

Edu. Dept.

SECTION IX.

REPORTS OF SPECIAL INSTITUTIONS.

THE STATE UNIVERSITY.

THE UNIVERSITY OF MINNESOTA.)
MINNEAPOLIS. MINN.,)
November 1st, 1877.)

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 7th, 1877, being the Eleventh Annual Report.

I am, Sir, very respectfully,

Your obedient servant,

WILLIAM W. FOLWELL,

President

Annual Report

THE BOARD OF REGENTS.

- **WILLIAM R. MARSHALL**, St. Paul.....1878.
- **A. A. HARWOOD**, Austin.....1878.
- **HENRY H. SIBLEY**, St. Paul.....1879.
- **THOS. S. BUCKHAM**, M. A., Faribault.....1879.
- **PARIS GIBSON**, M. A., Minneapolis.....1880.
- **MORRIS LAMPREY**, M. A., St. Paul.....1880.
- **RICHARD CHUTE**, Minneapolis.....1880.

and ex officio,

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The Hon. **JOHN S. PILLSBURY**, Minneapolis.
- *Superintendent of Public Instruction,*
The Hon. **D. BURT**, M. A., St. Paul.
- *President of the University,*
WILLIAM W. FOLWELL, M. A., Minneapolis.

OFFICERS OF THE BOARD.

- **HENRY H. SIBLEY**, President.
- **PARIS GIBSON**, Recording Secretary and Treasurer.
- **WILLIAM W. FOLWELL**, Corresponding Secretary.

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and in charge of the Dept. of Latin.*

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MOSES MARSTON, M. A.,
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RICHARD W. LAING, LL. D.,
Professor of History, and in charge of French.

JOHN A. LUNDEEN, U. S. A.,
Professor of Military Science.

CHARLES Y. LACY, B. Agr.,

Assistant Professor in charge, of Theory and Practice of Agriculture.

MR. LOUIS W. PECK,

Instructor in Physics and Drawing.

MRS. AUGUSTA NORWOOD SMITH, PRECEPTRESS,

Instructor in English and History.

JOHN C. HUTCHINSON, B. A.,

Instructor in Latin and Greek.

JOHN S. CLARKE, B. A.,

Assistant Librarian and Instructor in Mathematics.

During the first two terms PROFESSOR JOHN B. CLARK, now of Carleton College, gave instruction in Latin, under a temporary arrangement, to the entire satisfaction of the professor in charge. In the spring term MR. HENRY C. LEONARD taught Botany acceptably under the direction of Professor Winchell.

EMPLOYEES.

MR. W. T. SCOTT, *until April 1st*, Farmer.

MR. JOHN BRADLEY EUSTIS, *after April 1st*, Farmer.

MR. G. C. CAMPBELL, Assistant in Library.

MR. CLARENCE C. HERRICK, Assistant in Museum.

MR. CHAS. W. SAVIDGE, Assistant in Chemical Laboratory.

MR. J. CLARENCE BRYANT, Janitor of Main Building.

MR. GEO. A. WOOD, Janitor of Agricultural Building, and Assistant in Plant House.

MR. STEPHEN MAHONEY, Fireman.

MR. FRED. C. BOWMAN, Carpenter.

MR. EVAN R. PRITCHARD, Leader of Choir.

All of these employes except the first two named were students, who depended upon the compensation received for these and other employes for their support.

OFFICIAL CHANGES.

During the session of the Legislature, Regents Gibson, Lamprey and Thibault were reappointed by the Governor, with the consent of the Senate for the term of three years, and the Hon. D. Burt having been reappointed to the office of Superintendent of Public Instruction continued to be a regent *ex-officio*.

First Lieutenant John A. Lundeen of the Fourth U. S. Artillery, whose appointment to the position of professor of Military Science and Tactics was referred to in the last report, entered upon the duty soon after the beginning of the year. Professor Lundeen has given valuable assistance in the departments of mathematics and astronomy.

THE WORK OF THE YEAR.

