THE BUILDERS OF THE COLLEGE

WEDNESDAY AFTERNOON

THE COLLEGE AND THE STUDENTS, 1857–1860

CHARLES JAY MONROE

The College, when I first saw it May 10, 1857, consisted of a tract of mainly timber land, without an acre fully cleared. A few acres had been slashed down and the logs and brush cleared. On every hand were old stubs and partially burned trees. The fire had scorched the timber next to the clearing, so that at every point of the compass to which you turned, you beheld dead and blackened trees which presented a most desolate scene. There are a few pictures in the library which give a faint idea of it.

College Hall, a dormitory, and a small brick barn constituted the buildings. The old dormitory, known for many years as "Saints' Rest," stood a little east of the present site of Williams Hall, and was burned in 1876. These buildings were surrounded by logs and stumps, the carpenters' and masons' leavings, and other rubbish. The roads to the buildings were lined with stumps which had been dug or pulled out and in some cases partially burned.

The road from the College to lower Lansing was fairly good, judged by the road standard of those days. Lansing consisted of three parts, Upper, Middle, and Lower, and the distances and partition woods between them were sufficient to make them distinct towns.

The travel to the College was mainly from Middle Lansing, via Michigan Avenue. This street was usually a mud hole from the hotels to the College, particularly in the spring and fall, and was lined with timber except now and then a small opening made by new settlers. In this connection I wish to call attention to the large stone beside the road with a fair-sized tree seemingly

growing through it. As I remember it, the crack was then small and only partly across the stone, and the tree was about the size of a finger. It was the frequent resting-place on the trips to and from Lansing. I suspect that the growth of the tree is largely due to the mud scraped from the shoes of the wayfarers, which furnished soil and water and created a sort of common ownership in the many contributors. I doubt if any boy in subsequent years passes the stone and tree without thinking of college days.

Lansing had no railroads. The nearest were the Detroit and Milwaukee at St. Johns, and the Michigan Central at Jackson. Most of the boys came by these routes. From Jackson to Eaton Rapids there was a plank road, but it had so many broken or missing planks that for a good deal of the way the square edges of the plank made it worse than the round logs of a corduroy. From Eaton Rapids to Lansing it was mainly mud holes. We regarded ourselves as fortunate if we got our trunks through, even by carrying a pole or rail for considerable distances to pry the old stage out of mud holes.

Personally, I did not know as to the road from St. Johns. I only recall that when there was a comparison between those from the north and from the south, one would conclude that both were among the worst in the state. It is fair to state that the vacations in those days were in the spring and fall, and so at the seasons of the year when the roads were at their worst.

The dedication exercises were held May 13, 1857, in the college room usually known as the chapel. This room has been the general meeting-place for all sorts of gatherings for fifty years. At the dedication it was crowded to its limit, and many stood about the doors, both inside and out. With two others I stood in the south center window, the platform being on the north, or opposite, side.

The next day those wishing to enter the College met in this same room as requested by the president. They were required,

as I remember, to register their names, ages, residence, and occupation, and state the occupation they expected to follow after leaving college. Then the rooms were designated where they could go for examination. Fortunately for many of us, the questions were easy. The next day we again assembled, and all who had passed were assigned rooms. There were four students to each room, to do their own chamber work. Within a day or two we were again called to the chapel by the president. He stated that for the present he wished to assign the work as far as possible to those familiar with the work designated. A show of hands was asked, for those accustomed to driving horses. Probably four-fifths responded. After a few questions, the teamsters were chosen. Next, those familiar with oxen, a less number, responded. I was named to drive one yoke. The call was continued until nearly all the different sorts of work were mentioned and someone of those lifting the hand would be designated.

The first work, in which nearly all took part, was cleaning up the carpenters', painters', masons', and plumbers' rubbish, and clearing away the logs and brush near the buildings. As I remember it there was not an acre fully cleared on the farm—that is, with stumps out as well as logs and brush removed. Later there were many changes made in the assignments. As for myself, I continued to drive the oxen through the summer of 1857, mainly on the stump machine. In the summer of 1858 I drove the same team as a logging team, and *they were extra.*

Visitors coming to the logging field who were familiar with that sort of work were sure to notice and admire the team. Those remembering back to the days when clearing and logging were a prominent part of the work in Michigan will realize that a good logging team was highly valued, and their ability to make a log snap was often praised.

I recall an incident which occurred at a near neighbor's. A Mr. Seaver had an extra yoke of oxen of which he was very

proud. As I was passing the field with several friends where he was logging, one of the party expressed the wish to drive out and see the men roll up a log heap. I introduced my friends and stated they would like to see a heap made; I also remarked that I was sure they would like to see his oxen draw the logs. He hitched to a long one and waved to everybody to keep away from the switch end, then sprang toward the oxen with raised whip, calling out, "Haw, Buck." This brought the oxen toward him and he, dancing back to keep out of their way, stammered out, "I beg your pardon, I beg your pardon, Buck, I meant, Gee."

In the winter of 1857 and 1858 chopping was the principal work. Over a hundred acres on the south side of the river was slashed into windrows and burned the following summer. We worked in three divisions, two and one-half hours each—first, 7 to 9:30; second, 9:30 to 12; third, 1:30 to 4. The second was expected to be out in time to take the tools of the first, the rule being that the same boys should follow each other in the use of the same ax.

An incident occurred the latter part of the winter which furnished considerable amusement and was made the subject of a very entertaining essay read before the Lyceum. As division No. 2 was leaving the dressing-room (where clothes were changed or overalls put on over the ordinary suit) word was received that a bee tree had been found and that the boys of No. 1 division were having a treat of honey. The boys of No. 2 abandoned the usual custom of marching in Indian style of single file and struck a double quick for the scene of feasting. The bridge was a large fallen tree reaching from bank to bank. Ordinarily it was adequate, but on this occasion when the whole squad were having a neck-and-neck race and all were wanting to cross at the same time, it resulted in several taking a forced bath before the coveted feast. Arriving at the scene, a pitched battle occurred which discounted a college rush. Besides, the bright sun warmed up the bees, and they with

natural patriotism sought in a very stinging manner to defend their home and honey. They inflicted a good many wounds which soon became prominent and remained so for several days. Like all great battles the sad scenes came afterward. While none were killed and only a few wounded as above stated, the after effects of the hearty feast of honey *mixed with rotten wood* proved very disastrous in its relaxing effects, and sent most of the participants to the hospital. Few wanted any dinner and a less number went to the afternoon classes.

