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LINCOLN HALL

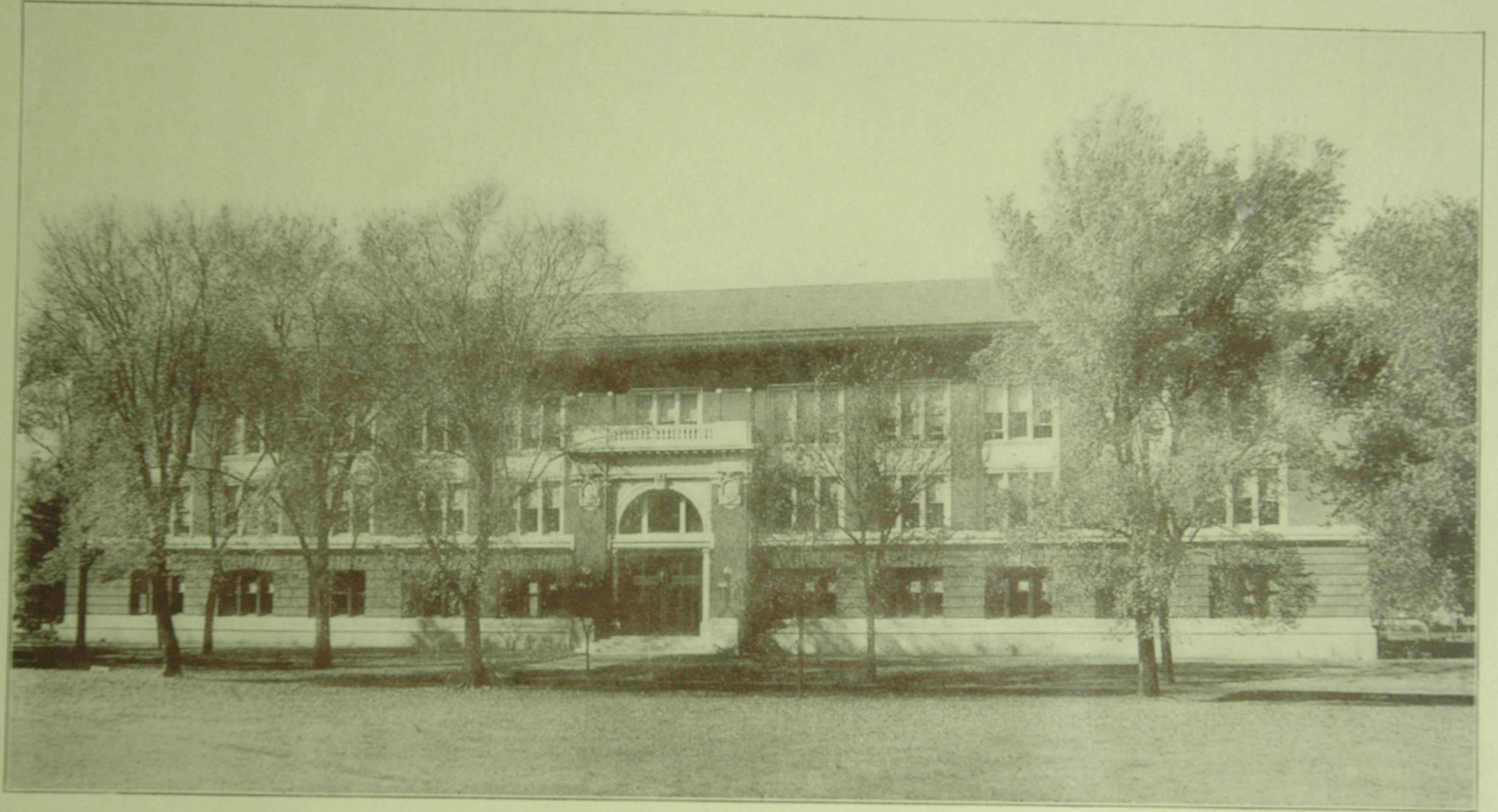
UNIVERSITY OF ILLINOIS

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MAY NOT BE TAKEN
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DEDICATED TO THE STUDY OF
THE HUMANITIES

I am most thankful if my labors have seemed to conduct to the preservation of those institutions under which alone we can expect good government ~ and in its train, sound learning and the progress of the liberal arts.
A. Lincoln.



