Chapter Four — The Burrill-Draper Period, 1891-1904 — "In the Service of the People"

The State University is to seize upon all opportunities for being serviceable to the people. So far as it can it is to call to its aid all the forces, and it is to promote all the influences which make for commercial, ethical, intellectual primacy, for the peace and happiness and strength of the commonwealth.—Andrew Sloan Draper, Inaugural Address, 1894

More and more aware of the difficulty of their task, the trustees in 1891 hopefully set about to find a regent who by aggressive leadership would achieve the promise of the name University of Illinois and at the same time respect the industrial tradition. The standards they set were high. The man must be a leader capable of harmonizing divergent interests among the faculty, students, alumni, and trustees; an able executive and educator, as well as a popular speaker and a practical politician. He must be able to take hold of latent forces and develop the goodwill of the most populous and prosperous state in the Middle West. The conditions demanded a man of wide experience and personal appeal. It seemed likely that these qualifications would only be found in a man who already had an imposing reputation.

How nearly Thomas Jonathan Burrill, who was acting head "until
the regency should be filled by regular appointment," measured to these qualifications was little appreciated at the time. The senior member of the faculty, its vice-president since 1879, and eminent among the scientists of the country and even abroad as a result of his discoveries in plant pathology, Burrill was bearing numerous and varied duties lightly and unostentatiously, showing exceptional abilities as a teacher, scientist, and administrator. He had come through the years to be looked upon by the faculty as their counselor, and his sympathy with both the traditions and ambitions of the University was unquestioned. Physically, he looked something like the English scientist Darwin: a partly bald head, deep set eyes, a long heavy beard, and grave demeanor.

Burrill's early years were typical of many an Illinois boy of his generation. He was born at Pittsfield, Massachusetts, April 25, 1839, and spent his youth on a homestead in northern Illinois. He had supported himself through high school in the nearest large city, Rockford. Still the typical young man of ambition, he taught in country schools before entering Illinois State Normal University in 1862, where he enjoyed rich experiences; the headquarters and museum of the State Natural History Society were located there, and Burrill had ample opportunity to see and know the state's leading scientists. On graduation he became the Urbana schoolmaster, but his reputation as a botany student was such that Major John W. Powell chose him as the botanist of the major's famous Rocky Mountain adventures. In April, 1868, he had closed his school for the third summer when he was drafted by the new University as an algebra teacher. In the fall Major Powell was expected to open the natural sciences department but was detained on his second expedition; Burrill substituted for him, and when the major resigned without having entered his duties Burrill was given the
Although a worthy subject, Burrill has no biographer. Brief genealogical data and a summary of positions held are in the Burrill Letterbooks, 20 ("Private, 1904-1910"): 276-277, 310. Notes for a biography were collected from a limited number of printed sources in 1923 by George Chapin, '06.
When the colleges were formally organized in 1878 Burrill was elected the first dean of the College of Natural Science, and a year later vice-president of the faculty, an office second only to the regency. Between 1875 and 1888 he was also corresponding secretary of the University corporation; in the later 'eighties he added the functions of botanist for the State Laboratory of Natural History and the Agricultural experiment station, and was a regular attendant and speaker at teachers’ and horticulture societies.

Although the preceding administration had gone out in a state of virtual anarchy leaving important issues requiring immediate action in every part of the University’s life, the prospects were bright. The income from the state and federal government for the next biennium was unprecedented. The $134,000 from the state was nearly three times the average biennial appropriation of the preceding decade. The budget for 1881-1882 had been $81,000; that for 1891-1892 was $244,000, while the enrollments for the same years gave the comparison of 352 to 583. Some plans had already been laid and a few carried out, but much remained to be perfected and executed.

On their return in the fall of 1891 the students were surprised by the absence of the anti-fraternity pledge cards and by the announcement that the pledges some of them had signed in past years had been burned. With one stroke the new administration had put an end to the deep-seated controversy over secret societies. There were new military regulations which obviated the complaints of the upper-class officers. In addition to the revised requirements and standards of grades and conduct, student officers were allowed scholarships which covered their term fees. The galling demerit system of student discipline was gone,
5. Ibid., '70: 78, 92; '76: 118; '80: 15. Faculty Record, Sept. 13, 1879, 2: volume not paged.
6. BT, '88: 89, 189.
8. Ibid., 151.
9. Ibid., 149-150.
never to return. There were, indeed, few changes which could have been more welcome to the students than these, and the response was one of wholehearted co-operation. The other business of the new administration was done with similar dispatch. Feabody had presented problems to the trustees, but Burrill outlined the issues and requested authority. Quick decisions were made and details were worked out by committees given executive authority.

To lighten the burden of the acting regent, who still had botany classes to teach, the faculty organization was given its first major overhauling since 1878. In October, 1891, ten committees were named, each having a sphere in which it could exercise a high degree of independent action. An executive committee, with the regent, vice-president (both places now held by Burrill), and the four deans (Snyder, Ricker, Morrow, and Forbes) as members, could act in all emergency matters.
Nine other committees on extension, preparatory schools, advertisements and publications, public exercises, military affairs, athletics, students' welfare, library, and museums were allowed to "originate, consider, and suggest...lines of policy and particular measures" and "act for the faculty in all matters within their several provinces demanding immediate attention." Nearly half the committees were studying new interests. As a system of administration they represented a degree of decentralization which few college executives would tolerate, yet under Burrill's guidance the experiment was singularly effective.

Administration by committee was indeed one of the distinguishing features of the three years Burrill was acting regent. One committee, student welfare, was immediately at work revising the Rules for Government of Students and at the end of the year issued a new code "not as arbitrary regulations" but as laws to which students should be
bound "by reason and by loyalty." The topics covered registration, examinations, grades, classes, the use of the library and gymnasium, the formation of societies and the scheduling of meetings, discipline, and the military department.

The committee on extension, headed by Dean Forbes, resulted from conferences of delegates from eight midwestern universities and colleges—Northwestern, Lake Forest, Chicago, Wisconsin, Indiana, Beloit, Wabash, and Illinois. Plans were made for collegiate courses of study for the public. By 1892 the University's part of the program was under way. One series of lectures given locally by Butler of the English department, Forbes of Zoology, and Stratton of Engineering attracted three hundred persons. Each week-end faculty members travelled to meet classes—Butler to Oak Park and Chicago; Crawford, the history professor, to Pontiac; Baker, of civil engineering, to Sullivan. The high point of the program was reached in 1894 when twelve courses of six lectures were offered for a minimum fee of ninety dollars and expenses. But the initial enthusiasm waned; the missionary work became arduous to faculty men whose week-day classroom activities were increasing, and the extension program was allowed to lapse while attention was turned to the establishment of a summer school, an ambition of long standing. For years the faculty had lectured at county teachers' institutes "to introduce something of the character and quality of university teaching," but for financial reasons the opening of a summer session, to be mainly for teachers, was put off until 1894, after extension activities had been abandoned. During the last month of Buell's acting regency the summer school became a reality.

A third committee on forward-looking activities was the one on publicity. Its members were Dean Morrow, Talbot, Palmer, and Brownlee.
11. BT, '94; 36-41.


A summer school had been advertised in 1879. Summer School in the Sciences and Languages (1879), Pres. Scrapbook, 1887-1897, 235.
Presumably the last-named knew something of campaigning, for he had just been elected mayor of Urbana. Their first recommendation proposed a press bureau, an advertising program, a scholarly publication, and faculty participation in eye-catching discussions of popular issues. In keeping with the spirit of the suggestion, if not the form, the trustees allowed fifty dollars for general advertising and ninety dollars to send the Illini to the state's high school and county superintendents of schools, and bought the paper more type. These efforts were small, however, in comparison with the display the University prepared for the Columbian Exposition in 1893. Nine freight cars were necessary to carry "the most extensive and most representative exhibit shown by any educational institution whatever." The scope of University instruction was shown in the state building by the apparatus used in teaching and research, and in the general exhibits of the agricultural experiment stations and land grant colleges.

Gaining favorable publicity was only one of the evidences that the University was winning its place in the state. Gone, or nearly so, was the carping that had characterized the two earlier decades and there developed a genuine sympathy for the work it was doing. Students came in annually increasing numbers, a trend that began in 1889-1890 when the gain was twenty per cent instead of the usual ten. Burrill's first year saw boys sitting in hallways outside classroom doors in the College of Engineering; freshmen of the college were nearly a fifth of all the University enrollment. In three years the registered students, not including the preparatory classes, increased from 377 to 420 in 1891, and from 490 to 552 in 1893. The effects of the "bank panic" depression were slight and scarcely noticed.

Along with the increasing registration was the rise in the number of the faculty. In 1891-1892 there were forty instructors, including
15. BT, '92: 164-165.


two seniors pressed into service in the prep department where there were 163 students. Three years later there were seventy-three instructors and the courses they taught increased from 175 to 252. Differentiation in subject matter and increased course content had as much to do with the expansion as did the mounting number of students. French and German, formerly taught by Professor Snyder and an assistant, were separated, with instruction in the former given by Misael Rama Paradis, a Canadian-born clergyman who was drafted from an Urbana congregation; in 1893 Spanish was added and James Dowden Bruner became the first professor of Romance languages. Philosophy, previously described as requiring "much maturity of powers and therefore confined to the senior year," was given improved standing by the appointment of Arthur Hill Daniels as instructor in 1893. Psychology and pedagogy had been taught by Gregory in the 'seventies, but the founder of both departments was more logically the Herbartian disciple Charles De Garmo (1890). But he and his immediate successors came and went almost yearly. One of these, Frank Morton McMurry, another Herbartian, developed during his year's tenure in 1893-1894 a successful practice teaching connection with the Urbana schools and made plans for a University operated model school, but neither was advanced after he left. The modern development of economics and other subjects grouped as commerce similarly had its inception during Burrill's brief period as acting regent when David Kinley was made professor of political economy and social science in 1893.

