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Society.

THE UNIVERSITY OF MINNESOTA, }  
MINNEAPOLIS, MINN., }  
November 1st, 1876. }

*To the Honorable David Burt, Superintendent of Public Instruction  
for the State of Minnesota:*

SIR: I have the honor to transmit, according to law, the Report  
of the University of Minnesota, for the year ending June 22d, 1876,  
being the Tenth Annual Report.

I am, Sir, very respectfully,  
Your obedient servant,  
WILLIAM W. FOLWELL,  
President.

## THE BOARD OF REGENTS.

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The Hon. PARIS GIBSON, M. A., Minneapolis.....	1877.
The Hon. MORRIS LAMPREY, M. A., St. Paul.....	1877.
The Hon. WILLIAM R. MARSHALL, St. Paul.....	1878.
The Hon. A. A. HARWOOD, Austin.....	1878.
The Hon. HENRY H. SIBLEY, St. Paul.....	1879.
The Hon. RICHARD CHUTE, Minneapolis.....	1879.
The Hon. THOS. S. BUCKHAM, M. A. Faribault.....	1879.

*And ex officis.*

The Governor of the State,

The Hon. JOHN S. PILLSBURY, Minneapolis.

The State Superintendent of Public Instruction,

The Hon. D. BURT, M. A., St. Paul.

The President of the University,

WILLIAM W. FOLWELL, M. A., Minneapolis.

### OFFICERS OF THE BOARD.

Hon. HENRY H. SIBLEY, President.

Hon. PARIS GIBSON, Recording Secretary and Treasurer.

WILLIAM W. FOLWELL, Corresponding Secretary.

## OFFICERS OF INSTRUCTION.

WILLIAM W. FOLWELL, M. A., PRESIDENT,  
*Instructor in Political Economy and Librarian.*

G. CAMPBELL, M. A., B. D., VICE PRESIDENT,  
*Professor of Mental and Moral Philosophy.*

\*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.*

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

NEWTON H. WINCHELL, M. A., STATE GEOLOGIST,  
*Professor of Geology and Mineralogy.*

CHARLES N. HEWITT, M. D.,  
*Non-Resident Professor of Public Health.*

MITCHELL D. RHAME, M. A.,  
*Professor of Civil and Mechanical Engineering.*

STEPHEN F. PECKHAM, M. A.,  
*Professor of Chemistry and Physics.*

JOHN G. MOORE, B. A.,  
*Professor of North European Languages.*

MOSES MARSTON, M. A.,  
*Professor of the English Language and Literature.*

RICHARD W. LAING, LL. D.,  
*Professor of History and Elocution.*

HELEN SUTHERLAND, M. A., PRECEPTRESS,  
*Assistant Professor of Latin.*

CHARLES Y. LACY, B. Agr.,  
*Assistant Professor in charge, of Theory and Practice of Agriculture.*

LOUIS W. PECK,  
*Instructor in Physics and Drawing.*

Mr. John C. Hutchinson of the Senior Class gave instruction in the department of Greek.

The following gentlemen were employed in the several capacities indicated:

Mr. Wm. T. Scott, Farm Superintendent;

Mr. John S. Clarke, 1st Assistant Librarian;

Mr. Graham C. Campbell, 2d Assistant Librarian;

Mr. Clarke Stewart, Assistant in the Chemical Laboratory;

Mr. J. Clarence Bryant, Janitor;

Mr. Stewart instructed a class in Elementary Astronomy in the third term to the satisfaction of the professor in charge.

#### OFFICIAL CHANGES.

During the year the following changes took place in the Board of Regents and the Faculty:—

At the annual meeting in December last the Hon. John S. Pillsbury resigned the presidency of the Board of Regents which he had held continuously since the year 1864. This vacancy was filled by the unanimous choice of the Hon. Henry H. Sibley whose connection with the present Board dates from the re-organization of the University in 1868.

During the session of the Legislature the following appointments of Regents were made by the Governor, by and with the advice and consent of the Senate:

The Hon. H. H. Sibley, to fill his own vacancy caused by expiration of a previous term;

The Hon. Thos. S. Buckham, of Minneapolis, to fill the vacancy caused by the retirement of the Hon. Chas. S. Bryant at the close of his second term;

The Hon. Richard Chute, to fill the vacancy caused by the accession of the Regent Pillsbury to the governorship of the state, the governor being under the organic law a regent *ex-officio*.

