

## SUMMARY.

By examining the foregoing we find :

That on June 20, 1875, the total amount of income fund in the Treasurer's hands, and the total estimated income of the University for the ensuing year ending June 20, 1876, was in all the sum of .....\$58,197.00

That the total appropriations made by the Board of Regents at the June session of the Board for the year commencing June 20th, 1875, and ending June 20th, 1876, to cover the running expenses of the University,—actual necessities and current unsettled bills and unrepresented warrants was in all the sum of .....\$57,926.00

Balance .....\$ 171.00

That on June 20th, 1876, there will be in the University Treasury after liquidation of the year's expenses ending on that date the sum of \$171.00. and that will then be the only income fund at the disposal of the Board except the then current interest due or accruing on the permanent fund of the institution for the current year commencing on June 20th, 1876.

The original vouchers and receipts are on file in the secretaries' office.

By order of the Board of Regents, October 1, 1875.

C. C. CARPENTER, *Chairman.*

WM. J. HADDOCK, *Secretary.*

## REPORT OF THE PRESIDENT

OF THE

## STATE UNIVERSITY

TO THE

## BOARD OF REGENTS.

SEPTEMBER 15, 1875.

DES MOINES:

R. P. CLARKSON, STATE PRINTER.

1875.

TO HIS EXCELLENCY, CYRUS C. CARPENTER, *Governor of Iowa, and  
Ex-officio President of the Board of Regents of the State Uni-  
versity :*

I herewith submit to you my Third Biennial Report of the State  
University, for the period from Sept. 15, 1873, to Sept. 15, 1875.

Very respectfully your obedient servant,

GEO. THACHER,

*President of the University.*

IOWA CITY, Sept. 15, 1875.

## REPORT.

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*To the Board of Regents:*

GENTLEMEN:—Section 1800 of the Code, in accordance with which this report is prepared, is as follows:

"The President of the University shall make a report on the 15th day of September preceding the meeting of the General Assembly, to the Board of Regents, which shall exhibit the condition and progress of the Institution in its several departments, the different courses of study pursued therein, the branches taught, the means and methods of instruction adopted, the number of students with their names, classes, and residences, and such other matters as he may deem proper to communicate."

Of the information here specified, the greater part is contained in the last two catalogues of the University, already in your possession, and which will be supplied to the several members of the approaching legislature, immediately on its organization; but it will assist the purpose of this report to repeat some part of this information in connection with certain views concerning the several departments of the University, not elsewhere formally set forth.

### I.

#### CONCERNING

#### THE

#### ACADEMICAL DEPARTMENT.

The Academical Department comprises the usual four years' curriculum of our American Colleges, and a two years' course of preparatory and selected study for sub-freshman students, and students not pursuing any regular course.

From the last two catalogues, it appears that the number of students during the two years, in the Academical Department, (and that of

Civil Engineering, which is partially blended with the other for reasons to be stated hereafter,) was—

	1873-4	1874-5
Seniors.....	19	33
Juniors.....	39	36
Sophomores.....	42	37
Freshmen.....	46	40
Total Collegiate.....	146	146
Sub-Freshmen.....	228	187
Not in Course.....	44	90
Total Non-Collegiate.....	272	277
Total in Academical Department.....	418	423

#### RELATION OF OUR SUB-FRESHMAN COURSE TO THE COLLEGIATE CLASSES.

It is worthy of remark that, of the eighty-six Freshmen, sixty-nine were promoted from the Sub-Freshman class, and every one of the other seventeen was obliged to pursue *some* Sub-Freshman studies during his collegiate course, in order to make up previous deficiencies, and from a careful examination of the matter it is believed that the same is substantially true every year. This fact amply illustrates the great value of our preparatory course as an indispensable feature of our academical system. Our Freshman class is supplied with members, almost exclusively, from the Sub-Freshmen.

If this is true, it would seem to be nearly self-evident that with no preparatory classes we could have no College, because up to this time the latter has grown from the former as a tree from its roots. If the root be destroyed what will become of the tree? If we cut off from the University the year or two of preparatory work which furnishes more than seven-eighths of our collegiate students, how long will the College exist or be worth sustaining?

Yet it is said that that very thing ought to be done, that the non-collegiate division of our Academical Department should be abandoned !!

#### WHY SHOULD THE SUB-FRESHMAN COURSE BE ABOLISHED?

What are the reasons assigned for this proposed change? Chiefly two:

1. *It costs too much.*—The expense of instruction is found, on a

somewhat rigid investigation, to be not far from \$3,575 per year. But the receipts are \$2,850, leaving a balance of \$750. Add to this the probable cost of fuel, \$250, and we have as the annual outlay of money, for this large and exceedingly useful part of the institution, only \$1,000. In order to save this paltry sum to the State, less than four mills to each household in the commonwealth, we are urged to abolish that course of study without which we should be comparatively destitute of students for the other courses. This is at least a most questionable economy. If the people intend to have a University at all worthy of the name, why stick at a small expenditure which is entirely necessary to success?

These remarks show the utter folly of those who, being taxed for a High School in their own places of residence, complain that they are required to assist in the support of another in connection with the University. The one they cheerfully submit to as a matter of educational convenience and local pride. The other they demur to as a burden from which they ought to be exempt. We have shown that this burden is less than half a cent per family. The whole cost per town of 300 families would be less than the earnings of a common laborer for a single day.