In the College of Engineering notable expansion took place in electrical engineering and architectural engineering, (1891) and in the revival, again only temporarily, of mining engineering. Facilities were markedly expanded and several new laboratories were opened, one of which, hydraulics, probably the first in the country, was needed by
20. Ibid., '94: 173.
22. Ibid., '94: 128.
Talbot for new courses in municipal and sanitary engineering.
In the College of Science the ambition to teach pharmacists was met by the inauguration of pharmaceutical courses, which as outlined in the catalogues after 1892 were superior to the best in the special pharmacy "colleges." But enrollments were few because the course was longer and more exacting than the licensing law required and it provided no arrangements for apprenticeship.

The perspective of years has added luster to Burrill's relations with the faculty and to the efforts he made to improve their positions in the University. They had been from the beginning on an uncertain year-to-year tenure. During Peabody's administration Taft, Pickard, and Snyder had been notified by the regent's office that they would receive no new contracts; all three were popular professors and only Snyder, at the intercession of the alumni, stayed beyond his notice. Burrill at once placed all professorial appointments on indefinite tenure, and took steps to raise their salaries from $2,000 to $2,500, the first raises of a general nature. Sabbatical leaves were offered for the first time.

Burrill was also unusually successful in the selection of new recruits. Kinley, who had just received a doctorate in economics at Wisconsin, and Daniels began careers that led finally to the president's chair. Swarts Boutell Greene, picked from the Harvard graduate school in 1894, built a strong history department, served long as dean of the College of Literature and Arts, and by service and scholarship rose to the highest rank of his profession. Thomas Arkle Clark, '90, beginning as an instructor in English and Latin, became in ten years the first University dean of men and thirty more a living legend.

James McLaren White, his classmate, an instructor in architecture, was


25. BT, '92: 239.

to be known as "King Jim" because of his administrative importance later as supervising architect and superintendent of business operations. Another was Lester Paige Breckenridge, whose fifteen years of active work entitled him to recognition as a foremost builder of the College of Engineering. In three years Burrill assembled much of the leadership of the next generation.

As could be expected from the new blood in the faculty, developments of educational importance were not lacking. Illinois was fertile ground for the new spirit pervading collegiate education, and the new faculty was ambitious. Almost without exception they were interested in graduate instruction and research. The display of their talents was made possible by a reorganization of post-graduate instruction in 1892 which resulted in the Graduate School. Advanced work, done mostly in absentia, had been regulated since 1879, but hardly stressed. In March, 1892, Burrill pointed out to the trustees the necessity of systematic research and the importance of advanced students in good teaching. Given authority to work out the details, the faculty announced a Graduate School in the catalogue for the next year. The students in the new school—the word was used in the old sense of curriculum rather than in the modern—were to pursue studies individually prescribed and might be called upon to lecture in their specialties. Four teaching fellowships of $400 were listed.

The school got under way slowly, but with the coming of new professors who were themselves products of the graduate school system, with the increased holdings of the library, and the expansion of advanced undergraduate work, real graduate study became possible. Before the end of 1895, the twenty-fifth anniversary year, it was possible to study two and three years in subjects formerly covered in a year, as
in the case of botany, zoology, French, German, Latin, Greek--indeed, nearly half the list in the catalogue. Spanish and Italian were given for the first time that year; chemistry and mathematics listed eighteen courses. Physical education entered with classes for credit when E. K. Hall was appointed instructor for men in 1892 and Anita M. Kellogg for women in 1893.

The increased number of subjects taught doomed the system of schools in the University which had existed for eighteen years. In 1892 Illinois adopted for some of its colleges a modified from of the elective system. This by no means matched the thoroughgoing acceptance of the principle that had marked the opening of the University and it had little effect in the technological courses, but the students of the Colleges of Literature and Arts were allowed choices in as much as a fourth of their studies. Even the language of "schools" was dropped in favor of courses although the two meanings of the latter word were sometimes confusing; and in accord with provisions made late in Peabody's administration the certificates which first distinguished the University from degree-granting classical colleges were last given in June, 1891. Everyone who planned to graduate now enrolled in courses leading to bachelors degrees in arts, letters, or science.

Though much was accomplished in 1891-1894 there was also much that awaited more favorable circumstances. As soon as Burrill took charge the women students asked for a woman professor. This was a woman's rights movement. Not long afterward the Women's Club of Peoria asked the re-establishment of the domestic science course, and the Alumni Association reinforced the demand. The trustees did their best, but were unable to comply fully. Katharine Merrill, appointed to a place
27. Ibid., '92: 204. 217. Catalogue..., 1891-92, 141.
29. Ibid., '94: 139, 175. Illini, 23 (Mar. 15, 1894), 235.
   The Chicago Evening Post, Nov. 16, 1894, described the women's gym:
   "Upon the third floor [of the new Natural History building] is a great, light, pleasant room, with a frieze of pink roses clambering over a gray fence. Any one could guess that so pretty a room was devoted to the uses of the daintier sex, and so it is. Here Miss Kellogg trains her bright "co-eds" in the gymnastic ways in which they should go. The uniform is a beguiling one of deep blue serge, a shade or two brighter than navy, and is trimmed with white braids, while the blouse had a "u" and an "x" crossed and appliqued on the right side of it." Pres. Scrapbook, 1867-1897, 93.


32. Ibid., '92: 150.

33. Ibid., 250-251.
in the English department, was expected to improve conditions by be-
coming a kind of dean of women without the formality of the specific
case. A few years later, in 1895, women made their appearance on
the Board of Trustees—Julia Holmes Smith, by appointment to fill
a vacancy, and Lucy L. Flower by election. Among other interests
coming to the front but left unsatisfied at the time were movements
for a law school and the affiliation of a Chicago medical college.

The campus was growing in its physical aspect, too. The trees
planted in early years to take away the bleakness of the fields now
reached beyond the second-story windows, although one could still
survey the whole campus from the third floor of University Hall.
Cement "artificial stone" walks began to replace boards and gravel
late in 1891, and electric lighting was first mentioned a year later.
The plans for the Natural History Building, the first major addi-
tion in fifteen years, for which the General Assembly had provided
$70,000 in 1891, were translated into brick and stone in Burrill's
first year. On March 8, 1892, President Thomas G. Chamberlin of Wis-
sconsin spoke on "The Moral Influence of Scientific Study" at the cor-
nerstone laying; in the fall David Starr Jordan of Leland Stanford
dedicated the still unfinished building; and during the Christmas
vacation the departments of botany, zoology, and geology moved in.
Even as the ground for this building was being broken in February,
1892, the faculty weighed courage and discretion and voted to ask
the legislature for three more: an engineering hall, a library, and
a museum. The students caught the spirit. Before June, 1892,
they had netted $11,640 in pledges for a building.

In 1893 the University approached the legislature with a request
for $514,000, of which $375,000 was to be set apart for buildings.
35. For the law school movement, see BT, '91; 171, 205-206, 219-219.
   Medicine, ibid., 171, 196, 220-222. The medical affiliation
   was prevented by the opinion of the attorney-general that no
   contract could obviate the aiding of a private enterprise.

36. Campus development is well illustrated in numerous viewbooks,
   a sad to which the Columbian Exposition gave impetus.

37. Public Exercises... in connection with laying the cornerstone
   of the New Natural History Building..., program, in Pres.
   Scrapbook, 1897-1897, 59.

38. Programme of Exercises for the Dedication..., November 16, 1892,
   in ibid., 50. BT, '93; 35-30. The building of 1892 now
   constitutes the north fronting quarter of the present
   building bearing the name.

39. BT, '92; 254-256, passim; '94; 53.

40. The Illini, 21 (Feb. 15, 1892), 14; (Mar. 12, 1892), 12.
T'nera was much reason to doubt the wisdom of applying for a sum which was larger than the total appropriations of the last twenty years, but the need was the compelling argument. The bill was presented by a Republican novice, Senator Henry M. Dunlap, '75, to the first Democratic assembly to be faced by the University; the governor, John Peter Altgeld, was also the first member of his party to hold the office in forty years. The bill was reduced to a shred at the first committee hearing, but soon afterward the governor let it be known that he was ready to support the University. Restorations of $200,000, including $160,000 for an engineering building, were made and the University was allowed $295,700 for the biennium.

Thus the engineering building came about. At the request of the architectural alumni, a competition for the design was restricted to former students and was won by "His X Mark," George W. Bullard, '82, then practicing in Tacoma, Washington. Of the four prizes, two were won by graduates who were less than a year out of the University. More than a third of the space of the new structure was given to electrical engineering, so important had this new field become. Meanwhile, the trustees had elected a new regent and the dedication of Engineering Hall was made a part of the Draper inaugural ceremonies.

