

A. C. ALUMNI ANSWERS U. OF U.

Statement in Reply to Address Issued by University Alumni Association.

SAY FALSE CRY IS RAISED.

Declare University Alumni Are Calling For Economy When Many Are Not Even Taxpayers.

To The Deseret News:—In the Salt Lake newspapers of recent date appeared an address from the Alumni Association of the University of Utah, through their president, John C. MacKay, in which the writer claims to present "facts" concerning the advisability of consolidating the University and Agricultural college of Utah on one site at Salt Lake City.

It becomes my duty as president of the Alumni Association of the Agricultural college of Utah, in compliance with a request from the executive committee of the association, to expose some of the fallacies in the arguments of those enthusiastic members of the University Alumni who are clamoring for "A Greater University." It is surprising to note that the University Alumni association, many of whom are not even taxpayers, should be so extremely eager to secure an economical use of the state funds. It has been clearly shown that there is no real foundation for the claim that the merger will result in a great saving to the state, those same people, bent on monopolizing the state funds for education, to the detriment of their alma matre, close their eyes to justice, refuse to recognize facts, and simply cry, economy!

It is not surprising that the Agricultural College Alumni should have a deep interest in the present controversy, for the public the Agricultural college has been the public's distinct individuality to establish ideals and traditions, and to gather within her halls young men and women who are loyal devoted to her and to all she stands for, because they love her. She has succeeded, therefore, where those who sneered when Webster said in defense of Dartmouth: "She is a little college, but there are some of us who love her." There are many who will cheer now at the thought of student love for the Agricultural college. But it exists in the hearts of thousands of men and women throughout Utah, and to deprive them of their college home would be an educational crime that no true college man would ever dare to sanction.

THE MAJORITY REPORT.

The arguments set forth in the address referred to above are based upon statements made in the majority report of the commission. The report should be sent to the University and Agricultural college and determine to what extent there is unnecessary duplication in the courses and equipment of the two institutions. The report should furnish a reliable basis for the arguments of any individual or association. The people expected the commission to make an honest and conscientious study of the situation, and to make an unbiased report of their findings.

Contrary to these expectations, the commission juggled with statistics to cover up facts and create false impressions. The report is a collection of letters received by the secretary of the commission sent out to leading educators, omitting such persons as the University and Agricultural college, and determining to what extent there is unnecessary duplication in the courses and equipment of the two institutions. The report should furnish a reliable basis for the arguments of any individual or association. The people expected the commission to make an honest and conscientious study of the situation, and to make an unbiased report of their findings.

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COST PER CAPITA.

An example of unfairness is presented in the way the majority of the commission estimated the cost to the state per capita of students of college grade at the two schools. The statement is being emphasized almost daily by certain consolidationists through the columns of the newspapers that the Agricultural college spends annually on its college grade students a sum of \$11.17 per capita, while students of the same grade at the University cost the state \$27.49 each. The estimate was made by the commission in the following manner: The cost of the state in the district school is \$20 per annum. Now the Agricultural college has enrolled 133 students above district school age who had not completed eighth grade work, but who wanted some training in agriculture, carpentry, blacksmithing, domestic arts, etc. Many of them were men and women ranging from 20 to 50 years of age. They were registered for the technical work that they wanted, but in addition to this they were required to take English, mathematics, English or history, which was perhaps in some respects not beyond the work of the eighth grade. Since they were given these elementary subjects, the commission charged them up to the state at only \$20. The fact that 105 out of the 133 were doing technical work and spending most of their time in well equipped laboratories and shops using expensive apparatus and supplies was not taken into account. They were really studying arithmetic, algebra, and trigonometry, a common school subject; hence the cost of their work was estimated no higher than the average cost of a year in the district school. Then it is estimated that high school students, on an average, cost the state \$45 each. The Agricultural college offers two years of preparatory or high school work. At the university three years above the eighth grade are required for admission to the freshmen class. So without comparing the work accomplished in the preparatory schools of the two institutions, the majority of the commission proceeds to classify the freshmen at the Agricultural college as students of high school grade, or to stretch our preparatory work over three years. This classification reduced the number of students of college grade at the Agricultural college from 147 to 71. The following outline of study constitutes freshmen work at the mining engineering course at the university according to the catalog for 1906-7:

General chemistry, first half-year.
General chemistry and qualitative analysis, second half.
Higher algebra, first half.
Analytic geometry, second half.
Freshman and mechanical drawing.
Plane and spherical trigonometry.
English composition.
Carpentry.

