
REPORT OF
NORMAL SCHOOL BOARD
AND
UNIVERSITY OF MINNESOTA.

THE UNIVERSITY OF MINNESOTA,
MINNEAPOLIS, MINN.,
November 30th, 1873. }

*To the Honorable H. B. Wilson, Superintendent of Public
Instruction for the State of Minnesota:*

SIR: I have the honor herewith to transmit, according to law, the seventh annual report of the University of Minnesota, for the year ending June 19th, 1873.

I am, sir, very respectfully,

Your obedient servant,

WILLIAM W. FOLWELL,
President.

REPORT

OF THE

PRESIDENT OF THE UNIVERSITY.

The close of the period covered by this report marks an epoch in the history of the University. The graduation of the first senior class, with the customary ceremonies of a "Commencement," gave conspicuous notice that the institution had at length attained to full college standing. A programme of the exercises, held in the Academy of Music of the city of Minneapolis, is appended.

The graduates were Messrs. Warren Clarke Eustis, of Hennepin county, and Henry Martyn Williamson, of Nicollet county, both of whom, having completed a full classical course, in all essential respects similar and equivalent to the classical courses of the best American colleges, were rightly and duly admitted to the degree of Bachelor of Arts.

On the evening preceding the commencement day, the Honorable Cushman K. Davis, of St. Paul, addressed the Literary Societies upon "Social Dynamics." In the course of the commencement exercises proper, the University was addressed by the Honorable A. S. Welch, President of the Iowa State Agricultural College, upon the subject: "The Higher Education in its Transition State." These able addresses added interest and dignity to the occasion. A sumptuous dinner, tendered by citizens of Minneapolis to the Regents, Faculty and Alumni of the University, served in the Nicollet Hotel, formed a graceful conclusion to the proceedings. Remarks were made by the Hon. E. M. Wilson, Chairman, Hon. J. S. Pillsbury, President of the Board of Regents, His Excellency the Governor, Senator Ramsey,

President Welch, Rev. E. D. Neill, Provost of McAlester College, Judge I. Atwater, and other distinguished citizens.

THE WORK OF THE YEAR.

During the year thus concluded, an extraordinary amount of work was performed by the Faculty and instructors. In addition to the four college classes, the usual three preparatory classes were instructed. The first preparatory class was dropped, according to previous notice, at the end of the year. The following is a statement in detail of the kinds and amounts of work performed in the various departments at large. The order is that of a scheme lately adopted by the Board of Regents.

1. DEPARTMENT OF MATHEMATICS AND ASTRONOMY.

| Subject. | Class. | No. Exercises. | No. Students. |
|-----------------------------|-----------|----------------|---------------|
| Higher Arithmetic..... | Lat. Sch. | 65 | 52 |
| Algebra..... | Lat. Sch. | 92 | 43 |
| Higher Algebra..... | IV. & II. | 92 | 112 |
| Plane Geometry..... | III. | 61 | 30 |
| Solid Geometry..... | II. | 30 | 32 |
| Plane Trigonometry..... | II. | 31 | 33 |
| Spherical Trigonometry..... | II. | 20 | 18 |
| Surveying..... | II. | 12 | 18 |
| Analytical Geometry..... | I. | 62 | 11 |
| Differential Calculus..... | Junior. | 45 | 4 |
| Integral Calculus..... | Junior. | 25 | 3 |
| Modern Geometry..... | Junior. | 20 | 3 |
| Descriptive Astronomy..... | I. | 30 | 10 |
| Practical Astronomy..... | Senior. | 35 | 2 |

2. DEPARTMENT OF CHEMISTRY AND PHYSICS.

| Subject. | Class. | No. Exercises. | No. Students. |
|-----------------------------------|----------|----------------|---------------|
| General Chemistry..... | II. | 61 | 35 |
| General Chemistry, Continued..... | II. Sci. | 61 | 15 |
| Analytical Chemistry..... | Junior. | 60 | 3 |
| Natural Philosophy..... | IV Sci. | 130 | 5 |
| Mechanical Physics..... | I. | 65 | 10 |
| Chemical Physics..... | I. Sci. | 61 | |

3. DEPARTMENT OF NATURAL SCIENCES.

| Subject. | Class. | No. Exercises. | No. Students. |
|---------------------------------|----------|----------------|---------------|
| Elements of Geology..... | III Sci. | 32 | 21 |
| Advanced Course in Geology..... | Junior. | 65 | 5 |
| Structural Botany..... | III Sci. | 33 | 24 |
| Systematic Botany..... | III Sci. | 32 | 15 |
| Elements of Zoology..... | I Sci. | 32 | 11 |
| Physical Geography..... | III Sci. | 61 | 16 |

4. DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE.

| Subject. | Class. | No. Exercises. | No. Students. |
|---------------------------------------|-----------|----------------|---------------|
| Hart's Composition..... | IV. | 61 | 70 |
| Rhetoric..... | I. | 28 | 6 |
| Logic..... | I. | 60 | 8 |
| English Literature..... | Junior. | 60 | 4 |
| Rhetorical Exercises, Oral..... | 4 upper. | 54 | 34 |
| Rhetorical Exercises, Written..... | 4 upper. | 65 | 34 |
| Rhetorical Exercises, Rehearsals..... | 4 upper. | 300 | 34 |
| English Grammar..... | Lat. Sch. | 60 | 55 |
| English Analysis..... | Lat. Sch. | 28 | 49 |

5. DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE.

| Subject. | Class. | No. Exercises. | No. Students. |
|-----------------------------------|-----------|----------------|---------------|
| Grammar and Reader..... | Jun. etc. | 65 | 55 |
| Grammar and Reader Continued..... | Jun. etc. | 65 | 26 |
| Grammar and Reader..... | IV. etc. | 65 | 30 |
| Grammar and Reader..... | IV. etc. | 32 | 23 |
| Iphigenie auf Tauris..... | Sen. etc. | 65 | 33 |
| Evans' Abriss..... | Sen. etc. | 65 | 23 |
| Jungfrau von Orleans..... | Jun. etc. | 32 | 14 |
| | III. etc. | 32 | 18 |

6. DEPARTMENT OF FRENCH LANGUAGE AND LITERATURE.

| Subject. | Class. | No. Exercises. | No. Students. |
|----------------------------|------------|----------------|---------------|
| Fasquelle's Method &c..... | II.Sc.&Lt. | 190 | 18 |

7. DEPARTMENT OF LATIN LANGUAGE AND LITERATURE.

| Subject. | Class. | No. Exercises. | No. Students. |
|---|-----------|----------------|---------------|
| Grammar and Reader..... | Lat. Sch. | 190 | 68 |
| Cæsar's Commentaries..... | IV. | 125 | 50 |
| Cicero's Orations..... | III. | 129 | 29 |
| Virgil's Æneid..... | III. | 90 | 31 |
| Livy, History of Rome..... | II. | 75 | 12 |
| Horace, Odes, Satires and Epistles..... | I. | 75 | 7 |
| Plautus', Captives..... | Senior. | 75 | 2 |
| Juvenal, Satires..... | Junior. | 35 | 1 |
| Tacitus, Germania and Agricola..... | Junior. | 75 | 1 |
| Latin Compositions..... | 3 Lower. | .. | .. |
| Roman History and Geography..... | II. | 35 | 12 |
| Roman Antiquities..... | I. | 35 | 7 |
| Roman Literature, Lectures..... | Junior. | 8 | 1 |

8. DEPARTMENT OF GREEK LANGUAGE AND LITERATURE.

| Subjects. | Class. | No. Exercises. | No. Students. |
|------------------------------------|---------|----------------|---------------|
| Grammar and Reader..... | IV. | 170 | 19 |
| Xenophon, Anabasis..... | III. | 136 | 15 |
| Herodotus, History..... | III. | 32 | 12 |
| Homer, Iliad..... | II. | 130 | 10 |
| Grecian Antiquities..... | II. | 30 | 10 |
| Grecian History and Geography..... | II. | 10 | 10 |
| Essays..... | II. | 5 | 10 |
| Demosthenes, Philippics..... | I. | 63 | 5 |
| Aristophanes, Clouds..... | I. | 33 | 5 |
| History and Geography..... | I. | 15 | 5 |
| Plato..... | Junior. | 63 | 1 |
| Aristotle..... | Junior. | 17 | 1 |
| Essays..... | Junior. | 3 | 1 |
| History..... | Junior. | 5 | 1 |
| Greek Literature, Lectures..... | Senior. | 12 | 2 |
| Greek Literature, Reviews..... | Senior. | 12 | 2 |

9. DEPARTMENT OF COMPARATIVE PHILOLOGY.

| Subject. | Class. | No. Exercises. | No. Students. |
|------------------------------------|----------|----------------|---------------|
| Science of Language, Lectures..... | Senior. | 26 | 2 |
| Science of Language, Lectures..... | Juniors. | 26 | 6 |

10. DEPARTMENT OF MENTAL AND MORAL PHILOSOPHY.

| Subject. | Class. | No. Exercises. | No. Students. |
|----------------------------|---------|----------------|---------------|
| History of Philosophy..... | Senior. | 63 | 3 |
| Ontology..... | | | |
| Psychology..... | Junior. | 63 | 4 |

11. DEPARTMENT OF HISTORY.

| Subject. | Class. | No. Exercises. | No. Students. |
|----------------------------------|-----------|----------------|---------------|
| United States History..... | Lat. Sch. | 60 | 62 |
| Outlines of General History..... | II. | 60 | 40 |

12. DEPARTMENT OF SOCIAL SCIENCE.

| Subject. | Class. | No. Exercises. | No. Students. |
|---------------------------------|---------|----------------|---------------|
| Political Economy..... | Senior. | 60 | 3 |
| Story on the Constitution..... | Senior. | 35 | 3 |
| International Law, Woolsey..... | Senior. | 25 | 3 |

13. DEPARTMENT OF ELOCUTION.

See English Language and Literature.