The filling of the regency had been no easy task. In the spring of 1892, two members of the trustees' committee on the regency, Nelson W. Graham and Francis M. McKay, '81, had interviewed several possible candidates in the east. Among them was Woodrow Wilson, who after some deliberation decided not "to forego during the best years of my life my literary plans." In the same year the commencement

42. BT, '94: 75-76, 130-134.

tradition of student orations was set aside to hear Washington Gladden, clergyman and civic leader of Columbus, Ohio, to whom the position was later offered and by him refused. Had their own opinions of candidates been unanimous, the trustees might have been more persuasive, but some felt the University needed a man to build a stronger liberal arts department—others, one who would maintain the predominance of the technological departments. To Burrill the prolonged search was embarrassing; not being unanimously offered the place for himself, he held steadfastly to his decision not to consider it under any other condition. No man, he believed, could long remain regent without unanimous support.

A second canvass of possible candidates was like the first, unsuccessful. Still aiming high, an attempt was made to interest Andrew D. White, who had raised Cornell University to the status of a model for other land grant colleges. Edmund J. James, then a professor of public administration at the University of Pennsylvania, also refused to be considered. Then, in 1894, a new committee was appointed. Once again lists were drawn up, and when Andrew Sloan Draper, superintendent of schools at Cleveland, Ohio, and formerly state superintendent of public instruction in New York, was asked to confer with the trustees it was the second time he had been approached. Draper's qualifications as a school administrator were well known, although his familiarity with collegiate education was at best second-hand. The morning after the interview at a board meeting in Chicago the public learned that Draper would come to Illinois. He had asked for a month to contemplate the offer, but his acceptance was apparently assured.

That Draper after ten years' experience in state and municipal
44. BT, '92: 217, 251.


educational offices was ready to venture into college administration did not belie a careful measure of the opportunity. His acceptance reflected the thoughts that were in the minds of his electors; he would make the University "the appropriate head of the state school system." He saw that the functions of state universities had not yet been defined but would attain "positions of superior prominence among the universities of the country, and it is impossible to discern any reason which can content the commonwealth of Illinois in giving only such support to a state university as involves its holding a place of secondary standing and influence among the universities of the land."

He expected the free hand in administration which had been held out to him; in return he offered his skill as an executive.

At forty-six years, the new leader's reputation was that of a firm-handed educational administrator and skilled organizer. He was a native of New York and had attended an academy and law school in Albany. Coinciding with his interest in law was one in politics, the inescapable preoccupation of the state capital in which he lived. He was a legislator before thirty, and until 1884 rose steadily as a Republican politician; in 1884 he was the state chairman in the unsuccessful campaign to elect Blaine president. Shortly afterward he was named by the outgoing president, Chester A. Arthur, as one of the panel of judges to determine the individual claims against the $15,500,000 award made to the United States by the High Tribunal at Geneva as a result of the Alabama claims.

A year later Draper won the New York legislature's election to the superintendency of public instruction. His qualifications, beyond having been a teacher and local school board member for brief
49. "Alabama" refers to one of the vessels built and equipped in England and used by the confederate government of the United States in the Civil War. Our national government at Washington objected to England's "insincere neutrality" and "veiled hostility" in allowing the seceders to carry on from English soil, and claimed damages, which were finally paid.
periods, were not apparent, yet when he retired from office six years later he was the most prominent school officer in America. Putting tremendous energy and political skill to his task, he very nearly made his office the controlling influence in New York's complex educational system. His reforms were largely administrative, but showed an unswerving determination to raise standards and to put the educational interest above politics. In 1892 Cleveland's need for his services in the introduction of the "Cleveland Plan" was met with characteristic vigor; by 1894 the work there was completed.

Draper had seen the campus at its best in April, but when he arrived ungreeted at midnight on July 31, 1894, it was in the depths of the summer doldrums. A board meeting was to be held the next afternoon. During the morning, one of the first to greet him was Governor Altgeld. Knowing each other only by reputation, both were apprehensive. But Altgeld began to talk, as Draper later recorded the incident,

of the things he wanted done; they were good things to do and showed that his sympathies were genuine and that he had given not a little thought to an involved and rather depressed situation. He wanted more buildings, more teachers, more students, more carrying of liberal learning to all the people and all of the interests of the State, and much more money to do things with. It was a little surprising to hear a live governor talk like that....

A warm and unusual friendship sprang up: Altgeld, a Democrat accused of socialism and anarchism, and Draper, arch-Republican of a background that was the epitome of all that the former hated. In the end Draper saw the real Altgeld more clearly than most contemporaries.

Altgeld, an ex-officio member of the board, participated regularly in meetings in contrast to earlier governors; he was the first to regard his membership as more than just an honor. His support, even


52. Ibid., 82.
his persistent suggestion, encouraged the trustees to look upon state support with confidence. No invitation was necessary to bring him to the campus. He often made addresses to the students which were among his best. Though the contribution differed, Altgeld may fairly be ranked among the great benefactors of universities. Yet his interest was but one measure of the opportunity that was opened to Draper, whose own election was attended with an unusual outburst of favorable publicity. Chicago papers which in years past had been unconcerned or had said that "there is no such thing as the University of Illinois," as the Chicago Herald stated as late as September 9, 1894, became the University's best publicists. Even the customarily critical agricultural press found space to apologize for past wrongs. After a visit to the campus a representative of the Farmers' Voice wrote

We are satisfied that in many respects we have done the institution an injustice by articles that have appeared in these columns, and it is simple justice to correct any errors that may have occurred in what we have said.... We are frank to confess that we had no conception of its extent and completeness. 54

College athletic activities, now entering the papers via sports pages, became the special meat of urban dailies, stimulating loyalties in many who otherwise cared little about Illinois' university. The state was moreover prosperous, and had attained first rank in value of agricultural products and third in manufactures in 1890; it was appropriately an empire state.

The inauguration took place in the old Armory, Military Hall, on the afternoon of November 15, 1894. A procession of two thousand filed into the building, and four campus musical organizations participated—the military band, the orchestra, the mandolin and guitar club (its number, "Profumi Orientali," by Bellenghi), and the glee club (singing the new University song, "Our Dear Illinois," by Frank-


55. Census statistics on the value of Illinois farm lands and manufactures were enlightening, and help to explain the lateness of state aid to the University. Interesting parallels may also be drawn concerning the rise of the College of Agriculture, 1896-1910, and the steadier rise of the College of Engineering, 1870-1900.

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Lincoln G. Carrahahn, '05, and William L. Steele, '86. There were welcomes from the students, alumni, and faculty. Governor Altgeld spoke briefly. The inaugural address which followed blazed the path which had been set, establishing the aim as a university meeting "the circumstances and the widely differing tastes of every son and daughter" of the state, reaching out to exert its influence everywhere. It was a forceful statement of the University's assumption of educational leadership in the state. With the audience little realizing how significant Burrill's contribution had been in spite of the brevity of his term as acting regent, the grand old man stepped down once more after giving Draper the symbols of office--a key, the land grant patents, and a certificate of election. Later, in the evening, President Charles Kendall Adams of the University of Wisconsin spoke at the dedication of Engineering Hall.

Draper responded quickly to his call as an organizer and administrator, literally plunging into his new duties. Much had been done by the time of the inauguration. Within the day of his arrival in Urbana the title of the executive office was changed from regent to president. Burrill was at the same time made dean of the faculty. A new and vigorous commandant, Captain Daniel H. Brush, was installed in the military department, and the library was given its first full-time professional librarian by the appointment of Percy F. Bicknell, who in the fall began to reclassify and catalogue the 27,750 books. To advance the ambitions for a law school, arrangements were made for a department of political science and constitutional law at an early date.
56. Proceedings and Addresses at the Inauguration of Andrew Sloan Draper, LL.D., ... and at the Dedication of Engineering Hall.... (Urbana, 1895), 43-44.

57. ibid. (1891, 269.)

58. ibid., 268; '96: 103.

59. ibid., '96: 57.

60. ibid., '96: 268.

61. ibid. 26.
ember, 1894, two committees were asked to review the courses of study, leading after several years' discussion to the adoption of higher entrance requirements, the replacement of the terms by the semester system, and the abandonment of the bachelor of letters degree.

The new president had also to select two new deans. Failing health and advanced age were slowing down the venerable Snyder in the college of Literature; in another year he was also to relinquish his professorship of German for retirement to the milder climate of California. He was succeeded as dean by David Kinley. The circumstances surrounding the resignation of Dean Morrow were more critical. As dean and the only full-time professor of the College of Agriculture, he had never had more than thirty students at one time; by 1891 the number had dwindled to five, and in 1893 to only four. Reorganizations of the course had failed; the need for more vigorous leadership was plain. In the spring of 1894 the agriculture committee of the Board of Trustees intervened to demand immediate action and prepared to take matters in their own hands. Under the circumstances Morrow thought it best to resign. The choice of a successor was not easy; many were considered before Burrill's nominee, Eugene Davenport, was elected in December. The new dean, accustomed in later years to boast that he was "the only college professor of agriculture in captivity who spent ten years after graduation in actual, everyday farmwork," had taught briefly at his alma mater, Michigan Agricultural College, and organized a Collegio Agronomica in Sao Paulo, Brazil.

The larger problems of University organization were attacked with similar dispatch. Within a year the decentralization which Burrill had introduced was completely reversed, yet it is also true that several
63. Ibid., 35.
63. The record is in the Council of Administration Minutes, Feb. 7, 1894, to Jan. 10, 1899, 1: 34-92.

64. BT, '94, 270; '95, 242.
66. BT, '95, 42; JAI, 19 (May, 1941), 4.
of the most distinctive innovations of the new system originated in the period of the acting regent. Early in January, 1896, the trustees' by-laws were revised to give the president more extensive powers and to free him from intervention in administration by the trustees.