2. *It interferes with the Public High Schools.*—The argument is this: The University, by affording facilities for the study of elementary English, Latin, German, Algebra, Geometry, and History, uses its great influence, as a leading educational institution of the State, to entice to its own preparatory department those who would otherwise pursue these studies at the High Schools. In this way great injury is done to the schools through the loss of many of their best pupils, whose attendance and proficiency in study for two or three years would give character to the school, and reputation to the instructors, and create a powerful stimulus for the fostering of these local institutions in every part of the State. Thus the University is said to exert a discouraging and repressive influence on the schools.

#### OBJECTIONS ANSWERED.

In answer to all this it is sufficient to say: FIRST, that there are probably not more than *forty* schools in the whole State whose grade of instruction entitles them to be ranked as superior to the ordinary primary and grammar schools. The unhappy results of the influence of the University on the interests of education, must be limited, there-



fore, to the counties in which these schools are located, for the remaining sixty counties have no schools of which our preparatory course can be deemed a rival.

But the case is much stronger than this, for, **SECONDLY**, of these forty high schools, only *fifteen* have the means of fitting their pupils for our Freshman class. The report of the State Superintendent for 1874, contains carefully prepared statistics on this point, and shows that of all the graded schools within the borders of Iowa, there is only this small number in which Latin and German are taught, two studies without which no one can become a member of either of our collegiate courses except with very great difficulty to the student and great inconvenience to his instructors, on account of the absolute necessity of devoting his time after his admission to work which he should have done before.

But this fact limits the evil effects of our Sub-Freshman Department to fifteen counties. And if the youths of both sexes sometimes leave those schools to prosecute in the University the studies which they could just as well pursue within a few rods or a few miles of their homes, it plainly cannot be laid to the fault of the University. But in truth, only a very few find their way from these High Schools to our preparatory classes. During the last two years, out of our hundreds of sub-freshmen, *only ten* came from these few highly favored portions of the State.\* The students that come to us from them nearly always enter the Freshman or some higher collegiate class. Thus the argument against the University, that its preparatory course interferes with the highest grade of our public schools, falls to the ground.

In connection with this general subject it is important to add three other remarks.

#### NO HOPE OF OBTAINING STUDENTS ELSEWHERE.

1. The opinion, which we sometimes hear expressed, that the reputation of the University will secure a sufficient number of students from

\*NOTE.—One of our oldest Teachers says in a letter to me: "We find it very difficult to get either boys or girls to pursue their studies farther than the extent of our High School course, and in fact very few even that far. There has not to my knowledge a single young man graduated from any respectable college since I have been Superintendent of these Public Schools,—a period of nearly eight years. When I had a classical school here for ten years, I had a class of boys at the end of every year (for the last five years of the ten) who went to college somewhere, and most of them graduated, but since I have been in the public schools, only *sixteen* young men have graduated from our High School in seven years. Only one of the sixteen is now at college, three have studied professions, and the rest are in business."

other colleges to fill our collegiate classes, is utterly groundless and contrary to fact. The time may come and probably will, when the University, like some Eastern institutions, will command a large attendance of members of its four years' course simply by means of its great facilities, its laboratory and observatory, its library and cabinet, its large corps of professors, eminent for learning and didactic ability, and its long list of graduates containing many names of men distinguished in the higher walks of life, and shedding the luster of their own reputation on their *alma mater*. We anticipate this with confidence: we are working for it with unceasing diligence, and we are advancing towards it with steady progress.

But that time may be yet far distant, and until it come there can hardly be a more unwise course proposed to the friends of the University than the abolition of that part of our system on which we now depend for respectable numbers in our college, *in the expectation* that other colleges will supply the deficiency from their own higher classes or their preparatory schools. For up to the present time, the accessions to the University from denominational institutions in the State or out of it, have been but very few whether from their sub-freshman or higher classes. Nor is there any reason known to us, for believing that the influences operating in all these institutions to retain their students will be any less effective hereafter than hitherto. There are, and will be for many years to come, too many colleges, and too few students to warrant such hope. To a great extent, the real merit and prosperity of an educational institution are popularly gauged by the number attending it. Boys and young men greatly prefer the college that counts many hundreds on its catalogue, to that which can boast of only a few scores, and older and wiser heads approve of their judgment. The result of this is to make all colleges greedy of numbers and unwilling to part with their students, except for imperative reasons. They will certainly resist the removal of students from their own classes to the State University by all fair means.

#### PREPARATORY INSTITUTION SEPARATE FROM THE UNIVERSITY IS DESIRABLE.

2. Notwithstanding our earnest zeal for our preparatory school, the entire Academical Faculty would hail with joy the establishment of an institution in Iowa City or the vicinity, which would do the same work and relieve the University of all expense, labor, and responsibility for fitting students for college. It is not a thing coveted by us. Could

the end aimed at be accomplished by other means, it would, in all respects, be an advantage. A preparatory school is an undesirable appendage to a college or university, and is endured or encouraged only as an unavoidable evil.