At the annual election held on the 10th day of May, 1876, Assistant Professor Richard W. Laing, LL. D., was raised to the rank of professor, and the title of the chair occupied by Professor John G. Moore was changed from "German Language and Literature" to "North European Languages."

The professorship of Military Science and Tactics remained vacant through the year, notwithstanding efforts of the officers of the Board of Regents seconded by those of Senator McMillan to secure the detail of an officer by the War Department. The vacancy has however since been filled by the appointment of First Lieutenant John A. Lundeen of the Fourth U. S. Artillery, a graduate of the U. S. Military Academy and an appointee from our own state.

\*During the past year the ranks of the corps of instruction were, for the first time, broken by death. On the 18th day of May, 1876, after a brief illness, Versal J. Walker, professor of the Latin language and literature, was suddenly taken out of this world. The University attended his funeral two days later, in a body. Addresses were made upon this occasion by the State Superintendent



Subjects.	Instructor.	Class.	No. of Exercises	No. of Students.	Term.
<b>GEOLOGY.</b>					
Historical Geology.....	Winchell.	Junior.	56	4	III.
Historical Geology Lectures..	"	Junior.	4	4	III.
Dynamical Geology.....	"	Third.	60	46	II.
Mineralogy and Blowpipe Analysis.....	"	Junior.	55d.h.	3	II.
<b>BOTANY.</b>					
Structural Botany.....	Winchell.	Third.	28	39	III.
Systematic Botany.....	"	Third.	28	38	III.
<b>ZOOLOGY.</b>					
Elements.....	Winchell.	Second.	58	4	II.
Elements.....	Lacy.	First.	56	7	III.
<b>PHYSICAL GEOGRAPHY.</b>					
	Lacy.	Fourth.	60	37	I.
<b>ENGLISH, &amp;c.</b>					
English Literature.....	Marston.	Junior.	60	20	I.
" ".....	"	"	22	15	II.
" ".....	"	"	23	11	III.
Elements of Criticism.....	Laing.	Senior.	37	9	I.
Constitution, United States.....	"	"	40	10	II.
Constitution, Minnesota.....	"	"	10	10	II.
Logic.....	Marston.	First.	58	34	I.
Rhetoric.....	"	"	50	22	III.
Anglo-Saxon.....	"	Second.	60	10	I.
English Words.....	"	Fourth.	55	37	II.
Prose Composition.....	Laing.	" 2 §§.	55	67	I.
Rhetorical Exercises, (public)..	Marston.	Senior.	70	10	I. II. III.
Rehearsals.....	"	Sen. and Jun.	250	30	I. II. III.
Essays and Orations, criticised	"	"	230	30	I. II. III.
Rhetorical Exercises, (class)..	"	Junior.	20	30	I.
" " (public)..	"	"	55	19	II. III.
" " (class)..	"	First.	30	34	I. II. III.
Rehearsals.....	"	"	370	34	I. II. III.
Essays and Orations, criticised	"	"	300	34	I. II. III.
Rhetorical Exercises.....	Laing.	2d, 3d and 4th.	1594	292	I. II.
Rehearsals.....	"	2d and 4th.	141	104	I. II.
Elocution, Lectures.....	"	"	14	.....	II.
Essays, criticised.....	"	2d, 3d and 4th.	647	292	I. II.
History of England.....	"	Fourth.	55	33	I.
General History, outlines.....	"	"	52	53	III.
Modern History.....	"	Third.	95	9	II. III.
<b>GERMAN.</b>					
German Rudiments.....	Moore.	Junior & 3d.	60	31	I.
Jugfrau von Orleans.....	"	Second.	61	14	I.
Piccolomini and Lager.....	"	2d & Jun.	61	21	I.
Grammar and Reading.....	"	Junior & 3d.	34	25	II.
Hermann and Dorothea.....	"	Second.	55	25	II.
Literatur. Geschichte.....	"	Sen. & Jun.	85	15	II.
Nathan der Weise.....	"	Second.	54	16	III.
Jugfrau von Orleans.....	"	Junior & 3d.	33	21	III.
Deutsche Lyrik.....	"	Sen. & Jun.	33	12	III.
<b>FRENCH.</b>					
Grammar and Exercises.....	Campbell.	First.	65	34	I.
Dramatic Reading.....	"	Junior.	55	3	II.
Classical Prose Reading.....	"	"	55	5	III.
Fenelon's Telemaque.....	Folwell.	Sen. Jun. &c.	61	8	I.
Grammar and Reader.....	Laing.	First.	54	20	II.
Grammar and Reader.....	"	"	51	6	III.
<b>LATIN.</b>					
Plutus.....	Walker.	Senior.	56	5	I.
Roman Literature, Lectures..	"	"	14	4	I.
Juvenal.....	"	Junior.	40	6	III.
Faciles, History.....	"	Junior.	56	14	II.
Horace, Odes, &c.....	"	First.	56	11	II.
Lucy.....	"	Second.	112	37	II. III.

