An Historical Statement
Written in the Spring of 1924.

By
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The founding of Kalamazoo College was the result of two forces at work during the early decades of the 19th century,—the desire of the pioneers of the northwest to provide means of education for their children, and the intense missionary spirit that prevailed the Protestant denominations at that particular time, that believed that higher education should be under definite religious direction.

The first impulse was expressed in Article III of the Ordinance of 1787, which begins:—Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." It was, as was said at the founding of the first institution of higher learning in America, after "we had builded our houses, provided necessaries for our livelihood, reared convenient places for God's worship and settled the civil government, one of the next things we longed for and looked after was to advance learning and perpetuate it to posterity." To this injunction of the Ordinance of 1787 and to their New England belief in the necessity of education, our Michigan forefathers were not recreant. They made early provision for the erection and support of public schools and they also looked forward to the erection of institutions of secondary and higher education. So we find provision for the founding of the University of Michigan long years before it became a reality.

In fact, the first institution that looked toward the accomplishment of what these pioneers hoped for arose directly from the other impulse, viz., that of missionary enterprise. The period which marked the beginnings of Michigan Territory was one of great
religious awakening of a highly evangelistic type. This religious zeal manifested itself not only in revival meetings and denominational rivalries in settled communities, but also in missionary enterprises undertaken by more important evangelistic denominations by local churches, and by simple individuals. It was a period of intense sectarian rivalry. Each denominational unit felt that it was the possessor and herald of the truth of God and was in duty bound to propagate that truth in as complete and thorough a way as possible. This was the time of the first active undertaking of foreign missions, and the classmate of the founder of Kalamazoo College was the noted Baptist missionary, Boardman, who did pioneer work in India.

Thomas Ward Merrill, the founder of Kalamazoo College was born February 18, 1802, in a New England parsonage of a Congregational minister, Rev. Daniel Merrill, who had been a revolutionary soldier. The elder Merrill, convinced of the truth of the Baptist teachings persuaded four fifths of his congregation to transfer themselves to that denomination and persuaded the citizens to adopt the Baptist church as the official church of the town. He became one of the leaders in founding Waterville College, Maine, now Colby University. (1).

The younger Merrill graduated from Waterville College in 1825 and entered Newton Theological Institution, where he finished with the second class in 1828. During the fall and winter of 1828-9 he was a teacher in a New Hampton Literary and Theological Institution (New Hampshire). Moved by the impulse of giving his life to the service of religious education in the West he took the road to Hamlin Alumni of Colby University, 1884 p. 5.
to Michigan. To use his own words:—"In May, 1829, I came to Michigan
at my own charges as a missionary volunteer, and arrived in Detroit
with seven dollars in my pocket. After laboring a short time in
Detroit, I took an excursion of two hundred miles on foot to
ascertain the condition of this destitute field. There were then
in the Territory 30,000 inhabitants, one Baptist Association and
two Baptist ministers of advanced age, one of whom only was a pastor.
Having preached the gospel to the poor in the new settlements of
Michigan and Upper Canada for several months, on the 23rd of
November, 1829, I opened a classical school in Ann Arbor, and
preached on the Lord's Day in the region around, at distances vary­ing­
ing from five to thirty miles." (2).

The school was advertised as a "Select School for Young Gentle­
men and Ladies in Ann Arbor." It appears to have been the first of
its kind in the territory and to have been well patronized by
people living in Detroit. I was not all that its founder wished,
however. He therefore petitioned the Legislative Council of the
Territory for a charter for a school to be known as the Michigan
and Huron Institute, with academical and theological departments
and to be under the control of the Baptists. The object of the
petition was favorably considered in the Legislature, but met with
opposition on the part of those who did not like its denominational
features. The bill was laid over to the next session. In the
meantime the opposers of Merrill's petition succeeded in getting
an academy incorporated and started at Ann Arbor. The directors
of the new institution evidently did not have anything against
Mr. Merrill, for they offered him the principalship of the new

(2) Ibid.
school. "Feeling that his Christian and denominational hopes and aims would be thus compromised he declined. His younger brother, Moses Merrill, became the first principal of Ann Arbor Academy. This institution was incorporated with purely local trustees and under no particularly religious direction." (3).

Thomas Merrill was not one to give up a project because he had failed once in attaining it. Although deeply disappointed, he believed in the future of the territory and that within the borders of the future state of Michigan there would be founded colleges of the type that he had come into the wilderness of the western wilderness to establish. He therefore refused to be bound within the limitations of an academy under the narrow control of a single village and wrote his friends in Detroit that the Merrill Select School would close its doors at the end of the spring term. He conceived the idea that his chances of founding such a school as he desired would be better in the newer western part of the territory. Hence in the summer of 1830 we find him following the trail westward with his horse and saddle-bags along what later became known as the Old Territorial Road, now Route #17. Everywhere he was seeking friends for his pet project. He came to Kalamazoo, then scarcely known as Bronson, when all there was to be seen as he looked down upon the beautiful valley where the river turned about the "Ox-bow" as water moving around in a boiling pot (4), was the smoke curling from the chimney of a single log cabin. He went to the southwest to Prairie Ronds and found there a larger settlement. "Here," we are

(3) S. Haskell, History of Kalamazoo College, 1864.
(4) The name Kalamazoo is supposed to be derived from this natural phenomenon.
told, "he assisted in building a house for schools and meetings, and occupied it for those purposes as early as the winter of 1830-1831. (5). Here also he heard of Caleb Eldred and made his acquaintance. He enlisted that stalwart pioneer of Climax Prairie in his enterprise. For years afterward the name of Caleb Eldred and that of Thomas Merrill were inseparably linked in the endeavor to found and continue here an institution of higher learning under distinctly religious auspices.

"The practical wisdom, the generous liberality, and the intelligent citizenship of Caleb Eldred, "wrote one who knew him," stood waiting to ally themselves with the high aim and the unconquerable tenacity of Thomas W. Merrill. (6).

"Incessantly busy with plans to raise money for the contemplated institution, he started early in 1832 to make an appeal to the benevolent Baptists of the East. He returned in May to Michigan, bearing with him the small beginnings of the needed fund." (7).