#### DIFFICULTY OF ESTABLISHING SUCH A SCHOOL.

3. Of so great moment is a first-rate preparation for college deemed, by the most eminent scholars and educators of the country, that there is hardly a subject within the whole range of education on which they speak and write with more cogent reasoning and earnest eloquence. Witness the addresses at Elmira and Detroit, 1873 and 1874, by Presidents McCosh and Porter, before the National Educational Association. These and other gentlemen assuredly do not over-rate the importance of multiplying and elevating the facilities for pre-collegiate study. The value of collegiate training very largely depends on the training that precedes it. It is not enough that a student pass successfully the entrance examination. The more ample his mental development at the outset of his college life, the more noble his achievements (probably) through the entire course. And the more numerous and excellent these fitting schools are in a State, the greater will be the number who use them, the more abundantly will the colleges be supplied with promising pupils, and the more admirably educated will be the graduates sent forth from their halls to shed the blessings of fine intellectual culture on society and the world.

It would therefore be no easy task, but rather a laborious and costly undertaking, to build up in Iowa City or elsewhere, such an Academy or High School as would prove superior to our own sub-freshman course, while, until that be done, any attempts to impair the reputation or efficiency and solid worth of the latter would be little less than sacrilege.

#### WORK AND PAY OF ASSISTANTS.

The time spent by the assistant teachers, some of whom are partly occupied with collegiate classes, is four full hours every day, at a compensation of from \$700 to \$900 per annum. Instructors of the same grade in many other colleges are occupied at the longest, only three ours per day at a salary ranging from \$750 to \$1000. Our teachers on an average do more work for less pay. That they do their work equally well with those elsewhere who are more largely compensated, is believed to be generally true. They are certainly the best teachers

to be had for the price in the State. They consume from six to eight hours every recitation day in the service of teaching, with the work that is incidental and necessary thereto. The four hours of consecutive instruction are a laborious and exhaustive work. They have no employment besides that of instructors in the University. Most fully do I believe that they earn their money, that they are indispensable to the successful working of the institution, and that it will be a sorry day for the University when their labors are imposed on the already sufficiently and most efficiently worked Professors.

#### SHALL THE EXPERIMENT BE TRIED?

It certainly is in our power as Regents to make the trial. We have the right to dismiss any persons connected with the Institution whenever it seems to us wise to do so.

Suppose then that, at our regular meeting on the 1st of March, 1876, we resolve that after the expiration of their present term of employment, on the 28th of June, 1876, there shall be no assistant teachers in the Academical Department, except possibly one or two, whose services may seem to be absolutely necessary, and that thereafter the work now done by them, shall be transferred to the occupants of the several chairs, or to the Professors. Such action would of course be regarded as a candid expression of the views and purposes of the Board, and the Faculty would be justified in looking for its exact fulfillment. In other words, it would be a warning to all interested parties of an approaching entire revolution in the internal affairs of the oldest Department of the University. This step is taken and carried out in deference to an outside demand for a proper economy. Look at

#### THE STATE OF THE CASE.

Half a dozen ladies and gentlemen, or a majority of them, of far more than average ability and education and experience, and every qualification for their position, some of them persons of very rare fitness for the places they occupy, are doomed to be sent away from their posts of honor and usefulness, in order to save for the State of Iowa the small amount of money necessary for their support.

We have a University, a State institution, it is undeniably a respectable and *growing* institution, it offers its various and invaluable advantages to all the youths of the State alike, the three thousand pupils that have studied here, many of whom have gone forth with honorable testimonials of successful scholarship, and many more of whom are reaping



the priceless benefits of diligent study in our halls, are ready to affirm the excellence of the facilities here enjoyed, and the claims of the University on the confidence and support and honor of the entire people, believing with us that the time is fast coming when it will rank high among the seats of learning in our land, if only it be fostered with an ungrudging generosity. And yet, if we pursue the supposed course, in compliance with the wishes of a few—and I believe a very few—friends of the University who, however intelligent in other matters, have not studied, and therefore do not understand, this subject, we strike the institution a heavy if not fatal blow, for the sake of saving the salaries of those teachers!

#### IS IT NECESSARY?

Allow me to inquire, gentlemen, whether there is any such stress of circumstances as to justify this ruinous policy, and most respectfully to suggest that this Board should set their faces with unfaltering purpose against every attempt to cripple the institution under the poor pretense of saving a little money. Colleges, Professional Schools and Universities, are not built up on any such parsimonious principle. Rather should the ground be boldly taken and maintained that this commonwealth cannot afford a stinted outlay in support of any valuable educational institution, insisting as indubitably true, that whatever it may cost now, it will most amply pay back in due time. The few thousand dollars which we may possibly save by dismissing our assistant teachers, will prove a curse to the University, and a very poor investment for the State, as money hoarded which ought to be disbursed always is.

#### THE REMEDY.

But the resolution which I have supposed possible, would contain a provision against the evil which threatens to follow the dismissal of the assistant teachers. For it would require that the greater part of the instruction of the Academical Department should be given by the Professors.

This must mean that the Professors can and should do the work of the assistants *in addition* to that which they already do. Under the present arrangement they give all the instruction to the College students except five or six hours teaching by the assistants. The question is inevitable—*can the Professors* render this additional service? Can they take upon themselves the extra labor of at least *eighteen recitations daily*, now heard by the subordinate instructors?

To some of us who are most deeply concerned for the best condition, and the largest usefulness and highest honor of the University, this question seems to admit of but one answer—it is *impossible*. I will venture the assertion that no similar demand was ever made of a similar corps of Professors, and that should it be made in the present instance it would only excite astonishment by its manifest absurdity as a requisition that could not be fulfilled.

