The Inaugural Address

That one of the most significant addresses, the inaugural written by Regent Gregory for the opening exercises on March 11, 1868, should never have been delivered, is one of the more unusual incidents in the history of the University. Although the official account of the ceremony indicates that the address was given, the report of The Gazette and Union, Champaign, March 18, 1868, records: "The Doctor...proceeded to deliver his inaugural address. This he was not enabled to do as he intended, on account of the extraordinary and almost unreasonable amount of time consumed by Mr. Bateeman. He threw aside his manuscript and went skipping along through the address in a manner that did not do him justice or fully satisfy his hearers."

The expression of the issues confronting a state university is as timely in the seventy-eighth year as it was in the first. The text, here reprinted, is taken from The First Annual Report of the Board of Trustees of the Illinois Industrial University.... (Springfield, 1868), 174-182.

Gentlemen of the Board of Trustees, and Fellow Citizens of Illinois:

I should be something more or less than human not to feel the solemn pressure of this hour. From the outset, I comprehended both the greatness and the difficulty of the undertaking in which we are engaged. But, neither ought the greatness to appal, nor the difficulties to discourage us. Let them, rather, inspire to a nobler ardor, and urge to wiser and more determined efforts. The great enterprises of human civilization are not carried forward to their triumphant end by the play of children. They at once rouse and require the full-grown energies of strong men.

It is no ordinary work which we are set to do, and it comes to us under no ordinary conditions. We are not here to reproduce, in this new locality, some old and well known style of college or university. Nor are we permitted to sit down in quiet to invent, at our leisure, some new scheme of education, which, when settled to our own tastes, we may offer for public patronage, as a manufacturer offers a new fashioned piano.
plough. No such easy task of leisure hours is allowed us. Hosts of earnest men are impatiently waiting to see how we will meet the great duty which the country has entrusted to us. The veteran advocates of industrial education are ready to scan, with keen vision, both our plans and our performances. The hungry eyes of toiling millions are turned, with mingled hope and fear, upon us, to see what new and better solution we can possibly offer of the great problems on which their well-being and destiny depend. We have good need to act wisely as well as earnestly, in the presence of this great host of interested spectators.

But it is not merely the voice of our fellow citizens which has called us to this work. The Age itself, invites us. Slowly, a great want has struggled into definite shape in the hearts of mankind. The demand has arisen for deliverance from the evils of ignorance and for a more fit and practical education for the industrial classes. It is labor lifting its Ajax cry for light to guide its toil, and illuminate its life. Daily the feeling grows stronger, that the old courses of classical study do not meet the new and increasing wants of the working world. The industries are steadily and rapidly becoming more scientific. They are no longer the rude, manual arts of the olden times. They have brought the mighty powers of nature to their aid, and seek to conform their labors to the great laws of matter and life. Agriculturist and artisan find themselves working amid great and significant phenomena, which only science can explain; and they have caught glimpses of possible triumphs in their arts which they may win, if they can be educated to the mastery of better processes and more scientific combinations. Hence the cry for the liberal education of the industrial classes. This demand, as we have heard to-day, was rung by the eloquent voice of Prof. Turner and his colleagues throughout this State. I remember to have heard it echoing over the border, in a neighboring State. Agricultural Colleges, People's Colleges and Polytechnic Schools have sprung into existence in
answer to this popular want, and even the old colleges have yielded so far to the pressure as to admit scientific courses of study. The demand, at length, made itself heard in the halls of Congress, and gained from the national representatives a munificent grant of public lands to found colleges for the industrial classes. A new era dawned. New institutions were to be organized, devoted to the industries, and having for their chief object, "the liberal and practical education of the industrial classes." The eyes of the nation have been turned towards the rising light, and vague, but mighty, hopes have gathered in the public mind. To us it is committed, here in Illinois, to realize these hopes. Rarely has a grander duty, nor, perhaps, a more difficult one, fallen to the lot of any body of men. We are the servitors of the age itself.

The great movements of the world are not the results of agitation; the agitation is, rather, the effect and evidence of the rising movement. Not the invention of any reformer, but the logical outcome of the progress of science and art, is this new demand for a higher and better education of the industrial classes. The rising light of a new era of science has stolen over the world. A wakeful few, standing on some favored eminence, caught, before their fellows, the illuminating rays, but no human hand could much hasten its dawning, nor hinder its progress. The earth itself, obedient to the celestial attractions, was slowly, but steadily and with resistless force, rolling its inhabitants into the light. Sleepy eyes may refuse to see it, or fogy stupidity may obscure its progress, but the day never goes backward. The sun of the new era will rise to the zenith. Its light and heat will re-vitalize the world. The institutions which it brings forth will live and flourish in spite of all storms which may greet their birth or oppose their beginnings. The great demand which created them will insure their continuance, and urge them forward to their triumph. Should they fail, at first, the public voice
will demand reconstruction, not destruction. The people, once aroused, will not endure to be cheated of their hopes. Industrial education—education devoted to the improvement of the great industries of the world, and to the enlightenment of the industrial classes, which is, in its fullest and best sense, the education of the people—this is the logical end to which all popular movement marches. Thus, gentlemen, we ride the crest of a great tidal wave of popular want and popular will, and this wave must bear us resistlessly forward to our destiny and our crown.

Let me now, in this, be the least unjust to other and older institutions of learning. They too, have felt, deep within their venerable halls, the rising pressure of this popular want, and they are responding to its cry, by attempting such modifications in their courses of study as may adapt them to meet the wants of practical men. It has become fashionable for men to deify the old colleges, as though they were wholly antiquated and useless in this swift and practical age, but no true men will thus deify them. All over the land, their graduates lead the van in the struggle to elevate and bless the race of man. In the war for the Union, their professors and students enlisted among the earliest and fought with the bravest for the salvation of their country. Even this movement for industrial education found its earliest, strongest and most ardent advocates among the men who had been trained to think and speak at the old altars of learning, and the movement would never have come to this hour but for the able advocacy and the determined efforts of men whom these very colleges reared up to power. We do not need to tear down others in order that we may take their places. Let these grand old institutions still go on with their work. Humanity owes them a great debt of gratitude for the light of learning shed by them o'er the homes and walks of men. But it is ours to organize a University wholly on this new and grand idea of education devoted to the practical industries of the world.
But though this University is thus the child of a great popular movement and is borne forward by the very tide of popular progress, it is not wholly without difficulties and dangers. Nay, let us not shut our eyes to the fact, more than ordinary perils surround it and obstacles of unwonted magnitude lie on its path. The very might of that great popular movement which bears us forward, threatens us always with catastrophe. He who navigates a torrent, will find abundant perils, however rapidly it may carry him on to his purpose end. It is no unfit service, and certainly is a prudent one, for this opening hour of the public career of the University, to note some of the chief difficulties which lie in its way. Caution will arm itself with new prudence, and courage will rise to a loftier energy and determination, from a nearer and clearer view of the obstacles to be encountered and overcome. And, perhaps, thoughtless and impatient criticism may abate some of its arrogance, and captious fault finding, when it sees how beset with difficulties is your way, as Trustees, and how mighty is the problem with which you are called to grapple.

The difficulties which lie in the way of a successful inauguration and operation of an Industrial University are chiefly of two classes:

1st. Those which are found in the internal organization and working of the institution; and,

2d. Those which lie in its external relations and surroundings.

Those of the first class consist mainly in the difficulty of combining the theoretical and the practical in education, and in the further difficulty of uniting the several departments of practical instruction in the same institution. These difficulties are much greater than a casual or careless observer will suspect.

To secure a familiar knowledge and mastery of the sciences is a work both toilsome and time-consuming. To accomplish this in the weak-
ness and imperfection of youth necessarily so absorbs the strength and
occupies the time, that the most practical teacher is puzzled to find
leisure, either for himself or his pupils, sufficient to allow him to
train them in those quick and accurate perceptions, those prompt and
familiar judgments, and that ready and skillful grasp and mastery of
facts, formulas and forces which the practical applications of the sci-
ences require. It is comparatively easy to load the youthful memory
with the knowledge which has been wrought out by other minds, and to
send our students forth to the encounters of life burdened, rather than
armed, with the ponderous armor of some Saul of science. Education,
under careless or unskillful teachers, always tends strongly towards this
excessive use of mere verbal memory. It is much easier to learn and re-
member, than to investigate and think. But to link the scholarly study
of truths and theories, the reasoning upon general laws, and the compre-
hension of sciences, in their completeness, with a practical mastery of
their applications in the arts, is a work of double difficulty. Shall
we simply teach the sciences without attempting to teach their practical
applications, then we fall again into the error of the old schoolmen.
Our science will be bookish learning. We have failed to forge the golden
fetter which binds learning to labor. The industries will look in vain
for skilled leaders from among our graduates. Shall we neglect all of
science except its results, and grasping these by mere force of memory,
give our whole attention to the processes of art? What is this more than
the old apprenticeship? For science thus learned neither educates nor
enlightens. Its possession would be an evanescent dream, and its influ-
ence a mere passing shadow.