The principal work of 1858 was clearing the land, especially that cut over the previous winter. Some corn, oats, potatoes, and garden truck were raised and the old apple orchard was set out. The most notable and impressive event of the season was the fever and ague. The plowing and stirring of a hundred acres or more of new land with all its decaying vegetation turned loose an immense amount of miasma. The remark often made, "that it was thick enough to cut with a case knife," had much truth in it. In the latter part of August and fore part of September there were 70 out of 100 students unable to attend classes, at least they could come only every other day, as the fever was mainly intermittent. That is, one day the patient felt as well as ever, and the next, never felt worse. The main consolation the sufferer got was the frequent assurance that it was only the ague and nobody ever died from it. Classes were greatly interrupted and in some cases suspended for a short time. Many of the students became very impatient at the interruption of classes; some not familiar with fever and ague declared that it was unnecessary, that the boys were just as well as ever part of the time and might get their lessons and not be holding others back. I had a roommate who was of this way of thinking and unwittingly expressed it too freely. As my boyhood home was on the windward side of a mill pond I knew personally of its debilitating effects and still more of it from frequent observations of others, and reminded him it was a more weakening and

serious disease than he could appreciate without actual experience. A little later it got hold of him. He was a sturdy, pushing New Englander and fought it off bravely, keeping up his work and study. One morning about 10 o'clock I came in from work and found him behind the stove doing his best to keep his knees from shaking, his chair from rattling, and his teeth from chattering. He put up his hand imploringly and said, "Don't say a word; if I ever get over this I'll never say another thing about anybody, as this is the meanest disease I ever saw."

The principal work of the winter of 1858–1859 was chopping, only instead of slashing it down we cut a large amount into four-foot wood, which was drawn to a long shed just east of the old boarding-hall. This furnished us rainy-day work or entertainment, fiddling it up with a bucksaw.

About a dozen of us remained through the spring vacation doing chores, cutting wood, etc., and four of us were able to recall in the Lincoln campaign that we had been rail splitters. A pleasant event of this vacation was our invitation to and attendance at the marriage of our Professor Tracy to Miss Sessions, professor of mathematics of the Michigan Female Seminary, of which I shall speak later.

The summer of 1859 the College can fairly reckon as its first year in which the production of farm crops and garden truck was the principal work of the students. All of the ordinary farm crops were raised and the quality and quantity compared favorably with those of the best farms in this vicinity. The garden in variety, quality, and quantity was by far the best up to this date and added greatly to the pleasure, comfort, and economy of living at the College.

The late Professor Prentiss of Cornell, who was a classmate, had the superintendence of the garden and directed the work in the afternoon, and it was my pleasure to assist him by having charge in the forenoon.

As the work of the four previous terms had been mainly such as I had been accustomed to in the childhood home—it being heavy timber and the clearings commenced about the time I was born—I got little that was new or helpful, except as the continued doing of any task makes one more expert in it. But the work, experience, and observation which I had in the two summer terms of 1859, which included the gathering, labeling, and arranging of seeds, I have felt were of great advantage to me, for which I have always been grateful.

I have previously mentioned the "Fem Sem," a short name for the Michigan Female Seminary, at Lansing in charge of the Rogers Sisters. There was some visiting of the girls at their college during the summer of 1858, possibly started and encouraged by the fact that Professor Tracy, in whose charge the overseeing of the boys principally was, was in the habit of visiting one of its teachers, to whom he was subsequently married, as stated above. The mutual interest and visiting between the two colleges were greatly increased in October, 1858, when the M. A. C. boys were invited to a husking bee at the "Fem Sem." A field of several acres of corn, as I remember, stood just east of the buildings, now used for the School for the Blind. The night was lighted by one of those brilliant harvest moons and also by the smiling faces of the "Fem Sem" students who acted as partners in the husking. The number of red ears found was quite remarkable, in fact so many and so well scattered over the field were they, that they occasioned a good deal of querying, some declaring that the planter must have had foreknowledge as to the future huskers. When the corn was all husked and picked up, and the stalks bound and set up, we were treated to a bountiful lunch and then to a jolly social time, not soon to be forgotten. We were allowed to linger into the small hours, probably on account of the good work done.

In passing, I cannot help remarking that this was more than a pleasant event to the boys and girls for an evening; it was an

important event for the colleges and especially to M. A. C., situated as it was three and a half miles from Lansing in a sparsely settled neighborhood. There were no seniors, juniors, or sophomores to introduce the new comers. For a year and a half about one hundred boys were deprived, except at the short vacations, of the companionship of mother, sister, or friends. The visits of the boys to the "Fem Sem" and of the girls to the College were of great benefit. I feel sure that memory serves me right in recalling the improvement in personal appearance, the greater attention to dress and address, the more frequent care of rooms and of the college premises, and an elevation of the moral tone. It was the assuming of a normal condition in the mingling of the boys and girls, with mutual advantage to both.

There was always plenty to do for busy heads and hands in study, reading, farm work, the care of rooms, and the mending and care of our clothes. Our sports were mainly of the country sort, "one-" and "two-old-cat" ball games, running, hop-step-and-jump, "pom-pom pull-away," tag, and leapfrog. Some of them were not very dignified; still there were no smashed noses, cracked heads, maimed limbs, nor any killing.

The principal event of general interest, and of special interest to those taking part, was a public exhibition at the close of the term, November 16, 1859. Nine students took part, besides a quartet which sang. The exercises were similar to those of the better class of district schools, and consisted of original orations and essays, interspersed with music. The old chapel was crowded to its fullest capacity, the larger portion of the audience coming out from Lansing.

The College was a typical Michigan pioneer in starting in the woods, in opening up roads, in logging and burning green timber, much of it in the wet season of the year, in the pulling of green stumps, and in ditching where an ax was as important as the spade or shovel. It was hard work for the boys and

expensive for the College. I recall one large oak stump with a large tap root and a mass of others needed to sustain the tall sturdy tree, cut from it. It was only a few feet from the front door of the boarding-hall. Digging away the dirt and cutting off the roots required about ten days' work. Then it took the stump machine to roll it out and two yoke of oxen and four span of horses a half-day to draw it to the river bank near the president's house, costing about $20.

I have also a distinct recollection of some of the ditches. One between College and Abbot was in places one and two feet deeper than the height of the boys. The dripping from the dirt thrown out and the spatter of the water from the chopping of the roots made the boys look as though they had taken a mud bath.

The administration was frequently criticized for this extensive work, but the legislature which fixed the limit of the location of the College and those who selected the site should share the responsibility.

I have imperfectly and hurriedly mentioned a few of the happenings of the six college terms ending November, 1859, and can now simply add that about two hundred acres had been cleared, four residences, a barn, and a small toolhouse had been erected, the lots well fenced and in condition to produce good crops, and a creditable garden and a greenhouse were well started. Better than all this, I believe the boys generally had reached that point where they appreciated that the work helped pay their way, gain health and vigor, and assist rather than hinder their studies.

