

THE COLLEGE AND THE STATE
WEDNESDAY MORNING

ADDRESS FOR THE STATE

GOVERNOR FRED MALTBY WARNER

You will pardon me, I am sure, if at the outset I ask your indulgence for a moment while I bid those of you who come from without our borders a most cordial welcome to the Peninsular State and this great institution, and those of you who claim Michigan as your home a no less cordial welcome to a college whose name and fame is known throughout the civilized world.

The exercises of this day and week mark an epoch in the history of this important institution of learning and of the state which made it possible. It is our fondest hope that the close of another half-century may witness an institution and a state that have kept pace with advancing thought, methods, and ideals, and showered as rich blessings upon humanity during those fifty years as have marked the marvelous progress of each during the five decades that have just passed into history. More than this could not be hoped for. Less than this should not for a moment be anticipated.

The welcome which I bid you today, my friends, is not simply an expression of my own pleasure that you have gathered here. I but voice the sentiments of every loyal citizen of this great state when I bid you a most sincere and cordial welcome. Whether you are returning to this institution, your Alma Mater, as those who years after their departure from the home of their childhood return to seek renewed inspiration within its sacred precincts and to live over again the days of long ago, or whether you come with greetings as representatives of other institutions which have a share in the great work of fitting young men and young women to participate intelligently in the great forward

movement which has for its object the uplifting of humanity and the betterment of the world, you are equally welcome to this place and to the ceremonies of this week. I have faith to believe that the experiences of these few days will so enrich you in all the essentials of genuine manhood and womanhood that you will return to your homes, whether they be far or near, better fitted to face the duties and responsibilities of life and better equipped to render valuable service to your fellow-citizens, to your country, and to humanity.

We of Michigan believe that the fathers of our state builded even better than they knew when they incorporated in the constitution of 1650 the requirement that "the legislature encourage the promotion of intellectual, scientific, and agricultural improvements and shall, as soon as practicable, provide for the establishment of an agricultural school for instruction in agriculture and the natural sciences connected therewith."

Following the adoption of this constitution by the people, the legislature, in obedience to this requirement, laid the foundation for this great institution of learning by enacting a law which made provision for a "high seminary of learning in which the graduate of the common school can commence, pursue, and finish a course of study terminating in thorough theoretic and practical instruction in those sciences and arts which bear directly upon agriculture and kindred industrial pursuits."

This broad foundation, established by our farseeing predecessors, has enabled this College to keep pace with advancing thought and take advantage of opportunities as they presented themselves for broadening its courses and thus increasing its usefulness.

Having been the first state in the Union to establish and equip an educational institution for the direct promotion of technical training in agriculture, Michigan was prompt to profit by the enactment by Congress in 1890 of the Morrill law which, through the increased revenue it provided, enabled it to extend

the scope of this institution's usefulness by adding a mechanical department. Subsequently, in response to the demands of the people of the state, the legislature made provision for the establishment of the women's department, now one of the most valuable adjuncts of the College.

You come then today, my friends, to the pioneer agricultural college of the United States, an institution which has blazed the way and set the pace for all similar enterprises that have since been established to aid in the great work of educating the masses of our people, elevating the standard of American citizenship, and developing our great country.

Rising amid the stumps which, in that early day, covered this beautiful campus and standing out from a background of virgin forest which stretched away to the farthest limits of this now fertile farm, the unpretentious buildings which housed the sixty students who were enrolled at the opening of the College in May, 1857, furnished ample accommodations for all who sought instruction here. Meager as was the number of students who entered the College when its doors were thrown open fifty years ago, it doubtless was as great in proportion to the population of the state as is the greatly increased number of young men and young women who now avail themselves of the opportunities here presented for securing a practical education which will fit them properly to fill the positions in life to which they are called.

The growth of this College has been commensurate with the development of the state. Its equipment has been increased and its courses of study enlarged and expanded to meet new demands and new conditions. Successive legislatures, recognizing the great value to the state of the work done here, have been judiciously generous in providing for the financial needs of the institution.

How well it has repaid the fostering care of the state is a matter of history and common knowledge. Its hundreds of graduates have gone from its portals to take the lead in all industries and all movements for the development of the state and

its resources. They have ever been the leaders in the advances that have been made in agriculture and kindred sciences; they have been at the forefront in the onward march of the mechanic arts; they have been prominent in the professions; they have been foremost in all movements having for their object the improvement of society and the betterment of humanity.

These young men and young women have gone from this institution into all the walks of life and everywhere have taken advanced positions among their fellows. Their great services to the state have more than repaid the people of Michigan the investment they have made here—repaid them many times over in a material way, while in a greater and grander sense the return has been such that cannot be measured by dollars and cents. It has taken the form of increased knowledge, increased happiness, improved conditions of living, better environments, higher ideals, and nobler lives. This great reward is like unto that treasure which is laid up “where moths and rust do not corrupt nor thieves break through and steal.”

While Michigan has naturally and properly been the greatest gainer in every way by the work of this grand institution of learning, the great good accomplished has spread far beyond the borders of our state. It has found its way into every state and territory and even into lands beyond the seas. Everywhere the graduates of this institution are in demand to carry forward the work of development and progress. No better or more positive proof of the standing and character of this College could be adduced than is found in the fact that from all states and countries there comes a call to it for aid and its graduates have, from year to year, responded to this call and demonstrated their ability to measure up to all demands and meet all requirements.

And I doubt not that this great institution will go steadily and grandly forward, keeping step with the onward march of humanity, broadening its work, and increasing its usefulness throughout the years that are to come.

