

The Board of Trustees of the State University of Kentucky met in regular session on Thursday, June 9, 1915, at eleven o'clock, in the Trustees' room in the Gymnasium Building.

On roll call, the following were present:-

Governor McCreary, Henry S. Barker, C. B. Nichols, James K. Patterson, G. G. Brock, Samuel Marks, T. L. Edelen, Claude B. Terrell, P. P. Johnston, Jr., J. E. Brown, R. W. Brown, James W. Turner, William H. Cox, Tibbis Carpenter, John Wesley Woods.

Mr. R. C. Stoll was present when the Board reconvened after lunch.

Absent:-

James Breathitt, Johnson N. Cemden, Richard N. Wathen, Barksdale Hamlett, Denny P. Smith, Louis L. Walker, Dr. A. Gatliff.

Governor McCreary acted as chairman of the meeting.

Minutes of the December meeting were read by Judge Lafferty, and on motion, were approved and adopted.

The minutes of the Executive Committee were read by the Secretary. Motion was made, seconded and carried that the minutes, as read, be adopted.

President Barker then read his annual report, which is as follows:-

Lexington, Ky., June 8, 1915.

TO THE BOARD OF TRUSTEES,  
State University of Kentucky,  
Lexington, Ky.

Gentlemen:-

We are now drawing to the close of the most successful and one of the most satisfactory sessions of the University since its foundation. That you may have clearly before you the growth of the institution, in the last five years, I append below a table taken from the records of the Registrar's office, which shows the annual growth during the period to which it relates:

UNDERGRADUATE COURSES LEADING TO A DEGREE

|                          | 1910 | 1911 | 1912 | 1913 | 1914 | 1915 |
|--------------------------|------|------|------|------|------|------|
| Arts & Science           | 119  | 179  | 239  | 268  | 251  | 271  |
| Agriculture              | 18   | 42   | 87   | 156  | 201  | 245  |
| Civil Engineering        | 87   | 74   | 63   | 68   | 64   | 62   |
| Mechanical Engineering   | 138  | 150  | 167  | 165  | 171  | 199  |
| Mining Engineering       | 27   | 35   | 39   | 26   | 29   | 23   |
| Law                      | 46   | 50   | 74   | 67   | 100  | 95   |
| Total                    | 435  | 530  | 669  | 750  | 816  | 895  |
| Graduate Students        | 38   | 52   | 85   | 76   | 39   | 56   |
| Total                    | 473  | 582  | 754  | 826  | 855  | 951  |
| Special, Short Courses & | 248  | 221  | 508  | 404  | 389  | 467  |
| Total Enrollment         | 721  | 803  | 1262 | 1229 | 1244 | 1418 |

An inspection of this table shows that in 1910, there were four hundred and thirty-five (435) undergraduates pursuing a four years course leading to a degree; in 1915 there were eight hundred and ninety-five (895) such students. In 1910, there were, including special and short course students, an aggregate of seven hundred and ten (710) students. In 1915, there were of such students, an aggregate of fourteen hundred and eighteen (1418), an increase, in each case, of one hundred per cent during the period or twenty per cent each year. The increase of the Agricultural College has been most phenomenal; in 1910, there were only eighteen (18) four year students; in 1915, there were two hundred and forty-five (245). I believe that the records of but few, if any, universities, in the country, will show steadier or healthier growth than ours.

In order that you may compare the cost of the work of the University with that of similar institutions throughout the United States, I reproduce a table from my last report to the Governor and General Assembly, showing the incomes of twenty-two (22) state universities:

| <u>University</u> | <u>Annual Income</u>   | <u>No. of Students</u>   |
|-------------------|------------------------|--------------------------|
| Wisconsin         | \$2,000,000.00         | 4,500                    |
| Nebraska          | 850,000.00             | 3,500                    |
| South Carolina    | 115,000.00             | 426                      |
| Illinois          | 2,225,000.00           | 4,850                    |
| Texas             | 540,000.00             | 2,100                    |
| West Virginia     | 210,000.00             | 715                      |
| Missouri          | 1,000,000.00           | 2,700                    |
| Indiana           | 336,500.00             | 2,000                    |
| Iowa              | 830,000.00             | 2,100                    |
| Alabama           | 135,000.00             | 750.                     |
| Arkansas          | 275,000.00             | 1,200                    |
| North Carolina    | 263,500.00             | 900                      |
| Mississippi       | 104,000.00             | 450                      |
| Ohio              | 1,100,000.00           | 3,750                    |
| Michigan          | 1,750,000.00           | 5,800                    |
| California        | 1,675,000.00           | 4,750                    |
| Virginia          | 295,000.00             | 800                      |
| Minnesota         | 2,150,000.00           | 7,000                    |
| Oklahoma          | 175,000.00             | 800                      |
| Purdue            | 375,000.00             | 2,000                    |
| Kansas            | 610,000.00             | 2,500                    |
| Miami             | 175,000.00             | 850                      |
|                   | <u>\$17,188,000.00</u> | <u>54,441</u> av. \$310. |
| Kentucky          | 210,000.00             | 1,418 av. 150.           |

