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A few straight questions about
your university

A Few
Straight Questions
About Your University

By David Kinley
Acting President, University of Illinois

*DO YOU KNOW
THE UNIVERSITY OF ILLINOIS,
WHAT IT IS,
AND WHAT IT DOES?*

DO YOU KNOW

That the physical plant of the University of Illinois comprises sixty buildings, a farm of 990 acres, and 235 acres of other campus land?

That the student enrolment for the year will be near 10,000?

That more than 1,000 degrees are conferred each year?

DO YOU KNOW

That the professional and clerical staff of the University numbers 1026; other employees (janitors, grounds, farm, etc.) 266, making a total of 1292 people on the regular payroll of the University, besides a large number of students on part time employment?

That in the departments at Urbana-Champaign alone 4335 classes are held each week?

That over 10,000 samples of soil have been collected from all over the State and are being tested and classified by the University?

That the work of the University against the Hessian fly, the chinch bug, oat smut, flag smut, bitter rot, apple scab, and other pests, has saved millions of bushels of wheat, oats, corn, apples, and other crops?

That ten separate and distinct methods are used to disseminate dairy information to the dairy farmers of Illinois?

That the University developed a process of ice cream making which saves 30% of the sugar previously used?

That authorities have said that the University of Illinois has accomplished as much in the problems of coal production and coal conservation as any similar agency in the United States?

That altho the University library contains 444,738 volumes, the student demand for the use of books greatly exceeds the supply?

That your University is not adequately supported and must have a much larger income from the next legislature?

That a larger income depends on your support?

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THE UNIVERSITY OF ILLINOIS

What is the University of Illinois? Just what does it do? How big is it? How many buildings has it? How large is its faculty?

These questions are frequently put, not only by people outside of the State, but by Illinoisans. It is not unusual for a stranger, when he first comes to the University, to exclaim in surprise, "I had no idea that Illinois was such an institution. I looked for a college with two or three buildings."

The truth is that only a very small percentage of the people of Illinois know their University. It is not surprising, therefore, that they wonder at the amount of appropriations asked for.

A Public Service as well as a Teaching Institution

Many people think of the University as a teaching institution only, a kind of enlarged high school. This is a mistake. A university, particularly a state university, is so much more than this that its teaching, in the ordinary sense of the term, represents but a fraction of its service and expense. A university is, in fact, a clearing house for knowledge both old and new, a forum for the discussion of present day problems, and an organization for the solution of these problems and for the discussion of new truth.

The University of Illinois performs four distinct functions, all expensive:

1. Teaching the undergraduate body of students, not in set courses most easily taught, but in those which best meet their needs, requiring, of course, constant revision.

2. Training new faculty and executive staff: a university is not only a repository of knowledge and an agency of discovery, but a training place for its own workers. Teachers and research men cannot be bought like commodities. The only places where they are produced are these same universities; that is to say, they must be manufactured through the machinery of the institution.

3. Investigation and research for the sake of correcting old beliefs and for the discovery of new facts, with which not only to improve teaching but to advance the industries and refine the arts of life.

4. Attendance upon meetings, conventions, and conferences, educational, industrial, economic, and social, both national, state, and local, at which leading men meet and discuss questions of progress, and at which the university's advice and help are sought.

It would be difficult to say which one of these four functions costs the most. The different colleges of the University differ in this respect. In the College of Agriculture, for example, the supposition is that one half the funds should go for research. Therefore much less than the total energy of the scientific staff is available for teaching students.

The University as a Teaching Institution

As a teaching institution, the University comprises eight colleges, four schools, and a half dozen auxiliary bureaus and divisions, such as the extension service and the experiment stations, which are exclusively research in character.

1. The College of Liberal Arts and Sciences, which teaches not only its own students, 2,547 in number, but also the students of all the other colleges and schools in the fundamental subjects.

2. The College of Agriculture, with 1,215 students. Among the noted departments of the College of Agriculture is that of Home Economics.

3. The College of Engineering, with 1,768 students.

4. The College of Commerce, with 1,588 students.

5. The College of Education, with 87 students. This college has a new building, but the University does not have money to furnish equipment and staff for it.

