We shall really have to understand (in this war) foreign languages, philosophies, and customs. History and political science will assume new significance. All peoples will need the consolations and support of religious ideals and beliefs. The demands on the body, the mind, and the spirit will require the highest and broadest types of education if man is to survive in this new order. — President A. C. Willard, 1942.

What was done on the campus in military from 1918 to 1941, between the two World Wars, followed generally the pattern of further vigorous growth of the Reserve Officers Training Corps (ROTC), which dated back to the National Defense Act of 1916, looking toward the building up in various colleges and universities of large reserves of officers who would be ready to reinforce the regular Army. The training received, even by those who did not complete all four years, was looked upon as having general educational as well as military value. The basic work being compulsory, that could hardly be called an "activity," yet it had some resemblance and was thought to be a leveler of class distinctions. In the firm and friendly hands of President Kinley the ROTC went on from 1920 to its highest development. Indeed at one time he found himself in the curious position of defending the advanced corps program against War Department attempts to minimize it. He objected to the reduction of enrollments to 3,200 when the department set a quota in 1925, and no one opposed more vigorously than he an attempt in Congress in 1926 to make all military requirements optional. Kinley firmly believed that the Land Grant Act of 1862, as well as public policy and the state act, demanded compulsory military training.

The enrollment in it grew from 2294 to 4702, paralleling the tremendous increase in general enrollment for two decades, up to the time the campus again began to harden into almost an armed camp for the second


In 1918-1919 following the armistice the war-time military set-ups of the campus, the Student Army Training Corps and the School of Military Aeronautics, were replaced by the peace time ROTC. Full military credit and exemption from drill went to all students who had spent at least three months in the war, and "relatively large credit" to those who had been in the SATC. The reorganization of the ROTC was helped out by former students who had been officers on the campus as well as in the war and appreciated the value of the training they had received from the University. In charge at the time (1920-1923) was G. F. H. Dailey, as commandant and ten other regular Army officers who helped give the instruction, besides eighty enlisted men who cared for the horses and other equipment. The number of officers was gradually increased through the two decades, but fewer and fewer enlisted men were needed because of the growth in mechanization.

As a replacement for the School of Military Aeronautics, the War Department authorized an arm of the air service, and three times as many enthusiastic students applied as could be accommodated. A complete ground school course was to be covered in four years, which could be followed by flying training at an army air field. President James, Vice-President Kinley, and others had tried without success to finance a University airport in 1917, and some talk of building a hangar was heard. They were also interested in the promotion of the federal Chanute Field at Rantoul. This was built, and classes were sometimes sent up there for observation work, but it was thought to be too far from the campus (fourteen miles) to be of much practical use, even if it could have been adapted to Uni-

6. In a typical year, 1926, the reinforced brigade consisted of an infantry regiment of twelve companies; two regiments of field artillery, nine batteries each; two regiments of cavalry, twelve troops each; a regiment of engineers, four companies and one headquarters company; two battalions of signal corps, two companies each; and four squadrons of air service, to which were added engineers and radio detachments. Handbook..., 1926, 16.


versity needs.

The huge Armory, which had been built in 1914-1915 but was still unfinished, was becoming more and more a center of student interest. The annual military reviews, the competitions in rifle and pistol shooting, the close order drills, and a horse polo team which won the Big Ten championship, all contributed, as did the horseback riding classes for coeds, the ROTC Journal, the eleven new trucks for field and coast artillery, a battery of French Seventy-Fives, and finally the completion of the building in 1927, with its added space for class rooms, offices, and a firing range. A wooden annex had meanwhile been built six years before at the east end, which became later the Band Building.

Only one thing seemed to be lacking, and that was a place for cavalry practice on stormy days. Some sketches were made for a riding hall, but discussions moved slowly and it became evident that horses might give way largely to machines in a few years. The designers enlarged the horse stalls to tractor proportions and in other ways tailored the plans so they could be mechanized later. The "riding hall" remained unrealized.

Other incentives for new and continued interest and for proficiency in military were not lacking. Rewards and medals dated back many years, and new ones were being added until almost two pages in the Annual Register were needed to describe them. Adding to the interest were the various ROTC organizations, the rapid growth of which made necessary another governing body, the Military Council of twenty-four representatives.