LINCOLN HALL

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The University of Illinois dates its origin from the federal land grant act of 1862. It is the largest and most important of the many institutions which were the outgrowth of this significant law.

Abraham Lincoln as President of the United States signed this bill. He had already used his influence as a politician and statesman to secure its passage, having committed himself years before to the advocacy of a system of state universities based on federal land grants.

In a sense, therefore, he may be considered as one of the founders of this institution, since his influence and his official acts made its organization possible.

At the session of the legislature of Illinois beginning in January 1909, the hundredth anniversary of the year of Lincoln's birth, the sum of two hundred fifty thousand dollars was appropriated to the University of Illinois for the erection of a hall to be dedicated to the study of the humanities.

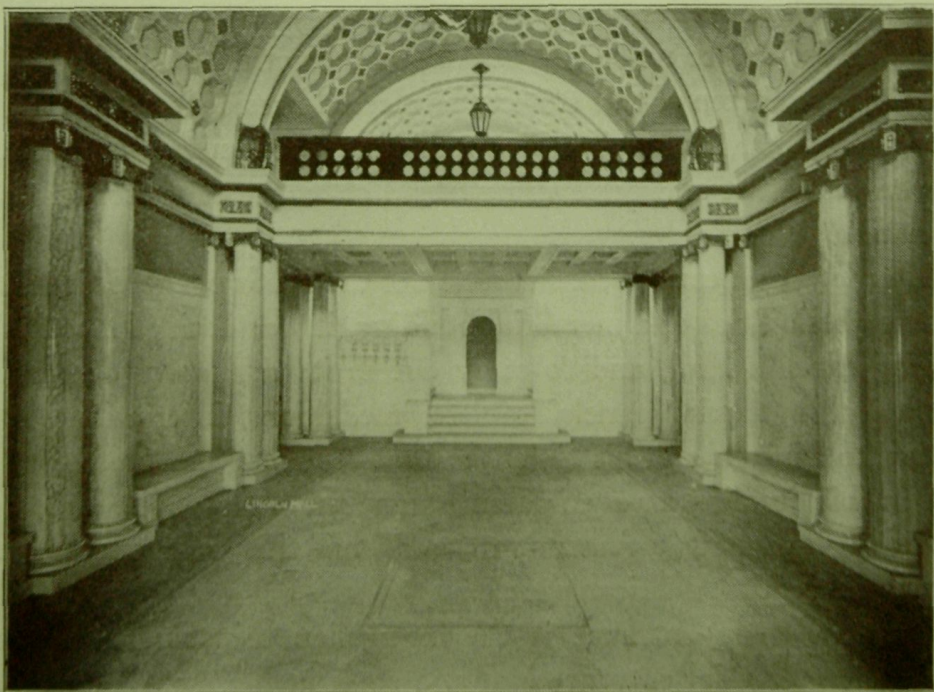
It was decided to make this building a memorial to Abraham Lincoln, the first citizen of this state to be elected President of the United States, the signer of the bill which made the state university possible, and the consistent and persevering friend of higher education in state and nation.

After long and careful consideration of the needs of the University, and the possibilities of a memorial building, it was decided to call the building Lincoln Hall, and to carry out in its scheme of decoration a series of memorial panels, tablets, medallions, inscriptions, etc., relating to Lincoln and his times, so that students and professors at work in this building, or even passing along the walks about it, should be in daily and hourly remembrance of what this man and his co-workers did for the American people.

Over the main entrance is the inscription, Lincoln Hall. Just within the memorial entrance hall and sunk in the marble floor is a copy of the address of Lincoln at Gettysburg in brass letters; while



MAIN ENTRANCE



MEMORIAL ENTRANCE HALL

at the back, facing the visitor on his entrance, is the grand marble stairway, in a recess of which is the niche for a statue of the great emancipator.

On the outside across the front of the building and above the second story windows is a series of ten panels in terra cotta, representing scenes in the life of Lincoln, from his activity as a rail splitter to the re-establishment of peace at the close of the civil war.

In a similar position on the two wings is a series of inscriptions containing quotations from Lincoln's speeches and writings flanked by medallion portraits in terra cotta of men prominent in state and national life who were closely associated with Lincoln in his work: Seward, Chase, Stanton, Welles, Grant, Farragut, Sumner, Adams, Greeley, Turner, Douglas, Trumbull, Yates, Oglesby, Logan, Lovejoy, Davis, Palmer, Koerner and Medill.