#### THE WORK OF THE PROFESSORS.

I have before me, prepared at my special request, the statements of our nine Professors, (the Military Professor is an exceptional case), giving a detailed account of their respective kinds and degrees of University duties and employments. I subjoin extracts from each without indicating the several writers, to show the facts which bear on the question under discussion, and their own estimate of the extent and importance of the labor performed by them.

Prof. A. has two recitations every term, and a great amount of miscellaneous work, fully equivalent to two other recitations, adding, "My time outside of recitation duties is fully and closely devoted to University work."

Prof. B. says, "Ever since my connection with the institution I have been instructing four classes daily. During one term, for three years, I used to hear five classes, but the fifth class was in a study in which I have long been interested, and which proved rather a stimulus for my other ordinary work than an additional task. I have always tried to do my work as a Professor, not merely as an ordinary teacher, and this means that I have made every possible exertion by study and other work, to benefit my classes to the utmost of my ability. My total of mere daily work is from eight and one-third to thirteen and one-third hours. This, of course, is exclusive of general study, in which I habitually spend every available moment for the *distinct* purpose of keeping my mind fresh and in a condition *fit to do my work creditably to the institution*. I might have answered your question more properly by simply assuring you that every moment of my time not absolutely needed for other unavoidable duties is conscientiously devoted by me to efforts in behalf of the University."

Prof. C.—"I spend three hours daily throughout the year in classroom work, which consists of recitations and short informal lectures if so ambitious a title is appropriate." To other indispensable duties growing out of my relations to the institution, "I devote at least an

average of one hour per day. I might say further that my whole time and strength are devoted to my University work, and the necessary preparation for it."

Prof. D.—"Fall term: three daily recitations, with occasional lectures, and one evening per week" in laborious practicalwork. "Winter term: three daily exercises in" some of the very highest studies pursued in the Department. "I find the labors of this term very exhausting from the large number of lectures I have to deliver." "Spring term: two daily exercises" in recitations in the most difficult subjects taught in the University, with laborious scientific practice every day. "As to the occupation of my time outside of the recitation room, I find it both useful and agreeable to spend it *all* in preparation for the duties of the class-room, and would be glad of more time to spend in the same way."

Prof. E.—"The time actually spent with classes in recitations or lectures, averages throughout the year, about three and a-half hours each day. It will be a low estimate, indeed, if we reckon the time occupied in the drudging" of my chair, "as equal to an additional three and a-half hours daily. There is also at least an average of two hours per day necessarily spent in looking over the lessons to be heard, or in preparation of the lectures to be delivered. The work of this chair may be said to culminate during the Spring term, when five hours are occupied each day in recitations or lectures, and the written exercises of about sixty students must be daily examined and corrected; so that on an average throughout the year, not less than nine hours daily are required for just the routine work of this chair, leaving but a small amount of time, and greatly diminished energy for the work—as absolutely necessary as any other—of pursuing investigation beyond what is of immediate use in the class-room, and keeping abreast with the progress of science as it is pushed onward by thousands of indefatigable and unincumbered observers."

Prof. F.—"In compliance with your request for information as to the amount of time spent by me in the service of the University, I would say in a word—*all of it*. No other than University work occupies my attention, for the care of my family may be fairly regarded as coming in the intermission of labor. My class-room work is three hours in the Fall term, four in the Winter, four in the Spring. The class-room exercises are recitations and lectures both familiar and formal. Out of the class-room all of my time is not given to the *immediate* preparation for the lessons of each day, but chiefly to general and specific studies directly and indirectly connected with the proper work of my chair."

Prof. G.—"I do not hear any recitations. I deliver each week at least seven lectures. At these lectures experimental demonstrations are given which require considerable time in preparation, and afterwards again considerable time for the removal and cleaning of apparatus used. I have not unfrequently four hours of work to do in the preparation of apparatus for one lecture. The general laboratory work for the regular college classes occupies the first three afternoons of every week. It is impossible to express the work done "in my chair" by the number of recitations, etc. As a rule I am engaged in University work from 8½ till 12, and from 2 till half past 4 on every day of the week. The work required to be done in order to keep myself properly prepared in this progressing science is largely done at home in the evening."

Prof. H.—"I am employed daily at my rooms in University work from 7:30 A. M. to 12 M., and from about 2 to 6 P. M. Three hours per day are devoted to teaching and lecturing, the remaining five and a half hours are employed in preparation for teaching, and other duties assigned by the Faculty."

Prof. I.—"I have daily four classes in the Fall term, three in the Winter, and three in the Spring. For the majority of the classes the time for recitation is uniformly one hour, but some of the exercises require more time, and to them two hours are allotted, occasionally even more than that. The nature of the classroom work admits of my absence some of the time, so that I am not with my classes as much as six hours in the day. But the necessary preparation for my classes, and the miscellaneous occupations connected with my stated duties fill out the day, and render it unavoidable to postpone till evening any extra work or investigation which I may wish to make."

The bare perusal of these statements will be enough to convince any candid reader that the Professors in this Department of the University do a great amount of work, and that it would be in the last degree unreasonable to demand of them an increase.

It will be borne in mind that the salary of each of the gentlemen is \$1,800, with one exception of \$1,600.

#### WORK REQUIRED AND SALARIES IN OTHER STATE UNIVERSITIES.

The following extracts from letters from several of our State Universities, in widely separated parts of the country, contain information of the various rates of compensation allowed to the Presidents and Professors, and the hours spent by the latter in the class-room.