Attention is especially invited to the following tables which, as perhaps no other device can, tell in what manner the several professors and instructors were employed and upon what subjects the students were engaged. During the earlier years of the University the instruction was confined to the preparatory branches exclusively. In 1869 regular college work was begun. In 1873 all the college classes were systematically instructed, and since that year there has been no interruption of regular college work. Yet it is reported that many citizens still think and speak of the institution as engaged in "high school" work alone. Those who may have the opportunity of inspecting the following statistics will see, precisely what subjects are taught.

Subjects.	Instructor.	Class.	No. of Exercises	No. of Students	Term.
MATHEMATICS.					
Algebra, Elementary.....	Thompson.	Fourth.	40	34	I.
Algebra (advanced).....	Thompson Lundern.	Fourth.	65	70	II.
Algebra ".....	Thompson Lundern.	Thrd.	55	60	III.
Solid Geometry.....	Thompson.	Second.	13	42	I.
Plane Trigonometry.....	"	Second.	45	43	I.
Spherical Trigonometry.....	"	Second.	30	40	I.
Conic Sections.....	"	Second.	40	34	III.
Analytical Geometry.....	"	First.	20	30	II.
Surveying.....	Peck.	Second.	24.	34	III.
Differential Calculus.....	Thompson.	Junior.	58	5	I.
Integral Calculus.....	"	Junior.	50	5	II.
Elementary Astronomy.....	Lundern.	Fourth.	50	21	III.
Descriptive Astronomy.....	Thompson.	First.	40	31	I.
Plane Geometry.....	Clarke, J. S.	Thrd.	60	72	I.
Practical Astronomy.....	Thompson.	Senior.	41	4	III.
CHEMISTRY.					
Analytical Chemistry.....	Peckham.	First.	31 d.*	12	I.
" ".....	"	Junior.	33 d.	2	I.
" ".....	"	Senior.	32 d.	2	I.
" ".....	"	First.	22	10	III.
" ".....	"	Senior.	55	2	II.
" ".....	"	Junior.	60	2	III.
" ".....	"	Senior.	60	1	III.
General Chemistry.....	"	Second.	48	34	II.
Applied Chemistry—Lectures	"	Second.	41	24	III.
" —Recitations.....	"	Second.	18	24	III.
Analytical Chemistry.....	"	Graduate.	60	2	III.
" ".....	"	Specials in	60	3	III.
" ".....	"	Med. Chem.			III.
" ".....	"	Specials in As- saying.		2	III.
PHYSICS.					
Mechanical Physics.....	Rhame.	First.	55	12	I.
Molecular Physics.....	Peck.	Second.	54	34	I.
Natural Philosophy.....	Peck.	Thrd.	54	24	I.
GEOLOGY.					
Dynamical Geology, 1st Sec..	Winchell.	Thrd.	53	25	II.
" " 2d Sec..	"	Thrd.	53	38	II.
Mineralogy and Lithology...	"	Junior.	61	8	II.
Historical Geology.....	"	Junior.	37	5	III.
" —Lectures	"	Junior.	18	5	III.

* Double hours.

