DESERET EVENING NEWS: SATURDAY, AUGUST 20, 1908.

History of English literature.

Physics. 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 accomolished. The English composition and carpentry in the university freshman year are preparatory courses at the Agicultural college, and the trigonometry and physics in the Agricultural college freshman 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 memhers of the commission found at the Agricultural college only 71 students of ollege grade, and 427 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 univers-General fund for the Agricultural college 101,250.00 In the university: 512 students of high school grade at \$45 per capita..... This taken from the general fund (\$150,500) leaves..... 127,460.00 To be divided equally among 464 college students, which would be for each student In the Agricultural collg-133 grade students at \$20 per capita 437 students of high school grade at \$45 per capita.... 19,215.00

It becomes my duty as president of the Alumni association of the Agricul-tural college of Utah, in compliance with a request from the executive committee of the association, to expose some of the fallacies in the arguments f those enthusiastic members of the University Alumni who are clamoring for "A Greater University." It is sur-prising to note that the University Alumni association, many of whom are not even taxpavers, should be so extremely eager to secure an economical use of the state's funds. Even after it has been clearly shown that there no real foundation for the claim that the merger will result in a great saving to the state, these same people bent on monopolizing the state's funds for education, to the aggrandizement their alma mater, close their eyes to justice, refuse to recognize facts,

A. C. ALUMNI

SAY

ANSWERS U. OF U.

Statement in Reply to Address Is-

sued by University Alum-

ni Association.

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 ap-

peared an address from the Alumni

association of the University of Utah.

through their president, John C. Mac-

Kay, in which the writer claims to

present "facts" concerning the advis-

ability of consolidating the University

and Agricultural college of Utah on

one site at Salt Lake City.

FALSE CRY IS RAISED.

It is not surprising that the Agricul-tural College Alumni should feel a deep interest in the present controversy and e ready to expose any misrepresenta tion of facts intended to aid in the as sassination of their foster mother. years the Agricultural college has been striving to assume in the eyes of the public a distinct individuality, to es-tablish ideals and traditions, and to gather within her halls young men and women who are loyally devoted to her and to all she stands for, because they love her. She has succeeded. There were those who sneered when Webster There said in defense of Dartmouth: "She is a little college, but there are some of us who love her." There are many who will sneer 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 re-port of the commission appointed by tion. Cutler to investigate the opera-tions of the University and Agricultural college and determined duplica-extent there is unnecessary duplicatural college and determine to what extent there is unnecessary duplica-ilon in the courses and equipment of the two institutions. The report should furnish a reliable basis for the argu-tion on the same basis for the citika-tion on the same basis for the citikaments of any individual or association The people expected the commission te make an honest and conscientious effort to secure reliable data 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 im-pressions; quoted only portions of several letters received by them in response to a letter of inquiry which the secretary of the commission sent out to leading educators, omitting such portions as would tend to operate against the movement for consolidation; and in various ways proved thomselves prejudiced, and unfit to themselves prejudiced, and unit to properly perform the duties imposed on them by their appointment. The minority members of the com-mission have discredited the report referred to as an unjust, inaccurate, and biased document, designed only promote the interests of those who avor combination.

fore 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 wall arose from the university that their work in engineering was being dupli cated at the Agricultural college. The department of finance and commerce was organized at the university in 1994 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 mechanic 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 engl-

meeting each year since 1894, and has engineers in charge of government work in the reclamation, service and geological survey, as well as teachers 23,040.00 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 surgest 274.69 of the courses in commerce or mechanical engineering, and only two from civil 2.660.00 engineering. THE LAND PROBLEM. More land is required for agricultural