Fortified by the support, Merrill again in 1833 petitioned the Legislature for the incorporation of the 'Michigan and Huron Institute'. He retained the name which to him expressed the breadth and extent of the territory which he wished the institution to serve. However, he omitted from his petition this time any mention of denominational control. This he assured by the suggestion that the petitioners and certain others named in the petition be

(5) Haskell, History of Kalamazoo College, 1864.
(6) Ibid.
(7) "During his eastern tour he was present in May 1839, at the organization in New York City of the American Baptist Home Missionary Society, from which he received its first appointment as missionary. Besides his toil for the beloved institution, he kept up unceasing labor as a missionary, chiefly as he states,'Voluntarily and without charge,' and as agent for the American Bible Union and other benevolent societies." Ibid. page 6.
constituted the Board of Trustees and the provision that this Board should be self-perpetuating. The list submitted included several of the most prominent Baptist ministers and laymen in the territory. These constituting majority could thus in the election of their successors provide for the religious control desired. This time, with the efficient assistance of Judge Manning and other friends of the enterprise, the bill incorporating the school passed the legislature and became the law upon the signature of Governor Porter, April 22, 1833.

This was the beginning of Kalamazoo College. After having succeeded in getting the governors reluctant approval, Mr. Merrill wrote:- "The Michigan and Huron Institute is the school upon which I have had my eye since I came into this territory. The one for which I drew the petition, gave it circulation, and presented it to the Legislative Council two years ago. For which I have petitioned thrice. For which I took up a subscription in the City of New York, in May 1832. This Institution I trust will exert a most salutary influence upon the Baptist cause, and shed an enlightening, reforming and sanctifying influence upon the citizens of this territory. May our anticipations be realized." (8). The third petition spoken of was one addressed to Congress, asking modestly for grant of one section of land.

"The first President of the Board of Trustees was Caleb Eldred, who for twenty five years so worthily filled that office." (9).

(8) Haskell, History of Kalamazoo College, 1864.
(9) Ibid.
"As the charter did not locate the Institute, a tedious work awaited the Trustees in determining that important matter. There were long journeys over primitive roads to meeting in Clinton, Troy, Ann Arbor, Comstock, Whitmansville, and else where: often resulting in a failure of the necessary quorum, and sometimes resulting in a deadlock of rival contestants for the prize." (10). At length in the autumn of 1835 it was decided to locate it in Kalamazoo, where the citizens had subscribed $2,500 and where 115 acres of land had been purchased in what is now the south part of the city. The northern portion of this land is designated on the official maps of the city as "Institute Addition."

The support of the school is a bit obscure. There seems to have been no endowment and the tuition was exceedingly low, yet there is no account of any debt. Of course it goes without saying that its salaries were very meager. One reason for this is because the course of instruction was chiefly preparatory. Then, too, the lack of all high schools and the poor condition of the common schools of the frontier made people quite ready to give a remunerative patronage to a good secondary school of this sort.

In 1837, when the institution had become fixed at Kalamazoo an amendment of the charter renamed it, "Kalamazoo Literary Institute". At the same time it was stipulated that "The said Institute and Departments shall be open to all Christian denominations, and the profession of any religious faith shall not be required of those who become its students." It is said that the title "Institute" was used instead of "College" because at that time.

(10) Haskell, History of Kalamazoo College, 1884.
time the French word "institute" was fashionable, and there were several schools founded in other states which chose this name, although they were evidently designed to be colleges." (11).

"The academy of preparatory studies were embraced in their plan, because there were then no other academies in the territory, and no schools where students were prepared for entrance to college. Nor was there at that time any other college, the university itself coming into existence some years later. The claim of Kalamazoo College to being the oldest classical educational institution in the state is, therefore, indisputable." (12)

In 1836, a two story frame building was erected near what is now Walnut Street and Westnedge Ave., the money having been raised by Mr. Merrill and Mr. Samuel H. Ransom. The loss of the official records has deprived us of the details of the subscription and even of the first years of the institution. We therefore have to rely almost wholly upon written reminiscences of people connected with the institution's early history to oral tradition.

Of the first principal, Mr. Nathanial Marsh, who is supposed to have been in charge in 1835, we have no information at all except that he was a graduate of Hamilton College. Of the second, Mr. Walter Clark, we have only his name and the fact that he was in charge during the school year, 1835-6. The third principal from 1836-8 was Mr. Nathaniel Aldrich Balch, a graduate of Middlebury College, who for many years was a prominent lawyer, state senator, village president, and lecturer at the college in history

(11) Kalamazoo County History, 1880, page 141.
(12) Kalamazoo County History, 1880, page 141.
and constitutional law. (13) It was during the incumbancy of Mr. Balch that the charter was amended and the name of the institution changed to "Kalamazoo Literary Institute." At this authority was given the trustees of the school to acquire and convey real estate. This made it possible to sell lands, which had they retained, would have meant much to the properties of the college, for they were situated in one of the most thickly settled residence portions of the city. (14) One of the reasons for the sale of this land apparently was that original plan of using the land as a farm where by the institution could provide work to students who did not have sufficient money to pay their expenses, had now been abandoned.

The later principals of the Institute were Mr. David Alden, a graduate of Brown University, from 1838-40; Mr. William Dutton (for whom Dutton St. was named), 1840-43; and Rev. James A. B. Stone, 1843-55.

In the Michigan Gazetteer of 1838 there is a description of the educational institutions of the state. The University of Michigan had been authorized by the act of July 26, 1836, but had not as yet been established. It was still "the proposed university", and it is stated that "the Board of Regents, together with the Superintendent (of Public Instruction), are authorized to establish branches of this university in various parts of the state, and to establish proper rules for their government........puruant to the law

(13) It is in the honor of N. A. Balch that his daughter, Mrs. John Den Bleyker and other members of the family have maintained for several years the Nathaniel Aldrich Balch Memorial Prizes for excellence of work in the department of history of the College. (14) This land, in part at least, is designated in the plat of the city of Kalamazoo as "Institution Addition."
authorizing the same, branches have been established at the follow­
ing places, viz., Detroit, Monroe, Kalamazoo, Pontiac, Centerville, 
Niles, Grand Rapids, Palmer, Jackson, and Mackinac. The male de­
partment of the Detroit, Pontiac, Kalamazoo, and the male and female 
departments of the Monroe branch have gone into successful operation." (15)

However, the term "established" seems to have its limitations, 
for the Gazetteer goes on to say, "Institutions of learning, as well 
as those institutions connected with every other public improvement, 
are in an inchoate condition, and depend much upon the fostering aid 
of public spirited friends for their existence. The number at 
present is few, though most of them, considering the recency of 
their existence, and the embarrassments they have been liable to 
encounter, consequent to a new settled country, are in a propering 
state." (16)

Mention is made of Michigan College, "which is located at 
Marshall, county of Calhoun: "This was to be under the super­
vision of the Presbyterian denomination, with the Rev. John P. 
Cleveland as president. It was to assume a position in this in­
stitution that Mr. Balch left the Kalamazoo Literary Institute in 
1838. Michigan College seems to have failed to get a real start. 