Military Day, traditionally the day before the opening of the second-semester examinations, had been named two decades before and for several years had specialized in sham battles in which the companies stormed the ridges south of the forestry. But the modern military day has become almost wholly a review of the entire brigade by the governor, the president of the University, and some military men of high ranking, besides
representatives of many patriotic organizations, parents, and other well-wishers who also wanted to see the big guns and trucks, and townsmen thrilled by the precision and unity of the marching men. The tone of the occasion was set, not by one band but by three, which led the parade for almost two hours. Addresses were presented, and also awards to outstanding and perspiring cadets, including sabers to higher officers, the conferring of second lieutenancies in the U. S. Reserves, and citations in general. During the twenty years before 1941 more than four thousand Illini were commissioned in the reserves as a result of their campus training. It was common in the 'thirties to find the number of advanced candidates exceeding those for whom the government paid expenses. Those who stood ready to take the course at their own expense became more numerous each year.

That there were objectors to military in these days is not surprising; the wonder is perhaps that more of them were not heard from in this community where it was so much emphasized. The first reaction to attract much attention came from the Illini in 1925 which in response to a series of articles in the Chicago Tribune praising military at Illinois and heckling the objectors, declared spiritedly that "the Morrill Act does not require that the ROTC be compulsory. . . Military is compulsory here because the University wants it to be compulsory, and not because any law anywhere says it shall be so." The anti-military arguments were continued by an organization calling itself the (State of ) Illinois Committee on Militarism in Education, which insisted that if military was compulsory, then so were agriculture, engineering, and "other scientific and classical studies" as named in the Land Grant Act. But the Board of Trustees,

after hearing all sides in the spring of 1928 decided that "the University adhere to its present policy." This was based on the president's and board's opinion of public policy and the state law of 1873 reading "All pupils attending the said university shall be taught, and shall study... (subjects relating to agriculture and the mechanic arts and promoting liberal and practical education)... and including, for all students, military tactics." This, the state law, has always prevailed. Federally, the Department of the Interior (1925) and later the attorney general of the United States (1930) ruled that the act of 1862 required no more than that the land grant colleges provide for military training.

The Second World War, beginning overseas in the fall of 1939, had at first only faint reactions in American universities. At Illinois a few refugee students drifted in, and a little later Dr. Florian Znaniecki, distinguished Polish sociologist and methodologist, came to join the faculty. Several Illini already overseas with the great news services had recorded at the outposts the meaning of the gathering clouds. Among them were James E. Young, '25, in Tokyo, Wallace R. Deuel, '26, Berlin, and James B. Reston, '32, London. Illini polls revealed that most students wanted England and France to win, though some in these uninhibited days did favor Germany and Russia, and "American citizens should not volunteer for service if the U. S. enters." By July, 1940, sixty students had enrolled in a pilot training course as part of a national program to supply 45,000 pilots for the army and navy. The weedy Champaign airport was used for the work. President Willard was studying for the National Association of State Universities the possibilities of co-operation with the War Department in training the prospective army. He and other state university presidents favored selective compulsory military training, but opposed deferment of draft for college men beyond July, 1941.

Faculty men, especially in the sciences and engineering, were al-


13. ET, 125; 567-568, 979.

ready being asked by the government to take up war work at Washington. One of the first of these was Professor Roger Adams, head of the chemistry department, who was one of six civilians on the National Defense Research Committee, formed to mobilize science in war. He had charge of the chemical research. Professor D. E. Keyes, chemical engineering, also went to Washington to head a section of the War Production Board. The chemistry department was also a center of research in anti-biotics (penicillin) and in synthetic rubber. Professor H. F. Johnstone, who succeeded Keyes as head of chemical engineering, was prominent with Edward W. Comings and others in the direction of a munitions development laboratory on the campus which produced important munitions adopted by the navy. The names of Professors C. S. Marvel, R. C. Fueson, C. C. Price, J. C. Bailar, W. H. Rodebush, and G. F. Smith were frequently heard in connection with this work, for which the University received...
15. IAM, 25 (October, 1945), 3.
under Colonel C. E. Puestow, activated in the fall of 1942, which later went overseas and stayed throughout the war. Professor C. M. Kneier, political science, was instructor for several months in the School of Military Government at Charlottesville, Virginia, part of the time in charge of instruction in public administration. Others planned for the peace. Professor Van Horne, Spanish department, was sent on a cultural mission to Spain, and Professor Berdahl, political science, was one of the specialists who helped lay the groundwork for the conferences at Dumbarton Oaks (Washington) and San Francisco. In all there were over four hundred war leaves of absence granted before the end of 1944.

