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GROWTH IN THIRTEEN YEARS (1890-1903).

Historical Statement.

The Legislative Act establishing the University was approved 11 February, 1839. The University was located at Columbia 24 June, 1839. The various departments were established as follows: Academic department, 1841; Department of Education, 1867; College of Agriculture and Mechanic Arts, 1870; School of Mines (located at Rolla), 1870; Law Department, 1872; Medical Department, 1873; Engineering Department, 1877; Experiment Station, 1888; Graduate Department, 1896. In 1890, the Missouri State Military School was created a department of the University and in 1904, the department of Education was expanded into a Teachers College, a professional school of high grade. All departments except the School of Mines are at Columbia.

In 1869, women were admitted to the Department of Education, in 1870, to the Academic Department, and soon after to all departments.

In 1868 the University received aid from the state for the first time—\$10,000 for two years. On 9 January, 1892, the main building, containing the library, museum, and other collections, was burned, the Hall of Agriculture and the Observatory being the only buildings for instruction left on the campus at Columbia. We have had to supply anew, buildings, books, and laboratory equipment.

Endowment.

In December, 1890, the endowment consisted of (a) seminary fund, \$540,000 in state certificates at five or six per cent; (b) annual income from U. S. Government, \$29,150; (c) unsold land, 57,256 acres; (d) appropriations by the Legislature. In December, 1903, the endowment consisted of (a) seminary fund, \$1,240,000, in state certificates at five or six per cent; (b) annual income from U. S. Government (Hatch and Morrill acts), \$38,438; (c) income from collateral inheritance tax of five per cent, \$142,564; (d) unsold land, 47,427 acres; (e) appropriations by the Legislature. The chance of missing an appropriation by the Legislature is scarcely so great as that of missing interest on the bonds of a corporation.

Annual Income.

On 31 December, 1890, the annual income from all sources, for all departments and for all purposes, amounted to \$122,255. If the income from fees (\$11,250) be deducted, the remainder is equal to the interest, at 5 per cent on \$2,220,100 or at 4 per cent on \$2,775,125. On 31 December, 1903, the annual income from all sources, for all departments and for all purposes was as follows: (a) interest on seminary fund, \$63,267; (b) from U. S. Government, \$38,438; (c) collateral inheritance tax, \$142,564; (d) legislative appropriation, \$188,676; (e) fees, rents, etc., \$46,890. The total \$479,835, represents the income for the calendar year 1903. The annual income apart from fees (\$14,750) is equal to the interest at five per cent on \$9,301,695 or at 4 per cent on \$11,627,118. The fees are small because the state wishes us to make education practically free.

Buildings, Books, and Equipment.

In December, 1890, our buildings, books, and equipment were valued at \$360,000. In December, 1903, they were valued at \$1,600,000, not including the campus or the grounds for Horticulture, Botany, and Agriculture.

Enrollment of Students.

On 31 December, 1890, 510 students had been enrolled in that session of whom more than 210 were of preparatory grade. Not so many as 300 could have come in under our present requirements for entrance. They represented 11 states and territories. For the session of 1903-1904 the enrollment, including the students of the summer session, was 1649. The total number in summer and in winter session from June, 1904 to June, 1905 will exceed 1860. They represent 53 states, territories, and foreign countries. In the next five years the enrollment will go beyond 3,000 probably.

Requirements for Entrance.

In December, 1890, nothing was required for admission to the Departments of Law, Medicine, and Agriculture, and to the School of Mines, except a certain age and the training of the elementary schools. In the Academic Department, the Department of Education, and the School of Engineering there was a preparatory school with a curriculum two years long, on the completion of which the student was admitted to the freshman class. To abolish the preparatory school, to raise the standard of admission to all departments, and to build up a system of good secondary schools was an early undertaking of the present administration of the University.

Approved Schools.

In December, 1890, 23 secondary schools had been approved. In nearly all of them the course of study was meager and only two years long. Few of them had a laboratory or a library. There were not then six secondary schools in Missouri that could have met our present conditions for approval.

The number of approved schools is now 133. According to actual figures, this means a growth from 23 to 133, but according to the present requirements for approval, the increase has been from 6 to 133. As the high schools have advanced their courses from two years to four and have equipped their laboratories and libraries and have increased the number and improved the quality of their teachers their enrollment has grown steadily. In the thirteen years the number of pupils in secondary schools in Missouri has been multiplied several times. Ten years ago we appointed an Inspector who spends eight months each year visiting secondary schools and helping them. Of our approved schools 105 are in Missouri.