Total\$ 21,785.00 experimentation and for feeding ex-periments with cattle, sheep, hogs, and poultry than is available in the vicinity This amount taken from the general fund (\$101.250) leaves \$79,375.00 to be divided among 71 college students, which of the university. The soil expert quotvould be for each student, \$1,117.43. ed in the alumni address had not discovered a new world when he decided that agricultural experiments should be

would be for each student, 31,117.43. The only reasonable and equitable plan of determining the cost of the state of students of college and of high school grade would be to distrib-ute the cost of buildings, equipment, heat, light, janitorial service, etc., equally among all the students in at-tendance, since all share equally the carried on in different parts of the state where specific problems suggest themselves for solution. But large tracts of land are required for instructional pur-poses and must be located near the poses and must be incated near the school. For these purposes the Iowa agricultural college makes good use of 1050 acres. Missouri has 615 acres, Calitendance, since all share equally the benefits of these expenditures, then add to the average thus obtained the average cost of instruction for stu-dents of college and high school grade quate, and secured last year an ap-propriation of \$150,000 for the purchase respectively to ascertain the cost of each to the state. A complete list of the members of the faculty of the Agrado 960, and Illinois 650 acres. Our Salt Lake friends assert that 15 acres ricultural college with a statement of the salary of each, and the proportion the time of each professor and instructor devoted to college grade and enough to grow lucern, how many head of cattle, sheep, and hogs would it sup-port and allow room for barns, yards, feeding about the starts of the starts o high school grade work was sent to the commission, but for some reason the majority members did not deem campus? As a matter of fact, the uni-versity land has not yet been made to grow a lawn. What would become of it advisable to include it in their re-port. The statement summarized shows that the salaries paid for instruction work of college grade amount to \$17,176.44, to be divided among 147 col-lege students. This is \$116.85 for in-struction for each student of college grade. The cost per student for buildings, equipment, improvements, Agricultural college farm, reported by the majority of the commission as abandoned, yielded heavy crops of hay. and miscellaneous expenses, is \$90. This added to the cost of instruction grain and vegetables this year, as it (\$116.85) makes \$206.95, the total cost per annum for students of college grade. This is somewhat less than ment of the school. There are also or-chards with hundeds of trees bearing \$1,117,43. It is an honest representadifferent varieties of fruit. It is true that the irrigation experiments are

tion of facts. We don't believe the farmers of the state care so much about this attempt to segregate the funds on a hypotheticbasis, making it appear that ninetenths of the money is spent on a small percentage of the students. Stu-dents have the same privileges at the ments, allow me to present in full a let-ter from H. C. Price, dean of the col-Agricultural college in their prepara-tory years that they enjoy in their col-lege years. They use the same libraries, museums, class rooms, labora-tories, and models. The only real ad-vantage in favor of the college stu-dents lies in the fact that the classes tary of the university-college commis-sion solicited Prof. Price's opinion, but

of study were confined to three lines of work, and were designated as norwhere the agricultural | believe that the enrollment would be most cases school is a department of the univer-sity the agricultural work is of inferior work, and were designated as normal, scientific and classical courses. As stated in the minority report, "The disgrade and the system works decidedly tinctive field occupied by the university against the students enrolled in the agricultural courses. up to the time of the establishment of the school of mines was in the general Prof. Brand of the bureau of plant industry of the department of agriculture work of liberal arts and pedagogy." The civil and mechanical engineering while visiting land grant institutions. spent a few days inspecting the work of the agricultural college at Logan courses were established at the uni-versity in 1963. The same courses were When asked his views on the advisabilorganized at the Agricultural college ity of consolidating the agricultural colwhen it first opened in 1890, 13 years be-

lege with the university, he made a statement to this effect: "What do l think of the idea of consolidating agri cultural colleges with state universi-tiles? 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 In our school and every other judge. school where consolidation has been carried into effect, it has been my experience that it has been the agricul-tural student who holds the sack. Take Illinois or Cornell. At Cornell it is practically impossible for an agricultural student to make a fraternity or ven join the better literary societies They are isolated from active partici-pation in the student life of the school dtogether. In the instances cited the student gets good training, but it has tot worked out so here in the west daho, 17, & ding, Nevada and Califor. uspicuous examples of west nia are conspicuous examples of west ern 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 consider-

ing the agricultural wealth and popu-lation of the state. In fact, my experi-ence in the past has taught me that about the onl.' function of the agricul-tural departments of universities seems to be their ability of obtaining money from the taxpayers, money which they from the taxpayers, money which they find useful in building up rival depart-ments of the university. With the strong agricultural school you already have, it would be the worst thing pos-sible for the agricultural interests of 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 con-nection with state universities and colleges maintained separately will prove that considering agricultural condi-tions and population, in states where the institutions are separate there are many more students pursuing work in agriculture than in states where united In this connection, permit me to com-pare several states of about the same population and where the conditions agriculturally are about alike. The population and value of agricultural pro-ducts are 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.

