

EDUCATING THE SONS OF TOIL:

Student Life at the University of Illinois:
The Early Years

HISTORY
OF ILLINOIS



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ILLINOIS
1869-2019

ACKNOWLEDGMENTS

My research would not be possible without the generous assistance of the University of Illinois Archives staff.

Their professionalism and untiring support have made possible my ongoing research on University students.

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Others are in the public domain unless specified

They are the preservers of this legacy.

THE DESIRE FOR A NEW KIND OF HIGHER EDUCATION

This bill proposes to establish at least one college in every State upon a sure and perpetual foundation, accessible to all, but especially to the sons of toil, . . .

Justin Smith Morrill

MORRILL ACT (1862), SECTION 4

. . . to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, *in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.*

EDUCATING THE SONS OF TOIL:
THE OPENING ON 2 MARCH 1868 –
THE FIRST STUDENTS AT ILLINOIS

FAMILY BACKGROUNDS

- 77 students arrived during the Spring of 1868
- All male cohort
- First generation born in Illinois (48%)
- From homes with a Protestant religious tradition
- Fathers were of a Republican political orientation (4 to 1)

FAMILY BACKGROUNDS

- Students came from medium-size Illinois towns and cities averaging populations of 3,400
- Towns were located on important rail corridors
- Illinois Central Railroad key to the early history of the University

Student Residence &
Illinois Rail Lines



RAILROAD MAP
OF
ILLINOIS
1857

ILLINOIS IN 1857

(Prepared from map in Gerhard's *Illinois in 1857* and other contemporary sources by the Illinois Central Railroad)

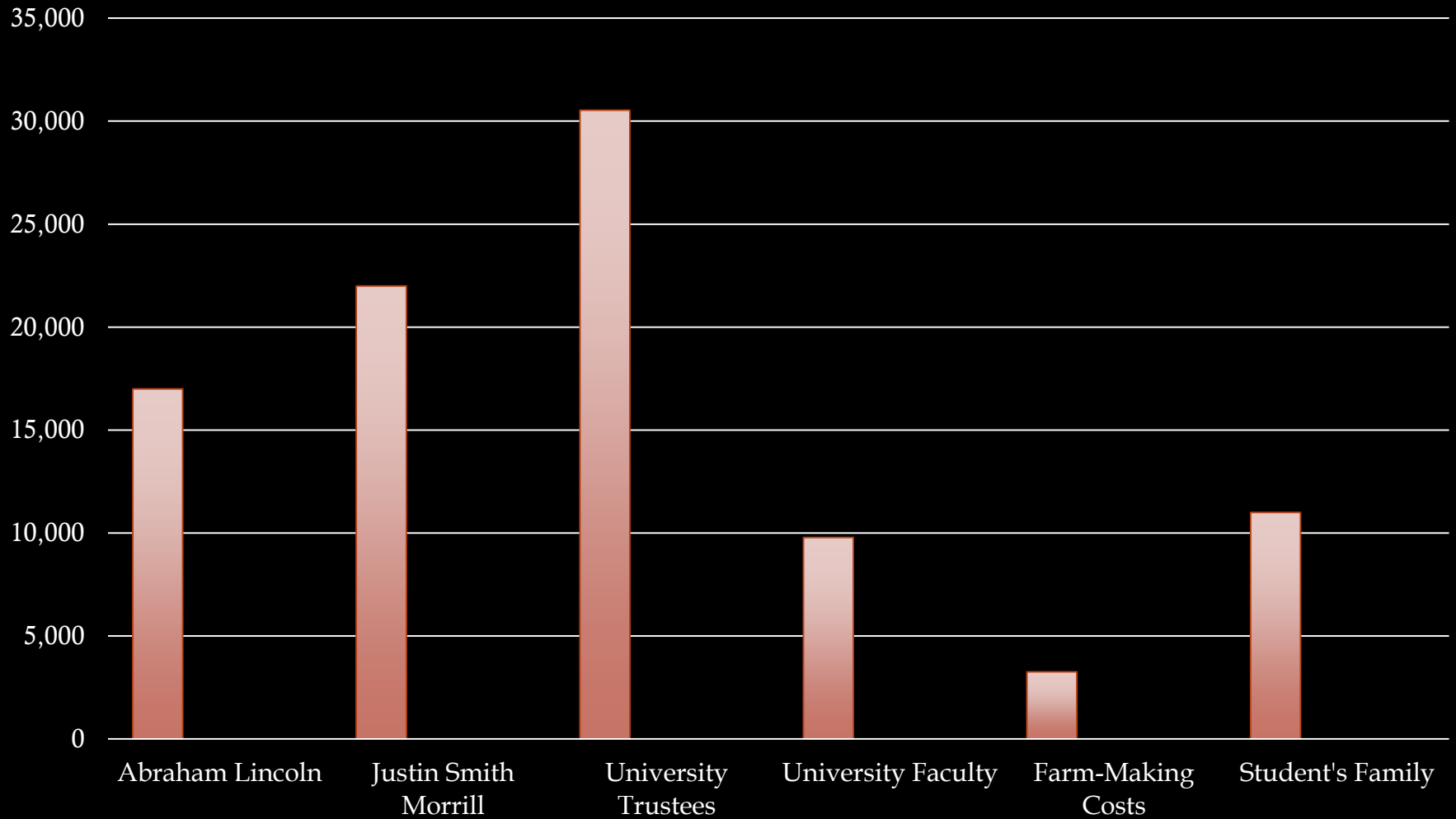
Gates, Paul Wallace. *The Illinois Central Railroad and Its Colonization Work*. Cambridge: Harvard University Press, 1934.

FAMILY BACKGROUNDS

- Age ranged from 14 to 27, average age of 18
- 58% of the entering class were from Champaign County
- Students came from homes on the upper-half of socioeconomic scale

ECONOMIC COMPARISONS

1860 Census Wealth Indicators



EDUCATING THE SONS OF TOIL:
STUDENT LIFE AT THE UNIVERSITY OF ILLINOIS

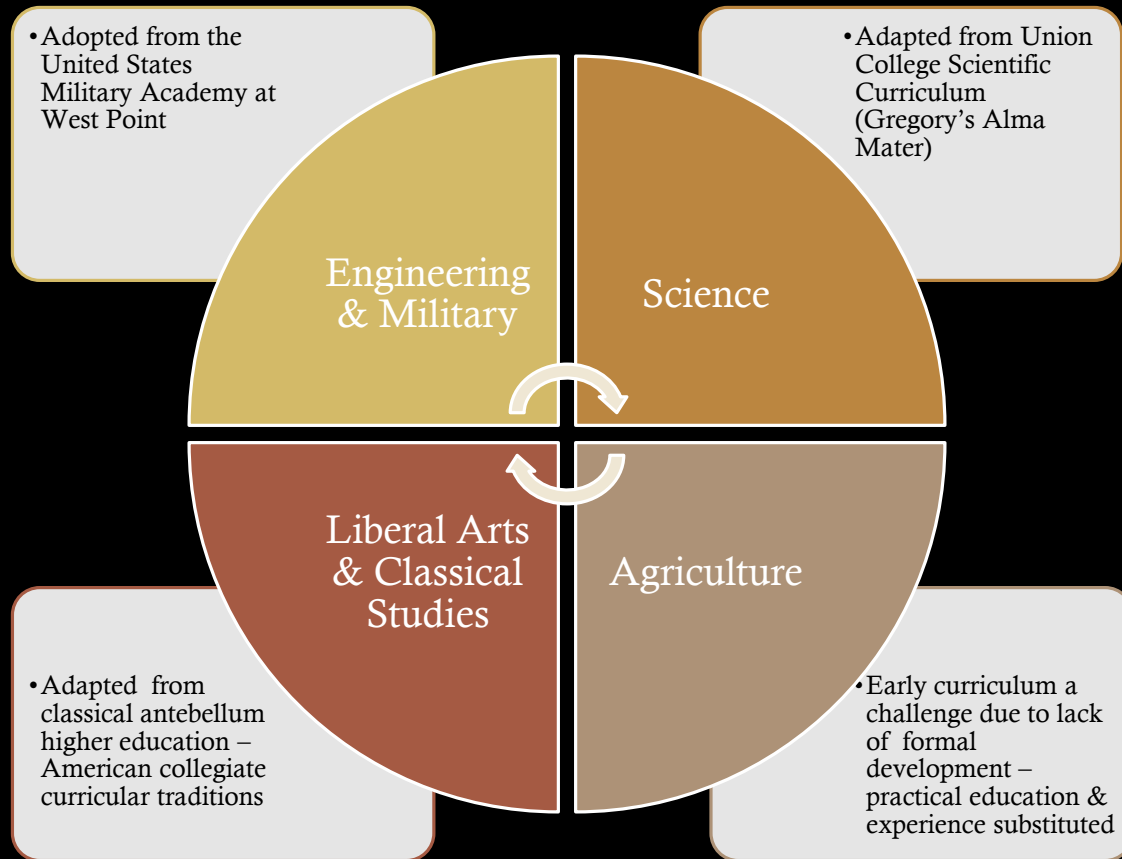


JOHN MILTON GREGORY

First President
of the University of Illinois

University of Illinois Archives
Photographic Subject File
39/2/20, Box 168

BUILDING AN EARLY LAND-GRANT CURRICULUM: FULFILLING THE MORRILL ACT MANDATE



Competitive Examination for Prize and Honorary Scholarships
IN
Illinois Industrial University.
ALSO OF OTHER CANDIDATES FOR ADMISSION.

1. No person except an examiner is allowed to see the questions before the examination begins.
2. No assistance of any kind is to be rendered candidates, except in explanation of the meaning of a question, in case of doubt.
3. Only the papers of those who intend, if successful, to enter the University, should be forwarded to the Regent. Explain particularly that a failure to obtain a Scholarship need not prevent any one qualified from entering the University.
4. The questions belong to one sheet are to be separated and given to the students in the order of their numbering.
5. Candidates should answer exactly 70 per cent. of the questions.

J. N. GREGORY, Regent.

ORTHOGRAPHY.

1. Define orthography.
2. How many vowels is the English Language, and how many letters used to express these sounds?
3. What is a syllable?
4. Give an example of a primitive and also of a derivative word.
5. In the following sentences underline correctly, and give the rules:
New York is the largest of all American Cities and I heard, but I understood not.
6. Spell the present participle of the verb "To beg," and give the rule for this spelling.
7. Spell the plural of "fly," and give the rule.
8. Spell and underline correctly the following:
A man named John right appeared in war and was more lay several nobles he been in his life lived a piece of poetry and a pair of glass to which he had no write.

GRAMMAR.

