Lincoln College, Forerunner of Washburn Municipal University

Part Two: Later History and Change of Name—Concluded

Russell K. Hickman

Early in 1865, after nearly a decade of failure and frustration, the Kansas Congregationalists announced the founding of Lincoln College, to be a monument to the victory of freedom and its champion, Abraham Lincoln. A lack of population as well as resources, depression, drought and finally Civil War had all delayed the launching of a Congregational college in Kansas. The founders had in mind an institution of learning which would promote the ideals of their Puritan forefathers and furnish a more adequate supply of trained ministers for a wide territory of the Missouri valley, which they then expected to be rapidly settled. Religion and its handmaid, education, would rescue the great West from the clutches of worldliness, and plant the principles of New England on the farthest frontier.

College Fair

After some delay, on January 3, 1866, the new college at Topeka formally opened its doors. During the initial weeks the students and faculty were obliged to carry on in a very inadequately furnished building. This arose from a lack of ready cash, the funds advanced by Topeka being scarcely sufficient to erect the structure, while those collected in the East and throughout Kansas were given almost exclusively to the endowment.105 To provide for this urgent need it was decided to hold a fair, to be the first social gathering of Lincoln College. Apparently it was hoped to derive a little of the needed money from the Kansas legislators, then in session in Topeka. A complete program for this event was published in a local paper, February 8, 1866:

Russell K. Hickman, of La Porte, Ind., is a former staff member of the Kansas State Historical Society.

105. Topeka Weekly Leader, February 8, 1866, quoted below. The urgent need of ready cash is apparent in the minutes of the meeting of the trustees, February 13, 1866, when the treasurer was authorized to sell the college property, except the "permanent site," and to ask $2,000 of the society for the Promotion of Collegiate and Theological Education at the West (College society) to pay the teachers for the current year. In fact, a financial report of July, 1867, pointed out the necessity of taking $1,600 from the endowment fund to help defray the cost of constructing the college building.
LINCOLN COLLEGE, PART II

LINCOLN COLLEGE FAIR,
Monday Evening, February 12th, 1866.

ORATION—in the Hall of the House of Representatives by Hon. T. C. Sears of Leavenworth, Tuesday evening, February 13th [below].

CONCERT AND SUPPER—at the College Building. The services of the Topeka Brass Band have been secured and the supper will be the best that the ladies of this city can furnish. Everything will be arranged [sic] for a festive occasion, Wednesday evening, Feb. 14th.

The following programme will give an idea of the entertainments at the last evening of the Fair:

FANCY DEPARTMENT.—A large outlay of money and time has been made to furnish this department with any variety of useful and ornamented articles.

DEPARTMENT OF ART AND LITERATURE.—This embraces some 400 Engravings, Photographs and Lithographs, a collection of choice Prayer Books, and Bibles, some 30 volumes of Holland’s Life of Lincoln in all varieties of binding, many volumes of History and Poetry, Illustrated works, Toy Books, Albums and Picture Frames. The above articles will be sold as cheap as they are retailed in New York City.

In addition to the above there will be a Fish Pond, a Post Office, and last though not least, the Elephant will be on exhibition for the inspection of the curious.

One of Lippincott’s beautiful Velvet Albums filled with pictures, and valued at $40 will be disposed of by ballot to the handsomest unmarried lady present at the Fair.

A splendid engraving of President Johnson will be given in the same manner to the homeliest member of the Kansas Legislature.

OBJECT OF THE FAIR.—The funds secured will be appropriated for furnishing the College Building.

The funds raised here were barely sufficient for the erection of the building and those collected at the East were given exclusively to the endowment.

The college is educating without charge a large number of students, mostly soldiers and now seeks the means to continue this work with still better facilities.

Tickets for the evenings, covering the Oration, Concert, Supper and Fair, $1; for any one evening 50 cents.

Tickets for sale at Willmarth’s Book Store.106

The next week the Leader announced that, despite inclement weather, on the second night of the fair a very large crowd at Lincoln College enjoyed the “grand entertainment”:

Notwithstanding the falling snow and driving wind, one of the largest assemblies ever witnessed in Topeka was gathered at Lincoln College on Tuesday evening. It is estimated that at least five hundred people were present. The lower hall of the building was a gay scene. The walls were covered with paintings, engravings and other decorations. The table of fancy work was ornamented with the finest exhibition of taste. The Department of Art and litera-

106. Ibid. A preliminary announcement appeared in the Leader of the previous week (February 1, 1866).
ture was the greatest attraction—the best engravings—the nicest Bibles and Prayer Books with a choice collection of Books of all kinds were to be found here.[.] The Fish-Pond was over drained. The Elephant was visited by multitudes and was declared Elephantine. The velvet Album was disposed of after an exciting contest to Miss Annie Elmore. The result we doubt not is satisfactory to all, the recipient being highly esteemed for her virtues. Thursday eve is the closing evening of the Fair and will have connected with it a Free Supper and Concert. Let all who wish to see this college, now the pride of our citizens, prosper, attend.107

Another entry of the same issue of this paper announced that the severe weather had led to a postponement of the final evening of the fair until Thursday, when the remaining articles, including paintings and engravings not previously shown, would be sold. An engraving of President Johnson would then be voted to the legislator with "the most distinguishable facial organs." 108 The next issue of The Congregational Record announced that the fair realized over $600 for the college, clear of all expenses. "An ordinary broom was bid off at auction for two dollars. A large collection of books, pictures and photographs was secured by Prof. S. D. Bowker, as donations. These sold well. . . . The proceeds will be expended in furnishing the building." 109

THE ACADEMIC YEAR OF 1865-1866

During the winter and spring terms of 1866 a total of 38 students enrolled at Lincoln College—all in the preparatory department, since the college proper was not yet in actual operation. The catalogue for that year listed 22 men students, largely residents of Topeka or Tecumseh, of whom 18 were enrolled in the English department and the remainder the classical. There were 16 women students enrolled in the "Ladies' Course," also predominately from Topeka and Tecumseh, among whom the English department was again the leader.110 An account of May, 1866, remarked:

Although the Institution did not commence its first term till January, last, still thirty eight pupils have already connected themselves with it, and a class is preparing for College. The prospect for a large attendance in the fall is quite promising[.] The lack of a boarding house is a difficulty which the Trustees

107. Ibid., February 15, 1866. The preliminary announcement in this paper remarked that the fancy work was a "large and varied assortment . . . upon which the ladies of this city have been engaged several months."

108. Ibid. Those who were expected "to furnish provisions for the free supper and who have not been called on will be visited on Thursday morning."


110. Catalogue of the Officers and Students of LINCOLN COLLEGE For the Winter and Spring Term of 1865-66 (Topeka, 1866), pp. V, VI. In its admission of women Lincoln College reflected a democratic trend which was more pronounced after the Civil War, particularly west of the Mississippi river, where every state except Missouri made its state university coeducational from its first opening. In 1840 there were only seven American colleges for the higher education of women, but by 1860 the number had grown to 161 as coeducational academies grew up over the land. In fact, the instruction of women at Lincoln College was largely on a preparatory school level.
are now endeavoring to obviate so as to furnish board to students from abroad at nearly cost prices.\textsuperscript{111}

In their admission of freedmen, as well as in their policy toward coeducation, the authorities of Lincoln College adopted a progressive attitude. During the war and thereafter many of the former slaves flocked to the "abolition strongholds" in Kansas, thereby constituting a problem of the first magnitude.\textsuperscript{112} The Congregationalists had stressed the role of Lincoln College as a champion of freedom and could not logically exclude qualified students of color that might apply for admission; in fact, Article III of the "Articles of Association" promised "all classes, without distinction of color, the advantages of a liberal education. . . .” The following account described the first negro student of Lincoln College:

"The Irrepressible Conflict" has actually entered the halls at Lincoln College, in the form of a bright, sparkling colored boy. This is the first college, in Kansas, which, to our knowledge, has ventured the experiment. The "darkey" evidently enjoys his educational privileges, and bids fair to "shine" in more ways than one.\textsuperscript{113}

According to the school calendar for 1865-1866 the winter term extended from January 3 to March 20 and the spring term from April 4 to June 26. At the close of the winter term the custom of a public examination was initiated. The following account indicates that the students acquitted themselves in a satisfactory manner:

The examination at the close of the winter term was quite thorough and creditable to the institution. The classes in the languages and mathematics evinced, by their clear conception and ready answers, the work of the teacher and pupil during the term. Between thirty and forty students were in attendance.\textsuperscript{114}

\textsuperscript{111} The Congregational Record, v. 8 (1866), August, p. 39, report entitled "Lincoln College." Concerning the boarding house, see the section below entitled "The Academic Year of 1865-66."