A month later new faculty by-laws were approved, reducing the number of standing committees from ten to six and taking from them all administrative powers. Provisions were made for the organization of college faculties. The departmental organization which Burrill began in 1893 was confirmed and given administrative functions. Five months later the same by-laws were supplemented and partly superseded by an even more detailed "Plan of Government of the Instructional Force of the University of Illinois," a "constitution" delineating duties from the lowest to the highest. The outlines of a hierarchy of instructors, department heads, deans, and president were established and their relations determined. The most striking feature was the Council of Administration.

The council was destined to be a dominant influence for the next thirty-five years in every part of the University's life. It was a not illogical outgrowth of the executive committee of deans which Burrill had created in 1891 and which, in the light of its usefulness, Draper had only a few months before transformed into a faculty committee on administration. The difference was, however, fundamental. The executive committee had been an instrument of faculty government; the new council was the extended arm of the president, who was "clothed with all the authority needful" and "answerable to the Board of Trustees alone" for "efficiency in all the departments, orderly and economical administration and healthful development in all the affairs of the University." And although it was nominally advisory to the president, the council was given exclusive control of discipline and could act with the president
67. Ibid., '96: 56.


The departments at this time were: agriculture, veterinary science, mathematics, architecture (architectural engineering), civil engineering, mechanical engineering, municipal and sanitary engineering (theoretical and applied mechanics), physics, electrical engineering, general engineering drawing, art and design, botany and horticulture, geology (mineralogy), zoology (physiology), entomology, general biology, chemistry (pharmacy), applied chemistry, economics, pedagogics, philosophy (anthropology), psychology, history, English, German, Greek, Latin, Romance languages, military science, gymnastics, physical culture for women, and library.

when expedient in "general legislative functions touching the edu-
cation policy" reserved to the General Faculty as its only duty.
The breadth of power thus given it and the fact that it was a small
body of responsible and able leaders made the council an unusually
efficient instrument of administration, able to meet any problem and
to dispose of it quickly and with finality.

Left only the matters of educational policy and curriculum
making, which the cynical among faculties in American colleges
call "academic wood-saving," the organized faculty was in effect re-
duced to a status scarcely more dignified than the student debating
societies. A little later another general rule in the interests of
efficiency stipulated that the services of any member of the corps
of instruction could be terminated with or without notice and what
infractions of the "conditions of loyal and interested service"
would bring salary deductions—but from this provision Draper was
forced to recede.

That the new system was calculated to bring about quickly the
ambitions set for the University was amply demonstrated. The unusual
progress of Harvard, Michigan, Chicago, and Leland Stanford univer-
sities appeared to be due to the energetic and "strong" presidencies
of Eliot, Angell, Harper, and Jordan; and imaginations were captured
by the executive abilities of industrial tycoons, many of them within
Draper's acquaintance, who were creating commercial empires. But
whether Draper would be able to do as much for Illinois depended largely
on the legislature's readiness to increase its support.

Fortunately, there was no lack of enthusiasm for the University
by its members. The faculty's optimism had infected Draper on his
first visit, leading him to write his mother, "the opportunity is
71. Since the council was a distinctive part of the administration until 1931 and was copied by several other universities in the midwest, its exact powers are worthy of quotation:

"The members of the Council of Administration, other than the President, shall be associated with that officer in an advisory capacity touching the discharge of administrative duties. The Council shall have exclusive jurisdiction over all matters of discipline. It shall not exercise general legislative functions, but when any matter arises which has not been provided for by rule or common usage or legislative action by the General Faculty, and which can not be conveniently laid over till the next meeting of the General Faculty, it may act upon the same according to its discretion, and its action in such case shall not be subject to reversal by the Faculty. It shall be the duty of the secretary of the Council to report to the Faculty, or to particular officers, all items of its actions when necessary to efficient administration." BT, '96: 103.

72. See A. S. Draper, "The University Presidency," Installation of Edmund James James, Ph. D., LL.D., as President of the University (Urbana, 1906), Part I, 8-20, at 13-15.

73. BT, '96: 175-176, 186.
undoubtedly the greatest one which has ever come to me and one which I cannot afford to ignore. The University is a large one and is going to be one of the greatest in the country." And though Davenport could only be invited to look upon dilapidated equipment when he first inspected the college he was to head, he at once caught the same vision. With a broad sweep of his arm, Burrill had told him, "this is Illinois and Illinois is an imperial state able to do anything that she considers worth while for her welfare." In the dean's own words, "No promise. No bombast. But it was that gesture and that vision, together with the possibilities of such a state, that decided me...." To carry this enthusiasm to Springfield became Draper's duty before he had been in office five months.

Capitalizing on the support of Governor Altgeld and on the favorable publicity marking his own inauguration, Draper bluntly addressed the first General Assembly of his administration. "Shall Illinois develop a State University worthy of her imperial position among the states?" Illinois, wealthier than any of its neighbors, was doing less; Illinois students were having to leave the state to secure their education. At least five states in the middle west were providing their universities with double or more the income granted the University of Illinois. At a time when the essence of university work had become "investigation and research in whatever direction the student may desire," the University of Illinois was too one-sided; it "must be broader and more comprehensive before we can expect to attain even measurably a university ideal worthy of our great state."

In one bill introduced by Senator Dunlap the University asked
74. Draper to "My dear Mother," Apr. 19, 1894, Horner, Draper, 100.

75. Eugene Davenport, The Rejuvenation of the College of Agriculture of the University of Illinois (1933), 9.

76. BT, '96: 61-66; also published separately.
$621,000. More than half was for buildings—a library with a large assembly hall, an addition to the Natural History Building to house the museum that was cramped in University Hall, a dairy laboratory, and lesser structures. A second bill, prepared by Draper, President Armstrong of the Board of Trustees, and Governor Altgeld, proposed the purchase of the Chicago College of Physicians and Surgeons for $125,000 and its operation as the University's college of medicine. Both requests had been pared to the minimum, yet there was difficulty in securing their passage. At one stage it seemed that the University would have to forego the building program for the biennium; Draper, Burrill, and Pillsbury, the secretary of the board of trustees, had to hasten to Springfield in the middle of one night to argue for the library because the lower house's finance committee was planning to rush through the bill without it. In the end the University was granted $427,000 and was allowed to build the library, but the college of medicine proposal failed.

The funds thus received were promptly put to use. A department of political science and constitutional law with nine courses was opened in 1895, and the addition of another member to the history department doubled the number of courses in that subject. State history, including the French period, was taught for the first time. Lectures in home economics were provided although it was not yet possible to begin courses; and laboratory and shop facilities for the sciences and engineering were improved by adding new equipment and several small buildings.

In the same year music became a subject for credit and the School of Music was organized. Acting Regent Burrill had given this some attention in 1894 when he placed the supervision of all musical acti-

78. Improvements and Extensions, 1895-96 (Urbana, 1895), 2-10.
ivity under Charles W. Foster, '74, a Champaign violin teacher, but the
instruction was given on the extracurricular, fee basis, which proved
unsatisfactory. As reorganized in 1895 under Walter Howe Jones, a
pianist and composer known for the state song, "By Thy Rivers Gently
Flowing," a curriculum leading to a certificate was introduced, and
two credits in music became acceptable as electives in the College of
Literature and Arts. But as in the case of the certificates in the
University's earliest years, graduation without a degree was a deterrent
to enrollment, and no less so was the principle that the instruction
must be self-supporting. These deficiencies were soon rectified; pro-
visions for a bachelor's degree in music were made in 1897 and the fees
were reduced when Frederick L. Lawrence succeeded Jones as director
in 1901. Although the first of the degrees was not given until
the tenth year of the school, and the second in the thirteenth,
stability and enrollment were gradually improved.

The improvements and new opportunities were widely advertised,
and no occasion was overlooked to impress the people of the state
that "the University is your University"--a true "University of the
People." Already having excellent facilities in engineering and the
sciences, it promised rapid progress toward similar heights in the
arts and a further extension of usefulness. In the summer of 1894
Professor Forbes opened a biological station on the Illinois River,
beginning there an ecological survey of great importance to the fish-
ing industry. Professor Rolfe of the geology department began dur-
ing the same year his agitation for a laboratory of economic geology,
to benefit the extensive mineral industries of the state. Another
proposed service, to be given by the chemistry department, called for
a survey of the water resources, which was established by the legis-
lature in 1897. In the same spirit Burrill began bacteriological


84. Public Laws... 1897, 12.
tests at Joliet prison at the suggestion of Governor Altgeld in 1895, successfully showing that current practices in sanitation were even more unsatisfactory than the governor had indicated in his notable addresses on prison reform. Draper also saw a large and undeveloped field in the setting of standards for the learned professions. A request from the state board of health to supervise entrance examinations for medical schools accordingly met the trustees' approval, and in 1903 the legislature made the University responsible for the licensing of certified public accountants.

Draper was equally quick to bring the University into closer relations with the public school system. "The course of work," he had said at his inaugural, "should be consistent and uninterrupted from the first day in the kindergarten to graduation day in the University." To this end he called, in May, 1895, the first of a series of annual conferences of high school teachers and an Illinois Congress for Child Study, both of which met on the weekend of the interscholastic contests for state honors in high school athletics, art, and oratory, an event first held on the campus in 1895. Teaching problems and college entrance requirements were discussed with the University faculty, and resolutions were passed identifying the state university as "the logical and natural place for public school pupils who wish a college education" and to "promote attendance thereat." Liberal provisions for scholarships also bound the interests of the University and the high school more closely. In 1895 the legislature began the system of county scholarships providing free tuition for more than a hundred students. In the next six years similar scholarships, one to each county, were extended to students in agriculture and home economics.