1. Decline the pronouns—He, We, I.
2. Compare the adjectives—Good, More, Much, Goodness, Used.
3. Give the *Synopsis* of the verb *Be* through the indicative mood with the present *do*.
4. Write sentences containing *That* used as an adjective, a conjunction, and a relative.
5. Define a sentence.
6. What are the essential elements of a sentence?
7. Define a simple, a compound, and a compound sentence.
8. Parse the italicized words in the following sentence, and give reasons for each step:
Remember there a *axe* *with* *me* *so* *dead*.
Was *dearer* to himself *both* *now* *and* *then*.
Was *is* *my* *own*, *my* *native* *land* *is* *my* *land*.
9. "I refused him the money." Change this to the passive construction.
10. Correct the following sentences when needed, and give the reasons.
1. Which do you like best, breakfast or tea?
2. It was him who I saw.
3. Turn your back out, like I do.
4. He is an money person; he cannot lay still or not still a moment.
5. The wisdom and justice of his decision is now apparent.

GEOGRAPHY.

1. What does Mathematical Geography contain?
2. Name the States bordering upon the Gulf of Mexico, with their Capitals.
3. Name the mountain ranges of North America, with their respective directions.
4. Through what waters, and in what direction, would a traveler pass in going by water from Pittsburg, Pa., to Constantinople?

5. Name and describe three of the largest Rivers of Europe.
6. Commencing at the mouth of the Mississippi, trace it to its source, naming the States on each bank, and the principal cities as you pass them.
7. In what direction and through what waters will a vessel sail from New York for a cargo of tea?
8. Is the climate of England warmer or colder than the climate of the same latitude on this Continent? Why?
9. Define Longitude.

HISTORY OF UNITED STATES.

1. Give a brief account of the first settlement of New-England.
2. What general war preceded the Revolution?
3. What revealed France to assist us in our revolution, and what did she effect?
4. Give an account of the most actual battle fought in the State of New York during the Revolutionary war.
5. Under what form of government was the country after the Revolution?
6. In whose administration did the war of 1812 occur? Name two important land, and two important naval battles of this war.
7. What were our alleged reasons for the war with Mexico, and how, in consequence of this war, did California become a part of the United States?
8. What is meant by the Missouri Compromise?
9. What was the first battle of the war of the Rebellion?
10. What reasons were alleged by the South in justification of the rebellion?

ARITHMETIC.

1. Define the expressions, transitive, relation, unit of a number, abstract number, concrete number.
2. Give the leading principles of addition, subtraction, Multiplication and Division.
3. Define the expressions, common multiple, least common multiple, common divisor, greatest common divisor.
4. What is a fraction, the unit of a fraction, a fractional unit?
5. What are the leading principles of fractions?
6. What is a decimal fraction?
7. Give the value, with work, of the expression,
$$\frac{[(4+2)+1] \times 3}{125}$$
8. Give the interest, with work, of \$75 for 10 months at 7 per cent.
9. What is the square root of 125 61, with work.
10. What is the cube root of 1728 11, with work.

ALGEBRA.

1. What do you understand by the term Quantity in Algebra.
2. Give with reason the symbols used in Algebra.
3. Define Addition, Subtraction, Multiplication and Division in Algebra.
4. Show that a^2 is equal to 1.
5. Reduce $\frac{a}{b}, \frac{c}{d}, \frac{e}{f}$ to equivalent fractions having a common denominator.
6. What is an equation, and what operation can you perform upon one without destroying it?
7. Find the value of x in the equation
$$\frac{x}{5} + 5 - 6x = 10x.$$
8. What is the true value of $\frac{a^2 - b^2}{a - b}$ when a is equal to 6.
9. Demonstrate a rule for the extraction of the square root of numbers.
10. Demonstrate rule for the extraction of the cube root of numbers.

Early Admission Examination Questions

University of Illinois Archives
John Milton Gregory Publications Scrapbook
2-1-11



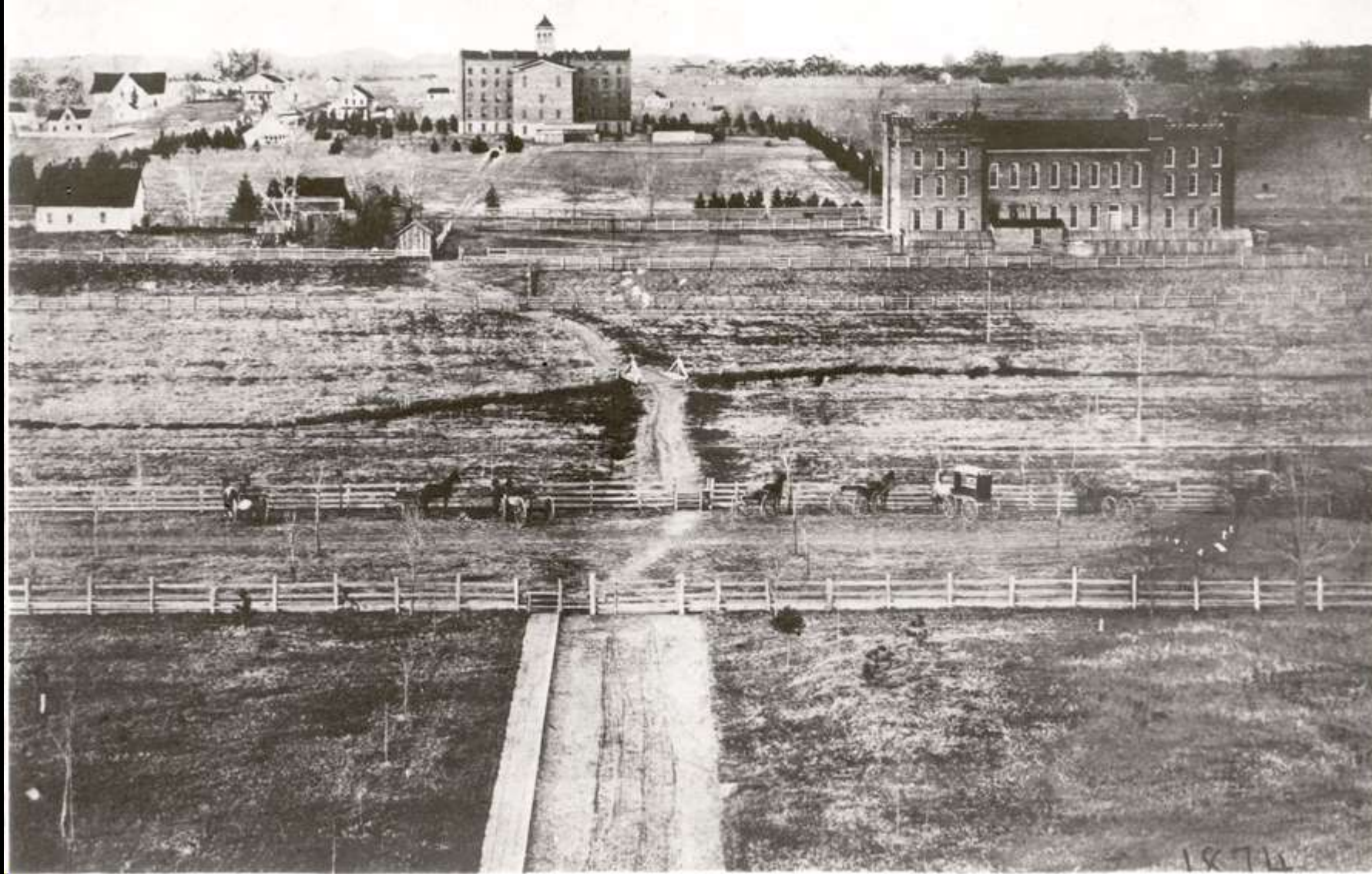
University Main, October 1868
University of Illinois Archives
Photographic Subject File
39/2/20



University Main
University of Illinois Archives
Photographic Subject File
39/2/20



University Main after "Cyclone", April 1880
University of Illinois Archives
Photographic Subject File
39/2/20



University Campus, ca 1874
University of Illinois Archives
Photographic Subject File
39/2/20, Box 77

A DAY IN THE LIFE OF AN 1868 STUDENT

6:45 to 7:15	Breakfast
7:15 to 8:15	Recitations
8:15 to 8:30	Chapel
8:30 to 9:30	Lectures & Drill (Alternately)
9:30 to 12:30	Recitations
12:30 to 1:00	Dinner
1:00 to 3:00	Labor
3:00 to 6:00	Access to the Library
6:00	Supper
7:00 to 10:00	Study Hours

University of Illinois Archives
28 March 1868,
Faculty Record, 1868-1890
4/1/1

ROOMING ON CAMPUS

- 65 rooms were available– two students per room on a first-come basis
- Many students boarded off-site or lived at home
- Rooms were advertised as 14 x 10 feet (student recollections indicated 12 X 9 was closer to reality)
- Students were required to furnish their own rooms

ROOMING ON CAMPUS

- Students were expected to acquire coal stoves that served to both heat the room and cook meals.
- The university sold coal at cost, but did not provide kindling.
- Students scavenged wood from any source available, including a nearby fence and a dilapidated shack. Early female students became adept at nocturnal expeditions to acquire kindling, impressing their male counterparts.

ROOMING ON CAMPUS

- “. . . coal, kindling, dishes, kettles, pails, basins, pitchers, tubs, oil cans, lamps, food, clothing, books, etc. [were placed] in the cramped quarters.”
- “Beds were elevated with the aforementioned items commonly stowed, with the student’s trunk, under the bed hid by a valance.”