The Kalamazoo Literary Institute is the next mentioned in the 
Gazetteer; then St. Philip's College at Hamtramck, a Roman Catholic 
institution with thirty pupils; White Pigeon Academy, also Presby­
terian, that commenced in Nov. 1837; Romeo Academy, that had been 
open for eighteen months and had thirty-five students; and the 
Detroit Female Seminary, established in 1835, and had "four teachers,

(15) Michigan Gazetteer, of 1838. 
(16) Ibid. P. 142.
a building of $8,000 cost and 60 pupils." The last two institutions mentioned seem to have been strictly private institutions the others denominational. Of the six, only Kalamazoo College has had a continuous existence to the present day. (17)

This Gazetteer also gives us the first detailed information of the Kalamazoo Literary Institute. Its list of trustees and officers is as follows:


(17) Michigan Gazetteer, P. 143.
"Hon. Caleb Eldred, President.
Rev. T. W. Merrill, Secretary.

Executive Committee—- Hon. Caleb Eldred, Rev. William Taylor,
Rev. Jeremiah Hall, Col. A. Cooley, Ezekiel Ransom,
Esq., Z. Platt, Esq.

N. A. Balch, A. B. Principal of the Academic Department.
S. H. Ransom, General Agent.
Col. Rosewell Stone, Superintendent of the Boarding House."

"This Institution is located in the village of Kalamazoo, in
Kalamazoo County. It was incorporated in 1833, for the purpose of
'promoting a knowledge of those branches of education usually taught
in academies and colleges.' It may be considered as under the im­
mediate charge of the Baptist denomination. It was established at
Kalamazoo, by an act of the Board of Trustees, in September, 1835.
It is located on a tract of twenty four acres, in a beautiful plain,
about 80 rods south of the court house. It was originally estab­
lished upon the manual labor plan, and it is designed to furnish
the diligent students with means in part, of supporting himself.

It's funds consist of real estate, valued at $3,000
Claims for property sold, 800
A subscription by responsible persons, amounting to 6,700
Total, $10,500

"The course of studies embraces the ordinary elementary
branches of English, mathematics, the Latin, Greek, and French
languages. Terms, for ordinary branches, (perquarter) $5. Board is
furnished at the institution at $1.50 per week. Present number of
pupils, 57." (18)

(18) Michigan Gazetteer.
This constitutes the first official description of the school that I have been able to find.

Michigan was in its beginnings in 1838. The statistics of the churches are given, though it is stated that they only approximate accuracy, for "the flux of emigration and other circumstances, render them, in some cases, somewhat uncertain." The Methodists are credited with "about 10,000 communicants; the Presbyterians with 3,294; the Baptist with 3,250; the Episcopalians with 448; the Congregationalists are described as being 'for the present united with the Presbyterians'; and the Catholics with one diocese and thirty priests claimed 'a Catholic population of from 20,000 to 24,000; 3,000 of whom are converted Indians, 8,000 English, Irish, German, and American, and the balance are French.' "The census taken at the close of the year 1837 shows the aggregate population to be 145,000." (19)

Though the institute seems to us but a very small school, we must know that the population of Kalamazoo County was only 6,367, and the village is described as having "a court house, jail, a branch Bank of Michigan, one church for Presbyterians, a flouring mill with two run of stone, a tannery, eight stores, a printing office which issues a weekly newspaper, a book store, three physicians, and five lawyers....... The State road from Detroit to the mouth of the St. Joseph passes through it. There is a railroad incorporated to connect it with the mouth of the Black River, and the central railroad has been located to pass through the village." The population of the township is given as 1,373. (20)

(20) Ibid., pp. 306-7.
As has been said the Board of Regents of the University of Michigan had located a branch of that institution at Kalamazoo. These branches were to be feeders and preparatory schools for the University that was not yet started. A singular paragraph in the Michigan Gazetteer of 1838 calls attention to some of the fears of the promoters of the enterprise. "There are two obstacles that can seriously be supposed to interfere with the successful operation of the university -- those which originate in the conflicts of sectarian and political preferences and opinions. As to the former, there is little cause of apprehension. To the honor of Christianity it may be said, few States exhibit that degree of harmony between the several denominations, that exists in Michigan. As to the effect of political preferences upon its prosperity, there may be ground for some solicitude."

In 1838 there was erected in what is now the north-east corner of Bronson Park a two story frame building which was popularly known as the "Branch". The first principal was George Eastman, a graduate of the University of Vermont and said to be "a very estimable man and efficient teacher." The institution seems to have been seriously handicapped by lack of students. The people of Kalamazoo appear to have regarded it as an interloper in affairs educational. They already had the Institute which was perfectly capable of taking care of all the students that wished training of the character both institutions were to give. (22)

On the other hand, the Institute was not without its difficulties. The year 1837 is noted in the annals of American history as a

(21) Ibid., p. 135.
(22) History of Kalamazoo County, 1880, p. 141.
panic year. Money was very scarce and credit was hazardous. Business was prostrate. The funds needed for the completion of the buildings and the paying of salaries was hard to get. It is evident that the subscriptions mentioned in the Gazetteer were not collectable. "The future prospects of the school," we are told, "were decidedly gloomy." (23)

The thing that seems to have saved the Kalamazoo Literary Institute from that fate which overtook all the other schools of the time seems to have been an arrangement that the trustees were able to make with the Regents of the University. It was agreed that the trustees of the Institute should nominate or elect the teachers; the regents would ratify the election, thus making them officers of the branch, and moreover, furnish the money necessary to keep the institution alive. (24) This arrangement seems to have taken effect in 1839 under the principalship of David Alden. The branch building, being new and commodious, was used for class purposes while the institute building was made into a dormitory. The partnership between the Institute and the Branch was continued until 1845, when the State withdrew its support. The building continued to be used, however, as before until the men of the Institute were removed to the new college building on the hill, now Kalamazoo College Dormitory, and then by Mrs. Stone's school for girls until it was moved from "Academy Square" in 1855.

The "Branch" is described by one of the students who studied there as being "by no means an imposing edifice.......but plain and unpretending as it was, many a pleasant association will......