Here we have a list of twenty-two representative universities with a student en-

rollment of approximately fifty-five thousand (55,000) and a total income of over seventeen million dollars (\$17,000,000.00), or an average per student of about three hundred and ten dollars (\$310). In other words, our University having the same standards for admission and graduation, educates its students at a cost of fifty per cent of the cost per student of the other twenty-two (22) state universities.

The one hundred and two (102) universities in the country have an average per capita cost of two hundred and fifty-five dollars (\$255.00), while Kentucky spends only one hundred and fifty(dollars) collars (\$150.00). Even at those colleges in the United States and Canada that spend only ten thousand dollars (\$10,000) to fifty thousand dollars (\$50,000) per annum in salaries, their student per capita cost is one hundred and eighty-seven dollars (\$187), and their teaching is largely academic, while our fully two-thirds of our students attend the Engineering and Agricultural Schools.

The student cost at a school of technology is fully double that of student cost in an academic college.

Ratio of teachers to students - (Given by Carnegie Foundation)

|                 |                |               |
|-----------------|----------------|---------------|
| California      | One teacher to | 8.5 students  |
| Wisconsin       | One teacher to | 12.0 students |
| Columbia        | One teacher to | 7.3 students  |
| Harvard         | One teacher to | 7.0 students  |
| Yale            | One teacher to | 9.0 students  |
| Pennsylvania    | One teacher to | 9.8 students  |
| Leland Stanford | One teacher to | 8.5 students  |
| Michigan        | One teacher to | 15.0 students |
| Illinois        | One teacher to | 8.7 students  |

Now, in the Kentucky State University, we have, today, fourteen hundred (1400) students and only seventy (70) professors, instructors, etc., or an average of one teacher to twenty (20) students.

An inquiry directed to the various universities of the country elicited the reply that fifteen (15) hours per week of actual class room teaching is the maximum of work that a university professor should do. Indeed, several of the great institutions, notably the University of Illinois, wrote that they would not accept the work of an institution where more than fifteen (15) hours per week were required in the class room. Our instructors are in the class room on an average of eighteen hours

per week, so that from whatever angle it is viewed, our institution is doing more work at less cost than any other similar institution of which I have any knowledge.

But we are not only doing more work, proportionately, than any similar institution at a lower cost, we are also doing as fine work as any other institution. Our grades and standards are as high as any university and our students take rank with any students in the land. A great railroad man told me that the State University boys, in the employ of his road, stood in a class by themselves and were always spoken of as "those fine Kentucky boys". Our young men win a large majority of the intercollegiate debates, oratorical and literary contests in which they engage, and our agricultural students have always taken high rank in stock judging and other similar contests. Those who graduate from this institution go into the world as well equipped mentally, morally and physically as the graduates of any other state university.

In January last, the Pennsylvania Railroad requested Dr. Tuttle to send them a list of young chemists whom he could recommend as desirable for its laboratory. Dr. Tuttle indicated seven and all were offered places, and although only four would accept the employment; I mention this to show that our Arts and Science men take just as high rank in the business world as the vocational graduates.

When this report comes to you, you will have before you our financial statement prepared by the Comptroller, Mr. Hywel Davies, which shows up to May first, 1915, how we have lived within our income; you will also have the budget for net year prepared and submitted by the Executive Committee. It is a matter of great satisfaction that we, now, know positively our financial standing, and that our budget system enables us, by means of requisitions, invoices, and vouchers properly audited, to know where every dollar of our income went, who got it, and for what.

On a parity with the developement (development) of the accounting department, has been the developement (development) of the Registrar's office with its complete record of students, grades, etc.

The evolution of these two departments during the last four years, shows their special

value to the institution and to the State; both are statistical and reliable statistics are invaluable.

I shall not take up a great deal of your time with a detailed statement of the various colleges of which the University is composed; they are all doing good work and all seem to be growing at a sound and healthy rate.