“Gregory and Early Recollections – Brown, Ralph L., 1918-20”

University of Illinois Archives

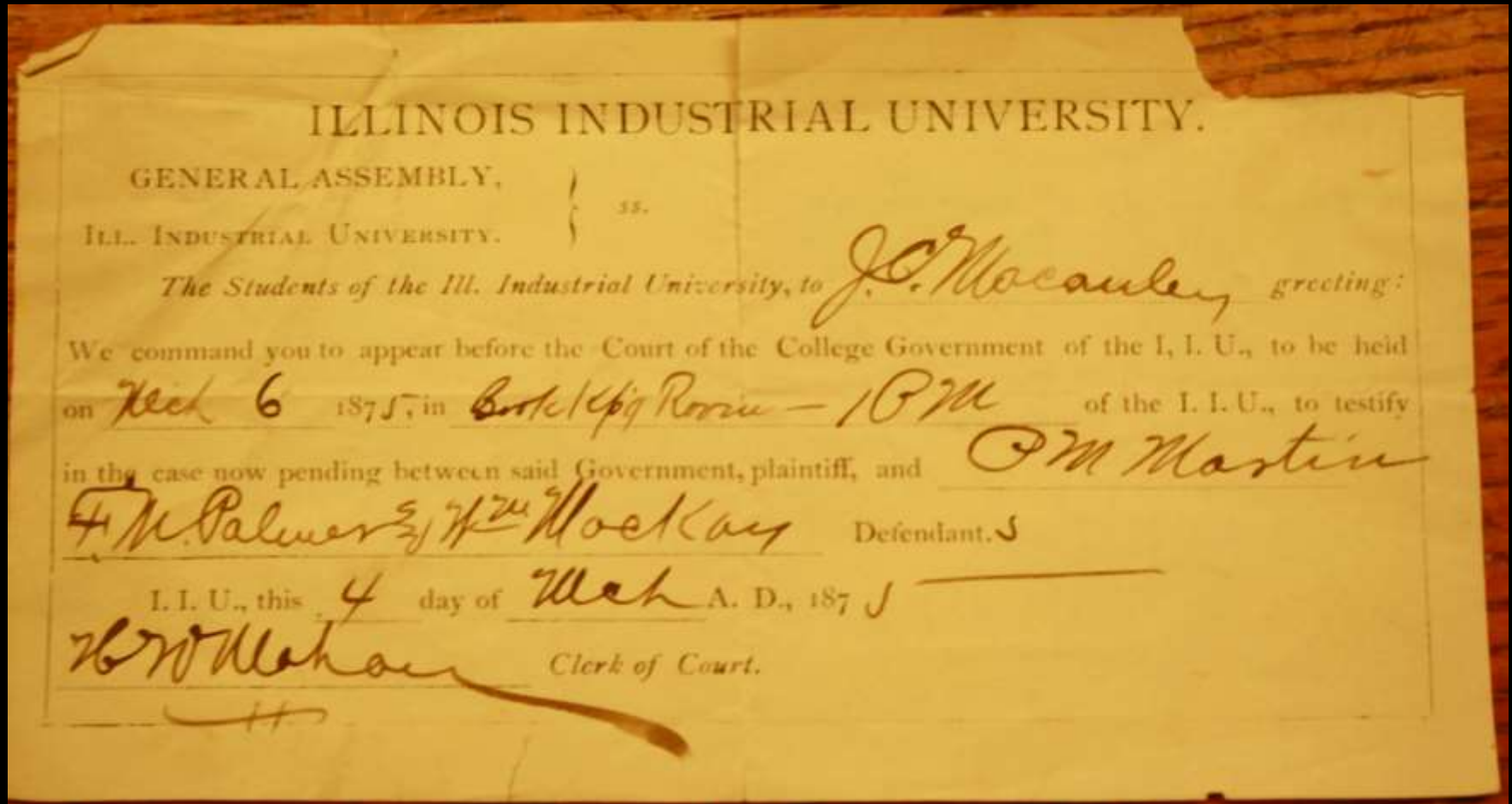
University of Illinois Early History, 1853-1962

35/3/125

STUDENT DIETS

- Utilizing the coal stove in their rooms, students maintained both a griddle and mush pot to make meals of questionable nutritive, but affordable, value.
- Griddle cakes, potatoes, mush, beans, bread and milk were described as staples.
- Describing the diet, a student noted that “one needed four stomachs and a gizzard to cope with grub so prepared with “fat, greasy gravy.””
- Griddle cakes provided a cheap form of entertainment as students mastered the art of flipping them. Student Ralph Brown explained, “With their long-handled skillet, they could flip a pancake to the ceiling and catch it deftly raw side down.”
- Commenting on food expenses, one student recalled, “A carefully kept account of food expenses shows an average monthly cost of \$4.10 during one college year. The food was prepared in the dormitory rooms by our own hands . . .”

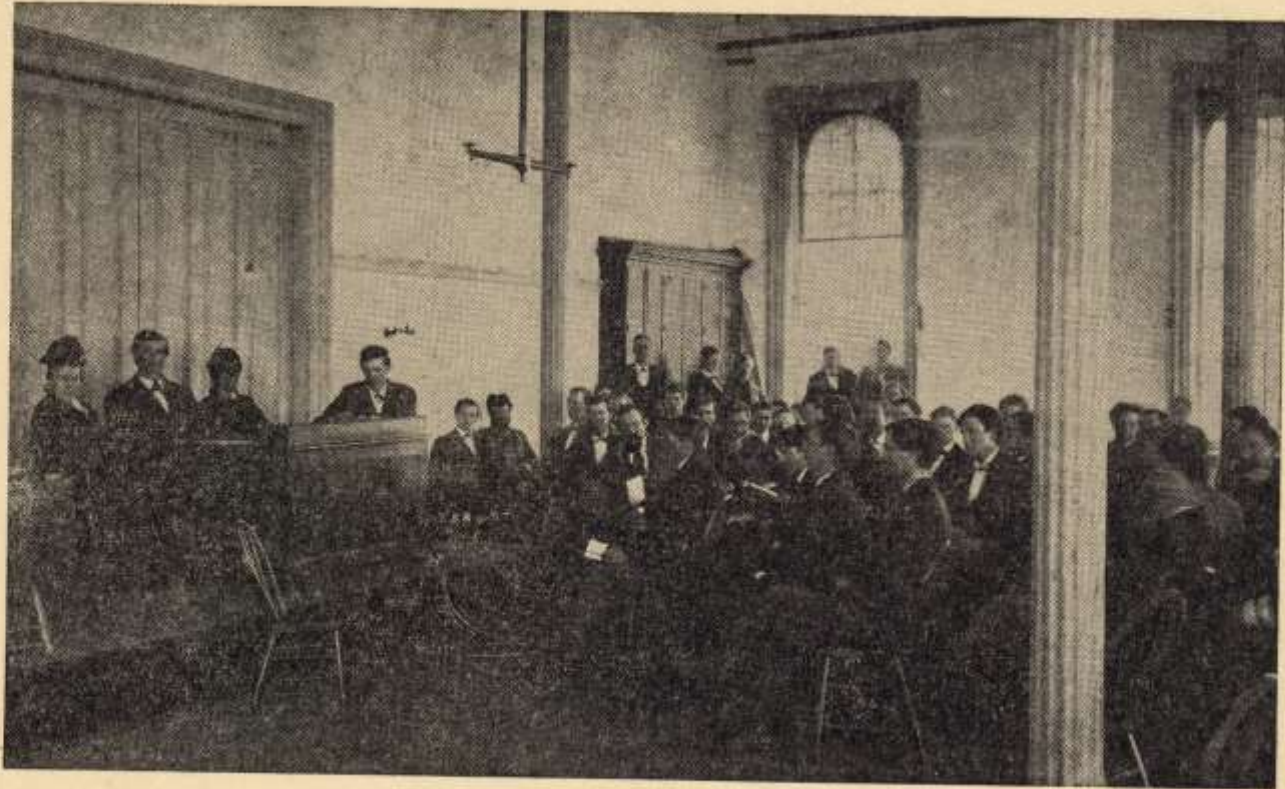
STUDENT GOVERNMENT



Summons to Appear
Student Government
1875

University of Illinois Archives
Alumni Class Files
26/4/5

STUDENT GOVERNMENT



A courtroom scene as students tried their hand at self-government

University of Illinois Archives
Photographic Subject File
39/2/20

STUDENT EXPENSES

- Advertised expenses were between \$163 to \$195 annually for room, board, tuition and incidentals
- Tuition, room rent, and incidentals (\$34.50 to \$39.50)
- Board in Hall (\$108 to \$126)
- Fuel and Lights (\$10.50 to \$15.50)
- Washing (75 cents per dozen) (\$10 to 15)
- Early *Circulars* estimated that students were providing meals in their rooms between \$1 and \$1.50 a week
- Students were also required to pay a Matriculation Fee (one time) of \$10

*Circular and Catalogue of the Officers and
Students of the Illinois Industrial University.
Chicago: Church, Goodman and Donnelley,
Printers, 1868*

STUDENT FINANCES

- Students were encouraged that the expense of a university education should not be an impediment to attendance, noting that, *“any young man can pay his way though college who is willing, for the sake of an education, to practice steadily the virtues of industry and economy.”*
- *“You will find fellow students, who are taking care of themselves, who will, with true brotherly feeling advise and assist you. Come on without fear. What man has done, man can do.”*

*Circular and Catalogue of the
Officers and Students of the
Illinois Industrial University.
Chicago: Church, Goodman
and Donnelley, Printers,
1868*

STUDENT FINANCES

Student James Newton Matthews complained to his father that his botany textbook cost \$3.50 but, “it is nice and I think valuable book consisting of 882 pages.”

For an Illinois farm laborer, such a text would be worth more than two days’ wages.

Correspondence from James N. Matthews to William Matthews

15 September 1868

University of Illinois Archives

James N. Matthews Papers,

41/20/26

STUDENT WORK-STUDY

Illinois Industrial University,

Bought of *A. L. Rader*

*3 1/4 days work on building
I. L. Rader to Sept 1*

5 63

Student
Adolphus L. Rader

\$5.63 for 3 3/4 days work
on buildings and grounds

University of Illinois
Archives
Vouchers
6-2-3

STUDENT CHAPELS: THE PLACE OF CHARACTER BUILDING

“He [Gregory] recognized that we were here not only to fit our minds to grapple with the problems of our time, and with the everyday problems of our callings, or professions, but that underneath all lay the demand for solidity of character and uprightness of purpose, and he made a direct appeal for these ends in morning chapel talk and in Sunday afternoon addresses.”

Henry Mahon Beardsley, Class of 1879

University of Illinois Archives
Allene Gregory Research File,
2-1-3

STUDENT CHAPELS: REMINISCENCE

“'Tis the chapel hour again.’ The bugles blast sounds through the halls. I hear the hurrying of feet, the roll call and the steady tramp of marching columns. He stands there at the chapel desk. A moment we bow in prayer. Then we listen to the morning talk; some event in the old world, significant of other events to come in the march of civilization. It has its application to ourselves and our life problems. There is an encouragement to manly, courageous living, to doing nobly of our part in the day. The half hour is over, the chapel empty.”

Henry Mahon Beardsley, Class of 1879

STUDENT ACTIVITIES

LITERARY SOCIETIES

Philomathean &
Alethenai
Societies

Philomathean Society
1868

University of Illinois Archives
Photographic Subject File
39/2/20



PHILOMATHEAN SOCIETY
1868
ILLINOIS INDUSTRIAL UNIVERSITY
NOW
UNIVERSITY OF ILLINOIS

L. C. Warner, J. H. McCorkle, P. W. Lawler,

Thomas Franks, J. R. Rowlen, H. C. Powell, Elroy Bonard, C. W. Rolfe,

E. T. Rickard, E. L. Hill, J. N. Mathews, G. N. Randall, Isaac Raymond, A. L. Abbott, W. Guyer
Potter, D. E. Sawyer, Chas. Silver, Elwin Moore, Cyrus Fry, Will Hubbard,
Hiram Blackburn, E. T. Sawyer, J. C. Ladd, Stephen Reynolds, R. Hazlett, M. Hatch, J. Keple, W. White,
E. Nelson, W. S. Chase, Ed Smith, J. E. Graham, R. Swisher, M. B. Burwash, S. Westlake.