1. "The Superintendent of this Institution receives a salary of \$3,000 per annum, and each Professor \$2,000 per annum.

They pay for their board.

The Assistant Professors receive \$750 per annum, and board.

The University furnishes quarters to them all.

We try to arrange our schedules so that each Professor shall be employed in the actual business of teaching not more than two hours per day during five days of the week."

2. Salary of President \$4,000, and of Professors varying from \$1,500 to \$2,000. Hours in classroom from two to five.

3. Salaries of Professors, \$2,250, hours of work not uniform, but in no instance more than three, and in many cases less than three.

4. President's salary, \$2,500 and house. Professors' salaries \$2,000 without a house. Average daily recitations, three hours.

5. President's salary \$3,600 and house. Professors' salaries, \$2,000. Hours of recitation not given.

6. "The salary of the President has been \$4,000 per annum. At my own suggestion it is now fixed at \$3,000. The Professors receive \$2,000. The number of hours *per diem* for each Professor is somewhat variable. We aim however to give three recitations or lectures as the work of each Professor. We think three are enough, if done as that work ought to be, by proper preparation on the part of the Professor, and by vigorous work with the class. Few men can do work of this kind, one year after another, and make any improvement in their own stock of knowledge, and maintain good health, with labor beyond what I have indicated. They become too much wearied every day for any original work, and soon fall into the feeling and ways of a drudge."

7. President's salary \$3,000 and house. Professors' salaries vary from \$1,500 to \$2,250, the majority being \$1,800. The minimum of recitations is fifteen per week, or three per day. This estimate does not include time of correcting papers and the like.

8. President's salary \$4,500 and house. Professors' salaries \$2,500. Two, or at most, three hours per day are considered full time in the lecture room. Some do not have an average of more than an hour per day. Assistants and instructors rarely average more than three.

9. President's salary \$3,600. Professors' each \$2,000. Average number of hours spent in instruction daily, including lectures occasionally, three.

10. Salary of President \$3,500 and house. Professors' salaries

\$2,000 each. Average number of hours spent in instruction, three per day.

Unless there is some special reason why our Academical Professors should go beyond the majority of those who hold corresponding positions in other State institutions, in the amount of regular and miscellaneous work done, while their compensation is much smaller, then the suggestion that their duties should be increased by the dismissal of the assistant teachers seems to be utterly indefensible.

#### A.—STUDENTS "NOT IN COURSE."

The students pursuing selected studies, or those called in the above table "not in course," were twice as many in the year 1875 as in 1874, or as 90 to 44.

This great difference results from greater vigor of classification than has heretofore prevailed in this Department, in consequence of which many students who would otherwise have ranked with those pursuing a regular course, have been called irregulars, because permitted to follow their own choice of studies under the general direction of the Faculty. During the year 1875 the Faculty began a more careful discrimination, and placed all students not aiming at entire conformity to some one of our prescribed courses of study, in the catalogue by themselves under the head "not in course." But henceforth, agreeably to the requisition of the Regents as expressed in a resolution at their meeting in June, 1875, these irregular students, as far as possible, will be published in the catalogue with those who are looking forward to graduation, for the purpose of indicating in general their grade of scholarship.

#### B.—THE CHAIR OF NATURAL SCIENCE.

Mr. Samuel Calvin assumed the duties of this chair as acting Professor in January, 1874, and was appointed full Professor at the annual meeting of the Regents in June of the same year.

The Cabinet of Natural Science has been very greatly improved by the addition of many new cases, the re-arrangement of the old material, the purchase of several thousands of new specimens, and the labelling of the entire collection, so that the teaching value of the Cabinet is many times greater than before, while the whole museum has become a strong attraction to citizens and strangers, and enhances the reputation of the University.

The purchases were made from Mr. H. T. Woodman, of Dubuque, to whose experience and skill we are also indebted for the present admirable order and fine appearance of the collection.

#### C.—THE MILITARY CHAIR.

Major Alexander D. Schenck, 1st Lieut. of the 2d U. S. Artillery, a graduate of the Military Academy at West Point, and of the U. S. Artillery School, was detailed to the chair of Military Science and Tactics, one year ago, by the President of the U. S., at the request of the Board of Regents. He has been engaged one year in the duties of his Professorship, and has given military instruction, practical and theoretical, to such of the students as chose to avail themselves of the opportunity afforded by the Federal Government in the appointment of an army officer for that purpose.

The optional nature of these exercises was determined by the Academical Faculty at the beginning of the year, and confirmed by the unanimous action of the Regents at their meeting in March. That action was reversed at the June meeting, and the drill made obligatory on all able-bodied male students except such as should be excused by the President.

#### D.—ASTRONOMICAL OBSERVATORY.

An astronomical observatory has been erected in a desirable location near to the University, at an expense of about \$6,000. It is furnished with a tower, lecture-hall, and Professor's room, and, with the instruments previously purchased, constitutes a valuable help to the pursuit of astronomical science.

#### E.—FEMALE STUDENTS AND CO-EDUCATION.

During the two years under review there were in 1873-4, 161 young ladies in this Department, and 122 in 1874-5. This diminution may not be repeated very soon, but there is reason to fear that the attendance of young women and girls will continue to decline unless some arrangement be made for providing them with desirable places of residence while in the institution.