The College of Mines, in addition to its regular work conducts, during the school year, short courses in practical mining for the benefit of those who have neither the time nor the money to take a more protracted course. Dean Norwood is also giving what he calls "Extension" courses to the miners of the State. These consist of lectures and demonstration work done at the various mining camps, and he reports very satisfactory and encouraging results from these endeavors. Owing to the slump in mining interests caused by the European War, the number of the short course students in the department, this session, has only been twenty-five, but there is no doubt that this number will increase very rapidly when the coal business becomes normal, and the men are enabled to make regular wages. In this connection, I quote one sentence from Dean Norwood's report: "One of the features of our work among the miners, both in short course and in our extension courses, which I think cannot be emphasized too strongly, is that it is knitting a bond which is to tie the University and the mining interests of the State more and more closely together."

The College of Civil Engineering is conducting, each year, short and extension courses in road making, the object being to give practical instruction in one of Kentucky's great needs, - good roads. I adopt the following excerpt from a publication issued from the Highway Department of this College:

"The recent development (development) of road building and the demand for a higher class system of highways, have made it necessary for engineers to make a special study of this particular phase of the profession. The University has undertaken, through its Highway Department, to educate and train men in this line of work, realizing that Kentucky will never have good roads until she has good road builders."

One hundred and seventy-two (172) men, from every part of Kentucky, attended the short courses in road building this session.

The College of Mechanical and Electrical Engineering has, this year, the largest class it has had in its existence. No college in the country turns out better equipped engineers than Dean Anderson's graduates. They are in demand all over the country, and almost without exception, they push their way to the front and hold their own against (sentence incomplete in original).

Our College of Law is one of the very best in the south and its graduates are forging to the front wherever they settle for their life's work. The College is everywhere recognized as being up to standard in every way and whenever it has been inspected by professional examiners, it has been highly commended. It has a three years course and requires each student to take a year's work in the College of Arts and Science before graduation. Several new courses have been added in the last year, and Dean Lafferty is constantly strengthening it and increasing its efficiency.

The College of Arts and Science is growing greater annually. The School of Journalism, which was created last year, has been a great success, there being about fifty very capable and very enthusiastic students taking the course. Professor Grehan, who is at the head of the Department, believes, and in this I concur, that his school has a great future before it.

The Graduate School, under Dr. Mackenzie, is growing rapidly. There are now fifty-six (56) students taking post graduate work, and under the able dean in charge, I expect it soon to equal in numbers, as it now does in the quality of the work done, any post graduate school in the south.

This brings us to the Agricultural College.

I have already pointed out to you the phenomenal growth of this department in the last five years, the roster roll running up from eighteen four-year students in 1910 to two hundred and forty-five (245) students in 1915. There will be forty-two graduates from the College at the end of this term, nearly all of whom will go out into active

development of agriculture in Kentucky. A great number of them will be employed as County Agents in the Extension Department of which I shall speak presently. It goes without saying that the education of so many young farmers each year, and sending them back to their respective counties, cannot but exert, in a very short while, a tremendous influence upon the agricultural development of the State.

I do not deem it necessary, indeed, the space to which I have allotted myself in this report, will not permit me to go into the details of the great work which the Agricultural College and the Experiment Station are doing for the Commonwealth. Every agricultural interest in the State is administered to and stimulated by these two great departments.

The Extension work, which the Agricultural College is doing in connection with the United States' Bureau of Agriculture, is done under the provisions of the Smith-Lever act, with which you are familiar. We have now, thirty-eight County Agents actively engaged in as many counties in solving all the problems of the farmer and in stimulating an interest among the tillers of the soil in scientific agriculture. We also have men engaged in organizing Corn Clubs and Pig Clubs among the boys and Canning Clubs among the girls of the State. There was never a time in the history of Kentucky when there was such a ferment of agricultural endeavor as is now going on in the Commonwealth of Kentucky. During the last twelve months, there was expended, in the State of Kentucky, under the provisions of the Smith-Lever Bill, ninety-seven thousand dollars (\$97,000.00) in Extension work, and for the coming fiscal year, beginning July first, next, we will have under our control, for Extension Work in the Commonwealth, one hundred and eighteen thousand dollars (\$118,000.00). You will recollect that, under the terms of the Smith-Lever act, the Commonwealth gets ten thousand dollars (\$10,000.00) without any conditions attached to it. This sum is increased each year thereafter, but the condition for enjoying the increment is that the State or somebody for the State shall put up dollar for dollar with the money of the United States. Thus far, we have had funds in the Extension Department of the Agricultural College and Experiment Station which enables us



to meet the Government's added money, and we will have sufficient funds during the coming fiscal year, but after that, unless we can obtain an additional appropriation from the State Government, we cannot obtain any further increase in the sum to be expended under the Smith-Lever Act. I feel confident, however, that upon a proper presentation of the needs of the farmers, that the Legislature will provide sufficient funds to enable us to enjoy the whole amount which should come to us under the Smith-Lever act.