I mentioned the dearth of female society during most of the terms until partially supplied by the girls of the "Fem Sem." I would not have it understood nor leave it to be inferred that the wives of the officers were not thoughtful and ready with kindly assistance; but they lived in Lansing until the latter part of the period covered and so could do little. I am sure

those at the College, when the steward and all his help left and the boys for a considerable time did the housework, recall how Mrs. Williams came daily to the College and gave generously of her time to assist us. Nor did we forget the many acts of kindness rendered by Mrs. Shearer who naturally left with her husband. For her motherly care and numerous helpful services in previous terms she will ever be held in grateful remembrance.

MEMBERS OF THE EARLY FACULTY

ALBERT JOHN COOK, 1862

Brothers and Sisters, Alumni and Alumnae, and Friends All:

I come with you to bring my tribute of respect, admiration, and love for our cherished Mother, under peculiar difficulties. When the summons came to leave duty and join in the glad festivities, I thought it would be quite impossible. But when the invitation came to speak for the men who planted this institution, men who seemed inspired in thought and purpose, so well did they build; men who worked with a Titan's energy; how could I say "No," though obstacles, high as Olympus, pushed themselves between me and this beloved place? Besides, no other one living knew all the men who wrought so admirably to lay the foundations of this splendid institution, who though they must grope in unknown fields, yet varied not from the course to the stars.

The late James A. Garfield spoke wisely in his memorable eulogy of President Mark Hopkins. Yet forsooth, unless the log were very short, there were better no log at all. Not even a log held the early professors of this College away from those first fortunate students. Indeed, it was the glory of the old Michigan Agricultural College that teacher and student were in closest touch. We old boys were ever welcome to closest intimacy with Williams, Abbot, Tracy, Thurber, and Miles, and we shall never fully appreciate the value of the inspiration that came to us from such helpful and wholesome association. A college is just what its teaching force—its faculty—gives out of energy, scholarship, and character. Were there ever teachers of more sterling stuff, more keenly alive to duty, than was that fine galaxy of men who so eagerly opened to us the pages of

science, art, and literature? Scholarship is what most gilds a college. No college ranks high, unless scholarship is its watchword, ever kept at the forefront. What an example of scholarship we had in the pedagogical founders of this institution! No wonder that with such examples of scholarship as that of Williams and Abbot and their colleagues, the students were stimulated to keenest mental effort!

But the greatest glory of any college are such examples of noble living that the students will most live, and so "will think most, feel the noblest, and act the best." Who that were here in those early days, and were touched by the impress of Dr. Abbot's sweet, true, loving spirit, can ever think of that life and influence, without being ennobled, even though so many years separate us from those glad hours? This College was well planned from its very inception; but what would planning avail, had we not had devotion to scholarship, purity of life, and keenness of conscience?

We have all realized how discouragingly short those golden years of study were! Have you not marveled that so many of our men took positions side by side with men whose opportunities had been of much broader range, and yet that our men were often in the lead? Two things the great college must needs do: it must teach its students how to grasp truth—to acquire knowledge rapidly; it must also inspire in its students a genuine love for study, which shall be an unquenchable passion. When it has done this, it may send its students forth, and they are potentially equipped. I believe this College has been peculiarly happy, through its scholarly men, in achieving these results.

Nor were our professors without able support. Bright, eager, responsive students did much to give impetus to mental "dig" in those days, when educational history was in process of making. Such men as Prentiss and Dickey and Clute and Preston and hosts more like them were as stimulating to our strenuous teachers as were the teachers inspiring to the pupils.

Yes indeed, our professors had splendid timber to fashion, and less wonder is it that their strokes were heavy and true.

PRESIDENT JOSEPH R. WILLIAMS

This College was peculiarly happy in its first president. He was a man of fine physique, pleasing presence, keen, active intellect, and possessed of a ready humor, that made him the ever-welcome companion of the student. He was also a man of broad, tolerant views, and were he alive today, he would keenly appreciate the proposition of a "square deal." The peculiar ideas which dominated in the early history of the College, whose wisdom was affirmed by results, originated largely with President Williams. When we remember that this was the pioneer agricultural college and that he was emphatically a pioneer, blazing a path in an entirely unexplored realm, it is a marvel that he fashioned so wisely and well. Moreover, he had no experts, as we have now, to whom he might turn for aid, in guiding this new enterprise to a successful issue. His masterful mind was well illustrated in his selection of the men to assist him in the new experiment. Mrs. Williams was a real colaborer, and the home of the first president was a bright spot for many a student who enjoyed its ever-open hospitality, in those days when agricultural college was parsed in the singular number.

PROFESSOR CALVIN TRACY

Among the first of the professors whose pleasure it was to throw light into dark places, was our tall, eager, enthusiastic professor of mathematics, Professor Calvin Tracy. He had written books that had won high praise. His health was poor, as indigestion was his constant companion. He told me more than once that he did not know what it was to feel well, and yet how ready and cheerful he was to help us over hard places! He was not only a close student but he was so transparently

true that his character rooted in the hearts and lives of his young companions, so that as they went forth, they had a firm grip on the best things of life. Such genuinely Christian character as guided the life of Professor Tracy never fails or ceases to influence every life that it touches, to higher thought and endeavor. It was jocosely remarked that "Professor Tracy loved the truly good boys and the 'digs;'" with his frail health and love for good scholarship, one can easily imagine him possessed of such prejudice. Can anyone who participated in those memorable geometry contests ever forget the ecstatic pride of our teacher, as the rapid, accurate work was reeled off as by a whirlwind? No one can know of Professor Tracy's life and thorough, earnest work, and not ascribe to him a large place in giving to the College its trend and temper.

PROFESSOR LOUIS R. FISK

Professor L. R. Fisk was one of that first faculty. He was a tall man with pleasing manner, and was ever gracious to all who came to him for consultation and advice. After the resignation of President Williams, Professor Fisk was acting president, until President Abbot was called to the presidency of the College. Professor Fisk was not so scholarly nor so thorough and accurate a teacher as were some of his colleagues, yet he was devoted to the interests of the College, and did much in those early first days to aid in placing the College on a permanent foundation and to create a loyal student body.