6. The College of Law, with 109 students.

7. The School of Library Science, preparing now 34 librarians.

8. The School of Music, with 100 students. American piano, voice, violin, and music.

9. The Graduate School, with 380 students of the University.

10. The Summer Session, with 1,000 students last summer.

11. The College of Business Administration, with 308 students.

12. The College of Forestry, with 196 students.

13. The School of Journalism, with 209 students.

14. Other divisions are our Extension Education divisions. At present the University is furnishing training for cadet officers and officers in the army, navy, and air force, and in the marine corps, and in the signal corps, and in the coast and geodetic survey.

Physical Education for women is required for all students in the University.

Administrative

Attention must be given to the great administrative and physical plant. Responsibility for the physical plant, including sixty buildings, heat, light, and water, and of the extent of the plant, may be gained from a study of our buildings and physical plant. There are now 600 feet of conduit for heat, light, and water, and 48,850 ducts for the distribution of electricity from six boilers in the physical plant on a smaller scale.

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8. The School of Music, with 119 students. Among the subjects taught are piano, voice, violin, organ, and public school music.

9. The Graduate School, with an enrolment of 380, is the educational capstone of the University's work.

10. The Summer Session. The registration last summer was 1,314.

11. The College of Medicine, in Chicago, with 308 students.

12. The College of Dentistry, in Chicago, with 196 students.

13. The School of Pharmacy, in Chicago, with 209 students.

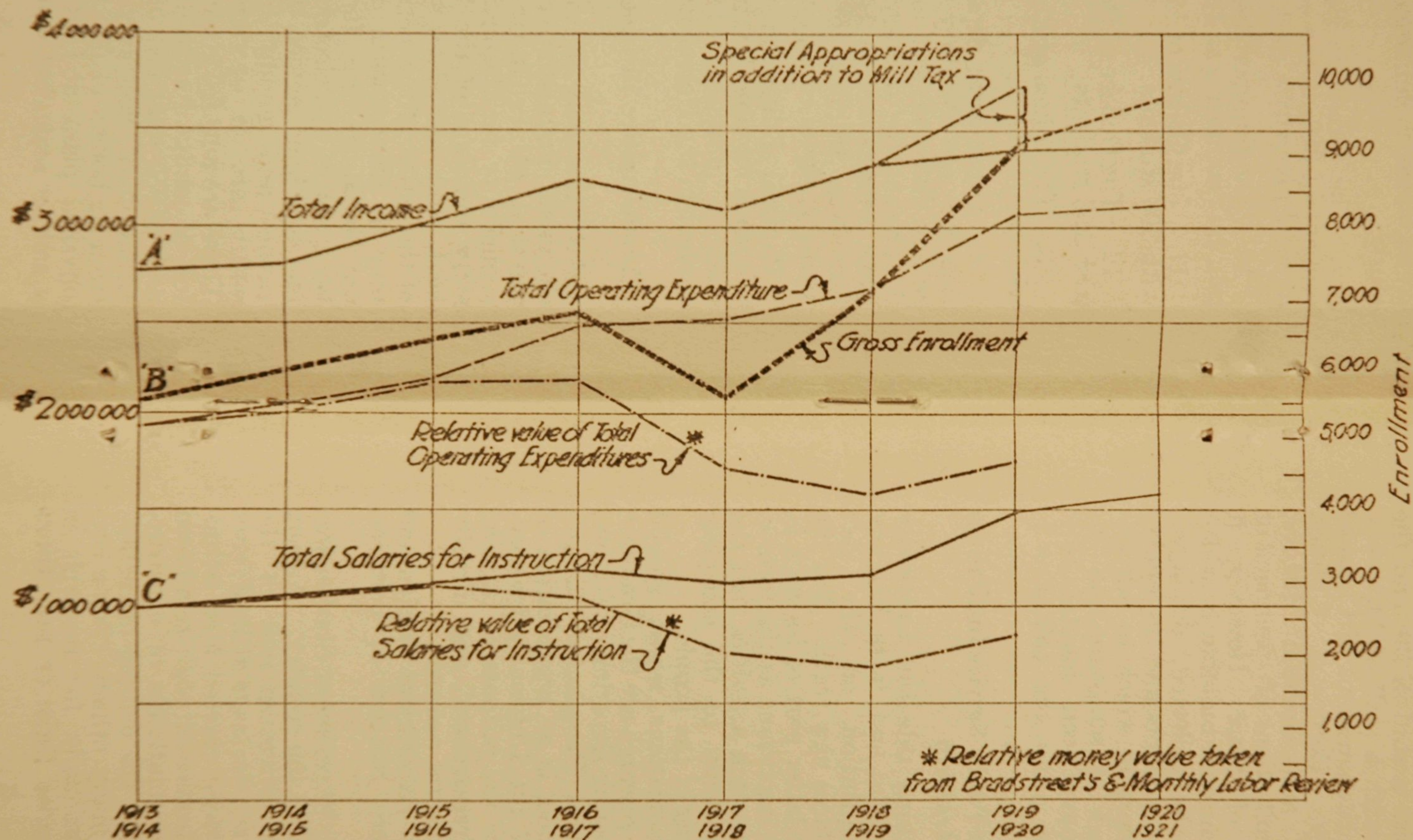
14. Other great departments of instruction are our Military and Physical Education divisions and our Health Service. At present the military work requires 103 cadet officers and 6 U. S. Army officers, furnishing training for infantry, cavalry, artillery, signal corps, and engineering corps.