In order that we may understand thoroughly all that is being done in the Agricultural Department of this University, I respectfully refer you to the report of the Dean of the Agricultural College, a copy of which has been furnished you, and I recommend that you carefully read it in its entirety, also the report of the Extension Department by Professor Mutchler, which is well worth a perusal. A copy of this report is also in your hands. There is one part of the report of the Director of the Experiment Station to which I desire to especially call your attention. It is with regard to the controversy which has arisen between the teaching of the Experiment Station and the interests of manufacturers of commercial fertilizers.

That you may have the Director's side of the controversy, I quote you from his report, as follows:-

"The attention of the Board of Trustees is directed to a growing dissatisfaction on the part of the fertilizer trade with the present teachings of the Experiment Station regarding the requirements of Kentucky soils. As nearly as I have been able to ascertain, this dissatisfaction began in 1909, with the publication of a bulletin on the subject of commercial fertilizers by Professor Roberts, in which it was pointed out that the farmer was paying for phosphoric acid, nitrogen and potash in the shape of commercial fertilizers, a great deal more than those materials were worth and a great deal more for each of these constituents of complete fertilizers than the price at which they could be bought separately and that the lower the grade of commercial fertilizer, the higher the price charged per pound for the several elements of plant food. This bulletin went further to state that there can be no doubt that large sums of money are wasted in this

State in the purchase of fertilizers containing low percentages of nitrogen and potash. These small percentages of nitrogen and potash add a great deal to the cost of the fertilizer and do not give returns at all commensurate with their cost. This bulletin further points out that ten times our annual expenditure could profitably be made for fertilizers, but it should be made generally for phosphate and potash salts to supply deficiencies and in the growing of leguminous crops to furnish (furnish) humus and nitrogen. Our fertilizer manufacturers need to recognize the truth of this statement and begin at once to supply these materials in unmixed condition to the farmers at the lowest possible prices. The immediate cause of this present dissatisfaction on the part of the fertilizer trade with regard to the teaching of the Experiment Station regarding the use of fertilizers and soil amendments has grown out of the recent teachings of the county agents respecting the use of acid phosphate instead of complete fertilizers. As a matter of fact it is well known to all who have ever investigated this subject, that outside of the blue grass region, the soils of Kentucky are poor in phosphorus. In a sense, phosphorus is the limiting factor of plant growth in soils outside of the blue grass region. The problem, therefore, resolves itself into a liberal application of acid phosphate or ground rock phosphate with a crop rotation containing one of more leguminous crops for the purpose of maintaining organic matter (humus) and available nitrogen, or in the return of the manurial equivalent of the crop removed. Obviously, these teachings are objectionable to the fertilizer trade for the reason that they strike a blow at the use of complete fertilizers and at the use of potash salts of which we have an abundance in all of the soils of the State and against the use of organic nitrogen which is entirely too expensive to be used by the farmer for general fertilizing purposes. From present indications, I am inclined to think that an effort will be made on the part of the fertilizer industry in Kentucky to repeal the tax of fifty cents per ton on all fertilizers manufactures (manufactured), sold or offered for sale in the State, on the ground, first, that this tax is in excess of that which is charged by other states for the carrying on of this work, and, second, on the ground that their industry has been attacked by the teachings of the Experiment Station

in these matters. I greatly regret that this controversy has been precipitated. That it has been precipitated has really resulted from no attack of mine. At the same time, the Experiment Station cannot afford to stultify itself in matters of this kind for the purpose of maintaining friendly relations with the fertilizer industry, and if this thing is to come, the probabilities are that the sooner it is settled and definitely understood, the better for all parties concerned."