Our problem requires us to unite scientific and art education—to
make true scholars, while we make practical artisans, and to do this,
not in one or two arts, but in the whole round of human industries.

But, great as are these internal difficulties, they are not insu-
erable. They may be met by a due union of patience and power. All the practical arts rest down on the great natural sciences, and every process of art is a scientific experiment. What we have to do is to combine, in some central and fundamental course of liberal education, these sciences in such measure and position that they may properly synchronize with and support the several art studies. And such is our plan. Our course in "Science, Literature and Art," is richly charged with the knowledges which underlie all the industrial arts, and these are so placed that all the special courses of instruction may grow from the central course, as branches grow from a supporting and nourishing trunk. We shall thus educate and teach at the same time. While we develop, we shall also direct; and the applications of science will help to give zest and power to the study of science.

The propriety and utility of an educational course in an institution designed to teach the practical arts has been severely questioned. As well question the value of the trunk and roots to the tree. It is the branches, indeed, that bear the desired fruit, but branches and fruit must alike wither if the trunk be girdled or the roots decay. Our only hope for a successful solution of our problem lies in this possible union of sound education and the practical study of the arts. To make educated farmers and mechanics, we must both educate and teach farming and mechanics. Let either factor be wanting and the product will never be attained.

But it is to the external difficulties which surround our work that I wish to give the chief consideration of this hour. These difficulties lie mainly in the crude, vague, and often contradictory and impracticable opinions which occupy, to some extent, the public mind in regard to these industrial schools.

In a country like ours, where the people are the repositories of
power, and where the will of the people is the real constitution of the State, where the public opinion is so often the standard of right, and where the popular feeling is the "power behind the throne" to which all rulers and institutions must alike bow, the public approval is the guardian of success, and the prevalence of hostile or even of dissentient opinions becomes a real, if not an insuperable obstacle to the triumph of new plans. The vague and unconsidered judgment which simply criticises and objects is often as fatal as the settled and intelligent opposing convictions of those who hold another theory, especially in matters in which the public mind has not been fully enlightened.

The Industrial University is peculiarly a child of the popular will. Designed to promote, by education, the industrial interests of the largest classes of the people, and challenging, on this very ground, popular sympathy and support, it is on these accounts more liable to be affected by the fluctuations of public sentiment regarding it than institutions of a less popular constitution. A thousand noble but vague hopes and aspirations will look here to find the help they crave; a thousand deeply felt needs of skill or power will turn to this University for their supply without knowing precisely how it is to be gained. Evils long endured will send up here their appeal for remedies. Fierce resentments against old wrongs or fancied wrongs, and still fiercer resolves in favor of cherished reforms or fancied reforms, will demand that these halls shall feed their hate or battle in their cause. Urged by such a variety of motives, and viewing the matter from such a diversity of standpoints, it will not be wonderful if an almost endless variety of plans shall be presented for our guidance.

Each theorizer will have some one or more favorite notions concerning education, and each will count his notion as of central value and importance, and will demand that the University shall be constructed on his idea as its chief corner stone. Unfortunately only one plan can be
adopted, and its adoption will be the signal for a hundred men, of dogmatic turn, to shout that "a great mistake has been made." The institution has failed of its great aim and purpose, and nothing but disaster can be expected till revolution shall come to right the wrong." The "mistake" is simply the failure to take their advice. The "purpose" lost sight of is their purpose, and the "disaster" is the loss of their ap­probation and patronage. They never seem to reflect that the adoption of their plans would have equally disappointed many others, perhaps, whose interest in the enterprise is equally great, and whose knowledge of its conditions may possibly be vastly greater.

This difficulty of conflicting views is one which is confined mainly to the outset of the enterprise. The success of the plans adopted will soon justify the wisdom of the Trustees, if it does not convert all friends of the University to their opinion. Success is its own argument and ends all debate.

A brief notice of two or three of the popular fallacies concerning these industrial schools founded by Congress, may help to enlighten honest inquiry, and to remove more speedily, hurtful errors.

Ist. It is assumed by some that these institutions are specially designed for the education of the children of the industrial classes—the sons of farmers, mechanics, etc. If these sons are designing to follow the business of their fathers, then this conception is true; but if the farmer's sons are fitting themselves for doctors or lawyers, as is often their choice, then the University is not especially designed for them. If, on the other hand, the son of the lawyer, merchant, or preacher aims to become a scientific farmer, fruit-grower or mechanician, he will find here the precise instruction he needs. The University looks not to the parentage but to the purposed pursuits of its students. Its doors are open, indeed to all, and the education it offers will be
valuable in any pursuit or profession; but its great purpose is to
give educated men to the industries.

Some have added to this mistake the notion that, since the University
is designed, as they assume, to provide education for the farmer's
children from the rural districts, it should give them the mere high
school instruction which their district schools fail to give at home.
I have been astonished to learn that one of the ablest and most prominent advocates of industrial education takes this view, and severely
 criticises the proposed courses of instruction because they do not become
down to the capacity of common school children. Does he not see
that public high schools are already provided in every county and in
every village, even, at which these boys from the rural districts can
find instruction of this sort much more conveniently and at much cheaper
rates than the University can afford it? And does he not reflect that
if the University should exhaust its teaching force in the attempt to
provide instruction of this sort, it would prove but as a drop in the
bucket for the hosts of this class, and that, while doing this, it must
almost utterly fail to do the higher work required of it? Instead of
a University devoted to the broad industries of a great State, it would
become a mere academy or high school for one or two of the nearest_counties.

2d. The more common and more troublesome forms of false opinion
are those which relate to "practical education." The age is intensely
practical. Its great triumphs in the practical arts have filled all
minds and fired all imaginations. It scorns all knowledge and every form
of education which does not promise immediate practical results. With
Carlyle, it shouts, "the truth which holds good in working, cleave thou
to that! All nature says, 'Yea, to that.'" Men, accustomed to quick
and striking results, have grown impatient of the long periods of seed
sowing and culture necessary to bring great mental harvests to ripeness.

And, certainly, when we remember the ages of wild and unproductive theorizings—the centuries which the intellect spent in dreams without results—we may well excuse the earnestness of the demand for practical tests of utility, and practical fruits of science. Not one whit too soon has this cry arisen, and none too earnestly is it pressed. The science which sheds no light on human pursuits, and the education which fits man for none of the great duties of his life are scarcely worth the attention of earnest men. The world has seen enough of the mere book learning which left the mind without power and the hand without skill. The age is too earnest, and the work men have to do is too real for such education as that which the old schoolmen gave their disciples. But what is practical? By what test shall we try it? To what products must it minister? Let us look more narrowly at these questions.

There are three great spheres of human industry:

**First.**—There is the work of the Discoverer. It is his to withdraw himself from active pursuits and to give himself to a close and patient study of the phenomena of nature. By powerful and searching analysis he penetrates to the bottom and roots of nature's facts; by high and sustained reflection he mounts to the summit and compass of her great kingdoms, and lays his grasp, at length, upon her statute books of universal and unchanging laws. He seizes upon the long coveted secret of her works and, like Prometheus of old, brings the stolen spark of celestial fire down to earth to warm and light the homes of men. Thus Newton discovered the law of gravitation; Galvani, the force we call galvanism; Harvey, the circulation of the blood; Cuvier, the types in the animal kingdom; Franklin, the fact of aerial electricity; and Liebig, the chemical value of food. And thus many others are annually pressing into the great
storehouses of nature's secrets, and bringing out its treasures to the aid of human arts.