prod State. 4,800,000 345,000,000 *Illinois 2,200,000 365,000,000 1,700,000 161,000,000 owa . . *Minnesota 400,000 146,000,000 409 Michigan *California 485,000 121,000,000 518,000 34,000,000 Washington 1 066 000 162 000 000 "Nebraska

1,470,000 209,000,000 Kansas

more than half of that." Very truly yours. (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 Davis county

Observe that more than 71 per cent of all Utah students at the university are from Sait Lake City and county, and more than \$1 per cent of the Ulah students, or 79 per cent of the entire attendance, are from Salt Lake, Davis and Utah countles.

In the Agricultural college:

From Boxelder county

976

621

Forty-five per cent of the Utah stulents in the Agricultural college are from Cache county, and near 62 per cent of the Utah students, or 47 per cent of the cutie 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 a come enroll as many students as are now attending the two schools.

If Utah wants to save money by fix-ing her educational system so that the poorer people shall be excluded from college halls and by a total abandon-ment of her agricultural interests, the merger may be worth while. In othe words, if the poorer people, the ma jority in Utah, want it made more diffi-cult for their children to acquire a practical education, let them favor con solidation

COMPARATIVE DISTRIBUTION OF STUDENTS.

It is obvious also from the above figures that the Agricultural college is far better attended by students from ounties 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, ex-clusive of those residing in Cache, Box-elder and Weber counties, is 183; and the number of Utah students at the university, exclusive of those residing in Salt Lake Teach n Salt Lake, Davis and Utah countles 173, a difference of ten students in favor of the Agricultural college. The Agricultural college has 107 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 univer-sity. 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 mechanic arts. If a similar comparison of at-tendance 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 he college authorities asked the last legislature for so much money. The university regents asked for a much 406 961 greater sum. Yet it can not be denied that each institution has the right to greater sum. ask for as much money as its authori-ties think is needed for its proper de-velopment. It is a matter for the velopment. It is a matter for the legislature to decide, after taking into 343 onsideration the entire amount $\frac{655}{297}$ money at its disposal and the needs of the different educational and other

COL. WIRTH CIVIL ENGINEER AND INVEN AND INVENTOR

Was Formerly on the Staff of Gen Jas. Wilson of the U. S. Army as Chief Topographical Engineer With the Rank of Colonel During the War of the Rebellion, and Engineer on the Various Railroads in Brazil, Mexico, Central America and South American States.



"Having the fullest confidence in the excellence of Peruna as a tonic and as a remedy for catarrhal troubles, as I can testily by my family's successful use of it, I have no hesitation in recommending the same to the public in general." ---- Joseph Wirth.

(1818 @ St., N. W., Washington, D. C.)

T is the confidence of the people in when a medicine has once made a Peruna that sells Peruna. or persuasion or argu-No advertising can make any medi- ment can overcome the confidence cine as popular as Peruna has be- which such an experience inspires. come, unless the medicine has some in- After a man or woman has tried many

trinsic value. All over the land men and women are (and still the disease lingers), and then recommending Peruna to each other. They are doing this in spite of the and realized immediate benefit and prejudices against patent medicines, in finally a lasting cure-after such a thing spite of the physicians to the contrary, has happened, a lasting faith in the

Pe-ru-na Is Successful.

Rev. G. W. Goode, 219 Ross Street, Danville, Va., writes: "Your treatment for catarrh has tion of public confidence. proved a success, and I find myself as People have tried it, been relieved by well as before. There are no visible it and believe in it. This and this alone signs of the catarrh now. I can hon- explains the universal popularity of like sufferers.

estly recommend your treatment to all Peruna as a family medicine. "I took six or eight bottles of Peruna

Peruna for more than a month."

cure in a family, no persuasion or argu-

remedies, has consulted many doctors, has turned to Peruna as a last resort virtue of the remedy is the result.

It ought to be so, too. The reputation of Peruna is built upon a solid founds-

Recommends Pe-ru-na.