Summer Session.

In 1890, the University was closed during the entire summer. A few courses were offered in Mathematics and in Science, but the work was unorganized and the attendance small. In 1896, a Summer Session was organized. This department has steadily grown in efficiency, and its influence upon the secondary schools has been great. Since 1896 nearly 2500 students, mostly teachers, have been enrolled for summer work.

Positions Created.

In the last thirteen years the University has created at least the following positions: Dean of the Academic Department, Dean of the Teachers College, Junior Dean of the School of Engineering, Greek (Instructor, Assistant), Elocution (Professor), Classical Archaeology and History of Art (Professor), Romance Languages (Professor, Assistant Professor, Instructor), Germanic Languages (Professor, Assistant Professor, Instructor), Mathematics (Assistant Professor, Instructor, 3 Assistants in lieu of two Assistant Professors), Mechanics (Professor), Philosophy (Professor), Experimental Psychology (Professor, Assistant), History (Professor, Assistant Professor, Instructor, Assistant), English (Assistant Professor, 3 Instructors), Political Economy (Professor, Instructor), Political Science and Public Law (Professor), History and Principles of Education (Professor), Sociology (Professor), Law (additional Professor), Physics (Assistant Professor, 2 Instructors, and 1 Professor and an Assistant in the School of Mines), Chemistry (Assistant Professor, 4 Instructors,

in lieu of an Assistant), Agricultural Chemistry (Professor), Zoology (Professor, Assistant Professor, Assistant), Botany (Professor, Instructor, 2 Assistants), Entomology (Professor, Assistant), Horticulture (Instructor, 2 Assistants), Animal Husbandry (Professor, Assistant Professor), Agronomy (Professor), Dairy Husbandry (Assistant Professor), Veterinary Surgery (Professor), Physical Training (Professor, 3 Instructors, 2 Assistants), Mechanical Engineering (Professor, Instructor), Electrical Engineering, (Professor, Instructor), Civil Engineering (one more Assistant Professor), Mining Engineering (Professor), Metallurgy (Professor), Shopwork (4 Instructors), Mechanical Drawing (3 Instructors), Freehand Drawing (Instructor), Vocal Music (Instructor), Physiology (Professor, Assistant), Physiological Chemistry (Assistant Professor), Anatomy (Professor, Instructor, Assistant), Pathology and Bacteriology (Professor, Instructor, Assistant), Eye and Ear (Professor), Obstetrics and Gynecology (Professor), Internal Medicine (Assistant Professor), Head Nurse and Assistants and 2 Internes in Hospital, Inspector of High Schools, Landscape Architect, Superintendent of Buildings and Grounds, Adviser of Women, Assistant Secretary of the University, Registrar, Alumni Recorder, Publisher, Mechanician, Head Librarian and Staff of Cataloguers, about 15 Fellows and Student Assistants. In some cases the chair (e. g., Pedagogy) had been established, but was in 1890 yoked to another chair. In some cases chairs have been abolished and in their places two chairs have been established. For example, in place of a chair of Modern and Semitic Languages, with a Professor and an Assistant Professor, the Chair of Germanic Languages and that of Romance Languages have been established. In place of a chair of Biology, with a Professor and an Assistant, a chair of Botany and one of Zoology have been created.

Universities Represented.

Our Professors, Assistant Professors, and Instructors, not including those to be appointed next spring, have attended, as undergraduates or as graduates, the following colleges and universities. In many instances the same man has attended two or more universities.

Harvard, 19; Yale, 3; Columbia, 8; Johns Hopkins, 11; Virginia, 5; North Carolina, 1; Georgia, 1; Vermont, 1; Michigan, 5; Wisconsin, 2; California, 2; Stanford, 2; Indiana, 1; Kansas, 1; Nebraska, 1; Missouri, 26; Illinois, 1; Dartmouth, 2; Oberlin, 1; Chicago, 10; Pennsylvania, 1; Minnesota, 1; Mississippi, 1; Clark, 2; Cornell, 12; Boston, 1; Bryn Mawr, 1; Williams, 1; Purdue, 2; Lehigh, 1; DePauw, 2; Ohio, 3; Dalhousie, 1; Manitoba, 1; Toronto, 2; McGill, 3; West Point, 1; Cambridge (Eng.), 1; Heidelberg, 5; Ecole des Beaux Arts, 1; Sorbonne, 1; Ecole Normale Supérieure, 1; Paris 5; Berlin, 10; Halle, 2; Zurich, 1; Munich, 3; Prague, 1; Classical School at Athens, 2; Classical School at Rome, 1; Strassburg, 3; Leipzig, 8; Freiburg, 1; Vienna, 1; Goettingen, 3; London, 1. Assistants, mostly graduates of the University of Missouri, are not enumerated, although they are generally of much promise.