PRESIDENT THEOPHILUS C. ABBOT

Dr. T. C. Abbot was not at the College at its opening, in 1857, but he came soon and remained, honored and loved by all, until he was called to a higher realm of glory and usefulness. No one ever connected with this College did more to inspire sound scholarship, to exalt manhood, to develop in the students the very best of endeavor and accomplishment, than our revered

Professor Abbot. "His life was gentle, and the elements were so mixed in him, that nature might stand forth and say to all the world, This was a man!" Why did President Abbot have the entire confidence and reverence of the student body to a greater degree than I have known in any other, in all my college experience? He was a great student, and never appeared before his classes except when he was master of the subject he was to present. His deep, strong, but quiet enthusiasm, tempered by modesty and simplicity, inspired his students, and I often heard them say: "I would rather flunk in all my other classes than in President Abbot's." There was no shadow of pretense in his mental make-up, and he was a bold student who would ever venture to palm off anything that was not genuine in President Abbot's lecture-room. How fondly he touched his precious books! To see his reverent handling of books made us all love books the more. How free his great library was to all of us! How doubly careful were we that no spot or stain should mar those sacred volumes while in our care and keeping! Busy as was his life, whoever remembers the time when he would not eagerly take an hour if he could lift any of us over our troubles and difficulties? His quick, unselfish love for us all left no room for question, and the dullest, most heedless student among us knew that Dr. Abbot was his certain friend. Thus he proved to us "what is the greatest thing in the world."

How Tennyson, and Milton, and greatest of all, Shakespeare, took on new life as he opened their treasures to our dazed appreciation. *Lycidas* became a gem which we have always treasured, since he revealed its rare polish. *Macbeth*, *Hamlet*, *King Lear*, and the *Merchant of Venice* were all transformed as he brought out the rare beauties and the deeper philosophies of those great dramas. Rhetoric and logic and English literature took hard study; yet as he flooded these themes with light, they became fascinating to us, and we wished the recitation hour longer and the time for study not so short. To have known President Abbot

as a teacher, and to have enjoyed his masterful lectures, presented with a splendid diction and rare finish, explain the fact that highest ideals in culture and life were at the very first a treasured part of the equipment of this institution. The cause of agricultural education owes a great debt to this College, and to no one man more than to Dr. Abbot.

As can truly be said of President Abbot, so we can say with equal truth of Mrs. Abbot, "None knew her but to love her, none named her but to praise." She was the true wife, cultured, bright, scintillating; she made their home the dearest place on the campus. It was a very Mecca to us students, and ever held its hospitable arms wide open to give glad welcome to us and our friends. How far I am from being alone in my feeling that I owe an immeasurable debt of gratitude to President and Mrs. Abbot!

He was the ideal college president, great enough to consult with and listen to his faculty and ever to keep the respect and confidence of his board. Such a president always commands a loyal student support, and his influence will ever be in the ascendency. Until disease laid its heavy hand upon him, Dr. Abbot was a tremendous power in the College, and better, a power that always made for righteousness.

DR. MANLY MILES

Dr. M. Miles, though not in the faculty at the opening of the College, came very soon, and for twenty years was a colossal force in molding its character and steering its course. Dr. Miles was a born scientist, a hard student, a close, accurate observer, and he loved to unearth truth as he loved nothing else. He made the truths of physiology and zoölogy fairly glow with interest. It was pleasure to give hardest effort to master his subjects. We knew that he burned the midnight oil, and the perfection of his work won the respect which every good teacher must command from his pupils. Laziness and good teaching are

never bed-fellows. It is not too much to say that there was not a lazy hair in the capillary envelope of our beloved professor of agriculture. When he commenced to teach us entomology, there were no suitable textbooks, but what cared he? Like Agassiz, whom he so much admired, he taught us to study the things of nature and not what others had said of them. His enthusiasm kindled a quick flame in the minds of his students; and how he loved to dig out the hidden truths of agriculture; and what a superb course he built up in that branch! Next to Dr. Abbot, and I am sure that Dr. Miles would wish me to make this exception, were he with us today, he did more than any other of that early staff, to direct this College rightly. It was a sorry day for this institution, when the governor demanded his resignation. If "dirt is matter out of place," then a short word describes that governor. What Agassiz was to natural science development and teaching in this country, so was Dr. Miles to the development of agriculture and agricultural instruction. Dr. Miles's versatility was surprising. He had rare genius in all lines of mechanical invention, and his readiness of resource added to his power over his students. This College, and agricultural education as well, must never forget how much that is best in their fabric came from the hard work and rare genius of Dr. Manly Miles.

DR. GEORGE THURBER

Dr. Thurber was very much like Dr. Miles in many ways. He was here but two or three years, and yet his hard work and marked ability in the science which he loved so well, and his vivacious enthusiasm made him a great favorite among all the students. The exceeding pleasure that came to me in the multitudinous walks with Dr. Thurber, and the love of natural science that came as he opened the great book of Nature in his marvelous fashion, awaked in me a loving appreciation that has deepened with the years. Dr. Thurber's government work

had given him rich opportunity to solve Nature's problems, and he improved them to the utmost. The students thought of Dr. Thurber as a walking encyclopaedia, and indeed he deserved the title. He was quick with advice and information upon almost every subject; and his perpetual fund of wholesome humor made him the center of attraction in every social gathering. His telling service in the horticultural department, and his exceptional ability to make science clear and fascinating, constituted seed of the right kind, when agricultural education was first taking root. Except for his one lamentable failing, what a power for good he might have become, in this first agricultural college! I have often wished that he might have had in boyhood and youth such influence and companionship as would have come with association with one like Dr. Abbot. How different might have been his life, and how he might have enriched the science department of this College through his rare ability and genius!

PROFESSOR ALBERT N. PRENTISS

Professor A. N. Prentiss was one of the first two alumni called to the faculty of this institution. My intimate association with him, and friendship for four years of college life, and my equally pleasant relation with him as a fellow-teacher, make it difficult to speak dispassionately regarding his character and work. Of all my college associates, next to Dr. Abbot, he did most for me. He was clean, true, able, industrious, and of that gracious make-up, that would never barter character for aught that life or man could offer. In the seven years that he taught here, he builded up the department of botany and horticulture in marvelous fashion. How little he had to help him, and yet how the students loved him and his work! His dignity of bearing and purity of life were a constant inspiration to the entire student body. Cornell took a gem from us, when she captured Professor Prentiss. This College has made mistakes; I think the first

was when she permitted Cornell to swoop down and rob us of the invaluable services of Professor A. N. Prentiss.