This the commission recognized as college grade work. Compare it with the following, which is the work in all courses at the Agricultural college:

General chemistry, first half year.
General chemistry and qualitative analysis, second half.
Higher algebra, first half.
Plane and spherical trigonometry.
Mechanical drawing.

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History of English Literature.

This the majority members of the commission arbitrarily decided to consider as high school work. The courses are almost identical. Even the same textbooks are used in most cases and the same amount of work is accomplished. The English composition and carpentry in the university freshmen year are preparatory courses at the Agricultural college, and the trigonometry and physics in the Agricultural college freshmen year are preparatory courses at the university. To count all who were taking the above course at the university as students of college grade and all who were taking the same course at the Agricultural college as students of high school grade is not the best kind of honesty. By this process of classification the majority members of the commission found at the Agricultural college only 71 students of college grade, and 47 high school students, while at the university they were able to count 464 college and 512 high school students. It is summarized as follows (pp. 23 and 24, majority report):

General fund for the university	\$150,000.00
General fund for the Agricultural college	101,250.00
In the university:	
512 students of high school grade at \$45 per capita	23,040.00
This taken from the general fund (\$150,000) leaves	127,460.00
The divided equally among 464 college students, which would be for each student	274.69
In the Agricultural college:	
133 college students at \$20 per capita	2,660.00
47 students of high school grade at \$45 per capita	18,215.00
Total	\$21,785.00

This amount taken from the general fund (\$150,000) leaves \$79,375.00 to be divided among 71 college students, which would be for each student, \$1,117.43. The only reasonable and equitable plan of determining the cost of the state of students of college and high school grade would be to distribute the cost of buildings, equipment, heat, light, janitorial service, etc., equally among all the students in attendance, since all share equally the benefits of these expenditures, then add to the average thus obtained the average cost of instruction for students of college and high school grade. This would be the cost of each to the state. A complete list of the members of the faculty of the Agricultural college with a statement of the salary of each, and the proportion of the time of each professor and instructor devoted to college grade and high school grade work was sent to the commission, but for some reason the majority members did not deem it advisable to include it in their report. The statements would show that the state pays for instruction in work of college grade amount to \$37,176.44, to be divided among 147 college students. This is \$251.53 for each student of college grade. This added to the cost of instruction (\$116.85) makes \$368.38, the total cost per annum for students of college grade. This is somewhat less than the \$450.00 which is the cost of each to the state. It is an honest representation of facts.

We don't believe the farmers of the state care so much about this attempt to segregate the funds on a hypothetical basis, making it appear that nine tenths of the money is spent on a small percentage of the students. Students have the same privileges at the Agricultural college in their preparatory years that they enjoy in their college years. They have the same libraries, museums, class rooms, laboratories, and models. The only real advantage in favor of the college students lies in the fact that the classes are smaller and professors instead of lecturers are in the classrooms. Placing all the students of the institution on the same basis for the estimation of the cost per capita, the records show that the total amount expended by the college is somewhat less than the amount expended by the state for the same period of time. This is an honest representation of facts.

HIGH SCHOOL SYSTEM.

Mr. MacKay says: "Our plan is to unite the schools on one site and under one administration. The work will be done in the high schools and out of the savings to give state aid to the high schools throughout the state to the extent of one-half mill tax on the assessed valuation of the property of the state. If this is accomplished, the majority of the work now given at the Agricultural college would have to spend three years in the normal department of the university or in some other good high school. But the majority of the work of his or her chosen course. If good, well equipped, high schools were scattered over Utah within easy reach of every eighth grade graduate, this solution of the problem might have some merit. But the conditions are not such, and for years to come, the majority of students who desire work in agriculture, domestic science, or engineering, will be forced to spend three years in preliminary preparation in the normal department of the university. The one-half mill tax levy would not alleviate the difficulty in half a century if at all, and it would be difficult to secure a constitutional amendment to legalize such a levy.

PREPARATORY DEPARTMENT.

The mission of the Agricultural college is to educate working men and women. Its aim is to receive the sons and daughters of the industrial classes and to give them the education which will prepare them for success in their life's work. Its ideal man or woman is the intelligent laborer, not the professor. In this respect the spirit of the Agricultural college is essentially different from that of the university. But the majority of the work now given at the Agricultural college would have to spend three years in the normal department of the university. The one-half mill tax levy would not alleviate the difficulty in half a century if at all, and it would be difficult to secure a constitutional amendment to legalize such a levy.