(23) Ibid.
(24) Ibid.
gather round the memory of its whittled pine benches and cracked and dimly walls." The "beggarly array of chemical apparatus, that used to be kept in the closet under the stairs," consisted of an "iron retort with a long neck, and a few glass tubes and bottles." It was arranged so that the boys assembled and recited principally on the lower floor, while the girls did the same above. For common recitations they met together. We are told that a stage ran across the south end of the boys' room, where on Wednesday afternoons they used to recite some of the popular selections of prose and poetry of the time, such as, "Hohenlinden", The Boy Stood on the Burning Deck", or selections from Scott's "Lady of the Lake". On such occasions the girls from the upper room were invited to be present and lend aid or embarrassment, as the mood struck them. (25)

The only neighbor to the "Branch" on what is now the park was an old log jail, situated near to the mound on the S. W. quarter of the park on what was then known as "Jail Square". Park Street was then "Jail Street" and the Academy Street received its name from the Branch. Those were days when South Street, West Street and North Street marked three boundaries of the village and all outside was fields or woods.

A new era for Kalamazoo Literary Institute and for education in Michigan was ushered in by the coming of Rev. James A. B. Stone and his wife, Lucinda Hinsdale Stone, in 1843. Each of these people wrought a notable and permanent work here during the uninterrupted period of twenty years during which they were at the head of the educational forces of the Institute and College. Both were (25) Reunion of pupils of Dr. and Mrs. Stone, 1885.
inspired by a vision of the great educational possibilities in this state and community, and the place in these of the Christian college.

Mr. Stone was a native of New Hampshire, born in 1810. He graduated at Middlebury College and Andover Theological Seminary. He was a man of deep convictions and acted upon them. He was brought up as a Congregationalist, but changed over to the Baptist church when attending Andover. He taught in several academies in New England and in Middlebury College. In 1840 he married Lucinda Hinsdale. For three years thereafter he was editor of a missionary periodical in Boston, pastor of a church, and Professor of Biblical Literature and Interpretation in Newton Theological Institution. (26) One of his students wrote of him years afterwards, "He would have taken very high rank as author, clergyman, lawyer, or wherever executive force is applied. I recall pictures from his sermons as charming and picturesque as a bit of the New England landscape before me as I write." (27)

Mrs. Stone was his equal in every respect. She was born in Hinesburg, Vermont, September 30, 1814. She was educated in Hinesburg Academy, in Mrs. Cook's Female Seminary at Middlebury, and in the Burlington Female Seminary. She prepared for college exactly as did her male classmates at Hinesburg, taking a full course in Greek and Latin, only to find the college doors, that opened for them, shut against her who was in every way their intellectual peer, because she was a woman. This made of her a militant agitator and heroic pioneer of co-education. (28) She lived to see, almost

(26) Trowbridge, Baptists in Michigan, p. 75 ff.
(28) Ibid. pp. 4-5.
entirely through her efforts, one of her students became the first woman student and first woman graduate of the University of Michigan. She also saw the revolution in education for women that has placed them on an equal basis with men all over the country. Speaking long years afterwards of her school days, she said:

"Thus we (she and the boys with whom she was educated) went on until our ways parted at the college door, through which the boys in my class entered: but I, chancing inadvertently to breath out a desire that had been kindled a love of study thus begun, 'Oh, I wish I could go to college,' brought down upon me such a deluge of ridicule that I literally wet my couch with tears over it many a night, and our postmaster, a narrow-minded man, handed my name about with all kinds of opprobrium in the village post-office, proposing, that the citizens of the town petition the Vermont Legislature, then in session, to open the doors of the University to that aspiring young woman who wanted to go to college........ But I am sorry to say it was from the girls and women of the town mostly, that my improper desires for higher education received their most severe repression and rebuke. Ridicule is more powerful than arguments against all reforms and advancement." She from that moment had her great work cut out for her. Her description of how she succeeded in getting the first woman into the University of Michigan is indicative of her shrewdness and force. She says," I often wondered if there were anything in the law....that would exclude the daughters of the State from its (the U. Of M.) privileges. But for a long time I only pondered these things in my heart." In 1870 a

* Madeleine Stockwell Turner who graduated in 18__ and died at Kalamazoo in 1924, leaving the bulk of her fortune to Albion College.
young lady, a daughter of a former professor in Albion, who had pursued her studies in State College, and who on coming to Kalamazoo to live, went on with her work in Kalamazoo College, aspired to continue them at Ann Arbor, and Dr. Stone and myself, having carefully examined the law of the founding of Michigan University, and there by becoming convinced that there was nothing in the law to prevent Miss Stockwell...from entering there, proposed to do all in our power to secure this privilege for her.... So in 1870 Miss Stockwell... entered the sophomore class of Michigan University.... In the second year she joined two young women and the University of Michigan had become a co-educational school. (29)

Mrs. Stone did not intend to teach when she first came to Kalamazoo, but circumstances made it seem wise for her to take charge of the young women of the institution, for, if the University was not at that time co-educational, the branches were, With Mr. Stone as principal and his wife as preceptress the two worked out a system of co-education that was truly a pioneer enterprise. As she has said, "There were about an equal number of young men and young women studying beautifully together."

Many are the tributes that have been paid to this wonderful woman. One wrote,-- "no instructor--and I came under many in Michigan and Chicago Universities--ever so deeply impressed upon me the necessity, and also the possibility of progressive accomplishment." (30)

Speaking of the school in the 'Old Branch', as it was lovingly called by its pupils, Hon. A. D. P. Van Buren has said, - "there was

(30) Alice Boise Ward, reunion of 1888, p. 54.
but one government. All the difficult or appeal cases were referred for settlement to the Principal. The curriculum was simple, including all those studies that would fit a student for the University at Ann Arbor, or he could go through a part or the whole of the university course here, if he chose. Most of the classes below were made up largely of young ladies who came to recite; and the young men sometimes formed a part of the classes in Mrs. Stone's room. There was also a small room on the second floor, called No. 3, designed for the tutor's department, which was usually occupied by some of the advanced students, one of whom acted as tutor in hearing certain classes recite. This was the room where the students held all their meetings, and attended to all their affairs, and at the close of the term where they held their once famous jubilees, sang songs, responded to toasts, made speeches, and gave 'the parting hand'.

"It was not long", says the same author, "before this branch became one of the best known and most popular in the state. These branches were really young universities, equipped with the curriculum that was to be used in the main school at Ann Arbor when that should be opened. In the meantime they pioneered and led the way up from the log school house to the state university." (31)

Like co-educational institutions ever since, it is evident from the written documents that have come down to us that there was no lack of the romantic. One tells of the trial of one Ed. Burdick who was arraigned before the school for having stolen a kiss which he boldly asserted he would have gladly restored; or a stanza of school girl poetry that runs:

"'Tis but few remember that dreary November,

(31) Ibid. p. 84.
Whoever forgets the glorious June?