I have made this long excerpt from Dr. Kastle's report for the purpose of setting forth plainly the real controversy between him and the manufacturers of fertilizers, and to commend, in the strongest possible way, his position in the matter. It is undoubtedly his duty to give to the people of the Commonwealth the last word in science on any given proposition in which they are interested, and it is not for him to consider whether or not the truth (truth) of science will make or mar the fortunes of special interests. I join with him in the regret that the teachings of the Station are supposed to be contrary to the momentary interests of the manufacturers of fertilizers, but as long as his teachings are the truth, it is not for any manufacturer to set up a vested interest in the ignorance of the people and call for the suppression of the teachings.

In conclusion, I desire to impress upon you the great need of this University for more money in order that it may develop into its full stature of usefulness as an educational institution, and also in the largest possible way to administer to the development of every material interest of the Commonwealth of Kentucky. We are in need of new buildings to accommodate the greatly increased number of students, of which I have spoken. We need more and better equipped laboratories, more gymnasium room and equipment (the girls are practically without a gymnasium), and unless we get more income, we have all the students for whom we can care.

I do not believe that a University that can care only for fourteen or fifteen hundred students, can minister to the growing needs of the Commonwealth of Kentucky in higher education. One of the greatest handicaps that this institution has suffered, in the past, is the popular belief that the Legislature has lavished great sums of money upon it. In good truth the State of Kentucky has been exceedingly niggardly towards

the University. For instance, the State of Wisconsin gives its University two million dollars (\$2,000,000.00) a year; Nebraska gives hers eight hundred and fifty thousand dollars (\$850,000.00); Missouri one million dollars (\$1,000,000.00); Ohio one million one hundred thousand dollars (1,100,000.00); Michigan one million seven hundred and fifty thousand dollars (\$1,750,000.00); California one million six hundred and seventy-five thousand dollars (\$1,675,000.00); Minnesota, two million one hundred and fifty thousand dollars (\$2,150,000.00). In other words, Wisconsin, Illinois and Minnesota each give their state university annually, as much as Kentucky has given hers in the last thirty-three years, to-wit: two million one hundred and ninety-nine thousand two hundred and fifty-three dollars and ninety-eight cents (\$2,199,253.98); and yet the State University, if the work it has done and is doing, is understood, is the best asset that the State has, as a paying investment from a monetary stand point. I do not speak, now, of that abstract value supposed to result from cultivating the minds of young men and young women, and returning them to the bosom of society, learned, cultured and patriotic citizens, sound in mind, sound in body and upright in character. That there is a value to this part of the work of the institution, everyone will admit, but this value of State University I will expressly waive, and rest its claim for recognition at the hands of the Representatives of the people upon the issue whether or not the institution pays, looking at it alone from a monetary standpoint.

I will not go into all the details of the benefits which the teachings of the University are conferring upon the material interest of the State. I will take just one item relating to the Agricultural interest. I will consider corn for example. Corn is the best money crop that Kentucky produces. Indeed, it is worth, in money, all the other annual crops which are produced from the soil of Kentucky. Add wheat, oats, rye, barley, hemp, tobacco and potatoes together, and the value of the corn crop will amount to from two to five millions dollars each year more than their sum total. The average corn crop in the State of Kentucky is about twenty-seven (27) bushels per acre. Little boys, under the supervision of scientists from the State University, produce seventy-five (75), one hundred (100) and one hundred and twenty-five (125) bushels per acre. The

farmer, by following the directions of the scientists, can certainly equal the crop of fifteen thousand (15,000) bushels, or, sixty (60) bushels to the acre. The sum total of the value of the corn crop year before last, as I remember (remember) it, was fifty-two million dollars (\$52,000,000) (\$52,000,000.00). This sum was reached by an average of twenty-seven (27) bushels to the acre. Plant the same acreage and produce sixty (60) bushels to the acre, the sum total will be double or one hundred and four million dollars (\$104,000,000). One per cent of this increase amounts to five hundred and twenty thousand dollars (\$520,000.00), or two and one-half times the total income of the University from all sources.

It is very discouraging to contemplate the fact that the people of Kentucky, through their representatives, will pour out the public's money, without stint, for the benefit of all sorts of charitable interests, the building up of eleemosynary institutions, for asylums and reformatories, and yet relatively give such small sums for the benefit of higher education.