The second sphere of industry is that of the Inventors. These workers take the great natural law, fact or force, revealed by the toil of the discoverer, and harness it into some labor-saving machine, or deduce from it some new process of production. More numerous than the workers of the first class, these inventors are filling the world with their triumphs of art. The steamship, the sewing machine, the reaper and mower, and all the ten thousand implements and processes of useful art are the results of their toil. Often the discoverer is also an inventor, and not unfrequently the inventor has to take up the work of discovery, and develop or demonstrate the principle on which his machinery depends; but the two spheres must still remain forever distinct industries.

After the discoverers and inventors come the third great class of workers, the millions who, with stout hands and brave hearts, fill all the fields of productive toil with their practical power and skill. It is under their touch the soil yields its harvests, cities grow, shop and manufactory teem with rich products, commerce freights its ships and loads its cars, and world-transforming art puts forth all its power.

Now, of these three, which is the practical? or, rather, which is not practical? Without the Discoverer's work the Inventor would grope in darkness. Annually, hundreds of ingenious contrivances prove useless, because the law or principle they involve is misunderstood; and so art stands baffled at many a point waiting for the progress of scientific discovery to reveal some new and needed principle or force. And labor, stripped of the aids that invention has given it, would lose all its grand and wealth-producing power. The laborer would sink back into the ill-paid, ill-fed drudge of the barbarian age. To pronounce, then, that
alone practical which lies next the last product, and which results in
some material fruit, is to commit the blindest of follies. As well
(count the hand as the only practical member of the body, and cut off
the head as a mere idle dreamer in the physical household.

Let us advance to a still higher stand and take a yet broader view
of human effort. Besides the workers in physical things, there are those
who work in the great realms of social and spiritual life—who culture
the soul to higher power and arm it with finer sentiments, nobler pur-
poses or higher and stronger resolves; who add to life new joys, to so-
ciety new blessedness, and new values to all the forms of material wealth.
Are not these, also, practical? Are not ideas possessions, as well as
corn fields? Is not beauty a marketable quality, even in a horse? Is
not the power to enjoy property as essential as the power to produce it?
And is not an increase of motive power an essential condition to the in-
crease of industry?

We repeat, then, to those who are so earnestly demanding that edu-
cation shall be made practical, What is practical? Let us answer. Brains
are practical. The most practical thing on earth is brain power—the
power to see, reason and understand. In shop and field, in day labor
or driving oxen, brain is better than brute force. As some writer has
said, "brains are the best manure ever put on land." In peace or war
it is not the heaviest battalions but the heaviest brains that win. And
so that education is most practical which most develops brain power—po-
wer to perceive, judge and act.

It is true that knowledge is useful, and some knowledge is much more
useful than others. If one desires to fish, it is desirable to know how
to bait a hook. The knowledge of navigation is of great value to him
who wishes to sail the seas. If it were possible to confine our sons
to some one place and employment for life, then it might be practicable
to select for them a course of the most useful knowledge. But life is so free in its movements, the avenues to business are so open and attractive, that no one can predict the career of a single youth. Trained as a physician, he becomes a farmer, an editor, a schoolmaster, and a Congressman, by turns. Oscillating from wealth to poverty and from poverty to wealth, he leaves his smoking firesides in a dozen states to mark his migrations across the continent. Even if he adheres to agriculture, how wide the diversity of departments in which he may successively engage. Who then can foretell what knowledges he may require to guide him, and what will prove useless to him.

We do not mean to deny all differences in the practical values of knowledge, but we count that the most valuable which most stimulates and exercises the intellect. General principles are of more value than particular facts, and knowledge knit to practical applications excuses and interests more than analytical statements.

The main difficulty, however, which assails the University from this direction is the demand that one or another theorist will make, that studies which are favorites with them shall be admitted to prominent place, and studies which they dislike shall be scouted. It is fashionable with such men, in this age, to scoff at all linguistic studies, save some very simple study of the mother tongue. All attention given to foreign languages, and especially to ancient languages, is a waste of time. They would have our youths study things and facts, not mere words, forgetting that the mind admits nothing within it but ideas, and that words may express ideas as well, and often more clearly than things; and forgetting, likewise, that, while the study of things may train the eye to perception, the study of words is necessary to train the tongue to expression; and, finally, that languages and books must forever remain to us the chief avenue of knowledge, that in these art and science
are constantly repositing and putting forth all their treasures of fact and thought.

But a more serious objection lies against these sticklers for their so-called useful knowledges. They are not the only parties to be consulted in the case. The young men who come here for education will have opinions of their own as to what they wish to study. Many of them will be men grown, and the youngest will have reached that period of opening manhood when the shadows of coming destinies and duties will have fallen upon them; and they will have begun to cherish aspirations and aims for themselves and to value studies in proportion as they regard them useful to their purposes. By what right shall any of us step in between these young men and their choice and say to them you shall not study this, or you shall study that. The homely old saw might be found true here, "One man can lead a horse to the pond, but ten men can not make him drink."

While we justly revolt against the old tyranny which compelled every seeker of liberal learning to study the classics, let us not establish a counter tyranny to decree that no one shall study the classics. Let our University offer to the ardent and aspiring young men of the State a full table spread with every form of human knowledge, and bid them freely to the feast. Courses of studies should be offered but as hints and guides to the undecided and inexperienced. The student who has clearly discerned his wants, and settled his course, ought to be left free to pursue his own chosen paths of learning.

And the success of our special courses will be best secured by such a plan. Years may elapse before the love of agriculture and other arts, or the faith in agricultural science will induce any large number of earnest and aspiring young men to resort hither for the purpose of studying for industrial pursuits, but let us open freely to them all the fountains of learning, and we may tinge these fountains as we will with indus-
And it is but just to agriculture itself and to the industrial arts, that their students should be aided by all that refines or strengthens the mind, and that their educated representatives shall be the peers of the most soundly cultured men, in the scope and value of their learning. We have an ambition to send forth to the great industries of the world, not men who are puffed up by some little smatterings of science, but clear-headed, broad-breasted scholars, men of fully developed minds—fit leaders of those great productive arts by which the world's civilization is fed and furnished.

Time forbids the mention of all the forms of false opinion which lie across the path of our progress. Our best answer to them will be our success in the plans we have adopted. If these succeed, no opposition can harm us. If we fail, no silence of enemy or critic can help us.

Nor shall I detain you to notice now all the hindrances from popular zeal, which will demand fruit ere our tree can be grown; or popular distrust, which will ask us to prove our power before it will allow us any of its sons to educate; from partisan or sectarian hostility or prejudices; from the old-time pride which will recoil from the very name of an industrial school; and from the apathy which applauds but continues to neglect what it applauds. If our difficulties are confessedly great, our triumphs, when won, will be correspondingly great and momentous. A brief glance at the results which must follow our success will help to arm us for the fray and inspire us for our task.

1st. We shall effect the more formal and more perfect union of labor and learning. These two will be married in indissoluble bonds at our altars. The skilled hand and the thinking brain will be found compatible members of the same body. Science, leaving its seat in the
clouds and coming down to work with men in shop and field, will find not only a new stimulus for its studies, but better and clearer light for its investigations and surer tests for its truths. And labor, grown scientific, will mount to richer products as well as easier processes. Thus, these two, Thought and Work, which God designed to go together, will no longer remain asunder.

2d. Labor itself will be elevated to honor. Lifted from under degradation and redeemed from unnecessary drudgery; lighted by science to its useful triumphs, and grown artistic in its tastes and power, it will no longer remain the mere mindless forth-putting of muscular movement, but mount to the higher ideal of human activities, over-mastering brute matter, and compelling it to give up of its beauty, uses and strength for the comfort of the family of man.

3d. Labor will be made more productive. Not only will learning aid it to new inventions and teach it more productive processes, but educated leaders of labor will go forth from these halls to organize its scattered and wasted forces, and to teach it the great secret of co-operative power. And thus, though we can educate but a few of the great numbers of the industrial class, these few will scatter the benefits of the University to all. The West Point for the working world, its trained cadets will lead the banded march of the millions as they climb the ascents of honor, wealth and higher life. The hard and unskilful toil of the world is thrice as much as is needed to produce its present results. Give this toil fit leaders and guides, and it may be greatly diminished in amount and yet doubled in product.