Finally, the office of high school visitor was established to
85. The Illini, 23 (May 30, 1895), 545-546.

86. BT, '96; 119, 122, 123.

87. Ibid., '04; 94-97.

88. Conference Between the State University and the High Schools of Illinois (circular, Apr. 15, 1895), Pres. Scrapbook, 1897-1897, 106. The Illini, 23 (May 23, 1895), 517-520.


90. Laws..., 1895, 325-327. BT, '00; 77, 109, 140; '02; 49.
administer the accrediting system and to improve the state's high schools. John E. McGilvray, the first visitor, and his successors, Stratton D. Brocks, later president of the University of Missouri, and Horace A. Hollister, who held the office more than twenty years, set standards which made the accrediting system one of the most widely accepted in the country. Although strictly applying only to the state, the status of an accredited institution was not uncommonly sought by out-of-state schools, so great was the prestige.

As a result, the many efforts to stimulate the enrollment were successful beyond expectation. Doubling had seemed likely, but from 810 in Draper's first year, the total rose to 1,830 in the fifth (1886-1889). In the following year the number mounted beyond two thousand; in two more years, three thousand. At the end of a decade Illinois with 5,637 students was close on the heels of Michigan, which was to be outstripped in two more years. Wisconsin, regarded as the other main rival among state universities, had been passed in the early 1900's. To those who measured progress by statistics the growth of Illinois from a pygmy to a giant was most encouraging, and to those who wondered if size might not defeat the purpose, Draper had a ready answer. "It is useless to question whether all who come to the higher educational institutions are wise in coming. They are coming. The work will have to be broad enough and adaptable enough to meet their needs."

The Draper decade saw a building program that kept pace with the mounting enrollment. In the summer of 1894 the fifth major building, Engineering Hall, was not yet completed; in 1904 there were fifteen major structures. Only two bienniums passed in which there was less than $100,000 for buildings.

92. "The University Presidency" in Installation of Edmund James James, 17.
The library was the first important addition, and the third during the 'nineties. The earliest design, presented in a competition, had to be laid aside because the architect was unable to execute it, and new drawings were obtained from the Chicago firm of Daniel H. Burnham, one of the foremost in the country. Burnham offered not one but three, yet for all his skill and reputation he was unable to satisfy the trustees, and the task was finally assigned to Professors Ricker and White of the architecture department. The difficulty had arisen out of attempts to please Governor Altgeld. His personal intervention at a critical moment in the legislature's debate had made the appropriation possible, but his taste for medieval castellated forms, such as were imposed on the normal schools and penitentiaries built during his administration, seemed impossible. Finally a design in Romanesque style to be built with red sandstone was chosen. It was strangely unlike anything else on the campus but it was the most attractive building yet erected. In the central lobby, reaching to the full height of the roof, were admirable frescoes by Newton A. Wells, a New York artist who stayed to become a beloved professor of the history and practice of painting.

A new and larger observatory, with a twelve-inch refractory telescope, was erected in 1893 in an open field south of University Hall. The president's house, the first in the University, came in the same year, and in the next the first central heating and power plant was built in the heart of the engineering area. Unexpectedly lightning and fire took toll on three major buildings within a few years. One early Sunday morning in August, 1898, an electrical storm caused a fire which gutted the chemistry laboratories, and less than a year later the Natural History building was


95. BT, '98: 192; '00: 259.

96. Ibid., '98: 256; '98: 28, 71.

damaged in another storm and required extensive repair. In June, 1900, just after the students had left for the summer, the Mechanical Hall burned to the ground, destroying or leaving in wreckage the wood shops, testing laboratory, hydraulics laboratory, the gymnasium, and the Illini print shop. Out of these disasters rose the larger building program of the latter half of the Draper decade.

The need for nearly a half million dollars in buildings was laid before the legislature in 1899. The amount was nearly equal to the total of the previous appropriation—and the session proved to be economy minded. Among the requests were $150,000 for an agriculture building, $135,000 for a chemistry building, and $50,000 for a woman's building; but of these only agriculture was allowed, and it had been obtained by agricultural society lobbying and had little support from the president or trustees. With only twenty-two students enrolled in the College of Agriculture, Draper looked upon Davenport's demands for so pretentious a building as plain extravagance. On his side, however, Davenport had the support of politically strong farm organizations ready if need be to place the college in some other locality more congenial to its growth. The failure to get funds for the much-needed chemistry and woman's buildings was naturally seen as a blow in a critical hour; and the injury was aggravated by Governor Tanner's use of his veto power on other parts of the University bill, reducing the legislature's appropriation from $693,666 to $494,400 and striking out many necessary minor improvements. Feeling ran high; one dark night soon afterward an effigy of the governor was burned in West Side Park, Champaign. The campus was more than a mile from the campus and it was impossible to prove student participation in the incident, but the University felt obliged to apologize. Needed physical expansion

Also of interest in this connection are some recollections of Perry G. Holden, the first professor of agronomy (1892) who recalls in his memoir that when he came in 1896 there were only sixteen students in agriculture, and "all but three or four of these were mental cripples who had been thrown out of other classes because they did not have the capacity to carry their studies. . . . There were two lone cows in the dairy department, and not a curry comb on the place." (Memoir, loose-leaf scrapbook, photo-engraved, dated April 10, 1944. Covers the span of Holden's lifetime to date. Belleville, Michigan.)

was postponed and the burden was shifted to the next General Assembly.

With $230,330 in 1901 the University was enabled to build the planned chemistry building and to replace the gymnasium, wood shop, and testing laboratories in adequate quarters. Two years later the long-awaited woman's building was made possible by an appropriation of $80,000, thanks largely to a decade of effort by Mrs. Dunlap, wife of the state senator from the University district. Several small buildings were also erected, bringing the total value of the decade's construction to more than three-quarters of a million dollars.

It was characteristic of the period that no two buildings had a family resemblance, and that they were located without very much planning. A horseshoe-shaped group consisting of the Romanesque Library, University Hall with its mansard roof and towers, and the many-gabled Natural History building faced Green Street, and to the north the engineering group was a motley of no pattern compressed in limited space. The president's house nearby was Greek in spirit. The design of the Woman's building, entrusted to McKim, Mead, and White of New York, was rendered in a chaste colonial style which, though beautiful, was similarly foreign. Planning, however, had advocates, chief among whom was Clarence H. Blackall, '77, who as an associate of Olmstead and Law of Boston was specializing in campus developments. His arguments seem to have influenced only one of the trustees, Samuel A. Bullard, '78, another architect. Yet with the placement of the Woman's building facing the agriculture building across the meadow below University Hall something like a quadrangular plan was taking place.

103. Dunlap, Legislative History, 214, 253-254, 263-256, 265.


The president was quick to criticize the limited attention which had been given to the buildings and grounds. One of his first acts was to appoint a superintendent of grounds, thus relieving the faculty of an onerous duty. The campus police and watchmen, as well as the fire department—the janitorial staff—were instituted in 1896. Holiday crowds trampling over lawns and through shrubbery enroute to the cemetery to the south of the campus had to be restrained and eventually all traffic on most of the University drives was forbidden. Even the elm-arched road running the length of the grounds south from University Hall, named Burrill Avenue in 1896 and known to later generations as the Broadwalk, was closed to carriages, to the disappointment of its namesake's hope that it might someday rival the Unter den Linden of Berlin as a monumental drive. Fences, no longer needed to check wandering cattle, were taken down; improved walks and landscaping effects were introduced to "promote the healthful enthusiasm of student life." No detail was too small to escape the notice of the president. In 1901 he thought one thing still lacking—the scampering squirrel. With characteristic earnestness he recommended its introduction, telling the trustees that "the influence upon the University life, and upon the feelings of students, would be considerable, and students would carry that influence to all parts of the State."

Draper also demanded that the cities do their share in preserving law and order and in improving community services in general. They began to pave streets in the campus district and to provide street lighting. Gradually the cities caught the spirit of the energetic president, and having won their confidence, he became a leader of local society. His home was a center for important receptions and dinners, with formal dress becoming increasingly popular. It was the scene of annual
At another time he and the trustees solemnly decided not to grant the request of a gentleman asking for the loan of an eagle from the Museum, to be carried in a political procession the next day. (BT, '96: 36.)
banquets for the athletics teams and the terminus of many a victory parade. Social life in the faculty was stimulated by the formation of a Faculty Social Club early in 1894, providing a monthly program of dinners, parties, and later dances to bring a new spirit to faculty life. In 1898 a faculty golf club was organized. The course was the campus itself, running from the site of the present Mathematics building past the Observatory, through cornfields and pastures to the cemetery, and back to a ninth hole at the site of the Chemistry building. The course was abandoned in 1903, but while it lasted the champion was by most accounts Clarence Walworth Alvord, then a young member of the Academy Staff.