Many of those who stayed on the campus made their contributions. The ceramicists studied the use of ceramic coatings in extremely high temperatures. Experiments in electrical engineering involved high-frequency radio waves. Important research in the hardening of metals and in welding were carried out. The betatron, the first one having been invented by Professor Kerst in 1940, was put to secret use under guard. In agriculture the animal nutrition division utilized its respiration chamber in studying the problems of feeding the armed forces in the tropics. A similar project involving the special temperature pressure chambers at Chicago enabled the College of Medicine staff to study the effects of air temperature and pressure on airmen. The College of Pharmacy opened a “drug experiment station” in the fields of the College of Agriculture near Des Plaines.

Thus the war had come quite generally into the life of the University even before Pearl Harbor; after that the problem was largely one of amplification. The University with all its experience in World War One to draw from was aware of the mistakes made there and was on guard against repeating them. One was the SATO (Student Army Training Corps) that incongruous mixture of war and peace which kept the campus in an
uproar for several months in 1918. A good carryover, however, was
the war committee, with Dean A. J. Harno as chairman.

At the general war convocation soon after Pearl Harbor, students
were advised to keep to their books and to wait for further word as to
when and where they could best serve. Some 2,700 had already been re-
gistered for the draft. One of these, Richard E. Youngren, president
of the YMCA, expressed the spirit of the meeting in his invocation:

...We ask that our energies may be preserved and that our con-
sciousness and spirit may be uncrushed by all that lies before
us, so that when the final victory has been won, and the firing
has ceased, we will not selfishly withdraw ourselves to our long
hoped for comfort, but will as willingly take up the struggle for
a just and lasting peace as we now willingly take up the prose-
cution of a cause we pray is just.

Students and parents flocked to the information bureaus of the deans
of men and women, who did their best with the rather thin knowledge of
what was to come. Files of materials collected and maintained were ab-
stracted and mimeographed for the use of some forty faculty members to
whom students could go for advice. The summer session was lengthened
from eight weeks to twelve and then to sixteen in the new all-year tri-
mester program (three terms of sixteen weeks each, including summer),
18 enabling students to do four years' work in less than three. Medicine,
Dentistry, and Pharmacy were put on the quarter system. Students showed
19 new interest in the ROTC, for many of them knew they would be drafted
anyhow. The enrollment in it shot up to 4,338 in 1940, the largest,
with one exception, in the country; and two years later it had reached
4,702, nearly eight hundred of whom were in the advanced course. But
it was primarily a peace organization, and as in 1918 it was soon re-
tired to the background and stayed there while the special war groups
carried on. The only men finally left in it were those too young or de-
ferred for other reasons. In 1941, for the first time in twenty years,
16. However, "it was this much-maligned agency that saved our higher education establishment from extinction during the World War." —American Year Book, 1941, p. 979.

17. Mr. Youngren, who was seriously injured in the war, was highly decorated for his services. His death occurred May 28, 1946.

18. BT, 1944, p. 168.

19. IAN, 19 (Oct. 1, 1940), 3.
all college and university registration suffered a sharp decline, due to the Selective Service Act and the attractions of defense jobs.

Another move soon made by the University war committee in putting its own house in order was the formation of a council of defense, which selected air raid shelters, trained hundreds of fire wardens, and arranged for the protection if need be of the most valuable of the library books. The old fire whistle emeritus atop the fire station, which was turned on again, had not been much used since the days of the campus volunteer fire department when men would come running from various buildings to hop on the wagon as it came careening past. The council of defense was the source of considerable local humor; the coming war seemed still far away.