Subjects.	Instructor.	Class.	No. of Exercises	No. of Students	Term.
BOTANY.					
Ist Section.....	Leonard.	Third.	57	24	III.
II Section.....	"	Third.	57	16	III.
ZOOLOGY.					
.....	Lacy.	Second.	53	9	II.
.....	"	First.	57	13.	III.
PHYSICAL GEOGRAPHY.					
.....	Lacy.	Fourth.	54	39	I.
ENGLISH, &C.					
Elements of Criticism.....	Marston.	Senior.	54	14	I.
English Literature.....	"	Junior.	54	15	I.
"	"	Junior.	21	6	II.
"	"	Junior.	21	5	III.
Logic.....	Folwell.	First.	52	28	I.
Rhetoric.....	Marston.	First.	56	32	II.
Anglo-Saxon.....	"	Second.	53	7	I.
English Composition.....	Mrs. Smith.	Fourth, 2 §§	108	75	II.
Study of Words.....	"	Fourth.	54	46	I, II, III.
Rhetorical Exercises (public).....	Marston.	Senior & Jun.	145	32	I, II, III.
" (class).....	"	Junior.	10	15	I, II, III.
" (class).....	"	First and Sec.	37	63	I, II, III.
Debates.....	"	Senior & Jun.	250	29	I, II, III.
"	"	First.	60	81	II, III.
Essays and Orations criticised.....	"	Senior & Jun.	160	32	I, II, III.
Essays criticised.....	"	First.	95	31	II, III.
Lectures.....	"	Junior and I.	14	47	I, III.
Rhetorical Exercises.....	Laing.	First.	8	33	I.
Essays corrected.....	"	First.	66	62	I.
Oration.....	"	Third.	10	62	I.
" - Lectures.....	"	Third, 3 §§.	30	60	II.
Rhetorical Exercises.....	"	Third.	4	60	II.
Essays corrected.....	Mrs. Smith.	Fourth.	21	67	III.
.....	"	Fourth.	268	67	III.
.....	"	Fourth.	650	80	I.
GERMAN.					
Lessons von Barnhelm.....	Moore.	Second.	55	19	I.
"	"	Junior.	54	4	I.
"	"	Third.	55	27	I.
German Grammar.....	"	Jun. and Third	55	26	I.
"	"	Second.	50	20	II.
German and Dorothea.....	"	Third.	50	22	II.
German and Reader.....	"	Senior & Jun.	30	5	II.
German Tell and Germ. Lit.....	"	Jun. and Third	50	27	II.
German and Reader.....	"	Junior.	36	5	III.
German and History.....	"	Second.	55	18	III.
German Tell.....	"	Third.	55	23	III.
German and Reader.....	"	Jun. and Third	55	22	III.
FRENCH.					
French Drama.....	Campbell.	Junior.	60	5	II.
" Classical Prose.....	Campbell.	Junior.	60	4	III.
" Grammar, &c.....	Laing.	First.	50	33	I.
" Reader, &c.....	"	First.	54	20	II.
" Selections.....	"	First.	58	23	III.
ITALIAN.					
Italian, &c.....	Laing.	Senior.	50	5	II.
Reading.....	"	Senior.	15	3	III.
LATIN.					
Latin.....	Brooks.	Senior.	55	13	I.
"	"	Senior.	26	13	I.
Latin Page 1.....	Hutchinson.	First.	60	20	I.
"	"	First.	20	20	I.
"	"	First.	41	23	I.
"	Clarke, J. B.	Third.	55	19	I.
"	"	Third.	28	19	I.
"	Clarke, J. B.	Third.	41	28	I.
"	"	Fourth.	60	21	I.
"	Clarke, J. S.	"	42	21	I.
"	"	"	37	9	II.

Subjects.	Instructor.	Class.	No. of Exercises	No. of Students	Term.
LATIN, (Continued.)					
Horace	Clarke, J. S.	First.	51	18	II.
Livy	"	Second.	53	27	II.
Virgil	"	Third.	52	34	II.
" Papers	"	"	34	34	II.
" Papers	"	"	52	12	II.
" Papers	"	"	12	12	II.
" Papers	"	"	55	25	II.
Cæsar.	Clarke, J. B.	Fourth.	56	26	II.
Grammar and Reader	"	"	57	8	III.
Cicero, de Senectute & Plautus	Brooks.	Junior.	53	20	III.
Livy	Clarke, J. S.	Second.	54	12	III.
Cicero	Hutchinson.	Third.	53	26	III.
Virgil	Clarke, J. S.	"	26	26	III.
" Papers	"	"	53	17	III.
Cæsar	Hutchinson.	Fourth.	55	18	III.
Cicero	"	"	"	"	"
GREEK.					
Plato	Brooks.	Junior.	57	6	I.
" Lectures	"	Junior.	4	6	I.
" Papers	"	Junior.	25	6	I.
" Papers	Hutchinson.	Second.	56	4	I.
Homer	"	Second.	4	4	I.
" Papers	"	Third.	56	21	I.
Xenophon	"	Fourth.	55	9	II.
Grammar and Reader	Brooks.	Senior.	56	9	II.
Aristotle	"	Senior.	3	9	II.
" Lectures	Hutchinson.	First.	54	9	II.
Thucydides	"	First.	9	9	II.
" Papers	"	Second.	53	4	II.
Homer	"	Second.	4	4	II.
" Papers	"	Third.	53	21	II.
Xenophon	"	Third.	21	21	II.
" Papers	"	Fourth.	54	12	II.
Grammar and Reader	"	Fourth.	56	8	III.
Æschylus	Brooks.	First.	2	8	III.
" Lectures	"	"	32	8	III.
" Papers	"	"	55	6	III.
Thucydides	Hutchinson.	Second.	56	7	III.
Grammar and Reader	"	Fourth.	"	"	"
PHILOLOGY (theoretical)	Campbell.	Junior.	24	13	II.
MENT. & MOR. PHILOSOPHY.					
History of Philosophy	Campbell.	Senior.	40	16	I.
Ontology	"	Senior.	25	16	I.
Ethics	"	Senior.	40	16	II.
Evidences of Christianity	"	Senior.	20	16	II.
Natural Theology	"	Senior.	16	17	III.
Psychology	"	Junior.	60	13	III.
Psychology	"	Senior.	60	4	III.
Natural Theology	"	Graduate.	16	1	III.
HISTORY.					
English History	Laing.	Fourth.	50	32	I.
General History	"	Fourth.	58	67	III.
Civil Government	"	Senior.	54	10	II.
" Lectures	"	Senior.	5	10	II.
Medieval History	Mrs. Smith.	First & Second	55	6	II.
Modern History	"	First & Second	57	4	III.
Historical Papers	"	First & Second	34	6	II. & III.
HISTORY OF CIVILIZATION.					
Gulzot	Folwell.	Junior.	33	13	II.
POLITICAL ECONOMY.					
Lectures	Folwell.	Senior.	40	16	III.