14. DEPARTMENT OF PUBLIC HEALTH.

| Subject. | Class. | No. Exercises. | No. Students. |
|-----------------|-------------|----------------|---------------|
| Physiology..... | II & IV.Sc. | 32 | 48 |
| Lectures..... | all. | 12 | all |

15. DEPARTMENT OF INDUSTRIAL DRAWING.

| Subject. | Class. | No. Exercises. | No. Students. |
|---------------------------------------|---------|----------------|---------------|
| Use of Instruments and Materials..... | III. | 65 | 31 |
| Plane Problems..... | II Sci. | 65 | 16 |
| Elementary Projections..... | II. | 65 | 13 |
| Descriptive Geometry..... | I. | 65 | 4 |
| Linear Perspective..... | I. | 30 | 3 |

16. DEPARTMENT OF CIVIL ENGINEERING.

| Subject. | Class. | No. Exercises. | No. Students. |
|--|---------|----------------|---------------|
| Farm Surveying and use of Instruments. | Junior. | 30 | 4 |
| Leveling and use of Instruments..... | Junior. | 35 | 4 |
| Topographical Drawing..... | Junior. | 65 | 4 |
| Analytical Mechanics..... | Junior. | 50 | 1 |
| Triangular Surveying..... | Junior. | 30 | 1 |

17. DEPARTMENT OF MILITARY SCIENCE.

| Subject | Class. | No. Exercises. | No. Students. |
|---|-----------|----------------|---------------|
| Squad, Company and Battalion Drill. . . | all male. | 28 | 107 |

In the following departments and subjects no instruction was given, it not being in the power of the Board to offer any, viz.: Mineralogy, Anglo-Saxon, Scandinavian Languages, South European Languages except Italian, Philosophy of History, Vocal Culture, Music, Gymnastics, Fine Arts, Æsthetics, Architecture, Veterinary Science and Stock-breeding, Education, Business.

In regard to Agriculture it must be noted that all the scientific studies, nearly all the mathematics, and many other branches, are directly related both to Agriculture and the Mechanic Arts, and that consequently the institution has been at all times fulfilling both the letter and the spirit of the Act of Congress which donated public lands to endow the "National Schools of Science." It is a grave mistake

to regard these institutions as exclusively "Agricultural Colleges." The national bounty was granted to endow "colleges" in which should be taught "such branches as are *related to Agriculture and the Mechanic Arts*, without excluding *other classical and scientific studies and including military tactics*, for the benefit"—not of farmers exclusively,—but "of the *industrial classes in the several pursuits and professions of life.*" The University is, therefore, constantly engaged in teaching the required studies to the persons entitled to receive instruction, for the purposes prescribed.

If no special technical work has been done in Agriculture, it is simply and solely for the reason that there has been no demand for it. So far as I am aware, not a single young man has come here desiring to learn the Science of Farming, in order to practice it. A large number of students desire instruction in Civil Engineering, Industrial Drawing, and the related studies, with a view to professional practice. A regular junior class was taught during the whole year in the College of Mechanic Arts. I expect this College to take the lead of the Agricultural College for some years, although the completion of the special building for the latter may change the present aspect. The time will, however, come soon, and sooner than will be wished, when the Agricultural College, as yet not indispensable in the new States, will become so. Our soils now being robbed to feed the millions of other regions, will too soon need the aid of science to enable them to yield paying returns. Meantime, let the precious endowments be wisely husbanded. The professor of Agriculture is excellently employed in teaching the sciences related to his department.

The course of lectures upon "Public Health" was delivered weekly in the Assembly Hall, during the winter term. They were numerously attended not only by the members of the University but by others. The subjects were:

1. Public Health as a condition of National Education and culture, with an historical review.
2. The Atmosphere, its relations to man.
3. Water, its sources, composition and relations to man; also methods of storing, purifying and distributing water.
4. The Soil, its relations to public health, with the uses and methods of drainage.
5. The House, as the physical center of the home; the relations of the family to public health.
6. Light in the House.
7. Heating and ventilation.

8. The use and abuse of Food.
9. Brain work.
10. The prevention of disease.
11. Diseases resulting from accidents and injuries.
12. General resume of the course, with a statement of the objects and claims of the department.