Uniforms of early
students
An old picture of
Philomathean

STUDENT ACTIVITIES LITERARY SOCIETIES

Philomathean &
Alethenai Societies



A SOCIETY HALL.

University of Illinois Archives
Photographic Subject File
39/2/20

STUDENT ACTIVITIES

- Whist Parties
- Escaping into Champaign-Urbana (Billiards & Drinking to the consternation of the faculty)

“ . . . the mayors of the cities of Champaign and Urbana be notified that a few of our students have been known to patronize billiard and drinking saloons, and that they be requested that the law is enforced which forbids keepers of saloons to receive the patronage of minors.”

Faculty Minutes, 23 November 1868,
University of Illinois Archives
Faculty Record,
4/1/1

STUDENT PRANKS

- Usually targeted first-year students or the janitor
- Placing a freshman under a pump (soaking)
- One New Year's reveler discharged a borrowed university musket in the hallway with an overcharge of gunpowder. The concussion blew out the window pane at the end of the corridor.
- Students frequently tossed pails of water and slop on the unsuspecting ascending the building staircase.
- In an adaptation of the tradition of taking the president's horse and leading it up the staircase, Illinois students stole a local dairyman's jersey and took it to the fifth floor. More than a prank - the students took care of the animal and utilized the milk until found out.
- Faculty records addressed the problem of students blowing bugles in the hallway at unwelcome hours of the night, another popular nineteenth-century prank.

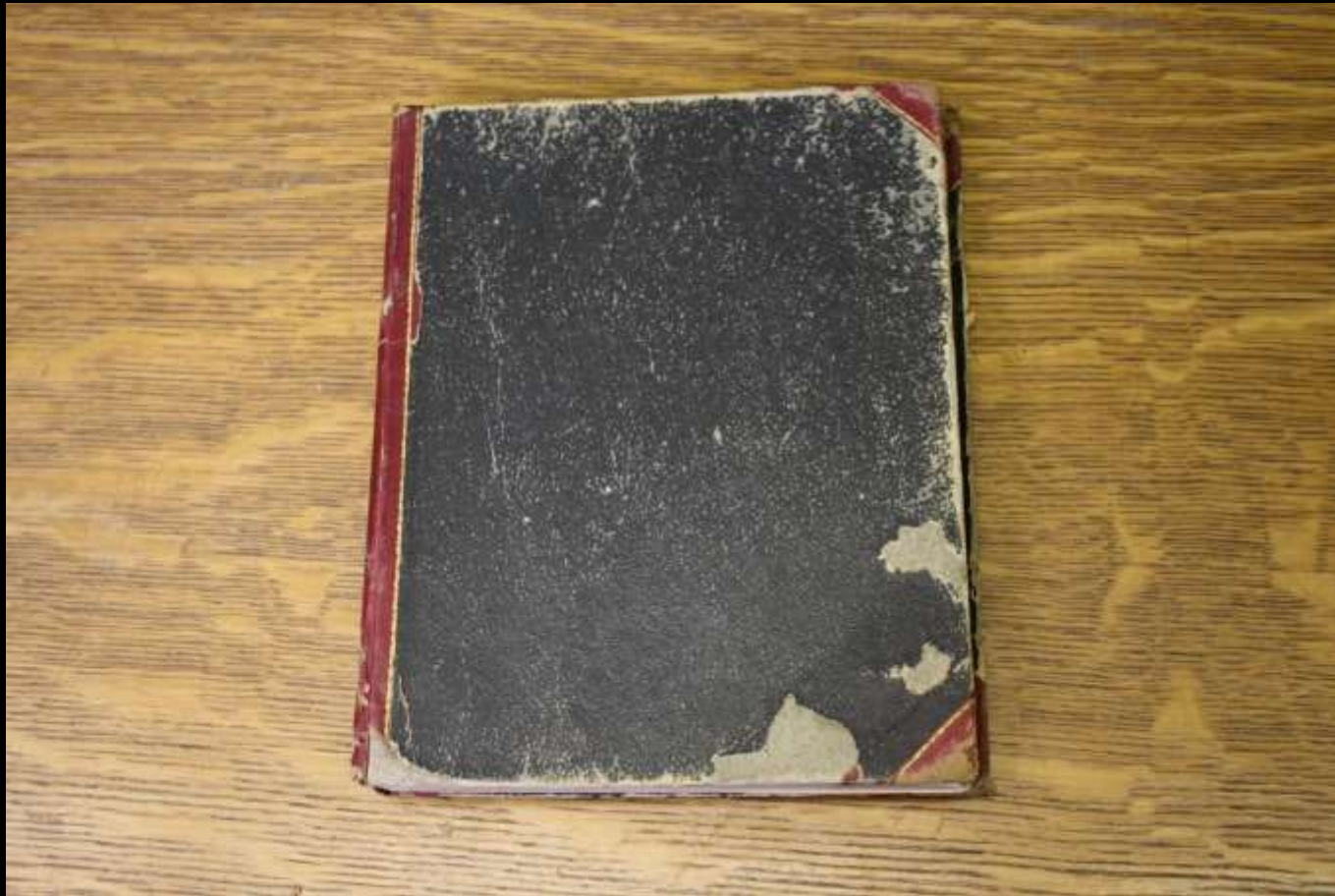


DEPICTED LEVELS OF
COLLEGIATE LIFE

PREPARATORY YEAR TO
SENIOR YEAR

University of Illinois Archives
Otis W. Hoit Papers
1/20/1

TYPICAL STUDENT NOTEBOOK



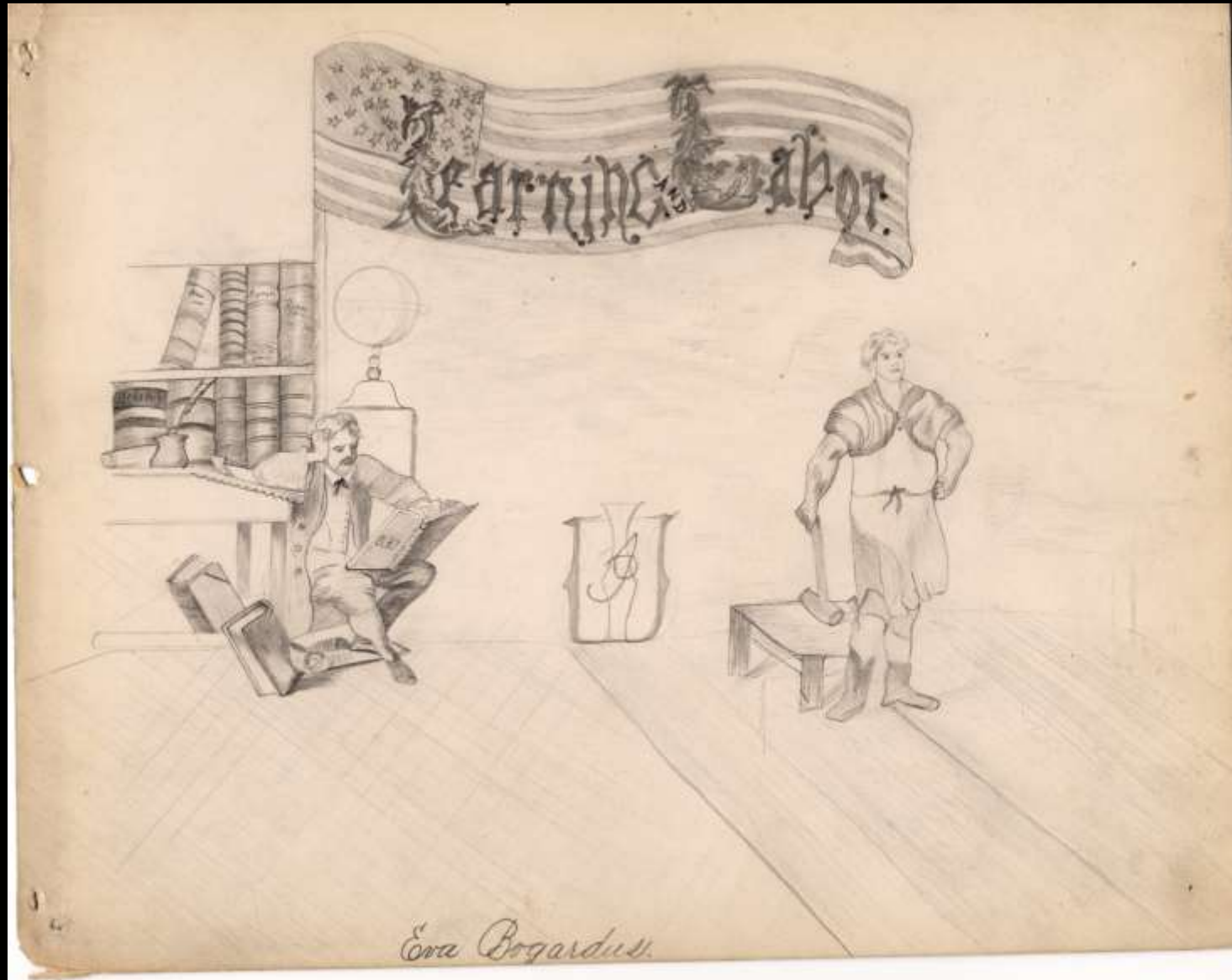
University of Illinois Archives
Alice Cheever Notebooks, 1871-1875
41-30-4



“The Students”
(College City)

Possibly Lyman F. Warner (1872)

University of Illinois Archives
Examination Papers, 1875-1876
41-30-20



"Learning & Labor"
Eva Bogardus, Class of 1877

University of Illinois Archives
Examination Papers, 1875-1876
41-30-20

“Enthusiastic Entomologist”

Walter Knibloe, Class of 1876



University of Illinois Archives
Examination Papers, 1875-1876
41-30-20



Agricultural Students, 1868
University of Illinois Archives
Photographic Subject File
39/2/20



Charles Wallace Silver, 1868
Second Student at the University

University of Illinois Archives
Alumni News Morgue File, 1867-1999
26/4/1



Botany Class, Summer 1869
University of Illinois Archives
Photographic Subject File
39/2/20, Box 105

Military Drill

“West Point for the
Working World”

J.M. Gregory



Arthur Swannell

Arthur Swannell, ca. 1879
I.I.U. Cadet Uniform

University of Illinois Archives
Minnie McAllister Album, 1879
41/20/5

Military Drill

“West Point for the Working World”
J.M. Gregory



University of Illinois Archives
Photographic Subject File
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Students in Military Uniforms, 1872
University of Illinois Archives
Photographic Subject File
39/2/20



Store Fronts, north side of Main
street and Neil showing muddy
streets (Barrett Block)