ADDRESS FOR THE GRANGE

GEORGE B. HORTON
Master of State Grange

Mr. Chairman, Ladies, and Gentlemen:

As we pass along through life we at times meet with incidents and occasions which in after-years are marked as of such special importance that they stand out conspicuously from all other events, and often we find ourselves recognizing these happenings as fixed times from which the dates and the importance of all other happenings are reckoned.

I believe that this occasion, because of its broad significance, will become a prominent milestone in the lives of all who participate in and attend the exercises incident to this, the fiftieth anniversary of the Michigan Agricultural College. Fifty years is but a short space of time when considered as a part of the ages, but in this case it comprises the whole.

It marks the time of the beginning, and following along it leads up to the present. The most profound thought, however, in connection with this occasion is that while the life and work of the College up to the present make a history rich in achievements along the lines of agricultural and human progress and development and in this work have measured the full lives of many gifted and devoted men, comparatively speaking a commencement only has been made. While we would not shadow the past record of the College and all its valuable and more than expected or before thought possible contributions to the development of our state and its people, we may nevertheless pause and marvel at the great work before it, if the rate of progress and development of the recent past decades are to continue. For this occasion it is enough to congratulate our state

that the fathers who provided for this College, along with others in our educational system, possessed that wisdom and foresight which led to the laying of a foundation so eminently fitting to a state destined to be recognized as a leader in agricultural, industrial, and intellectual development.

It is well for our people to gather and to assist in celebrating important anniversaries of the establishing of prominent state institutions, but it is expected that, without lacking a full appreciation of the value of all others, we give distinctiveness to each separate event.

This College exists most conspicuously for the development of agriculture and, as a fit companion, to give such mechanical and technical training as will permit the head and the hands to work together, and to assist each other in being progressively useful. The term agriculture in its broad sense may include horticulture, floriculture, stock raising, and all things incident to soil production.

It is therefore fitting to consider at this time the importance of agriculture and how it leads out and directly affects all other interests and the welfare of the state itself. From such line of thinking we may also decide for ourselves the relative importance of this College to all other educational institutions of our state.

As the foundation of it all, Michigan is, in the main, an agricultural state. Although there exist within its domain rich deposits of iron, copper, salt, and coal, and there are within its thrifty cities numerous manufacturing and business interests employing many people, yet those engaged in interests akin to agriculture more than equal all others combined. The products of its farms, gardens, and orchards, including live stock, make up an annual aggregate value of more than that of all other interests.

Michigan is also a state of ideal American homes. These are established upon a soil so fertile and exist under such climatic

conditions as to give a range of production surpassed by no state or country. Originally covered with a dense timber growth of a wide range of varieties and of prolific size, it is therefore the home of trees for commercial profit and to add to the adornment of farm and landscape. These same conditions give us a wide variety of fruits of such quality as to add fame to our commonwealth as a fruit-producing state.

All the staple cereals are grown here with profit, and all of the best varieties of pasture and fodder grasses are native and abundant. All these contribute to make possible the ideal home state and to give the occupants thereof a broader range of opportunity and profitable husbandry than can easily be found elsewhere. For a broadly mixed husbandry, or a shifting from one specialty to another, Michigan offers opportunities unsurpassed. So bounteously favored, it perhaps is but naturally resultant that our state is a land of schools and educational privileges of a high standard. Our general system has been commended by representatives of a foreign nation after extensive travel to discover the best system for adoption in their home country. Our rural schools are the basis of it all, for histories and biographies of successful men and women, in all of the laudable ambitions of life, quite generally trace back to the school-house in the country as the place where the foundation part of their education was attained, and in many cases it furnished the total of their school education. In these schools, so near to the homes of the people that the education of the head to think and to deduce conclusions can co-operate with the hands in doing useful things, the essential foundation for usefulness and happiness is laid and the correctness of our plan is proven.

Then after laying this solid foundation, our state has prepared itself still further to educate and to equip, even to what we may term a finishing point, our sons and daughters for the many open avenues to industrial and professional usefulness.

From the standpoint of preparation for educating the youth

of our state, perhaps our normal training schools should be of first consideration, for it is here that those who are to teach, guide, and mold, receive instruction to aid in securing commissions for this all-important service. It is fast being proven that no mistake has been made in providing the larger normals in different sections of our state and the county system to make it possible for more to prepare for the business of teaching. The great demand is for more and better equipped teachers for the common schools of the state.

There comes a time after children and young people have, as a general mass, attended school together, when each must go his or her way in quest of still further education in preparation for some particular line of occupation or profession. For all this our state has wisely provided various opportunities for technical and professional education, through our School of Mining, the Agricultural College, and our great University. Besides these we have denominational colleges and business training schools. Verily, Michigan stands in the front rank for equipment for rearing an intelligent and progressive citizen population.

Albeit, as the crowning glory of it all we must recognize and do homage to our intelligent and progressive citizenship. To inherit, as our people have, a country so rich in opportunities as to draw from ambitious men their best energies, brings about a condition of citizenship which for high ideals and grand achievements cannot well be surpassed.

Here let us pause and ask the relation of the Agricultural College to all this thrift and well-doing. Although the institution was born of wisdom and good intent, it might have failed to get a good start or it might have maintained a mere existence void of progress or of recognized merit.