If I do not mistake, the University of Minnesota may announce herself as the first American College to offer systematic instruction to the whole body of students on the subject of public health. We have scores of institutions devoted to instructing a class of professional persons in the science of healing others; much has been done in many quarters in teaching individuals how to preserve their health; but I know of no previous instance in which the attempt has been made to inform a whole body of undergraduates, as to what families, neighborhoods, municipalities and States are bound to do, to promote the "public health." It is proper to add that the course was without expense to the Board, except a small sum for the traveling expenses of the professor.

To the officer in charge of the department of Civil Engineering, Mr. M. D. Rhame, and the gentlemen under his instruction the University is indebted for a minute and accurate topographical survey of the Campus.

The professor of Military Science formed at the beginning of the third term a corps of volunteers desiring extra instruction, which he has already brought into a commendable condition of skill and discipline. A drill hall is now indispensable to this department.

THE COURSES OF STUDY.

These have remained substantially the same as published in detail in the Annual Report to the State Superintendent for 1870-71. The Board of Regents and the General Faculty have under consideration certain propositions for changes in minor details.

THE LIBRARY.

The additions to the Library have been few, but not inconsiderable in value. Contributions have been received from the Smithsonian Institution, the Naval Observatory, the Department of Agriculture and the Bureau of Education. To Senator Ramsey we are indebted for the Reports of the Ninth Census, the Medical and Surgical History of

the War and other documents. The standing annual appropriation of \$500 had not been expended at the close of the year. The printed catalogue of authors has been the occasion of a largely increased use of the Library by students. This will be still more marked when the index of subjects now in preparation shall have been published.

APPARATUS.

Considerable additions have been made to the Chemical Apparatus, chiefly of such articles as were necessary for the chemical work of the Geological Survey. The stock of Physical Apparatus is still small and insufficient, but no additions will be asked for till the completion of the buildings about to be erected, shall afford storage for them. I trust that then means may be provided for the equipment of a Physical Laboratory second to none in the West.

COLLECTIONS.

The Professor of Geology has added largely to the stock of Geological and Natural History specimens. Several valuable presents have been received. The specimens are accessible for class room illustration, but no display of them can be made in our present building. This remark applies also to the Patent Office models.

CATALOGUE.

Pending the growth of the University up to College rank and standing, it has never been thought best to put out a formal College Catalogue. Various advertising pamphlets have, from year to year, been issued instead, among them the University Almanacs for 1871-2-3. All such documents will now be superseded by the regular University Calendar, which should be issued so soon as the Board of Regents can decide upon some open questions relating to the course of study.

BUILDINGS.

The Legislature of 1873 placed the sum of \$50,000 at the disposal of the Board of Regents for building purposes. After a full consideration of the impending needs of the institution, the Board, at a meeting held soon after the close of

the Legislative session, resolved to erect; first, a separate structure for the accommodation of the Department of Agriculture, to include a Chemical Laboratory and a Plant House; secondly, to add to the present building the main or central portion contemplated in the original plan. In response to an advertisement inviting architects to submit plans for these buildings, several sets were laid before the Board, who finally approved those of Mr. J. W. Bassford for the Agricultural College, and those of Messrs. Alden and Long for the Main University Building. Those gentlemen were requested to prepare working drawings embodying certain modifications agreed upon. It being manifestly impossible to have these buildings ready for occupancy at the opening of the ensuing year, the Board wisely resolved to take enough time to thoroughly mature their plans. The architects, in co-operation with the Building Committee and members of the Faculty, have bestowed a great deal of labor upon them. I believe that the buildings will not be inferior in point of convenience to any of equal cost in the country. The opening of the year 1874-5 will doubtless see the University at length comfortably and becomingly sheltered. It should be remarked that the appropriation referred to will not be sufficient to supply heating apparatus or other furniture.

During the year 1872-3, the Faculty was composed of the following officers:

WILLIAM W. FOLWELL, M. A. PRESIDENT.

GABRIEL CAMPBELL, M. A., B. D., VICE PRESIDENT,
*Professor of Mental and Moral Philosophy, and Acting
Professor of Modern Languages.*

VERSAL J. WALKER, M. A.,
Professor of the Latin Language and Literature.

JABEZ BROOKS, M. A., D. D.,
Professor of the Greek Language and Literature.

ARIS B. DONALDSON, M. A.,
Professor of Rhetoric and English Literature.

EDWIN J. THOMPSON, M. A.,
Professor of Mathematics and Astronomy.

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ELI L. HUGGINS, U. S. A.,
Professor of Military Science.

NEWTON H. WINCHELL, M. A.,
Professor of Geology.

HELEN SUTHERLAND, M. A.,
Preceptress and Assistant Professor of Latin.

The following instructors were employed; the first two for the whole year, the others for one or two terms only:

MITCHELL D. RHAME, B. A.,
Civil Engineering and Physics.

