Council Meeting,

Dec. 4, 1905.

Absent President James and Dean Harker.

The petition of Louis Buenger to be given credit for economics 22 and 26, taken last year, was granted.

The petition of Mr. Huff to hold an athletic carnival on Dec. 16 granted, subject to the consent of Col. Focht for the use of the Armory.

Mr. J. A. Dailey is excluded from his class in chemistry and punished by the loss of his credit in the course for having cheated in a recent quiz.

Voted, that a revision of the rule concerning cheating be made a special order for the next meeting.

Adjourned,

[Signature]

Secretary
Absent President James.

It was voted to refer the University rule relating to cheating to a committee of three, to be appointed by the Vice-president, for report.

Voted to refer the rule concerning examinations subject to a fee to Dean Townsend.

The request of Mrs. Alice V. B. Clark, Mrs. Jeannette C. Lincoln and Professor S. S. Colvin, on behalf of the Faculty Dramatic Club, to present a farce comedy in four acts entitled "For One Night Only", at Morrow Hall, at a date to be decided upon, was granted, subject to the approval of the Custodian of Morrow Hall for the use of the Hall.

The petition of the Scandinavian Club for permission to hold a Christmas festival on Thursday, Dec. 21, in the evening, granted.

The request of the German Club for permission to hold their annual Christmas festival on Thursday evening, Dec. 21, in Morrow Hall, was granted, subject to the approval of the Custodian of Morrow Hall.

The following loans from the Snyder Fund were approved:

A. B. Dorman  $75.
L. R. Wilson  150.
F. H. Emerson  150.
G. W. Saathoff  175.

Adjourned,

[Signature]

Secretary

Approved Dec. 28, 1905
Council Meeting,
Dec. 19, 1905.

Absent Deans Davenport and White;
Dean Clark excused.

Dean Kinley, who was appointed by the President to inspect Rockford College, with a view to accrediting it for advanced work, submitted his report and it was voted that Rockford College be accredited for the present year for 58 credits, in accordance with the recommendation. (See letters of Secretary to President Julia H. Gulliver).

A communication was submitted from Professor Grindley, approved by the faculty of the College of Science, recommending the acceptance of the sum of one thousand dollars offered by the Helvetia Milk Condensing Company of Highland, Illinois, to be used as a fellowship for two years ($300, fellowship stipend and $200, for expenses), for investigation of the nutritive value of condensed milk or cream. The following resolution was adopted:

It was voted to refer the matter back to the faculty of the College of Science with the following resolution:

Resolved,--that the University accept the proposal of the Helvetia Milk Condensing Company to found a fellowship of the value of one thousand dollars for two years, in the department of chemistry of the University of Illinois, for the investigation of condensed milk or cream as infant food, in which investigation the product of said Company, as bought in the open market, shall be included. In all other respects the University officers concerned shall be perfectly free to conduct the investigations as they shall find best.

The following loans from the Snyder Fund were approved:

L. P. Hoff,     $100.
B. C. Gardner   150.
REPORT ON ROCKFORD COLLEGE

Brief Account of the College

Rockford Female Seminary was founded in 1849 and in 1891 the institution became a college and all graduates, beginning with those of 1896, are therefore college graduates.

Admission.

The requirements for admission are equivalent to 39 high school credits, in our phraseology, or 13 units in the terminology of the North Central Association. There are two courses in the College and the admission requirements are divided accordingly into two classes.

A. Admission to the Classical Course.

1. English.— The usual college entrance requirements.

2. History.— One year of either ancient history to 800 A.D., Mediaeval and modern history, English history, or American history including civil government. Ancient history is recommended.

3. Algebra.— Radicals, equations first and second degree, ratio and proportion, progression and the binomial theory.

4. Plane Geometry.— The usual requirements.

5. Latin.— Caesar four books, Cicero, seven orations, Vergil, six books. Four years in all.

6. Second foreign language.—Greek, German of French, two full years.

7. Third foreign language.— One year; or as alternative, one year of physics or chemistry, five periods a week.

B. Admission to the General Scientific Course.

1. Requirements the same in English, history, algebra and plane geometry.

2. In addition Latin Grammar, Caesar, and two years of either French or German are required, one year of physics or chemistry, plus six other credits which may be all in language, all in science, or divided between the two.
I inspected the work of the following departments:

1. Biology including Botany and Zoology.

Instructor, Miss Carothers, Ph.D. Is a pupil of Professor Coulter's and her work is warmly commended by him.