\textsuperscript{112} By late 1861 considerable numbers of freedmen were already crowding into Lawrence, Topeka and other Free-State centers. The following winter Lawrence established a voluntary evening school for their education, which was very popular, proving conclusively the desire of the former slaves for self-improvement. Some months later a "Contraband Church" was erected at that place, under Congregational auspices, which was subsequently destroyed in the Quantrill raid, but speedily rebuilt. During the war Daniel Elkes, the pastor of this congregation, and his flock passed through many harrowing experiences. In April, 1864, it was said that schools for the freedmen had been successfully maintained during the preceding winter at Wyandotte, Quindaro, and Kansas City, Mo. One writer who in 1862 visited the school at Lawrence was much impressed by the songs which closed the evening session, one of which, adapted from a familiar hymn, was sung with fervor:

"Where, O, where is the Captain Moses, Who led Israel out from Egypt? Safe now in the promised land."

\textsuperscript{113} Cong. Record, v. 7 (1866), March, p. 197.

\textsuperscript{114} Ibid., April & May, p. 192. The first college catalogue announced that there would be private examinations of the classes at the close of the fall and winter terms, and a public examination at the end of the spring term. However, the public ceremony was often placed at the close of the fall or winter term—perhaps not to interfere with commencement exercises in the spring.

The first annual examination after Lincoln College was renamed Washburn was held June 21 and 22, 1869, and was described in some detail in the next issues of the Kansas Daily Commonwealth, Topeka. Although there were "troubled minds and trembling hearts and shaking in boots" among the students, they acquitted themselves in a way entirely satisfactory to their audience. Late in the afternoon of the second day they assembled in the chapel to hear the reports of their standings. In reading this account one cannot help feeling that the ceremony had an aspect of "staging," and was partly motivated by a desire to "sell education to the public."
Another practice common in those days was begun at this time and adhered to later—a “Prize Exhibition” of recitations, orations and dialogues by the students. The following program for the first event of this nature appeared in the Topeka Weekly Leader, March 22, 1866:

PROGRAMME OF PRIZE EXHIBITION AT LINCOLN COLLEGE,
FRIDAY EVENING, MARCH 23, 1866.

Music—Scholars’ Greeting—By the School

Music.

Music.

Music.

Music—Instrumental.
   Music—Parting Song—By the Choir.
   Admittance—25 Cents.\footnote{115}

In the spring term Edward F. Hobart, formerly of the Baraboo Institute of Wisconsin, was made acting professor of natural science and principal of the preparatory and scientific department, in a temporary capacity, apparently to accord greater freedom to S. D. Bowker to pursue his work as financial agent.\footnote{116} At the close of this term a note of appreciation for the good work of the college appeared in The Congregational Record:

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\footnote{115}{The March 29 issue of the Leader remarked that their foreman had published the above program, the editor being out of town. However, “the courtesy of a free ticket was not extended. Nobody to blame.” Perhaps this explains the absence of a subsequent account of the entertainment.}

\footnote{116}{Cong. Record, v. 8 (1866), August, p. 39, entitled, “Lincoln College.” A letter of Prof. G. H. Collier (MS. in Washburn library), February 24, 1866, invited Hobart “to take charge of the Academic Department next summer, but possibly for no more than a single term.”}

“I feel so confident that a good man will find a permanent position either in the Mathematical or Scientific department, that I should be willing to pay part of such a man’s expenses provided no such place is left vacant.

“The salary at present paid is $1500 a year.\footnote{I write this without authority from the board of trustees. . . .}“}

On February 28, 1866, the trustees reappointed S. D. Bowker financial agent, probably leading to an invitation to Hobart for the spring term.
LINCOLN COLLEGE.—The summer [spring] term of this institution closed, after a prosperous session, on the 26th of June. The friends of the college have reason to feel encouraged in view of the large share of public confidence and patronage which the college has already received both in our own and in other States. Prof. S. D. Bowker is now at Biddeford, Maine. Prof. G. H. Collier is spending a vacation at his old home in Wheaton, Ills. Prof. H. Q. Butterfield is laboring in behalf of the college among personal friends at the East. Prof. E. F. Hobart, temporarily connected with the institution is now at Baraboo, Wisconsin. He did a fine work and endeared himself in the estimation of all who had the pleasure of his acquaintance.  

Soon after the close of the spring term Professor Collier wrote from Wheaton, Ill., describing what he regarded the important mission of Lincoln College as a preparatory school and expressing doubt of his ability to continue teaching at Topeka, a salary of $1,000 being inadequate to support his large family. Excerpts from his important letter follow:

The farther I go from Topeka the greater the work before Lincoln College appears. For it there is a wide and open door, and it has a large and doubtless, fruitful field to cultivate, but it can scarcely take rank as a college for some years. It must first prepare its students, for they cannot be found ready prepared in Kansas, and there is little hope of importing them. This preparatory work is not less beneficial or less noble than that which may follow, but the machinery adapted to the one is not in all respects the best for the other.

What Lincoln College most needs, in my opinion, is a good Principal of the Preparatory Department assisted by an efficient and experienced lady teacher.

Other instructors will be needed as the college advances in the number and scholarship of its students.

On August 14, 1866, Collier resigned the chair of mathematics at Lincoln College but assured the trustees of his confidence in the “final success and usefulness” of the institution. In a letter 10 days later to “Dear Brother Bodwell,” he stated his reasons for this step and added that he expected soon to leave for the Pacific coast.

That the $1,000 salary granted members of the Lincoln College faculty in 1866 was inadequate in those days of post-war inflation

117. Cong. Rec. Record, v. 8 (1866), August, pp. 46, 47.
119. “I have felt and now feel as though the interests of Lincoln College do not require that I should be in Topeka for at least two years. . . .
120. “Still farther—after posting all the accounts, it is evident it will be very difficult for my large family to live on $1,000 and yet this is all and more than the college ought to pay. I was not able find a house in Topeka before I left. . . . (Thinks the interests of all parties will be promoted by his going elsewhere.)”
121. G. H. Collier to the board of trustees, from Findley’s Lake, N. Y., filed with preceding correspondence.
122. Letter of August 24, 1866, also filed with above correspondence.
123. “I am thoroughly convinced of the final success and urgent demand for Lincoln College. I was delighted with the beauty of the country and better pleased with the inhabitants than with those of any other new country that I was ever in.”
124. The November issue of the Cong. Rec. Record stated (v. 8 [1866], November, p. 87): “Prof. G. H. Collier has resigned, and with his family is on his way to Oregon. He has accepted a position in the Pacific University.” In 1886 he still retained this position in what was then known as the State University of Oregon.
is also apparent in the correspondence of Horatio Q. Butterfield. In the spring of that year the college authorities were endeavoring to conclude an agreement with the Connecticut educator and add him to the teaching staff for the coming school year, but the problems of low salary and added expense of moving from New England to Kansas proved serious obstacles. As a solution Butterfield desired permission of the trustees to obtain donations in New England, in the name of the college, from which he might retain enough to make his total annual salary $1,500, which he regarded the absolute minimum to provide for all contingencies. He pointed out:

1. I can not possibly get my family & my goods to Topeka without help. . . .

2. Bro. Cordley intimated, in a note written me before my Election, that my salary for the first two years might not be but $1000. I am now receiving $1500, and I find it does not go much farther than $1000 in 1860 or $900 in 1858. As I shall be breaking the ground the first two years,—needing books and all kinds of helps for my professorship, I am more & more afraid I shall be terribly pinched. If I only had even $1,000 in the bank, I would gladly spend it for Lincoln College. But I have nothing.