DALSTON P. STRANGE, B. S.,
Agriculture and Chemistry.

HIRAM W. SLACK,
English, and Natural Sciences.

ANDREW M. WILLIAMSON, M. A.
History and Natural Sciences.

WESLEY C. SAWYER, M. A.,
History and German.

Instruction was also given, under the oversight of professors in Mathematics and Latin, by the following students; W. C. Eustis, G. C. Campbell, and J. F. Strange.

Mr. Walter E. Field remained in charge of the experimental farm, under the direction of the Committee on Agriculture.

All of the above were resident officers. There remains to be added the name of,

CHARLES N. HEWITT, M. D., SECRETARY OF THE STATE
BOARD OF HEALTH, EX-OFFICIO,
Non-resident Professor of Public Health.

PUBLIC INSTRUCTION.

STUDENTS.

The following tables show the attendance and classification for the year, (1872-3) :

COLLEGE OF SCIENCE, LITERATURE AND THE ARTS.

| Class. | Course. | Gentlemen | Ladies. | Total. |
|-------------|------------------------|-----------|---------|--------|
| Senior..... | Classical, (only)..... | 2 | 0 | 2 |
| Junior..... | Classical | 1 | 0 | 1 |
| | Scientific..... | 3 | 0 | 3 |
| | Literary..... | 2 | 0 | 2 |
| | | 8 | | 8 |

COLLEGE OF THE MECHANIC ARTS.

| Class. | Course. | Gentlemen | Ladies. | Total. |
|-------------|------------------------|-----------|---------|--------|
| Senior..... | Not Organized..... | 0 | 0 | 0 |
| Junior..... | Civil Engineering..... | 3 | 0 | 3 |
| | | 3 | | 3 |

COLLEGIATE DEPARTMENT.

| Class. | Course. | Gentlemen | Ladies. | Total. |
|--------------------|------------------|-----------|---------|--------|
| First. | Classical | 5 | | 5 |
| | Scientific | 1 | 1 | 2 |
| | Literary..... | | 3 | 3 |
| | | 6 | 4 | 10 |
| Second. | Classical | 13 | | 13 |
| | Scientific | 5 | | 5 |
| | Literary..... | 3 | 5 | 8 |
| | | 21 | 5 | 26 |
| Third. | Classical..... | 18 | | 18 |
| | Scientific | 27 | 3 | 30 |
| | Literary..... | 6 | 12 | 18 |
| | | 51 | 15 | 66 |
| Fourth. | Classical | 20 | | 20 |
| | Scientific | 42 | 13 | 55 |
| | Literary..... | 5 | 8 | 13 |
| | | 67 | 21 | 88 |
| Unclassified | | 10 | 5 | 15 |
| | | 155 | 51 | 206 |

LATIN SCHOOL.*

| | |
|----------------|----|
| Gentlemen..... | 40 |
| Ladies..... | 22 |
| Total..... | 74 |

*Dropped at the close of the year.

Summary.

| Department. | Class. | Gentlemen. | Ladies. | Total. |
|-------------------------------|------------|------------|---------|--------|
| Coll. Sci. Lit. and Arts..... | { Senior. | 2 | .. | 2 |
| | { Junior. | 6 | .. | 6 |
| College of Mech. Arts..... | { Senior. | .. | .. | .. |
| | { Junior. | 3 | .. | 3 |
| | { First. | 6 | 4 | 10 |
| Collegiate Department..... | { Second. | 21 | 5 | 26—47 |
| | { Third. | 51 | 15 | 66 |
| | { Fourth. | 67 | 21 | 88 |
| | { Special. | 10 | 5 | 15 |
| Latin School..... | | 40 | 22 | 62 |
| Total Enrollment..... | | 206 | 72 | 278 |

COLLEGE OF LAW.

(Not organized.)

COLLEGE OF MEDICINE.

(Not organized.)

The total enrollment exceeds the total of actual attendance by only seventeen.

Two hundred and fifty-five were registered as residents of Minnesota; twenty-one, of other States and provinces; two, unknown.

The following States and provinces were represented: Illinois, Indiana, Iowa, Maine, Michigan, Missouri, Montana, New York, Ohio, Wisconsin, Ontario and Nova Scotia.

The attendance from the State was distributed by counties as follows: Anoka, 1; Blue Earth, 4; Brown, 1; Dakota, 14; Dodge, 1; Douglas, 1; Fillmore, 25; Freeborn, 4; Goodhue, 4; Hennepin East, 72; Hennepin West, 62; Houston, 1; Kandiyohi, 2; LeSueur, 6; Meeke, 3; Mille-Lacs, 4; Mower, 5; Nicollet, 2; Olmstead, 3; Ramsey, 8; St. Louis, 3; Scott, 1; Stearns, 4; Steele, 2; Wabashaw, 3; Washington, 8; Winona, 4; Wright, 6.