Subjects.	Instructor.	Class.	No. of Exercises	No. of students	Term.
SANITARY SCIENCE.					
Lectures.....	Hewitt.	Senior.	0	16	III.
Physiology.....	Peck.	Fourth.	56	50	III.
INDUSTRIAL DRAWING.					
Descriptive Geometry.....	Rhame.	First.	55	13	II.
Projection Drawing.....	"	Second.	106 hrs.	12	II.
Elementary Drawing.....	Peck.	Third.	106 hrs.	25	II.
"	"	Third.	53 d.	33	II.
Free Hand Drawing.....	Rhame.	Fourth.	58 d.	30	III.
Isoc. Geom. and Perspective.	"	First.	58 d.	11	III.
CIVIL ENGINEERING, &C.					
Engineering.....	Rhame.	Junior.	45	2	I.
Strength of Materials.....	"	Senior.	55	1	I.
Analytical Mechanics.....	"	Junior.	58	1	II.
Hist. of Architecture.....	"	Senior.	40	1	II.
Applied Mechanics.....	"	Junior.	58	2	III.
AGRICULTURE.					
How Crops Grow.....	Lacy.	Second.	53	1	II.
How Crops Feed.....	"	Second.	51	1	III.
Farm Drainage.....	"	Second.	30	1	III.
MILITARY TACTICS.					
School of the Soldier.....	Lundeen.	First.	10	20	Y.
" " ".....	"	Second.	.....	18	
" " ".....	"	Third.	.....	41	
" " ".....	"	Fourth.	.....	43	
Manual of Arms.....	"	First.	18	13	II.
" " ".....	"	Second.	.....	22	
" " ".....	"	Third.	.....	30	
" " ".....	"	Fourth.	.....	43	
School of Comp'y & Battalion	"	First.	15	9	III.
" " ".....	"	Second.	.....	15	
" " ".....	"	Third.	.....	32	
" " ".....	"	Fourth.	.....	31	

ATTENDANCE.

The following tables show the enrollment and classification of the students for the year (1876-7.)

SUMMARY—1876-7.

COLLEGE OR DEPARTMENT.	CLASS.	Gentlemen.	Ladies.	Total.
Science, Literature and the Arts.....	Graduates.....	1	1	2
	Senior.....	14	4	18
	Junior.....	11	3	14—34
Mechanic Arts.....	Senior.....	1		1
	Junior.....	2		2—3
Agriculture, { Advanced Course.....	Junior.....	1		1
	{ Elementary Course.....	1		1— 2
Collegiate Department.....	First.....	23	14	37
	Second.....	18	12	30—105
	Third.....	47	18	65
	Fourth.....	51	22	73—128
	Special.....	41	19	60— 69
	Totals.....		210	93	*303

* In the calendar for 1876-7, one name was counted twice by mistake, making this total 304.