PRESIDENT EDWIN WILLETS

Many of you knew Edwin Willets as well as did I; but I am sure that none of you loved him more. He was a man of broad outlook. He had a great heart and every student knew that President Willets was a friend that could be counted on. We all had reason for sadness, when it was announced that President Willets had been called higher, and had accepted. With President Willets came a change in the management of the College. I think it was a sad mistake, not to say a disastrous one. Before this, changes in internal management were suggested and all new appointments to the faculty were nominated by the president, but only after fullest conference with and approval of the faculty. The board only confirmed. No college board ought ever to do more. With President Willets came a lamentable change; I feel sure without his desire. Additions to the faculty and startling changes in the internal management were made, with no consultation at all with the faculty, and at times, I think, without the knowledge of the president. I know not if this plan still prevails, but if it does, the College is laboring under a serious handicap, and one that the alumni should undertake at once to remove.

PRESIDENT OSCAR CLUTE

President Clute was the other of the first two alumni that served on the faculty. He was also a loved classmate. He was scholarly in his habits, and clean and true in his life. I need not speak to you of his quick response to duty's call. I must, however, give a page or two from the last chapter of his life. He lived near me, and I saw him often. He suffered great pain, and led a lonely life. At the last, he was in a great room at the Soldier's Home, and so knew no privacy or retirement. To one

of his peculiarly sensitive nature, this must have been a severe trial. Yet he made no murmur, and never was he more loved and respected by those closest to him than in those last sad days when pain and solitude laid such heavy hands upon him. He exemplifies in the last hours how real Christian character may glorify life, even in the "dark valley of the shadow of death."

PROFESSOR C. L. INGERSOLL

We were proud of Professor Ingersoll. His work here was excellent. Subsequently, as a professor in a prominent university, and as president of one of our prominent agricultural colleges, he added new laurels to his fame. With us, he made his lectures so virile that though his students must work hard, yet they loved and respected their teacher, and were full of regrets, when another institution, that placed a higher value on his services, took him away. I have spoken of two mistakes made by this College, in bygone years; one was emphasized when such men as Ingersoll, Garfield, Davenport, Durand, and Bailey were suffered to leave us. Think what prestige has come to Champaign, from the admirable work of Davenport! And what glory limited not by country's shores has come to Cornell, from the splendid work of Bailey! All of this prestige should have come to their own Alma Mater, and would, had the value and the rarity of great teachers been appreciated. The faculty makes the college. Two things are of such incomparable importance, that they must be insisted upon: the greatest pains must be taken in securing new men, and the valuable knowledge of the faculty must be utilized to the utmost in making selections. We must have high scholarship, aptness to teach, and most important of all, men of transcendent character. The other point is just as important: when the right man is secured, hold to him with a relentless grip. Such a course will push any college into the ascendency.

E. M. PRESTON AND S. M. MILLARD

I cannot forbear to give meed of loving appreciation of two of our alumni. Preston and Millard were samples of scores of the old-time boys: clean and spotless in their lives, possessed of a manly chivalry that was sweet and wholesome here, and that changed not as they stepped forth from college halls—men who set a pace, in that nothing was permitted to crowd between them and lessons thoroughly learned. The example of both was ever shouting, "Dig," in the ears of all of us students. Is it any wonder that both became marked men in the states they honored by citizenship? Millard was for years the president of the regents of the University of Illinois, and Preston has his name perpetuated in one of the excellent institutions of California.

As we come back to the dear old College, we are happy and proud to note the great growth and advancement that she has made; we delight in the splendid men that have gone forth to true manly lives. And may we not drop tears in grateful memory of the men, who from the first gave of the best in their lives, that this College might be an example of highest excellence and that the alumni might honor their teachers, and their Alma Mater, by doing nobly their part in the world's work?

HOW THEY TAUGHT IN THE EARLY DAYS

CHARLES EDWIN BESSEY, 1869

Picture these grounds as they were forty years ago, with one college building (now, I think, called Williams Hall, but in those days merely "the College Building"), one small dormitory, four dwellings for professors, a barn, a toolhouse, and a shed for sheep; the grounds mostly ungraded, the surrounding fields undrained and still retaining many of the giant stumps left when the recent forest was cut away. About the College Building was a little spot of graded bluegrass lawn, with a few gravel walks bordered with flower-beds and shrubbery. Here had been retained some of the broad, spreading oaks of the primeval forest to give dignity to the landscape. North and south and east and west, the nearby forests still loomed, cool and shadowy, filled with wild shrubs and countless wild flowers. And through the grounds ran the Red Cedar River, with its overhanging trees, its single wooden bridge, and many inviting swimming-pools. It is a quiet, rural picture which comes back in memory as I think of the College of the days when I knew it best.

The faculty as I first knew it consisted of six men: Abbot, our beloved president; Kedzie, the strong and sometimes stern chemist; Miles, the philosophical naturalist; Prentiss, the polished disciplinarian; Clute, the thoughtful student; and Fairchild, the mild-mannered scholar, now all resting in their graves; added to a year or two later by Cook, the genial teacher, who is still living. There was one assistant, Daniels, a quiet, helpful man who assisted Dr. Kedzie in the laboratory work in chemistry. These men gave all of the instruction then offered in the single college course of study. The College Building contained thirteen rooms, namely: the Chapel, and the Chemical

Laboratory on the first floor; two recitation rooms, and four office rooms on the second floor; and the Library, Museum, and three recitation rooms (two quite small) on the third floor. The Chapel and Museum were sometimes used for recitations, so that there were seven rooms available for class purposes—not a bad showing for the little college of about a hundred students, when it is remembered that there were at most not more than four recitations each hour, and only six professors in all to hold recitations. In fact, but four rooms in addition to the Chapel were ordinarily used for classes. The chemical classes always met in the Chapel, since it was possible to bring apparatus to it very easily from the laboratory on the same floor. The classes in botany met in a small room at the southeast corner of the third floor. The other rooms were common, and were used by classes in any subjects. All of the regular classrooms were supplied with blackboards and plain wooden chairs, and these constituted the "appliances" of that day. In most cases the professors had neither tables, desks, nor cupboards. Each professor quite literally occupied a chair, and nothing further.

It was emphatically the period of the textbook. Some of the professors gave lectures, but in every subject the student always had his textbook as the basis of his study, and daily recitations were the rule. We learned things from books, and were asked to repeat them orally at greater or less length to our teachers. We were not asked to write out what we knew, but were required to stand up and tell it under the keen eye of the professor, and the brutally critical attention of the class. In this way we learned to think on our feet, and I have always felt that much has been lost by the general abandonment of the old-time recitation, and the substitution of the written quiz and examination.

Chemistry, even at that early day, was taught by practical work in the laboratory. We had one lecture or recitation a day, and in addition two hours daily of laboratory work. In the

lecture the professor accompanied his presentation of the subject by carefully planned demonstration experiments, greatly to our edification, and occasionally to our amusement. In the laboratory we plunged at once into the qualitative analysis of unknown substances. We learned to handle chemicals and apparatus by the very simple plan of actually handling them ourselves. Of course we broke apparatus, and blew up things rather often, but finally we learned to be careful, and no one was killed or seriously hurt in the process.