Equipment:— There was a sufficient number of microscopes to furnish one for each member of the class and also two other extensive compound microscopes intended for more careful investigation. I saw the pupils at work in the Laboratory and each was equipped with the necessary tools for carrying on laboratory work. The class numbered eight or nine and is therefore easy for the instructor to handle. No single text-book is used as a text, but reference is given to several and the instructor prepares a syllabus of the work. The students take this syllabus, perform the experiments, and enter the record of their work, as they do it, in their note books side by side with the syllabus. These note books are examined not less than weekly. The class meets four hours the first year, three hours the second year and three hours the third year. The first year's work, I understand, is required; it was this which I saw. A small reference library is kept in the Laboratory. The catalog, page 25, gives further details.

Three lab. 1st term, 5 lab. 2nd term, 3 lab. 3rd term.

2. English.—

Instructor, Miss V. W. Kennedy, A.B., assisted by Miss E. J. Rounds. Miss Kennedy is a graduate of the Baltimore Woman's College, studied at Goettingin and Berlin one year, taught in Littleton College one year, was head of the department of English in the University of Southern California 1899–1900, took graduate work at Yale the following two years and went to Rockford College in 1902.
Miss Roundtree is a graduate of the University of Wisconsin in 1894; graduate student, same place, in 1898; taught in a high school four years, and joined Rockford College in 1902.

English includes also rhetoric. The first-year work is exactly like our own and the requirements in rhetoric for students deficient in that subject are the same. I heard an advanced class in English literature under Miss Kennedy. The class was intelligently conducted and the work appeared well done.

Mathematics: Instructor, Miss Jessie I Spafford and Miss Martha W. Nye. Miss Spafford has an A.B. from Vassar in 1894, studied at the Polytechnicum at Zurich in 1892-3, and at the University of Chicago in 1896. During all the rest of the time since her graduation from Vassar she has been connected with Rockford.

Miss Nye is a graduate of Rockford College and spent one year at Michigan and part, or all of a year at Chicago. She has been on the Rockford faculty since 1891.

I heard Miss Nye's class in solid geometry. The recitation was devoted mainly to the solution of original problems; the class did the work well and the teaching was intelligent and able.

History: Instructor, Edith C. Bramhall, A.B. from Indiana in 1895; fellow at University of Penn. 1895-98; A. M. from Penn. in 1896; Ph.D. in 1898; fellow at Bryn Mawr 1898-9; teacher of manual training in high school at Indianapolis, 1899-1900 and since connected with Rockford College. She is now head of the department of history and economics. I heard one of Miss Bramhall's courses in mediaeval history. Her method of instruction is similar to our own; she requires collateral reading, has discussions in class, gives talks on which students take notes, examines the students' note-
books frequently, and gives frequent quizzes. Maps and essays are required from students. The same method is followed in all her work. In this, as in other departments, the catalog will give further details. Miss Bramhall is an unusually strong teacher.

The course required for a degree is mediaeval history, open to sophomores three hours a week through the year. The economics is incidental and is not given this year.

Physics:

Physics is taught by Miss Jessie I. Spafford and is combined with mathematics in one department. Miss Spafford's academic career is noted under mathematics. The laboratory is fairly well equipped for freshman and perhaps sophomore work in physics in the subject of electricity. In other subjects in the department the equipment is not good. I visited the laboratory and saw the pupils perform various experiments. Two students were at work on the determination of the velocity of light, two on the velocity of falling bodies, and one or two others on other experiments. The students did the work, made the observations, and entered the records, making a sufficient number of observations to furnish sufficient data. They then make their own inferences and submit their notebooks for examination and correction. Some ingenuity was displayed in the laboratory in adaptation to meet particular exigences for which specific pieces of apparatus were not provided. I think the work is well done. The general physics is open only to those who have had plane geometry and is a course with three lectures and six hours of laboratory work a week.
Chemistry:
Instructor, Miss M. T. Wellman. She has an A.B. from Wellesley in 1895; was a student in domestic science in Chautauqua 1899-1902; student at Mass. Inst. of Tech., 1897, 1898 and 1902, at Bussey Institute in 1901 and joined Rockford College in 1902.
I had a long talk with Miss Wellman and spent about an hour in her laboratory. I saw students at work in the elementary course in general chemistry and they were performing the usual experiments. The course runs through the year, four hours a week, and is open to freshmen and sophomores. There are three recitations and six laboratory periods of, I believe, two hours each. The students enter their observations in note books and these are examined and corrected before the next laboratory period. The students were evidently working intelligently and were under good direction.
The laboratory had sufficient equipment for a class of 8 or 9 in general chemistry and ordinary quantitative analysis. There was a sufficiency of chemical glass utensils, balances, and other apparatus. Each student has her own desk with supplies. The course includes some qualitative work which would run into our 3a and b.
I inquired particularly whether attention was paid to chemical theory and was assured by Miss Wellman that it was. I think the work is well done.