The increase of the teaching staff was in keeping with that of buildings and enrollment, mounting from eighty in 1894 to 356 in 1904. It was inevitable that functions should become more specialized and that important new offices be created. During the last months of Burrill's interregnum William L. Pillsbury, the secretary of the Board of Trustees and of the Agricultural Experiment Station, was made the University's first registrar. The continued agitation for more recognition of women led to the establishment of a woman's department and the office of dean of women in 1897, filled successfully by Miss Violet D. Jayne, a young woman of broad, scholarly experience. Before 1901 President Draper had by his own choice assumed responsibility for the conduct of the men, but when their number rose from six hundred to almost two thousand in five years he was forced to call for assistance. The choice fell logically to Thomas Arkle Clark, '90, then a professor of rhetoric, who as tutor to Edwin Lyon Draper, '02, the president's son, had won the confidence of both. Clark was later called on to aid in disciplinary cases from time to time. He was first named assistant to the president and dean of undergraduates (1901), and finally in 1909
110. C. S. Pillsbury, '07, "Golf at the University," The Illinois, 3 (May, 1905), 128-129.

111. ET, '94, 175.

All the academic departments were expanding rapidly. With but strikingly few exceptions one-man departments were a thing of the past. Many of the new appointments were of promising men whose influence was to extend throughout the University and whose long years of service raised them to the rank of elder statesmen in later years. Among those whose entire later careers were at Illinois were George Huff, "father of Illinois athletics;" George's Alfred Goodenough, Alfred Prudden Carman, Morgan Brooks, Charles Edward Schmidt, Oscar Adolph Leutwiler, '98, and Charles Tobias Knipp of the College of Engineering; David Hobart Carnahan, '96, Neil Conwell Brooks, Edward Chauncey Baldwin, Harry Gilbert Paul, and Thomas Edward Oliver in the College of Literature and Arts; in Agriculture, Joseph Cullen Blair, John William Lloyd, Cyril George Hopkins, Fred Henry Rankin and Herbert Windsor Mumford.

At the time the call to Illinois was extended to Draper it was understood he would lead the University in reaching out to encompass the fields of professional education which had long been only an ambition. Except for the Graduate School, organized in 1892, and still more a name than a fact by 1894, the colleges were those which Gregory had established. During Draper's ten-year presidency six new co-ordinates were formed, five of which represented extensions of University activity into new fields. In two of the fields foundations had already been laid by Acting Regent Burrill, and in two others there had been some exploring. Music instruction had been provided since the early 'seventies, and attained something like departmental status in the College of Literature and Arts in the last months of Burrill's administration.
There had been earlier evidences of interest in individual student problems. In January, 1894, the faculty determined to section the student body under faculty sponsors to promote co-operation and to serve student interests in health and welfare. Faculty Record, Jan. 8, 1894, 3: 226.
The principle instructor, G. W. Foster, already was known as director. The first new school to be formed by Draper, the School of Music, was thus largely an improvement of an existing organization. To a lesser degree the same was true of the School of Pharmacy, opened in 1896, the second school to be organized by the president.

Pharmacy courses, given in the chemistry department for nearly twenty years, had been reorganized and strengthened in 1892 to form a four-year general curriculum and a special two-year short course. These were under review by the faculty when in December, 1895, representatives of the Chicago College of Pharmacy offered it to the University. Like other proprietary professional colleges, it was seeking greater financial security and higher academic standing in an alliance with a well-established university. It was in debt fifteen hundred dollars—not a large amount—was in general good standing, well-equipped, and was the second oldest institution of its kind west of the Alleghenies. Its current enrollment was 150 students and since its founding in 1859 it had graduated nearly a thousand. Draper quickly accepted the offer, discontinued the pharmacy courses at Urbana, and announced the opening of a School of Pharmacy. The responsibility at the time was no greater than the liquidation of the smaller debt, for in operation the new school was almost entirely self-supporting. For some years, indeed, it received scant attention from the authorities in Urbana.

The acquisition of a school of medicine, announced in 1897, was the outgrowth of negotiations begun as early as 1892, when Dr. Bayard Holmes of the College of Physicians and Surgeons of Chicago proposed to operate it in the name of the University. Driven by the example of its two principal rivals, which had lately affiliated with North-

Information on the earlier pharmacy courses at Urbana is in BT. '94; 62--Catalogue..., 1895-94, 56--The Illini, 24 (Nov. 1, 1894), 108.
western University and the University of Chicago, the College of P. and S. turned to the state university for an academic benediction. A legal technicality terminated this first attempt. On reviewing the negotiation during the first months of his presidency, Draper, with the support of Governor Altgeld, proposed an outright purchase of the college, but the legislature refused to grant an appropriation. After two years of further conferences the solution was found in a lease of the property of the Chicago college, and the University had its School of Medicine.

Like the School of Pharmacy, the School of Medicine was self-supporting. So advantageous was the connection that the enrollment of four hundred students increased by more than fifty per cent in three years. The facilities were expanded, and a new contract looking toward the University's acquisition of a full title to the property was drawn. So promising was the prospect that the school was given the name College of Medicine when the new contract was signed in 1900.

The meaning was not lost on other medical colleges. At least four hoped for the favor of an affiliation but were prevented by the conditions of the contract with the College of Physicians and Surgeons. No such objection prevented the joining of dentistry to the new professional group, and thus in 1901 the University secured its School of Dentistry, the result of the purchase by the College of Physicians and Surgeons of the Illinois School of Dentistry, another proprietary institution. This was rehoused in a building owned by the medical corporation and opened in the fall of 1901 as the School of Dentistry. This new division, like its parent College of Medicine, was also required to be self-supporting under a contractual relation. Two years later an opportunity to take over another dental school, described by Draper as "the largest and finest in the world," almost became a
115. BT, '92; 171, 196, 220-222.
118. BT, '00: 94, 214, 239, 245-254.
reality but was thwarted by unwilling stockholders.

Although he had done so when establishing the School of Music, Draper did not make the mistake—for such it proved to be—of requiring two professional schools later established on the Urbana campus to be self-sustaining. The first, a library school, owed its connection with the University almost to chance. In 1887 the department of library economy, established at Armour Institute, Chicago, in 1893 by the Reverend Frank W. Gunsaulus, the organizer of the institute, and Miss Katherine Lucinda Sharp, a recent graduate of Melvil Dewey's state library school at Albany, New York, needed better facilities than the technological school with which it was associated could afford. The first library school in the west, it was only six years behind the first in the country. Draper's prompt offer to shelter it immediately in the new library building, to make Miss Sharp the University librarian, and to give her students the opportunity to work with a collection of books that was expanding by five thousand volumes a year was an inducement outweighing a similar proposition by the University of Wisconsin.

The School of Law, opened the same year, was the only one of the six new divisions to be created de novo, and it represented more than any of the others the transition from industrial to university ambitions. A law school had been one of the earliest ambitions of student groups; among the classes since the first one, 1872, only two, 1881 and 1887, failed to include at least one member who had later made law his profession. But it was not taken seriously until Judge Oliver Albert Barker of Carbondale became a trustee in 1890 and the state bar association became interested. The plans leading to the opening of the school had been laid as early as 1892. Thereafter


123. BF: '92: 271, 205-206, 218-219; '94: 62, 75-74. The request for an appropriation in 1893 included $40,000 for a law school but was omitted as an economy at the last moment.
it was only a question of time and money. Prompted by Governor Altgeld and Judge Harker, no longer a trustee but now president of the bar association, the trustees on December 8, 1896, set aside $7,000 for books and the salaries of two professors—George Enos Gardner and Charles Churchill Pickett, the latter an office-trained lawyer who joined the class of 1900 for his LL.B. The inaugural was in September, 1897, and classes convened in the vacated library rooms of University Hall. During the first years Draper personally supervised the affairs of the school, with Judges Harker, Benjamin R. Burroughs of the state appellate court, and Charles C. Neely, '80, of the Cook County circuit court supplementing the classwork with lectures. By 1899 it was evident that the school would thrive, and James Brown Scott was appointed dean.

At the same time the course was expanded from two years to three to conform to new bar requirements and the school was renamed the College of Law. Scott won fame as an international law expert, later and elsewhere; at Illinois his stay was brief and turbulent. Leaving but little impression on the development of the college, he was succeeded in 1903 by Judge Harker, on whom Draper had relied heavily for counsel from the beginning. He was trustee and secretary of the Carnegie Endowment for International Peace, and was a technical delegate of the United States to the second Hague peace conference, where his knowledge of several languages made him especially valuable.

Integrating five new schools into the University within three years was not easy. Relations between the faculties of the three in Chicago with the Urbana staff were for many years no more than casual; there was little University spirit in the "Chicago departments." The new schools on the Urbana campus fared better, though the want of understanding of the problems they raised impeded what might have been a more logical development. The Library School, which for some years was listed as the Illinois State Library School, was the only one to base its instruction on University courses from the beginning. When the
124. Ibid., '98; 44, Ill. Ill. 27 (Oct. 1, 1897), 17-18. Ill. 1889, 19-21.


School of Law came into existence it absorbed the College of Literature and Art's department of "political science and constitutional history and law," and the professor, Charles W. Tooke, who taught the courses, became a law professor--though he did not become a lawyer until he graduated in 1900 from the college in which he taught. The modern department of political science owes its origin to the rebirth given it by the appointment of James Wilford Garner in 1903.