The opposite from this, however, has been and is true. It has done an incalculable work in the development of an intelligent home life upon the farm. From small and humble begin-

nings, side by side with the pioneer, this institution started in the dense woods. Here through the same processes as were followed by the people of the state whom it was organized to assist, woods were cleared away, stumps were grubbed out, lands were drained, and, step by step, as its usefulness could be proven, it has grown until today it exists a monument to the wise councils and untiring energies of those who have managed its affairs and a great credit to the state. Aye, beyond this, it stands as more than a peer of all like institutions in all the states of our whole country. In all of its beauty, magnitude, and broad influence, is it all that it should be? We answer, No, and it cannot be so long as there exists other of our state educational institutions receiving greater support from the state than does this College.

Not that I would make the University less, but I would make the Agricultural College more. I would make it more nearly representative in point of magnitude, scope of work, and equipment, of the interests it represents or stands for. It would seem but in line of justice and for the real welfare of the state that our higher schools of learning should be placed and maintained upon a basis reasonably comparable with the importance of the interests each may most directly represent.

This comparison should go deep enough to consider not only their relative social, intellectual, and professional importance to the state, but as well the comparative numbers of people engaged in the different interests and the comparative importance of each to the state's welfare. Then we must consider the technical training and the experimental results necessary to enable each class to meet successfully the intricate propositions which are essential to success, and which are of such a nature as to make them impossible of attainment by individual effort. The greatest good to the greatest number of people can be laid down as a safe and sane policy of state, but this must not be interpreted to mean that even the welfare of the few is not essen-

tial to the ideal aggregate development. Ideal development takes into account all of those social, moral, educational, business, and professional attainments, which, when blended together through the influence of each upon the other, go to make up an intelligent, progressive, and strong community, state, or nation. The people of a state, constituting the state itself, should, in providing the ways and means for its greatest good, deal justly by all people and all interests. The time is at hand when the demands are imperative for a broader and more thorough industrial training. When we take into account the fact that the industrial interests, both in point of state welfare and of people engaged therein, so far outclass all other interests and professions combined, the way would seem to be clear to provide for an expansion of this College which is so justly needed and demanded.

Incidentally and by a further reference to our state University, I will hazard the following and for further consideration refer it to the people of the state of Michigan. In the light of the developments of recent years and of the trend of affairs and of the demands educational and material, I insist that the time is here, when we, as citizens who furnish the propelling power for it, may well pause and ask how far shall state pride carry us beyond the requirements of our state in supporting by direct taxation an educational institution chiefly for the professions which are for a very small minority of our people, so as to vie successfully with like institutions in other states, richly endowed by gifts from the princely fortunes of philanthropic men? Time will not permit further comment. The question is asked in all sincerity and a full discussion thereof by the people of our own state will surely lead to a wise and just conclusion.

Mr. Chairman, I am given a place upon this anniversary program, not because of myself, but that I might represent the Grange organization of our state on this occasion. For this recognition we feel grateful.

Education is the rock-bedded foundation of the organization I have the honor to represent.

Organization of the farmers of Michigan is but an outgrowth of their desires to improve and to progress in such measure as the present time demands. Farm families are separated by broad acres, and the various helpful agencies, desirable but not in natural evidence, must be provided and brought near at hand through associated effort. The Grange is broad in conception, conservative, and yet progressive in its work and influence. Through frequent council and exchange of thought it leads the farmers of the state to a position of self-respect and a better understanding of a citizen's privileges and duties.

The Grange has always been an ardent friend of the College, and in fact of all of the educational institutions of our state. Through its efforts and support this College has no doubt been assisted to long steps forward in its efforts to provide for the agriculturalists, the mechanics, the artisans, the home-makers, and home-keepers of Michigan, an opportunity for preparation to meet the many scientific and intricate problems natural and inseparable from the duty they have assumed, to feed, to clothe, and to add to the progress of the world. Because of the timely and essential work in which the College is engaged, and because of its eminently successful administration, I feel safe in promising a continued loyal support from the entire mass of agriculturalists of Michigan.

Hoping for the College many returns of its semi-centennials, and that it may always be alert in keeping up with the demands of the interests and of the people it was organized to assist, in behalf of the Grange Organization I say, Good-will and God-speed!

ADDRESS FOR THE FARMERS' CLUBS OF MICHIGAN

LUCIUS WHITNEY WATKINS

President of the State Association of Farmers' Clubs

Mr. President, Brother Alumni, and Friends:

It seems particularly appropriate that the two great agricultural organizations of this state should have a part today in the celebration of the Semi-centennial of her College of Agriculture, the sturdy pioneer of its kind in all America.

Michigan has shown a disposition to be very generous with her agricultural interests and with this great school; and the Board of Agriculture and Dr. Snyder are most courteous in the recognition upon this program of the farmers' important part in the industrial and educational progress of our commonwealth.

In the past, as now, the Michigan Agricultural College has added in no small measure to the grand sum of things which go to make every resident within our borders both glad and proud that he lives here in Michigan, instead of somewhere else, and that he lives here now.

I can assure you that to the present speaker it is a very great pleasure indeed to convey, generously and without restraint, to this institution, so dear to him as an alumnus, a message of continued good-will and hearty congratulation from the great democratic organization of farmers' clubs which he has the honor to represent.

It is an exceedingly great pleasure also, and one which affects me more than I can tell, to look into the faces of the dear old boys of my college days, and before, and to see the same faces again, changed only slightly with lines furrowed by work and care; but the same boyish faces still, and remaining M. A. C. boys, always loyal, until the end.