Subjects.	Instructor.	Class.	No. of Exercises	No. of Students.	Term.
<b>LATIN—(Continued.)</b>					
Virgil, Æneid.....	Walker.	Third.	55	18	III.
Cicero, Orations.....	"	"	60	13	I.
Roman History.....	"	Second.	"	27	II, III.
Roman Antiquities.....	"	Junior.	"	8	III.
Latin Composition.....	"	Third.	"	15	"
Virgil, Æneid.....	Sutherland.	"	55	34	II.
Cicero, Orations.....	"	Fourth.	60	84	III.
Cæsar, 3 Sections.....	"	"	186	34	I, II.
Latin Reader, 2 Sections.....	"	"	190	39	I, II, III.
Latin Composition.....	"	3d & 4th.	"	"	I, II, III.
<b>GREEK.</b>					
Aristotle.....	Brooks.	Senior.	55	4	II.
Essays on same.....	"	"	4	4	II.
Plato.....	"	Junior.	59	10	I.
Essays on same.....	"	"	30	10	I.
Greek Literature, Lectures.....	"	"	13	10	III.
Greek Literature, Reviews.....	"	"	18	10	III.
Demosthenes, Olynthiaca.....	"	First.	55	7	II.
History and Geography.....	"	"	15	7	II.
Æschylus, Prometheus.....	"	"	53	7	III.
Homer, Iliad.....	"	Second.	60	13	I.
Essays on same.....	"	"	39	13	I.
Homer, Iliad.....	"	"	55	13	II.
History.....	"	"	17	13	I, II.
Demosthenes, Olyn. and Phil..	"	"	55	13	III.
History and Geography.....	"	"	8	13	III.
Xenophon, Anabasis.....	"	Third.	60	10	I.
Greek Composition.....	"	"	100	10	I.
Xenophon and Herodotus.....	" (J.C.H.)	"	55	10	II.
Grammar and Reader.....	" (J.C.H.)	Fourth.	178	19	I, II, III.
<b>PHILOLOGY (Theoretical).....</b>	Campbell.	Junior.	24	18	II.
<b>MENT. AND MOR. PHILOSOPHY.</b>					
History of Philosophy.....	Campbell.	Senior.	40	11	I.
Ontology.....	"	"	25	11	I.
Ethics.....	"	"	40	10	II.
Evidences of Christianity.....	"	"	15	10	II.
Psychology.....	"	Junior.	55	17	III.
Natural Theology.....	"	Senior.	12	8	III.
<b>HISTORY OF CIVILIZATION.....</b>	Folwell.	Junior.	34	23	II.
<b>POLITICAL ECONOMY.</b>					
Lectures.....	Folwell.	Senior.	8	11	I.
Lectures.....	Folwell.	Senior.	45	10	III.
<b>SANITARY SCIENCE.</b>					
Lectures on Public Hygiene...	Hewitt.	Senior.	8	10	III.
Physiology.....	Peck.	Fourth.	55	32	III.
<b>INDUSTRIAL DRAWING.</b>					
Free Hand, Drawing.....	Rhame.	Fourth.	55	23	III.
Plane Problems.....	"	Third.	55	42	II.
Projection and Isometric.....	Peck.	Second.	55	25	II.
Descriptive Geometry.....	Rhame.	First.	55	13	II.
Descriptive and Perspective.....	"	"	55	12	III.
Mechanical Drawing.....	"	Special.	55	1	III.
<b>CIVIL ENGINEERING, &amp;C.</b>					
Applied Mechanics.....	Rhame.	Senior.	60	2	I.
Railroad Work.....	"	"	40	2	I.
Stereotomy.....	"	"	55	2	II.
Bridge Building.....	"	"	55	3	II.
Building Materials.....	"	"	30	3	III.
Applied Mechanics (steam)...	"	"	83	2	III.

Subjects.	Instructor.	Class.	No. of Exercises	No. of Students.	Term.
<b>AGRICULTURE.</b>					
Botany and Landscape Gardening, Lectures.....	Lacy.	Junior.	61	2	I.
Horticulture, Lectures.....	Lacy.	Junior.	56	3	II.
<b>MILITARY SCIENCE.</b>					
(Vacant.)					