Now I am acquainted with a good many rich men in Maine, N. H., Mass. & Conn. And it is my intention to visit them in behalf of Lincoln College.

(1). Will the Trustees allow me enough out of the first $1000 I may raise to make me whole in moving? To cover expenses & necessary sacrifices? . . .

(2). Can the Trustees see their way clear to promise the full salary ($1500) as soon as I begin?121

A few weeks later Butterfield wrote that he chiefly wanted permission “to approach certain friends & acquaintances in the name of the College rather than in my own,” whereby he thought he could procure all he needed, and added that he was ready to try his hand at securing the endowment.122 At their second annual meeting on May 22, 1866, the college trustees pledged Butterfield a yearly salary of $1,000, providing they obtained aid from the College society. They permitted him to secure $500 from other sources, in the name of the college, and specifically authorized him to procure the amount needed to move his family to Topeka and to aid Prof. Bowker in


122. Ibid., dated May 7, 1866, filed with preceding. “I am ambitious enough to wish and almost vain enough to hope that my connection with it [college] will redound rather to its pecuniary advantage.

“Prof. Bowker asks me if I can turn into the work of securing the endowment. I am ready to do anything the Trustees wish. I should like to try my hand.”
securing the endowment.\textsuperscript{123} This action was received with entire satisfaction by Butterfield, who returned his unconditional acceptance and agreed to begin immediately the work of canvassing for the endowment.\textsuperscript{124} His addition to the faculty was to prove extremely fortunate in the later history of Lincoln College.

**ADDITION BY THE COLLEGE SOCIETY**

The early efforts toward an endowment had achieved some success, chiefly in the form of long-time subscriptions, but these had not been enough to afford any important income for the college, the urgent need of which became very apparent once the institution opened its doors. A circular of 1866 understated the case: ""The great want now, to give practical efficiency to the College, is an endowment whose amplitude will warrant the employment of the most able teachers the country affords."\textsuperscript{125}

The financial problem was in fact so serious that it rendered doubtful the employment of any teachers at all and obliged the trustees at their meeting of February, 1866, to authorize the treasurer to sell the real estate belonging to the college, with the exception of the "permanent site"; also to ask a grant of $2,000 from the College society to support the teachers for the current year and to request the endorsement by that organization of the effort to raise a $50,000 endowment in the society's field (chiefly New England).\textsuperscript{126} The report on the college which was presented to the general association in May, 1866, stressed the importance of completing the col-

\textsuperscript{123} "First Secretary's Book," pp. 25-28. At this meeting W. E. Bowker, J. W. Fox, H. W. Farnsworth and Lewis Bodwell were elected trustees for a three-year term.

\textsuperscript{124} Butterfield to McVicar, dated Rockville, Conn., May 30, 1866, in preceding correspondence.

\textsuperscript{125} Yours of the 23d, transmitting the result of the action of the Trustees on the day preceding, came this morning. I am entirely satisfied. . . .

"Let me say: my request for the guaranty of $1500 was not a sine qua non condition . . . to what I did make a condition indispensable, viz: the defraying of my expenses in moving. Had I understood as much about Western Colleges in general & Lincoln College in particular as I did after seeing Prof. Bowker, I should not have named the thing. The Trustees will not find me disposed to drive a hard bargain.

"I am now bound for Topeka.

"My acceptance of the Professorship of Ancient Languages is hereby made full & unconditional.

"I shall enter at once upon the work of canvassing for the endowment . . . May the Lord Smile on Lincoln College and upon all Christian efforts for its upbuilding. My faith in it is large and unequivocal."

\textsuperscript{126} LINCOLN COLLEGE, INCORPORATION AND NAME, a broadside of the Washburn Municipal University library.

\textsuperscript{127} "First Secretary's Book," pp. 24, 25. An abbreviated copy of this letter to Theron Baldwin, secretary of the College society, is possessed by the Washburn library. 'Point 6' of this application reviews the "Pecuniary Resources" as follows:

Permanent site, $1,000. Building, $8,000. Real Estate, $5,000. Nine pledges of friends toward the endowment, $7,880. Library, $2,000. Books pledge, $2,000. Kansas endowment, $8,000. Pledge by a friend of the College, $1,000. Total, $31,880, and when the $10,000 Kansas endowment was complete, total over $30,000.

Abbreviated language a detailed review of the geographical advantages allegedly possessed by Topeka, which was in a central location with respect to the populated portion of the state, and on the line of the Pacific railroad, already constructed to that place.
lection of the $10,000 Kansas endowment fund, "both on account of its bearing on our future effort at the East and more especially from the fact that . . . [this] is an important Consideration in securing aid from the Society for the promotion of Collegiate and Theological education at the West [College society], to help support the Teachers of the Institution." 127

At its annual meeting at Norwich, Conn., in the fall of 1865, the College society anticipated an application for aid from Lincoln College and appointed a committee with power to act. 128 After receiving the formal application of the college trustees, dated February, 1866, this committee met in May at New Haven, Conn. Lincoln College was represented by Samuel D. Bowker, assisted in an unofficial way by H. Q. Butterfield, who was about to be added to the faculty. Immediately thereafter Bowker sent to Peter McLVicar, the president of the board of trustees, a detailed report of the proceedings:

The committee of the College Society met at New Haven yesterday and spent several hours in considering the case of Lincoln College. I met with them and will make report of progress (?) The chief points which afforded occasion for questions or objections were these, viz. 1st The existence of a state university so near the college. 2d The apparent fact that the college was subject to Ecclesiastical control. 3d The immature state of the Institution—it having no freshman class. & 4th The lack of evidence that the laws of Kansas had been complied with.

The first question raised was soon laid aside for No. 2, which you will see by their second resolution was left somewhat undecided.

On the points No's 3 & 4 there was somewhat of a protracted discussion. On the 3d point it appeared that the Board of Directors had put on record their purpose to aid only colleges, and that while the Board might remove that restriction the committee as such had no power to do so. The 4th point could have been met easily if we had had a copy of the Revised Statutes of Kansas, they simply wished to see the law under which the incorporation was secured so as to know what power it gave trustees &c. This result falls short, of course of what we expected, and yet Bro Butterfield and myself who were present feel that it was as much, all things considered, as we had any right to demand.

I would advise the appointment of a committee . . . to consider the propriety of a modification of the 7th of the Articles of Association. . . 129

The committee are prepared to meet again and take final action when the law of the state concerning colleges is made known to them and they have a statement of there being a freshman class . . . . The result is simply a delay

127. Cong. Record, v. 8 (1866), August, p. 30. Concerning the early endowment efforts, see the first installment of this article.

128. Ibid., September, pp. 60, 61, an article entitled, "Lincoln College."

129. This article provided: "Be it further declared that it is the intent and purpose of this Association, that the Board of Trustees of said College, shall be so constituted at all times that its members shall be acceptable to the General Association of the Congregational Ministers and Churches in Kansas."
where at one time we stood all the chances of defeat. . . . These light afflictions are but for a moment, and will be as nothing a few years hence when Lincoln College becomes a power in the land. . . .