It is interesting to know that so many of these men are members of farmers' clubs; determined to better the conditions of home and farm and the community in which they live. Then those farmers who become active in a political way and are elected to the legislature, organize a farmers' club there; probably because of their daily proximity to bell-cows and lemons, mules, pumpkins, etc. (outside of the legislature, as they pass along the streets of Lansing to and from the capitol). And the members of other clubs than these, even those of the great cities, have as abundant an agricultural fare upon their tables each day as can be found anywhere. So we see that nearly all are directly or indirectly connected with the farmers' club.

It will be seen that our organization has been from the first very closely associated with this institution. Six of the thirteen ex-presidents of the State Association of Farmers' Clubs are graduates of Michigan Agricultural College and of the remaining seven, three are the fathers of M. A. C. men. I think the professor of animal husbandry will tell you that this is a pretty good pedigree.

And, friends, the strongest fraternity, and not secret either, in this College is designed to foster and promote an interest in rural life and the business of agriculture, and is attended by the agricultural students and faculty. I refer to the splendid local chapter of the State Association of Farmers' Clubs.

It is a great college that can turn out a first-class governor from a poor farmer boy in less than a year of its agricultural course! It is an institution that will in every case develop men and women, in the fullest sense of the term, out of all those who have capacity and desire to learn.

The work of the farmers' clubs is most informal: a meeting of kindred spirits to consider the questions which naturally arise from local conditions in the various communities. In them the home is discussed, with its most sacred associations, and the flowers and lawns and trees; the school with its crowds of

little folk; the farm, which is the provider and maintenance of luxury and comfort and the playground of the family and their friends. And for the protection of the welfare and happiness of these homes, which are very little different from the purest type of homes anywhere, those problems affecting the rights and interests of the people of the state at large are considered freely, for just what they are worth and what they stand for in the scale of equity and justice; though it must be admitted that the farmers labor under the very great disadvantage of not having at their ready command a prodigious mass of statistics and compilations, from which convenient deductions may be drawn, and are not favored with the enlightenment of the oratorical efforts of hired attorneys, so learned that they can argue with equal powers of persuasion and equal display of sincerity upon either side their clientage may desire.

And so we hear from certain sources that the country people are immeasurably crude in their logic as compared with others, and that they are disposed to advance startling fads and most dangerous ideas of needed and corrective legislation. Well, possibly! These erratic fads are, however, as a rule, important enough to call forth the attention and ridicule of a majority of the politicians, for two or more years, then to engage them in what appears very like a combination of the games of football and leapfrog for about the same length of time, when they are glad to indorse them as their very own; too valuable and too necessary to public progress to be longer kept from the dear constituents, over whose interests they preside.

My friends, the decision of the common people upon measures for public good, arrived at under the sane and natural conditions of the home, and far removed from the persuasion and tumult of the caucus and convention, are much surer to lead him who champions them in the public service toward the United States Senate than over the much-trodden pathway to the penitentiary.

The meetings of farmers' clubs partake of the spirit of the New England town meetings, and their unselfish verdict rings true and clear to the wishes of the common people. Gathered together in the farmer's own cosy home, under the auspices of the good housewife, who provides a bounteous dinner; with friendly greetings of families, one with another, and in the presence of flowers and little children, with music and laughter, the stern, cruel consideration of business affairs is tempered with love and appreciation of truth and honor and godliness.

We join with all persons and institutions, whether of the higher or the industrial education, in an effort to make more pleasant and remunerative and more worth living not the lives of the few but of the great masses of our people.

Allow me then, humbly and in the spirit of sincerity which prompts the good-will of thirty thousand brother farmers, to convey in their behalf my hearty greeting to old M. A. C. today, and to bid her Godspeed in her career of endeavor for great public good.

ADDRESS FOR THE AGRICULTURAL SOCIETY OF MICHIGAN

IRA HOWARD BUTTERFIELD

Secretary

It gives me great pleasure to represent the Michigan State Agricultural Society in extending congratulations to the Michigan State Agricultural College on this occasion.

I have heard men express the wish that they might have been born years later in order that they might live in times of greater progress than has yet been witnessed, but I am satisfied to have lived during a time when the state and its institutions were building, and am glad that I have known some of the men who laid the foundations and those who began the superstructure and have thus far builded.

It has been said that the men who founded the institutions of this country builded better than they knew. I would say that they did not build, but that they did lay foundations on which they expected their successors should build most elegant structures.

Consult, if you please, the plans made by John D. Pierce for the public-school system of the state, and say if it has been necessary to widen the foundations one whit, that they might support one of the best public-school systems in the country. Is not the same true of the University and of our system of charitable and reform institutions?

Read the utterances of the men who were prominent in founding this College, the first agricultural college established in the United States, and tell me, Gentlemen of the Board and of the Faculty, if they did not lay out work enough not only

for the fifty years behind you, but in a great measure for fifty years to come.

And this is no reflection on the men who succeeded them. They, too, have done their work well, all of them to this day, with an unselfish devotion to the interests of this institution.

The Michigan State Agricultural Society was organized in 1849, just eight years previous to the opening of this College. At that time Michigan was the twentieth state in population and the fifteenth in wealth by the assessors' books. Today she is the ninth in population and the fifth in wealth. Detroit was in 1850 the twenty-third city; now she is the tenth in population.

In 1849 agriculture exceeded in value all other industries in this state. The vast mineral wealth of the state, its silver, iron, coal, salt, and cement had not been developed; its vast wealth of timber was not known as a source of revenue but rather as a hindrance to agriculture. Hence the interest of public men, as well as of farmers, in agriculture. We remember the first president of the State Agricultural Society as the governor of the state and the members of its Board of Managers were men most prominent in public affairs.