Champaign, ca. 1868

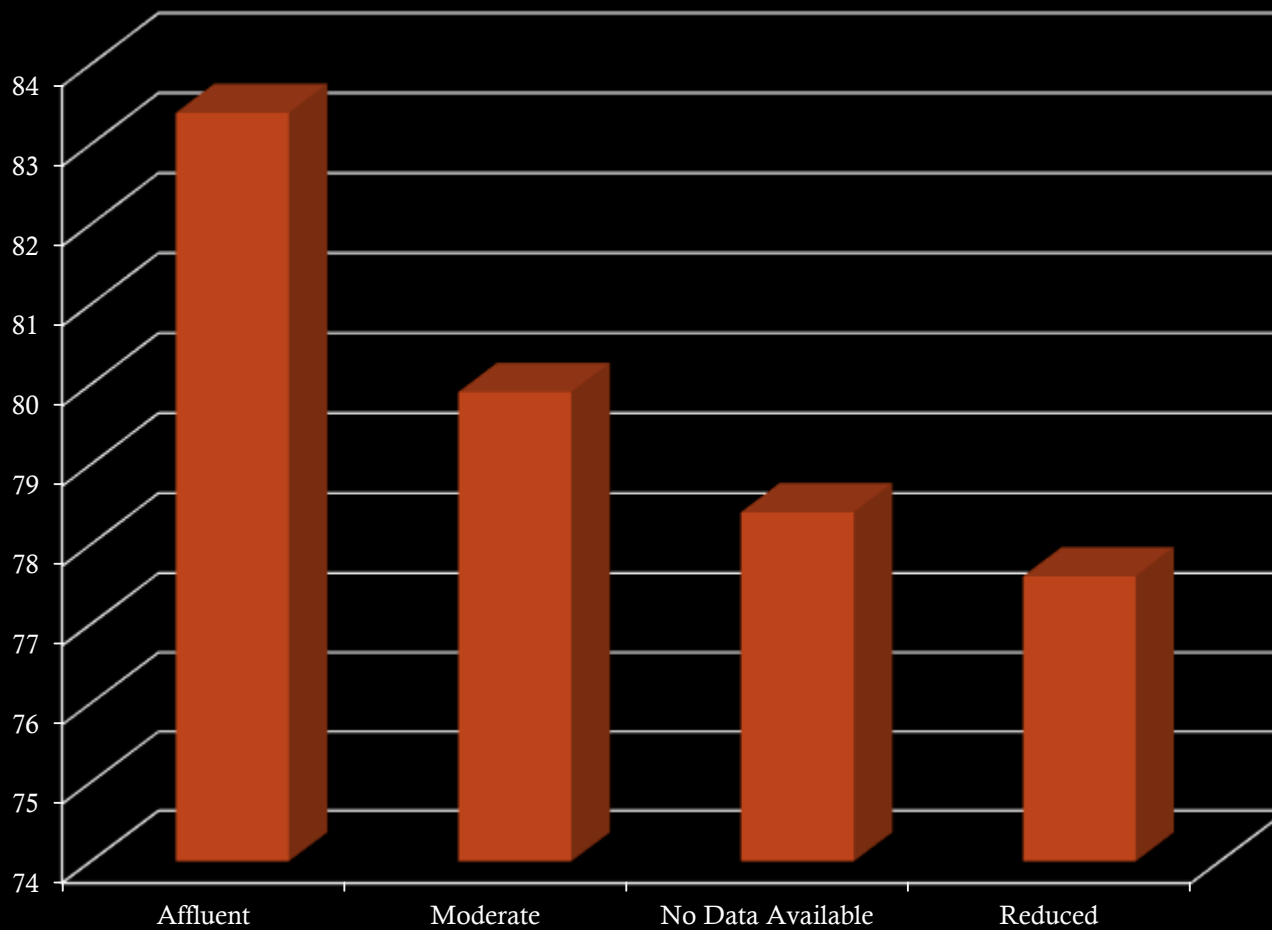
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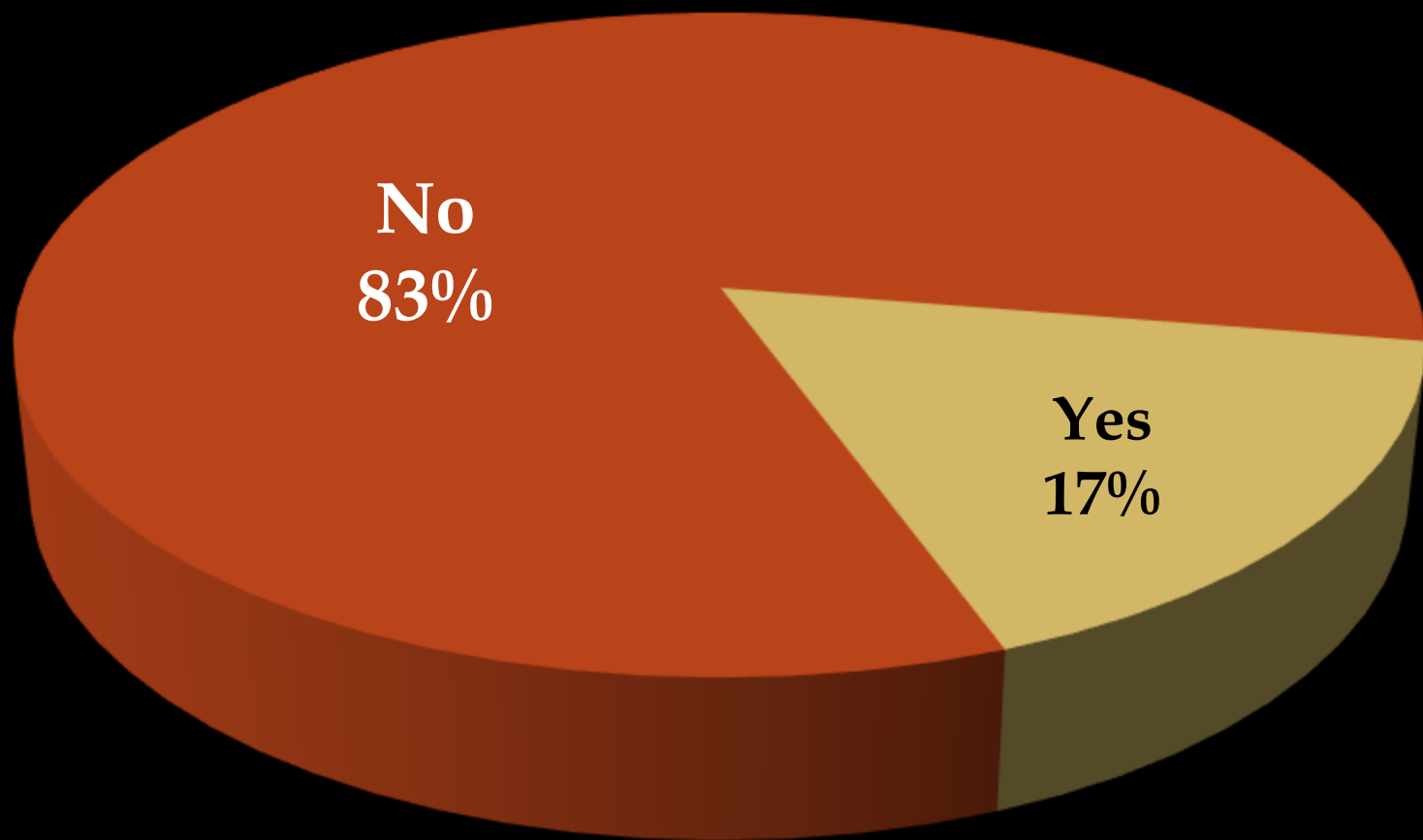
EDUCATING THE SONS OF TOIL:
HOW DID THE ORIGINAL 1868 STUDENTS
PERFORM AT THE UNIVERSITY?

ORIGINAL STUDENT PERFORMANCE

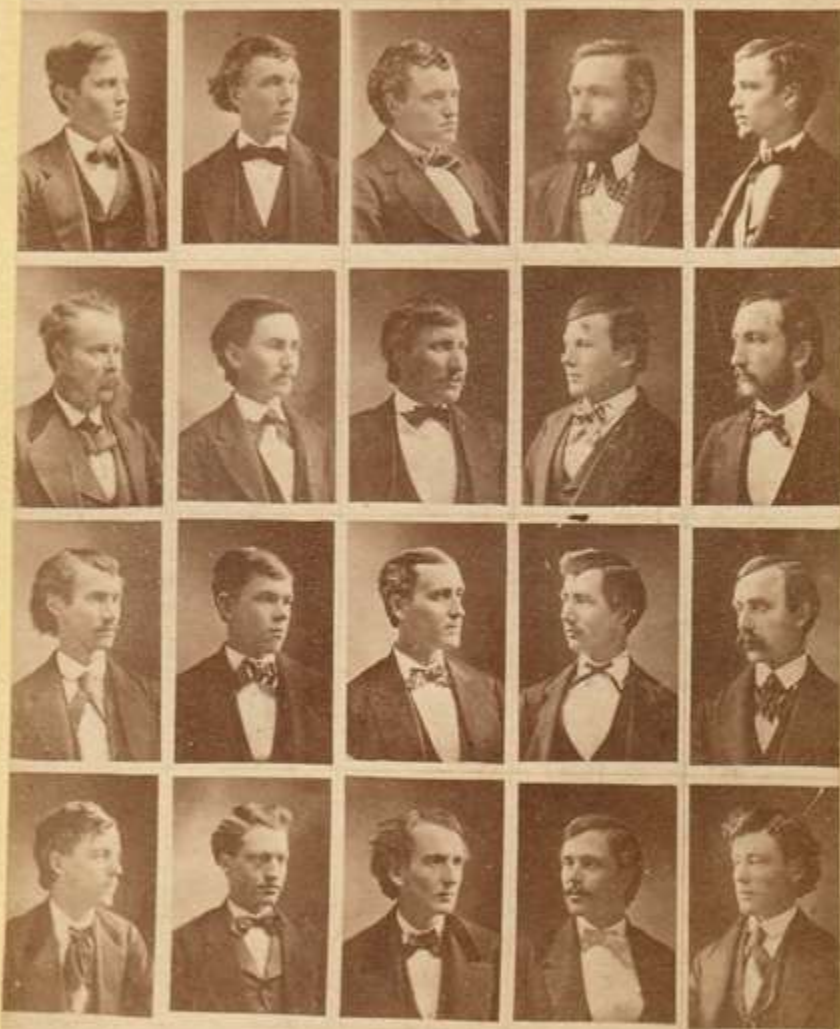
- 22 of the 77 enrollees listed no classes or exam scores on university records; early Faculty Records indicate concern that students were not completing examinations
- The typical student attended for 1.6 years , averaging four terms
- Student averaged eleven courses, completed nine, and averaged 80.5% on exam scores