The resolutions adopted at this time by the special committee of the College society expressed their sympathy with the Lincoln College enterprise, and promised more positive action when the required conditions were met:

Resolved, That having read and considered the papers presented, and heard Prof. Bowker in regard to their Institution, the Committee express their strong sympathy with the enterprise, as one of great hope and promise, and when they shall have further information in regard to its incorporation under the laws of the State of Kansas, as, also, of the formation of a regular college class, the way will be open for its reception and endorsement, in accordance with the rules and principles of the College Society.

Lincoln College having been during the first two terms of its existence exclusively a preparatory school, the College society required proof of the “formation of a regular college class,” before it would endorse the institution. Professor Bowker wrote that they especially desired evidence of the existence of a freshman class:

Their understanding of a Freshman class is this that students who are examined or who may furnish evidence of their fitness to enter such a class next September are to all intents & purposes a Freshman Class and when you can certify that you have students whether now in or out of the college who are prepared to enter such a class (to the number of one, two, three even) they will regard it as a college proper and endorse it.

During the summer of 1866 the officials of Lincoln College made great efforts to fulfill these requirements. At their meeting on June 25 the trustees voted to authorize the president of the board and the professors to secure four students to form a freshman class, and to offer them free tuition for one year and board at not more than three dollars a week. The official announcement for the fall term stated:


“Mr. Baldwin stated that without the presence of some one nothing at all would have been accomplished. . . . This also makes it more desirable that Bro. Butterfield should be authorized to raise funds as he can accomplish I doubt not a good deal . . . in communities where the College Society does not go (in Maine &c). . . .

“I will mention further that they wish to obtain the rules and regulations of the corporators adopted . . . on the 6th of February 1865. . . . I escaped unharmèd out of the “paw of the lion” . . . and have every reason to rejoice. . . . Mr. Baldwin was active in our support and deserves our thanks. . . . “S. D. Bowker.”

131. Corp. Record, v. 8 (1866), September, p. 60. The committee also called attention to the “Articles of Association” as “being to conflict with a principle upon which the society had acted—not to aid any college under ecclesiastical control.”

132. Bowker to McVicar, May 19, 1866, cited above. “If you can find one student (the more the better of course) the only way is to anchor to him . . . this seems to be the only way whereby we can secure the cooperation of the Society this year—and that without such cooperation the work will be an up hill business.”

133. “Minutes” of the trustees’ meeting, June 25, 1866, “First Secretary’s Book,” pp. 29, 30.
A FRESHMAN CLASS,

Is desired to be formed at the commencement of the Fall Term, September 12th—All who are prepared to join the class are earnestly invited to send in their names at once.\textsuperscript{134}

Nevertheless, no freshman could be obtained who was qualified to enter the college, entirely confirming the observation of Professor Collier that college students “cannot be found ready prepared in Kansas, and there is little hope of importing them.”\textsuperscript{135} Finally two upperclassmen with the proper qualifications were enrolled, thus meeting the requirement of a “regular college class”:

The trustees readily met all the conditions, except the “formation of a regular college class.” This, and the only remaining condition is now fulfilled. Two young men, Perly M. Griffin, formerly a member of Harvard, and A. P. Davis, a student in Beloit College, purpose to persue [sic] one the Sophmore [sic] studies, and the other the Junior studies in Lincoln College at the commencement of the next term. The trustees are also very desirous to form a freshman class, and we hope that friends of the college will co-operate and encourage young men who may be prepared to enter such a class, to enter at once.\textsuperscript{136}

In mid-August, 1866, Theron Baldwin, secretary of the College society, wrote to S. D. Bowker, stating that the chief requirements had been met. McVicar and Bowker had sent satisfactory information concerning the formation of a college class and also data proving that the college incorporation was entirely legal in nature.\textsuperscript{137} McVicar had also explained the purpose of the incorporators in their seventh article of association (requiring the trustees to be acceptable to the general association) as intended to make Lincoln College for all time a Christian institution.\textsuperscript{138} Baldwin suggested, instead, the doctrinal belief of the general association, which would, he believed, “take away all the aspects of ‘ecclesiastical control’ and thus meet the views of the Committee and of the Society upon this particular point.”\textsuperscript{139} The subsequent correspondence of Bowker and McVicar was reviewed at an adjourned meeting of the special committee in

\textsuperscript{134} Cong. Record, v. 8 (1866), August, facing p. 48.
\textsuperscript{135} G. H. Collier to the Rev. F. McVicar, July 2, 1866, quoted above.
\textsuperscript{136} Cong. Record, v. 8 (1866), September, p. 61. “The prospect now is, that the way is clear for the College Society to aid and endorse the institution, in accordance with the application presented, which was for two thousand dollars, to meet current expenses, and permission to raise an endowment of fifty thousand dollars, in the Society’s field of operations. . . .”

The only college students listed in the catalogue for 1866–1867 were Addison P. Davis of Sacoaxie and Perley M. Griffin of Topeka. They also acted as assistants to S. D. Bowker, the principal of the preparatory department, which now contained 90 students.

\textsuperscript{137} Theron Baldwin, secretary of the Society for the Promotion of Collegiate and Theological Education at the West, to the Rev. S. D. Bowker, dated New York, August 16, 1866—MS. in the Washburn library.
\textsuperscript{138} Ibid. (McVicar sent a copy of the “Laws and Regulations” adopted by the incorporators.)
\textsuperscript{139} Ibid.
September, 1866. It removed all doubt, and prompted final action:

Having received fuller information in regard to the incorporation of Lincoln College, under the laws of the State of Kansas; also evidence of the formation of a regular College Class; and a satisfactory explanation of the seeming ecclesiastical control, alluded to in the 7th Article of their Association, as not in conflict with the principles of the College Society. . . .

Resolved—That Lincoln College be received under the patronage of this Society and commended to the aid of the friends of Christian learning.140

When the general association met in the following May (1867), it expressed great gratification at this result, achieved by virtue of "the earnest and timely efforts of the President of the Board of Trustees," Peter McVicar, who by August, 1866, had fulfilled the required conditions:

Thus within eight months from the time that the College was open for students it was endorsed by the Society whose aid has established a score of flourishing colleges and seminaries in the West, and whose support places beyond question the complete equipment and final success of the Institution.141

During the summer of 1866 both S. D. Bowker and H. Q. Butterfield continued in the East to campaign for aid for the college, although it was not yet possible to solicit the churches of New England—the chief source of funds for the College society. Bowker wrote from Washington, D. C., where he hoped to obtain a substantial sum, and expressed confidence in the future:

Of Lincoln College, I may say that it has received the endorsement of the Western College Society, though certain technical requirements yet delay the work of soliciting aid from the churches. Professor Butterfield has packed his household goods and labelled them "Topeka, Kansas," and is canvassing down east among his friends in behalf of the College. He takes hold of the work with a warm heart, and energy that will command success. Here at Washington we are working for a lever with which to pry a hundred thousand dollars out of loyal and Christian people. . . . I am confident that we now have only to receive the permission of the Western College Society to enter the field, in order to raise an ample endowment.

S. D. B.142

140. Baldwin to Peter McVicar, dated New York, September 21, 1866, included with the minutes of the college trustees, November 29, 1866, "First Secretary's Book," pp. 33, 34.


"No college within our knowledge has ever before so speedily secured for itself the endorsement of that Society. When we consider how great was our dependence upon the favorable action of this Society . . . we cannot but feel that the churches of the Association are called upon anew to exercise gratitude to God . . . [for such] sympathy and aid in the pioneer work to which they have been called."