Mr. Chas. P. Bartholomew, 159 Halsey according to advice. I think the cure street, Brooklyn, N. Y., writes:

is permanent, as I have taken no "I take pleasure in recommending Peruna to any and all sufferers."

the temptations that were constantly troversy, the matter could be easily before them. Logan is practically free adjusted. In the first place, the legfrom such contaminating influences. islature should define the functions and prescribe the field to be occupied by Another item that must not be overlooked is the fact that the greater support of each institution by a definit statutory levy in the form of a mill Lux. The difficulty is the result of a

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 the two schools. The statement is being emphasized almost daily by certain consolidationists through the colns of the newspapers that the Agricultural college spends annually on its college grade students the enormous sum of \$1,117.43 per capita, while stu-dents of the same grade at the University cost the state \$274.69 each. The cstimate was made by the commission in his way: It is conceded by all that the average cost of educating a student in the district school is \$20 per an Now the Agricultural college has enrolled 133 students above district school age who had not completed eighth grade work, but who wanted ome training in agriculture, carpentry, blacksmithing, or domestic arts. 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 do some work in athematics, English or history, which was perhaps in some respects not be-ond the work of the eighth grade. ce they were given these elementary subjects, the commission charged them up to the state at only \$20. The fact that 105 out of the 183 were doing technical work and spending most of their time in well equipped laboratories and shops using expensive apparatus and upplies was not taken into account. They were guilty of studying arithmetic and arithmetic is 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 re-quired for admission to the freshmen class. So without comparing the work omplished in the preparatory schools of the two institutions, the majority of the commission proceeds to classify the freshman 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 consti-tutes freshman work in the mining en-gineering 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. Analytis geometry, second half. Freehand and mechanical drawing. English composition.

Carpentry. This the commission recognized as college grade work. Compare it with the following, which is freshman work all courses at the Agricultural col-

ege: General chemistry, first half year

General chemistry and qualitative an-alysist, second half. Higher algebra. first half. Plane and spherical trigonometry. second half. Mechanical drawing.

tion of the cost per capita, the records show that the total amount expended by the college for maintenance, buildings, and equipment from the date of its establishment to July 1, 1906, has been \$1,027,053, with a total enrollment of students for the same period of ,283, which would make the cost per

HIGH SCHOOL SYSTEM.

student \$141.26.

Mr. MacKay says: "Our plan is to unite the schools on one site and under one board, eliminate high school work 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 accom-plished, every boy or girl who wants to receive the benefits of the work now given at the Agricultural college would have to spend three years in the nor-mal department of the university or in some other good high school before entering upon the technical 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 under present conditions, and for years to come, the majority of stu-dents who desire work in agriculture. domestic science, or engineering, will be forced to spend three years in preliminary preparation in the school if consolidation is effected. The one-half mill tax levy would not al-leviate the difficulty in half a century if at all, and it would be difficult to

legalize such a levy. PREPARATORY DEPARTMENT.

secure a constitutional amendment to

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 such instruction as will best prepare them for success in their life's work. Its ideal man or woman is the intelligent laborer, not the pro-fessor. In this respect the spirit of fessor. the Agricultural college is essentially different from that of the university. Is the Agricultural college, then, justified in giving high school or prepara-tory work, or even work equivalent to that given in the grades. According to Supt. Nelson's report for 1903-1904, there were 11,064 children between the ages of six and eighteen years who attended no school whatever during that year, and probably 12,000 would be a conservative estimate of the children of school age in Utah last year who were deprived of even the privi-lege of attending a district school. A great majority of these children grow to be men and women before they realize the necessity of attending school; and because of neglected opportunities, or perhaps poverty, would you compel them to start out in life without the advantages of an education? They are not prepared to enter the high school, even if their community boasts of one. To enter the grades is now out of the question, yet they desire to attend school. This condition is a reality. It is true in all new states, where the majority of citizens are of the toiling lasses. Even in Salt Lake City, "Utah's natural educational center." classes with its excellent system of city schools, this same condition exists. Prof. By-ron Cummings of the University of

Utah in 1904 made this statement: "Salt Lake City has a school population of 16.000. There are enrolled in the schools at the present time 13,000, Where are the 3,000 of school age and what are they doing? Every communi-ty, and especially a city community, has numerous young men and women past 18 who are struggling to make up for opportunities that were neglected or too often denied them by force of circumstances in earlier life."