Those nights and those mornings, the sunsets and dawning;
The sweet, tender wooings beneath the bright moon." (33)

As to the scholarship, Dr. Stone stated at a luncheon given him by
his former pupils in 1885:- "At that time the institution had
conferred no academic degrees, although it was the oldest literary
institution in the state....Our faculty was small, and too modest
to play college, and so sent their students to the university or to
some eastern colleges when they wished to graduate." Then he men­tioned one, Edwin S. Dunbar (later a colonel in the Union army)
who was admitted to a class higher than the teachers at Kalamazoo
had expected. (34)

The oldest curriculum that I have found is one for the year
1846:-

"English Department.--

Junior Class in Grammar. Class in Algebra.
Senior Class in Grammar. Class in Geometry.
Junior Class in Arithmetic. Class in Natural Philosophy.
Senior Class in Arithmetic. Class in Chemistry.

Classical Department.--

Junior Class in Latin. Junior Class in Greek.
Middle Class in Latin. Middle Class in Greek.
Senior Class in Latin. Senior Class in Greek.

This was not a very broad or elastic curriculum certainly, but
there were some extra-curriculum activities, such as the editing in

(33) Alice Boise Ward, Reunion of 1885, p. 60.
(34) Ibid. p. 111.
1845 of a "paper called the Mirror" by two students, Charles Blackwith and A. D. P. Van Buren. This was "published each Wednesday afternoon when the elocutionary exercises were over. (35) Graduating orations were a feature of the commencements. One of the students recalls that his oration was on the subject "per aspera ad astra", which is the motto of the Sherwood Rhetorical Society, and which he facetiously translated, "Jordan is a hard road to travel." (36)

Kalamazoo College is the joint product of three institutions, the Kalamazoo Literary Institute, the Kalamazoo Theological Seminary, and the Kalamazoo Female Seminary.

The theological seminary dates from a movement of the Baptist State Convention, which was first organized August 31, 1836. The second article of its constitution embraced "Education, especially that of a rising ministry", among the objects to be promoted, and a resolution was adopted recognizing, the Kalamazoo Literary Institute, but urging the importance of the founding "a literary institution of higher character offering all the incorporate powers of a college." In 1837 the committee reported that the Legislature would not charter such an institution. However, the feeling of the necessity of an institution for the training of men for the ministry and missionary service continued to grow until in 1845 the Convention instructed its Board to collect means and establish a Theological Seminary at Kalamazoo. (37) The next year it was reported that forty-one acres of land had been purchased for a site, (Forty-one acres for §750) (38), and the plan of a building 104 x 46 feet,

(35) Alice Boise Ward, Reunion of 1885, pp. 78-82.
(36) Chas. P. Jacobs, Reunion, pp. 76-7.
(37) Trowbridge, Baptists in Michigan, p. 62.
(38) Haskell, Historical Sketch, 1897, p. 15.
four stories high, had been adopted. This building was erected soon afterwards and is not the college dormitory. (39)

In 1849 Principal Stone of the Institute was appointed Professor of Biblical Theology, and commenced instruction in the Seminary. Because he was still principal of the Institute and also because the Institute buildings had burned, he transferred the male students to the seminary building. The teachers of the Seminary and of the Institute were identical in most cases. However, they did not draw double salaries, for we are informed that the seminary funds were separate from the college funds, as was the government of the institutions. In the case of President Stone it was found when the matter was aired in the courts, that he did not draw any salary from the Institute, but that each year, as he had outside sources of income, he would make provision to pay the salaries of his teachers and whenever there was an excess over what was necessary for that purpose, he would present a bill for his own salary,—a happy contingency, we are informed, that never occurred. (40)

The Kalamazoo Theological Seminary was discontinued when the policy of the State Convention was changed from the maintenance of a seminary of their own to that of cooperation with the seminary at Chicago and those of the eastern states for the training of students for the ministry.

The other institution that entered into the present college was the "Kalamazoo Female Seminary" as it was called. While the Institute occupied the old 'Branch' building, the young men and young women were educated together, as has been stated. After the young men were moved to the building on the hill, popularity known then as Mt. Carmel, the young women continued to occupy the
'Branch' under the direction of Mrs. Stone, who carried on the enterprise as a private school. They then occupied both floors of the building. Music and art were added to the curriculum.

After the removal of the 'branch' building from Academy Square in 1865 the girls were taught in the basement of the First Baptist Church for some years. Such other rooms as could be rented in the vicinity were used for music and class purposes, while the recitation periods "stretched over all the daylight hours of the twenty-four." (41)

In the meantime, Mrs. Stone and others, friends of the college, were raising a fund for the purpose of erecting a building for the school for young women. The amount does not seem large now, but in those days it was a lot. The largest subscription for this building was for $1000 by Caleb Van Dusen of Detroit. Mrs. Stone, herself gave $500. After much sacrifice most of the balance was raised in the village of Kalamazoo and "the school was transferred ......to more pleasant and commodious quarters in the Female College building at the end of...South Street."........."I have sometimes thought," Mrs. Stone said years afterwards, "that it seemed to me that every brick in that building had been cemented with my tears -- More, my blood." This building, known popularly later as the Lower College Building and officially as Kalamazoo Mall, was first occupied in 1859.

The female seminary was incorporated with the college in 1855 when the fuller charter privileges were granted by the Legislature.

(39) Trowbridge, Baptists in Michigan, p. 18.
(40) History of Kalamazoo County, p. 145.
(41) Mrs. Stone, Reunion, p. 41.
(42) Haskell, 1864, p. 7.
When the department entered into their new building in 1859, the college Board of Trustees assumed its support and control. (46)

The oldest catalog possessed by the college and, so far as we know, the oldest extant, is that of 1851–2. It is entitled, "Catalogue of the Officers and Students in the Kalamazoo Theological Seminary and Literary Institute." (44)

The "Theological Faculty" consisted of "Rev. James A. B. Stone, Professor of Systematic Theology and Biblical Interpretation. Rev. Samuel Graves, Professor of Sacred Rhetoric and Ecclesiastical History." There was also a professorship of "Hebrew Language and Literature", the duties of which were "for the present discharged by the other professors."

The Faculty of the Literary Institute was as follows:

"Rev. James A. B. Stone, A.M.,
Professor of Moral Philosophy and Rhetoric.
Rev. Samuel Graves, A. M.,
Professor of Intellectual Philosophy and Logic.
Rev. William L. Eaton, A. M.
Professor of Greek and Latin Languages.
Luke Osborn, A. M.,
Professor of Mathematics.
Theodoric R. Palmer,
Tutor in Mathematics and Languages."