S. D. Bowker and Peter McVicar both deserve credit for the successful conclusion of this work.

142. Cong. Record, v. 8 (1866), September, p. 56. Gen. O. O. Howard, head of the Freedmen's Bureau at Washington, was described by Bowker as regarding with favor the proposal to become the first president of Lincoln College (see the section below entitled, "The College Presidency"). Howard's popularity may have been the "lever" Bowker refers to here. He added that they had had the active cooperation of such men as Governor Buckingham of Connecticut, and the secretaries of the Congregational Union, the American Home Missionary Society and the American Missionary Association.
A review of the college finances makes it certain that no large sums were obtained at this time. Although it was considerably later before funds were available from the College society, its support made the future of Lincoln College appear much brighter, as it now had the support of an organization with an enviable financial record.\[143\]

**The Academic Year of 1866-1867**

The official announcement for the coming school year, published in the summer of 1866, pointed out that the collegiate course was “the same as that of the first-class Colleges at the East,” and that a freshman class was “desired to be formed.”\[144\] As two upperclassmen had agreed to attend, the institution was now to be a college in fact as well as in name. The fall term opened on September 12, and the next day a local paper remarked:

>The Fall term of Lincoln College commenced yesterday, with encouraging prospect of a large attendance. Prof. Butterfield arrived yesterday and in connection with Prof. Bowker, with the assistance of Miss Minnie Otis, will conduct the instruction in the College. . . .

>The boarding house will be ready for use in a short time, and the design is to reduce the price of board as low as possible, and thus encourage students to come from abroad.\[145\]

The catalogue for this year later listed 30 ladies and 60 gentlemen in the preparatory department, thus more than doubling the enrollment of the previous year.\[146\] Tuition fees remained the same, free tuition being given disabled soldiers, those with two years’ service, and the children of those who died in the war; also children of home missionaries and students planning to become ministers or teachers.\[147\]

During the preceding year the need of better accommodations for students “from abroad” had been keenly felt, since board in “good

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143. On October 15, 1866, Harrison Hannahs wrote to Lewis Bodwell from Rome, N. Y. (MS. in Washburn library), stating that he had decided to make a gift of $1,000 to the college.

144. But do not think that the College can be successfully established with the aid of money alone. . . . There are two things essentially necessary to secure the prosperity of an institution of learning: 1st money; 2nd Students. . . . It will require as much energy and persevering effort to obtain students for the college as it will to obtain money for it. But there is one thing that is absolutely necessary . . . viz: the blessing of God. . . .

145. "Let us not expect to see a College of the 1st grade established at the beginning of our labors. It requires time, long years of patient toil, industry and economy. . . . Let it be a denominational institution; and then let every Congregational minister & layman be an agent to secure not only money, but students for it . . . young men whose lives are sanctified to God, young women whose Christian virtues shall shine as the stars in the firmament. . . ."

146. "Catalogue of the Officers and Students of LINCOLN COLLEGE for the . . . Year 1866-67" (Topeka, 1867), pp. V-VII.

147. "Cong. Record, v. 8 (1866), August, facing p. 48. The fee for the college course was to be $24 a year, and for the preparatory department, including both the scientific and the ladies' courses, $9 per term, not counting the extra fees for the "fine arts" (music, drawing and painting)."
private families” varied from $5 to $6 a week. To reduce this to $4 a week it was first planned to encourage boarding clubs; subsequently the idea of a boarding house under college auspices seemed more feasible. At their May (1866) meeting the trustees named a committee to act on this matter, and soon thereafter The Congregational Record announced:

The scarcity of rooms and high price of board in the city render a boarding house absolutely necessary. Accordingly, steps have been taken by the Trustees for the erection of a building during the present season, sufficiently commodious to accommodate twenty-four students and a family. The building will front the Cipitol [sic] Square, and be in the form of a spacious dwelling house, with a view to be disposed of as such when the permanent [college] building shall have been erected.

Instead of erecting a building under college ownership, however, the trustees permitted one of their number, John Ritchie, to build such a structure and then rented it from him at $300 a year. Before the fall term opened the construction of this building was announced, whereby “board will be reduced to nearly cost prices.” Early in the fall the Record remarked:

The Boarding House is progressing, built by Col. John Ritchey, and rented to the trustees at ten per cent. on the money invested. . . . The building is of stone, two stories high, with a basement, and will accommodate sixteen or twenty students, with a family. . . . We invite earnest students from all parts of the State, and promise to furnish all the facilities that can be expected of a new institution, in the earnest work of securing a liberal education.

The boarding house was under the direct supervision of S. D. Bowker, and provided “new and cheerful rooms” for only 75 cents a week, and table board for $3 for the same period, which was “an outlay hardly exceeding the cost price”—a very practical effort to lower the cost of education.

The winter term began on January 2, 1867. A local paper announced that all “desiring to attend are requested to be present on the first day of the session. All tuition bills must be paid within the first two weeks of attendance.” With the approach of Lincoln’s

148. Circular and Prospectus of Lincoln College, 1865.
149. Cong. Record, v. 7 (1865), April & May, p. 192. A number of possible sites were then being considered for the permanent college location, one of which, when improved, would, it was hoped, encourage the construction of private homes nearby, “and thus obviate to some extent the necessity of boarding houses.” With this in view the trustees had then obtained land of D. L. Lakin near the southwest corner of the city limits.
150. Minutes of the meeting of September 11, 1866, “First Secretary’s Book,” pp. 31, 32.
151. Topeka Tribune, August 31, 1866, official notice of the college opening, signed by Im H. Smith, secretary of the board of trustees.
152. Cong. Record, v. 8 (1866), September, p. 61.
153. Ibid., v. 8 (1867), January, facing p. 128.—An announcement by McVicar, president of the board of trustees.
154. Topeka Weekly Leader, December 27, 1866. At about this time McVicar resigned the presidency of the board, and Bodwell took his place.
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birthday it was proposed to celebrate the occasion with a social banquet, to which the students, friends of the college, members of the legislature and state officers were invited, to enjoy the speeches, music, refreshments and a "general good time." In March the close of the term was celebrated by the annual prize exhibition, this year a "Dramatic Entertainment," accompanied by dialogues, select pieces, and Music. For two evenings Germania Hall was filled to capacity, the audience displaying much interest in the humorous selections. A local paper reviewed the program:

Without wishing to make any invidious distinctions, we may be permitted to say that our friend, the public, was briefly entertained by the "Dialogue on the Location of a school house at Crabtown." "The treatment of children versus cattle," was pungently argued. . . . "The Rival Poets" was a keen thrust at such sentimental youth as aspire for greatness and quote Longfellow's Excelsior without the requisite exertion. "Doesticks on a Bender" was a most convincing diagnosis of the wonders of Niagara. "The March of Intellect" was too much interrupted in its presentation, but was a success so far as the difficulties of the piece would admit. "The Wags of Windsor," however, seemed to elicit the keenest enjoyment of the audience. Mr. Bull, the Irishman, the Yorkshireman, and the Universal Genius were personae most admirably. The spring term of 1867 opened on April 10, with a change in the faculty due to the temporary absence of H. Q. Butterfield, who had been made financial agent for the college—a role previously performed by S. D. Bowker. To fill the vacancy the trustees employed the Rev. J. D. Parker, a graduate of Michigan University and for six years a successful teacher in Illinois. When the general association met late in May, Peter McVicar, as chairman of the committee on education, presented a detailed report on Lincoln College which praised the progress already achieved and looked with hope to a still better future, but gave solemn warning of grave financial problems:

The whole number of students in attendance during the year has been 92. In this number are representatives from nearly all sections of the State. Some

155. Ibid., February 7, 1867. No subsequent account of this celebration in honor of Lincoln could be found by the author. A few weeks later a public lecture was announced by the Rev. J. N. Lee on the subject of "Colonial Enterprise, Ancient and Modern."

156. Ibid., March 21, 1867. "The catalogue of the college, which has just been issued, shows an attendance of 92 students during the year. Of this number, twenty were returned soldiers, who have received free tuition. Four regular college professors have been connected with the corps of instructors, and several assistant teachers have given a portion of their time to hearing classes. One thing which speaks well for the college is the fact that, unlike many other institutions, it does not draw a majority of its students from the school district in which it is located. In fact only about 20 come from this district, while over 40 come from other towns and counties—all sections of the State, except it may be the extreme south, are represented. The first year of the efficient organization of the college shows a success which should ensure it the most ample support and confidence of the friends of education throughout the State."