In regard to the attendance from Hennepin county, it is proper to remark that of the total, 32 students were from the country, and 23 sons or daughters of transient city residents. There remain but 77 to be accredited to the University town.

The following items will not be without interest. 101

students depend wholly or partly upon their own earnings for support, and 57 are believed to have earned a maintenance.

The average expenses of 20 students, boarding in a club for a year, as derived from confidential statements, are as follows :

| | | | | | | |
|----------------------------|---|---|---|---|---|----------|
| Room rent, | - | - | - | - | - | \$4 00 |
| Board, 38 weeks, | - | - | - | - | - | 76 18 |
| Washing, | - | - | - | - | - | 13 00 |
| Fuel, | - | - | - | - | - | 8 20 |
| Lights, | - | - | - | - | - | 2 43 |
| Books and stationery, | - | - | - | - | - | 16 84 |
| Incidentals, | - | - | - | - | - | 6 00 |
| Society expenses, | - | - | - | - | - | 1 88 |
| Travel, | - | - | - | - | - | 13 69 |
| Clothing, | - | - | - | - | - | 59 14 |
| Average of total expenses, | | | | | | \$198 89 |

107 students have been teachers of common schools. My opinion is, that the proportion is below that of previous years.

ADMISSION.

The whole number of applicants for admission was 140 ; 35 failed to pass the examinations, being just 25 per cent. ; 33 were admitted with conditions. Leaving out of account the higher branches, the examinations in the elementary studies show a slight improvement over those of the previous year. The per cent. of merit was as follows : Reading, 77 ; Writing, 77 ; Spelling, 71 ; Arithmetic, 70 ; Geography, 63 ; English Grammar, 79.

I desire in this place to call attention to a fact already referred to : the dropping of the so-called Latin School* at the close of the year. In consequence of this, the following studies will not hereafter be taught, viz. : Higher Arithmetic, English Analysis, United States History and Latin Grammar. Applicants for admission at the beginning of the year will accordingly be examined in these studies, in addition to those named in the foregoing paragraph.

It is proper also to give notice that the requisites for admission will be still further increased from and after the close of the year 1874-5, at which time, by virtue of a reso-

*Contrary to expectation, the attendance during the first term of the year 1873-74 has not been materially reduced in consequence of the dropping of this department.

lution of the Board of Regents, another year's work will be cast off. This includes the following studies, viz.: Elementary Algebra, Natural Philosophy, English Composition, Physiology, Greek Grammar, Cæsar's Commentaries and Cicero, (one or two orations.) Applicants for admission will, after the time named, be examined in these branches according to their courses of study. Classical students, only, will be required to pass on both Greek and Latin. No time has yet been set for the relinquishment of the remaining preparatory work, nor for that of the classes commonly called Freshman and Sophomore, as contemplated in the plan of organization. Meantime, the Board will doubtless adhere to their policy, that, "the University begins wherever the High Schools leave off." Accordingly, the condition and progress of the High Schools are matters of deep interest to the University Boards. There can be no real University, except on a foundation of suitable and permanent preparatory schools, friendly to and organically connected with the University as well as with the common schools below. Whether our City High Schools, as now organized, can be depended upon to feed the University, is already questioned. These schools belong to independent school districts, and being supported by local taxation, are usually accessible only to the youth of the vicinity. The sons and daughters of farmers and others living in the country, have no access to preparatory schools to which they are entitled to resort. Here is a manifest inequality in school privileges, which calls for immediate remedy.

The courses of study in the High Schools are various and fluctuating. In a few of them classical studies have an acknowledged place, but in most those branches are upon a very precarious footing. This remark is also true of advanced mathematics and the modern languages. It is only justice to say that the superintendents and principals of the High Schools of our State, without exception, so far as I know, are ready and anxious to respond to the needs of the University; but, in very many cases, they find themselves hampered by the whims and prejudices of the local school boards, who, in their turn, are influenced by a supposed public sentiment favoring rather low taxes than liberal education. If the city High Schools are to be our only reliance as feeders of the University, they should at once be re-organized under a general law, as a part of the State system, and made accessible to the whole population. Many persons believ-

ing this to be impracticable, are casting about for other resources. Such projects as the following are under discussion in many quarters, viz.: Township High Schools, County High Schools, State aid to private academies, the payment by counties of the tuition fees in City High Schools, of students residing without the independent districts. I am not prepared to favor any one of these suggestions to the exclusion of all the others, but I believe that the one most deserving of immediate attention in our State at this time is that of State aid to academies. It is only the cities and larger towns that can support High Schools. We have dozens of smaller villages, which, with some public assistance, could maintain excellent academies, by drawing their support and attendance from the surrounding country. This system has been eminently successful in the State of New York as a reinforcement of the Union school system. In the establishment of any such procedure in a new State, it should be a principle that public aid be granted only upon such conditions as would virtually incorporate the institutions receiving it into the State system of public instruction.