One of the more immediate effects of the war on the academic programs was their acceleration to enable students to secure degrees sooner. Normally the college courses ran four years, but in 1943 there were few courses which could not be completed in three. With the adoption of the twelve-week summer session in 1942 and the trimester system in 1943, the University operated the year 'round. Besides the granting of degrees to seniors who had completed much of their work, liberal credit was given for training in military and for military service itself. Even some high school seniors were allowed to enroll as freshmen. In view of the shortage of physicians, the speed-up included a temporary reduction of the requirements for admission to the College of Medicine from three years of preparation to two. The School of Journalism, normally for juniors and seniors only, began a two-year curriculum for freshmen and sophomores.

Of course no college found it possible to hold to a normal program. The College of Education, which had been serving a crowded field for fifteen years, suddenly experienced a great demand for teachers. Agriculture,
20. BT, '42, 920.


after spending twenty years in adapting its policies to an economy of abundance, was abruptly called on to redirect its extension activities to encourage production. The School of Physical Education, under the new emphasis on physical fitness, notably expanded its program for civilian students and was also charged with the physical training of the ASTP, the Army Specialized Training Program. The Graduate School and the Colleges of Law, Commerce, and Agriculture had sharp reductions in enrollments. In almost every college many of the younger staff who taught freshmen and sophomores went off to war.

What Washington would do about making military training camps out of the universities, was a question that kept educators guessing for months. The Navy was the first to be heard from. Word came of nationwide naval signal schools, and on May 1, 1942, a unit of two hundred enlisted men arrived at Illinois as the first of what was to be a school of about one thousand. They were quartered in the old Gymnasium and Annex, were marched to the luxurious new Union ball room for their meals, and used old iron-fenced Illinois Field as a training ground. Early in August another navy school was opened in the west great hall of the Stadium for two hundred diesel engineers. They ate and slept in the new Men's Residence Halls a few blocks north. The two Women's Residence Halls on the Urbana side also were used. A third school trained diesel engine officers. The Navy used its own men as instructors in these units but University faculty members taught the classes in the cooke's and bakers' school, and those in the later "V-12" program (begun in July, 1943) which trained medical, dental, and engineering men for officers in the navy, marine corps, and coast guard. The Navy allowed its V-12 students to express a preference for whatever university they preferred within the several districts, to play on athletic teams and to join the social life -- as contrasted with the Army units, coming later, which had fewer such privileges. By November, 1942, two thousand

six hundred men were taking the Navy training under the direction of Lieutenant-Commander Charles H. Berra.

Almost a year after the Navy arrived, the Army program was finally opened. The Army Specialized Training Program, called ASTP, was for training soldiers under twenty-two for certain tasks for which the Army's own facilities were inadequate. The academic instruction, which predominated, as contrasted with military tactics predomination in the SATC of World War One, was given by the University faculty, which had almost complete control, and enjoyed good co-operation with Colonel L. C. Sparks, the ROTC commandant (1941-1945). Provost A. J. Harno was appointed general supervisor of all the Army and Navy programs, and Professor C. R. Griffith, head of the Bureau of Institutional Research, became University co-ordinator of the academic part and the regular undergraduate courses. The co-ordination was itself no light task, for the Army followed terms of twelve weeks, the Navy sixteen, and the University eighteen (until it adopted the trimester system), all with different registration dates. The demands touched almost all the departments. Those not sponsoring special courses loaned instructors to others which did. In the seventy-fifth year of its history the University was as fully geared for war as it had been in the fiftieth.

Trainees entered the ASTP through the STAR (Specialized Training, Assignment, and Reclassification School), a unit of which was stationed on the campus to test, classify, and assign students to divisions for which they seemed best fitted, whether at Illinois or at certain other neighboring institutions. The test for each man took three to four days. The first group arrived in April, 1943, was quartered in Newman Hall, and ate in the Illini Union Cafeteria until the Skating Rink could be readied as a mess hall for all the army men. Major K. M. Dallenbach, '10, distinguished psychologist, came from Washington to take charge of
27. U. S. Statutes at Large, 1943, 57 (March 6, 1943), Part One, 14.
   (Amendment of Act of Feb. 6, 1942.)