OR BY CLASSES ONLY,

Graduates.....	2
Seniors—of all Departments.....	19
Juniors—of all Departments.....	17
Sophomores—First Class, Collegiate Department.....	31—104
Freshmen—Second Class, Collegiate Department.....	65
Preparatory, { Third Class, Collegiate Department.....	73—128
	{ Fourth Class, Collegiate Department.....	59— 80
Special.....	304
Total.....	304

COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS.

CLASS.	COURSE.	Gentlemen.	Ladies.	Total.	
GRADUATES.....		1	1	2— 3	
	SENIOR.....	Classical.....	9		9
		Scientific.....	4		4
JUNIOR.....	Modern.....	1	4	5—10	
	SENIOR.....	Classical.....	6		6
		Scientific.....	4	2	6
JUNIOR.....	Modern.....	1	1	2— 11	
	Totals.....	26	8	34	

COLLEGE OF THE MECHANIC ARTS.

CLASS.	COURSE.	Gentlemen	Ladies.	Total.
SENIOR	Architecture	1		1
JUNIOR	Civil Engineering	2		2
Totals		3		3

COLLEGE OF AGRICULTURE.

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

COLLEGIATE DEPARTMENT.

CLASS.	COURSE.	Gentlemen	Ladies.	Total.
FIRST	Classical	9	1	10
	Scientific	12	7	19
	Modern	2	6	8
		23	14	37
SECOND	Classical	5	2	7
	Scientific	11	4	15
	Modern	2	6	8
		18	12	30
THIRD	Classical	18	1	19
	Scientific	22	2	24
	Modern	7	15	22
		47	18	65
FOURTH	Classical	12		12
	Scientific	31		31
	Modern	8	22	30
		51	22	73
EXTRACURRICULAR STUDENTS		40	19	59
Totals		179	85	264

Two hundred and seventy-five (275) students were registered as students of Minnesota, the following counties being represented: Anoka, 1; Becker, 3; Blue Earth, 8; Brown, 5; Carver, 5; Crow Wing, 1; Dodge, 6; Douglas, 7; Fillmore, 19; Freeborn, 2; Goodhue, 9; Hennepin East, 47, (City 42, County 5); Hennepin West, 78, (City 51, County 28); Kanabec, 1; LeSueur, 4; Meeker, 2; Mower, 1; Nicollet, 6; Nobles, 1; Olmstead, 3; Ramsey, 16; Rice, 4; Saint Louis, 2; Scott, 1; Sibley, 1; Stearns, 6; Stevens, 1; Steele, 6; Wabasha, 17; Washington, 12; Waseca, 1; Winona, 5; Wright, 7. 33 counties.

Eighteen (18) students were registered from other states and counties, as follows:

Illinois, 1; Iowa, 3; Maine, 3; Michigan, 1; New Hampshire, 1; New York, 1; Ohio, 2; Wisconsin, 4; Nova Scotia, 2.

One hundred and forty-four (144) were engaged in some remunerative employment, and seventy (70) are believed to have earned their whole support. Eighty-seven, (87) had been teachers.

ADMISSION.

The whole number of applicants for admission in 1876-7 was one hundred and thirty-four (134). The whole number fully examined was one hundred and twenty-four (124), of whom sixteen (16) failed to pass. Seven of these however afterwards obtained admission, by making up deficiencies.

At the beginning of the year fourteen (14) applicants were rejected under the operation of the resolution of the Board of Regents, passed May 10th, 1876, excluding residents of high school districts from the preparatory classes. Five (5) of these however, having been examined for advanced standing were upon recommendation of their superintendent, admitted in the second term.

The whole number of new students admitted to instruction was one hundred and six. They selected their courses of study as follows:

Classical Course—Gentlemen.....	18.
Ladies.....	2.
Scientific Course—Gentlemen.....	31.
Ladies.....	0.
Modern Course—Gentlemen.....	10.
Ladies.....	34.
Selected Studies—Gentlemen.....	13.
Ladies.....	8.