157. Topeka Weekly Leader, April 4, 1867.

158. Ibid. This action of the trustees took place on March 12 ("First Secretary's Book," pp. 37, 86). Parker, a resident of De Kalb, Ill., was granted an annual compensation of $1,000—the regular college salary. At this time S. D. Bowker tendered his resignation as principal of the preparatory department, effective at the end of the spring term.
twelve returned soldiers have received free tuition in the college during the year. From this number we have formed a Sophomore and a Junior class, to which both Harvard and Beloit have contributed; and we are about to welcome a Freshman class of our own preparing. Three years have wisely been allowed for the preparation of students and we see no tendency to abate one jot or tittle from the course of study pursued in the great Universities of our land. Several students have already come to us to prepare for the ministry, and a still larger number are teachers.

The College examinations indicate commendable proficiency on the part of teachers and scholars. Professors Bowker and Butterfield are . . . faithfully endeavoring to carry out the original design . . . to make Lincoln College worthy of the confidence and patronage of the people.

The pressing need of the College, at present, is more funds.

COLLEGE LOCATION

In 1867 a financial crisis arose which posed a major threat to the continued location of the college at Topeka. Although that place had very largely furnished the means for constructing the original college building, it could not procure the amount needed for running expenses; nor could this sum be rightfully taken from that given in Kansas or the East for the permanent endowment while the income therefrom was very small. By May, 1867, a crisis had arisen, which was well described in the report of the committee on education to the general association:

Nothing has as yet been actually received from the College Society. The tuition received does not more than cover the incidental expenses. The Trustees have had to hire money to pay the salaries of the Professors . . . for the present year . . . paid only in part . . . No contingent fund is yet raised and hence no provision made to liquidate the debt incurred in payment of the first year's salaries. Funds raised East and those thus far raised in the State are for the permanent endowment and cannot be used for other purposes.

If such were the case, would the college profit by removing from Topeka? At the annual meeting of the trustees, July 2-4, 1867, matters of finance and college location were carefully considered. An auditing committee was named to examine the financial condition.


151. Letter of inquiry of Harrison Hannahs to Sherman Bodwell, dated Rome (N. Y.), May 25, 1867 (MS. in Washburn library), is interesting in this connection: "I wish you would give me the true account of the present condition and progress of the College—what is the prospect of its remaining at Topeka. I saw in the papers a statement that efforts would be made to remove it to some other point—and that its present prospect of success was dubious. . . . [asks a number of questions]."

152. Minutes of the General Association . . . , appendix to meeting of May, 1867, quoted above, pp. 12-13. "Two thirds of our liabilities have been incurred in the employment of the teachers who were absolutely needed." The library needed books, the cabinets apparatus and specimens, and several rooms in the boarding house needed at least partial furnishing.
of the institution. On the motion of C. B. Lines a committee of three was appointed to report on the following questions as to location:

1st Is the College in such a sense, permanently located at Topeka, as that its removal to any other locality, would involve bad faith on the part of the Trustees, or are we at full liberty to make any change which we believe would subserve all the great interests which are concerned in its success?

2nd If the Institution remains in Topeka, when shall the buildings be permanently located?

3rd If, in view of securing the highest success of the enterprise, it is best to remove to some other point, when shall it go, and what are the advantages to be gained by its removal?

Messrs. Storrs, Cordley and Parker were placed on a committee to consider these resolutions. On July 4 they rendered a partial report, whereupon it was resolved that the officers of the board of trustees constitute a committee to consult with the citizens of Topeka and “locate the College site within the City or Town of Topeka, where they deem best for the pecuniary, educational and religious interests of the College.” Both the Topeka Tribune and the Leader branded this episode an attempt by the partisans of Leavenworth to capture the college for their city, and the latter paper added “that it was the zeal and finances of the members of the board in our city that retained the college here.”

At that time no decision was made as to where the college buildings were to be permanently located, providing the institution remained in Topeka. The “preparatory” building at Tenth and Jackson streets had always been regarded a temporary abode, to be disposed of when a more suitable “permanent site” was obtained. The Davis claim, which John Ritchie purchased in 1859 and deeded to the college, was often called the “permanent site”; after formal incorporation it became the legal property of the institution, but this did not settle the problem of permanent location. Apparently many Topekans thought this site too distant from the town—it was nearly

162. For the report of this committee, entitled, “A Report of the Committee on Finances,” dated July 4, 1867, see footnote 86 and adjacent text in the first installment of this article.
164. Ibid. The following trustees were present at the meeting on July 4: Bodwell, Liggett, Storrs, Cordley, Parker, Smith, W. E. Bowker, Brewer, Parnsworth and Gov. Crawford.
165. Topeka Weekly Leader, July 11, 1867. “Soon after the opening of the [trustees] session it became apparent that the Leavenworth people had made up their minds to gobble the whole establishment.”

“After a discussion of two days, was put upon this scheme, by passing a resolution to locate the college site where, within the city or township of Topeka, the interest of the college would be best promoted.”

In its issue of July 12, the Topeka Tribune remarked: “Notwithstanding the feeling of ownership we were beginning to have in the institution, the annual meeting of the Board of Trustees in this city, last week, disturbed our pleasant dream. Leavenworth and the Missouri river, were found to be competitors against Topeka and the now tranquil Kaw. A two days session, however, left matters favorable to the Kaw. You are poor said Leavenworth, come over to us and we will make you rich and send you students in crowds.”
one and one-half miles from the existing settlement. During the year 1866 the question of permanent site was repeatedly brought before the trustees, and tracts of land owned by Messrs. David L. Lakin, Andrew J. Huntoon and Anthony A. [?] Ward were all considered in addition to the Ritchie quarter section which was more distant. In order to encourage the erection of “commodious dwellings” nearby, the trustees wanted to obtain a location conveniently close to Topeka and thus avoid the need of student boarding houses. With this in view they bought of David L. Lakin a tract of 56 acres near the southwest corner of the city limits and northeast of the Ritchie quarter section, but failed by the narrowest of margins to locate the college thereon (a tie vote, November 28, 1866). As no decision could then be reached, the whole problem of a permanent site in Topeka was indefinitely postponed.\(^\text{166}\)

During the year 1867 the only mention of a permanent location to be found in the records of the trustees is that of July, already discussed, when the proposals to remove from Topeka were rejected. From remarks in the Leader, however, it is clear that the following sites were being considered: “the high knoll extending nearly to the river on Mr. Wards farm, the central block on the north side of Capt. Huntoon’s land embracing Mr. Cross’ farm and lot, and the west half of the Lakin quarter section lying west of Gen. Mitchell’s house.”\(^\text{167}\)

In October Harrison Hannahs wrote that he had received letters from trustee Farnsworth, asking him to devote his contribution ($1,000) towards a college site on the Ward land. Hannahs replied that he did not care to dictate to the trustees, but believed that future considerations for the college should be paramount and strongly op-

166. "First Secretary’s Book," pp. 24-25; Cong. Rec., V. 7 (1866), April & May, p. 192. On February 13, 1866, the trustees forbade the treasurer to sell the "permanent site" of the college. On the following May 21, 22 a special committee was named to probe matters of deed from Col. Ritchie and subscriptions to the "permanent site"; also a committee to consider purchase of an 80-acre tract south of the Ritchie donation. On June 25 the committee on site reported they had obtained 86 acres from Mr. Lakin, northeast of the Ritchie tract. The next day the trustees examined both the Lakin and Ritchie properties, and Ritchie proposed an exchange of lands. At the next meeting, September 11, the committee on site reported proposals of Ritchie, Huntoon and Ward, and the trustees recessed to view the various tracts. It was voted to continue the committee on permanent site, and to authorize it to sell the Lakin land, with the view of negotiating for 20 acres of Mr. Ward. A motion to deed back to Colonel Ritchie his donation of 160 acres, if he would pay his subscription of $2,400 for erection of the preparatory building, was indefinitely postponed. At the meeting of November 20 the committee on site reported a proposal of Mr. Ward, which W. E. Bowker moved they reject. Lewis Bodwell moved a postponement to give the secretary time to circulateise Cordley, Liggett and Storrs to see if they would each pledge to raise $1,000 in their respective congregations toward a location. At the next meeting on November 28 it was reported that only one pastor had replied. The motion to reject the Ward proposal was then voted down; a motion by Bowker to locate the college on the Lakin tract resulted in a tie vote, and the chairman then declining to cast a deciding vote, the question of a permanent college site in Topeka was indefinitely postponed.