In marked contrast to chemistry, was the presentation of physics which was wholly a textbook study. We used Olmstead's *Natural Philosophy*, reciting and demonstrating (on the blackboard) from its pages, but neither making experiments ourselves nor seeing any made by the professor.

Surveying was made a living subject for us by the addition to a stiff textbook of a considerable amount of field-work, with compass, transit, and level, and the accurate plotting of results.

Our geology was still a textbook subject only. There was no thought of the use of specimens of rocks or fossils by the class, nor was there any required field-work in connection with the subject. Yet there were in the Museum on the third floor many such specimens. The idea of their use by the students had not yet taken hold of teachers in American colleges. The Museum contained specimens to be *looked at* through the glass doors of the cases by the public and occasionally by the students, but such specimens were for preservation, not for handling.

In zoölogy we used a textbook, but its required use was small, indeed. The professor (Dr. Miles) loved to talk to us, and he led us in his talks far deeper into the subject than did any textbook of that period. Thus while we got less of detail, we were given broader views and larger generalizations than would have been possible by the textbook method. We always had before us the skeleton of a cow or some other creature, and to it the lecturer recurred for illustration times without number,

no doubt greatly to our benefit. Still the fact that we made no use of the mounted animals in the museum shows that the idea of illustrating the subject by specimens had not yet been adopted in zoölogy, to say nothing of the laboratory idea, of which apparently no one had yet thought.

Even the subject of entomology was mainly a textbook study. We memorized so many pages and repeated them as nearly as possible verbatim. Here we looked at specimens brought to the class. There was also some desultory collecting of specimens, and now and then a student was seen frantically pawing the air with a "bug-net," in his efforts to capture some beetle, bug, or butterfly. But we were under no supervision as to any field-work we might undertake. A few of us were fortunate enough to be employed in arranging and labeling the college collections under the supervision of the professor, and here we learned much about insects, their appearance, classification, and the practical work of making a scientific collection. It was laboratory work, but none of us recognized it, nor did we ever use the word "laboratory" in connection with it.

In my own science of botany the work was then mainly confined to daily recitations from a textbook, accompanied later by dissections and "analyses" of plants in the classroom, under the direction of the professor. We had a few simple dissecting microscopes which we used in these exercises. Here was no doubt the germ of the laboratory idea as applied to botany. But the purpose was not so much to find out the structure of the plant as to find its name. When that was accomplished we stopped further study of the plant. The name was the important thing and when it was found there was nothing more to be done, unless perhaps to check it off on the margin of the manual. In pursuance of this phase of botany we were required to do a good deal of field-work. We wandered over the fields, through the woods and swamps, often for long distances, in search of plants whose names we found out and duly recorded. Yet

our work was neither supervised nor corrected, nor were our lists of species submitted as a part of our work. We were not required to make herbarium specimens, although encouraged to do so, and some of us did make herbaria on our own account.

There was at that day a considerable collection of plants known as the "Cooley Herbarium" that had come into the possession of the College, and fortunately for me, it was in need of being mounted and labeled, and it fell to me to do it. This work which occupied my time for many weeks gave me most valuable experience in a department of the subject that was not taken up in the classroom.

The College then owned an immense Ross compound microscope, which we used to see standing in a case in a corner of the botanical classroom. It was never taken out for use in class, but always stood there as a challenge to us. I do not know what anyone else did, but at last I could stand it no longer, and getting permission from Professor Prentiss, who gave me the key to the case, I locked myself in the classroom, and taking out the ponderous instrument, looked it over, studied its complex machinery, and made myself familiar with its structure and use. This was my first use of the compound microscope, and this was all the practice I had with the instrument while in the College. It was not much, but it was a beginning, and it enabled me to handle the next instrument which came into my hands when a teacher myself, and to this extent made my own work more successful.

It was a primitive college, and the teaching of the sciences was primitive. We may smile now at the kind of instruction we received at the hands of the professors of that day, but it must not be forgotten that science teaching was rather new in all colleges at that time. Sciences were not well taught in any of them. In many they were not taught at all. And it is the glory of our Alma Mater that she encouraged the study of these sciences. Forty years ago this was the only college in the West

in which one could study all of the great sciences in any manner, or after any fashion at all. And it is greatly to her credit that, with the possible exception of Harvard University, this College then gave the most extended and thorough course in botany in this country.

It was a pioneer in science teaching, and its primitive methods were due to the fact that nowhere were better methods known or practiced. Elsewhere they were generally still more primitive. The College stood then as now for the study of things, as shown especially in its teaching of agriculture, horticulture, and stock breeding. In so far as possible even then the thing rather than the book was studied. The College was instinctively, though unconsciously, moving toward the modern laboratory method. It led the way toward illustration and the direct study of things themselves, and gave a strong impulse in aid of the incoming of the laboratory idea.

That the professors of that day builded better than they knew is no doubt true, but we cannot on that account withhold from them our praise for their good work, nor our gratitude for what they did for us. No alumnus of this College need be ashamed of the kind of work done in the early days, but rather should he be proud that his Alma Mater, though so young among the colleges of that time, was among the first to adopt modern methods of teaching and study.

THE COLLEGE IN 1870

WILLIAM JAMES BEAL

Early in May, 1870, I made my first visit to this College, then 13 years old, to teach botany during the summer. As a contributor to the *Prairie Farmer* I came with keen interest and wrote out my first impressions. Lansing was a town of 6,000 to 7,000, in the midst of which was the old capitol constructed of wood. There was but one railroad passing through the city from Jackson to Saginaw, and that was of primitive style. I secured a ride to the College with a farmer, and on the way soon learned that many farmers within twenty miles placed a low estimate on the value of the "state farm," as it was often called at that time. The course extended over clay knolls and corduroy, the poles of which were to keep the wagon wheels from getting deep into the mire. I saw how it was that President Abbot rarely rode in a buggy that was not well plastered over with clay. We were welcomed to the campus by driving through a patent self-opening gate—often out of order.

It is unnecessary for me to give a detailed description of the campus. Large numbers of the trees of the oak opening were dotted over the ground, most of which had been heavily cut back from the top with the thought that it would improve their appearance. This work had been done by C. E. Hollister, then a student and later a member of the first class to graduate in 1861.