The whole makes a unique and successful attempt to use exterior decoration in terra cotta to emphasize the beauty and the dignity of a memorial building.

The evident interest of students and visitors alike in these decorations (for there is seldom a time when young men and women are not to be seen studying these inscriptions and panels) proves plainly enough that the hope of the architect was fully justified, that these elements would prove a valuable source of inspiration and knowledge to the successive generations of students.

Taken all in all, Lincoln Hall is one of the noblest monuments thus far erected in this country to our martyred president.

It is equally unique and successful as an academic building. The structure is four stories in height, and 230 feet in length, with two wings running back 127 feet. It is devoted to the study of the humanities: classical and modern languages and literature, history, philosophy, and the social sciences.

The building might properly enough be described as a laboratory for the intellectual sciences, similar to the conventional laboratories for the natural sciences such as physics and chemistry.

Here we have, for example, in one room or series of rooms, the materials necessary for an accurate and comprehensive study of history, state and national: books, documents, maps, letters, newspapers, manuscripts, portraits, photographs, slides, all within reach of the student himself; for access is freely granted to the shelves and drawers and the rooms are open from eight o'clock in the morning until



ENGLISH SEMINARY



HISTORY AND POLITICAL SCIENCE SEMINARY

ten in the evening. Here are to be found at all hours of the day, and until ten o'clock at night, students and professors working at the same tables, using the same materials, drawing guidance, inspiration and interest from one another.

In adjacent rooms are to be found the materials for the laboratory study of the English language and literature: texts, commentaries, original manuscripts and prints, busts, portraits, and the other auxiliary aids to instruction such as maps, slides, lantern projections, phonographs for the accurate study of sounds, etc.

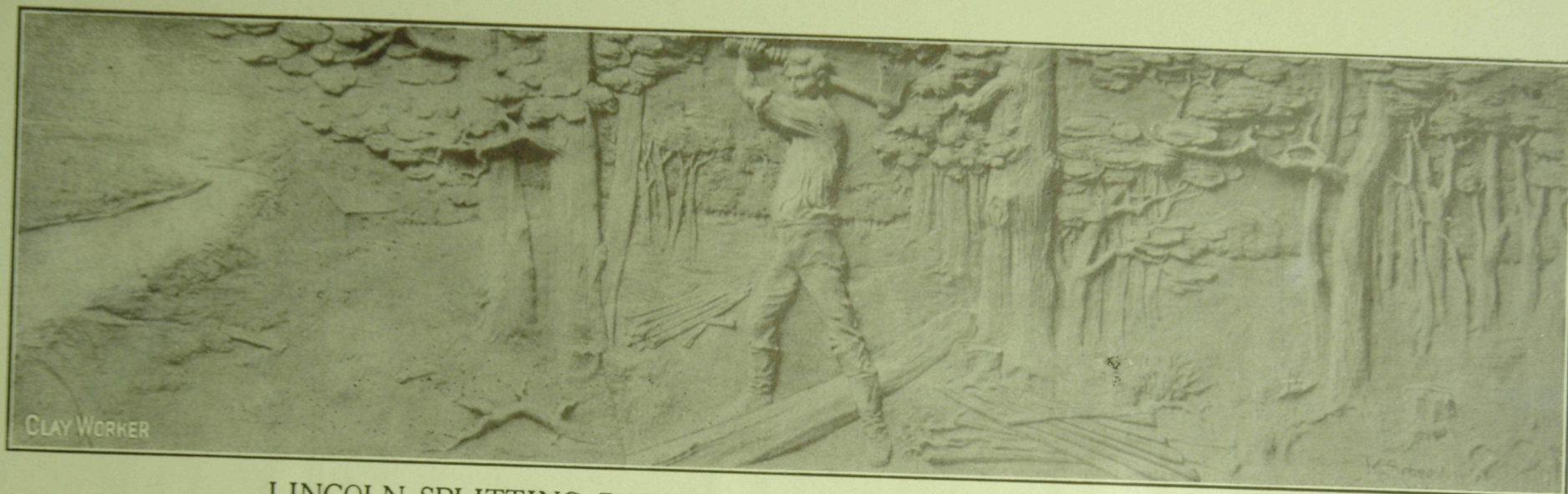
In the two museums located in the same building, that for classical archæology and that for the study of European civilization, are additional materials valuable for the understanding and the elucidation of our life and times, such as statues, paintings, models, casts, and vases.