It was to meet this condition that the Agricultural college of Utah established its high school courses in agriculture, commerce, and domestic science, and its manual training courses in mechanic arts and in domestic arts, the two latter courses, established by legislative enactment, admitting students above 18 years of age who have not completed their grade work.

DUPLICATION. At the university until 1901 the courses perience in agricultural colleges where they are connected with universities, and also where they are separate, having served nearly three ing served nearly three years as a member of the faculty of the lowa state college and the university. Our own institution, as you are probably aware,

fornia found 270 acres entirely inade-

land. Texas has 2,416 acres; Colo-

are sufficient; but even if their 92 acres of dry bench land were actually fertile

feeding sheds, and other buildings, and

the departments of agronomy, horti-culture, animal industry, and dairying? From the standpoint of fertility and

ater supply their barren bench is not

to be compared with Logan soll. The

has done every year since the establish-

conducted on a farm one mile (not (bree) north of the college, the land there being better than the bench land

for experiments involving irrigation

In connection with the land require-

lege of agriculture and domestic science

in the University of Ohio. The secre-

a portion of the letter giving his ideas was withheld from the majority report.

"My Dear Sir-I have had some ex-

problems.

departments of state universities. combines the two institutions, Personally, I feel that where the two institutions are combined and the agricultural college is recognized as an integral part of the institution, and given its full share of the support and

appropriations for the institution, that the conditions are most ideal. But in many institutions where the two have been combined it has been at the ex-pense of the agricultural college." (Majority report, appendix p. 84). 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 communi-cation 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 agri-cultural college and experiment station from Logan and combine it with the university at Salt Lake if the amount of land available for it would be 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 deciding." "Yours very truly, (Signed) "H. C. PRICE." We do not know, of course, how many "illuminating extracts" such as the show have been emitted for above have been omitted from the let-ters 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 of New York, Illinois, Wisconsin, Minne-sota, 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 to results obtained years previously in sister states, where these institutions have been kept separate. Take Illi-nois for example. In 1901, Dean Eugene Davenport of the College of Agricul-ture 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, where the institutions are separate, had for years previously been graduating students in agriculture. Even today, notwithstanding the fact that heveral. creditable work in agriculture, it is the consensus of opinion among govern-ment men who visit all these institu-

state universities are doing tions and inspect their work that in

DYSPEPTIC

urape=Nuts

"There's a Reason"

"STARVED"

4.157,000 257,000,000 2,516,000 204,000,000 Indiana Tennessee 2.020,000 106,000,000 Mississ(ppi 1,500,000 102,000,000 "Agricultural colleges maintained as

maintained separately. GENERAL EFFECT UPON ATTEND-ANCE

It is also true that more students are registered in other courses where the institutions are maintained separately and in different parts of the state. Or n 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 consolida-tion would result in depriving large numbers of boys and girls of the op-portunity of acquiring a college trainng. This opinion is given out by Pres ident Nichols in a letter replying to an inquiry made by the secretary of the college-university commission, but in quoting this letter the majority members suppressed the paragraph which sets forth this idea. President Nichols which sent a copy of his letter to the president of the agricultural college. The letter

follows: "In my opinion, having the Agricul-tural 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 is possible. It seems logical that the agricultural and mechanical college should have all courses leading to industrial occupations, namely agriculture, various engineering courses, and domestic science, and that the unlcourses. versity should have the liberal arts and the professional schools. Until recently, at least, the agricultural colleges have been doing much more work in agri-culture than where the agriculture is a part of the university. This may not necessarily be so much longer. Wis-consin, Illinois, Minnesota, and Nebraska are doing good work in agriculture

This is where the majority of the ommission signed President Nichols' name, as if it were the end of his letter.

three state schools of this state, uni-versity, Agricultural college, and nor-mal, will be about 1,700 in each, or a total enrollment of over 5,000. If these institutions were all together 1 do and total enrollment of over 5,000. If these tions because in their boyish weak- I if local pride and prejudices and It is as good as e institutions were all together, I do not ness they were unable to withstand politics could be kept out of this con- prove it for yourself.