29. Faculty Bulletin, University War Committee, May 26, 1943, 1.
the STAR testing.

The first contingent of the ASTP, some 350 men was ready to begin July 12, 1943. It was the War Department's method of giving the universities and colleges a direct part in the Army's war effort. Selective service had been draining the campuses of many students, some of whom had special aptitudes not yet revealed. The ASTP of 1943 was the SATC of 1918, but greatly improved. One and one-half years of college work were packed into nine months. The men carried thirty-four hours a week, or about twice the civilian student load. For lodgings, forty-five out of the fifty-six fraternity houses available were taken over. The various chapters would hardly oppose this action for they had lost eighty per cent of their members anyhow through the draft and other agencies and were finding it hard to keep their houses going. Some had combined their dining rooms or closed them altogether. Others lived in rooming houses and apartments.

Many students signed up with the various recruiting officers who visited the campus. When the joint service boards came here in the fall of 1942, Illinois welcomed them with the largest mass meeting held in the entire country. At Illinois were also made the original national announcements of the reserve unit of all branches of the service. These were by Major General J. H. Hilldring and by J. A. Barker, Assistant Secretary of the Navy, at the meeting of the National Association of Deans and Advisors of Men which was being held here.

Illinois was one of 223 ASTP units in national operation, 168 of which gave the "basic phase" curriculum, seventy-one advanced engineering, ten pre-medical, and fifty-five area and language studies. By early 1944, thirty per cent of all the college students in the country, women included, were in uniform. Liberal arts would have been in almost total eclipse, had it not been for the women.
Those at Illinois, who in 1942-1945 were in the majority for the first time in seventy-five years, were active in general war efforts but also wanted something more their own. Dean Maria Leonard, chairman of the women's war committee, and Colonel L. O. Speake, the ROTC commandant, completed plans late in 1942 for the Women's Auxiliary Training Corps (WATC), and sixty-nine enrolled. One of only a few groups of its kind in the country, it became a part of the ROTC, but was not continued after a few months. The dean of women also received enlistments in the WAVes, the WAVes and the AFARs. Several states were represented in the enrollment of forty-five women in a course for radio technicians in the College of Engineering. Other women were trained for aircraft engineering aides, and for the naval reserves. The women's war committee organized first aid, home nursing classes, and the campus Red Cross work room; promoted the blood bank, made collections, and sold war stamps. The home economics department re-edited for war its courses in nutrition, Red Cross canteen and home nursing, and in the preparation of dietitians for the army. The 3,500 coeds brightened the walks, the tennis courts, the sorority house porches and the Illini and Illio which glowed with their first feminine editors. The Illini staff was indeed entirely unmanned except for the die-hard sports department which between inductions managed sometimes to keep around an uncertain male or two. The 1944 Illio, run by the coeds, was nearly filled with pictures of them, the sub-head in the book, "University Women," was unintentional humor. They also acted as cheer-leaders, one was for the first time "Illiniwek" (changed to "Illinaaswek"), and dancing Indian at the football games, and many more women than usual played in the bands.

In general charge of student activities in the war years, as before, was the important Committee on Student Affairs. At its meeting in December, 1941, it set up a long list of wartime projects in which students were encouraged to take part, including first aid training, Red Cross,

34. Faculty Bulletin, University War Committee, Oct. 23, 1945, 1-5.
fire fighting, "keep fit" work, clothing repairs, handling of non-military weapons, insect and vermin control, commercial Spanish, and stage entertainment of soldiers. A "president's fund" was established which received money from various sources to further the "well-being of Illini in the armed forces." One example was the purchase and mailing to them of a thousand decks of cards.

The general Extension Division of the University up to May, 1944, had given emergency training to 32,256 men and women in one hundred twenty-seven different courses in seventy-six Illinois communities, largely in co-operation with and at the expense of the federal ESMDT (Engineering, Science and Management War Training.) This very important work had been opened in September, 1941, when industry was beginning to hum with orders placed in this country by the nations at war, and the colleges and universities were finding themselves unable to supply qualified graduates, especially in engineering and other technical fields. The war training classes were held in high schools or elsewhere -- even in the war plants themselves, with local instructors (at one time over five hundred) supervised by University facultymen who in their travels drove hundreds of miles on special gasoline permits. Classes in personnel and industrial relations drew the most students. Safety engineering, drafting, and electrical engineering including radio were also highly popular. The Division's regular correspondence courses were also accelerated, in co-operation with the Armed Forces Institute, and by the end of 1943 had reached about 500 men in the service who were taking college courses for credit.