The following remarks need to be made upon the foregoing tables :

(1.) The exercises in Analytical Chemistry, Field Surveying and Drawing, occupied double hours.

(2.) Professor Lacy makes no report of time spent in out-door instruction and in conducting labor and experiments on the experimental farm.

ATTENDANCE.

The following tables show the enrollment and classification of the students for the year (1875-6.)

SUMMARY—1875-6.

COLLEGE OR DEPARTMENT.	CLASS.	GENTLEMEN.	LADIES.	TOTALS.
Science, Literature and the Arts.....	Graduates...	5	.....	5
	Senior.....	8	1	9
	Junior.....	16	4	20— 84
Mechanic Arts.....	Senior.....	8	.....	3
	Junior.....	1	.....	1
	Special.....	1	.....	1— 5
Agriculture, { Advanced Course.....	Junior.....	1	.....	1
	{ Elementary Course.....	III and IV... 2	.....	2— 3
Collegiate Department.....	First.....	24	6	30
	Second.....	32	16	48— 78
	Third.....	31	11	42
	Fourth.....	49	20	69
	Special.....	23	13	36—147
Totals.....		196	71	267

OR BY CLASSES ONLY,

Graduates.....	5
Seniors—of all Departments.....	12
Seniors—of all Departments.....	33
Sophomores—First Class, Collegiate Department.....	30
Freshmen—Second Class, Collegiate Department.....	48—117
Preparatory, { Third Class, Collegiate Department.....	42
	{ Fourth Class, Collegiate Department.....
Special 87, Elementary Agriculture, 2.....	89—180
Total.....	267



## COLLEGE OF SCIENCE, LITERATURE AND THE ARTS.

CLASS.	COURSE.	GENTLEMEN	LADIES.	TOTAL.
GRADUATES.....	.....	5	.....	5-6
SENIOR.....	{ Classical.....	4	.....	4
	{ Scientific.....	3	1	4
	{ Modern.....	1	.....	1-3
JUNIOR.....	{ Classical.....	10	.....	10
	{ Scientific.....	6	.....	6
	{ Modern.....	.....	4	4-20
Totals.....	.....	29	5	34

## COLLEGE OF THE MECHANIC ARTS.

CLASS.	COURSE.	GENTLEMEN	LADIES.	TOTAL.
SENIOR.....	Civil Engineering.....	3	.....	3
JUNIOR.....	{ Architecture.....	1	.....	1
	{ Special.....	1	.....	1
Totals.....	.....	5	.....	5

## COLLEGE OF AGRICULTURE.

Advanced Course, Junior Class, Gentlemen.....	1
Elementary Course, Gentlemen.....	1
Total.....	2

## COLLEGIATE DEPARTMENT.

CLASS.	COURSE.	Gentlemen.	Ladies.	Total.
FIRST.....	{ Classical.....	10	0	10
	{ Scientific.....	18	8	16
	{ Modern.....	1	3	4
	.....	24	6	30
SECOND.....	{ Classical.....	12	1	13
	{ Scientific.....	16	11	27
	{ Modern.....	4	4	8
	.....	32	16	48
THIRD.....	{ Classical.....	8	1	9
	{ Scientific.....	20	6	26
	{ Modern.....	3	4	7
	.....	31	11	42
FOURTH.....	{ Classical.....	15	0	15
	{ Scientific.....	29	6	35
	{ Modern.....	5	14	19
	.....	49	20	69
SPECIAL STUDENTS.....	.....	23	13	36
		159	66	225

Two hundred and forty-one (241) students were registered as residents of Minnesota, the following counties being represented :

Anoka, 1; Becker, 2; Blue Earth, 9; Brown, 2; Carver, 3; Cass, 1; Dakota, 2; Dodge, 1; Douglas, 1; Faribault, 1; Fillmore, 16; Freeborn, 1; Goodhue, 1; Hennepin West, 77; Hennepin East, 44; Le Sueur, 6; Meeker, 4; Mower, 2; Nicollet, 4; Olmsted, 4; Ramsey, 5; Rice, 5; Scott, 1; Sibley, 1; Stearns, 2; Steele, 3; Wabasha, 10; Washington, 11; Waseca, 1; Winona, 8; Wright, 10. 31 counties. Of the students from Hennepin East and Hennepin West 26 came from the country, and 20 were temporary residents of Minneapolis.