I will bring this report to a close by quoting from a memorial I drew up in the interest of State University to the last General Assembly of the Commonwealth of Kentucky, in which I undertook to set forth the great service of the institution to the State and its great needs for a larger endowment, in which I especially called their attention to the readiness with which money could be voted on sentimental reasons, and how hard it was to get proper equipment for its great State University. On this subject I said:

"Before I conclude may I not call your attention to some of the beneficiaries of the State's money? The first item is that of pensions to indigent Confederate soldiers; this costs the State from five hundred thousand to six hundred thousand dollars per annum. I do not criticize these pensions. The superb courage of these men for the lost cause demands and receives the admiration and sympathy of all who admire the splendid qualities of the soldier. But we must admit that it is a misfortune to the State that these old soldiers are poor and needy; their misfortune is the misfortune of the State. Every dollar given for pensions is a burden, cheerfully borne, it is true, but still a burden. Every pauper father who has an idiot born to him, may, after it reaches

the age of eight years, show that the idiot is a pauper, and seventy-five dollars (\$75.00) a year is given for the support of the idiot. Men frequently qualify as the committee of several pauper idiots and then sublet the job of caring for them at a sum less than seventy-five dollars (\$75.00), each, and pocket the difference. Kentucky is one of the few states where idiots are reared for profit. Every poor person who becomes insane from whatever cause, is entitled to be adjudged insane and sent to an asylum and tenderly cared for by the State until they either recover or die. If a child of poor parents is born deaf and dumb, it can be sent to the deaf and dumb institute (institute), and be cared for and educated at the State's expense. If born blind, a similar course is followed. If they are juvenile criminals, they are sent to a reformatory, educated, cared for and taught a trade or calling.

I make no criticism on the wisdom of spending some of the State's money on these eleemosynary institutions and their inmates, but I do feel constrained to ask: Why is it necessary first to practice economy on the poor man's son and daughter, who are straight of limb, clear of eye and sound of mind? No body feels that it is extravagant to pour money out on the blind and the deaf or the insane and the criminal, but the safe and sane children in whose faces poverty has closed the door of opportunity, are to be left in ignorance and want. Is this good policy? Is it a good business principle? What is the most valuable possession of the State? Is it houses and lands or jewels or gold? No; the real wealth of the State is its youth--the bright eyed, strong-limbed, sound-minded, Anglo Saxon sons and daughters of Kentucky. These are the brightest jewels in the casket of the State. If they are neglected, the loss is past computation. If they are educated and trained for the battle of life, you have started into action a force for good that will never die--a force ~~that~~ for good that will only have begun when the stars have withered in the firmament and time has faded into eternity.

What would you think of the wisdom of that breeder of thoroughbred horses, who would select all the lame and blind, the wind-galled and swaybacked, the brookedlegged (crookedlegged) and crookedminded colts, and place them in elegant stables and hire for them

the most expensive trainers, but would leave his stronglimbed, straightbacked, clear-eyed, archednecked colts out in the weather to feed on weeds and broom sage or to starve. Would not such a man be in the hands of a receiver in less than a year? Yet, such a man would be a wise man, indeed, as compared to a statesman who would waste all the State's money on incurables and leave the sane and sound to ignorance and poverty.

Suppose a man had several business interests which, in the aggregate, were losing money year by year, and to remedy the matter, he should send an agent to investigate who found that all the concerns were losing money except one, which was paying handsomely. What would the principal say to the agent who, to remedy the matter, suppressed the paying business and left the losers in full operation? The proposition needs no answer. As an apt illustration of the power of scientific agricultural education to redeem a state, let me cite you to the sace (case) of "Denmark".

In 1864, Denmark was conquered by Germany and deprived of her fairest province. What was left was a poor country about the size of Kentucky. The nation was, apparently, hopelessly in debt, with no resources to meet its obligations. Its forests were gone, and it had neither mines nor fisheries, manufacturies nor commerce. The Danes, at that time, were among the poorest people per capita in the world. It is said they seriously contemplated taking to their ships and seeking a better Denmark over the sea. But wiser counsels prevailed, and their scientific men were called into counsel and scientific agriculture was introduced into the schools; practically, the whole nation went to school. Cooperation and science were the watchwords of the hour, with the result that Denmark is, today, one of the richest--if not the richest nation per capita in the world. What Denmark was in 1864, Kentucky in a measure is today. Her position is far down the scale of wealth and of educational efficiency. By pursuing the same methods as Denmark, she should soon be one of the best educated and relatively, the richest (richest) state in the Union. Her natural resources are second to none; it only needs the magic touch of Science to transmute these resources into "wealth beyond the dreams of avarice".