At the right of the main gateway, then nearly due north from College Hall, were four small brick dwellings for the president and three professors. The bricks for these and the two halls were manufactured on the college campus, west of the present armory. Here[1] is old College Hall, Williams Hall just com-

[1] While reading this paragraph Dr. Beal pointed to various locations on a large map of the campus as it was in 1870.—EDITOR.

COLLEGE HALL
Built 1857. The original college building

pleted, the old Boarding Hall later dubbed "Saints' Rest," for reasons which I never fully appreciated. Here the old brick horse-barn, there the farmhouse, herdman's house, the old barn for grain and cattle, a greenhouse of primitive form, and the barn for use of the horticultural department. There is the town line between Lansing and Meridian. What is that zig-zag line along the road? Do you not recognize a drawing of a rail fence which has nearly gone out of fashion? Names of the faculty here, and there the list of buildings, and up there the number of students in different classes; and on this chart are the names of the studies pursued.

COURSE OF INSTRUCTION IN 1870

First term	*Second term*
FRESHMAN CLASS	
Algebra	Trigonometry
Geometry	Surveying
History	Practical Agriculture
Bookkeeping	Geology
SOPHOMORE YEAR	
English Literature	Entomology
Botany	Analytical Chemistry
Elementary Chemistry	Botany
	Horticulture
JUNIOR YEAR	
Physics	Physics
Agricultural Chemistry	Meteorology
Inductive Logic	Rhetoric
	Animal Physiology
SENIOR YEAR	
Zoölogy	Landscape Gardening
Practical Agriculture	Civil Engineering
Mental Philosophy	Moral Philosophy
Astronomy	Political Economy
French	French

In 1870 the income of the College was less than $40,000, the year closing with a deficit of $6,000.

The College was young, poor, and small. No member of the faculty had a chair to himself, but occupied a whole settee. For example, the professor of botany also taught history, some English, algebra, and civil engineering. The students took breakfast a little after six, and got out of chapel by seven, where the president called the roll. Classes extended over a period of four hours, all closing at time for dinner. In the afternoon for three hours all students were engaged in manual labor. While the classes were small and much rough work to be done, such as ditching and chopping wood, it was possible to enforce the law regarding manual labor, but as the College became older, the students more numerous, and foremen insufficient, the management of student labor was very burdensome and was perplexing in the extreme. Student labor was paid for at a maximum of seven and one-half cents an hour, and very little of it was instructive.

The regular system of hours for all exercises was recognized by horses as well as by students. For example, the department of horticulture worked an old black stage horse called "Old Prof.," which always started for the shed as soon as the afternoon bell rang. He was very orderly, soon learning to back the cart into a certain place under the shed.

The rough lane in place of the present one extended south across the river ending in a tamarack swamp known as "Number 12," and all beyond was in forest. No railroads crossed the farm in those days.

Fifty-nine students had graduated, of whom three had died. The ten women students selected such studies as suited them from the only course offered at the College, viz., the course in agriculture. Even at that day, President Abbot urged that some special provisions be made for a course suited to women, including household economy.

The college year consisted of two semesters, beginning late in February and closing with commencement in November, thus

affording an opportunity for students who desired it to teach a district school in winter. As will be seen, the entrance to the college classes was easy and of low standing. There was only one laboratory, and that was for chemistry in the north end of College Hall.

In 1870 it was not difficult to plan a course of study for an agricultural college. Except some points gathered from manual labor, which were not numerous nor very important, the students received, all told, eight weeks of daily work in horticulture and ten weeks in agriculture, and these topics were chiefly taught by the slow process of lectures. There were few books and papers to aid students in their pursuit of agriculture. The College was in the woods, so to speak, with no model to follow. Nowhere in this broad country were students taught advanced stock judging, stock feeding, the examination of dressed meats, soil physics, dairying, plant breeding, plant histology, ecology, plant pathology, the critical study of grasses, weeds, or trees, plant physiology, farm economics, the growing of forest trees, spraying for insects and fungus. Bacteriology as related to animals, dairying, soils, and plants was a sealed book.

The College had been started long before there was much demand for it by the best of farmers. This was due to the persistence of John C. Holmes, then secretary of the State Agricultural Society, more than to all other persons combined. Inaugurated under such conditions, adverse criticism was inevitable. Newspapers gave the College plenty of negative or left-hand advertising. For many years the only advertisements paid for was a part of a page in the *Michigan Almanac*. As late as 1870, the College had little contact with farmers by way of institutes or extension correspondence.

A few staunch men stood nobly by the College, notable among whom was Hon. Jonathan J. Woodman, afterward master of the State Grange and later master of the National Grange. From 1869 to 1871 he was speaker of the House of Representatives

and admitted that the College was not what it should be; but that was no reason why it should be discontinued, rather, "it is a reason why we should hold on, rally to its support, doing the best we can to help make it better, that it may become a credit to the state, the nation, and the whole civilized world."

A word about this chart on the wall, to which Mr. Monroe has referred. Six inches in length represents a year, and the width indicates the number of students in each year. The additions and endowments are represented on the upper side; the names of the presidents appear in the middle of the stream, sometimes deep and often turbulent. Leading events are named on the lower edge of the canvas. The widening stream representing 1,000 students, on which appears the name of President Snyder, is not the delta as it might seem, right at the entrance to a great sea, but is believed to represent this College fairly entering on a long series of years of ever-increasing prosperity when the students shall be numbered by thousands.

EARLY MEMBERS OF THE GOVERNING BOARD

CHARLES W. GARFIELD, 1870

To successfully manage an educational institution which connects itself with important matters of statecraft requires the highest type of public-spirited citizenship. To perform the best work in this capacity a man's purview must exceed the range of vision which is limited by a desire to serve his own ambition. Men of this type are not so plentiful as to make the task of their selection an easy one.

In any special type of education, which has to work its way into popular favor by the development of results which appeal strongly to the average man who feels it his right and privilege to criticize, there are special difficulties which often become a menace to the highest grade of management. When this management is in an appointive board the authority which is responsible for the appointments really holds the reins of the institution. In our own state the governor has from near the beginning of the Agricultural College had the appointment of the members of the Board of Agriculture. He has not always been guided by the highest purposes, but has occasionally considered these appointments as opportunities to wipe out the lesser political obligations incident to a political campaign.

However, as I review the history of our College management and recall the anxieties connected with its growth, I think we have been extremely fortunate in having at every period in its history representatives of the highest type of citizenship in the management of the institution.

In the early days the position of a member on the Board of Agriculture was far from being a sinecure. Not only did the members serve without pay, but the closest economy in their

personal expense was required. I recall on many occasions seeing these dignified gentlemen drawn through a continuous mud hole from Lansing to the College in a farm wagon very poorly provided with elasticity in its springs. These men were domiciled with the various members of the faculty during the periods of their meetings, and in the reports of the auditor-general I notice that in many instances the only bill rendered in the expense account was the railroad fare. It was at no small sacrifice of life comforts that these gentlemen performed the service of managing the College.