EXAMINATION AVERAGES BY ECONOMIC LEVEL





GRADUATES OF ILLINOIS INDUSTRIAL UNIVERSITY
1868 ENTERING CLASS



First Graduating Class, 1872
University of Illinois Archives
Photographic Subject File
39/2/20

First Graduates

EDUCATING THE SONS OF TOIL:
UNIVERSITY OF ILLINOIS STUDENT FIRSTS
DIVERSIFICATION OF THE STUDENT BODY

EDUCATING THE SONS OF TOIL: UNIVERSITY OF ILLINOIS STUDENT FIRSTS

MARY FRANCES ROMINE

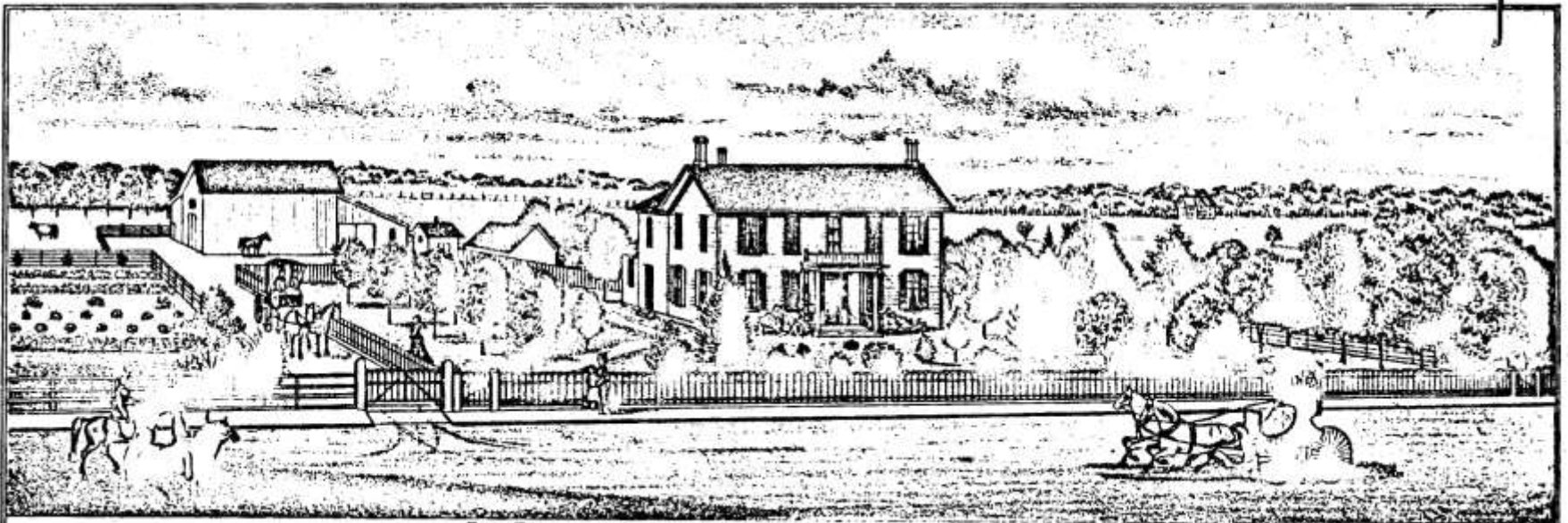
Student Number 251, Entered 1870

First Women Enrolled at the University

Course of Study - "Elective"

Daughter of a Prominent Champaign County Farmer

Married fellow Illini, Hiram Powell Blackburn (Entered 1869)



THE RESIDENCE OF W. H. ROMINE, URBANA, CHAMPAIGN CO. ILL.

EDUCATING THE SONS OF TOIL: UNIVERSITY OF ILLINOIS STUDENT FIRSTS



GABRIEL GREGORY DABRASKIAN

Student Number 392, Entered 1871

First International Student

Enrolled at the University

Course of Study - Agriculture

ARMENIA

University of Illinois Archives

John L Pierce Memory Book

26-30-4

EDUCATING THE SONS OF TOIL: UNIVERSITY OF ILLINOIS STUDENT FIRSTS

TUNETARO YAMAOU

Student Number 677, Entered 1872

First Asian Student

Enrolled at the University

Course of Study – Not Specified

International student from JAPAN

EDUCATING THE SONS OF TOIL: UNIVERSITY OF ILLINOIS STUDENT FIRSTS



CARLOS "WASSAJA"

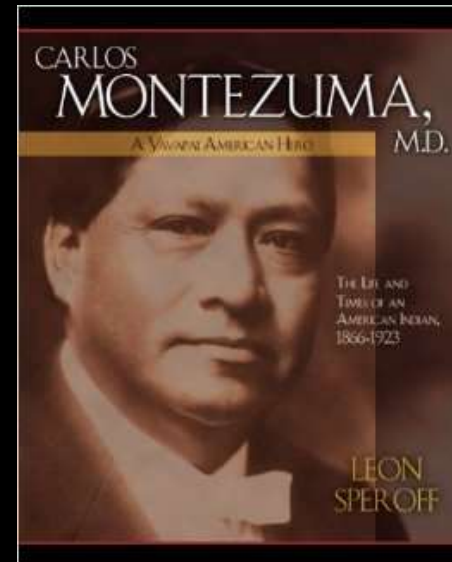
MONTEZUMA

Student Number 1580, Entered 1882

First Native American Student

Enrolled at the University

Course of Study - Chemistry



EDUCATING THE SONS OF TOIL: UNIVERSITY OF ILLINOIS STUDENT FIRSTS

Rodrigo AGUILERA

Student Number 1977, Entered 1885

First Latino Student

Enrolled at the University

Course of Study – Civil Engineering

Parral, Chihuahua, MEXICO

EDUCATING THE SONS OF TOIL: UNIVERSITY OF ILLINOIS STUDENT FIRSTS

Jonathan A. Rogan

Student Number 2189, Entered 1887

First African American Student

Enrolled at the University

Course of Study – Civil Engineering

By comparison, Henry Ossian Flipper was the first African American student at USMA – West Point, graduating a decade before Rogan's attendance.