How best to organize and cultivate that great field lying between the Common School and the College or University, is the gravest educational problem now demanding solution in America. Abroad, especially on the Continent of Europe, the question long ago received consideration. Germany, France, Italy and Switzerland, have well defined and thoroughly organized systems of public secondary education "It is by means of these schools," says Dr. McCosh, speaking after personal inspection, "that Prussia has been able to rear such a body of educated young men, who are destined to raise their country, both in the arts of war and peace, above every other nation on the continent of Europe; and both Great Britain and the United States might find it for their good to study this peculiarity of Prussia, this essential element of her present greatness."

We need in our country such secondary schools, then, not merely for the benefit of the comparatively few youth who desire and can afford a college education, but rather for the use of that vast number who having passed through the elementary studies of the primary schools, desire to pursue a course of academic study. The ratio of the latter to the former is probably not less than ten to one. It is not more colleges that our country, and the west in particular, need, but more and better schools to prepare students for

the college. It is claimed to be a fact that there are some States which have more colleges than preparatory schools; and this excess of colleges is the reason why so many of our western colleges are forced to conduct preparatory departments as a permanent branch of their work. If the State of Minnesota will have a University in fact, as well as in name she must either organize, or actively and liberally encourage others to organize preparatory schools of high and uniform grade, open to all the people. I believe that one or the other, will be speedily done, for I cannot conceive that the State of Minnesota will be content merely to add one to the long list of unnecessary colleges.

I would respectfully request that the course of study for high schools drawn up by a committee of the convention of Superintendents, and of which Rev. D. Burt of Winona, was chairman, be inserted in your report. This course corresponds in substance to the requisites for admission to the lower classes of the University respectively.

LATIN AS A REQUISITE FOR ADMISSION.

At present a preparation in Latin is required only of classical students and those scientific students who "elect" that language. In my opinion the time is near at hand when all students who enter the University for a "degree course" should be acquainted with the elements of Latin, whether they pursue the study of it thereafter or not. I shall not be questioned in asserting that the experience of generations has shown that the best preparation for the study of modern languages is found in the study of the Latin. Students aiming at a thorough and extensive knowledge of French, German or English will actually save time by first learning the Latin Grammar and a certain range of vocabulary. This is especially true in regard to our own English, which is Anglo-Saxon or Teutonic only in the home or on the market. All our learning, all our science, philosophy, and theology even, are conveyed in a classical dialect, resting substantially on a Latin foundation.

So long as languages continue to be taught in our schools whether as vehicles of culture and discipline, or from mere commercial motives, and so long as the great Indo-Germanic race continue to people the civilized world, so long will the language of the clear-headed, practical, Romans

* See Appendix B.

hold its place in our curricula. Already has that reaction which might have been expected from the furious crusade against "dead languages" set in. The Sheffield Scientific School of Yale College, one of the most efficient and prosperous of our American Polytechnic Schools, in which not a line of Latin is read, now requires all applicants for admission to pass an examination in the elements of that language. The faculty in their last (eighth) annual report, page 25, say * * * "the wisdom of the action of the scientific school * * * * has been fully justified, the students who come ill-prepared in Latin, unless of exceptional mental abilities, are placed at a great disadvantage in the study of the modern languages, as compared with those who have received a respectable training in that tongue; and that so far from lowering the standard of admission in this respect, it should in time be made much higher, and a conformity to the present requirements should be rigidly enforced."

I am not now prepared to suggest any date from which general preparation in Latin should be required; and it is proper for me to add that the Board of Regents have not yet had the matter under consideration.

THE GEOLOGICAL SURVEY.

Excellent progress has been made in this great work, as may be seen by reference to the report of Professor Winchell, embodied in the last report of the Board of Regents to the Governor. During the last two terms of the year the Professor was engaged in the instruction of the classes of his department. Since the close of the year he has made a long and arduous campaign in the field, devoted mainly to salt and peat investigations, the results of which will appear in his forthcoming report.

• BOARDING AND LODGING.

Under the club system some forty young men brought the cost of meals within \$2.00 per week. During this year it was at no time difficult for young men, having the means, to obtain boarding in families at reasonable rates. It was not, however, so easy for young ladies to obtain accommodations. A Boarding Hall or Home for young ladies is an urgent necessity. I am not without hope that this need may be provided for, considering the example already set by one of our citizens. I refer to the set of lodging houses

planned and partly erected by the Hon. J. S. Pillsbury. The first of these gave shelter during this year to sixteen gentlemen; the second, now approaching completion, will accommodate as many more, beside furnishing space for a culinary department; the third will be ready for occupancy at the opening of the year 1874-5. Through this liberal arrangement forty-eight young men will find comfortable and economical maintenance. What generous person or persons will now do as much for the benefit of the other sex? is a question to which an early response will be welcome.

