For this reason only must many an Arizona boy stand aside while some better educated fellow from east or west steps in and takes from him his

natural heritage—perhaps develops the wealth of a mine over whose croppings he has stumbled in ignorance from early childhood.

But most Arizona boys are too poor to go to the Columbia School of Mines, or the Massachusetts Institute of Technology. Perhaps the reader is one such, but does he know that his Territorial University stands ready to aid him in obtaining this needed education with economy to himself? For, knowing the circumstances of most Arizona young men, and having found by experience the mental equipment needed for reasonable assurance of success in this country, the instructors in the Territorial University offer courses of study in engineering and mining which have proved useful in the hands and minds of those who have taken them.

Two such courses of study are offered and taught. *The four years course in engineering and mining* is earnestly advised where the student can afford the time and the money. But there are many whom necessity compels to cut short their stay, so that a *two years short course in assaying* is offered which affords an average student of mature years fair knowledge of the art of wet and dry assaying. This short course includes certain other useful subjects of study, as may be seen in the following statement:

TWO YEARS SHORT COURSE IN ASSAYING.

FIRST YEAR.

General Chemistry $1\frac{1}{2}$ terms; Qualitative Analysis $1\frac{1}{2}$ terms.
Mathematics 3 terms.
English or Spanish 3 terms.
Practical Free-hand Drawing and Shop-work 3 terms, or Physics 3 terms.

SECOND YEAR.

Mineralogy and Blow-pipe Analysis 2 terms; Fire Assaying 1 term.
Quantitative Analysis 1 term; Wet Assaying 2 terms.
Mathematics 3 terms.
Geology 2 terms; Economic Geology 1 term.

This course is so arranged that students completing it can easily continue a year or more with the engineering subjects offered in the four years course. Many who come intending to stay a short time only, find it to their advantage to continue in this way. Send for a catalogue and see what the four years course will do for you.

Now, *just a word as to the results* which our students have achieved on the strength of their work at the University. Careful inquiry has revealed the following facts: During the past five years twenty-four students have taken technical courses of instruction in our chemical and mining departments. Of these, fourteen are now in active service, most of them in connection with mining. These young men, as nearly as can be ascertained, are now earning from 90 to 200 dollars a month. Averaging their present compensation and the length of time spent at the University, we find that they staid with us a little less than two years, and are earning about 120 dollars a month in the average instance. This is probably twice what

these young men would be earning as clerks or unskilled employes, and all the future is yet to be heard from.

Little more is needed in the way of argument, for it is evident to us all that *education is not merely a good thing to have; it is almost a necessity.* For in this new, western country we stand in need of broader information and better trained wits in order successfully to cope with the many industrial problems arising in connection with our rapid development.

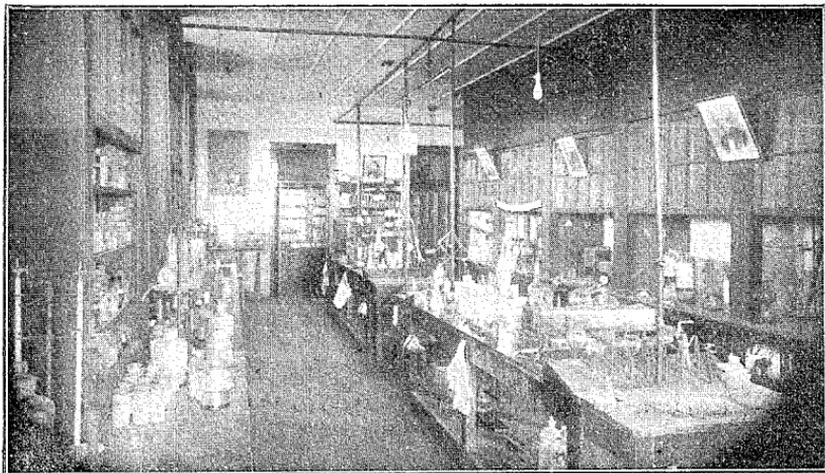
In conclusion, then, let us say that, *other things equal, an Arizona school conducted with knowledge of Arizona conditions, ought to be best suited to the mental needs of Arizona young men and women.*

Perhaps we can help you, at least our catalogue may help you to make up your mind on this point.

Send for a catalogue to

The University of Arizona,

Tucson, Arizona.



One of the Chemical Laboratories.