

Publications Committee

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TO THE PEOPLE OF TEXAS.

AN ADDRESS

BY THE

BOARD OF REGENTS OF UNIVERSITY OF TEXAS.

The Board of Regents of the University of Texas, as the organ through which the people of the State administer the affairs of the culminating member of their free school system, deem it wise at the present time to make the following statement:

The unappropriated public domain has shrunk to proportions (less than 5,000,000 acres) insignificant compared with its original extent, and seems soon destined to disappear. The uniform policy of Texas, as exhibited from the beginning of the Republic to the present day, in all the constitutional expressions of the people's will and by the voice of the great representative men, has looked to the establishment and adequate support of a University that would rank among the first. This settled and cherished purpose of the commonwealth can never be weakened or abolished. The question now arises whether the University, as it keeps pace with the development of the State, is to be maintained in future years by taxation or by setting apart to this end a moiety of the unappropriated public lands.

Texas is too great and too proud to suffer herself to be outstripped by her sister States in the matter of University development, which is, perhaps, the most significant feature in the progress of the present time. Texas, too, can not afford to lose both the material and the other advantages which the presence of a great University secures. Whether these are to be gained—for had they must be—at a continual cost to the State or from that originally rich endowment with which Providence blessed this people, is to be decided. It was, however, on this latter source, now all but dried up, that the wisdom and patriotism of the great men of

Texas reckoned; it, they hoped, would furnish freely to this favored people what others only obtain with a great price. In view of this question the Regents take it to be their duty, in discharging their weighty trust not only to the Texas of to-day but to the Texas of all time to come, plainly to set forth the following facts:

The Constitution requires the Legislature “*as soon as practicable* [to] establish, organize, and *provide for the maintenance, support* and direction of a University of the *first class*.”

For the organization and direction of the University, legislative provision has already been made; the degree in which the other part of this constitutional mandate (viz., the maintenance and support of a University of the first class) has been fulfilled may be seen from what follows.

SUPPORT OF A UNIVERSITY OF THE FIRST CLASS.

In Germany, where the value of Universities is well appreciated, after the reconquest of Alsace-Lorraine, the ancient University of Strassburg, destroyed under French domination, was reconstituted in 1872. In order to do this—that is, to make a University of the first class—about 4,500,000 dollars was expended in buildings and equipment, and an annual income of about 250,000 dollars was secured. Already a library of 700,000 volumes has been built up. Again, the Grand Duchy of Baden, little more than three times as large as Travis County, with three-quarters of a million fewer inhabitants than Texas (i. e. with about two-thirds the population of Texas), poor and debt-burdened, *supports, besides other public institutions, two complete Universities* (Heidelberg and Freiberg), granting them annually, in addition to their endowment, about 170,000 dollars and 110,000 respectively. Examples can be easily multiplied. In regard to these German institutions it should be borne in mind that these sums have about one-third greater purchasing power than they would have in Texas, and in order to compare them with what has been and is being expended on the University of Texas, they should be increased by about one-third.

The following tables will illustrate the same facts from a few American Universities. The figures are those given in 1892 expressed in round numbers, discarding fractions less than half of \$5000 and raising fractions greater than half of those sums. It must be remembered that in 1892 the income of the University of Texas was at its maximum, considerably greater than heretofore, whereas the other institutions have had large incomes all along.

A FEW GOOD AMERICAN UNIVERSITIES.

	Annual Income.	Average per Student.	Volumes in Library.
University of Virginia.....	\$110,000	about \$215	about 52,000
Johns Hopkins	195,000	360	55,000*
University of California	230,000	250
University of Wisconsin.....	260,000	240	26,000†
Cornell.....	520,000	350	150,000
Columbia.....	610,000	330	150,000
Harvard.....	965,000	360	800,000‡
University of Texas (Main).....	70,000	190	11,000

ANNUAL CONTRIBUTION OF THE STATE TO SUPPORT OF STATE UNIVERSITIES,
Given in even thousands. *These have, IN ADDITION, large incomes from endowments, etc., LARGER than the TOTAL revenue of the University of Texas:*