Physical Education for both men and women is required. Our Health Service has made a physical examination of every student in the University at Urbana.

Administrative Divisions of the University

Attention may be called particularly to the great administrative organization of our physical plant. In this division lies responsibility for the maintenance of all the sixty buildings of the University, and our heat, light, and water systems. Some idea of the extent of the work of this department may be gained when one remembers that our buildings are furnished with heat, light, steam, and electricity for power, water, and telephone service through underground tunnels and conduits from central stations which are in operation night and day. There are now 6,568 feet of tunnels, 10,105 feet of conduit for the distribution of steam, and 48,850 duct feet of conduit for the distribution of electricity. Heat is supplied from six boilers of 500 h. p. capacity. The physical plant at Chicago, of course, is on a smaller scale, but equally well organized.

UNIVERSITY OF ILLINOIS



Graph showing relation between Enrollment & Expenditures
1913-1914 to present.

Other administrative divisions are the Comptroller's office, in charge of accounts, purchases, etc., with a staff of 30; and the Registrar's office, with a staff of 14.

The University has museums of Classical Art, Archaeology, European Culture, Natural History, and Oriental History. It has also large collections of specimens of material outside of these. However, it does not have a museum building in which these things can be collected, displayed, and utilized by the students and the public. It lacks even a room in which to put the objects of art, such as sculpture and engravings, which have been donated to it from time to time, altho the collection is an excellent one.

The University as a Public Service Institution: Research

As on the teaching side the University imparts known truths and facts like any other teaching institution, on the side of research it produces new truth. For the public welfare, the latter part of its work is, in the long run, as important as the former. It is through its research activities that the University adds directly to the economic and social well-being of the people.

The three organizations whose special work is to promote research are the Graduate School, the Engineering Experiment Station, and the Agricultural Experiment Station. The Graduate School is an organization of all departments of the University irrespective of colleges, for the purpose of training investigators or "researchers" and directly promoting departmental research.

The Agricultural Experiment Station and its great work are matters of common knowledge.

The Engineering Experiment Station was the first of its kind in the country. Among its researches are investigations of the viscosity of glass; the drainage of land; construction of highways; riveted steel structures; various properties of coal; reinforced concrete and other materials of construction; twist drills and the drilling of metals; coal mining; and many others. Some corporations spend annually for research in their own laboratories three or four times

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the expenditure of the Engineering Experiment Station. The results of their investigations are for their own use. The discoveries of the Engineering Experiment Station are for the public use. Its staff of seven should be doubled at once, and its income trebled. Instead of \$50,000 or \$60,000 a year, it should be spending \$150,000 or \$200,000, if it is to do its largest service to the people.

Research under the direct auspices of the Graduate School is that conducted by the departments and their individual members. Every department, if it is to be alive, must conduct research. Every civilized state in the world has grasped the importance of research from the experiences of the war. Canada, Australia, Great Britain, France, Japan, and Italy are all promoting research by the establishment of new organizations and by adequate appropriations.