Twenty-six (26) students were registered from other states and countries, as follows :

Dakota Ter., 1; Illinois, 1; Iowa, 5; Maine, 3; Michigan, 1; Missouri, 2; Nova Scotia, 3; New York, 3; Ohio, 1; Pennsylvania, 1; Sandwich Islands, 1; Wisconsin, 4.

One hundred and fourteen (114) students engaged in some remunerative employment, and sixty-nine (69) are believed to have earned their whole living. Fifty-seven (57) had at some time been teachers.

#### ADMISSIONS.

The whole number of applicants for admission, during the year, was one hundred and thirty, (130,) of whom one hundred and fifteen (115) were examined on the elementary branches. Of those examined (115) thirty (30) failed, and eighty-five (85) passed.

Of the number not examined (15), one (1) was re-admitted to former standing, four (4) disappeared, and eight (8) were admitted as special students upon informal examinations, most of them being persons of advanced age desiring merely to pursue some specialty.

The average per cents. of merits for the elementary branches were : reading, 80 per cent. ; writing, 78 per cent. ; spelling, 82 per cent. ; English grammar, 65 per cent. ; arithmetic, 78 per cent. ; elementary algebra, 68 per cent. ; geography, 68 per cent. ; United states history, 60 per cent.

#### PREPARATORY INSTRUCTION.

The last annual report embraced a statement of the then pending resolution of the Board of Regents to discontinue the lowest ("Fourth") class of the Collegiate Department, and of the changes which would, in consequence, have ensued in the minimum of requirements for admission.

The dropping of this class formally resolved upon in December, 1874, became during the past year a subject of careful and anxious discussion both in the Board of Regents and the General Faculty. This discussion led to a careful survey of the condition of the secondary education in the northwest, the results of which were published in the last annual report of the Board of Regents. A few of these results may be here repeated.

One hundred and eighteen northwestern colleges report themselves to the Bureau of Education as teaching 37 per cent. of their students in proper college studies, and the remaining 63 per cent. in preparatory branches. Only 8 of these 118 colleges and universities of nine states report no preparatory students. In this number (8,) are included four (4) of the thirty-two (32) Ohio colleges. All the colleges of Illinois, Indiana, Nebraska and Wisconsin without exception instruct preparatory students. Of the remaining states of the northwest, Iowa, Kansas, Michigan and Missouri, but one college in each reports no preparatory students. Of all the State Universities of the northwest, that of Michigan alone has wholly discontinued preparatory work.

It became at once apparent to those required to act in view of such facts that this institution must in some shape and under some conditions continue to offer preparatory instruction. On the 10th day of May, 1876, the Board of Regents adopted the following preambles and resolutions :

WHEREAS, The colleges and universities of the northern states of the Mississippi Valley are, as a general rule, obliged to carry on preparatory classes or departments, and only one State University—that of Michigan—has, under favorable circumstances, been able wholly to dispense with preparatory work; and

WHEREAS, The high schools and academies of the state generally have not as yet been developed so far and in such a manner as to offer suitable preparatory training to the youth of the state desiring to enter the University; and

WHEREAS, The legislature has not yet made any provision by law for the encouragement of preparatory schools in our state; and

WHEREAS, A premature discontinuance of elementary instruction would be detrimental to that high grade of scholarship toward which the Board of Regents desire the University steadily to advance; therefore

*Resolved*, That the time heretofore named for the discontinuance of the fourth class of the collegiate department be, and the same hereby is, extended until further notice by this board.

*Resolved further*, That in order to encourage preparatory work in the high schools and academies of the state, and co-operation by them with the University, no applicant shall be admitted to the collegiate department, to pursue the studies of any regular class or course, who is entitled to receive, and can actually receive, the same instruction in substance in the public schools of the school district in which he legally resides.

The above preambles and resolutions were printed in a circular form and widely distributed throughout the state. The following remarks embraced in the circular may with propriety be repeated here :

The attention of principals of high and graded schools is particularly directed to the second resolution, and their friendly co-operation in giving it effect is cordially solicited. Correspondence, either in regard to the general operation of the principle or its application to particular cases, is desired by the Faculty, and will receive prompt attention.

The action here announced must not be construed as an abandonment of the settled policy of the University regarding preparatory instruction which is, to relegate it as fast and as soon as possible to the secondary schools of the state.