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of study were confined to three lines of work, and were designated as normal, scientific and classical courses. As stated in the minority report, "The distinctive field occupied by the university at the time of the establishment of the school of mines was in the general work of liberal arts and pedagogy." The civil and mechanical engineering courses were established at the university in 1903. The same courses were organized at the Agricultural college when it first opened in 1903, 12 years before the university announced any work in these lines. These courses had been given two years at the university and 15 years at the college when the war broke from the university that their work in engineering was being duplicated at the Agricultural college. The department of finance and commerce was organized at the university in 1904. At the college it was established in 1891. Again the university was 13 years behind, and now it is claimed that the college is duplicating university work in this field. How long will it be before the university will establish courses in agriculture, domestic science, and mechanical arts, and then declare that the Agricultural college is wasting state funds by "duplicating" university work in these lines? The Agricultural college of Utah has graduated a class in engineering each year since 1894, and has sent its graduates in charge of government work in the reclamation, surveying, geological survey, as well as teachers in colleges and universities. From the files of the university catalogues to the present year it cannot be found that a single student has graduated from any of the courses in commerce or mechanical engineering, and only two from civil engineering.

THE LAND PROBLEM.

More land is required for agricultural experimentation and for feeding experiments with cattle, sheep, hogs, and poultry than is available in the vicinity of the university. The soil expert quoted in the alumni address had not decided on a new world when he declared that agricultural experiments should be carried on in different parts of the state where specific problems suggest themselves for solution. But large tracts of land are required for instructional purposes and for the maintenance of the school. For these purposes the Agricultural college makes good use of 1050 acres. Missouri has 615 acres. California found 270 acres entirely inadequate and secured last year an appropriation of \$130,000 for the purchase of 10,000 acres. Texas has 100,000 acres. Illinois has 650 acres. Our Salt Lake friends assert that 15 acres are sufficient; but even if their 92 acres of dry bench land were actually fertile enough to grow wheat, how many head of cattle, sheep, and hogs could they support and allow room for barns, yards, feeding sheds, and other buildings, and campus? As a matter of fact, the university land has not yet been made to grow wheat. The Agricultural college, the departments of agriculture, animal husbandry, and dairying. From the standpoint of fertility and water supply their barren bench is not comparable with Logan soil. The Agricultural college, the departments of agriculture, animal husbandry, and dairying. From the standpoint of fertility and water supply their barren bench is not comparable with Logan soil. The Agricultural college, the departments of agriculture, animal husbandry, and dairying. From the standpoint of fertility and water supply their barren bench is not comparable with Logan soil.

My Dear Sir—I have had some experience in agricultural colleges where they are taken from the university, and also where they are separate, having served nearly three years as a member of the faculty of the Iowa state college and the university. Our own institution, as you are probably aware, combines the two plans.

"Personally, I feel that the two institutions are combined and the Agricultural college is recognized as an integral part of the institution, and appropriations and support and the conditions are most ideal. But many institutions where the two have been combined it has been at the expense of the agricultural college." (Majority report, appendix p. 81).

In the majority report the letter closes at this point, but note how Prof. Price summed up the situation: "You do not state in your communication the values of the real estate of your two institutions or the amount of ground possessed by them. I would think that it would be a very serious mistake to attempt to move the agricultural college and experiment station from Logan and combine it with the university at Salt Lake if the amount of land available is less than they have at present, and that it would be better to move the university to Logan than it would be to attempt to support an agricultural college on a limited area of land."

"This question, of course, is purely a local one, and any suggestions that may be given from the outside are purely suggestive, and should not have any great weight in your decision."

(Signed) H. C. PRICE.
We do not know, of course, how many "illuminating extracts" such as the above have been omitted from the letters appended to the report of the majority.

EFFECT UPON AGRICULTURE.

Mr. MacKay states that Utah should follow the example of the larger, wealthier, and more populous states, New York, Illinois, Wisconsin, Minnesota, California, Ohio and Nebraska, and unite her agricultural college with the university. If Mr. MacKay will go into the history of this matter and ascertain what a struggle the friends of agricultural education have had in the above named states to convince the university authorities of the importance of agricultural education and finally to demand that the agricultural departments of these universities be given proper recognition, he will arrive at the conclusion that the good work being done in these states in agriculture at present is due largely, if not entirely, to results obtained years previously in states where these institutions have been kept separate. Take Illinois for example. In 1901, Dean Eugene Davenport of the College of Agriculture of the University of Illinois, in an address at the university, stated that in the great state of Illinois there were enrolled in 1899 only 21 regular students in agriculture. Ten years ago there were practically no students pursuing agricultural work in the University of Illinois, while her sister state, Iowa, which was taken from the university, had for years previously been graduating students in agriculture. Even today, notwithstanding the fact that several state universities are doing creditable work in agriculture, it is the consensus of opinion among government men who visit all these institutions and inspect their work that in

most cases where the agricultural school is a department of the university the agricultural work is of inferior grade and the system works decidedly against the students enrolled in the agricultural courses.