This matter is one of very great importance not only on their account, but in view of the beneficial and most manifest influence of the co-education of the sexes, on the quiet and orderly conduct of the whole body of students. For it is believed that few institutions of learning

where a multitude of pupils are assembled, can show a better record in respect of decorous behavior. It is not pretended that there are no violations of propriety or even of morality here. We sometimes have serious rumors of such. But we can rarely discover reliable evidence of their truth. We exercise no espionage over the students, and are never on the look-out for mischievous fun or immoral conduct. Nor could the Academical Faculty be easily induced to exercise such watchfulness. They are of one mind in the opinion that greater evil than good would be the result. At the same time there would be no hesitation on their part to use any necessary severity in order to suppress serious disorder even if it should require summary expulsions from the University. But we fear no serious disorder. We discover no symptoms of it. Our students govern each other. The two sexes exert a reciprocal influence of the most salutary kind, and it would be a great misfortune should the proportion of young women become so small as to render their presence nugatory as a means of genuine manliness on the part of the young men.

#### F.—SCHOLARSHIP.

The Scholarship of the Department is gradually rising in excellence. Among the students there is an increasing number who realize the fact that the first great object to be sought here, is that thorough mental discipline which is to be secured only by four years of intellectual toil in the mastery of every part of a prescribed course of study.

Which is to say that scholarship is the great means afforded by the University of acquiring that vigor and facile use of the mind, which is necessary to eminent success in life.

If it seem to you faint praise, when we affirm that the institution is advancing in scholarly character, our answer is, that this is a *young* University in a *young* State, that educational institutions, like forest trees, are of slow growth; that very many elements must combine with many years, or even centuries, to produce that all-pervading, systematic excellence which characterizes the venerable Universities of Europe and of older States; and that high scholarship is one of the last attainments, because one of the most difficult, demanding a rare conjunction of virtue, diligence, patience, abstraction, perseverance, self-control, judgment, and a certain pure and noble ambition, which refuses to be diverted by any enticement from its lofty purpose.

But this love of study and of sound knowledge, which is implied in scholarship, is becoming to some extent the *esprit du corps* of the



Department, our *genius loci*, and to promote this sentiment, to fix it as a permanent and controlling influence here, is a constant aim of this Faculty. We believe in general information, in that acquaintance with human life and character which is derived from desultory reading, from travel, from the daily papers, daily talk, and daily living; in all that which makes one what we call an intelligent man. But we also believe that a deep and firm substratum of some knowledge united with the thoughtful and critical habits of the genuine scholar, will qualify any one even to read the newspapers, and to carry on a conversation, or write a letter, much more to compose an essay, or a book, or make an elaborate speech, in a more satisfactory, profitable and effective way, than he can command who is only a man of good but uncultivated intellect, a moral or intelligent but not well trained man. Therefore, it is that as a Faculty we feel that scholarship in its truest sense, should be the steadfast aim of the instruction given here; painstaking accuracy, systematic acquisitions, comprehensive knowledge, knowledge of principles and relations, definite, certain, scientific knowledge,—all those qualities of mind which are implied in the most devoted and successful student life: and therefore it is that we rejoice to be able to testify to any growth of this Department in this direction.

#### G.—COURSES OF STUDY.

The present programme of study was adopted by the Board of Regents at their meeting in March, 1873. It is not too much to say that, having been in operation for a period of two full years, it has proved a success. By this is not meant that it is incapable of improvement. And there is no opposition on the part of any Professor to any change that can be shown to be an improvement. But it is earnestly insisted that such changes be made only with the approval of the Faculty, after due consideration on their part, and on their recommendation. As a body the Faculty is most deeply concerned for the vital interests and permanent prosperity of the University, and are not unwilling to sacrifice personal preferences and convenience for the good of the whole. If any irreconcilable difference of judgment should arise, they should choose to abide by the decision of the Board, knowing and strongly feeling that the unity of the institution is a matter of vital importance, and that general agreement and harmonious action are indispensable.

## II.

### CONCERNING

#### THE

#### DEPARTMENT OF CIVIL ENGINEERING.

Prof. Philbrick, of this Department, entered on the duties of his chair immediately after the date of my last biennial report in September, 1873. The number of students was then very small, but has steadily increased, and his work promises to become in magnitude and efficiency all that the admitted importance of his profession would lead us to expect. His Department is closely connected with the Academical, since the Civil Engineering students prosecute a large part of their five years' course of study under the Academical instructors, and are subject to the same rules of government and order as the Academical students. But inasmuch as one of these Departments is for general culture, and the other for special and professional, it seems hardly proper to call the latter a chair in the former.

## III.

### CONCERNING

#### THE

#### LAW DEPARTMENT.

The Law Department has had two years of distinguished success the number in attendance having been, for 1873-4 NINETY-THREE, and for 1874-5, ONE HUNDRED AND SIX, facts which indicate the increasing popularity of the school and the well-deserved celebrity of the instructors.

At the meeting of the Regents in June, 1875, letters of resignation, with a statement of reasons therefor, were received from Professors

Wm. E. Miller, and Frederick Mott, of the chairs of Constitutional and Criminal Law, and of Pleading and Practice, respectively, and the following response made by the Board.

*Resolved*, That the Board of Regents have received with regret the communication of Hon. Wm. E. Miller, tendering his resignation as Professor of Constitutional Law. We recognize the valuable service rendered the University by Judge Miller as a Professor in the Law Department, and in accepting his resignation express the confidence of the Board of Regents in his ability as a Lawyer and Professor, and in his integrity as a man, and we take pleasure in the expression of our high esteem for Judge Miller.