Permit me to request that you will use the opportunities at your command to give notice of the advanced position to which the University has at length attained, and of the advantages which it can now offer to the youth of our State, and to bespeak for it a continuance of liberal and enlightened consideration at the hands of the people's honored representatives.

All of which is respectfully submitted,

WILLIAM W. FOLWELL,
President.

APPENDIX "A."

Programme of the Exercises of the First Annual Commencement.

THE UNIVERSITY OF MINNESOTA.—FIRST ANNUAL COMMENCEMENT.—JUNE 19, 1873.

ORDER.

1. MUSIC, Grand March,—*Wolf*.....*BAND OF 20TH U. S INFANTRY.
2. PRAYER..... REV. PROFESSOR BROOKS.
3. MUSIC—ANTHEM, "Before Jehovah's Awful Throne,"..... CHOIR.
4. ORATION, The University.....HENRY MARTYN WILLIAMSON.
5. ORATION, The Practical Education.....WILLIAM CLARK EUSTIS.
6. MUSIC, Spring Song—*Mendelssohn*.....BAND.
7. ADDRESS, Higher Education in its Transition State, HON. A. S. WELCH, *President Iowa State Agricultural College.*
8. MUSIC, Cloud Child—ExtractsBAND.

CONFERRING OF DEGREES.

10. MUSIC, Nearer, my God, to Thee.....CHOIR.
11. BENEDICTION.....REV. PROFESSOR CAMPBELL.

*By courtesy of Maj. Gen. SYKES, U. S. A.

APPENDIX B.

Course of study for High Schools preparatory to the University.

1872. CIRCULAR. NO. 29.

To Superintendents, Teachers and Boards of Education in the High Schools of the State of Minnesota.

At a recent Convention of Superintendents of Schools in this State, Superintendents Burt, of Winona, Tousley, of Minneapolis, and Whitman, of Red Wing, were appointed a Committee to suggest some plan for securing a Course of Study in our High Schools that should be preparatory to our State University. The report of that Committee is herewith issued for the benefit of the educational forces of our State.

H. B. WILSON,
Sup. of Public Inst.

COURSE OF STUDY.

The Committee do not think it advisable at the present time to propose any one detailed scheme of a Course of Study preparatory to the University, but deem it sufficient to present in outline, the general range of the requisite studies year by year.

I.—Applicants for admission to the High School, should have completed all the "common branches," viz., Reading, Writing, Spelling, Arithmetic, Geography, English Grammar, and United States History; also (Hart's) First Lessons in English Composition, (Well's) Science of Common Things, and the Elementary Algebra as far as equations of "Two

Unknown Quantities." Students intending to follow the Classical Course, should have begun the Latin Grammar.

NOTE.—Students possessing the above qualifications, can now be admitted to the FOURTH CLASS of the Collegiate department of the University. This class will be discontinued at the close of the year 1874-5.

II.—A Course of Study leading to the THIRD CLASS of the *Collegiate Department* of the University, should embrace the Elementary Algebra Complete, (Hart's) Composition and Rhetoric, Physical Geography, Elementary Astronomy and Physiology. Classical students should read Cæsar, and begin Cicero (Orations,) and complete the Greek Grammar, excepting Prosody. The "English" pronunciation of Latin the "Continental" according to accent of Greek, should be used.

III.—A Course of Study designed to carry students to the SECOND, or Freshman Class of the College Department of the University, should include in addition to the above studies, Plane Geometry and Higher Algebra as far, at least, as Quadratics; General History, Natural Philosophy and Botany, and Townsend's Civil Government. Classical students will read Cicero and Virgil, Anabasis and one book of Herodotus.

IV.—A Course fitting for the First or Sophomore Class, should embrace, along with the foregoing, General Chemistry, Higher Algebra Completed (except the General Theory of Equations.) Solid Spherical Geometry, Trigonometry and Surveying; Latham's Handbook of English and the Critical reading of one or more Standard English Authors. Classical students would read Livy and Homer.

V.—A Course of Study preparing students to enter the University proper at the beginning of the Junior year, would include the studies of the FIRST or Sophomore class of the Collegiate Department as set forth in University Announcements.

Throughout the Course, Reading, Penmanship, Drawing Vocal Culture and Music, Declamation and Composition, should be systematically practised. French and German may be introduced according to convenience, but students wishing to follow the so-called Literary Course in the University, should begin German as early as the first year.

D. BURT,
O. V. TOUSLEY,
OZIAS WHITMAN,
Committee.

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