The division of chemistry into two departments, analytical and applied--to double the funds as much as to maintain Professors Palmer and Parr in equal distinction--was effected in 1894, but the building of other departments was fortunately more systematic. David Kinley, indeed, resisted the president's proposal to organize the economics courses as a college of commerce. A college was later established (1915) but in 1901 Kinley's ambition to have a school of business and public affairs, much like the one Ely had formed at Wisconsin, was made possible by a $12,000 appropriation for a "school of social and political science and industrial economics." After serious study it was decided not to begin a new school but instead to strengthen the social science courses within the College of Literature and Arts while providing for improved instruction in economics through a series of related courses identified as Courses of Training for Business, under Kinley's direction. These were built around the instruction of Kinley, Nathan Austin Weston, '89, and Maurice Henry Robinson, a graduate of Dartmouth and Yale, and were soon known among the students as the "money getters." In a few years they drew the largest enrollment in the college.

Pedagogy courses, changed to "education" when Arnold Tompkins of the Illinois State Normal University came to reorganize the department


129. Draper to Kinley, Feb. 17, 1904, and reply, Feb. 27, 1904. LAS Correspondence, "College Misc."

130. Kinley to D. O. Wells, Jan. 29, 1900, L and A Letterbook, 1899-1901, 135. Laws... 1901, 40.

in 1896, underwent similar expansion. Before Tompkins returned to the Normal as president in 1896 there were plans for a school of education. His successor, Edwin Grant Dexter, pressed forward with them and in spite of opposition from Draper, who believed that the University should concern itself with the broad principles of education rather than teacher training, brought about fruition of the ambition early in the James regime. Summer sessions organized for teachers in 1894 and 1895 had been a failure. Though viewed with misgivings by most of the faculty, they were resumed in 1899 with unexpected success at the instance of the Southern Illinois Educational Association and the science and education departments. The next year other departments participated and in a few years the summer session, with a well-balanced list of courses, was firmly established.

Consequential as were the new ventures and the rise of hitherto undeveloped departments, the phenomenal progress made by the College of Agriculture outdistanced them all. It is told that when Draper returned to the campus a few years after his presidency had ended to inspect the agricultural establishment, he turned to Dean Davenport with the compliment, "The most significant feature of my administration of the University was the development of the College of Agriculture and I did all I could to prevent it. I am glad I failed."

The weakness of the College of Agriculture up to 1895 had been due to several causes, no one of them simple. The conclusion that the University was "carrying" the department was inescapable. Padded faculty lists, in 1895 numbering thirty-four persons who might perchance teach the one graduate student, the senior who quit before the end of the year, two freshmen, and one special student, were a travesty. Part of the farm was rented to a tenant, the inventory of the college office totaled six dollars, and what there was of other equipment was held by
Council of Administration, Minutes, Oct. 17, 1897, 1: 75-78.

133. Ibid., Burrill to L. H. Galbreath, Aug. 8, 1897, Pres. Corr.,
O.L., 18: 231-232. Draper to E. E. Brown, Oct. 5, 1899,
ibid., 19: 59.

134. Bt., '00: 23, 52-53, 205.

135. Davenport, Rejuvenation of the College of Agriculture, 58.

the experiment station. Moreover, Davenport learned that his bud-
get was to be based on the $16,000 experiment station fund. Real-
izing that he must cut himself off from the tradition of failure, he
asked that the professorship of agriculture be abolished and had
himself named professor of animal husbandry, one of four professorships
planned for the college and the one he believed would be most difficult
to fill. He demanded and got, after considerable debate among the trust-
tess, funds for building improvements and restocking the farm with
better bred cattle. The curriculum was changed to allow instruction
to freshmen; previously no students regularly enrolled in the college
had studied agriculture until the junior year and by that time had
found chemistry or engineering more promising. Specials—those who
wanted to study agriculture but could not meet entrance requirements—
were encouraged; until 1902 they made up better than half of the en-
rollment. And not least in importance, two early appointments
added strength—those of Cyril George Hopkins, first as chemist of
the experiment station and later as professor of agronomy, and Joseph
Cullen Blair, instructor in horticulture.

Davenport also turned to the State Board of Agriculture for support.
Its secretary, "Colonel" Charles F. Mills, of whom it was said that
given fifteen minutes and two associates he would organize a national
association, was helpful. He saw at once the need for the sympathy
of an organized farm bloc. The Illinois Farmers' Institute was formed
by him and the dean to "assist and encourage useful education among
farmers, and for developing the agricultural resources of the state"—
the College of Agriculture. It was from the beginning also a powerful
political instrument. In spite of the enthusiasm Davenport generated
among the farm organizations for the College and University, Draper,
always the strong executive, chided him for acting too independently
137. Davenport, Rejuvenation... 7-8, 11.


139. BT, '96: 19, 40. Blair said that at that time, having just completed the course at Cornell, he had three opportunities, with Illinois offering the least in salary, but the advice given him was "Better go there and work for nothing with Burrill rather than pass up the opportunity." ... 31, 34.

140. Davenport, Rejuvenation of the College of Agriculture, 33-34.
for the welfare of the University, and at times conceived it his
duty to intervene in the management of the College.

Draper's contribution was not wholly negative, however, as has
sometimes been implied by those who have taken his compliment to
Davenport too literally. In 1897 he had made Davenport the director
of the experiment station and had given him full responsibility, an
arrangement which was noticeably beneficial to both the college and
the station. But Draper resisted Davenport's demand for the
$150,000 agriculture building, and, when the Farmer's Institute secured
the fund, proposed to divert it to an agricultural high school.
Before carrying out his plan the president left the campus for his
summer vacation, giving Davenport and Burrill time to have the trustees
investigate other possibilities and to adopt the dean's plans for the
complete reorganisation of the college courses. Draper had also
been disposed to ignore a law of the General Assembly specifying that
come-half the proceeds of the Morrill Acts of 1862 and 1890 must be
used for agricultural activities; but during the same summer Daven-
port and his farm bloc, which had sponsored the law, forced the trus-
stees' compliance. At the end of the summer there was a stormy session
between president and dean, from which Davenport emerged with the in-
formation that henceforth the president would assume no responsibility
for the college. When the enrollment rose from nineteen in 1899 to
well over three hundred in the next five years, Draper was the first
to admit the error of his opinions. That Davenport could make the
College of Agriculture, and thus the University, the state center for
agriculture had been proved earlier, however, for in 1901 with the
support of the Illinois Farmers' Institute he had brought about the
remarkable "Associations' Bill" by which the legislature gave the ex-
142. Ibid., '90: 70-71.
143. Ibid., 78, 103-103, 109-117, 119, 123-133, 140. Davenport, 
Rejuvenation of the College of Agriculture, 39-41.
experiment station the unprecedented sum of $106,000 for research, a sum which was even increased in later years.

The ambition to re-establish domestic science courses was given impetus by Davenport's determination to do something also for the farmer's family; and President Draper gave hearty approval and assistance. The veto to an appropriation of $10,000 for the purpose in 1899 did not prevent the creation of the department and the appointment of Miss Isabel Bevier as professor of household science in 1900. The course instituted was largely suggestive of Miss Allen's of twenty years earlier. That such a program was well advanced for the times was attested by the department's frequent inspections by visitors from the far corners of the country and even abroad.

The College of Engineering ranked among the foremost in the country, and befitting its reputation its increase in enrollment was the largest of any of the colleges of the University during the Draper decade. The building, opened in 1895, was soon filled to capacity in spite of its unusually commodious plan. Striking increases in enrollment marked every department; none more than electrical engineering, separated from physics in 1898, which listed some forty courses in 1903-1904. One member of the Board of Trustees, Richard Price Morgan, an eminent civil and railway engineer, had taken a deep interest during his term, 1891-1897; through his influence the college faculty gained the cooperation of the Illinois Central and Big Four Railroads in conducting railroad experiments. Both companies built and put at the disposal of the University specially equipped test cars. Industrialists began to bring their problems to the faculty. The correspondence of Professor Brashearidge, still kept by the college, shows that the reputation of his department of mechanical engineering was already nation-wide.

146. BT, '00: 262, 275. Isabel Bevier, The History of the Dept. of Home Economics at the University of Illinois, 1900-1921 (1935), 12 et seq.

147. BT, '98: 231-233; '00: 57.

148. Breckenridge Correspondence, 1897-1909, College of Engineering.
But it was the success of the College of Agriculture in securing the appropriation of the Associations' bill for research in 1901 which suggested the larger opportunity awaiting engineering development. Late in 1902 the college committee of the board of Trustees asked Dean Ricker what should be done to make the college the foremost in the country. He replied that aside from additional equipment, the greatest needs were for able professors and funds for systematic research. The request was too large to be pressed at the moment, the trustees decided, but at the suggestion of the college faculty it was agreed that the college might lay its plans before the legislature independently of the University's more formal requests. A committee of faculty members and alumni headed by Breckenridge at once called on the state's engineering societies and leading industrialists for support in asking the legislature for a special appropriation of $150,000 for "the stimulation and elevation of engineering education, and the study of problems of especial importance to professional engineers, to men engaged in the manufacturing, railway, mining, industrial, and other interests intimately connected with the public welfare."

The sum was granted. More than half of it was used to establish an experiment station, the first in the country and frankly modeled on the agricultural station. As was expected, the opening of the station's program of organized research was the beginning of a new era in the history of the college.