German.
Instructor, Miss Anna G. Behrens. Miss Behrens is of German birth (Hannover); she taught at St. Catherine's Hall, Davenport, Iowa, 1884-30, since which time she has been at Rockford. I spent nearly an hour in one of her classes. She laid a good deal of stress on conversational German and the class, for a beginning class, was speaking remarkably good German. In the exercises the work was devoted to a study of the modifications of the German sentence from the form of a statement to a conditional, hypothetical,
and other forms, the necessary changes in German construction being pointed out and explained. I received a decidedly good impression of the work.

Latin and Greek.—Instructor, Miss Geneva Meisner. A. M. from Queen's University, 1899; taught at same, 1898-9; at University of Chicago, 1899-1903, a fellowship being held during the last three years. Ph.D. from Chicago in 1903. I heard Miss Meisner conduct a class in Odyssey and one in Horace. The work commended itself to me and I think was good college work.

French.—Instructor Henrietta Harberstich, educated at Neuchatel, Geneva, graduate of University of Berne in 1890; joined Rockford College 1903. I heard part of a recitation by a class of beginners. The method of the teacher did not impress me well. Her own command of English was poor and she was translating the French text into English to be rendered back into French by the class. I doubt whether the work is fully equivalent to ours.

Physiology.—Instructor, L. C. Leland, M.D. Resident physician. Miss Leland got her M. D. at Michigan in 1881; was assistant demonstrator of anatomy at Univ. of Minnesota, 1881-4; in charge of Woman's Hospital at Detroit in 1882; house physician at Danville Sanitarium 1884-5, since which time she has been at Rockford. The class which I heard was evidently an elementary class, and no previous chemistry is required. The instructor held the arm of a skeleton in her hand and was asking the members of the class to name the bones, giving the number and comparing the formation of the various pieces.
Ethics and Biblical Literature.— Instructor, President Julia H. Gulliver. A. B. from Smith in 1879; Ph.D. same in 1888. Student of Prof. Wundt 1892-3 and with the exception of that year has been connected with Rockford College since 1890. President since 1902. I heard her class in the study of the Bible; the specific subject was the idea and personality of God. The treatment was liberal, evolutionary and pedagogically sound. If her ethics is treated in a similar way, as it doubtless is, it is well worthy our consideration.

Psychology and Logic.— Instructor Miss H. E. Penfield; A.B. from Oberlin in 1897; A. M. same in 1898; fellow University of Chicago, 1899-1901; assistant in philosophy at Oberlin, 1903; since then at Rockford. I did not hear any classes taught by Miss Penfield and had to content myself with information about her and her work from President Gulliver and others. Everything I heard was favorable.

Physical Training:— I saw no work in physical training nor is such work given credit at Rockford. President Gulliver assured me, however, that the girls are required to take training under the direction of Dr. Leland two or three times a week regularly; they also have some instruction in hygiene, so that the work of the first year is probably equivalent to our required freshman work.
Lichen.
Fungi and Algae.

A. Morphology.
1. Note the grayish-green growing flat on tree trunks, logs, boards, etc. Notice the difference in appearance of dry and wet material. Shape and texture of thallus body? How held to sub-stratum? Make a habit sketch showing points noted.

2. Tear some of thallus body from sub-stratum. Color below? Examine under microscope by reflected light (closed diaphragm). Can you determine texture? Make free-hand sections with razor. Find thin section and make careful study of same. Does section come to be same from top to bottom? Are cells all same shape? same color? How are the green cells near the middle held in place? How are they related to the cells above and below? Function of the green cells? Function of the other cells? Is either set perpetuated or increased by partnership? Make a drawing of a part of the section outlining the regions of tissue, and drawing in detail a small portion only.

Reproduction.
1. By examining action determine method of reproduction used. How central green cells? Have you seen these same green cells before? Draw several small groups in outline, filling in in detail only one cell.