4th. Our national power and perpetuity will be greatly promoted. How often in the late war were we told that, "in national conflicts, the longest purse wins." And certainly that nation will be richest which has the most of skilled labor among its people. The toil of the ignor-
ant slave is as poor in product as in price.

But the influence of educated labor on the perpetuity of national life may not be so obvious. History shows that the sure sign of national decadence and the certain prelude to national destruction is the growth of a spirit of idleness and luxury which relegates its labor to slaves and hirelings, and learns too late that muscular decay is the sure fore-runner to mental imbecility. Nor need we go to extant nations to learn this serious truth. Among ourselves there is a constant revolution in progress. Individuals and families, energized and enriched by toil, are steadily rising from the lower ranks of society to take the place of those whose active brains having exhausted the unrenewed muscular vigor of the stock, sink into effeminacy and so go down again to the bottom. "In the sweat of thy face shalt thou eat thy bread," is as true of nations as of individuals, and the nation that permits the industries to fall into contempt is next door to the ruin it deserves. A nobler and stronger nation will soon come to claim its place.

5th. But there remains a grander and broader triumph than all these. If we succeed, we shall demonstrate the practicability and point out the path of universal education. By the stern necessities of life, the great majorities of mankind must forever be found among the industrial classes. These constitute the great army corps—the heavy columns—the millions of the race. If now, labor is necessarily a drudgery and a degradation, as some economists of a Satanic school have affirmed, the elevation and ennobling of a few will be at the expense of the many who must be content to remain in humble subordination, then the education of the masses is an idle dream. For to teach them simply to read and write is not education. Those whom labor perpetually degrades, learning can never successfully lift up. Our schools can only now and then stimulate one to escape at once from ignorance and from industry that he may attain
education and idleness. "These must have perished, or I myself must have been lost," said an old Greek philosopher, as he gazed upon the ruined fields which he had neglected for the sake of his mind. "I myself am saved, and, therefore, these cannot perish," will be the reply of the educated farmer. Let us but demonstrate that the highest culture is compatible with the active pursuit of industry, and that the richest learning will pay in a corn field or a carpenter's shop, and we have made universal education not only a possible possession, but a fated necessity of the race. Prove that education, in its highest form, will "pay" and you have made for it the market of the world. The light which has heretofore fallen through occasional rifts, and on scattered hill tops, will henceforward flood field and valley with the splendors of a noon-time sun, and the quickened intellect of the race will bloom with new beauty and burst into a richer fruitage of industrial arts.

Such, gentlemen, are the prospects that should cheer us. Such are the ends for which we labor. Let the University you today inaugurate but fulfill its office, and the State itself will feel the benignant influence of its work.
UNIVERSITY OF ILLINOIS

Established as Illinois Industrial University, 1867. Name changed to University of Illinois, 1885.

PRESIDENT


SECRETARY TO THE PRESIDENT

Known at various times as private secretary or assistant to the president. Included in this list are some chief clerks, executive secretaries, and others on the staffs of the presidents whose names are especially remembered.


VICE-PRESIDENT

S. W. Shattuck, 1878-1879; T. J. Burrill, 1879-1912; D. Kinley, 1913-1920; E. Davenport, 1920-1922.

DEAN OF GENERAL FACULTY

T. J. Burrill, 1894-1901

PROVOST

E. C. Babcock, 1920-1931; A. H. Daniels, 1931 (acting); A. J. Harno, 1931-1943; C. R. Griffith, 1943--
Comptroller

W. L. Card, 1873 (Business Agent); S. W. Shattuck, 1873-1912, Business Agent
G. E. Frazier, 1913-1915
L. E. Knorr, 1915
W. B. Castenholz, 1915-1916
L. Morey, 1916-

Registrar

W. L. Pillsbury, 1893-1910
C. M. McConn, 1910-1920
G. P. Tuttle, 1920-

Dean of Men

T. A. Clark, Dean of Undergraduates, 1901-1910
F. H. Turner, Dean of Men, 1932-1943
E. E. Stafford, Acting Dean of Men, 1943-1944

1. Title changed to Comptroller in 1905, and parts of the work assigned to two other officers, a chief clerk and a purchasing agent.

2. In charge of work of Dean of Men, Dean of Women, Health Service, and Student Housing.
Dean of Women

Miss Louise C. Allen, 1874-1880, Preceptress, part time
Mrs. N. A. Scovel, 1880, Preceptress, part time
Miss Emma N. Hall, 1883-1885, Preceptress, part time
Miss Josephine Cass, 1885-1886, Acting Preceptress, part time
Miss Katherine Merrill, 1892-1897, Acting Prof. of English

Miss Violet D. Jayne, 1897-1904, Dean of Woman's Department

Committee in charge, 1904
Miss Martha J. Kyle, 1905-1906, (Assistant Dean of Undergraduates)
Mrs. Lily O. Kollock, 1907-1911, Dean of Women
Mrs. Mary E. Fawcett, 1911-1913, Acting Dean
Miss Martha J. Kyle, 1913-1916, Acting Dean
Miss Fannie C. Gates, 1916-1918, Dean of Women
Miss Hazel M. Harwood, 1917-1918, Acting Dean
Miss Ruby E. C. Mason, 1919-1923, Dean of Women
Miss Maria Leonard, 1923-1945, Dean of Women
Mrs. Leah F. Trelease, 1945-1946, Acting Dean of Women; Dean of Women, 1946--

Corresponding Secretary
W. C. Flagg, 1867-1875
T. J. Burrill, 1875-1888

Recording Secretary
O. B. Galusha, 1867-1869
W. F. Bliss, 1869-1870
W. Snyder, 1870-1888

She had no official title concerning the women but she is mentioned because of her plans for a Woman’s Department.
Secretary

W. L. Pillsbury, 1888-1910
C. M. McConn, 1910-1913
H. E. Cunningham, 1913-

University Press

H. E. Cunningham, 1918-1947; William Schram, 1947-

Health Service

J. H. Beard, Health Officer, 1916-

Deans and Directors of Colleges and Schools at Urbana

College of Literature and Arts
Founded in 1877

Edward Snyder, Dean, 1878-1893
David Kinley, 1894-1906
E. B. Greene, 1906-1913
A. H. Daniels, 1913 (Acting)
(Name changed to Liberal Arts and Sciences)
K. C. Babcock, Dean, 1913-1931
A. H. Daniels, 1931-1933 (Acting)
M. T. McClure, 1933-1934 (Acting)
M. T. McClure, 1934-

College of Science
Founded in 1877

T. J. Burrill, Dean, 1878-1884
William McMurtrie, 1884-1888
S. A. Forbes, 1888-1905
E. J. Townsend, 1905-1906 (Acting)
E. J. Townsend, 1906-1912
(College combined with Literature and Arts, 1913)
College of Commerce and Business Administration

Founded in 1915; Formerly Courses in Training in Business under College of Literature and Art

Edward Snyder, Instructor in Bookkeeping, 1868-1873
F. A. Parsons, Instructor in Bookkeeping, 1875-1880
D. Kinley, Assistant Professor and Professor of Economics, 1893-1902
(College of Commerce established, 1915)
D. Kinley, Director, Courses in Commerce, 1902-1915

M. A. Weston, Acting Dean, College of Commerce, 1915-1919

C. M. Thompson, Dean, 1919-1943
H. T. Scoovill, Acting Dean, 1945-1947
H. R. Bowen, Dean, 1947-

College of Engineering

Founded in 1877

S. W. Robinson, Dean, 1876
N. C. Ricker, 1878-1905
J. M. White, 1905 (acting), and Dean, 1906-1907
W. F. M. Goss, 1907-1917
C. R. Richards, 1917-1922
M. S. Ketchum, 1922-1934
M. L. Enger, 1934--

College of Agriculture

Founded in 1877

J. Periam, Head Farmer, 1867-1869
W. F. Bliss, Professor of Agriculture, 1868-1870
Manley Miles, Professor (non-resident), 1875-1876
G. E. Morrow, Dean, 1877-1894
E. Davenport, Dean 1894-1922
H. W. Mumford, Dean, 1922-1938
J. G. Blair, Dean 1938-1939
M. P. Rusk, Dean, 1939--
College of Education

Founded in 1918, Formerly School of Education, 1905, under College of Literature and Arts

F. M. McMurry, Professor of Pedagogics, 1895-1894
W. J. Eckoff, Professor, 1894-1895
A. Tompkins, Professor, 1895-1899
E. Dexter, Professor, 1899