Prof. Brand of the bureau of plant industry of the department of agriculture while visiting land grant institutions, spent a few days inspecting the work of the agricultural college at Logan. When asked his views on the advisability of consolidating the agricultural college with the university, he made a statement to this effect: "What do I think of the idea of consolidating agricultural colleges with state universities? I don't think much of it. It sounds well in theory. The economy plea and the plea of broader education all sound good, but work out poorly. I am a graduate of a consolidated school (the University of Minnesota) and my experience with agricultural colleges generally, places me in a position to judge. In our school and every other school where consolidation has been carried into effect, it has been my experience that it has been the agricultural student who holds the sack. Take Illinois or Cornell. At Cornell it is practically impossible for an agricultural student to make a fraternity or to even join the better literary societies. They are isolated from active participation in the student life of the school altogether. In the instances cited the student gets good training, but it has not worked out so here in the west. Idaho, Oregon, Nevada and California are conspicuous examples of what consolidated schools in the institutions of these states you will find very, very few agricultural students. Idaho has less than a half-dozen, and California comparatively few considering the agricultural wealth and population of the state. In fact, my experience in the past has taught me that about the only function of the agricultural departments of universities seems to be their ability of obtaining money from the taxpayers, money which they find useful in building up rival departments of the university. With the strong agricultural school you already have, it would be the worst thing possible for the agricultural interests of the state to consolidate it with the state university."

It is an incontrovertible fact that in most of the smaller states today where the agricultural schools are united with the state universities, the agricultural departments are being suppressed and starved.

FEWER STUDY AGRICULTURE.

A general comparison, from the standpoint of students enrolled, of agricultural colleges maintained in co-educational institutions and colleges maintained separately will prove that considering agricultural conditions and population, in states where the institutions are separate there are many more students pursuing work in agriculture than in states where united. This connection, permit me to compare several states of about the same population and where the conditions agriculturally are about alike. The population and value of agricultural products taken from the United States census for 1900, and the number of students from a signed statement from the registrar of each institution under date of Feb. 16, 1906.

State.	Population.	Value of agricultural products.	Total number of students in all departments.	Students in agricultural departments.
Illinois	4,800,000	\$45,000,000	406	106
Iowa	2,200,000	\$35,000,000	961	161
Minnesota	1,700,000	\$18,000,000	163	49
Michigan	2,400,000	\$16,000,000	409	138
California	1,485,000	\$12,000,000	213	34
Washington	218,000	\$24,000,000	343	65
Kansas	1,470,000	\$20,000,000	297	39
Ohio	3,157,000	\$27,000,000	330	40
Indiana	2,516,000	\$24,000,000	330	40
Tennessee	2,620,000	\$16,000,000	40	125
Mississippi	1,500,000	\$12,000,000	125	

"Agricultural colleges maintained as departments of state universities. In the other states the institutions are maintained separately."

GENERAL EFFECT UPON ATTENDANCE.

It is also true that more students are registered in other courses where the institutions are taken from the university and in different parts of the state. Or in other words a greater per cent of the people are educated in states where the institutions of higher learning are maintained separately than where combined. President E. R. Nichols of the Kansas state agricultural college says that the majority of students attending any college live within a few miles of the school, and therefore consolidation would result in depriving large numbers of boys and girls of the opportunity of acquiring college training. This opinion is given out by President Nichols in a letter replying to an inquiry made by the secretary of the college-university commission, but in Washington, D. C., the majority of the agricultural college students are taken from the university. The majority of the agricultural college students are taken from the university. The majority of the agricultural college students are taken from the university.

By my opinion, having the Agricultural college and the university separate in each state is preferable. I think, however, that the work in the two institutions should be as separate and distinct as possible. It seems logical that the agricultural and mechanical departments should have all courses leading to industrial occupations, namely agriculture, various engineering courses, and domestic science, and that the university should have the liberal arts and the professional schools. Until recently, at least, the agricultural colleges have been doing much more work in agriculture than where the agriculture is a part of the university. This may not be true in the future, but it is true now. In Kansas, Illinois, Minnesota, and Nebraska, as are doing good work in agriculture now."

This is where the majority of the commission signed President Nichols' name, as if it were the end of his letter. (Appendix, majority report, p. 86.) The remainder of the letter follows: "The students in any college necessarily come from a radius of a few miles. The enrollment this year in the Agricultural college of Utah, for example, was 133. If Salt Lake City did not offer so many opportunities of other things of a less creditable nature, the argument might be worthy of some consideration. Hundreds of students have acquired vicious habits, sacrificed their possibilities for future greatness, and have ruined their lives in idleness and dissipation because in their boyish weakness they were unable to withstand

believe that the enrollment would be more than half of that."