The plan adopted, it is believed, will be found equitable and satisfactory. Those young persons who cannot obtain their preparation elsewhere in the public schools of the state, are welcome to the free instruction of the University. Public School Boards and officers will not be obliged to see their

higher classes depleted by the premature departure of scholars to finish their preparation in the elementary classes of the University.

So far as can be known, this action has generally met with favorable reception. Its effect is most marked in the University city from which many young persons had been accustomed to resort to the University, without having passed through the course of instruction offered in the public schools.

The arrangement pre-supposed that cordial and active co-operation of superintendents and principals of high and graded schools with the Faculty of the University, which past experience had justified. The one particular in which these influential officers can, in my opinion, best serve the general cause of public education in the state, is the immediate organization of proper "preparatory" courses of study, to be carried on in connection with the ordinary high school curriculum, formed more especially to suit those young persons who do not expect to go to college. I am confident that this can be done without great trouble or expense; indeed, the example of Michigan places the matter beyond doubt. Should the legislature deem it wise to make some appropriation of public funds to encourage and assist the high schools to open and carry on such preparatory courses, the only serious obstacle would be effectually removed. I would respectfully request that you advise the passage of an act for this purpose.

#### GRADUATIONS.

At the fourth annual commencement, held June 22d, 1876, the following graduations took place:

#### COLLEGE OF SCIENCE, LITERATURE AND THE ARTS.

##### *Bachelors in Arts.*

John Sinclair Clarke.....	St. Mary's, N. S.
John Corrin Hutchinson.....	Hastings.
William Edwin Leonard.....	Minneapolis.
John Aiken Sweat.....	Brownfield, Me.

##### *Bachelors in Science.*

Martha Appleton Butler.....	Franklin, Mo.
Robert Henry Crafts.....	Minneapolis.
Lewis Singer Gillette.....	Niles, Mich.
Eugene Alvin Hendrickson.....	St. Paul.
William Herod Locke.....	Minnetonka.

#### COLLEGE OF MECHANIC ARTS.

##### *Bachelors in Civil Engineering.*

Lewis Singer Gillette.....	Niles, Mich.
Eugene Alvin Hendrickson.....	St. Paul.
Charles Edward Thayer.....	Minneapolis.

## CALENDAR.

For detailed information respecting the courses of study, the requirements for admission, and the means and facilities of instruction, I would respectfully refer you to the University Calendar for 1875-6, a bound copy of which is herewith transmitted. It is proper, however, to say that the continuance of the Fourth Class for the benefit of students unable to obtain preparatory instruction in their own schools, leaves the minimum requisites for admission to the University the same as heretofore, to-wit:

Reading, Writing and Spelling;  
English Grammar (including Analysis);  
Arithmetic and Elementary Algebra;  
Geography and United States History;  
Latin Grammar and Reader, *optional*.

Latin grammar is *optional* in the sense that no student is required to take the Latin language, but if a student desires or intends to pursue Latin, he must come prepared at least in the grammar and reader. Greek is begun in the Fourth Class.

Those students who are able to receive further preparatory instruction in our public schools, will hereafter be further examined upon all the branches embraced in the respective courses of study up to the point to which the high schools carry them. See Calendar for 1875-6, pp. 51-54.

## CONCLUSION.

The year covered by this report has been a marked one in the history of the University. The occupation of the new buildings has permitted considerable enlargements of our work, and all of it has been done more conveniently for all concerned than ever before. The library, moved into more commodious apartments, on the first floor of the main building, can at length fulfill its proper function in the institution. The new chemical laboratory in the Agricultural College was occupied throughout the year by large and interested classes. The General Museum, after unavoidable delays, through delinquency of contractors, was opened to the public during the spring term. It is but just to say that the exhibition forms a creditable beginning. The Museum can be, and should be, immediately extended, but to that more room and additional funds are indispensable.

While much has been done with the funds which the General Government and the people of the state, through their representatives, have devoted to the University, much more that is necessary remains to be done. The Faculty needs reinforcement, the library needs additions, the museum needs to be enlarged. The grounds remain in the same state of nature as heretofore, and in my opinion should remain so until other more imperative wants *e. g.* professors and books, apparatus and specimens, have been supplied. The means adopted by the Board of Regents to enlarge the Campus are likely to result successfully. When the boundaries

are settled the grounds may, if the means can be afforded, be enclosed.

This report covers the seventh year since the beginning of college work in the University. On reviewing the history of these years, I can but feel that there is just reason for gratitude to Almighty God for a large measure of prosperity and usefulness, and for expecting the future to be still more abundant.

All of which is respectfully submitted.