ustitutions, how much money is to oppropriated to higher education. We concede, too, that past legislatures have been generous in the matter of appropriations to the university and Agricultural college, as a result of which Utah has two splendid higher the other states the institutions are educational institutions of which she should be justly proud. The Agricultural college is recognized everywhere as ranking high among land-grant in-stitutions. The university, likewise, stitutions. compares more than favorably with state universities in older and wealthier states. President Kingsbury is au-thority 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 receiv-ing 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 blenniums beginning 1901 and ending 1907 the Agricultural college has received a total of \$369,863 from the state, and the university, exclusive of the branch normal, \$655.581.mearly twice 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 1904-1905, and note that the appropriations from the state to the university have been a little more than 2 per cent greater than that given to the college.

These are facts, and facts worth coneldering.

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 name, as if it were the end of his letter. (Append. majority report, p. 86.) The remainder of the letter follows: "The students in any college neces-sarily come from a radius of a fea-miles. The enrollment this year in the how the argument might be worthy of some consideration. Hun-dreds of students have acquired vici-ous habits, sacrificed their possibilito go to the capital. If Salt Lake

chances for obtaining employment in Sait Lake City does not begin to compensate for the additional cost of liv-ing in the "metropolis," Student Students who have attended school in Salt Lake 'ity and in Logan have estimated that the cost of living per year is from \$125 to \$160 less in the latter than in the former town. A prominent man of St. George who has educated some of his sons and daughters at the university and others at the Agricultural college said last week: "It cost m practicaly the same each year to keep one of my boys at the university as did to keep three at the Logan school.

WANT SQUARE DEAL

As Alumni of the Agricultural college of Utah, all we ask in this mat-ter is that, after the people decide what amount of the state's money is available for higher education, our institution he given a just proportion. The college at present is offering courses in agriculture, domestic science, commerce, engineering and me-chanic arts, all of which have been recognized as its distinctive courses since the establishment of the institu-It is a source of great regret that two years ago the legislature dis-criminated against our institution for the upbuilding of another by prohibit-ing new students from entering upon any of the engineering courses. This unwarranted restriction of the work of the college has saved the state not one cent of money, but has deprived scores of its young men from receiving instruction in its class rooms. one per cent of the engineering students who left the college on account of these courses being discontinued have entered the university to com-plete their work. We believe that the people of the state can easily be con-vinced that consolidation of the two institutions at Salt Lake is not only impracticable, but suicidal to the in terests of industrial education in Utah But there is another danger equally great. Limit the field of the institution to one or two of its industrial courses, and the number of students

oming under its influence will de crease to such an extent that the obset of the aggressive campaign that has been waged against us for the last four years will have been accomplished. We respectfully ask the people of the state to compare the courses of instruction offered by the two in-stitutions and the appropriations re-ceived by each, and then decide which is attempting to cover the whole realm universal knowledge and dissipate

the state's resources. THE SOLUTION.

struggle for large appropriations, in which each school has fought for the lion's share. An eight mill tax is paid by the people for the total revenue of the state. Three mills of this is set aside for the district schools. The other five mills are disbursed by the legislature in the form of blennial appropriations. Since this power of distribution is given to the legislature, and the state institutions of higher learning are dependent upon that body for their funds, there is an expensive and almost shameful campaign for money conducted by the friends of the two schools at each recurring session of the legislature. Why not set aside a definite portion of the taxes for the support of the two schools, instead of leaving it in an unsettled condition to be determined by each legislature. The assessed valuation of the state is now about \$140,006,000. A one and one-half mill tax on this property would yield \$210,000 annually. This would provide for both institutions. Can we afford it? It means that every taxpayer would pay \$1.50 on every \$1,000 of assessed valuation of his property for the support of the two schools; and if it were decided that the University should have nine-tenths and the Agricultural college six-tenths of a mill, it means that 90 cents of the \$1.50 would go to the support of the University and 50 cents to the Col-lege. Surely this would not be con-sidered a burden. The people will not support a movement designed to destroy the identity of their scientific and practical school until more substantial arguments can be presented for the merger.

C. W. PORTER, President Alumni Association, Ag-ricultural College of Utah. Logan, Utah, Aug. 24, 1906.

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