The year 1903, so significant in the development of the College of Engineering, is notable also as the date of the first general biennial appropriation of more than a million dollars. Even the president, who had seen appropriations rise from one-third that amount, doubted that much more could ever be expected. Respect for his ability to turn ad-
149. Ricker to Committee of the Board of Trustees on the College of Engineering, Nov. 20, 1902, Ricker Letterbooks, 4: 162-170.

versity into prosperity was not new in 1903, for he had well demonstrated his powers at a critical six years before when a faithless treasurer complicated the University’s finances by hypothecating more than a half million dollars of its funds, an incident without example in the history of the institution. In 1893 Charles W. Spalding had been named treasurer of the University as an unsolicited gesture of friendliness to Governor Altgeld, replacing the ageing John W. Bunn, keeper of the funds since 1867. Two years later, when Draper began an examination of fiscal practices, a trustees’ committee noted that satisfactory operation had been “due not so much to the system as to the integrity and painstaking faithfulness of the officers,” and new regulations were adopted. That even the new system was not foolproof became apparent the following year. Spalding was found correct in his statements as late as March, 1897, but within the next month it was discovered he had used $412,300 of the University’s $456,712 bonded endowment from the original land grant to cover notes made out to himself and to his bank. In addition $92,949 of the operating and building funds was lost. To Altgeld, already beset by abuse resulting from the railroad strike and the pardoning of the anarchists, this was the greatest personal tragedy of his career in Springfield. Fortunately the legislature was in session at the time, and after hasty consultations Draper skillfully devised a plan of rescue. A special senate committee of inquiry was set up to ascertain the amount of the loss and a bill was introduced to offset it. The whole amount was thus quickly made good, and, in accord with the plan, any opportunity for a recurrence of the event was made impossible by state assumption of the endowment, guaranteeing an equivalent income computed at five per cent. All claims against Spalding were transferred to the state and the University emerged shaken but unharmed. When the news came that the legislature had adopted the plan a salute of fifteen salvos from the mil-

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154. "While I am in no way responsible and do not mind the abuse, I am nearly heart-broken over the loss to the University. I had done more for that institution than all the other governors put together. I would as soon have been paralysed as to have had anything happen to this institution." Altgeld to Lambert Tree, May 11, 1897, quoted in Harry Barnard, "Eagle Forgotten," The Life of John Peter Altgeld (Indianapolis, 1930), 416.
With the growth of the University, especially that of the faculty from eighty members to 242 in five years, Draper found that he could no longer keep in direct touch with them either as individuals or as departments. The organized faculty, he regretted, had become ineffective; some further reorganization was necessary. Turning to Burrill in 1901 for advice, the president received a judicious criticism of his regimen and the suggestion that greater place must be found for the faculty in matters of administration—to be accomplished, Burrill offered, by bringing together the department heads and other leaders in informal “smokers, without the offensive smoking,” combining business and pleasure. From this suggestion came the afternoon teas in the president’s office, and the Senate which superseded the General Faculty as the faculty organization. The Senate, as formed in 1901, including the thirty-eight department heads, the professors, and the main administrative officers, inherited its functions from the abandoned larger body. Thus before his administration had ended Draper gave the University the organizational system by which it was to be guided for thirty years.

The advances in organization and material aspects were indeed remarkable. The University of Illinois had outstripped its rivals. When the president of the University of Michigan, James B. Angell, came to the campus at the close of the administration to help inaugurate a new president, he remarked: “This imperial state started later than some of her sisters in planting her state university. But for her tardiness she has amply compensated by the vigorous pace at which she has proceeded.” The taste of praise was naturally pleasing to those who

166. Burrill to Draper, May 22, 1901; Burrill Letterbook, 19 (General, 1898-1904); 183-186.


159. Installation of Edmund James James, 373.
remembered the bitter struggles of earlier years. That Illinois had taken rank among the important universities of the country was undoubtedly true. Draper himself candidly wrote a friend: "The Institution has changed in character from a college to a real university... It has differentiated departments and created new ones until almost every field of learning is occupied."

For the most part, however, the reputation of the University lay in its promise of greatness in the near future. From the point of view closest to the hearts of the faculty, excellence in a few departments could not offset the weakness of others. Classwork, in spite of the generous listing of advanced courses, was chiefly at the freshman and sophomore level, and the faculty was limited in its ambitions to do research by a heavy schedule of elementary teaching. Nevertheless, the foundations for higher standards within the University itself were being laid. Many members of the faculty gave their time freely to state high school teachers' associations, helping them improve secondary education and stressing the standards of preparation demanded by the University. The help given by the University to the developing system of secondary education in Illinois must be considered an example of the president's educational statesmanship.

How far-reaching the influence was is well shown in the introduction of consolidated rural schools in Illinois. In 1902 Fred H. Rankin, who had been appointed in 1901 to begin an extension program, studied the consolidated school movement in Ohio in behalf of the College of Agriculture and the Illinois Farmers' Institute. His report became the basis of the Institute's successful campaign to apply the principle in Illinois. Complete plans were laid, even to the landscaping effects prepared by Professor Blair's Horticulture classes, and
the first school was opened in 1904.

The University was not only becoming the head of the system of public education in Illinois, but a steadily rising out-of-state enrollment gave evidence of regional importance. The name of Illinois was added to the "approved lists" of collegiate associations of various kinds. Not to be overlooked was the publicity resulting from the Illinois success in athletics, already a popular standard by which institutions were judged. The progress from sports to athletics during the 'nineties forms one of the most interesting stories in the history of the University. The transformation of student affairs, another subject detailed elsewhere, during the period 1891-1904 was no less complete. With the seven-fold increase in enrollment came a remarkable diversification of activities. The liberal attitude of Burrill and Draper toward student life was notable; paternal administrations, continuing the policies of the 'eighties, would have headed for early disaster.

Draper had the confidence of his students. Baseball was at its height as a college sport, and the team had no more ardent fan than the president. Victories were celebrated at his front porch. In discipline his firmness won respect. That he also won the love of the students was evident in 1902 when an accident necessitated the amputation of one of his legs. Something frightened his team of spirited Morgans one day, and Draper was pinned beneath the overturned carriage. "His accident caused the greatest commotion and intensest interest of anything that ever happened of a personal nature here at the University," wrote Burrill to a former student. The convalescent room was kept filled with flowers and other tokens of cheer; agriculture classes sent fruit, and a woodshop class built a special invalid's table for him. No incident

of his return to full vigor was allowed to pass unreported in the Illini. At their next meeting, the trustees offered a year's leave of absence, but Draper tactfully refused it, taking no more than his usual summer vacation in New York State. When he returned to Urbana in the fall the students were at the station, ready to march in a triumphal parade the mile-long way to the campus.

The Draper family customarily spent their summers in New York, and even while in Illinois the rest of the year the president was in close correspondence with personal and political friends in his home state. He had come to Illinois with the belief that his stay would be only an interlude, as late as his eighth year in the presidency he wrote in an autobiographical memoir, "I ardently hope and fondly believe the most important work of my life will yet be done." He had left New York with the hope of some day returning to head a unified department of education, a movement to which he as superintendent of public instruction had given much impetus. From the distance of Illinois he watched the movement grow, confident enough of its early success to keep himself available for the commissionership which would sooner or later be established. He did not allow himself to be tempted by offers to head the school systems of New York City, Philadelphia, and Boston or even to organize a school system for the newly conquered Philippine Islands, though the inducements were attractive. That New York was looking to the west became evident as early as 1900, an honorary degree conferred by Columbia in 1902, as well as other indications, suggested that the opportunity would soon be offered.

When the reorganization merging the superintendency of public instruction and the board of regents in New York State was effected in
163. Hornor, Draper, 162, 176a.

early 1904, it was with the understanding that Draper would head the new department as commissioner of education, the place was, indeed, tailored by the legislature to his qualifications and the law was so written as to insure his election. On March 8, 1904, Draper informed the Illinois Board of Trustees of his probable election to the office, and the next day, having learned definitely of it, resigned the presidency. Once again Vice-President Burrill was called upon to hold the University presidency until another leader could be found. Draper spoke of his new post as "the most exalted educational position in America," and held it for the remaining nine years of his life. He returned to Urbana on several occasions, and took great pride in the part he had had in the rise of the University and in its progress under his successor. On his desk at Albany his visitors found many mementoes of the years at Illinois; at least annually he wrote an article of reminiscence for the campus journals. At his funeral in 1913, two close friends from Illinois, Dean Clark and Professor Breckridge, were pall-bearers.

Draper's genius was for organization, and in the ten years he spent at Illinois he became known as an authority in University administration. The remarkable progress of the decade supported this reputation. When he left the presidency and a successor was inaugurated he was given the opportunity to express his philosophy of academic administration in a paper to which he gave the title, "The University Presidency." The office was, he said,

the centralized and responsible headship of a balanced administrative organization, with specialized functions running out to all the great innumerable cares and activities of the great institution. It is the essential office which holds the right to leadership, which has the responsibility of initiative, which is chargeable with full information and held to be endowed with sound discretion, which may act decisively and immediately to conserve every interest and promote every purpose for
165. BT, '04: 262-284, 274.
166. Horner, Draper, 172, 236.
which the university was established.... The unity and
security of a university can be assured only through ac-
countability to a central office. 167

In this conception of university government there was little place
for faculty counsel. Rare, too, was the genius who could fill all
the essential qualifications of a president.

That his system had deficiencies--in the presidency--Draper
was himself aware. But that he had acquitted himself well, nei-
ther he nor anyone else ever doubted. To have brought to bear for the
advancement of the University the material and spiritual forces
of a rich state, to make it the state university in fact as well
as name, was a monumental achievement.
Though a strong executive, he could stand aside, as he did at one time while the trustees solemnly decided not to grant the request of a gentleman asking for the loan of an eagle from the Museum, to be carried in a political procession the next day. (37, 186, 20.)