(School of Education formed, 1905)

W. G. Bagley, Director, School of Education, 1909-1917
C. W. Johnston, chairman, 1917

(College of Education formed, 1918)

W. W. Charters, Dean, 1918-1919
C. E. Chadsey, Dean, 1919-1930
W. S. Monroe, Acting Dean, 1930-1931
T. E. Semmer, Dean, 1931-1945
W. S. Monroe, Acting Dean, 1945-1949

College of Fine and Applied Arts

Established, 1931, combining Art, Architecture, Landscape Architecture, Music, and Community Planning

R. Howcomb, Dean, 1932--

College of Law

Founded in 1900, Formerly School of Law, 1897-1900

A. S. Graper, (Acting Dean) (School of Law), 1896-1899
J. B. Scott, Dean, 1899-1905

(Name changed to College of Law, 1900)

O. A. Harker, Dean, 1905-1916
H. W. Ballantine, Dean 1916-1921
O. A. Harker (Acting), 1921
H. C. Jones, Dean, 1921-1922
A. J. Harno, Dean, 1922--
School of Music

Founded in 1895. Made a part of College of Fine and Applied Arts, 1931

Charlotte R. Patchen, Instructor, 1872
C. W. Foster, "Director of Courses," 1894
(School of Music established, 1895)

W. H. Jones, Assistant Professor and Professor, 1895-1901
F. L. Lawrence, Director, 1901-1908
C. H. Mills, Director, 1908-1914
J. L. Erbs, Director, 1914-1921
F. B. Stiven, Director, 1921-1947

(Frank N. Scott, In Charge of Courses in Journalism, 1905-1918, and also in 1921-1926)

H. F. Harrington, In Charge of Courses in Journalism, 1918-1921
L. W. Murphy, Acting Director, Courses in Journalism, 1926
(School of Journalism authorized, 1927)

L. W. Murphy, Acting Director, 1927-1929, and Director, 1929-1940.
(Administrative Committee, 1940)
F. S. Siebert, Director, 1941-

School of Physical Education

I. For Women

Miss Lou C. Allen, conducting classes for women, 1878
Mrs. W. A. Scovall, classes for women, 1881
Miss Anita W. Kellogg, Instructor in Elocution, and in Physical Culture for Women, 1893-1896
(Name changed to Physical Training for Women, 1896)
Miss Ella H. Morrison, Director, 1895-1896
Miss Jennette E. Carpenter, Director, 1896-1909
Miss Gertrude Moulton, Director, 1909-1915
Miss Louise Freer, Director, 1916--
(Work Absorbed by School of Physical Education, for both men and women, 1932)

2. For Men

T. D. Wood, Professor of Physical Culture for Men, 1891

E. K. Hall, Instructor, 1892-1895

H. H. Everett, Assistant Professor and Associate Professor, Physical Training, 1895-1898

J. K. Shell, Director, Physical Training, 1895-1901

G. Huff, Director, Physical Training, 1901-1924

G. Huff, Director, Physical Welfare, 1924-1932

(School of Physical Education established, 1932. For both men and women)

G. Huff, Director, School of Physical Education, 1932-1936

S. C. Staley, Director, School of Education, 1936--

Library and School of Library Science

School absorbed, 1897; founded as Department of Library Economy, Armour Institute, 1893

A. M. Douglas and J. D. Corey, in charge of Library at various times, 1869-1873

J. D. Crawford, Librarian, 1874-1893

C. M. Moss, Librarian, 1894

F. F. Bicknell, First Full-time Librarian, 1894-1897

Katherine L. Sharp, Librarian, and Director, Library School, 1897-1907

F. K. Drury, Acting Librarian, 1907-1909

A. S. Wilson, Acting Director, Library School, 1907-1909

* Married to Prof. A. T. Lincoln, 1904
P. L. Winsor, Librarian, and Director of Library School, 1909-1939
C. M. White, Librarian, and Director of Library School, 1939-1943
R. B. Downs, Librarian, and Director of Library School, 1943--

Graduate School

(Faculty empowered to act on Graduate School, 1892)

T. J. Burrill, Dean, 1895-1905
D. Kinley, Dean, 1906-1919

(School reorganized and special faculty constituted, 1907)

A. H. Daniels, Acting Dean, 1920-1921
A. H. Daniels, Dean, 1921-1933
R. D. Carnichael, Acting Dean, 1933-1934, and Dean, 1934-1947

Summer Session

Founded in 1894. Also called at various times Summer School and Summer Semester. Administrators always called "Director" until 1947 when the title was changed to "Dean.

F. M. Mcbury, Director, 1894
D. Kinley, Director, 1895
R. G. Dexter, Director, 1901-1902
T. A. Clark, Director, 1903-1909
W. G. Bagley, Director, 1910-1916
K. C. Babcock, Director, 1917
E. G. Chadsey, Director, 1919-1929
E. H. Cameron, Director, 1930-1932
K. B. Browne, Director, 1933-1947; Dean, 1947--

The Academy

E. G. Howe, Principal, Preparatory Department, 1893-1901
F. Hamsher, Principal, 1901-1906

(Name changed to the Academy, 1903)
Charles W. McCollum, Acting Principal and Principal, 1906-1910

(Academy discontinued, 1910.)

College of Veterinary Medicine and Surgery

Founded in 1945

E. J. Detmers, Lecturer, Veterinary Science, 1870

F. Prentice, Lecturer, Veterinary Science, 1873, and

F. Prentice, Professor, 1879-1885

D. McIntosh, Professor of Veterinary Science, 1886-1915

(Department of Veterinary Science authorized, 1899)

R. Graham, Professor (in Animal Husbandry), 1917

(College of Veterinary Medicine established, 1945, and R. Graham appointed Dean)

The Colleges in Chicago

College of Medicine

Organized, 1882, as the College of Physicians and Surgeons; affiliated with University of Illinois, 1897; absorbed, 1913.

Dr. A. Reeves Jackson, President, College of Physicians and Surgeons, 1882-1892

Dr. G. W. Earle, President, College of Physicians and Surgeons, 1892-1893

Dr. W. E. Quine, President, Dean of the Faculty, College of Physicians and Surgeons and Dean, College of Medicine, University of Illinois, 1892-1913

Dr. D. A. K. Steele, Senior Dean, College of Medicine, 1914-1917

Dr. A. C. Eycleshymer, Dean, College of Medicine, 1917-1925

1. Office of president discontinued and deanship established in 1897.
Dr. David John Davis, Dean, College of Medicine, 1826-1943

Dr. Raymond H. Allen, Dean, College of Medicine, 1943-1946. (Also executive dean of all three of the Chicago Colleges, 1933-1946)

Dr. A.C. Ivor, Vice-President of University in charge of Chico Professional Colleges, 1939; President of College of Dentistry

Organized, 1893, as the Columbia College of Dentistry; reorganized 1898, as Illinois School of Dentistry; affiliation with University of Illinois, 1901-1912; College of Dentistry, University of Illinois, 1912--

Frank N. Brown, Dean, Illinois School of Dentistry, 1898-1901

A. H. Peck, Dean, School of Dentistry, College of Physicians and Surgeons, University of Illinois, 1901-1905

B. J. Cigrand, Dean, College of Dentistry, 1905-1908

G. W. Cook, Dean, College of Dentistry, 1906-1912

F. B. Moorehead, Dean, College of Dentistry, 1912-1926

F. B. Noyes, Dean, College of Dentistry, 1926-1940

R. M. Marjerison, Dean, College of Dentistry, 1940-1944

A. G. Brodie, Acting Dean, 1944--

College of Pharmacy

(Organized in 1859 as the Chicago College of Pharmacy)

The College opened just before the Civil War with F. Scammon as chairman, or president, but was inactive for several years. E. H. Sargent was president at the time of the revival in 1867, and was followed by C. G. Wheeler, N. G. Bartlett, T. Whitfield, O. Oldberg, H. W. Fuller, H. D. Garrison, T. H. Patterson, and F. M. Goodman who with the title of dean was in charge when the University of Illinois took over in 1896, and the name was changed from college to school. Goodman remained until 1912, and the succession since then has been:

W. B. Day, Acting Dean, School of Pharmacy, 1912-1919, and Dean, 1919-1936

A. H. Clark, Acting Dean, College of Pharmacy, 1936-1939

E. R. Serles, Dean, 1939--

1 Name changed from school to college in 1932.
Experiment Stations and Research and Service Organizations

At Urbana

Agricultural Experiment Station, founded in 1867.
Engineering Experiment Station, 1908.
Boards of Examiners in Accountancy, 1903.
Extension Service in Agriculture and Home Economics, 1914.
Bureau of Educational Research, 1918.
Bureau of Economic and Business Research, 1921.
Bureau of Community Planning, 1935.
Bureau of Institutional Research, 1933.
University of Illinois Press, 1918.
Student Personnel Bureau, 1942; organized under College of Liberal Arts and Sciences (1938).
General Placement Bureau, 1944.
Small Homes Council, 1944.