*Resolved*, That the Board of Regents of the Iowa State University reluctantly accept the resignation of Professor Frederick Mott, and regret that the pressing demand for his valuable services has been made and presented in such a manner as to lead him to believe that it was his duty to accept of the position tendered to him. The Board take this occasion to express their warmest thanks to Prof. Mott for the faithful discharge of his duties in the Law Department, for his influence in aiding the University generally, and for the kind words for its future prosperity.

That we regard Prof. Mott as a true Christian man, a ripe scholar and eminently qualified for the duties of a teacher in his new field of labor, and trust he may realize his highest anticipations in making the institution of learning over which he has just been called to preside a worthy co-laborer with the State University in the great work of education in the State.

The following extracts from the records of the same meeting contain important information concerning the recent history of this Department:

*Resolutions relating to the Law Department.*

1. *Resolved*, That hereafter William G. Hammond, resident Professor of Law and Dean of the Law faculty, shall be known and styled Chancellor of the Law Department, and that his salary be fixed at twenty-five hundred dollars.

2. *Resolved*, That there be appointed a person learned in the law, who shall be known and styled resident Professor of Law, and that his salary be fixed at fifteen hundred dollars, and that O. C. Howe of Newton, Iowa, be and is hereby appointed as such Professor.

3. *Resolved*, That the President of the University shall be a member of the Law Faculty, and shall have and exercise the same powers and duties in respect to said Department as heretofore vested in and exercised by him.

The duty of instruction in this Department is hereby laid upon the Chancellor, and Professors and such lecturers upon special subjects as the needs of the Department shall require and the means within the control of the Board of Regents shall admit of.

4. *Resolved*, That the chairs of Constitutional and Criminal law, and of Pleading and Practice, made vacant by the resignation of Professors Miller and Mott be, and the same are hereby abolished. That the subjects of these chairs shall hereafter be taught by the Chancellor, Professors and special Lecturers, under such system and division of labor as shall be most promotive of the interest of the Department.

5. *Resolved*, That the salary of Professor C. C. Cole be, and the same is hereby affixed, at one thousand dollars for ten (10) weeks labor.

6. *Resolved*, That there be and hereby is appropriated for the Library of the Law Department the sum of five hundred dollars.

Shortly after the passage of these resolutions, Professor Cole sent the following communication to the Board:

*To the Honorable the Board of Regents of the Iowa State University:*

GENTLEMEN:—I am willing to render further services as Professor of Law for a period of not less than six nor more than eight weeks per year, at and for compensation of one hundred and fifty dollars (\$150) per week. If the Board think this price too much, or by reason of the condition of the University treasury, or other reason, the Board cannot or do not choose to pay that compensation, I ask the Board to regard and accept this as my resignation, and oblige,

Very respectfully,

C. C. COLE.

June 29, 1875.

This communication resulted in the following preamble and resolution:

WHEREAS, The resignation of Profs. Miller and Mott render ten weeks instruction necessary from the chair of Prof. Cole. And

WHEREAS, The means under the control of the Board will not permit of a greater compensation than one hundred dollars per week for such services. Therefore

*Resolved*, That should Prof. Cole not withdraw his conditional resignation, then that the same be accepted, and that the sum of \$1,000 set apart as the salary of Prof. Cole, be, and the same is hereby placed under the control of the Executive Committee and Law Faculty, to be employed so far as necessary in procuring the instruction required from the chair of Prof. Cole.

The conditions of Professor Cole's resignation failing, his position became vacant, and was immediately filled on application to Hon. J. M. Love, for many years Judge of the United States District Court, who readily accepted it on the terms declined by Prof. Cole. Arrangements were also made with Judge Dillon, of the U. S. Circuit Court, for the delivery of his lectures on Medical Jurisprudence, to the students of this Department by themselves, instead of conjointly with the medical students as heretofore.



The Faculty consists at present of  
 William G. Hammond, LL. D., *Chancellor*.  
 Orlando C. Howe, *Resident Professor*.  
 James M. Love, LL. D.  
 John F. Dillon, LL. D.

In the accession of Judges Love and Howe to our corps of Law Teachers, the Department has had the greatest good fortune.

Professor Love is known as a lawyer of the highest ability, and having had long experience on the bench of the U. S. Court, he comes to his new work with rare qualifications.

Professor Howe has occupied important judicial positions in the State, and both as a judge and an attorney has won the esteem of those who know him as abundantly qualified for the place to which he has been called.

The entire *personelle* of this Faculty, with characters above reproach or suspicion, are sure to win the confidence of one another, and the public, and to inspire their pupils with the truest respect, not only as men of clear intellect and sound learning, but as gentlemen of honorable sentiments and genuine courtesy.

The great want of the Department is now, as it long has been, a greatly enlarged Library and more spacious accommodations. But these matters have been sufficiently discussed in previous years, and are perfectly understood by the Regents and others without further amplification here.

#### IV.

#### CONCERNING

#### THE

#### MEDICAL DEPARTMENT.

The students in this Department during the last two years have numbered *one hundred and fifty-nine*,—in 1873-4, *sixty-five*, and in 1874-5, *ninety-four*.

*One thousand and twenty-one* lectures have been delivered.

*One hundred and thirty-four* clinics have been held.