The call of the day is for more production. More production implies new discoveries, and new discoveries mean men trained to make them. If the industries sap the research work of the universities by taking away their staffs, the result will be in a few years a dearth of well trained investigators, even for the industries. This is not the problem of any one university. It is the problem of the country. It means, to quote one of Cornell's advertisements, "poorer doctors, poorer lawyers, poorer chemists, poorer engineers, and less progress for America in all years to come."

Extension and Conferences

As a public service institution, the University is called on by many different organizations in the State to give advice and help in problems of widely different character. Its staff are called on to impart information to individuals and bodies interested in agriculture, engineering, business, and general social welfare. The calls for these purposes run into the hundreds every year. The Community Adviser is constantly traveling about, and scores of other members of the staff are called on for special help. Space does not permit detailed description of this branch of service.

The Matter of Salaries

The question of better salaries must be considered from the standpoint of the University rather than of the faculty. The great fact is that the best men cannot be held in university service at the present scale, nor can young men be attracted to this line of work by the salary prospects.

The value of the University to the State and the best use of public funds, depend largely on the kind of men that can be induced to work in public service. The money would be spent whatever the scale of salaries, but how will it be spent? That is the whole question, and it turns upon the kind of men whom the University can hold, and whom it can induce to prepare adequately to take the places being so rapidly vacated by death and other natural causes, in addition to the constant calls of the business world.

On pages 6 and 7 is a chart showing the relation between enrolment and expenditures for the the past six years.

Line "A" shows the total income of the University from State appropriations, Federal appropriations, student fees, sales, and all other sources. The Federal assignment is not available for ordinary expenditures. The State appropriations include money for permanent improvements, as well as for operation and maintenance. The last appropriation included, in addition to the mill tax, \$300,000 for a medical laboratory in Chicago, and \$25,000 for stables for artillery and cavalry horses in the Military Department. Leaving these out, it is evident that the rate of increase of income is very much lower than the rate of increase of student teaching and other services of the University.

The lines in Group "B" show the relation between operating expenditures and enrol-

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ment. The lowest of the three lines, giving the relative value of total operating expenditures, makes allowance for the lower purchasing power of money. It is evident that the enrolment of students—to say nothing of the increase in other activities imposed upon the University—rises far more rapidly than the increase in available money for expenses.

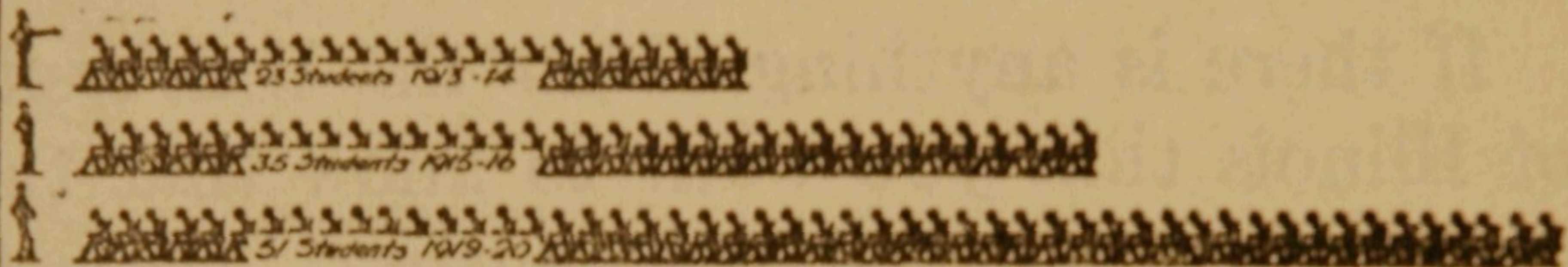
The group of lines marked "C" shows the course of salaries. The lower line makes allowance for the decrease in the purchasing power of money.

On page 12 is a diagram showing the increase in the size of classes in certain departments. The overcrowding needs no comment.

If there is anything about the University of Illinois that you want to know that this leaflet does not tell you, write a letter to the Acting President of the University.



INCREASE IN SIZE OF SECTIONS
COLLEGE OF LIBERAL ARTS & SCIENCES



Average Number of Students per Section of
Classes in ENGLISH 1 10 & 20



Average Number of Students per Section of
Classes in MATHEMATICS 2 4 & 7



Average Number of Students per Section
Classes in HISTORY 1a