State Scientific Surveys and Other Divisions

At Urbana

State Natural History Survey, moved to Urbana, 1885, as State Laboratory of Natural History (1877).
State Water Survey, 1897; organized under Department of Chemistry (1895).
State Diagnostic Laboratory (for animal pathology), 1917.
United States Regional Soybean Laboratory, 1935.
Since March 12, 1867, when the Board of Trustees held their first meeting in the hall of the House of Representatives at Springfield and instructed James Rea, recording secretary pro tem., to "procure for the use of the board of trustees a well bound book, in which shall be entered of record, in a plain and legible hand, the proceedings of the present and succeeding meetings of this board" the University has created a voluminous record. Not all of it has been found; there is a tradition, unsupported by positive evidence, that the regents' papers antedating 1891 were destroyed. There is better reason to believe that they were kept in the fashion of the period and have strayed. The record is both scattered and incomplete.

Several canons of the bibliographer's art have been violated in the hope that the classifications of the entries will be suggestive of the types of materials available and thus be more generally useful. They are arranged under the following categories:

1. Institutional Archives
2. Federal and State Documents
3. Institutional Documents
4. Campus Organizations
5. Campus Publications
6. Announcements, Programs, and Viewbooks
7. Memoirs, Reminiscences, and Personal Papers
8. General Literature
9. General Institutional Histories
10. Divisional Histories
11. Campus Sketches
12. Biographical Guides

1. Institutional Archives

Board of Trustees, Reports, 1867-- (Springfield and Urbana, 1868--).
Published annually to 1867; biennially, 1875-1916; press proofs only, 1916-1918; annually, 1921, 1922; biennially, 1924--. Some volumes without prefatory material are known as Transactions, as are four manuscript volumes, 1867-1897.
Forty-four volumes to 1944.

Report of the Comptroller, 1910-- (Urbana, 1913--). Thirty-three reports to 1944.
University of Illinois Statutes (Irregularly published, Urbana, 1901--). Formerly By-Laws.... (Irregularly published, Champaign and Urbana, 1872--). Titles and content vary; extracts also published from time to time.


Presidents' Correspondence. Official Letterbooks, 1879-1906; files, 1909--. Forty-six volumes letterpress copies, No. 1 covering 1879-1894, and transfer files.

President's Office Miscellaneous Papers. Reports, memoranda, and other materials centering on relations with the legislature, the Chicago colleges and hospitals, and state agencies.


Council of Administration, Minutes, 1894-1931. Thirty-two volumes and index.

Bureau of Institutional Research, Memoranda, 1935--.

Faculty Record, 1868-1901. Three volumes.

University Senate, Minutes, 1901--. Fourteen volumes to 1944 and index to 1972.

Committee on the Organization of the University, Minutes, 1911-1915.

Committee of Nine of the Senate of the University of Illinois, Minutes and Reports, 1931-1932. Two volumes.

Committee on Student Affairs, Minutes, 1951--. Thirteen volumes to 1944.
College of Physicians and Surgeons of Chicago, Executive Faculty, Minutes, 1899-1911. Two volumes.

Teaching Faculty, Minutes, 1891-1902.

Faculty of the Chicago College of Pharmacy and the School of Pharmacy, Minutes, 1859-1924. Includes corporation minutes. Three volumes.

College of Agriculture, Faculty Minutes, 1909--. Thirty-two volumes.

College of Engineering, Executive Committee, Minutes, 1908-1919; Faculty, Minutes, 1919--. Thirteen file units.

College of Literature and Arts, Faculty Minutes, 1913--. Three volumes.

College of Literature and Arts, Faculty Minutes, 1878-1913, two volumes, and College of Science, Faculty Minutes, 1878-1913, two volumes, are also extant.

College of Fine and Applied Arts, Faculty, Minutes, 1931--. Two volumes.

Executive Committee, Minutes, 1931--.

Graduate School, Executive Faculty, Minutes, 1906--. Eight volumes.

College of Law, Faculty Minutes, 1921--. Ten volumes; remainder not bound.

College Correspondence. Variously laid and mislaid. Virtually none exists for period prior to 1894; annual increase in volume after 1894. Among the earliest records are the College of Engineering, N. C. Ricker Letterbooks, 1895-1903, four volumes; College of Literature and Arts, D. Kinley Letterbooks, 1897-1906, twelve volumes; E. B. Greene Letterbooks, 1906-1909, nine volumes; College of
Agriculture, Experiment Station
Agriculture, Experiment Station Letterbooks, 1888-1911, and
College, 1895-1911, seventy volumes. T. J. Burrill Letter-
books, 1879-1912, twenty volumes covering the Agricultural
Experiment Station, botany department, Graduate School (1897-
1906), and "general" and personal subjects.

University of Illinois Foundation, Minutes, 1935--. Five volumes.

Alumni Association of the University of Illinois, Report of Meeting...,
1890-1906 (Urbana, 1890-1906). Fifteen issues.
Alumni Association Record, 1912--. Seventeen volumes to 1947.
Includes minutes, notices, form letters, etc.

Athletic Association, Board of Directors (formerly Advisory Board), Min-
utes, 1900--. Eight volumes. Earlier materials lost by fire.
Managers Reports, 1924--. Forty-two volumes.
This material and earlier data is also assembled in shorter
form in a series, Records and Summaries, 1877--, fifteen vol-
umes. Also Miscellaneous Records and Papers, 1883--. Treasurer's
Record.

2. Federal and State Documents

United States Statutes at Large.... (Washington, 1845--).
Laws of the State of Illinois..... (Vandalia and Springfield, 1819--).
Journal of the House of Representatives of the...General Assembly of the
State of Illinois (Vandalia and Springfield, 1818--).
Journal of the Senate of the...General Assembly of the State of Illi-
nois (Vandalia and Springfield, 1818--).
...Biennial Report of the Superintendent of Public Instruction of the
State of Illinois, 1854-- (Springfield, 1856--).

Annual Report of the Department of Public Welfare... 1917-- (Springfield, 1918--).

Blue Book of the State of Illinois, 1898-- (Springfield, 1898--).


United States Office of Education, Bulletins, 1906-- (Washington, 1906--).


Transactions of the Illinois State Horticultural Society... 1857-- (Spring-
Earlier reports are to be found in the State Agricultural Society Transactions.

Illinois Natural History Survey, Bulletins, 1876-- (Springfield and Urbana, 1876--). Circulars, 1918--. Biological Notes, 1935--. Manuals, 1936--, and Wildlife Research News, 1939--, are also published.


Illinois State Water Survey, Bulletins, 1897-- (Urbana, 1897--). Circulars, 1926--, are also published.

Report of the Special Committee Appointed to Investigate the Failure of the Globe Savings Bank, and to Inquire into the Condition of the Funds of the University of Illinois... (N.p., 1895).


Illinois State Board of Health, Medical Colleges in the United States and Canada, 1765-1888 (Springfield, 1888).

Medical Center Commission, Annual Reports, 1942-- (Chicago, 1942--).

5. Institutional Documents

Report of Committee on Courses of Study and Faculty for the Illinois Industrial University (Springfield, 1867).

Annual Register, 1868-- (Springfield and Urbana, 1868--). Title varies:
Circular and Catalogue, Annual Circular, Catalogue and Circular, Announcements, Register, and since 1910, Annual Register.

University of Illinois Bulletin, 1902-- (Urbana, 1902--).