I suppose that any modern college professor will admit that, although the curriculum was rather narrow, these men must have spread

(44) This is bunched up with a number of others and came from the private library of Prof. D. Putnam. It is now in the possession of the college.

Fourth Year.

themselves rather thin, if they actually did what the catalogue states as their task.

The attendance of that year (1851-2) was as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth Year</td>
<td>2</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>3</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>4</td>
</tr>
<tr>
<td>Third Year</td>
<td>5</td>
</tr>
<tr>
<td>Second Year</td>
<td>30</td>
</tr>
<tr>
<td>First Year</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

The course of study is interesting also, as indicative of the elementary nature of the studies, in comparison with those of the same institution of today.

"First Year.

- Ancient and Modern Geography
- English Language
- Arithmetic
- Modern History
- Physiology
- Rudiments of Latin
- Rudiments of Greek
- Chirography

Second Year.

- Greek
- Latin and Latin Antiquities
- Algebra
- Geometry
- Meteorology
- Ancient History
- General Grammar
- Bookkeeping

Third Year.

- Greek
- Latin
- Geometry
- Trigonometry
- Conic Sections
- Natural Philosophy
- Zoology
- Logic
- Rhetoric
- Elements of Criticism

Fourth Year.

- Greek
- Hebrew
- Astronomy
- Geology
- Chemistry
- Moral Philosophy
- Intellectual Philosophy
- Philosophy
- Zoology
- Political Economy
- Natural Religion."
The fifth and sixth years were devoted strictly to subjects usually taught at that time in theological seminaries.

Under the heading "expenses" we learn that "Board can be had in good families at places conveniently near the Seminary building for $1.25 per week. The tuition in the Theological Department was "gratuitous". In the Literary Department it was "from $12 to $16 per year." Room rent in the dormitory was "$4 per year".

In a page devoted to "General Remarks" we find that "students who wish to prepare themselves for teaching, or the transaction of business, can take an eclectic course of such studies as they may wish to pursue." We are also informed that "facilities for work are abundant to such students as desire to labor a part of the time; together with the vacations, will enable any young man of enterprise, to meet a considerable part of his expenses."

There were at that time two societies in the institution: "The Missionary Society for Inquiry" and "the Sherwood Rhetorical Society." With the latter was connected a "well-supplied Reading Room. The use of the Library "is free to all candidates for the ministry, and to other students, under certain restrictions." It is interesting to note that the Sherwood Society is mentioned, which has had a continuous existence since 1851 and is probably the oldest college society in the State.

The administration states that its educational creed is as follows: "While we appreciate and retain mathematical and philosophical discipline, so far as practicable, and have no desire to lay destroying hands upon the scholastic laws and customs of other ages, we still claim, in educational matters, to belong to the
School of Progress, and have endeavored to shape our plans to meet the wants of the age, and especially of the Western States."

We are informed that the Theological Seminary is the only institution of its kind, belonging to the Baptist denomination "north of the Ohio River and west of Lake Erie." "It is the design of its founders to promote the cause of sound learning, to assist in training up an efficient and godly ministry for the west, and to furnish our quota missionaries for a world lying in wickedness."

Among the students listed in that year, we note: - Theodoric R. Palmer, later lieutenant colonel of a regiment in the Civil War: Henry C. Briggs, later judge of this judicial circuit; J. H. Everard; J. Bardick; George W. Taylor; John D. Bleyker, Charles A. Ransom; and Edward Woodbury, all familiar names to residents of Kalamazoo.

The catalog of 1854-5 gives the list of teachers of the Kalamazoo College." On February 10, 1855 the governor of the states approved a bill which states, "From and after the passage of this Act, the Kalamazoo Literary Institution, located in the village of Kalamazoo, shall be and the same is hereby known by the name of Kalamazoo College, and . . . . the Trustees thereof shall have power to confer the honors and degrees usually granted by collegiate institutions . . . . Provided, that the primary degrees shall not be conferred on any students who shall not have passed through a course of studies equivalent to, and as thorough as that prescribed by the Regents of the University of Michigan for candidates for degrees." The thing for which Thomas Merrill labored and prayed, and for which others worked years was accomplished. A denominational college was established in Michigan. The monoply of the University
in the matter of granting of degrees was broken. Thus Kalamazoo College became the first Michigan college, just as the Michigan and Huron Institute, from which it sprang, was the first school of that sort in Michigan Kalamazoo then claims for itself the first Institute, the first higher school for girls and the first church college in the State. It was also the first school of higher education that admitted men and women on equal footing.

There were in that first year of college existence, 15 students in the Theological Seminary, 31 in the college classes, 114 in the Preparatory Department and 120 in the Female Seminary, making a total of 280 students.

The course of study began to take on the form of a regular classical school of collegiate rank,—much Latin, Greek, Mathematics, Philosophy and Rhetoric and a little Science.

A strain that is familiar to those who have watched the struggle of non-state institutions in the mid-west is found in the information that the Trustees are "engaged in raising, toward an Endowment, a fund of $30,000, some $20,000 of which has been already pledged." The fund was raised by the sale of "scholarships of $100 each, which secured to the buyer the free tuition of a pupil for a period of 25 years." These scholarships became a thorn in the flesh of the administrators of the college for the next generation.

Two literary societies are named in this catalogue,—the Philolexian Lyceum having been organized to rival the older Sherwood Society.

Upon matters of requirements for admission the college was certainly liberal. "The Institution is open to all young men who bring with them satisfactory testimonials of good moral character."
The next year's catalog (1855-6) provides for the examination of entrants before they are admitted to classes.

In the list of members of the faculty for 1854-5 are found the names of Edward Olney and Daniel Putnam, men who did much for higher education in the state.

College discipline of those days seems a bit amusing to us today. In an old record book of the faculty for 1856, (45) we find the following entries for September 22:

"Voted -- That recitations be suspended on Friday afternoon, it being the time of addresses before the County Fair.

Voted--That Dr. Stone and Prof. Page be a committee to see the parents of L. H. Douglas and state to them the utter delinquency of their son, and the necessity that exists of immediate reform or else his connection being broken off."

Evidently merciful measures did not work reform, for we find the entry on November 5: "voted -- That the connection of Luther Douglass with the institution be and is hereby severed on account of persistent misconduct and inattention to study."

