

LINCOLN LORE

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The Universities Memorialize Lincoln

With the exception of Lincoln's birthday no other season of the year is so rich in tributes to the Emancipator as the Commencement season. Although Lincoln stated that he was "never in a college or an academy as a student, and never inside of a college or academy building till since he had a law license," yet Oxford, the dean of all colleges, has engraved on her walls, words which were inscribed by his pen and which have been set apart as an example of "the purest English and most elegant diction extant."

It is not strange that from the time of Lincoln's death until the present day, groups of men have had ambitious plans to do something worth while for education, in the name of Lincoln.

In the New York Herald for Monday, April 24, 1865, appears what may be called the first formulated plan to establish a university in memory of Abraham Lincoln.

"Mr. Alexander Ashley, chief clerk of the Signal Office at Washington, has proposed, as a suitable mode of erecting a monument to the memory of Mr. Lincoln, that \$10,000,00 be raised by \$10.00 subscriptions to found and endow an institution of learning to be named "The American People's College, dedicated to the memory of Abraham Lincoln, President of the United States from March 4, 1861, to April 15, 1865." \$1,000,000 is to be appropriated to purchase a site and erect a suitable building, and \$1,500,000 for an endowment, which, at six per cent per annum, would secure forty-five professors and teachers, at an average salary of \$2,000 each. There would then remain \$7,500,000, the interest of which, at six per cent per annum, would be \$450,000, and which, allowing \$150 for the expenses of each student for one year, would make provision for 3,000 pupils."

It is the purpose of this bulletin to present a brief sketch of some of the universities which have adopted the name of Abraham Lincoln for their institutions or for colleges within their universities.

Lincoln University

Chester County, Pennsylvania

Chartered in 1854 as "Ashmun Institute" and changing to its present name in 1866, Lincoln University was the first institution in the country to bear this honored name and has the distinction also of being the pioneer institution in America for the higher education of the negro.

For over three quarters of a century this university has been carrying on the work started by Abraham Lincoln with the Emancipation Proclamation.

The founder, Rev. John Miller Dickey of Oxford, Pennsylvania, said of slavery, "A race enlightened in the knowledge of God will eventually be free. Kindle the lamp of religious knowledge, it will surely light them to an elevated position among the people of the earth." His opinion seems to have been justified in the success of this university.

With its strategic situation in Chester County near the Maryland line and midway between Philadelphia and Baltimore, and between New York and Washington, Lincoln University is at the center of a colored population of three-quarters of a million within a radius of 150 miles, a larger number, it is estimated, than can be found in any similar area in the world.

Lincoln Memorial University

Cumberland Gap, Tennessee

This institution, founded February 12, 1897, is the fulfillment of a wish which Abraham Lincoln expressed to General Howard during the Civil War. Pointing to Cumberland Gap, he said, "I want you to do something for these mountain people who have been shut out of the world all these years. You can trust these people living in this section. I know because I came from them." The General helped to establish the school to fulfill his chief's request.

The university grounds embrace a campus of fifty-two acres ideally situated for health and accessibility to the region served. There are ten large college buildings and a number of smaller ones. Adjoining is a university farm of seven hundred ten acres, while within sight of the campus the school owns a forest tract of two thousand eighty acres of pine and hardwood timber.

It is situated among the hills of Tennessee and is primarily for the education of the almost totally uneducated mountain people.

Most of the students work to pay their way through. Consequently outside funds are needed to keep the in-

stitution going. They are taught almost any type of work they desire. Dr. John Wesley Hill, the untiring chancellor of the University, has contributed much to its success.

Lincoln Hall—University of Illinois

Urbana, Illinois

This part of the University of Illinois is devoted to the study of classical and modern languages, literature, history, philosophy, and the social sciences.

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, and inscriptions, 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.

Lincoln School of Teachers College, Columbia University

New York City, N. Y.

The opening of the Lincoln School of Teachers College at Columbia University, supported by the appropriation of the General Education Board, was witnessed in 1920.

The considerations which led the board to co-operate with the college in establishing this experimental school are briefly that the improvement of subjects of study and school methods being a creative task requires special facilities and conditions.

The object of this branch is teaching old subjects with greater efficiency and making new subjects effectively teachable.

The staff is naturally large in comparison with the size of the school because the individual teacher must carry a lighter routine, if experimental work is to be constantly carried on.