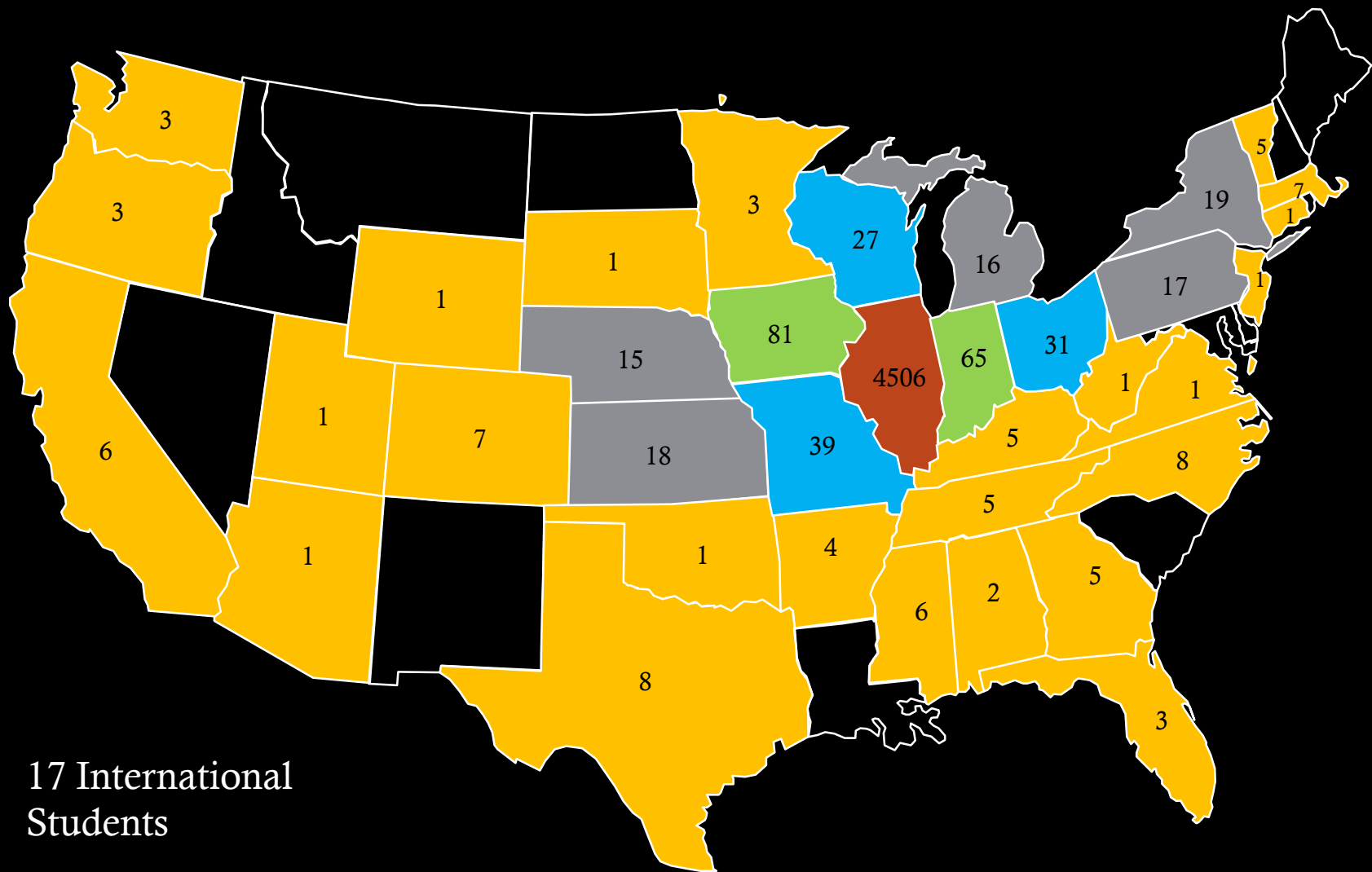
FROM 1868 TO 1894

STUDENT DEMOGRAPHICS

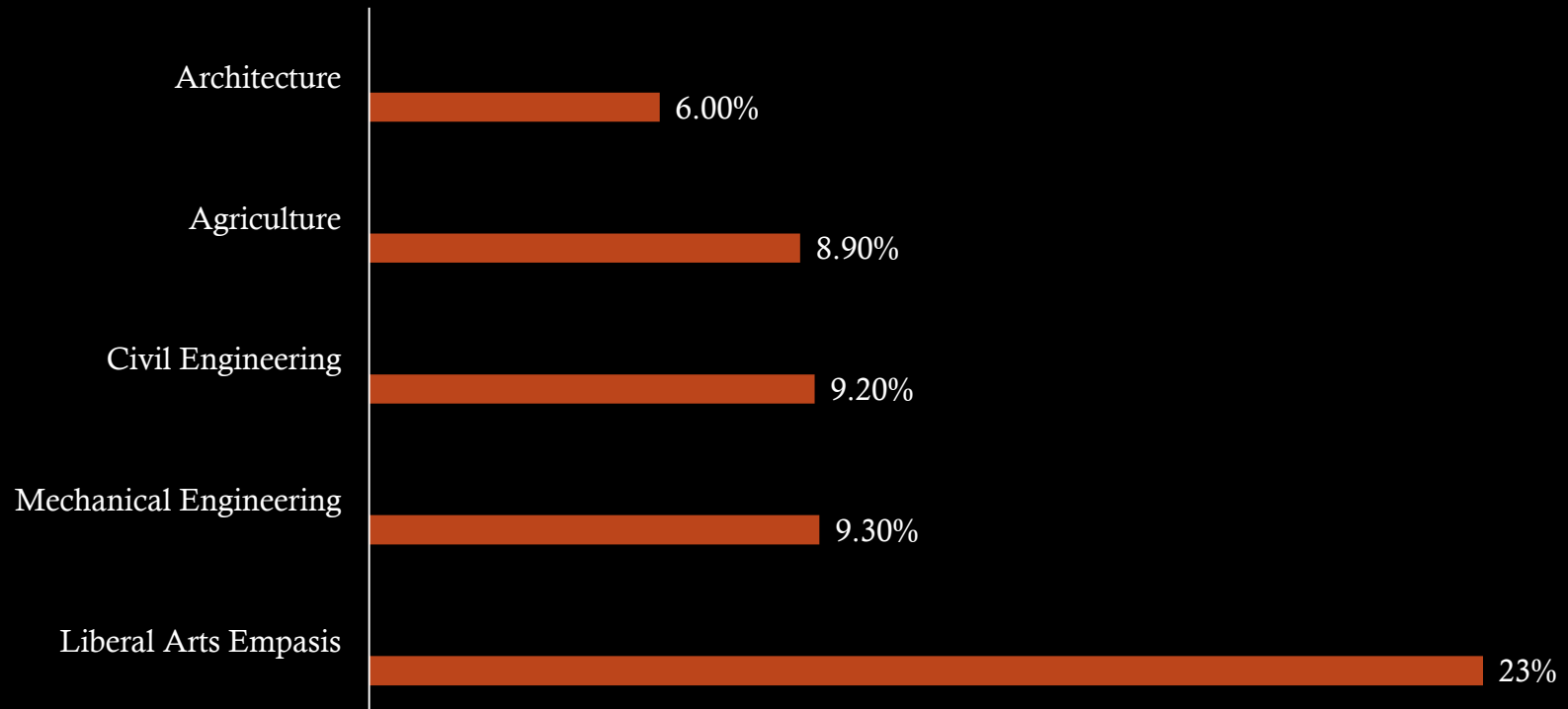
- From 1868 to 1894 approximately 4,975 students enrolled; 81.6% male, 18.3% female
- The University steadily grew from 77 students in the spring of 1868, to 130 new students with the inclusion of women in 1870, to 416 new students in 1894.
- In the 1890s enrollment expanded substantially
- 68.8% of students were born in Illinois
- Average age at admission was 19.4 years
- 25% of attendees graduated from the University

Admission Residences, 1868 – 1894

Where did Students Come from?

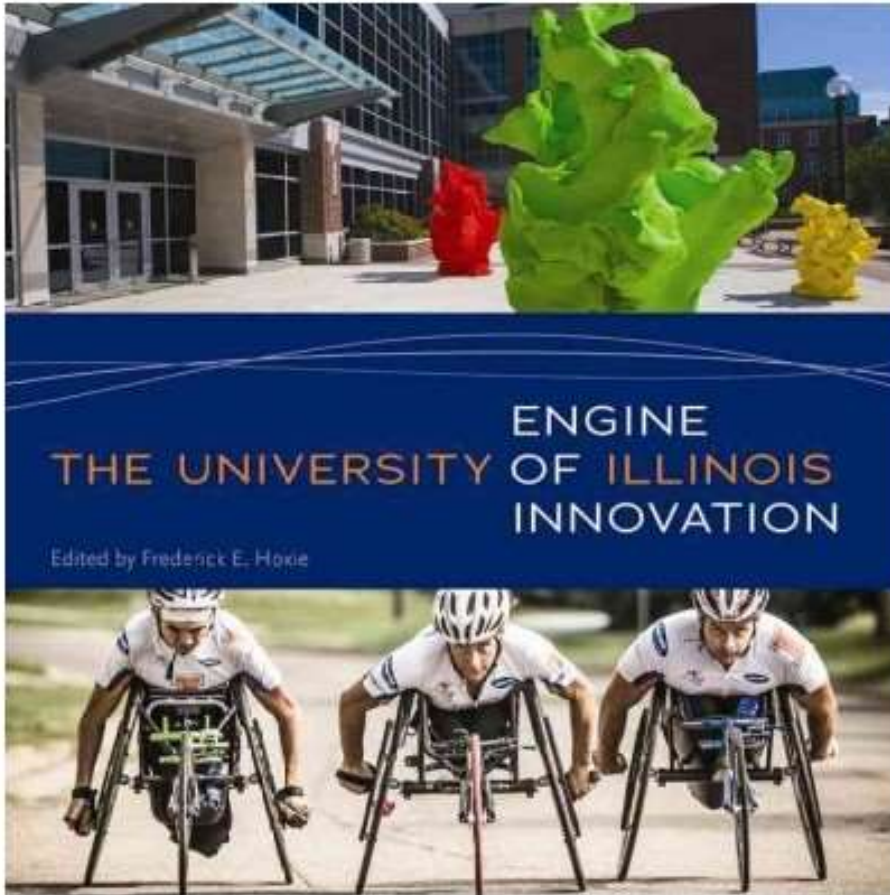


Courses of Study – 1868 to 1894



Other popular courses were Natural History/Science; Chemistry; Commercial; English & Modern Languages

EARLY STUDENTS – MAKING AN IMPACT



Sesquicentennial reflections
on 150 years of innovation
and contribution by the
University of Illinois

Frederick E. Hoxie (ed.) *University of
Illinois : Engine of Innovation*. Urbana,
IL: University of Illinois Press, 2017.

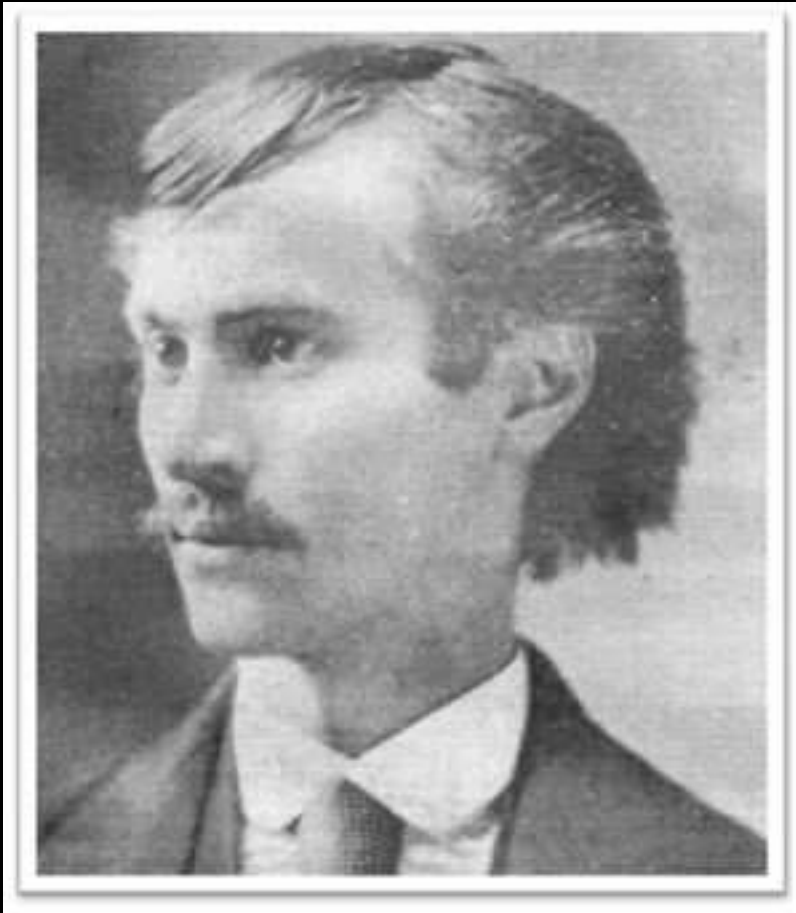
NOTABLE STUDENTS

PROFESSORS & PHYSICIANS

JAMES NEWTON MATTHEWS

Student Number 1, Entered 1868

Course of Study - Agriculture



Encouraged & inspired a young
African American poet - Paul
Laurence Dunbar - who gained
national reputation

EARLY STUDENTS – MAKING AN IMPACT

Paul Laurence Dunbar (1872 – 1906)



Dunbar would later thank Matthew's for his encouragement by dedicating a poem to his mentor.

To James Newton Matthews,

*All round about, the clouds encompassed me;
On every side I looked, my weary sight
Was met by terrors of Plutonian night;
And chilling surges of a cruel sea
That beat against my stronghold ceaselessly,
Roared rude derision at my hapless plight;
And hope, which I had thought to hold so tight,
Slipped from my weak'ning grasp and floated free.*

*But when I thought to flee the unequal strife,
As wearied out I could not bear it more,
Fate gave the choicest gem of all her store, --
And noble Matthews came into my life.
He warmed my being like a virile flame,
And with his coming, light and courage came!*

ANNETTA AYERS

Student Number 1556, Entered 1880
Course of Study – Literature & Science



Professor & Physician

Professor of Physiology and
Obstetrics at the Women's Medical
College in Chicago and the first
woman on the medical staff at Cook
County Medical Hospital

University of Illinois Archives
Annetta A Saunders Class Album
41/20/10

FREDA DETMERS

Student Number 1794, Entered 1883

Course of Study – Natural History

Professor & American Botanist

- First woman to hold a research position for the Ohio Agricultural Experiment Station (Ohio State University)
- Her research focused on plant pathology problems, weed naturalization and control.
- Became Curator of the USC Herbarium in California

POLITICIANS

JAMES HENDERSON KYLE
Student Number 442, Entered 1871
Course of Study – Literature & Science



United States Senator

South Dakota
1891 - 1901

JAMES BENTON GRANT

Student Number 721, Entered 1872
Course of Study – Civil Engineering



Governor of Colorado
1883 - 1885

WILLIS JOSHUA BAILEY
Student Number 708, Entered 1872
Course of Study – Agriculture