167. Topeka Weekly Leader, July 11, 1867.
posed purchase of the Ward tract as “exorbitant” in price. This letter may have been influential in forestalling action by the trustees.

In the fall of 1868 the board of trustees authorized the purchase of land formerly belonging to Mr. Lakin, which had been a formidable rival of the Ritchie donation, but in June, 1869, this tract was reported unobtainable. Henceforth, the Ritchie land was regarded with growing favor by the trustees and early in January, 1870, they authorized the selection from it of a suitable part for Washburn College. By the fall of 1871, at least, it had been finally decided that the permanent site should be a part of the present Washburn campus—the Ritchie quarter section originally known as the Davis claim—thus ending the protracted question of college location.

THE ACADEMIC YEAR OF 1867-1868

The school year of 1867-1868 began on September 11, with some changes in the faculty. Samuel D. Bowker having resigned his position as principal of the preparatory department, this place was filled by the appointment of the Rev. D. W. Cox, a teacher in Phillips Academy, Mass. H. Q. Butterfield being on leave of absence for the year as financial agent, the routine work fell upon Bowker, J. D. Parker and Cox. Because of the growing illness of Bowker, who in December, 1867, was relieved of all active duties, Parker and Cox were increasingly obliged to shoulder the day to day work of the college with the help in the preparatory department of advanced students.

The year was marked by the admission to the college proper of

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168. Harrison Hannahs (no signature) to “Dear Bro.—probably Lewis Bodwell, dated Rome, N. Y., October 10, 1867.—MS in Washburn library. He pointed out that the river scenery would be an asset to the Ward site, but the price was exorbitant. The Lakin tract would cost about the same. As to distance to town, Huntcoo’s site was best, and Ritchie’s well over a mile farther; however, Hannahs was not opposed to the latter. He would not withhold his contribution if used toward the Ward property, ‘but shall consider it a shortsightedness—unpardonable.’ In a subsequent letter to “My dear Lewis” (Bodwell) Hannahs said he had advised Farnsworth “to make haste slowly,” adding that if the college building were completed in fifteen years he ‘might consider the scheme a success and accomplished speedily.’

169. On November 19, 1868, the same day the trustees changed the college name to Washburn, they authorized one of their number, Judge Cooper, to buy the tract of 53 acres that Bowker had bought of Mr. Lakin, but at the meeting of June 3, 1869, Cooper reported his inability to procure any of this land.—First Secretary’s Book,” pp. 43-49.

170. Ibid., p. 55. At the annual meeting of June, 1869, the trustees authorized the executive committee to reserve 49 acres of the Ritchie donation for a permanent site, and sell as much of the remainder as needed to restore in full sum taken from the endowment fund, but this was avoided and the property thus preserved entire.—Ibid., pp. 50-53.

171. In his annual report for 1868 as president of the board, Lewis Bodwell commented upon the work “entirely beyond their power” placed on Parker and Cox. Straitened finances forbade the employment of another teacher at full pay, and so they solicited the aid of advanced students: P. M. Griffin in the classics, A. P. Davis in English and Jules Billard in mathematics.—Minutes of the General Association, report of 1868, pp. 9-11.
the first freshman class.\footnote{172} At the start it was announced that calisthenics and military tactics would be offered but apparently this was not done. “The boarding house still affords ample accommodations at less than $4.00 per week.”\footnote{173} During the school year there were daily recitations of from 18 to 22 classes.\footnote{174} Late in the fall it was announced that, although attendance had been good, with more than the usual number of “advanced scholars,” the winter term, beginning January 2, promised an increase of students, the trustees having made “most strenuous efforts to sustain and enlarge the influence of the College.”\footnote{175} On December 24 a public examination was held, the results of which were praised in a local paper:

The fall term of school closed on Tuesday, Dec. 24th, with the usual reviews of important portions of the studies of the term. To those who had attended previous examinations, there was satisfactory evidence of work by teachers, and progress by pupils toward the high standard of attainments set as their mark by the founders of the College. The severe and protracted illness of Prof. Bowker has compelled him to entrust a portion of his duties to Messrs. Davis & Griffin, now completing the studies of the junior and senior years of their College course, and the condition of their classes shows their capacity and faithfulness in the work to which they have thus been called.\footnote{176}

On the evening of December 30 an exhibition by the Ciceronian society in the hall of Lincoln College was a fitting close to the activities of the term.\footnote{177}

The winter term was marred by the demise of Samuel D. Bowker, who died on February 15, 1868, a victim of tuberculosis.\footnote{178} More than any one else the founder of the institution which he had taken up when a “mere hope” and “lifted into a reality,” Bowker had

\footnote{172. Catalogue of the Officers and Students of Washburn College, 1867-68, p. 6. The first freshman class included Jules B. Billard, Louis B. Hunttoon, W. Irving Stringham and Herbert K. Teft, all of Topeka; and George M. Lancaster of Doniphan county. Billard and Teft enrolled in the scientific course. With A. P. Davis and P. M. Griffin, upperclassmen, the college department now numbered seven students.}
\footnote{173. Topeka Weekly Leader, September 12, 1867.—“The prospects of the college were never more flattering than now. Let the people assist it in its mission of giving a liberal Christian education to the young men and women of our State.”}
\footnote{174. Minutes of the General Association, report of 1868 signed by Lewis Bondwell, p. 9. “During the current (spring) term, there are in reading, one class; arithmetic, two; English analysis, one; Latin, four; Greek, five; algebra, one, and in botany, astronomy, geometry and zoology, one each.”}
\footnote{175. Kansas State Record, Topeka, December 18, 1867. Total attendance for the fall term was 45, and for the winter term only 40.}
\footnote{176. Ibid., January 8, 1868.}
\footnote{177. Ibid., December 25, 1867, which gave the following program of the forthcoming event:

‘Salutatory.
Declamation.
Tableau.
Unfinished Gentleman. (Faree.)
Declamation.
Tableau.
Cinderella. (Drama.)
Declamation.
Tableau.
Staring in Life. (Drama.)
Declamation.
Tableau.
Drop too Much. (Drama.)
Declamation.
Tableau.
Valedictory.’}
\footnote{178. Concerning the time of Bowker’s death, errors have crept into several of the accounts, but both the Topeka Weekly Leader and the Kansas State Record agree on the above date.}
accomplished a great work in enlisting the "friends of freedom" throughout the country. Their gifts of favorable publicity and much needed (although limited) funds had started the infant college, but to Bowker, who had come to Kansas to recruit his broken health, such sacrificial labor, in addition to the exertions of the campus, was too great a strain. In a tribute to his memory the students of Lincoln College adopted resolutions of sympathy, mourning the loss of "an able teacher, a self-denying laborer and a . . . generous, warm-hearted Christian friend." 179 The funeral services were held at the Congregational Church and were attended by a large assemblage. The college students wore badges of mourning, and in sorrow bore the remains to the tomb. In his sermon and obituary the Rev. Lewis Bodwell drew attention to the resolutions of the trustees, unanimously adopted on the occasion of Bowker's resignation:

Resolved, That we would here by express our deep sense of obligation to him for the work he has done for Lincoln College, in taking it up when it was a mere hope, and lifting it into a reality.