Every interest in the State is involved in the fate of agriculture; it is the basis of a very large part of our wealth. Unless the farmer prospers, every other business must correspondingly suffer; if he is prosperous, every other interest is prosperous. It matters little how much money you spend on pensions or criminals or idiots, on the insane, the deaf and dumb, the halt and the lame, if you do not dry up the fountains of the farmer's wealth; if you make his farm fertile, his crops smile in the waving fields and his bins and granaries burst in the exuberance of their overflow, he cares not what taxes you take or spend. But when you take from him the money which constitutes his daily living and the one chance for educating his children, then you touch his hope for the future and turn it into despair.

But I must close this memorial already too long. It has been well said that facts are like loose grains of sand; but principles are those grains fused into the rocks upon which rest the eternal hills. I have brought you the loose facts, and it is for you, in the crucible of your wisdom, to fuse them into the eternal principles of scientific education for all the children of all the people. On this rock at last must rest the permanent prosperity and greatness of the Commonwealth of Kentucky."

Very respectfully submitted,

(Signed) Henry S. Barker

Motion was made, seconded and unanimously carried that the President's report, as read, be approved, and its recommendations carried into execution as far as possible.

At this point, the Board adjourned for lunch, to meet again at two o'clock.



At two o'clock, the Board reconvened.

The minutes of the Board of Control of the Agricultural Experiment Station were read by Mr. R. C. Stoll. Motion was made, seconded and carried that the minutes, as read, be approved.

Motion was made, seconded and unanimously carried that the list of candidates for degrees in June 1915, as recommended by the Faculty be approved.

The list is as follows:-

BACHELOR'S DEGREES

Bachelor of Arts in English

Elizabeth Fearn Eldridge  
Christine Hopkins

Bachelor of Arts in Latin

Aleene Bradford Edwards  
Esta Olivet Gunn  
Alfred Holbrook Johnson  
Elizabeth Elinor White

Bachelor of Arts in Modern Languages

Teresa Eugenia Buchignani  
Marguerite Schweers

Bachelor of Arts in History

James Henry Coleman  
Annabel Grainger  
Lester Winston Grady  
Leo J. Sandman  
Natalie Massie Wood

Bachelor of Arts In Education

Esther Mae Bailey  
Jeanette Torrence Bell  
Rexie Brooks  
Anne Elizabeth Colegrove  
Helen Elizabeth Desha

Bachelor of Arts in Education - cont'd.

David Dallas Donohoo  
Martha Fox Heatt  
Annie Newell Hodges  
Ludie Estella Hollowell  
Melvin Hays Judd  
Rhoda Caldwell Kavanaugh  
James Otis Kelley  
Alex Brodsky Leibovitz  
Esther Lee Rider  
James Wright Wesson  
James Park (A. B. in Mathematics)  
Daniel Thomas Roberts ( A. B. in Anat. & Phys.)

Bachelor of Science in Education

Amy Isabel Breslin  
Eva Marguerite Brown  
Ella Mae Cheatham  
Grace Anderson Cruickshank  
Nancy Fielding Bilcher

Bachelor of Science in Industrial Chemistry

Albert John Kraemer  
Clarence Barbour Shoemaker  
Robert Brooks Taylor

Bachelor of Science in Modern Languages

Arthur Eugene Wegart

Bachelor of Science in Agriculture

James Yost Bailey  
R. L. Bierbaum  
Horace P. Bird  
David Patterson Campbell  
W. Kenneth Clore  
James Connell  
Albert Gallatin Craig  
Ernest H. Darnaby  
William Terry Davis  
Gibson Downing  
D. D. Elliott  
C. B. Elston  
Harry C. Galbraith  
James William Jones  
Frank Kennedy  
J. M. Ligon  
Samuel J. Lowry  
R. R. Morgan

Bachelor of Science in Agriculture

John W. McDonald  
A. X. Pepper  
Chas. John Petrie  
W. J. Figgott  
E. E. Pittman  
Henry L. Poole  
Wayland Rhoads  
P. E. Richards  
A. J. Roth  
B. W. Roth  
Herschel Scott  
Grover Cleveland Settles  
Claude Baker Taylor  
W. P. Tuttle  
J. W. Worthington  
A. C. Young

Bachelor of Science in Home Economics

Jessie Acker  
Lois Bartlett  
Mary Burrier  
Minnie Cramer  
Ada Dean  
Brilla May Lloyd  
Elizabeth Moore  
Elsie Speck

Bachelor of Civil Engineering

James Elliott Byers  
Townsel Combs  
Samuel Edwards Cook  
James Vance Karrick  
Chang Yuen Lay  
Rogers Mills Parrish  
Charles Smith Rollings  
James Rufus Watkins