		Texas has a popula- tion greater by
Virginia	\$40,000	nearly 800,000
Minnesota.....	82,000	nearly 1,000,000
California.....	103,000	over 1,000,000
Michigan	137,000	over 900,000
Wisconsin.....	168,000	nearly 800,000

These figures need no commentary. States far poorer than Texas, with little more than half her population, appreciating the public utility of a well supported and well equipped University, are giving out of their smaller means not merely relatively but absolutely more and much more than Texas to this end. Yet the founders§ of Texas, more clearly, per-

*The Johns Hopkins, however, utilizes two large public libraries in Baltimore containing 210,000 volumes.

†In Madison there are public libraries containing more than 200,000 volumes utilized by the University.

‡Including pamphlets.

§See, for instance, the first message of President Lamar (1839); the report of Lewis T. Wigfall (State and United States Senator), and the preamble to the act of 1858. In the latter it is recited that "whereas, from the earliest times it has been the cherished design of the people of the Republic and of the State of Texas that there shall be established within her limits an institution for the instruction of the youths of the land in the *highest branches of learning*, and in the liberal arts and sciences, and to be so endowed, supported and maintained as to place within reach of our people, whether rich or poor, the opportunity of conferring upon the sons of the State a thorough education, and as a means whereby the attachment of the young men of the State to the interest, the institutions, the rights of the State and the liberties of the people, might be encouraged and increased," etc.; Ashbel Smith's address at the opening of the University.

haps, than other men, saw and insisted upon the need and value to a commonwealth of an institution devoted to the higher learning abundantly equipped and maintained. They even provided for this and provided amply, so firm was their conviction.* If the State in grievous times had not laid hands upon what the builders of the State had set aside for the University; if the University had to-day what the fathers bestowed upon her as a perpetual patrimony (which she no longer has through no fault of hers but *by the action of the State*), so far from asking the Legislature for anything, the University of Texas would now be one of the greatest centers of learning and one of the most richly endowed institutions in the world. Texas would now have all this without being at the least charge, and this source of prosperity and renown would be perennial. Youth from all parts of the land would be flocking to Texas as they now congregate in the great Northern institutions. The opportunity which the Legislature now has of ultimately redeeming the lost vantage can never come again.

ECONOMICAL AND OTHER ADVANTAGES TO THE STATE OF A UNIVERSITY OF
THE FIRST CLASS.

It is of the utmost importance to a commonwealth that the best trained and ablest men in it should be in sympathy with its spirit; this is best secured by home education.† But if young men of this stamp, who are most valuable to the State, can not obtain the *best advantages* at home, they will necessarily go in large numbers far from home to those places where the best advantages are to be had. By a wise foresight, by a policy that forecasts further than a couple of years, the State of Texas can rear an institution to which the vast majority of her able, ambitious young men will be attracted. Not only will the benefits accruing to the State from her sons receiving the *best* education of the day *within* its borders be gained, but the large annual tribute which passes *out of the State into other States*, by reason of Texans going for higher education to the better equipped and more liberally maintained institutions, will dwindle into insignificant proportions. If the State does not maintain such an

*See, for instance, Acts of 1839, 1858.

†See the extract from the act of 1858, page 3: also Governor Roberts' message of April 6, 1882, in which among other things it is said: "Every State should rear its own men in every stature of manhood, of intelligence and of culture, according to their capabilities, upon its own soil, and thereby engender and preserve an intense homogeneity in the character of its population which must result in the concentrated power and elevated prosperity of the whole body politic in association. This full result can be attained only by providing all of the grades of education, from the lowest to the highest, in harmonious co-operation."