Regulations Applying to Undergraduate Students, 1877-8- (Champaign and Urbana, 1877-8-). Title varies; first appears in early seventies as By-Laws, Illinois Industrial University; later issues, Rules for the Government of Students, Regulations for the Guidance of Undergraduate Students, etc. College and departmental regulations are also issued from time to time.

Your First Year at Illinois, 1935-- (Urbana, 1935--). Formerly Facts for Freshmen Concerning the University of Illinois, 1911--27.

Hints for Students, 1924-42.

Student Housing Handbook, 1945-- (Urbana, 1945).

Directory, Faculty and Students, 1896-- (Urbana, 1896--). Title varies; Official List, Students Directory, etc. Also privately published by campus organizations as early as 1880's.

Vergil Vivian Phelps, compiler, University of Illinois Directory (Urbana, 1916).

Clarence Judd Roseberry and others, compilers, University of Illinois Directory (Urbana, 1929).

Franklin William Scott, editor, The Alumni Record of the University of Illinois at Urbana (Urbana, 1906). Earlier alumni lists were published as early as 1875 and in the period 1897-1903 under the title Alumni Record.

James Herbert Kelley, editor, The Alumni Record of the University of Illinois (Urbana, 1913). Same general format as 1906.

Franklin William Scott, editor, The Semi-Centennial Alumni Record of the University of Illinois (Urbana, 1918). Same general format as 1906.

Carl Stephens, editor, The Alumni Record of the University of Illinois, Chicago Departments (Urbana, 1921). Same general format as 1906.
The University Studies, 1900-1915 (Urbana, 1900-1915). Four volumes.
Illinois Studies in the Social Sciences, 1912-- (Urbana, 1912--).
Illinois Biological Monographs, 1914-- (Urbana, 1914--).
Illinois Studies in Languages and Literature, 1915-- (Urbana, 1915--).
Illinois Medical and Dental Monographs, 1936-- (Urbana, 1936--).
Illinois Contributions to Librarianship, 1943-- (Urbana, 1943--).
Agricultural Experiment Station, Annual Reports, 1888-- (Champaign and
Urbana, 1888--). An annual popularized version, A Year's
Progress in Solving Farm Problems of Illinois, 1924-1938
(Urbana, 1925-1942), was also published.
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Bulletins, 1888-- (Champaign and
Urbana, 1888--). Circulars, 1897--, and a wide variety of leaf-
lets are also published.
---
Soil Survey Reports, 1911--.
(Urbana, 1911--).
Extension Service in Agriculture and Home Economics, Circulars, 1916-
1931 (Urbana, 1916-1951). Home Economics Prints, 1935-- and
miscellaneous leaflets are also published.
Engineering Experiment Station, Bulletins, 1904-- (Urbana, 1904--), Cir-
culars, 1905--, and Reprints, 1931--, are also published.
Bureau of Educational Research, Bulletins, 1918-- (Urbana, 1918--). Cir-
culars, 1922-- (mimeographed, 1918-1922), are also published.
Bureau of Economic and Business Research, Bulletins, 1921-- (Urbana, 1921--). Business Studies, 1942--, Special Bulletins, 1942--. Opinions
and Comment, a quarterly magazine, 1938--, and Illinois Busi-
ness Review, monthly, 1944--, are also published.
Bureau of Community Planning, Bulletins, 1935-- (Urbana, 1935--). Also
A "Planning Data" Series, Mimeographed, 1938--, is also published.
Small Homes Council, Circulars, 1944-- (Urbana, 1944--).
War Publications and Reports of the War Committee of the University of
Illinois, 1917-1918 (Urbana, 1923).

"Inauguration of the University," Board of Trustees, Report, 1868, 149-182.

Proceedings and Addresses at the Inauguration of Andrew Sloan Draper, L.L.D., as President of the University of Illinois and at the Dedication of Engineering Hall, November 15, 1894 (Urbana, 1895). Edgar Jerome Townsend and others, editors, Installation of Edmund James James, Ph.D., L.L.D., as President of the University (Urbana, 1906).

Proceedings of a Conference on the Relation of the Federal Government to Education; Installation of David Kinley as President of the University of Illinois, December 1-2, 1921 (Urbana, 1922).

Installation of Harry Woodburn Chase as President of the University of Illinois, May 1, 1931 (Urbana, 1931).

A Memorial from the Alumni of the Illinois Industrial University to His Excellency, the Governor of Illinois, and the Members of the 34th General Assembly (Springfield, 1885). Request to change name to University of Illinois.

Foster North vs. Board of Trustees, University of Illinois; Statement of the Case and Opinion of the Supreme Court of Illinois (Urbana, 1891).

Report of Special Senate Committee Authorized February 6, 1911, to Make a Thorough Investigation of the...Organization and Efficiency of the University, with a View to Drafting Ultimately a Constitution.... (Urbana, 1915).

Survey of Business Administration and Organization, University of Illinois, by Booz, Fry, Allen and Hamilton, Business Surveys, ... Combined Review and Analysis of This Survey, Together with Recommendations by the President of the University of Illinois ( Mimeographed, Urbana, 1942). Two volumes.


Conference, University of Illinois General Advisory Committee, University of Illinois, Urbana campus, May 25, 1944 (Mimeographed, Urbana, 1944).

Addresses, Dedication Agricultural Building, University of Illinois, May 21, 1901 (Champaign, 1901).

Proceedings of the Railway Conference Held at the College of Engineering, University of Illinois, November 9, 1910 (Urbana, 1910).

Conference on Commercial Education and Business Progress in Connection with the Dedication of the Commerce Building, April Sixteen and Seventeen, Nineteen Hundred and Thirteen (Urbana-Champaign, 1913).

The Dedication of the New Chemistry Building (n.p., 1916).


4. Campus Organizations


Alethensal Society, Minute Book, 1871-1885.

Philomathean Society, Constitution and Roll, 1895-1923; Vice-president’s Books, 1884-1895; Secretary’s Journal, 1872-1879, 1890-1900; Treasurer’s Account Books, 1874-1876, 1880-1903; and Critic’s Books, 1884-1890, 1895-1900. Sixteen volumes. Also same carton
of loose papers of similar nature.

- **Athletic Association, Miscellaneous Records and Papers, 1883---, Treasurer’s record and miscellaneous papers.**
- **Young Women’s Christian Association, Board of Directors, Minutes, 1907-1911; Advisory Board, Minutes, 1914--; President’s Reports, 1904-- (incomplete).** Eight volumes and loose papers.
- **Women’s Athletic Association, Minute Book, 1903-1909; Minutes of Meetings, 1910-1939; Advisory Board, Minutes, 1926-1939; and Treasurer’s Books. Ten volumes.**
- **Illinois Union, Board of Directors, Minutes, 1926-1941. Two volumes.** Bound letters and business records are also preserved.
- **Illinois Drama Federation, Correspondence, Papers, and Scrapbooks, 1914-1918.**
- **Woman’s League, Secretary’s Book, 1919-1935; Residence Government System, Minutes, 1938-1939. Twelve volumes. Reorganized Woman’s League, Executive Board, Minutes, 1940-1942. Also committee reports and other materials.**
- **Men’s League, Executive Board, Minutes, 1940-1942; Reports of Committees, 1940-1942; correspondence and miscellaneous materials, including one carton of Men’s Independent Ward Association materials.**
- **Student Senate, Minutes, 1938-1941. Miscellaneous correspondence and notes.**

Scattered and incomplete records of classes, departmental clubs, and social and honorary fraternities may also be found.

5. **Campus Publications**

**The Daily Illini, 1871--- (Urbana and Champaign, 1871--).** Originally The Student, monthly, 1871-1873; The Illini, 1873-1907; subsequently The Daily Illini.
The Summer Illini, 1908-1922 (Urbana, 1908-1922).


The Independent, 1937-1940 (Urbana, 1937-1940).

The Sophograph, 1884-1895 (Champaign, 1882-1895). Volume 2, 81 (1883) appeared as the Saturnian.

The Illio, 1895-- (Urbana, 1894--). University annual published by the Junior class, to 1930; Senior class in 1931 and after.


The Reptonian (Urbana, 1917). Landscape Architecture Club annual.


The Varsity Fortnightly, 1900-1901 (Urbana, 1900-1901).

The Illinois, 1902-1907 (Urbana, 1902-1907).

The Scribbler, 1908-1909 (Champaign, 1908-1909).


The Siren, 1911-1939 (Champaign, 1911-1939). Campus humor magazine.