U.S. Congressman

Governor of Kansas
1901-1905

FRANK CHARLES WHITE
Student Number 1146, Entered 1876
Course of Study – Civil Engineering



Governor of North Dakota
1901-1905

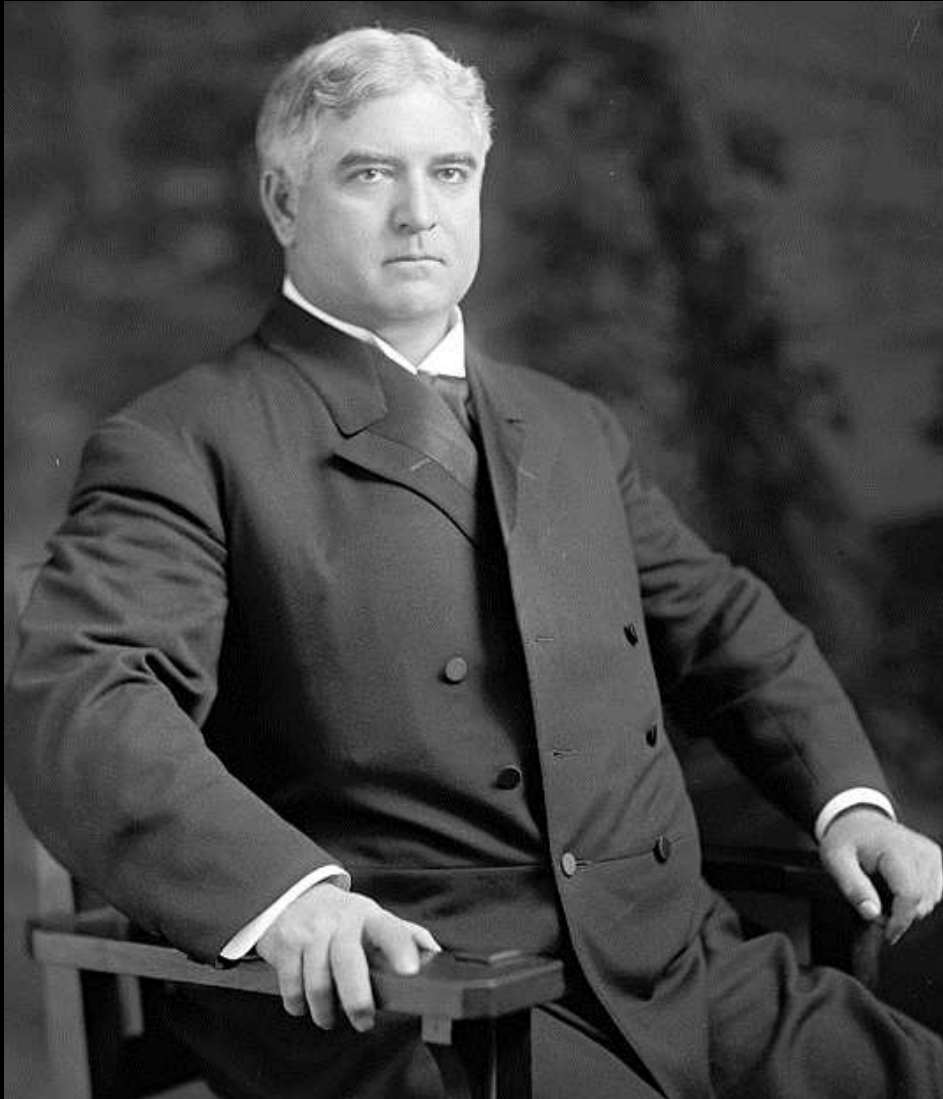
Treasurer of the United States
1921-1928

University of Illinois Archives
Corda Lucas Album
41/20/6

ASHTON COKAYNE SHALLENBERGER

Student Number 1403, Entered 1879

Course of Study – Literature & Science



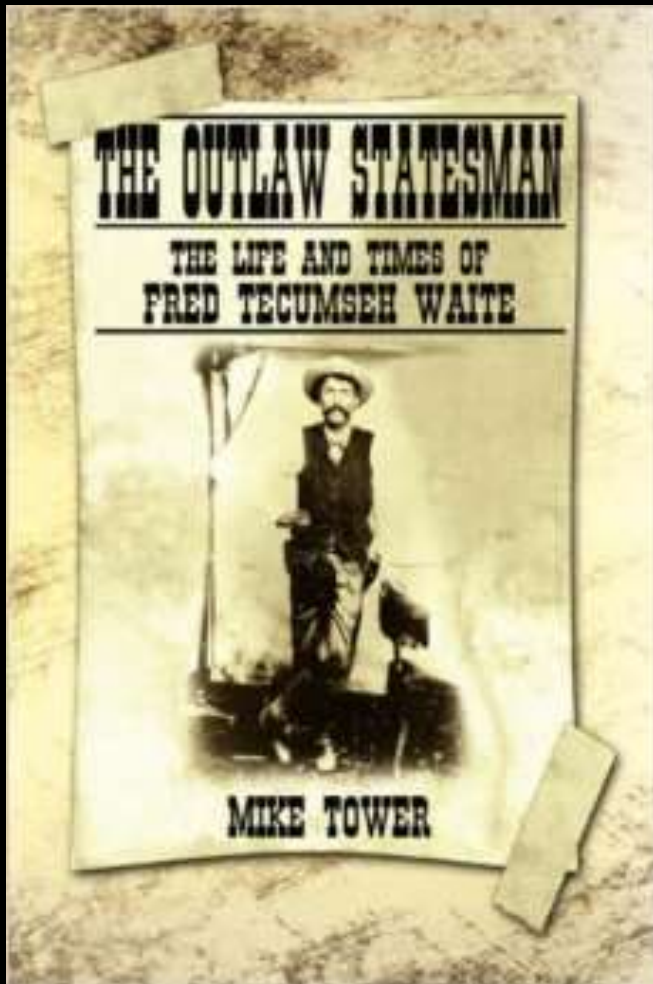
U.S. Congressman

Governor of Nebraska
1909-1911

OUTLAWS

FREDERICK TECUMSEH WAITE

Student Number 756, Entered 1873
Course of Study – Literature & Science



Called the “Outlaw Statesman”

Rode with Billy the Kid’s gang,
eventually leaving to serve the
Chickasaw nation in Oklahoma

Tower, Mike. *The Outlaw Statesman: The Life and Times of Fred Tecumseh Waite*. Bloomington, IN: AuthorHouse, 2007.

DESIGNERS & DREAMERS

WILLIAM ALCIPHON BORING

Student Number 1669, Entered 1881

Course of Study - Architecture



Co-Architect of the Second
Ellis Island Immigration
Station in New York

JOHN BUCK LEONARD
Student Number 1802, Entered 1883
Course of Study – Civil Engineering



Bridge Designer &
Engineer

Early Advocate of
Reinforced
Concrete
Structures after
1906 San Francisco
Earthquake

Fernbridge, CA (Built 1911) – only bridge in 190 miles
of the Eel river that has never been destroyed by
floods – and it is the last bridge before the Pacific
Ocean – taking the full force of the river at flood stage

HENRY BACON

Student Number 1934, Entered 1885

Course of Study - Architecture

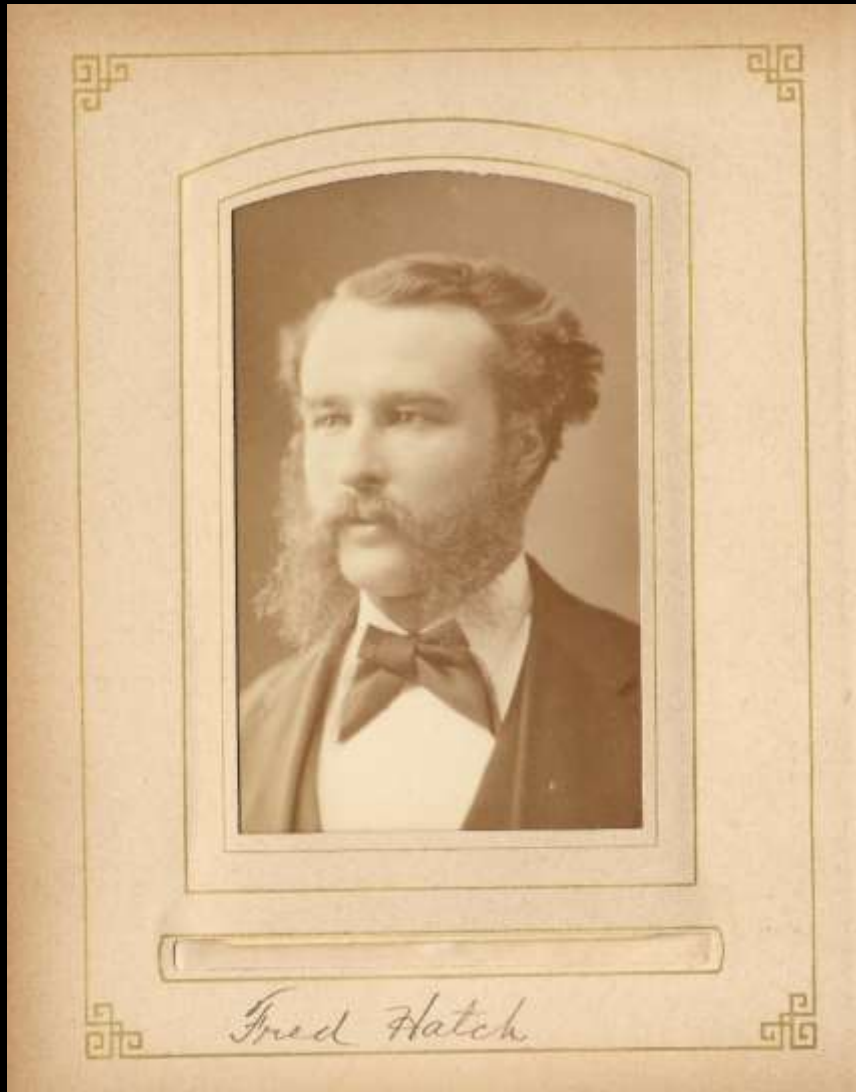


Architect
Lincoln Memorial
Washington DC



INVENTORS & INDUSTRIALISTS

FREDERICK LEWIS HATCH
Student Number 181, Entered 1869
Course of Study - Agriculture



Credited with building first
Grain Silo in America – a
mainstay of the American
Agricultural Landscape



LOUIS LATZER

Student Number 664, Entered 1872

Course of Study - Agriculture



Source: Highland Historical Society, Highland, IL

President of PET Milk Company –
Credited with developing methods to
eliminate spoilage & enhance product



CHARLES WILLIAM POST

Student Number 200, Entered 1869

Course of Study – Military & Commercial



Founder

C.W. Post Cereal Company

A mainstay of American culture