institution, with the growth of wealth and population, this sum, already great, which is lost to the State, *must* increase largely with every year. In 1884 it was estimated that half a million dollars was annually spent out of the State by Texan students. It is necessarily much larger now. Six hundred dollars per annum is probably not a little below the average expenses of a student that goes out of the State to a University. About three hundred dollars per student (as shown by the foregoing table) is the cost to an institution well furnished for giving the best education. If a State has such an institution, for every student it attracts who would otherwise receive a higher education, not only is the whole cost reimbursed but the annual balance sheet of the total wealth within the State would show a net gain of three hundred dollars. This result continued year by year means much in the aggregate wealth of a people. Much, if not all, of what has already been spent in the maintenance of the University has, apart from all other advantages, been thus directly saved to the State. For it is provable that the existence of the University even in its present condition has considerably checked the proportionate increase of this annual drain as the State's wealth and population have grown. If the State will put the University in a condition where it can compete on equal terms with other true Universities, it will directly *in this way alone far more than recoup the whole outlay*. Further, young men from other States will be drawn to the University of Texas and counter flow begin. But besides this, familiarity with Texas, the revelation of the manifold advantages which this empire offers, the ties of friendship and association knit during college life, would infallibly draw not a few of these to settle here, bringing good ability and oftentimes capital into the State. Seeing these things no better than the Texan fathers but *acting* upon them far better than the Texan sons, other States have more liberally provided for their Universities, and they have reaped the accruing benefits. One of the chief factors in the rapid development and enrichment of some of the Northwestern States is their Universities.

The trained man is always better than the untrained man, and the value to the individual and thence to the commonwealth of the highest training is evident. It is not indeed true that every educated man will be more successful than every uneducated man; but it is true and demonstrable that any given man will be more successful, if he is educated, than *he* would have been, had he not been educated. The struggles of men that have been great and useful, to obtain higher education, where there was no public provision for it, are a common place in biographical literature. But, in regarding these, it is apt to be forgotten how many more of just smaller ability or energy have sunk in these struggles from which a few emerge. Their abilities and usefulness are maimed and hampered, hindered of full fruitage, both to individual and to the community.

Universities act as instruments for increasing the efficiency of those they train, and with increased efficiency in its citizens, a commonwealth prospers as would otherwise be impossible. Universities save waste of efficiency, and this saving may mean all the difference between a rapidly and a slowly developing people.

In view of the rather stepmotherly support which Texas has hitherto given her University, with meagre maintenance and inadequate equipment, the brief decade of her existence has demonstrated her utility. Her alumni, though necessarily young and few, press to the front all over the State. In the Legislature, on the bench, in many responsible official and civil capacities, the number of alumni of the University of Texas that is to be found is far out of all proportion to their absolute number. At it, moreover, has been gathered together a small body of men who represent the best modern training of many institutions and lands. Overburdened with teaching-work, they have yet been able to accomplish enough to make the name of the Texas University known and respectable in the United States and in Europe. To look at it from the very lowest point of view, this has been a cheap advertisement, and is silently doing more for the State than bureaus of information, statistics and immigration could ever accomplish. Nothing so widely or so successfully advertises a community as a University of the first class.

It is, moreover, in true Universities that those forces have germinated and developed, which in profounder ways have brought unpurchasable blessings to the lands that have cherished them. It was, for instance, from the German Universities that the Reformation proceeded; from them the movement that freed Germany of foreign rule in the opening of the century; from them the movement that broke domestic tyranny in 1848 and in 1870 that reconstituted the German nation that had not existed for a thousand years, and thus enabled that swift growth in material progress which has ensued. It was in great part due to the English Universities, especially to Cambridge, that the Stuarts did not succeed in building up in England a throne like that of Louis XIV in France, as a consequence of which a national upheaval, after the general analogy of the French Revolution, must have come in time. Texas may not indeed have these perils to dread and to avoid, but each commonwealth has peculiar dangers to be escaped and benefits to be attained; and the history of the world shows conclusively that it is through the agency of great Universities, from the influences and temper that proceed from them, that these desirable results follow. Of the fifty-six signers of the Texan declaration of independence, forty-six were college bred men. JEFFERSON considered it a greater glory to have founded the University of Virginia (to this end he devoted years of arduous labor and struggle against opposition) than to have written the Declaration of Independence. LEE conceived that as the head of a University he was doing the most valua-

ble work for his country that was possible for him to accomplish. In a material way, too, the Universities have provided the means and discovered the principles without which the great and the small inventions and discoveries in the useful arts could never have been made. Texas has innumerable springs of wealth, now sealed, which can only be made to flow by men trained in the best sciences of the day.