During those early days the students graded higher in age than now, and full-bearded men were common in the student body in the years immediately following the Civil War. I recall an instance when one of the recent appointees upon the faculty mistook a board member for one of these students and the conversation, which was intended to be patronizing, became extremely ridiculous.

I have been fortunate in having had acquaintance with nearly every member of the Board of Agriculture since it became the controlling body of the College. Of nearly fifty men who have served in this capacity under appointment of the various governors, I can speak of but few and choose them rather because of the impression they made upon my own mind as accomplishing results in connection with the evolution of the institution of more than ordinary value.

First of all, towering above his colleagues, is the figure of Judge Hezekiah G. Wells, whose home was in Kalamazoo. He was a man of poise; he had a wide range of ability and the most courtly manners; he was a natural leader. He came upon the board when his type of character was most needed. He was a fearless advocate of agricultural education when it had no popular favor; he was an earnest and persistent defender of the faith when an agricultural education was sneered at by the educators, and encountered the opposition of a united farm community.

Never once, while he was a member of the Board of Agriculture, did he falter in his purpose to make this first attempt in giving an education toward agriculture a successful object-lesson in the state of Michigan. While he did not live to see the full fruition of his faithful service, the dawn appeared before he laid his armor down.

Mr. S. O. Knapp, of Jackson, came upon the board when his practical knowledge of affairs was most needed in the erection of the second set of buildings and in the development of the campus. Unusual duties were placed upon the shoulders of Mr. Knapp because of his ability and his nearness to the College. His knowledge of business methods enabled him to economize the restricted appropriations granted by the legislature so as to make every dollar count for the institution. For many years he gave freely of his time and energy, and to him, perhaps more than to any one of the earlier members of the board, belongs the credit of instituting the policy of definiteness in the financial policy of the institution.

J. Webster Childs, of Ypsilanti, came upon the board after having political training and the acquirement of knowledge as to the points of view taken by the farmers of the state. He was a leader in the Grange movement and it was through the influence of his strong individuality that the farmers, through this organization, new at that time, were brought into sympathy with the College and began first to understand the possibilities in its methods of education.

George W. Phillips, of Romeo, was a leading stock man and one of the managers of the Michigan State Fair. He was also interested in the first movement to establish farmers' institutes in this state. He brought great strength and sympathy to the College through his commanding position in agricultural organizations and his profound faith in the purposes of the College.

Franklin Wells, of Constantine, performed the longest service of any man in the history of the Board of Agriculture of Michigan

and every year's service from the first to the last was of increasing value to the College. He was a practical business man and gave his attention largely to the handling of the finances of the College. He had little patience with glittering generalities. Exactness in method and clearly defined purposes, with complete records of all transactions in which public funds were employed, were matters of great concern to him. Governor Bagley, in naming him at his first appointment, said, "I want a good business man in the college management," and in selecting Mr. Wells he performed a most valuable service to the institution, the impress of which was etched into the College history during a period of more than a quarter of a century.

For many years the alumni of the College, while not criticizing the action of any governor in making the appointments, argued that there should be a graduate of the institution on its board of management, and Henry G. Reynolds, of Old Mission, was the first selection which recognized this expression and influence of the Alumni Association. Mr. Reynolds brought into the atmosphere of the board a new element. He was closely in touch with a large number of the graduates of the College; he understood their contentions for modifications in the trend of the College, and was fortunate in having a disposition which harmonized with the other elements of the board, and from the very outset his influence became strongly in evidence in the activities of the board.

Col. William B. McCreery, of Flint, came upon the board after having filled various positions in the state government and with a very clear understanding of the elements of opposition which had been so strongly in evidence during the earlier years of the college history. From the very outset he was ready to fight for the institution and would not for a moment listen to adverse criticism without putting up an aggressive defense. He was a man of quick intuition, ready in alternatives, earnest in his methods, a good story-teller, and never knew what it was to be

discouraged. His keen sense of humor many times enlivened sessions of the board which under the serious conditions would otherwise have been very somber.

Henry Chamberlain, of Three Oaks, twice served the state for a term of six years on this board. He was an example of old-time gentility, courteous in manners, a student of educational methods, a practical politician of a most excellent type, and a broad-minded and determined man. He was always a fine member to work with whether in committee of the whole or upon a special mission. He was a keen observer of men, and during his term of service perhaps had more to do with the selection of members to go upon the teaching force than any other member in the history of the Board of Agriculture. Wherever Mr. Chamberlain went he was a partisan for agricultural education, and he never considered it out of place to talk about the Michigan Agricultural College. The institution was on his heart as well as on his mind.

Cyrus G. Luce, of Coldwater, was rather a caustic critic of the College previous to receiving his appointment upon the board. He soon became convinced, however, of the great value the institution could subserve in the state, and because of his leadership in the Grange and in legislative halls he became a power for good in the development of the institution. And when he came into the gubernatorial chair, he, of all the governors, was the most regular in his attendance as an *ex-officio* member of the board.

Ira H. Butterfield, of Lapeer, came upon the board after having had a wide experience in the management of the State Fair Association and in filling a position of trust under the United States government. Having had journalistic experience also, his services were of peculiar value to the College in that he gave voice to its methods; and because he was a master of details, he was always ready with a wealth of information to meet almost any possible contingency in the movement of the College to

catch the sympathies of people generally in its behalf. He had genius in originating methods of promotion; he was resourceful in plans for advertising the institution, and he knew, better than any other member of my acquaintance, how to gather in adherents to the cause of agricultural education without making antagonisms.

As my mind recalls the other names connected with the College management in the early days, it seems as if I was committing a serious error in not calling attention to other men who did special services, but time will not permit. All honor to these citizens of Michigan who fought the good fight for a type of education which has permeated the whole vast field of school and college and university influence. They builded better than they knew, and today it would make our cup of happiness to run over if we could see these pioneers in the service of agricultural education witness the fruition of which they scarcely dreamed.

MENDELSSOHN'S ORATORIO

Elijah

WEDNESDAY EVENING

Soprano—Mrs. Lillian French Reed
Chicago

Contralto—Miss Viola Paulus
Chicago

Tenor—Mr. John Young
New York

Basso—Dr. Carl Dufft
New York

THE BACH ORCHESTRA OF MILWAUKEE
Christopher Bach—*Conductor*

COLLEGE CHORUS
Miss Louise Freyhofer—*Director*