

Written for this Paper.

THEY MUST COMBINE.

SALT LAKE CITY, Nov. 24, 1893.—There has been considerable said of late, in public and in private, in regard to combining the Agricultural college and the University of Utah (formerly University of Deseret). The educational interests of the Territory are of vital importance to every citizen and are worthy of due consideration by the brightest and best minds of all classes. There is no one who would not speak in words of commendation for the people of Utah for the zeal they have displayed in late years for education, but zeal without careful thought sometimes leads to grave mistakes and precipitates measures which result in enervation rather than in strength. Dissipation of forces weakens and renders futile what otherwise would accomplish a vast amount of good. Every man who understands the needs of a university and of an agricultural college, and what are required in a thorough agricultural course, and who has given any thought to the matter of maintaining such institutions separately or combined, will agree that our legislature six years ago made a very serious mistake when it established the Agricultural college as a separate and distinct institution from the University.

The questions which confront us now are, Does the Territory desire to correct this great error which was made six years since and to put the higher educational interests on such a basis as to give to the people of Utah real values for monies expended? Do the people of Utah desire to have an institution in which their sons and daughters shall be provided with ample facilities to make them broad and practical men and women? Do they want an institution where their sons can become skilled in machinery as electrical, mechanical and mining engineers; as practical metallurgists, mineralogists, geologists, masters of a hundred industries, which through its mineral resources besides silver, lead and gold our Territory might be in possession of? Or will the people of the Territory be satisfied with two institutions in which there will be poor facilities for the accomplishment of these desirable ends? Do the great masses of this Territory, who are unable to send their sons and daughters to Eastern universities, want to have their children deprived of the excellent advantages educationally which could be provided for them at home by concentrating their higher educational interests in one institution?

No one who has made university matters a study, will deny the fact that if we attempt to build up two universities, it means neither one will be efficient, that both will lack in those factors and facilities which characterize a good university. Only those who are well to do can get proper university instruction and have the advantages offered by a thoroughly equipped university; for, these great privileges will not or can not be provided for at home. Those well to do can go elsewhere to get these advantages, but the farmers, artisans, and all of those who are only moderately comfortable, will not have the means to go elsewhere, hence will be compelled to remain at home, and be obliged to put

up with disadvantages only because the Territory is duplicating in its higher education its buildings, laboratories, libraries, apparatus, professors, instructors and almost all its work in all lines, in striving to maintain two universities instead of one.

To provide for a general scientific course in a university, it is necessary to give instruction in mathematics, physics, chemistry, mineralogy, geology, languages, botany, zoology, physiology and economics, and these are the foundation work of nearly every university, and nine-tenths of the work in most any educational institution, technical or otherwise.

The day when books and lectures alone are needed in universities has long since passed. It is practical work in mathematics, practical work in the laboratories, in physics, chemistry, mineralogy, geology, botany, zoology and physiology—it is practical work that characterizes, today, even the poorest of our universities and without which efforts in education would be indeed futile, and the institution without it relegated to ages long ago to where it ought to be consigned. If we wish to establish an agricultural course in an institution, it is necessary to provide for instruction in mathematics, physics, chemistry, mineralogy, geology, botany, zoology, some of the languages and certainly for some economics. All these subjects must be studied, but they appear to be the same as we find in the general scientific course.

In the agricultural course there is the analysis of hay, wheat, corn, etc., but this work embraces one part of chemistry and before reaching special work of this kind we must have had general chemistry qualitative and quantitative analysis. Hydraulic engineering might be given as part of the course but it is one of the applied branches of mathematics and before anything can be done in this line we must know algebra, geometry, trigonometry, etc., in other words we must have studied the ordinary mathematics in a general scientific course. Again, we need to apply in the agricultural course mineralogy, geology, etc., not only to farming, the soil formation, horticulture, but we must know these subjects in order to apply them to anything.

In a well equipped university where there are scientific, classical, and literary courses, two or three extra professors, a barn and a little land would be all additions needed in order to provide for a first class agricultural course. To have mining, science, classics and literature provided for in the university, and agriculture and engineering done in the agricultural college as a separate institution from the university, it is absolutely necessary to duplicate at least nine-tenths of the work and to go to nearly double the expense necessary to accomplish the same ends in view in an institution resulting from the union of the College and University. It would pay the Territory to destroy either the University or the College should it be necessary to bring about a union of the two; for, in five years the loss incurred would be easily saved.

We are wasting forty or fifty thousand dollars per year now by carrying on these two institutions separately, and in a short time if the Territory at

all provides for what they shall need seventy-five to one hundred thousand dollars will be annually thrown away. Besides this, means will be necessarily squandered by each in booming and advertising its advantages. If one institution sends out men to work up its interests, the other must do the same. If one advertises extensively, the other will be also forced to do so. Scheming and struggling with legislators to obtain appropriations that each institution may, in the main, do the same work, must necessarily go on. That the people's means will be squandered simply through rivalry for patronage and support must be unavoidably the outcome. To all this I am firmly opposed and I am free to announce that my position is that the union of the Agricultural College and the University of Utah is of primary importance and that the question of location is secondary. Furthermore, I strongly endorse the statement made by President Harper, of the University of Chicago, that "every effort should be made to bring them (meaning the Agricultural College and the University of Utah) together, not only for the sake of economy, but for the sake of efficiency. The plan employed in some of our western states in distributing their educational institutions in different places is suicidal."

I shall further say if we desire to accomplish for the people anything of real worth in higher education, all our higher educational forces must be combined. If we desire to develop and utilize the resources of the Territory we must provide the University with well equipped laboratories and employ men having ability and time to carry on some original investigation. But to put a single university on a good basis for doing valuable work for the Territory requires a vast sum of money. With the right kind of a university our Great Salt Lake with its resources could be thoroughly investigated and its minerals made to produce a vast amount of wealth. Mineral resources in other parts of the Territory, in the hands of expert chemists with time and means at their disposal could unfold many paying industries.

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LOCAL READERS who may not know exactly where to get money to pay their taxes or process bills, and who may be without work or even the prospects thereof, will no doubt be immensely pleased to hear that this has been a wonderfully good year for whales. The catch of the fleet in the Arctic, as at last reported, is simply unprecedented. The land of the Eskimo seems to be the one spot on the footstool that has escaped the blight of hard times.

TO THESE remarks of the Boston *Watchman* everybody who has given thought to the alarming prevalence of the divorce epidemic will give full approval:

When a divorce is granted for adultery or cruelty, why should not the defendant receive a sentence of imprisonment from a criminal court for the crime for which his marriage is annulled? Then, instead of going away to marry another woman, he would go away to state-prison.