

As entomologist to the State Board of Agriculture I have prepared articles concerning the chinch-bug and other injurious insects, for publication in the monthly and biennial reports of that Board, and have attended to a large correspondence with farmers and fruit-growers upon subjects connected with economic entomology.

For the two years beginning July 1, 1889, State appropriations will be needed—

For additional assistance in the work of instruction, per annum.....	\$?
For museum labor, per annum.....		500
For printing labels, per annum.....		100
For additional microscopes for the botanical laboratory.....		500
For additions to cabinets, per annum.....		1,000
For cabinet cases.....		2,500
For taxidermic tools and supplies.....		300
For charts and illustrative apparatus for the physiological, botanical and zoölogical laboratories and lecture-rooms.....		300
For printing weather reports, per annum.....		75
For standard books and works of reference in the various branches of Natural History.....		2,500
For assistance in taxidermy, per annum.....		600

Respectfully submitted.

FRANCIS H. SNOW, *Professor of Natural History.*

LAWRENCE, KANSAS, August 13, 1888.

DEPARTMENT OF LATIN LANGUAGE AND LITERATURE.

To the Board of Regents of the University of Kansas—GENTLEMEN: The subjects of study, the methods of teaching, and the results aimed at in the preparatory course and the first two years of the University course, were quite fully set forth in my report two years ago, and therefore will not be repeated now. A higher standard of entrance examinations, somewhat larger classes, well-sustained or increasing interest and corresponding advancement in scholarly attainments, are the chief additional marks of progress observed in the lower classes during the last two years.

Nine optional studies are offered in the Junior and Senior years, as shown in the catalogue for the present year. These studies are in the lines of history, poetry, philosophy, the drama, and archaeology. The authors read in history are Tacitus, Suetonius, and letters of Cicero and Pliny with special reference to their historical value. The text-books in philosophy are Cicero and Lucretius. Plautus and Terence are read for Roman Comedy. In poetry, selections are read from Catullus, Propertius, Tibullus, Ovid, and Martial. Lectures in Latin are also frequently given, on the Roman authors read. Archaeology is taught by discussions and study of the topography of

Rome—Roman roads, bridges, aqueducts, baths, temples, etc.—remains in Rome and Italy in Republican and Imperial times. The object is to place before the student, as clearly as possible, the true excellence of the old civilization from which we derive the largest part of all that is valuable in our own. As helps to this end, many books of reference are necessary upon the more important points in Roman art, archæology, and history. In such books our library is very deficient. A partial list, therefore, of the books most urgently needed has been prepared, and will be informally referred to you for your consideration.

The list price of these books is about seven hundred dollars (\$700). Twice as large a list could be profitably used. Only those books are named which are considered most desirable for immediate use. It will be of great benefit to our students to have the use of them as soon as possible.

With the appropriation to this department two years ago for maps, charts, and other apparatus of instruction, the following purchases have been made:

Statues: The Venus of Melos; The Borghese Warrior; The Germanicus; Emperor Augustus in military dress.

Busts: The Clytie of the British Museum; The Empress Faustina the Younger; The Emperor Nero; The Emperor Trajan; The Emperor Hadrian; The Emperor Marcus Aurelius as Frater Arvalis; The Emperor Septimius Severus; The Emperor Commodus.

Maps: Burns' Relief-map of Rome; Johnston's Wall-map of the Roman World; Johnston's Wall-map of Italy; Johnston's Wall-map of Cæsar's campaigns in Gaul; Reinhard's Wall-map of Ancient Rome; Kiepart's Wall-map of Rome and its Environs.

Charts: Three colored charts of Roman architecture, viz.: Combination of Doric and Ionic orders in the theater of Marcellus in Rome, The Corinthian order of the Pantheon in Rome, The Composite order of the Goldsmith's arch in Rome; The Pantheon in Rome; Wall-chart of the Appian Way; Wall-chart of Pompeii; Wall-chart of a Centurio; Wall-chart of a Tribunus; Wall-chart of a Legionarius; Wall-chart of a Togatus; Wall-chart of a Triclinium; Sixty-two *facsimiles* of Latin manuscripts.

These objects, and others previously purchased, together with a similar collection from the Greek Department, have been arranged for exhibition and use in a convenient suite of rooms in the south wing of the main building, and constitute the nucleus of a classical museum.

The establishment and opening of this museum seems to me the most notable University event of the last two years, if not in the entire history of the Institution, and the most promising of true culture. For by means of the objects gathered here we shall be able more easily and vividly to portray, not only the material perfection of the old civilizations, but also the character and genius of the peoples, as seen in their noblest work and loftiest motives. Patient effort and constant communion with the matchless forms of pure art can alone secure this best and crowning part of a liberal

education. Shall not Kansas youths have this opportunity? They are as bright as the best, and should have an equal chance for the highest culture. Our State is unsurpassed in the productions of her fertile soil. When a fair proportion of these productions shall be transmuted into beautiful forms of art as aids for instruction, Kansas will furnish as good an opportunity for the higher education as New England.

It scarcely need be said that a well-filled museum is almost as needful to the classical department as a well-appointed laboratory is to the chemical department, or well-stored cases are to the department of Natural History. We have made a beginning, but have not one hundredth part of what we want. We want, and confidently expect to have some day, a classical museum worthy of our great and growing State; for we are confident that rich and generous Kansas will not neglect the educational needs of her bright sons and daughters.

Miss Rudolph's work during the last two years has been excellent in every particular. She has shown herself careful, capable, scholarly, and apt to teach.

Respectfully submitted.

D. H. ROBINSON,
Professor Latin Language and Literature.

DEPARTMENT OF MATHEMATICS.

To the Board of Regents of the University of Kansas—GENTLEMEN: It is again my privilege and my duty to report the condition of this department for the two years ending June 30, 1888.

My assistant, Mr. Olin Templin, started for Europe on the 20th of April in order to pursue a special course of study at the University of Berlin. He expects to be gone until September, 1889. It is a pleasure to state that Mr. Templin gives promise of great usefulness and thorough scholarship. His place will be filled by a young lady of the class of 1884.

The subjects of study and the number of students pursuing them, are as follows:

<i>Studies.</i>	1886-87.	1887-88.	Total.
Algebra.....	134	151	285
Geometry.....	102	125	227
Trigonometry.....	64	58	122
Analytic Geometry.....	17	20	37
Calculus.....	8	8	16
Determinants.....	1	0	1
Quaternions.....	4	7	11
Least Squares.....	1		1
Total.....	331	369	700

The science of mathematics is one which to the common mind is as little attractive as any that can be imagined. Its allurements do not consist of