The inequality in the representation of American universities is due to the emphasis that some give to research, and to the fact that some are not well conscious of western institutions, and partly to accident. No local, political, or sectarian test is applied in the employment of teachers here.

Courses of Study.

Thirteen years ago the course of study in Law was two years long—sixteen months. The course in Medicine was of the same length. The course in Law is now three years long, and that in Medicine four, each consisting of nine months. In the Academic Department the course was four years long, but twenty hours a week of lectures were required, and there was little recognition of laboratory work. The course was nearly a hard and fast curriculum. Now fifteen hours a week are required and the student is prohibited from taking more than sixteen. All the work is elective, but the student is restricted from scattering his energies over too many subjects or concentrating them upon too few. Only one Bachelor's degree (A. B.) is given.

In the School of Mines in 1890 a little Metallurgy was taught in connection with Chemistry, but there was no attempt to teach Mining Engineering and there was no separate laboratory of Metallurgy. The course of study has been extended from three years to four, a chair of Mining Engineering has been established, and another of Metallurgy, a building for shops has been erected, and other improvements have been made too numerous to mention.

	31 Dec., 1890.	31 Dec., 1903.
Statistical Summary.		
Seminary fund (endowment)	\$540,000	\$1,240,000
From U. S. Government (yearly)	\$29,150	\$38,438
Annual income (for all purposes)	\$122,255	\$479,835
Income, less fees, capitalized at 5 per cent	\$2,220,100	\$9,301,695
Buildings, books, and equipment.	\$360,000	\$1,600,000
Acres of unsold land	57,256	47,427
Students enrolled (actual numbers, 1903-1904)	510	1649
Students enrolled (under present entrance requirements)	300	1649
Professors, Assistant Professors, and Instructors	38	100
Approved secondary schools (actual numbers)	23	133
Approved sec'ary schools (under present requirements)	6	133

	31 Dec., 1890.	31 Dec., 1903.
Requirements for Entrance.		
College†	El. school course	High school diploma
Law Department	El. school course	High school diploma
Engineering†	El. school course	High school diploma
Medicine	El. school course	High school diploma
Department of Education†	El. school course	High school diploma
School of Mines	El. school course	High school diploma
College of Agriculture	El. school course	High school diploma
Graduate Department	(not then created)	Bachelor's degree.
†(In Preparatory Department.)		

Missouri. Missouri contains 69,415 square miles—nearly 3,000 more than New England. The population is 3,106,665. The assessed valuation of property (about one-third of the real value) is \$1,200,000,000. While the development of its resources has scarcely begun, it is the fifth state in the Union in population and also in wealth and the seventh in manufactures. For agriculture and for mining it is justly famous. The large area, population, and wealth of the state and its imperfect development give great opportunity to the University. Its geographical position and political history make Missouri at once a Western, a Northern, and a Southern state. This also is of advantage educationally.

Conclusion. The statistics printed above are strictly accurate, but they do not tell the whole story. There never has been a time since 1841 when the University lacked a number of teachers of marked skill and ability; nor has there ever been a time when a good education was not obtainable here by the able and the strenuous. When opportunities are few, men grasp them eagerly, but neglect them, when they become abundant. The difference between what the *best* students get here now and what they got in former years is not nearly so great as the statistics would indicate. Preparatory departments are unfortunate, but the instruction given in ours was of excellent quality. Courses in Law and Medicine, two years long, and without demand for previous preparation, are unfortunate; but numbers of able lawyers and skillful physicians are to be found among our alumni and many brought a good education as preparation. So also for Engineering, Agriculture, and Mining. The recent advancement of the University is due largely to the labors of men that in the past sowed abundantly, but reaped sparingly. All honor to them!

While the opportunities in the last thirteen years have been great, the obstacles here have been formidable. Situated in a small town reached only by branch railroads, crippled at first by a preparatory department and the lack of secondary schools, burned in 1892, and hindered constantly by many things which impede progress, the University has had to compete in its own state with thirteen schools of medicine, three of law, one of engineering, two universities, and many colleges. What has been achieved justifies hope. We seem to have reached ground from which in the next thirteen years the University may make great progress. May He who has shielded it in many a time of peril guide it into the highest usefulness to men!

R. H. JESSE.

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