*Nine hundred and ninety-four* patients have been under treatment.

*Five hundred and fifty* prescriptions have been issued.

These patients, of both sexes and all ages, come from all parts of the State, afflicted with every variety of bodily disease, injury and misfortune.

Many capital operations have been performed, and medical and surgical skill, derived from thorough knowledge and extensive experience and observation, has been used for the temporary and permanent relief of the sufferers, with the utmost professional fidelity, without expense and with the best results.\*

Our dissecting classes have been amply supplied with material.

Dr. Ranney, of the Mt. Pleasant Asylum for the Insane, has given each year a course of lectures on his specialty, and Judge Dillon, of the U. S. Circuit Court, has done the same on Medical Jurisprudence.

To say nothing of the advantages thus conferred on the thousand recipients of the gratuitous services of our Medical Professors, it needs only the simple statement of these facts to prove to any intelligent person that our Medical students enjoy the best opportunities of qualifying themselves for medical practice.

The success of this Department seems to have been established beyond a peradventure. The dissatisfaction with it, which existed for a year or two at the beginning, has largely died out, and many most decided opponents have become its warmest friends. Its prospects were never so hopeful as at present. The chairs, with one exception, are filled by their original occupants, and none of them have exhibited any abatement of their former zeal.

There seems to be now no obstacle to its continued and increasing prosperity, excepting—as with the Law Department—the want of a more spacious building, and, besides that, of more abundant means of illustration by models, charts, and all the various facilities of instruction which the skillful handiwork of the artist or artisan can prepare, but only money can supply.

\*NOTE.—There is one suggestion which ought to be of force with those who are wont to complain of the cost of this Department of the University as if it were of no value to the public, but only to the individual students. It is this: The surgical and medical practice bestowed as a gratuity on those who have resorted to it for treatment during the past two years, would, at the regular tariff of rates in the profession, have amounted to not less than \$10,000. If the eleemosynary institutions of Iowa, involving very great expense to the State, which is justified because devoted to the relief of orphans, the insane, the blind and the deaf and dumb, are worthy of support, this Medical School is entitled to some generous consideration on account of the incidental benefits conferred by it on other unfortunate sufferers at the rate of five hundred per year.

## CONCLUSION.

The various wants of the several Professors, in the proper and necessary work involved in their chairs, and of the different Departments, and of the University as a whole, will be fully set forth in another paper, which will be furnished to the Regents and the Legislature some time during the session.

All which is respectfully submitted.

GEO. THACHER,  
*President.*

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## REPORT.

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### *To the General Assembly :*

Your committee, appointed to visit the State University, have discharged that duty.

Your committee met at Iowa City on Tuesday morning, February 1, and occupied that day and a portion of the day following in acquainting themselves with the workings of the University and its needs. The limited time at their disposal of necessity rendered their investigations quite superficial in their scope and character. The committee sought, however, to form such general impressions as would enable them to present such conclusions to your honorable body as should be worthy of regard.

In the first place, your committee desire to suggest that in the selection of the Board of Regents great care should be exercised, both with reference to their literary and executive qualifications. While they should be men having at heart the advancement of the University as an educational institution, they should be men ambitious to render it so far as possible independent of the State treasury. These Regents should be cautious as to their recommendations to the Legislature, taking upon themselves something of that responsibility that would be upon them if the Legislature did not stand between them and the treasury. Members of the Legislature should have warrant for feeling that appropriations asked for by these Regents are both just and proper, and therefore the work of digesting, sifting, reducing and trimming the various demands of the various heads of the University should be largely done by the Regents themselves. By the appendix to the report of the Board of Regents it will be seen that an appropriation of \$119,577.81 is asked for to sustain the University for the ensuing two years, which, including the University income for the same time,

makes a total amount to support the University for two years next ensuing of \$181,377.81. There should be care that these biennial demands do not grow too fast.

Your committee are free to admit that the wants of the University are numerous, that some of the departments are inadequately supplied with room, that others are lacking in apparatus, etc., but your committee see no way of meeting these varied wants except through the adoption of a uniform system of improvements that shall extend through a series of years. The number of students is not so rapidly increasing from year to year as to render this policy impracticable or unadvisable. The number of students in the academical department is not so great as it was ten years ago.

When \$119,000 and over is asked it becomes a matter of some embarrassment to a visiting committee, with their superficial knowledge of details, to reduce the figures, item by item, to such an amount as, in the aggregate, they may feel themselves justified in recommending. After examining the estimates, and after looking through the various departments, your committee have concluded to suggest that an appropriation of \$45,000 for the ensuing two years be made. In this amount your committee have not contemplated the erection of new buildings or new fences. It may be suggested that possibly, under the right effort, improved accommodations could be given, at slight expense, to both the medical and law departments in the buildings already at the disposition of the University officers. However, your committee are not disposed to recommend new buildings at this time.

Generally speaking, your committee are glad to bear testimony as to the efficiency and worth of the University in its various departments. There appears to be heartiness in the work on the part of the professors, thoroughness in methods, and a congregation of such elements as will go to give the University high standing as an educational institution. Your committee are of opinion that the University is worthy the liberality of the State, and such intelligent legislation as shall fitly represent the good cause of which the University is a part.

GEO. D. PERKINS,

*On the part of the Senate.*

EWING H. THAYER,

WM. M. BROOKS,

*On the part of the House.*