Similar facilities are provided for the study of other languages, modern as well as ancient: German, French, Spanish, Italian, Latin and Greek; for the social sciences, political economy, political science, and sociology; and for logic, psychology and philosophy.

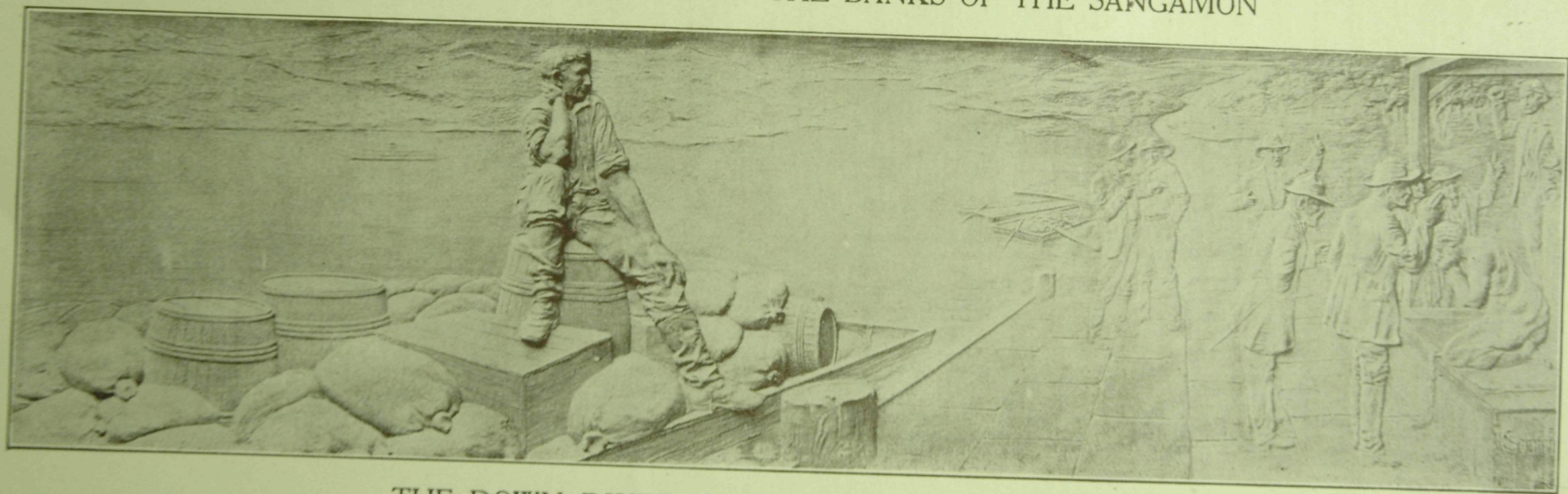
The erection and equipment of this building opens a new era in the history of higher education in the state of Illinois. It has a meaning for every grade of education from the university to the elementary school. Here will be educated and trained to an increasing extent, the teachers in the high schools of the state. These schools now number over five hundred. In a few years they will number a thousand; and in them the boys and girls of the state will get all the school training which most of them will ever be able to obtain. In these high schools also will be largely trained the teachers for the elementary schools. And they in turn will derive inspiration and help from all these sources which the university offers through the superior equipment and training of the teachers who have enjoyed these facilities.

No teacher trained in these surroundings can fail to get a touch of real inspiration which will in turn react upon his pupils, and thus in ever widening circles, reach the rank and file of the people of the state and lift them to ever higher levels of thought and feeling and action.

Those young people also who study here but who do not afterwards go into teaching, themselves, but enter law, medicine, farming, the ministry, and housekeeping, will bless and help the communities in which they will live and work because of the uplift which they will have gained in these places.