It has been well for agriculture and for this College that it has always had for its friends those whose private interests were largely in other professions and pursuits than agriculture. They have been better and more courageous friends at times than the farmers themselves.

I recall how, in the earlier years of this College when the struggle was on to decide whether the College should be a separate institution or become part of the University, John C. Holmes, for many years secretary of the State Agricultural Society, never a farmer but always interested in agriculture, stood in the breach, almost alone, and prevented its absorption by the University.

The Agricultural Society was organized for the same purpose

as the College. The object as stated in the first constitution was "to promote the improvement of agriculture and its kindred arts throughout the State of Michigan." It made it the duty of its Board of Managers "to annually regulate and award premiums on such articles, productions, and improvements as they may deem best calculated to promote the agricultural, household, and manufacturing interest of the state, having special reference to the most economical or profitable mode of competition in raising the crop or stock or in the fabrication of the article offered." It was directed "to publish a report embracing such statements of experiments, cultivation, and improvements, proceedings, correspondence, statistics, and other matters, the publication of which will exhibit the condition of the agricultural interests of Michigan, and a diffused knowledge of which will in the judgment of the Board add to the productiveness of agricultural and household labor, and therefore promote the general prosperity of the state."

Was not this a grand work for a society of mutual organization to take up, with no possible hope for pecuniary reward, and thus to continue for now fifty-eight years? Shall we not call these men patriots?

While the State Agricultural Society may be called an elder brother (or sister) to this College, it is to a great extent its parent.

Hon. E. H. Lothrop, in a public address at the first fair, September 26, 1849, sounded the first note for an agricultural school.

Here is his plea for agriculture in the common schools, a pleading we have been more than fifty years in answering:

As four-fifths of the children of our state are intended for, and probably will pursue agriculture as a profession, and as a means of livelihood, then I say, make our common schools what they should be, and let the branches there taught have a direct reference and bearing upon the future business of our children. Make our common schools the nursery of farmers.

Have we not been repeating these words in later years and fancied we were proposing something new? Again Mr. Lothrop said:

While our governments, both national and state, are truly liberal and pour out their money like water in the establishment of literary and other public institutions, and dot our land over with theological seminaries, with law seminaries, with medical seminaries, and with military seminaries, poor agriculture, whose hand sows the seed, and whose arm gathers the harvest on which all our earthly comforts and even our very existence depend, as yet has no seminary in which to teach her sons the most valuable of all arts.

Mr. Lothrop also outlined a Women's Department as follows:

As I have impressed strongly on those gentlemen who have sons, the importance of educating them thoroughly in the business in which they are destined to follow, let me say a word to you who have daughters: In addition to a daily and thorough training in the care and labor of the dairy and all household affairs, educate them in everything that will have a tendency to make them plain, modest, sensible, and useful women and fit companions for those of our sons who shall become scientific and practical farmers. Teach them that industry is honorable and adds to their charms, and that the domestic circle is to be the theater of their future fame and glory.

Forty-seven years later this College established a course for women, a course which proposes to give the training that Mr. Lothrop named as essential for women.

The members of the Constitutional Convention of 1850 evidently had heard something of this movement for agricultural education and embodied in that constitution the provision that the legislature should as soon as practicable establish a school of agriculture. But legislatures do not always adopt new measures "as soon as practicable." They often need the prodding of the people behind them to urge them along. But the people who organized the Agricultural Society had in mind an institution which should develop work which the society could only begin or barely suggest.

Hence at the annual meeting of the society held December 19, 1849, in the village of Jackson, Mr. Bela Hubbard offered the following resolution:

Resolved, that our legislature be requested to pass such legislation as shall appear necessary or expedient for the establishment of a central agricultural office, with which shall be connected a museum of agricultural products and implements, and an agricultural library, and, as soon as practicable, an Agricultural College, and a model farm.

A memorial to the legislature of 1850 was adopted, from which I quote:

Having established successfully a State Agricultural Society, with its annual fairs, it is hoped that, with its central office, museum, and library, a great step has been accomplished toward perfecting our agricultural system. The next most important step in this process is the founding of a State Agricultural College and Model Farm.

The memorial is quite long, and outlined the work that might be done, and the need therefor.

Hon. Jos. R. Williams, who later became first president of this College, in an address before the society at its second fair at Ann Arbor in 1850, started the call for an experiment station. Speaking of the publication of addresses, he said, "One short exposé of study, of John's experiments, or Molly's industry, may prove more instructive than a whole oration. On this account it should be our duty to preserve the history and progress of each experiment in bringing a product or animal to perfection"—a broad suggestion for an experiment station.

On April 2, 1850, a joint resolution was passed by the legislature asking our senators and representatives in Congress to use all honorable means to procure from the United States a donation of three hundred and fifty thousand acres of land to this state for the purpose of establishing and maintaining agricultural schools therein.

Who can doubt the distinguished senator from Vermont had heard of this resolution before he introduced his "land grant

bill"? However, if Michigan made the suggestion, we honor Senator Morrill for carrying it to a successful result.

In 1852 both the Normal School and the University announced to the society that each had arranged for a course of lectures on agriculture and were ready to carry out the wishes of the society relative to an agricultural school, which should be a department of these institutions.

In January, 1853, the society sent a committee of its members to visit these institutions and learn their facilities for teaching agriculture. They came back and reported hearing some fine lectures, but, said the committee, "we do not think the information to be derived from these sources is sufficient to constitute the education of a professional and practical farmer," and recommended the purchase of a farm "where practical and scientific education shall be taught, and that it be not connected with any other educational institutions."