The average per cents of merits for the *elementary* branches, to which all applicants are examined were as follows:

Reading, 77; Writing, 71; Spelling, 77; English Grammar, 66; Arithmetic, 71; Elementary Algebra, 56; Geography, 74; United States History, 67; Average, 72.

GRADUATIONS.

At the fifth annual commencement, held June 7, 1877, the following degrees were conferred:

COLLEGE OF SCIENCE, LITERATURE AND THE ARTS.

Bachelors in Arts.

Graham Cox Campbell.....	Nova Scotia
Joel Nathaniel Childs.....	Prescott, Wis.
Ebenezer Currie.....	St. Charles.
Frank Eustis.....	Minneapolis.
Fred Eustis.....	"
Stephen Mahoney.....	Belle Plaine.
John Waldo Perkins.....	Monticello.
Charles Wilbur Savidge.....	Cleveland.
Albert McClure Welles.....	White Bear Lake.

Bachelors in Science.

Albert Preston Hendrickson.....	St. Paul.
John Charles Kassube.....	Minneapolis.
Edward Burnham Pribble.....	Osseo.

Bachelors in Literature.

Elizabeth Jane Campbell.....	Muchins, Me.
Yoda Fuller.....	Austin.
Charlotte Adelaide Rollit.....	Minneapolis.

COLLEGE OF MECHANIC ARTS.

Bachelors in Architecture.

Water Stone Pardee.....	Minneapolis.
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The following table shows the number and kinds of degrees which have been conferred by the University. Inasmuch as the degrees from the natural termination of the several undergraduate courses of study, and students are at perfect liberty to choose from the courses, the table may indicate the relative "popularity" of the courses.

	1873.	1874.	1875.	1876.	1877.	Total.
Bachelor of Arts.....	2	1	3	4	9	19
Bachelor of Science.....		1	2	5	3	11
Bachelor of Literature.....			1		3	4
Bachelor of Civil Eng.....			3	3		6
Bachelor of Mech. Eng.....						
Bachelor of Architecture.....					1	1
Bachelor of Agriculture.....						
	2	2	9	12	16	41

MASTERS' DEGREES.

It is convenient at this point to state the late action of the board of regents in reference to the second University degree. As early as the year 1870 in the first announcement of the general plan upon which the institution is organized notice was given of the intention of the board to grant no honorary degrees. From this resolution the board has never departed. For the obvious reason no definite arrangement was made for conferring Masters' degrees.

The number of graduates, however, having become considerable, and some of these desiring to receive the master's degree, the Board of Regents upon the recommendation of the special faculties of the several colleges of the University, at a late meeting took action in

the matter. It was not deemed best at first to frame and offer any detailed course of study for graduates, because such courses could for the immediate future have a paper existence only. The Board preferred, following an excellent precedent, to fix in a general way the requisites for the second degree in the several courses, and then leave all details to be arranged by the faculties. The following statement from the calendar (p. 31) with obvious modifications will cover all cases:

"Masters degrees * * * * * are conferred on all Bachelors of this or of any reputable college or university who not sooner than two years after attaining the first degree, pass an examination in some prescribed line of * * * * * studies and present a satisfactory thesis."

There has been as yet no occasion for the faculties to act, but a number of candidates are expected to apply at the opening of the next year.

COURSES OF STUDY.

At the spring meeting of the Board of Regents a number of changes in the courses which had been recommended by the general faculty were authorized and afterwards were published in the annual calendar for the year (1876-7) to which you are respectfully referred. The modifications consisted in the main of transpositions of work from term to term, in order to equalize the duties of professors who previously had had an excess of work in one term with a corresponding lack in others. The instruction in history was somewhat enlarged and that in French restricted.

The modified courses cover the same preparatory ground, heretofore occupied, thus presupposing the continuance for the immediate present at least of such work. How long this may be necessary is for the Board of Regents to determine. There is good reason to hope that another year's preparatory work may soon be discontinued.

The operation of the resolution* of the Board of Regents of May 10, 1876, excluding from the preparatory classes, those youths who can obtain their preparation for college, wholly or partially in their own public schools, promises excellent results. From all quarters the most gratifying commendations and assurances are received from principals and superintendents of high and graded schools.