LINCOLN SPLITTING RAILS ON THE BANKS OF THE SANGAMON

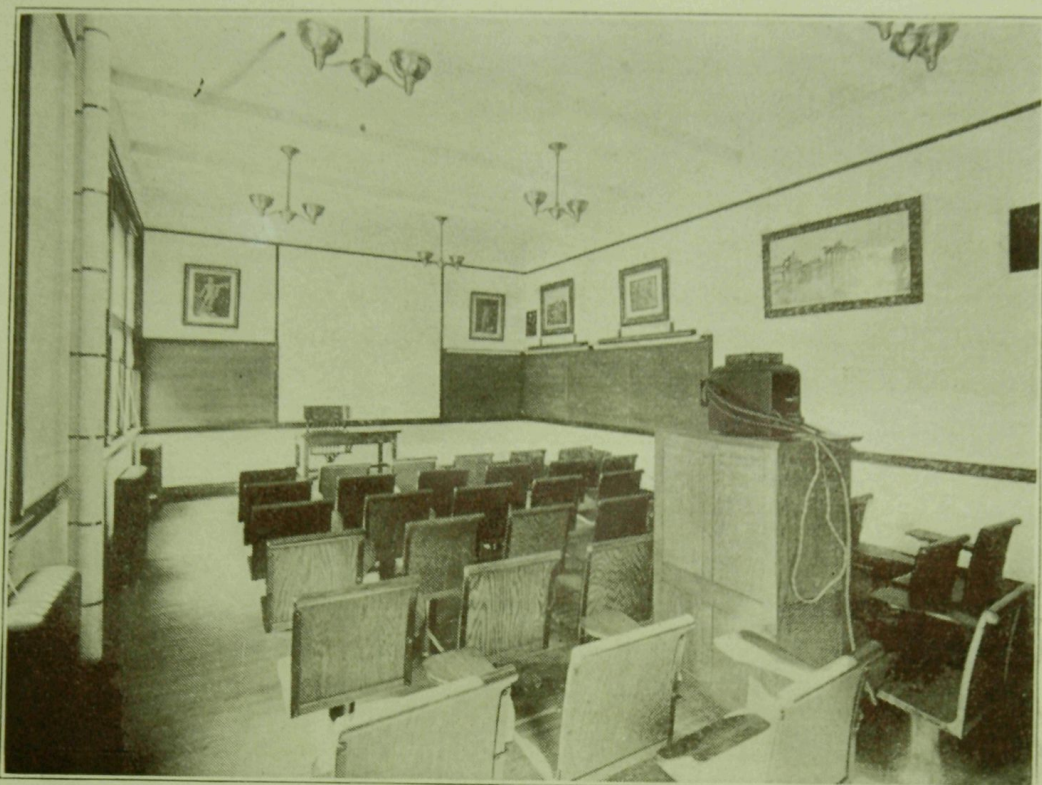


THE DOWN-RIVER TRIP AND THE SLAVE AUCTION

It must not be forgotten that the facilities thus provided by the state are not primarily or fundamentally for the benefit of the young people who directly take advantage of them, but rather for the ultimate benefit of the great masses of the people who cannot come up to the university and who for their participation in the benefits of these great opportunities provided by the commonwealth, must depend upon the good faith and the loyalty of those privileged to study here, in transmitting the blessings they have enjoyed to the communities whose interests they will serve. Noblesse oblige.

That the great president himself after whom this building is named, saw this very clearly, is plain from many of his remarks. He well knew that striking the physical shackles from the limbs of the black bondman was only the first, though necessary step, toward that true emancipation which comes only when ignorance and superstition have been overcome by enlightenment and reason. That he full well appreciated the importance of higher education to the community, even to those who could not obtain it for themselves in person, is evident from the following quotation taken from a letter written to Dr. John Maclean, President of the College of New Jersey (now Princeton University) December 27, 1864, after Lincoln had been notified that the trustees of that institution had conferred upon him the degree of Doctor of Laws:

“I am most thankful if my labors have seemed to conduct to the preservation of those institutions under which alone we can expect good government—and in its train, sound learning and the progress of the liberal arts.”