The society kept resolving to the legislature until in 1855, by an act approved February 12, the president and executive committee of the Michigan State Agricultural Society were authorized to select a location and site of not less than five hundred acres, within ten miles of Lansing, for a state agricultural school, and in June of that year they came over and selected this spot.

Do you think the men who gave such earnest work toward the establishment of an agricultural school would not stand by it in after-years? They supported the College in its formative period, when it needed friends, with the same zeal and energy used in promoting its organization, and for years held its summer meetings at the College.

In many cases the same men have served at the same time on the Board of Agriculture and on the Executive Committee of the Society.

The Agricultural Society appreciates the friendship and co-operation of the College. No shade of jealousy has ever crept

in and nothing but a desire for mutual co-operation in helping to raise the agriculture of the state to its highest condition exists between these two organizations.

Mr. President of the College and members of the State Board of Agriculture, I am authorized and directed on behalf of the Michigan State Agricultural Society to extend its best wishes for further growth and success.

May the next half-century be more prosperous for the College than the one just passed, and may your efforts be so directed and your work so ordered during these coming years that the people of the state may justly claim this to be not only the oldest but the "best agricultural college in the country."

ADDRESS FOR THE MICHIGAN ENGINEERING SOCIETY

FRANK HODGMAN
President

What is the Michigan Engineering Society, and what has it to do with the Michigan Agricultural College, or the College with it, that I, as its representative, should be called on to speak for it at this great celebration?

It is an incorporated society composed of men who have graduated from colleges and universities and then spent the rest of their lives studying in that greatest of all finishing schools, the school of experience. It is a purely educational society, and for the twenty-seven years of its existence has been a powerful educational force, not only in our own state, but all over the country, and reaching out into foreign countries. Through its influence laws have been made and unmade. Through its literature courts have been guided in making their decisions in cases which came within its special lines. It began as a society of surveyors. For a time its principal discussions were of topics connected with land surveying. Now they have broadened out until they include topics in every field of civil engineering. Its papers and discussions are published in an annual volume now called the *Michigan Engineer*. Last year 2,800 copies were published and went to engineers from the Atlantic to the Pacific coasts, and from Canada to South America. By its system of exchanges, each member of the society gets annually from twelve to sixteen similar publications from other engineering societies. These publications are filled with papers and discussions, up to date, and of the best type, by men who are known masters of the subjects of which they treat. As I have

said, we began as a society of surveyors. Numerous problems were discussed of which there were no solutions in the textbooks on surveying. Most of them were questions of law and not of mathematics or of the use of instruments. The very first thing the society did was to appoint a committee whose duty was to prepare a *Manual* which should give authoritative answers to all these questions. The committee spent all their spare time for six years preparing and getting out the book. They studied up every decision of the Supreme Court of the United States and every decision of the courts of the several states bearing on the location of boundary lines. The outcome of the labors of the committee was *A Manual of Land Surveying*, which came out in 1886 and is now in its fourteenth edition. It is the standard authority in the United States land department and all over the United States on the subjects of which it treats. Since its first issue a number of textbooks on surveying have been written and published, but there is not one of the whole lot which has not taken some portion of its matter from this book. More than one supreme court decision in recent years has been made in language taken from it, and many another court has found in its pages the authorities on which to base a decision. About the time the book was published, the supreme court of Michigan gave its decision in the boundary case of *Wilson vs. Hoffman*, in which it was stated that the court followed the decision of the Supreme Court of the United States in the case of *Brown's lessees vs. Clements*. The Michigan decision was criticized in the society and it was shown that the *Brown's lessees vs. Clements* decision had been reversed years ago by the same court which made it, in another suit over the very same boundary line, as not being good law nor in accordance with the settled practice of the land department in the sale of the public lands. When this criticism reached the Michigan judges, they promptly, of their own motion, recalled the *Wilson vs. Hoffman* case and reversed their own decision.

The active members of the committee who prepared that *Manual of Land Surveying* and who from the knowledge gained in its preparation were enabled to criticize our supreme court with such results were M. A. C. men.

The production of this *Manual* practically settled all the knotty questions with which the land surveyors had to deal. From that time on, the papers and discussions in the society took in a wider range of subjects covering nearly the whole scope of civil and mechanical engineering practice. Members who had been only land surveyors began to develop into engineers. The annual conventions brought them in contact with some of the brightest and best men of the profession from whom they learned directly, while from the publications which they received from the society they got a mass of up-to-date engineering literature which was an education of itself.

The character of the subjects discussed in the society has changed from time to time, but at all times the leading papers and discussions have been on live topics in which both the profession and the people were interested at the time. At one time sanitary engineering had the lead; at another, road-making was at the front; at other times mechanical topics have led; but whatever the subjects discussed, the prime object and underlying motive has not been individual advancement but the public welfare; to learn how to give the public better service, better roads, better health, better everything with which the surveyor or engineer has to do. What had M. A. C. to do with all this? Professor R. C. Carpenter of M. A. C. was one of the two projectors and promoters of the society. Whether the conception originated with him or Mr. J. E. Sherman I am not certain, but they two brought about the organization of the society. After the organization Professor Carpenter was its secretary and treasurer for six years and was then elected its president. Following him as secretary was another alumnus of M. A. C., who up to that time had been a district vice-presi-

dent and who filled the office of secretary-treasurer for twenty consecutive years, leaving it to become president. Of the sixteen men who have held the office of president, four have been M. A. C. men. Of the membership at large there has always been a liberal number who came to us from M. A. C.