The State Geological Survey at the University speeded up its research
35. Minutes, Committee on Student Affairs, 1941-1942, 50, 61, 81; 1942-1943, 41, 68.

work on the coal, oil and gas fields of the state, to increase output if possible. Methods were found to revive old oil wells and sometimes make them produce more than they did originally. A research project sponsored by the War Production Board was undertaken to determine to what extent Illinois low sulphur coal could be used in blends with Appalachian coal for the manufacture of metallurgical coke in the steel centers of Chicago and St. Louis. The state already led in the production of anthracite, also used in steel manufacture, but new deposits were constantly being sought by the Survey.

The development of aeronautics as a war-time measure lagged because of the poor facilities the University had when the war opened. The most obvious need was an airfield. The securing of state and federal funds and the purchase of land a few miles southwest of the campus required many months, but the end of the war saw the completion of the ground work and the beginning of the buildings. The dedication of this largest of university airports was a spectacular event in the fall of 1945. Further plans looked to a new department of aeronautical research. President Willard was able to accomplish objectives where Presidents James and Kinley had failed.

The war took thousands of students out of the universities and colleges of the country (15.7 per cent decrease the first year), but by 1943 the losses had been about balanced by the coming in of the Army and Navy schools, which helped to keep faculties and physical plants busy. Following a careful man-power survey of the Illinois faculty aimed to discover new talents, some professors not crowded in their own departments taught in others, meanwhile taking refresher courses in subjects almost forgotten. Specialists in English, music, and art found themselves teaching mathematics and physics. Some wives of professors were called in. Retired professors laid aside their slippers, revised old notes and

38. Other details are given in Chapter 11, Willard Administration.


methods and went back to work. Summer vacations were all but forgotten, for under the trimester regime the University was steadily at work almost the year round—and with travel so difficult, vacations would not have meant much, anyhow. For most facultymen they amounted to a few hours off now and then to work in victory gardens. Along with all the extra work in these war years, several investigations of the University itself demanded still more time and labor. The campus resounded from dawn to dusk with marching men. For many of them it was their first experience in college, a much more livable place than the bare Army barracks. The spirit of their speeded-up routine was not lost on the civilian students, nor on the older faculty members who under daylight saving time in winter hurried out in the frosty dawn.

The formal celebration of the seventy-fifth anniversary was no more than a brief pause in the mobilization of the campus. On the afternoon of March 2, 1945, a double quartet from the School of Music opened a concert in the crowded Auditorium, singing the almost forgotten "University Anthem," which Regent Gregory and G. F. Root had written for Inaugural Day in 1868. Few remembered that Root also composed the great civil war songs, "The Battle Cry of Freedom," and "Tramp, Tramp, Tramp, the Boys are Marching." President Willard gave no formal address but presided, introducing speakers who brought brief greetings: Virginia Kronig, '45, and Lawrence E. Frazee, '45, from the students; Deneen A. Watson, '24, Alumni Association president, from the alumni; Professor Ernest Bernbaum, secretary of the Senate, from the faculty, and Dr. Karl A. Meyer, M.D. '08, as president of the Board of Trustees. The first address was President Emeritus Kinley's, as rekindling of "Lights Along
the Way," his first address to the University in his thirteen years of retirement. He had come to the campus just fifty years before. Governor Green, the main speaker, who had been one of the cadets in the School of Military Aeronautics in 1917, looked to a bright future because the past had been fruitful. He also spoke on the radio program later in the evening, as did President Willard.

Of the seventy-five years commemorated at the anniversary convocation, President Emeritus Kinley had personally witnessed the events of the latter fifty. During his years the University of Illinois had grown from an ambitious college on the prairie to the third largest university in the country. Closing his address, "Lights Along the Way," in which he recounted some of the evidence of recognition that had come to the University, Dr. Kinley turned to Governor Green and expressed confidence that the latest light he saw was a green one.