CLASS ROOM---DEPARTMENT OF CLASSICS



STUDY AND CLASS ROOM---ROMANCE LANGUAGES

THE BUILDING

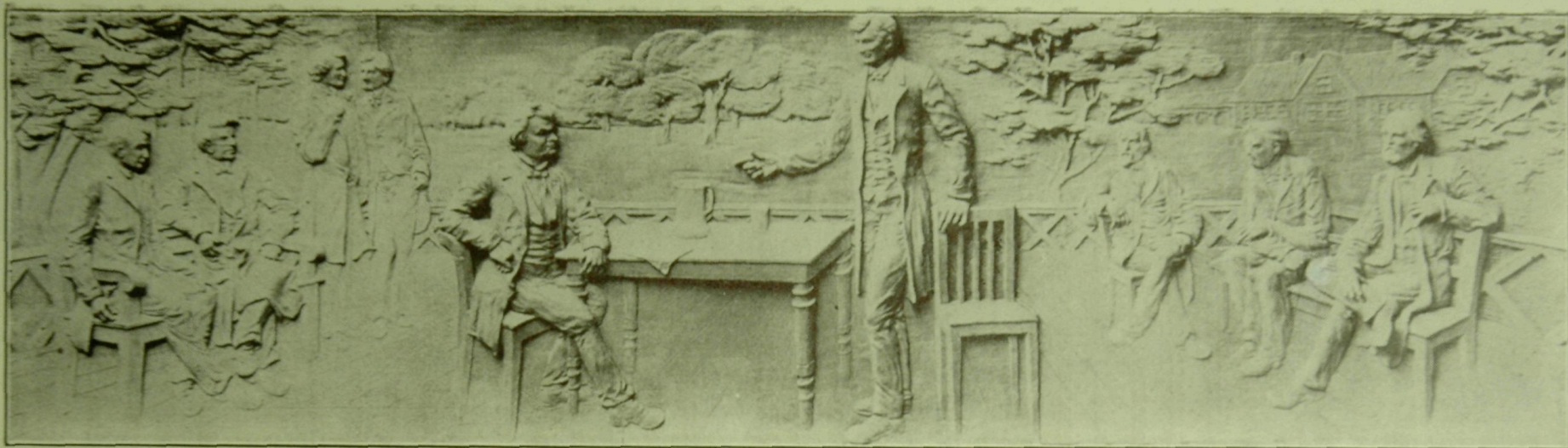
The building is of brick and stone, and terra cotta. The central feature of the entire plan is a series of departmental or seminar libraries extending across the front of the building, on the first, second and third floors. Joining each seminar library are one or two conference rooms intended primarily for graduate students, and available for research or conference and for meetings of seminar graduate classes. A system of reflected light has been installed throughout the building, giving a soft but powerful illumination easy to study by and pleasing in its effect. The book capacity of the stacks in the seminar and conference rooms to which students have free access is over sixty thousand volumes, and the construction has been planned so as to admit a second story of stacks and a consequent increase in the number of books which can be accommodated.

The class rooms and offices of the various departments are grouped, so far as practicable, about these seminar and conference rooms. In some cases rooms are used at the same time for private studies and small class rooms.

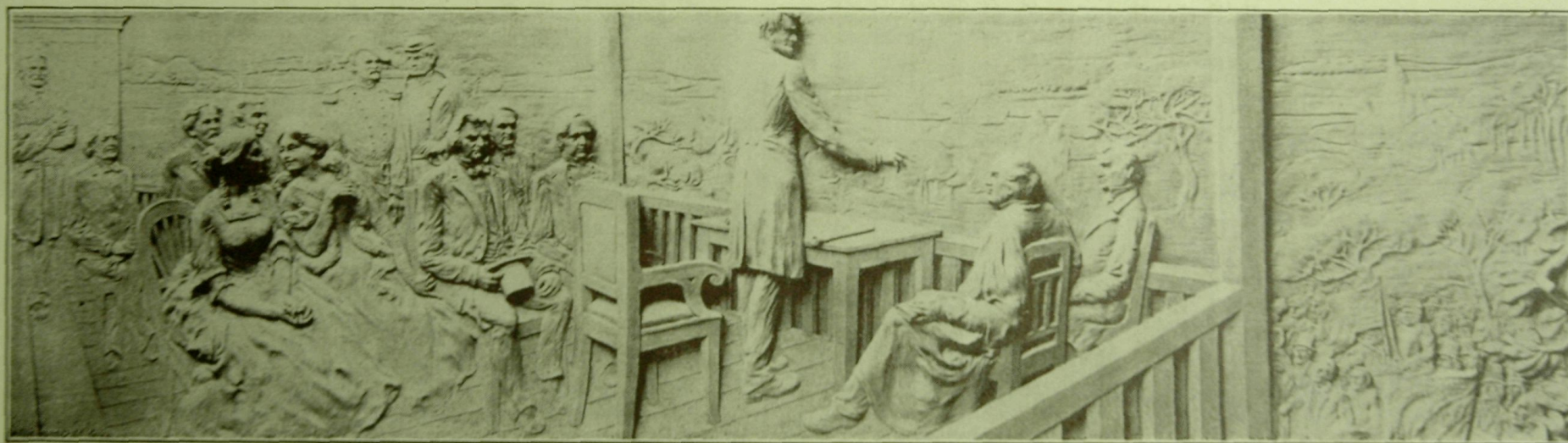
In general, quarters are provided on the first floor for the classics and for the philosophical group or department; on the second floor, for English and modern languages; and on the third floor, for the social science group, comprising history, economics, politics and sociology.