The society has a warm feeling of friendship for all the schools which are fitting men to become members of the profession. We have a special pride in the two great schools of our own state, the University of Michigan and the Michigan Agricultural College, which are engaged in that work. Those of us who laid the foundations of our professional education right here are more than proud of our Alma Mater, of what she has done and what she is now doing for the education of what we deem one of the finest types of manhood—honest, true, and able engineers.

ADDRESS FOR THE NORMAL SCHOOLS

PRESIDENT LEWIS HENRY JONES
Ypsilanti State Normal College

I have the honor to bring greetings from the oldest institution for the training of teachers west of the Alleghenies to the oldest institution in the West which devotes itself to technical training in agriculture and the mechanic arts. Our fervent wish is that prosperity attend you in all your ways to the end that the commonwealth may continue to receive at your hands well-trained citizens, with that happy balance of culture and efficiency which you so well represent in your courses of study and your teaching practice. We have recently had coined three catching phrases descriptive of tendencies more or less evident in American life, and more or less represented in our educational institutions. The celebrated French preacher, Charles Wagner, coined and placed in circulation the phrase, "the simple life," thereby eulogizing that happy poise of mind resulting from a kind of culture which finds its interests mainly within—or at least within the domain of—the spiritual life. Our honored President of these United States has invented and exemplified the phrase, "the strenuous life," laying emphasis at least upon the outward struggle in which power delights itself in contending with problems which tax its utmost strength. Hon. Frank A. Vanderlip, vice-president of the New York City Bank, in an address before the National Education Association, at Asbury Park, used the phrase, "the efficient life," as expressing a modern idea of the union of knowledge and effort by directing these in practical ways toward the accomplishing of ends directly increasing the comfort and happiness of the people.

Each of these phrases is in a way a happy putting of a half-

truth about life; but of the three the last is by all odds the best. It requires all the poise of the first and the enthusiasm of the second, but it harmonizes them so that the former may not rust itself away in inglorious ease, nor the latter waste itself in tempestuous riot. This is what it seems to me this institution typifies and stands for. Your classrooms and laboratories stand for intelligence, knowledge, and culture; your broad acres and your varied industries stand for practical use of those ideas gained in classroom and laboratory. There is no place here for intellectual conceptions or abstract philosophies dissociated from throbbing and pulsating life. Nor is there any mere place here for purposeless wear and tear of nerve and muscle in undirected labor—no place for mere strenuousness undirected to desirable ends—rather, the happy combination of culture and effort which seeks first to find out nature's laws and then to adapt them to the accomplishment of beneficent ends under direction of quickened brain and cultured mind.

But as a state institution this College stands as one of the great forces which the commonwealth of Michigan maintains for the purpose of sustaining its own life and defending itself against unproductive people. In the end the agricultural college must justify itself on this ground—it must produce efficient citizens, who shall be worth to the state all the state pays for their education, with enough margin left to make it expedient to organize and carry out the elaborate plans everywhere in evidence about us.

Undesirable citizenship may assume Protean forms and hide itself under many disguises. But broadly considered we may cluster the undesirable attributes under two great heads—*criminality* and *incompetence*. The former includes the positively bad, and the latter the good, so long as they are good for nothing. There is a widespread conception among a large class of people that the ordinary forms of public education are too abstract and formal in their character, and that in their

present forms they do not tend toward morality and efficiency. It is true that in many instances public education is entirely too formal, being devoted more to books than to things, to general than to special matters, and to abstract truth rather than to practical affairs. Nevertheless, even in its present form, the whole tendency of public education is distinctly moral and tends directly toward competency. I may be allowed to illustrate two cases briefly. Some time during the 90's my attention was called to a report made by the superintendent of the Detroit House of Correction in which the statement was made that 75 per cent. of the inmates of that institution could read and write. One of the Detroit papers commented editorially upon this fact, implying that because 75 per cent. of the criminals confined in the Detroit House of Correction were educated in the limited sense of being able to read and write, and only 25 per cent. of the criminals confined there were totally illiterate, therefore public education, such as these people had, increased their tendency toward criminality in the ratio of 75 to 25. I had occasion to answer this accusation before a meeting of the National Education Association. I called attention to the fallacy in the editorial by showing that, according to the report of the state superintendent of public instruction for that same year, 96 per cent. of the population of Michigan could read and write—that is, were educated to that extent, some of them doubtless beyond that point; and that 4 per cent. only of the population of Michigan was at that time totally illiterate. It resulted, therefore, in the fact that the 25 per cent. of the persons confined in the Detroit House of Correction, representing as it did the entire state, came from this 4 per cent. of the population; while the 75 per cent. of the criminals came from that large proportion of the population who could read and write, namely, the 96 per cent. Reducing to a common denominator, therefore, it was discovered that the 4 per cent. of the population of Michigan which was at that time totally illiterate

produced seven and one-half times its proper ratio of criminals. This has been shown to be substantially the fact time and again in the study of statistics over wide areas—that even that small degree of education which is indicated by the power to read and write has its distinctly moral effect upon those who receive it.

The same point which I wish to illustrate with respect to efficiency was discovered in 1837 by Horace Mann, then secretary of the State Board of Education of Massachusetts. He examined the pay-rolls of the factory workers in the manufacturing districts of Massachusetts, especially the mills at Lowell and Lawrence. He discovered, by making the test suggested by the ability on the part of the worker to write the name to the pay-roll instead of being compelled by total illiteracy to make a mark, that those who were able through slight education to write their names received one-third more pay than did that contingent of those persons who were obliged to place their mark upon the pay-roll instead of writing their names. In the ability to write one's name there was evidence of a one-third increase in competency.