We wonder what could have been young Douglass's offence, but on this the record is silent. However, in February of the same college year there is another case of discipline with the nature of the offence recorded. It states that: "Whereas, it appears that Marvin Lawrence has brought cards into the Institution, played there-with and has instructed some and endeavored to draw in others, therefore be it:

(45) A manuscript in the possession of the College."
Resolved, That he be suspended from connection with the Institution at the pleasure of the Faculty." Evidently young Lawrence was not utterly incorrigible for we find an entry on March 2: - "Voted that M. H. Lawrence be permitted to return at the commencement of next term."

The college was growing rapidly under Dr. Stone's administration, when the Civil War broke out. Speaking more than twenty years afterwards, Dr. Stone said: - "We shall never forget that obedient to their country's call, one hundred brave souls left us and their books and mustered on the tented field.....Some sleep on the battle fields of their country." (47)

Dr. Stone's son, James H. Stone, speaking of those men said at the reunion of 1885: "Among our martyrs I recall that erect, commanding form of Dick Eldred, of whom we were so prod; I see that modest, patient fellow, Birge; those Carter brothers; handsome Seymour Cornell; and the towering, awkward, figure of my dear old classmate, Edwin R. Easton, with whom I was so intimate. He was thirty years of age and I was fifteen; he was six feet four in height, and I was four feet six. We were in all things, the antipodes of each other and yet inseparable." (48) The tablet on the wall of Bowen Hall contains the names of these and others who came not not back from the war.

The war was not ended when another calamity came to the institution. Dr. and Mrs. Stone resigned under painful circumstances in November, 1863. So intense was the feeling over this affair that about 150 students left the college, some graduating from

(47) Reunion, p. 25.
other institutions, like Adrian, Olivet, Rochester, Michigan and Chicago and others never resumed their studies. It took many years for the wounds that were then inflicted to heal over, and the growth of the college was seriously impaired. (49)

In April, 1864, however, things took a brighter look, when the Hon. John M. Gregory, who for six years had been State Superintendent of Public Instruction and editor of the Teachers Journal took the presidency of the college. "The first policy that he voiced was the payment at once of all indebtedness and important additions to the endowment, with the pledge that no more debt should be allowed. Dr. Gregory was a graduate of Union College and already made for himself a fine record as an educator. A later writer describes his activities as follows: "He illustrated the power of brave and masterful leadership, speeding from lake and from southern to northern bounds of the state, ordering and inspiring. With pledged cooperation everywhere, an average of about $1,000 per day raised, until the debt was paid and a liberal allowance in hand for future expenses. (50) Another, describing this campaign for funds says: "The gifts were from thousands of individual, church and Sunday school contributors, and were mostly paid at once. It was the terrible battle summer on the Potomac and the soldier students' love of the college was illustrated by the telegram from one:- "In the trenches before Richmond, fifty dollars." Another who had fallen had the same sum given for him by his sister. The endowment of a Children's Professorship was planned and prosecuted with a considerable success. A few men of larger means promised liberal additions

(50) Trobridge, Baptists in Michigan, p. 77.
(49) History of Kalamazoo County, 1880, p. 147.
to the endowment, one of which was to be a permanent provision for the president's salary." (51)

"Dr. Gregory infused great energy into every department of the college and made an effort to secure an able and effective faculty. The catalogue of 1865-66 reports the whole number of students in attendance 217, the young men being nearly twice as numerous as the young women." There were fifty-six in the collegiate classes. The faculty was made up of Dr. Gregory, Prof. Daniel Putnam, Prof. H.L. Wayland, Chas. D. Gregory, Robert H. Tripp, Austin George, J. H. Caldwell, J. S. Lane, Julia A. King (preceptress), Mrs. Martha L. Osborn, Letitia J. Shaw, Prof. J. Maurice Hibbard, and Mrs. Sarah Rub bard.

Dr. Gregory's connection with the college was too short to accomplish all that this splendid beginning promised. In 1867 he resigned to take the presidency of the newly organized University of Illinois. It is said that he would not have gone, had the Board of Trustees felt able to guarantee him a salary of $1,200 per year. However, he did not lose interest in Kalamazoo College, for years later, in sending an unsolicited contribution to the Olney professorship, he wrote: "I hope I may be able to do more for the dear old college."

Dr. Gregory's departure was sorely felt, and, together with the failure of a subscription of $15,000, which had been productive, and the loss of a large bequest through a legal technicality, the progress of the college was badly arrested. Professor Daniel Putnam was made acting president, new indebtedness was incurred, and the

(52) Trowbridge, Baptists in Michigan, p. 77.
receipts of the year were some $5,000 less than the expenditures. This was a severe blow to the friends of the college who had so recently raised so much money for the institution. (53)

The whole period from 1863 to 1893 was one of struggle. Several times during that time it was thought that the college would have to be abandoned. Probably the last time was in 1891, when it was proposed to merge the institution with the University of Chicago, was just then being founded by Dr. William R. Harper and John D. Rockefeller.

From 1868 to 1887, the presidency of the college was in the able hands of Dr. Kendall Brooks, one of the most inspiring teachers and most devoted lover of boys that ever lived. He was a graduate of Brown University and Newton Theological Institution. At the time of his election, he was the editor of the National Baptist of Philadelphia. He was a man of varied experiences, retentive memory and broad culture. He had a largeness of sympathy and a breadth of view that were all too uncommon in his generation.

On the written page of the institution, the administration of President Brooks seems to lack greatness, but it is written large in the lives of those men who were privileged to be "his boys".

His whole administration was handicapped by lack of funds. An endowment fund of $50,000 which was subscribed in the first year of his administration was lost through non-payment owing to the hard times that followed. Yet through all these years there were stanch friends of the institution that kept it alive and an examination of the treasurer's accounts from 1864 to 1886, while

(53) Haskell, 1897, p. 28-29.
Showing deficiencies from year to year, also show steady increases of assets from about $6,000 to $64,551. "Nothing could better show the steadfastness of the real friends of the college." (54) However, the income was not enough to meet the expenditures and at a meeting of the Trustees at Jackson April 24, 1885 action was taken to close the college, till "our financial condition shall justify a re-opening of the college." (55) Those were dark days for the friends of the college and for the students. Those of us who were in the institution then will never forget the sorrow we felt at the prospect of leaving the beloved alma mater to which we were so firmly attached.

The hour of necessity was also the hour of greater endeavor. Again the churches and alumni and friends of the college rallied. The citizens of Kalamazoo subscribed $20,000 for an endowment of apporfership to bear the name of the city. To the honor of Dr. Brooks, who had resigned from the presidency the subscribers petitioned that he might be chosen as the professor. The trustees elected him, but he thought it his duty to decline. The total raised at that time amounted to $51,203. (56) This time that fund was not encroached upon for running expenses. It became the nucellus about which more has been accumulated, until the endowment of the college today is the largest of any of the non-state institutions of Michigan.