The fourth floor, which is less convenient for class room purposes, is largely set apart for the promotion of certain interests now for the first time adequately provided for in the literary departments. There are, first, several rooms provided for research offices. These include, for instance, the bureau of municipal research, with the legislative and municipal reference libraries, which are being developed in connection with the department of political science; the Journal of English and Germanic Philology, which is under the editorial supervision of the members of the faculty; and the research in Illinois history, which is being carried on by the university department of history in cooperation with the trustees of the State Historical Library.

The north and south wings of the fourth floor are set apart for two museums. The museum of classical archæology and art comprises



THE LINCOLN-DOUGLAS DEBATE



THE FIRST INAUGURAL ADDRESS

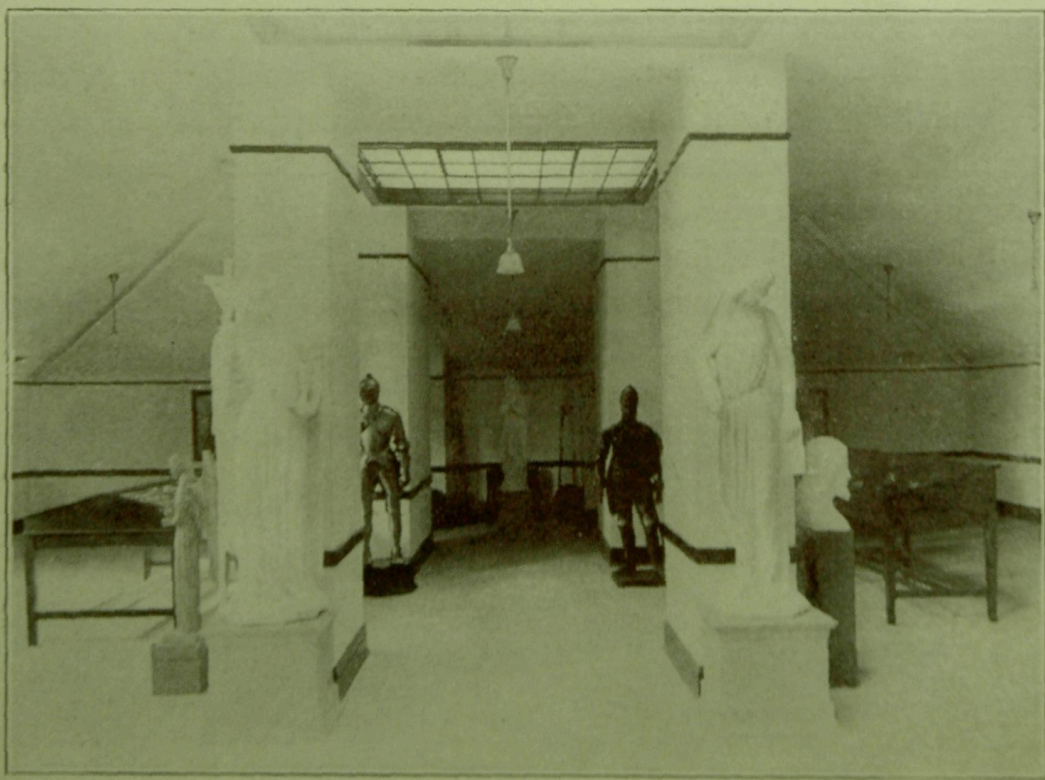
collections designed to show especially the influence on our American life of the fine arts of the Greeks and Romans, particularly sculpture, and other forms of antiquities, by means of casts, photographs, and original articles. The objects thus far acquired include a selection from the frieze of the Parthenon, extending around three sides of the room, various other Greek and Roman reliefs, about a dozen casts of statues in the round, varying from the archaic to the Hellenistic period, originals and reproductions of coins, terra cottas and smaller antiquities, a relief model of the Athenian acropolis, parts of the cartonnage of an Egyptian mummy, and a number of interesting specimens of Egyptian pottery of different periods secured from the Egypt Exploration Fund through the generosity of Mr. William G. Hibbard of Chicago. The mounted photographs available for exhibition number over a thousand, and illustrate Greek and Roman history, antiquities and art.