But here stands an institution that is dedicated to the making of education distinctly moral and efficient, in that it tends to develop that capability which comes from the power to do things well. This is distinctively a moral force, since it develops self-respect in the individual and brings out the spirit of *noblesse oblige* upon his part. But beyond this, the tendency of this institution is to make people distinctly intelligent and capable of doing certain work efficiently because of the investigations which they have made in classrooms, laboratories, and fields belonging to this institution. Many times over does this institution return to the state the amount expended for it in the increased morality and efficiency of the citizenship of this commonwealth, and because of this it deserves the constant support and good-will of the people of this state.

ADDRESS FOR THE DENOMINATIONAL COLLEGES

PRESIDENT AUGUST F. BRUSKE

Alma College

Mr. President, Ladies, and Gentlemen:

I am here as the representative of a church school to offer heartiest felicitations to a state school. I am glad of the privilege of rendering this service, both because of our agreements and because of our differences. We are agreed in that we are seeking the highest culture of the young people placed under our care. This is the rock foundation of every school in the world. This is the sacred unity of all education. In the name of this unity of culture I greet you today.

But we are equally happy in our differences. The peculiar purpose of your culture is indicated in the name you bear. You are an "agricultural college." Your outlook is upon the farm. The fragrance of the grain fields is yours; the sweetness of the clover fields is yours; and the "cattle upon a thousand hills" are yours. This does not mean that all of your graduates will become farmers; but that all the graduates choosing that vocation will be intelligent and scientific farmers. Not every law student becomes an attorney; not every medical student becomes a physician; and not every student of Alma College becomes a preacher. Our constant endeavor is so to train him that whether he becomes a preacher, teacher, or merchant, he shall be a cultivated Christian gentleman, true to the church, true to that "kingdom which is an everlasting kingdom and that dominion that endureth through all generations." Your outlook is upon the farm, our outlook is upon the church. Therefore there can be no strife between us. Our congratulations this day are as sincere as they are hearty. We

rejoice with you in what you have achieved, in what you are achieving, and in what you are destined to achieve.

This vast multitude gathered here, these beautiful grounds and buildings, these many hundreds of students, these distinguished alumni from every part of our country, all bear abundant witness to the splendid work of fifty years. Of this much will be said in these jubilee days. Let me rather therefore say a word concerning the present and the future of your noble work.

Certain orators are fond of telling us that we are living in the days of agricultural renaissance. Not so. It is not a rebirth that we are witnessing, but rather a new birth. We are living in the six days of the Creation of Scientific Agriculture. Science for the first time is moving onto the farm. That hopeless picture of "The Man with a Hoe" may be true of the past. It is not true of the life of today, thanks to the agricultural colleges of the world. They have changed the hopeless, brainless "man with a hoe" into a Robert Clark Kedzie, father of the beet-sugar industry of Michigan—into a Luther Burbank, creator of a new world of flowers and plants and trees.

They tell us, Sir, that the trend toward life in the city cannot be arrested; that in 1800 less than 4 per cent. of our population dwelt in cities, and that in 1900, 33 per cent. were to be found there. They tell us that the application of machinery to agriculture has driven multitudes from the farm. In 1870 there was one man engaged in farming to every seventeen acres of cultivated land, in 1890 there was one to every twenty-six acres. This machinery has driven four and one-half millions of farmers together with their families from the soil to the city. And this is bound to continue. If so it only means that the farmer of the future will be a brain worker rather than a hand worker. It means that the agricultural college will be a greater necessity to the future than it has been to the past. That future, radiant with the promise of abundant usefulness, beckons to you. In the possibilities of that future let all men rejoice!

INDUSTRIAL EDUCATION AND THE STATE

[Summary]

LUTHER L. WRIGHT

Superintendent of Public Instruction

I admire and reverence this beneficent institution because it has always been democratic, has always kept close to the people, and has never forgotten its purpose. I congratulate the state on having at its head a man who has the ability to make it what it is.

The public school is the creator and preserver of democracy. In it every individual takes his rightful place. It levels among children all distinctions of wealth. It humbles pride of birth. Native, rugged strength is the leader in that democracy. There is no fear for democracy from the hordes and swarms of foreigners who have come and are daily coming into this country like a cloud of locusts. The public school will make Americans of their children in language, ideals, thought, and customs. This Americanizing process cannot be stayed or thwarted so long as the public school can have these children.

The common school is a hopper into which are poured all kinds of grain, German, Irish, Polish, Scandinavian, Italian, and Hungarian, but it all comes out flour whose grade is essentially American. The elephant feeds on the trees of his native jungle, but what he absorbs becomes elephant and not tree. So whatever America absorbs from Europe, if it can but go through the American public school, becomes American and not European.

Industrial education is the problem for this state, and you who make public sentiment will solve it. Speed the day when manual training, domestic science, and agriculture shall be

taught in every school in Michigan. I hope to live long enough to see public trade schools established in the centers where the state shall aid, not only in the education of the culture side, but in that practical education that will train boys and girls to earn a living and to do work with their hands.

Training in agriculture, in the scientific knowledge of the art of farming, will add more to the wealth of the state than will all its copper and iron mines. Manual training and the trade school will add infinitely to the skill of craftsmen and the products of our factories. Domestic science will give us better homes, better health, more comfort, and lasting happiness.

This practical industrial training will amplify and round out the purely mind-studies and will make for the complete man. This, to my mind, should be the great purpose of the states.