From 1887 to 1891 Rev. Monson A. Wilcox of Oswego, N. Y. was President. He was a graduate of Colgate University and had studied

(54) Ibid. p. 31.
(55) Haskell, 1897, p. 32.
(56) Ibid. p. 33.
theology at Newton and Union Seminaries. During this period the Olney Memorial Professorship was raised and a woman's dormitory, known now as Wheaton Lodge, was completed and occupied. This was a great addition to the equipment of the institution. However, the productive finds were still so small that the salaries were pitifully meager. We find three of the professors receiving only $1800 each, another $1500, the "lady principal", $900, and a woman teacher, $800 and the president $2500. (57)

Dr. Wilcox was succeeded by Theodore Nelson, one of the college's most honored alumni. However, his most arduous service during the war, coupled with the task of pulling the institution up to the place he conceived it should occupy, so undermined his health that his term was less than a year. He died in May, 1892.

That summer Professor Al Gaylord Slocum, of Corning, N. Y. was elected president. The friends of the college again rallied to its needs, Bowes Hall was built. The endowment was increased, until by the end of Dr. Slocum administration in 1912 it was almost adequate for the needs of an institution of 200 students. The curriculum was also thoroughly revised. The laboratories were equipped, the number of students was materially increased, and no one talked again of abandoning the institution.

The remainder of the college's history is very modern. Dr. Herbert L. Stetson was president from 1912 to 1922. This was a period of steady growth in students and character of scholastic work done. The alumni began to increase in numbers rapidly and to

(57) Records of activities of Board of Trustees.
be found largely on the roster of the trustees. The number of the students doubled. The Great War of 1914-18 found students of Kalamazoo taking their places in the nation's army and navy, as their predecessors had in 1861-5. Ten of these never returned.

In 1922 Allan Hoben, Ph. D. was made president. He is a man of large educational experience and great vision. The college has now twenty-five persons on its teaching staff and a student body of 375. Several years ago it gave up its preparatory department and all courses that do not belong to what is strictly a college of liberal arts. Its present campaign for endowment is within $140,000 of its goal, which will provide a sum sufficiently large to finance a college of 400 students. The money is nearly raised for a large dormitory for young women, which will house 100 college girls in the best possible way.

As to the future, which to us looks very attractive, President Hoben is laying his plans along the following lines:

A reproduction of the English type of college with faculty houses on the campus.

A small student body and small classes.

Round table methods with emphasis upon individuality rather than upon quantity production.

A fellowship of learning rather than an authoritative method.

A conservative policy in respect to buildings and material equipment, and a liberal policy as to faculty and instruction. Thus are the dreams of the founders, -- Merrill, Eldred, Stone and others coming true. "Other men have labored and we have entered into their labors."
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Dr. Kendall Brooks was president from 1868 to 1887. One of the most inspiring teachers and most devoted lover of boys that ever lived. Graduate of Brown University and Newton Theological Institution. At the time of his election, he was the editor of the National Baptist of Philadelphia. He was a man of varied experiences, wide sympathy and broad culture. A mathematician, philosopher, journalist, teacher and executive. His largeness of sympathy and breadth of view were all too uncommon in his generation. On the written pages of the history of the institution, the administration of Pres. Brooks seems to lack greatness, but it is written large in the lives of those men who were privileged to be "his boys". It seems to us that if we have done anything worth while, it was because of the influence of this great man.

Only occasionally does a boy meet and become associated with a man who makes such an impression upon him that long years fail to remove the impress. Yet Dr. Brooks was just such a man, and scores of men who came here to college during the 19 years he was president, were filled with high ideals and ambitions by this lover of boys. He loved college boys with an ardent love and he won their affections and veneration as few men ever have.

My father's request of Dr. Brooks -- his acceptance of the trust. His discipline was the discipline of love -- like that of Colet. College policy "Do right." Opening address.

Sacred moments with Dr. Brooks.
Corporal punishment -- "Sud" Conrad.

Kalamazoo College an institution with breadth of view. Due to such men as J. B. Stone, Dr. Brooks, Dr. Stetson and Dr. Hoben. It is a great succession. In a day when sectarian differences were much emphasized, others urged Baptist preeminence, not K. Brooks. Long before the Baptist church ceased to exclude Methodists and others unwashed from communion, he had advocated and hoped for a communion table of all believers. His friendliness with Unitarians, Jews and catholics. Sequel to Mrs. Barnes story -- dance in 1886.

Trustees meeting at Jackson. Vote to close the college. Dismay of students. The rallying of Kalamazoo citizens. Mrs. Israel. Then a year later Dr. Brooks was dismissed as president. He was not considered a financier, but his successor emptied the college halls in 3 years. His whole administration was handicapped for lack of funds. An endowment fund of $50,000 which was subscribed in his first year here was lost through non-payment owing to the hard times that followed. Yet all through the years he struggled on and gained friends for the institution that kept it alive. The treasurers accounts in 1864 showed assets of $6,000, in 1886 there were $64,551. "Nothing could better show the steadfastness of the real friends of the college," says one, and we may add, the faith and faithfulness of the great man at its head. The thing that was hardest for those who loved him to forgive was that after he had saved the college in 1886, the trustees dismissed him in 1887. He might have stayed as a professor, but he was afraid he would embarras the new man who was to succeed him, so he accepted the chair of mathematics in the new
college at Alma, of which his friend Henry W. Hunting was president. Thus Kalamazoo lost one of its most distinguished citizens and the college one of its greatest souls. He went to Alma College and left us poor. His service there was very great for several years. His devotion to a cause, of Mrs. Barnes. Went to Baptist church at Alma, the preacher was !!!!

His theory of Christian giving. The Jew considered that there was a tenth which belonged to God and should be given. The Christian's view must be that all he has is God's and ask not, "How much should I give to God," but, "How much should He allow me?"

Dr. Brooks' little red book:— I found out about it one day in Alma. We were visiting one day in his study when he opened a drawer and took it out. It contained a life history of all the boys who ever came to K. C. under his administration. We went through it and he asked me for any news I might have of the men who were here while I was, that he might keep the record up to date. I have often wondered what became of that book. It almost seems that it should be among the records of K. C. He never forgot one of his boys.

It is very fitting it seems to me that we pause today to do reverence to this man of rare culture, this devoted soul, this pioneer educator, this lover of boys — Kendall Brooks, and it is fitting that we have with us today his son Prof. Kendall Page Brooks whom I also count as my friend.