The Illinois Technograph, 1885-- (Urbana, 1887). Originally Selected Papers of the Civil Engineers' Club; The Technograph, 1891-1934. College of Engineering student publication.

The Illinois Agriculturist, 1897-- (Urbana, 1897--). College of Agriculture student publication.


The Green Cauldron, 1931-- (Urbana, 1931--). Department of English Freshman rhetoric theme journal.

The Plexus, 1895-1911 (Batavia and Chicago, 1895-1911). Originally The P & S Plexus, "official" journal of the College of Physicians and Surgeons (the College of Medicine).

The Illini Pharmacist, 1926-1932 (Chicago, 1926-1932). School of Pharmacy student paper.

The Illini Scope, 1933-- (Chicago, 1933--). Chicago campus student periodical.

The Y's Indian, 1920-- (Champaign, 1920--). Campus publication of YMCA.

Alumni Quarterly, 1907-1915 (Champaign, 1907-1915).

Fortnightly Notes, 1915-1915 (Urbana, 1915-1915). Merged with Alumni Quarterly to become the AOFN.

Alumni Quarterly and Fortnightly Notes, 1915-1922 (Champaign, 1915-1922). Informally, the AOFN, and during the war years, the AOFN.

Illinois Alumni News, 1922-- (Urbana, 1922--).


Library School Association News Letter, 1923-- (Urbana, 1923--).

School of Journalism Alumni News Notes, 1938-- (Urbana, 1938--).
6. Announcements, Programs, and Viewbooks

President's Scrapbooks, 1867-1920. Eighty-five volumes, five file cases, eight boxes, and fifty-two bundles. Included are officially printed announcements, leaflets, and forms; programs of University and student-sponsored events; clippings; and photographs. The first volume, 1867-1897, includes approximately one thousand items illuminating virtually all phases of the University's activities; as an appendix it includes clippings and other materials collected by C. B. Gibson, '77, relating to alumni efforts to obtain degrees and the change of name. Later volumes contain, in addition to a wealth of clippings, the only extant copies of highly informative press releases. Much light is thrown on the activities of President James. Among the materials relating to the latter are four boxes of correspondence and papers concerning plans for a national university.

Programs, Illinois Collection, 1868-. Seventy-eight pamphlet boxes and loose copies. Supplements President's Scrapbooks with only limited duplication. Especially valuable for period since 1915.

Alumni Association, "Museum" File, 1867-. Programs and photographs.

Nathan Austin Weston Collection, 1880-1895. Includes among other things a significant file of early Athletic Association programs.


Archie James Graham Scrapbook, 1900-1918. Many unique pieces, including correspondence relating to the College of Medicine.

Illini Theatre Guild, Playbills, 1920-1934.

Campus Viewbooks, c. 1890-1915. Souvenir booklets published by the University and local merchants. Probably the first is a collection of photographic prints by C. H. Shamal, '90, presented to Dr. Burrell, containing photographs of classroom activity as well as campus views. Among University-published booklets, the following may be noted: University of Illinois (Second edition, Urbana, 1899); University of Illinois (Urbana, 1901, 1903); Views of the Grounds and Buildings of the University of Illinois.... (Third edition, Urbana, 1905).

Guide Book to the University and the Twin Cities of Urbana and Champaign (Urbana, 1905). Besides this "official" guide, others were issued by campus organizations beginning in the 'eighties.

Catalogue of the Art Gallery, Illinois Industrial University, Comprising a Brief Description of each Cast and Picture with an Introductory Notice of the Various Schools of Art (Champaign, 1876).

Chicago School of Mechanic Art (Urbana, 1878). Announcement of a "summer session" taught by Professors Ricker and Robinson.

Summer School in the Sciences and Languages at The University of Illinois, Champaign, Illinois, Commencing Monday, June 30th, 1879, and Continuing Six Weeks.... (Champaign, 1879). Unique in its reference to the "University of Illinois" six years before the name was changed.

Illinois School of Dentistry—College of Dentistry, University of Illinois, Announcement for 1901-1902 (Chicago, 1901). The premature self-identification of a school as a "college."

Athletic Association, The Story of the Stadium (Champaign, 1921).

The Illini Union at the University of Illinois (Urbana-Champaign, 1941).

Illustrated souvenir of the Illini Union Building.

Ad infinitum.
7. Memoirs, Reminiscences, and Personal Papers


A Plan for an Industrial University for the State of Illinois, Submitted to the Farmers' Convention at Granville, Held November 18, 1851 (Ottawa, 1851). Also, original manuscript is also preserved included.

Industrial Universities for the People. Published in Compliance with Resolutions of the Chicago and Springfield Conventions, and under the Industrial League of Illinois (Jacksonville, 1853).

Matthias Lane Dunlap Collection, 1851-1932. Letterpress volumes of correspondence by M. L. Dunlap, 1861-1863; scrapbooks of clippings and articles on horticultural subjects and the University; and papers of M. L. Dunlap '76, son and state senator, including a brief biography, "Matthias Lane Dunlap" (1917).

Willard Cutting Flagg, The Illinois School of Agriculture (Alton, 1864).

Joseph Oscar Cunningham, A Few Suggestions of Facts in Connection with the Early History of the University of Illinois, otherwise the Illinois Industrial University (1911).

Clark Robinson Griggs, "Clark Robinson Griggs and the Location of the University" (1915). Interview obtained by Allan Nevins about the substantially same as information given in prepared statement sent to W. H. Stearns, secretary to President James, Apr. 24, 1906.


Selim Hobart Peabody, Addresses, 1860-1891. Twenty addresses. Baccalaureates, shop and mechanical engineering, and (No. 18) student government.


Ricker-Hunkle Controversy Papers, 1893-1894. Dossier of Correspondence, including memoir by Ricker on introduction of the Russian shop system in 1873-1875.


"In Quest of a President," Illio, 1903, 37-38.

Milo Smith Ketchum, Autobiography of Milo S. Ketchum (1930). Chapter VII, "College Days," VII, "University of Illinois"; and XIII, "Back at the University of Illinois" are the best available accounts of the campus life of a student (1891-1895), faculty member (1895-1897, 1899-1903), and dean (1922-1930).

David Kinsley, Autobiographical Memoir (1942).

Albert Lee, Some University of Illinois Presidents I Have Known (1942).

Eugene Davenport, Rejuvenation of the College of Agriculture at the University of Illinois (1933).

Genesis of the Illinois Agricultural Experiment Station (1938).

Isabel Bevier, The History of the Department of Home Economics at the University of Illinois (1935).


Frederick Green, Law School Recollections (1937).


### 8. General Literature


Edmund James James, *The Origin of the Land Grant Act of 1862* (the so-called Morrill Act) and some account of its Author, Jonathan B. Turner (Urbana-Champaign, 1910). *University Studies,* 4: No. 1.

George Wells Knight, "History and Management of Land Grants for Education in the Northwest Territory," *American Historical Association, Papers,* 1 (1885), No. 3.

Lloyd Lewis, John S. Wright, *Prophet of the Prairies* (Chicago, 1941).


Interpretive essays on democratic scholarship.


Proceedings of the Association of Land Grant Colleges and Universities, annual Meeting, 1887-- (Burlington and elsewhere, 1889--).

Transactions and Proceedings of the National Association of State Universities in the United States of America, 1903--(Madison and elsewhere, 1903--).

The Association of American Universities, Journal of Proceedings and Addresses of the... Annual Conference, 1901-- (N.p., 1901--).


Champaign News-Gazette, 1919-- (Champaign, 1919--).

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Champaign County Gazette, 1869-1909 (Champaign, 1869-1909).

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Illinois Democrat, 1867-1872 (Champaign, 1867-1872).

Champaign County Herald, 1877-1906 (Urbana, 1877-1906).
The Urbana Courier, 1894-- (Urbana, 1894--).
The Chicago Tribune, 1847-- (Chicago, 1847--). Important for M. L. Dunlap's "Rural" column in the late 'sixties and early 'seventies.

Illinois Farmer, 1856-1864 (Springfield, 1856-1864).

Farmers' Voice, 1885-1913 (Chicago, 1885-1913).

Prairie Farmer, 1841-- (Chicago, 1841--). Originally the Union Agriculturist and Western Prairie Farmer (1841-1842).

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