Bachelor of Mechanical Engineering

G. B. Arnold  
J. G. Aud  
H. Y. Barker  
H. E. Barth  
M. C. Batsel  
A. R. Blackburn  
J. E. Bolling  
M. Brooks  
George F. Campbell  
Logan B. Caywood  
Samuel M. Courtney

Bachelor of Mechanical Engineering

William P. Crawley, Jr.  
Walter Bruce Croan  
Theodore F. Eichhorn  
Lynn Barkley Evans  
John Thomas Gelder  
Frank Winthrow Haff  
Robert D. Hawkins  
Thomas F. Haynes  
Kenneth Plummer Howe  
Merritt McCauley Hughes  
Gatewood Ireland  
John Thomas Jackson  
Carlyle Jefferson  
Seth Baldwin Mellen  
Thomas Richard Nunan  
Lester Severance O'Bannon  
Espie Clay Parker  
Norburn Edward Philpot  
Roy Dee Puckett  
Charles Stephenson Rainey  
Reuben Thornton Taylor  
Henry Oscar Wagner  
Edford Milton Walter

Bachelor of Mining Engineering

Walter F. Hanley  
William H. Noel  
George Clark Rogers

Bachelor of Laws

William Stewart Berkshire  
Paul Errett Dixon  
Silas Dishman  
Alvin Clarence Elliott  
Louis Joseph Emmert  
John F. Ford, Jr.  
Earl Louis Fowler  
John Thomas Gooch  
Richard Hall Hood  
C. D. Thrig  
Silas Jacobs  
Jeff Terry Jones  
Louis Wallace Macloskey  
Marion Robert McCauley  
Major W. McBrayer  
James Monroe Morris  
Ira M. Nickell  
James McGinnis Nieding

Bachelor of Laws

Ben Louis Nisbet  
Younger Evans O'Neal  
Bert T. Rountree  
Gustavus Adolphus Rice  
Jacob Owen Reynolds  
Raymond Anthony Schoberth  
George Rowe Smith  
Martin O. Wheeler  
Harry Croft Williams  
Zephaniah Wells

MASTER'S DEGREES

For the Degree Master of Arts

Zachariah Pierce Hamilton  
Temple Rice Hollcroft  
David Yandell Ragan

Master of Science in Agriculture

William Durrett Nichols

Mechanical Engineer and Electrical Engineer

Hubert LeGrand Cornelison, E. E.  
Wilbur Wesley Stevenson, M. E.

Master's Degree of Civil Engineer

Robert Schuyler Haff  
John Edward Robertson  
Ralph Skiff  
Thomas Evans Earle  
William Dante Barrows

Master's Degree of Mining Engineer

Harry Edward Taylor

Master's Degree of Law

Samuel Edwin Love  
Basil Duke Sartin

H O N O R A R Y   D E G R E E SHonorary Degree of Doctor of Laws

Henry Skillman Breckinridge  
Frederick Scheetz Jones  
Aquilla Webb  
Bennett Henderson Young

Honorary Degree Doctor of Engineering

David Francis Crawford

At this point, Mr. Louis L. Walker tendered, in writing, his resignation as a member of the Board of Trustees. It was moved and seconded and carried that Mr. Walker's resignation be accepted with regret.

The following resolution was offered and carried with one negative vote.

"Whereas; The Board of Trustees of State University of Kentucky is advised that the city of Lexington has designated ten persons to compose a vice commission, whose duty it is to ascertain all the facts concerning the vice conditions of the city and to recommend to the Board of Commissioners of the city, for passage, such ordinances as may be necessary to eradicate the vices,

And whereas, the vice commission has prepared its report and recommended measures for the carrying out of its purposes:

Therefore be it resolved: That we deeply feel the necessity for the passage and enforcement of such measures as will remove the present vice conditions in Lexington, and place them beyond the reach of the hundreds of students who attend our University. The State of Kentucky has placed this institution in this city having every confidence in her people that they will do all things that may be necessary to properly protect the students while here. We know that this trust is

violated so long as the present conditions exist; this being so, the people of the State have a right to expect the removal of the vices that are now so apparent and have been brought to the attention of the city authorities, and we believe they will favorably act upon this matter.

Resolved, That a copy of this resolution be sent to the Mayor of the city for the use of the Board of Commissioners, and that the same be published in, at least, one of the newspapers of the city."

There being no further business (business), the Board adjourned to meet on call of the President.

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Secretary