At the annual convention of the State Teachers' Association, held at Mankato, Aug. 28, 29, 30, and 31, 1877, the following preamble and resolution, offered by Professor Levi Wright, were adopted:

WHEREAS, The University of Minnesota no longer admits to its preparatory classes applicants who can obtain their preparation for college in their own high or graded schools, but receive into those classes only those applicants who cannot complete their preparation for college in their own public schools; Therefore,

*Resolved, 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.

Resolved, That this association heartily commends this policy of the University, in being just towards our high schools in obviating all interference with their work on the part of the University; and liberal to the country districts in offering to their youth free instruction from the point at which their schools dismiss them.

Resolved, That this association earnestly hope and recommend that the Boards of Education in our cities and larger villages will at the earliest moment arrange courses of study suited to prepare students for admission to the University, and wherever possible to admit outside students to those courses on liberal terms.

Resolved, Further, that the legislature be requested to make a suitable appropriation for paying the tuition of country students in the high schools of the State, so that a free education from A B C to the master of arts may be the birthright of every child in the State.

Resolved, That there be a committee to bring this subject to the attention of the Governor and the legislature in such a manner as may seem to them suitable.

The plan for bridging the chasm between the common schools and the college recommended by the Association is the same in substance as that heretofore advocated by yourself and commended with great force in the annual messages of Governors Davis and Salisbury. I can conceive of no other way in which a small sum of money will effect so much good to the educational system of the State as in this simple one. The State system of public instruction thus modified would at once become a single, united, harmonious system.

With the setting in of better times we may expect, that the Boards of Education of our flourishing cities and villages may feel themselves justified in enlarging the borders of their higher schools and advancing them to the grade to which, in the opinion of all, they ought to attain. It may properly be remarked here that the kind and extent of the instruction proper to the high school is to be determined primarily, not by the demands of a school of higher grade in a distant part of the State, but by the needs of the youth whose privilege it should be to attend it. Happily the several stages and epochs of education are so interdependent that when a State University is asking high schools to prepare students for college, she is simply asking them to take up and carry on just the work for which they exist and to which they have been devoted by the people whose taxes support them.

It seems to be desirable that, just at the time when the University by ceasing to interfere or compete with the high schools of the State is calling upon them to co-operate with her in the higher education of our people, a statement be made of the work which those schools are desired to undertake in that behalf.

This might be done forcibly and roughly by saying that a high school preparatory course should first include (or presuppose) the branches now required for admission to the lowest class, and secondly, all those taught to the third and fourth classes of the collegiate department, as shown in the calendar.

A detailed statement will however be useful to those concerned by saving the trouble of compilation and arrangement. As a matter of convenience the scientific course is taken as the one to be fully written out, but by making the substitutions which will be suggested, either the classical or the modern course may be formed.

A preparatory course of studies leading to the Second or Freshman class of the Collegiate Department of the University of Minnesota.

FIRST YEAR.

At the end of this year the student is supposed to be well grounded in the following studies :

Reading, Writing, Spelling ;
English, Grammar (including Analysis);
Arithmetic and Elementary Algebra ;
Geography and United States History* and the Latin Grammar and Reader if that language is to be pursued.

SECOND YEAR.

FIRST TERM.	{ Natural Philosophy. English Composition. English History, or Cæsar.
SECOND TERM.	{ Physical Geography. Plane Geometry. English Words, or Cæsar continued.
THIRD TERM.	{ Physiology. General History. Elementary Astronomy, or Cicero begun. Free Hand Drawing.

THIRD YEAR.

FIRST TERM.	{ Geometrical Drawing. Algebra. Higher English Grammar, or Cicero continued, or German begun.
SECOND TERM.	{ Physics, (Sound and Heat). Geology, Elements of. English, continued, or Virgil, or German.
THIRD TERM.	{ Botany. Higher Algebra English, or Virgil, or German.

Exercises in composition and declamation should in all cases be required, whenever practicable in vocal music and drawing.

Candidates for the classical course will of course take the Latin studies of the above course, and will also take in lieu of the scientific studies, the Greek grammar and reader during the second year, and Xenophon's Anabasis, with the usual collateral during the first two terms of the third year.