(Signed) E. R. NICHOLS.

In support of President Nichols' views, note the distribution of students in attendance this year at the University and Agricultural college of our own state:

In the university:	
From Salt Lake county	671
From Davis county	48
From Utah county	53
From all other counties in Utah	173
From other states	130

Observe that more than 71 per cent of all Utah students at the university are from Salt Lake City and county, and more than 81 per cent of the Utah students, or 79 per cent of the entire attendance, are from Salt Lake, Davis and Utah counties.

In the Agricultural college:

From Cache county	219
From Boxelder county	31
From Weber county	41
From all other counties in Utah	183
From other states	130

Forty-five per cent of the Utah students in the Agricultural college are from Cache county, and near 62 per cent of the Utah students, or 47 per cent of the entire enrollment are from Cache, Boxelder and Weber counties. A similar condition exists in all states. It may be safely predicted that, if the two schools are consolidated, the "greater university" would not for years to come enroll as many students as are now attending the two schools. If Utah wants to save money by fixing her educational system so that the poorer people shall be excluded from college halls and by a total abandonment of her agricultural interests, the merger may be worth while. In other words, if the poorer people, the majority in Utah, want it made more difficult for their children to acquire a practical education, let them favor consolidation.

COMPARATIVE DISTRIBUTION OF STUDENTS.

It is obvious from the above figures that the Agricultural college is far better attended by students from counties remote from the seat of the institution than is the university. In spite of the smaller total enrollment this year at the Agricultural college, and in spite of its larger proportion of students from other states, the number of Utah students at the college, exclusive of those residing in Cache, Boxelder and Weber counties, is 183; and the number of Utah students at the university, exclusive of those residing in Salt Lake, Davis and Utah counties, is 173, a difference of ten students in favor of the Agricultural college. The Agricultural college has 197 more students outside of Cache county than the university has outside of Salt Lake county, and if this comparison be confined to Utah students, the difference is only eleven in favor of the university. And this, too, notwithstanding the fact that the attendance this year at the college was materially decreased on account of legislative enactment discontinuing the engineering courses and a disastrous fire which seriously interfered with the work in mechanical arts. If a similar comparison of attendance were made between the two institutions for the previous year, the result would be much more favorable to the college.

TWO GOOD SCHOOLS.

Mr. MacKay deprecates the fact that the college authorities asked the last legislature for so much money. The university regents asked for a much greater sum. Yet it can not be denied that each institution has the right to ask for as much money as its authorities think is needed for its proper development. It is a matter for the legislature to decide, after taking into consideration the entire amount of money at its disposal and the needs of the different educational and other institutions, how much money is to be appropriated to higher education. We concede, too, that past legislatures have been generous in the matter of appropriations to the university and the Agricultural college, as a result of which Utah has two splendid higher educational institutions of which she should be justly proud. The Agricultural college is recognized everywhere as ranking high among land-grant institutions. The university likewise compares more than favorably with state universities in older and wealthier states. President Kingsbury is authorized for the statement that the University of Utah is ahead of many of the western state universities, and that its "standard is pretty nearly as high as the best universities." Why, then, this ambition to build up "A Greater University" at the expense of the Agricultural college? The gratifying growth and excellence of Utah's present educational system is proof enough that it is a good system to let alone.

A COMPARISON.

The impression is conveyed that the Agricultural college has been receiving more than its share of the appropriations of the state, and that the university has suffered thereby. Let us compare the legislative appropriations actually received from the state by these two institutions. From the session laws I find that for the different bienniums beginning 1901 and ending 1907 the Agricultural college has received a total of \$358,563 from the state, exclusive of the \$100,000 from the branch normal, \$655,512, and the amount received by the college. The university, you say, has many more students. How many more? An average of about 33 per cent up to the end of the year 1905, and noting that the appropriations from the state to the university have been a little more than 32 per cent greater than that given to the college.

These are facts, and facts worth considering.

COST OF LIVING.

It is argued that Salt Lake City offers so many opportunities for a student to earn a living while attending school that it would be greatly to the advantage of students of limited means to go to the capital. If Salt Lake City did not offer so many opportunities of other things of a less creditable nature, the argument might be worthy of some consideration. Hundreds of students have acquired vicious habits, sacrificed their possibilities for future greatness, and have ruined their lives in idleness and dissipation because in their boyish weakness they were unable to withstand

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