2. Note on the upper surface of the thallus certain cup or saucer-like growths. Note the lining especially. Make a habit sketch of same. Make sections. Note the structure of the lining of the cups. (1) sterile hyphae standing up, and among them (2) swollen hyphae, each containing a number of spores. Note that while the algae and fungus grow together in a suggestive way, each has its own separate mode of reproduction.

Q. Chemical Tests.
1. Test a section of a fresh lichen for starch. Does result throw any light on relation of the individuals in the lichen?
2. Are walls of all cells in thallus cellulose?

Fungi.

Myxomycetes—(Slime Molds).

A. Morphology.
1. Note the various types of fruiting bodies presented by Lyngula, Stemonitis, Nematorryx, and the two unidentified forms. Make a small habit sketch of the sporangium of each.

2. Stemonitis.
   (a) Make a careful study of the sporangium. Note the stalk—how attached to sub-stratum? the capsule before and after-opening. Note the open capsule forming a little cup at the base of the capillitium. Protruding from the open capsule note the capillitium, a framework of springy threads. Is the network made up of numerous threads or a single thread interlaced and tangled? Note the spores held in the meshes of the threads. Are they attached to the latter? Make a careful drawing showing (1) stalk, (2) open capsule, (3) capillitium, (4) spores.
   (b) Structure of stalk and capsule? cellular? Is the capillitium a filament of cells? Is surface smooth or rough? Structure of spore wall? Make careful detail sketch showing a section of the capillitium and a spore.
D. Reproduction.

1. By examining notion determine method of reproduction used by central green cells. Examine these same green cells before. Draw several small groups in outline, filling in detail only one cell.

2. Note on the upper surface of the thallus certain cups or saucers. Note the lining especially. Make a small sketch of same. Make sections. Note the structure of the lining of the cups. (1) sterilis hyphae standing up, and among them (2) swollen hyphae, each containing a number of spores. Note that while the algae and fungus grow together in vegetative way, each has its own separate mode of reproduction.

C. Chemical tests.

1. Test a section of a fresh lichen for starch. Draw result throw any light on relation of the individuals in the lichen?

2. Are cells of all cells in thallus cellulose?

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Fungi.

Myxomycetes--(Slime Mould).

A. Morphology.

1. Note the various types of fruiting bodies presented by Lycogala, Stemonitis, Heniarcycia, and the two unidentified forms. Make a small habit sketch of the sporangium of each.

2. Stemonitis.

(a) Make a careful study of the sporangia. Note the stalk, how attached to sub-stratum? the capsule before and after opening. Note the open capsule forming a little cup at the base of the sporangium. Protruding from the open capsule note the capillitium, a framework of sticky threads. Is the network made up of numerous threads or a single thread interlaced and tangled? Note the spores held in the meshes of the threads. Are they attached to the latter? Make a careful drawing showing (1) stalk, (2) open capsule, (3) capillitium, (4) spore.

(b) Structure of stalk and capsule? Cellular? Is the capillitium a filament of cells? Is surface smooth or rough?

Structure of spore wall? Make careful detail sketch showing a portion of the branching capillitium and a spore.

(c) Can myxomycetes manufacture carbohydrates? Cellulose is a carbohydrate. Are the capillitium and spore wall cellulose?

(d) Sow some spores on wet filter paper, and examine daily to find plasmodium.
SUMMARY AND RECOMMENDATION

1. I think that all the work I saw was of a very good character and worthy of transfer, credit for credit, except in physiology and possibly in French.

2. 118 semester hours are required for graduation. This makes 59 hours for the first two years, not including physical training. If we allow 3 for the required physical training, we would have 62 hours. If we deduct physiology, which is 4 hours a semester, we have 58 hours left. I think we may safely transfer students who have had the full two years work at Rockford College to the University of Illinois giving them this amount of credit. Inasmuch as their work is partly elective, the particular subjects in which they would receive credit would depend on their course. All such students, however, would have had the equivalent of our English and rhetoric, our freshman mathematics(solid and spherical geometry and college algebra and plane trigonometry), at least a year of language and a full year of science. The exact requirements for admission will be found on pages 17 and 18 of the catalog.

I recommend therefore, subject, of course, to the approval of the heads of departments, that we notify the authorities of Rockford College that their students who have had two full years' work with them may enter the University of Illinois with 58 semester hours of credit, thus making it possible for them to finish in two years.

Respectfully submitted,

[Signature]

[Date: 11-11-05]
To Heads of Depts. as given below:— Nov. 13, 1905.