By August 15, 1945, when the surrender of Japan was announced, the University of Illinois had been represented by 19,364 wearers of the national uniforms, of whom 543 were women. Of the thirty-one generals, twenty-two had been students and nine had been in the military department as instructors. In the Navy, one former student had become a commodore and three were captains. About sixty per cent of the total were commissioned officers. The dead known at the time numbered 572. (Total in World War One, 184.) The naval training schools on the campus sent out almost 13,000 signalmen, diesel engineers and officers, and cooks. Another 1,566 were trained in the V-12 program. The Army processed here 6,784 STARS and trained 6,837 ASTP's.
In the same year the Library School celebrated the fiftieth anniversary of its founding (Chicago, 1893) publishing a commemorative volume, *Fifty Years of Education for Librarianship, Illinois Contributions to Librarianship, No. 1* (Urbana, 1932), with which it began a new series of scholarly publications. Twenty-fifth anniversaries were also noted by the College of Education and the University Press, the latter designating volumes published in 1943-1944 as "Seventy-fifth Anniversary Publications."
The war years coincided with the climax of the period of planning and reorganization. Business methods and academic standards of the University were scrutinized, resulting in controversial reports which brought forth further self-examination. The administrative outlines of student life were completely recast, as were the academic. It had once been a hope that the Division of General Studies of the College of Liberal Arts and Sciences would be an experimental basis for the reorganization of all freshmen and sophomore instruction, but was conditions pushed it into the background. However, more new courses aiding at professional and occupational objectives were organized in the war period than in all the preceding twenty-five years.

New Army and Navy ROTC progress assured the fulfillment of ambitions that are traceable to James and Gregory. Housing and community planning were given new emphasis by the organization of a Small Homes Council and a home research center. Even as the University itself was originally founded to meet the demands of organized agriculture, it has undertaken in recent years to meet growing demands of the now larger element of the industrial population by setting up the Institute of Labor and Industrial Relations, which it is hoped will do for the industrial laborer what the College of Agriculture does for the farmer and his family. As director of the new Institute, Phillips Bradley came here in 1945 from Cornell.

That the post-war period would bring more students and greater responsibilities, was plain. To anticipate the requirements as far as possible, several committees were put to work, notably one on future progress. Early reports indicated the need of numerous administrative changes. A faculty committee on general administrative organization was named in early 1945, also another one by the trustees to co-operate with it.
42. **University of Illinois. Future Programs, Report of Committee.** ... Reports of March, 1944, and March 15, 1945 (Urbana, 1945), 74-83, passim.

Studies were begun on what to do with the students themselves when thousands of them would be coming back after the war. So many were the problems foreseen that it was decided to have a new division of special services for war veterans, with authority to tailor almost any courses to fit special students. The first director, Sidney H. Glenn, of the English department, a veteran of the first World War, began the work of co-ordinating all campus and state efforts relative to war veterans. Because of poor health he resigned and was succeeded by H. W. Hannah, who had seen notable service in World War Two.

Also anticipated was the need for training occupational therapists, mostly women, who could go into hospitals and help in the physical and mental rehabilitation of veterans. Courses were begun with Miss Beatrice Wade in charge calling for five semesters in Urbana covering art, needlecraft, psychology, bookbinding, sociology, stagecraft, and other subjects; and four semesters in the College of Medicine at Chicago including psychiatry, neurology, pediatrics, and service in the hospitals.

The post-war period also brought a new leader. The retirement of President Willard in accord with the statutes took place in 1946. At his request, a search for his successor began in late 1944, and on May 26, 1945, George Dinsmore Stoddard was elected to the presidency, to begin July 1, 1946. He had been commissioner of education in the State of New York and president of the University of the State of New York for three years, and earlier was dean of the graduate school and professor of psychology at the University of Iowa. His New York State position was the one which had taken President Draper from Illinois in 1904.
44. BT, '44; 919.

45. Ibid., 446.

46. Ibid., '46; 493–495.
In Turner's industrial university were impulses that have gained ascendancy in higher education. Their force is still strong. From one of America's oldest colleges, one which has most successfully preserved its early traditions, came a murmur in 1942 that is strangely reminiscent: "Education in a number of colleges has been a class privilege up to now, and the colleges that catered were respected and important. But that class is no longer all powerful.... The impression is spreading that anyone can get as good—or better—an education at a number of state universities; that the schools without Ivy are doing the new work, thinking the new ideas." This apprehension is not new. As early as 1890 the system of land grant colleges and state universities had been spoken of as "forming one of the chief strongholds of our national scientific prosperity." More recently a stimulating and penetrating critic commented: "Their story will always be a source of inspiration. Advancing along with the lower public schools, they have achieved, in the span of a few decades since pioneer days, nothing less than an epic of cultural conquest and settlement...."