It is a grave mistake, then, to suppose that Universities are mere contrivances to teach what there is to be known; they do accomplish this, and it is no light or trivial thing. But beyond this they awaken latent capabilities that would otherwise, save in rare cases, slumber or be crushed out, and thus be lost to the individual and the State; silently and subtly (forces that lie beneath the surface are ever potent), as has been briefly indicated, they vivify the people externally and internally. A public free University is the only means by which the poor man's children utilize without serious loss the native ability which God has given them. The rich can afford to pay for the best education the world can give and thus reap the gain of it; but to the poor and to those of narrow means, enormous and generally insurmountable obstacles lie across the path, unless a home institution equal to any is supported by the State. In the name of these, the major portion of the population, the Regents make appeal.

Directly, as has been shown, a great University more than pays for itself; indirectly, though no less surely, in many ways it repays to the people who cherish it, some ten, some twenty, some a hundred fold; and the multiplicity of repayment generally bears a ratio to the liberality of support. Thus Harvard and the University of Virginia have many times returned to Massachusetts and Virginia the cost of their maintenance, while adding lustre to the names of those States. The University of Texas, in its brief, ill-fed life, has accomplished a work enormously disproportionate to its cost. The positions to which its alumni soon reach up is the objective proof of the value of its training. The process of this training annually at work upon several hundred young Texans must bear a wealth of fruitage. Those competent to judge affirm that the depth and extent of the work that our University is doing for our State is, *relatively to its means and years*, greater than that of any other American institution. If means were furnished properly to man and to equip the University of Texas, it would, in a brief time, be recognized as one of the very first in the whole country, and the sphere of its usefulness and benefactions would be immeasurably enlarged. To-day, perhaps with the exception of the University of Virginia, it is the best institution in the South, though a number have more means. Properly supported it would soon begin to exercise a wider and deeper influence than that which has long been wielded throughout the South by the University of Virginia. This influence, with all that it implies, Texas can exert. She

is already the seventh State in the Union in multitude of citizens; more than seven States, however, have better furnished Universities. Yet, without taxation or assumption of burden, she can, if she will, easily stride into the rank of the first.

THE UNIVERSITY AND THE PUBLIC SCHOOLS.

A further point in regard to the University is generally overlooked and some times so misconceived that persons who should be its warm advocates are found in opposition. The University is the keystone of the free school system. Without the University that system is a mutilated torso. The development of the schools and that of the University are independent. This was the principle laid down in the beginnings of Texas; to deny it is to assert that the gates of the higher education must be closed upon the poor, that the benefits of it must be refused them and that, save in cases where private charity or extraordinary energy make an exception, the poor must be shut out from participation in the heritage which the toil of the ages has laid up. The true interests of the public schools and of the University do not merely harmonize, they are identical. The stimulating influence which it has already exercised to their betterment and to the increase of their efficiency is great and is growing rapidly in depth and in extent. At the outset, not seeing that a system without a head must needs fail of its broadest and deepest utility and waste much of its power, many who cherished the free schools antagonized the University. If in ten years, in the teeth of opposition and assault, the University has overcome the greater part of this antagonism and mistrust and gained in its stead good will and co-operation, the beneficent and vivifying influence that in the future the University must exert will be enormous—unless it be stunted and starved in its growth by an ill-starred passimony that is at once suicidal and unworthy of a great and prospering commonwealth. By the system of affiliated High Schools, which is being developed and extended from year to year, the *organic connection of University and schools is an accomplished fact*. Any interdiction of its growth will infallibly harm them; all promotion of its growth necessarily redounds to their expansion, improvement and normal development. The history of education establishes beyond contestation that the vital impulse always proceeds from the higher institutions and the only way truly to raise schools to their full efficiency and to keep them in this condition is through the full efficiency of the places of the highest learning. The wise friend of the free schools—he who can see beyond the immediate and beneath the surface—is of necessity the ardent champion of the University.