Candidates for the modern course will usually take the Latin studies, together with the English in the second year, and the German in the third year.

In some instances schools will at first desire to omit the work of the third year of the above course. There is no objection to this when necessary. Candidates who shall have accomplished the work of the first two years can be admitted in the third or sub-freshman class of the collegiate department. Equivalent studies when made so, are at all times accepted in lieu of those set down.

*At the beginning of the year 1877-8, and thereafter the History of Minnesota was required as part of that of the United States.

It is obviously not essential that all schools preparing students to enter the University arrange the studies of the course in the order given, nor that the course be completed in three years. It is only essential that at the close of the course the candidates be able to pass a good examination upon all the subjects named.

It should be borne in mind that to advance a student preparing for college in certain studies beyond the required limits, while leaving him in arrears with others is a damage rather than a benefit to him.

Before leaving the subject of preparatory schooling, I desire to say that while the University as forming part of the state system of public instruction naturally looks in the first instance to the other branches of the system for support and co-operation, should not by any means ignore the work of the private schools and academies of the state. The University has already profited by the excellent instruction given in the academies at Afton, Wasioja and Tachmia, and in the private school of Mr. S. H. Folsom of Minneapolis.

In several instances graduates of the Normal schools have found their way to the University, and have passed excellent examinations in the mathematical and scientific studies, but were found deficient in others and chiefly in the language studies. Could the normal schools be induced to add a single teacher of language to their corps of instruction, great service might be rendered to their ablest and most enterprising people. The number of normal graduates who desire to add to their knowledge of the art of teaching the information and discipline of a college course, in whole or in part, is nearly considerable, and in my opinion it is exceedingly desirable to encourage and assist them.

EQUIPMENT.

The library has been considerably augmented since the last report. By act of the legislature, the miscellaneous books belonging to the State Library, were turned over to the University. A large portion of them were public documents, which although not very valuable in themselves have proved useful in completing or augmenting sets. The library is now the largest and possibly the best in the state, but some departments of learning have a very insignificant representation. More new and useful books are perhaps at the present the most pressing need of this institution.

The chemical laboratory is now well supplied with all materials and apparatus essential to the present demands of the state. The physical department has been considerably reinforced by the purchase, upon very favorable terms, of a large lot of electrical apparatus.

The departments of ancient languages have acquired a number of perfect busts of ancient writers and orators, which serve both for instruction and decoration.

The plant house was put in to successful operation early in the year and has proved a valuable auxiliary in botany and horticulture. The experimental farm has been the scene of numerous and interesting experiments in agriculture and its allied industries. The

report of Prof. Lacy will be found in the forthcoming annual report of the board of regents.

The general museum is now undergoing extension. The space heretofore occupied will be doubled, and the collection of minerals and fossils will for the first time be displayed. Very commendable progress has been made in the special museum of technology and agriculture.

The geological survey has been continued by Professor Winchell and his assistants. The results will appear in the annual report.

The year covered by the report has been one of great progress and an every-way pleasant to all concerned. The lives and health of all teachers and students in attendance were graciously preserved.

The commencement day was a very agreeable and animated occasion.

All of which is respectfully submitted.

STATE NORMAL SCHOOL AT WINONA.

FACULTY 1877-8.

CHARLES A. MOREY,

Principal, and Instructor in Mental Philosophy and the Science of Education.

FANNIE C. KIMBER,

Rhetoric, English Literature and Methods of Teaching.

CLARENCE M. BOUTELLE,

Mathematics, Physics and Chemistry.

MARTHA BRECHBILL,

Geography, Botany, and Physiology.

CORLIS J. PICKERT,

History, Civil Government and Latin.

FAYETTE L. COOKE,

Penmanship and Accounts.

GERTRUDE E. CHAPIN,

Grammar, Arithmetic, Reading and Spelling.

JENNIE G. STEWART,

Vocal Music and Gymnastics.

MYRA KIMBALL,

Superintendent of Practice Teaching.

DELIA A. BROWNING,

Critic-Teacher in Model School.

ANNA G. BALDWIN,

Critic-Teacher in Model School and Instructor in Drawing.