The enclosed paper is a report of the work of Rockford College which I was instructed by the President to inspect in order that we might give an answer to their question whether we would admit their students to our junior standing. Will you kindly indicate on the margin of the paper whether you are willing to approve my recommendation that the work be accepted? The report has been approved by the University Committee on Transfer of Credits and I am sending it around in this way in order to bring the whole matter to a conclusion as soon as possible. After hearing from the heads of departments, I will submit the report to the President. Will you not kindly examine the documents submitted and return the whole to me as soon as possible?

Very truly yours,

David Kinley

Prof. Forbes Yes.
Prof. Bohle
Prof. Burrill Yes
Prof. Dodge
Prof. Shattuck E. J. Faunsall
Prof. Greene
Prof. Carman
Prof. Brindley
Prof. Brooks
Prof. Oliver
Prof. Barton
Prof. Moss
The following communication received from the Professor of Military Science and Tactics was laid before the Council and consideration of it postponed for a future meeting.

THE UNIVERSITY OF ILLINOIS

Military Department, May 24th, 1905.

President E. J. James, Ph.D., LL.D.,
University of Illinois,
Dear Sir:

That the Corps of Cadets will be materially increased, in the ensuing year, is almost beyond question. To meet this increase and provide for the necessary hours of instruction is of such importance that the matter should receive the early consideration of yourself and Council.

After careful study of the point I have come to the conclusion that the only practical solution is to hold drill two hours on one day of each week, instead of one hour on two days of each week. The third hour for theoretical work (Mil. 1 & 5) to remain as now arranged in the program of the College of Engineering. Thus arranged drill would be held as follows:

- Monday----------First Battalion --------- (4 companies.)
- Tuesday ---------Second Battalion --------- (4 companies.)
- Thursday--------Third Battalion --------- (4 companies.)

This reserves Friday for ceremonies or for the purpose of making up drills not held, by reason of inclement weather or other causes, on other days of the same week.

I believe that this arrangement should be adopted for the following reasons: (1) because of drilling but once each week only one-half the time now taken in arming, forming, and dispersing would be used; (2) because the instruction is better grounded in two consecutive hours than in two separated hours; (3) because Friday would provide for a further increase of four companies, thus allowing a maximum of sixteen companies of one hundred and three cadets each; (4) because one hour is too short a time for regimental movements, as after deducting the time taken in assembling, marching to and from the armory, and forming line, a very short period is left for evolutions; (5) because not more than four companies can be
drilled efficiently at the same time in the armory; this will be especially true when the companies reach their maximum strength.

This scheme also presents the following advantages to the students: (1) he would have to don his uniform but once each week; (2) he would exchange a ninth hour which might be used for study or other work, for a tenth hour, of which he now makes but little use, except in waiting for supper. This proposed arrangement of hours would be of especial advantage to those students working their way through college.

I have noticed for several years, that the cadets have always been most willing to drill two hours per week on one day when it was desirable to have instruction in regimental ceremonies and evolutions.

Further, inquiries have been made to ascertain the ideas of the cadets on this proposition, and I am satisfied that it would suit them better than the present arrangement.

Yours very respectfully,

Lieutenant Colonel U. S. A.,
Professor Military Science and Tactics.

The following communication from Dean White was laid before the Council and action was postponed.

Urbana, Illinois
December 14, 1905

Dean Kinley:

At a meeting of the Executive Committee of the Engineering College Faculty yesterday it was voted that a rule be drafted which will not permit students to remain in the College of Engineering as special students for more than two years, unless their record shall have been so good that the head of the depart-
change a ninth hour which might be used for study or other work, an hour, of which he now makes but little use, except in waiting for supper. This proposed arrangement of hours would be of especial advantage to those students working their way thro college.

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Further, inquiries have been made to ascertain the ideas of the cadets on this proposition, and I am satisfied that it would suit them better than the present arrangement.

Yours very respectfully,

E. [Signature]

Lieutenant Colonel U. S. A.,
Professor Military Science and Tactics.

The following communication from Dean White was laid before the Council and action was postponed.

Urbana, Illinois

December 14, 1905

Dean Kinley:

At a meeting of the Executive Committee of the Engineering College Faculty yesterday it was voted that a rule be drafted which will not permit students to remain in the College of Engineering as special students for more than two years, unless their record shall have been so good that the head of the department is willing to recommend, and the dean shall approve, an extension of this time.