The learning and labor of the seventy-five years of the University have been from the first rich in the leadership of men of vision and achievement. Gregory saw education clearly and saw it whole in the organization days when not many did. Peabody shared his ideas and tried manfully to carry them out. Burrill, the University's first great scholar, was acting president in several interims, and vice-president, was the "grand old man" of Illinois history whose national fame as a scientist
47. The Dartmouth, quoted in Ginn and Company, Boston, What the Colleges are Doing, No. 64 (Fall, 1942), 6.


49. Norman Foerster, The American State University, 6-7.
became international. Draper was the firm organizer who gave the institution new order and direction. James, the educational statesman, pushed on to new heights in teaching and research. Kinley was the conservative, yet the aggressive champion of Illinois, on whom fell the hard task of post-war reorganizing and carrying. Daniels was the genial acting president in two interims; Chase the liberal, whose reforms had profound effects for years to come; and Willard the engineer and builder, was the friendly inheritor of the Chase policies but imbued too with some of his own, including the conviction that no student should go out with a one-sided education.

The long list of trustees of the University, many of them alumni, who have helped to guide it through the years includes the names of many able men and women who have unselfishly given it the best they had. They so far outnumber the few who because of incompetence or politics have hindered instead of helped that the history of government by Trustees popularly elected is one that can still be read with continued faith in the powers and possibilities of democracy. Fears have been expressed from time to time that the trustees are too much in politics, not only in their election but sometimes in the conduct of University business; but although disquieting instances have been known, they show hardly a tremor in the strong full life line of three quarters of a century. Almost the same can be said of governors and legislators.

Through the years the alumni Association has continued its policy of trying to secure the election of superior men and women, usually but not always alumni, to the University Board of Trustees, and has been successful in about seventy per cent of its recommendations.
Judgment of a state university as vast and complicated as Illinois is at best neither easy nor satisfactory. One may count the students, count the faculty and note the proportion, count the faculty in the various Who's Who's, note their national and local eminence, the quality and originality of their publications and teaching. The alumni they produce can be screened in like fashion. Is the general administration top-heavy and heavy-handed or is there a "breath of freedom in the air?" as Dean McClure once said. Has it secured the cooperation of the state officials without becoming too involved politically, and is the selection of trustees "by the people" really the best way? Is the student taught to learn to live or merely to earn a living? "School spirit" may mean almost anything, but some want to know whether there are sustained enthusiasms welling up all through the place, from the humble leaf raker up to the president himself. If there are, the president, like the old-fashioned senator, is likely to be out in front leading the way. It is such spirit, which helped enable Illinois industries to expand from five or six thousand employees to twenty thousand for war production by helping provide the hundreds of engineers, technicians, inspectors, supervisors, foreman, personnel men, cost accountants, and others. They enabled industry to turn from road machinery to shell casings; and vast ordnance and aircraft plants rose in the cornfields.

Eminent universities are mostly old, but they can be the ones with the most money at their command, providing the best libraries, attracting the highest paid professors who write great books, or build such modern wonders as the betatron. These attract the best students -- and so on up the slopes of fame.
The University of Illinois does not rank as high as it should when compared with the wealth and population of the state. There are in the state two other large universities, and our own is still relatively young. The cultural and other influences having such a large part in determining the support which the people are willing to give have not yet fully developed.

But when a university is aware of its sources of strength and weakness, when it is intensely active in the study of its own problems (probably more so in the last decade than any other university), and when it is suffused with eagerness to meet the commands placed upon it by the citizens who support it, only the foolhardy could say that it is declining in prestige. The University of Illinois has never been so prodigiously alive as it is now. It has never been more keenly aware of its own shortcomings and hence of its plans for a more distinguished future.
50. Memorandum No. 257, Bureau of Institutional Research, C. R. Griffith, Director, July 29, 1942, p. 46.