The second museum, the museum of European Culture, which occupies the north wing of the building, contains, together with other illustrative material, the following collections: 1. A. Models of ancient weapons (implements of warfare in the Stone age, medieval spears, shields, suits of armor, etc.) B. Early musical instruments. C. Runic monuments. 2. Casts of Romanesque, Gothic, and early renaissance sculpture. 3. Objects of early church and monastery art (reproductions of chalices, custodials, ivory book-bindings, etc.) 4. Facsimiles in color of medieval miniatures, and reproductions of important historical documents (the Magna Charta, etc.) 5. Replicas of representative medieval seals.

In locating the building opportunity was left for necessary enlargements, and although the building has not yet been placed fully in use, the pressure for space is already so great that the building must shortly be doubled in capacity.



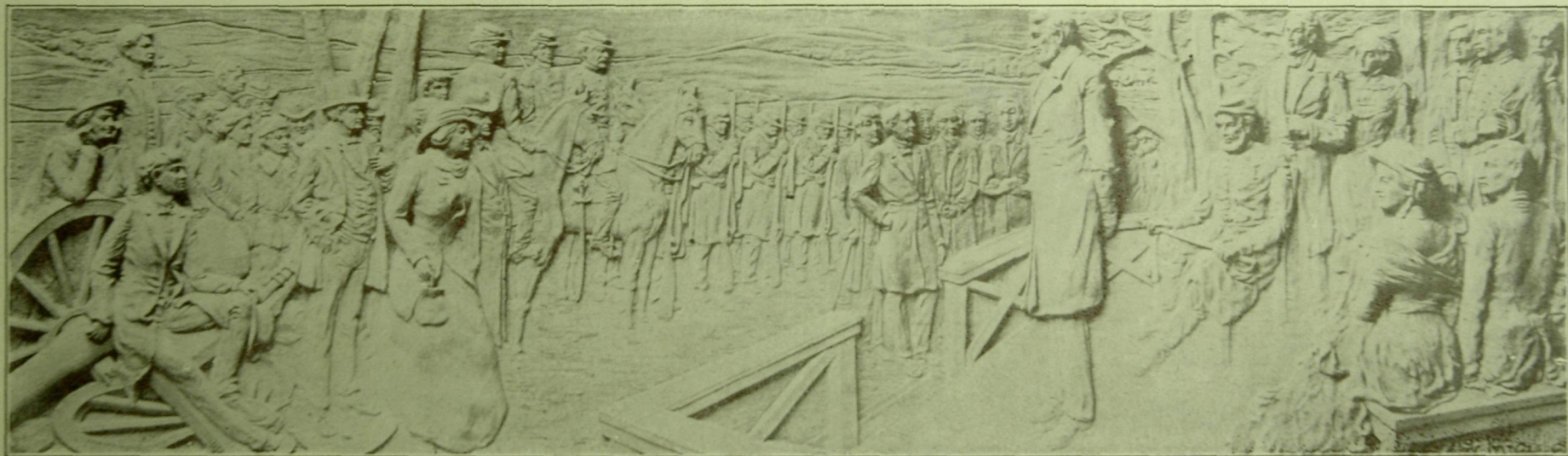
MUSEUM OF CLASSICAL ARCHÆOLOGY AND ART



MUSEUM OF EUROPEAN CULTURE



LINCOLN, SAVIOR OF THE SLAVE



THE ADDRESS ON THE BATTLEFIELD OF GETTYSBURG

2/17-1
Slavery is founded in the selfishness of man's nature—opposition to it in his love of justice.

"A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free.

Let us have faith that right makes might and in that faith let us to the end dare to do our duty as we understand it.

I hold that, in contemplation of universal law and of the Constitution, the Union of these States is perpetual.

We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection.

My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery.

In giving freedom to the slave we assure freedom to the free—honorable alike in what we give and what we preserve.

The signs look better. The Father of Waters again goes unvexed to the sea. Thanks to the great Northwest for it.

That this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people shall not perish from the earth.

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in.

— From mural inscriptions.

2/0/7-1
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