We appreciate the enthusiasm with which he undertook the work; and the seal and hopefulness with which he prosecuted it, until the institution was an assured success. We feel that the College owes its existence in a large degree, to his faith and industry, and the friends of the Institution will always remember with gratitude, his labors, while they look back with pain, to the sacrifice of health, which we fear he has made in its behalf. 180

An outstanding event of the winter term of 1867-1868 was the revival campaign—a movement affecting many states, which in Kansas was particularly notable at Wabaunsee, Lawrence and Topeka.

179. Kansas State Record, February 19; Topeka Weekly Leader, February 20, 1868. The latter remarked: ‘Since residing in Topeka, Mr. Bowker gave entire attention to the building up of Lincoln College.’ The Record commented: ‘Mr. Bowker first came to this city in 1864, with the seeds of consumption in his system. The change of climate helped him, and it is not improbable that if he had not, during most of the last two years, confined himself to the school room, his life might have been much longer spared. Lincoln College is, in a great measure, the work of his hands. It was him who solicited the home subscriptions with which to erect the present building. He was him who in the east raised a fund sufficient to endow two Professorships [?]. He considered the building up of Lincoln College his life work; and while spared and able to do, he worked with his whole soul for it. . . . He leaves a wife and one child and a brother in this city, Mr. W. E. Bowker, the Treasurer of Shawnee county [also the college treasurer]. . . .

180. "First Secretary's Book," p. 43, quoted with slight variations by Lewis Bodwell in his "Obituary"—an extract from a funeral sermon delivered at the Congregational church, February 16, in Kansas State Record, March 4, 1868. Excerpts from the "Obituary" follow (for Bodwell's previous remarks, see Footnote 72 above, in first installment of this article):

"But failing health again warned him from such labors (as financial agent), and in the Summer of 1866 he entered upon his duties as Professor of English Literature to which position he had been just called by vote of the Trustees. Soon it became more and more evident that the overtasked frame was yielding to such labor. In the spring of 1867 he resigned his place as Principal of Preparatory Department and limited his work to his own special department. At last deprived of the ability even to enter the recitation rooms, he continued to hear some portions of his classes even in his sick room. On the 24th of December, 1867, he presented his request that he be excused from all active duty for at least one year . . . there was no failure of his interest in the success of the institution. . . . It successes were his, its trials his, its pupils his. . . .

"For her my tears shall fall
For her my prayers ascend
To her my toils and cares be given
Till toils and cares shall end."
At the latter place it was timed to coincide with the session of the state legislature and thereby to resist what was regarded the evil influence of this assemblage. The meetings about town continued for over 60 evenings, with large crowds in attendance and many conversions, particularly among the young people. The Lincoln College students were present at many services and also attended numerous prayer meetings in their own building. In addition to their religious motivation, the latter were probably also meant to hold the student body together, against the attraction of the legislature. The students displayed the keenest interest, and almost all of them were said to have become professed Christians.

In the Lincoln College revival no one was more active than Lewis Bodwell, president of the board of trustees and pastor of the Congregational church of Topeka, who in his diary made repeated reference to his presence at college prayer meetings, sometimes several in one day during February and March, 1868. He later pointed out that in the preceding fall a weekly prayer meeting had been established for the students. Among those converted, Bodwell reported, were three who expressed a desire to prepare for the ministry. "We rejoice in the . . . hope for that for which the College is mainly planted." Although the revival was not repeated the following year, it appears to have had some permanent effect upon the college as evidenced in "the weekly prayer meeting regularly and

181. Clipping from the Congregationalist, dated Topeka, March 25, 1868, and signed "A,"—probably Lewis Bodwell—in "Bodwell Scrap Book," p. 15. Many converts were received at Lawrence, and even more at Topeka. "A small community, 250 members and hangers-on of other churches, have been a force strong enough to influence almost every family in the place; and those who know the general character of western legislatures, know that it is not favorable to religion. Heretofore no effort at protracted meetings has ever long survived the assembly of that body. . . . [Details of meetings follow.] Twenty-five are already professed for admission to the Congregational church; and others . . . the various churches of their choice. From all parts of the State we hear of numerous conversions.—"Ibid.

182. If so, it was not effective, judging from a report by Principal D. W. Cox of the preparatory department to L. Bodwell (MS. in Washburn library, bearing no exact date): "A number of students left, near the close of the Winter Term, and attended the Legislature. This one act did the College more harm in its attendance and regularity, than anything else that has happened during the whole year thus far."


184. "Bodwell Diary," a MS. notebook in the Lewis Bodwell Collection, Kansas State Historical Society. Here are a few entries of February, 1868:

6. Coll prr meeting at 4. full & good. 21 present. 20 arose. At eve I led, made it a prr meeting—full & well sustained. About 13 rose, determined 7 for prayers.

7. Coll prr m. at noon. 25 present. Huntoon arose & spoke. To the joy of all. Another meeting at 4. Better still.

These meetings continued from February 8 to 15, with Bodwell a leader, who on the latter date called on the converts, "who fully occupied the time." The last meeting of the term was held on March 23, 1868.

185. Minutes of the General Association . . ., report of 1868, pp. 9-11, on "Lincoln College." All the "impeccant" were said to have attended "regularly or very frequently; all but one, publicly expressed a desire for religion . . ., and there appear to be but six who do not now give reasonable evidence of true conversion."

186. Ibid. (The author believes there may be some wishful thinking in these observations.) In a letter to E. D. Cox of the American Home Missionary Society Bodwell requested publication of the facts concerning this campaign but nothing more. "The work was so good that no extra paint is needed to make it a matter of admiration and gratitude."
well sustained, and especially in the strong feeling which seemed to pervade the meetings on the ‘day of prayer for colleges.’” ¹⁸⁷

With the approach of the end of the spring term it was announced that the annual commencement of Lincoln College—the first of the college proper—would be held on June 24, 1868.¹⁸⁸ A copy of the official “Programme of the First Commencement of Lincoln College” still exists. The first event, on Sunday evening, June 21, was to be an “Address before the Missionary Society of Inquiry” by the Rev. J. D. Liggett. On the two following days the “Annual Examination” was scheduled for 9 A. M. and 1 P. M., and at 7:30 P. M. on June 23 the Rev. Richard Cordley was slated to deliver his “Oration before the Cicernian Society.” On Wednesday, June 24, beginning at 9 A. M., the actual Commencement exercises were to be held. The program for the final events follows:

**MUSIC—PRAYER—MUSIC**

**ORATION**—Labor versus Genius—W. I. Stringham.

**ORATION**—Self Culture—L. P. Huntoon.

**ORATION**—Imperfections of our Government—J. P. Billard.

**MUSIC**

**ORATION**—Consistency . . . —M. R. Moore.

**ESSAY**—Home Influences—Miss Carrie Sain.

**ESSAY**—Born to Die . . . —Miss Hattie D. Scales.

**MUSIC**

**ORATION**—Discipline of the Classics—P. M. Griffin.

**ORATION**—The Tendency of Cities . . . —A. P. Davis.

**MUSIC**

**BACCALAUREATE**—Conferring Degrees.

**MUSIC**

**BENEDICTION**

**WEDNESDAY EVENING**

**REUNION**¹⁸⁹

A subsequent account of these exercises remarked that the oration of Cordley at the Congregational church was addressed to the young,


¹⁸⁸. *Kansas State Record*, June 10, 1868. “By the way we notice that a neat, substantial fence has been put around the College building.”

¹⁸⁹. *PROGRAMME of the First COMMENCEMENT OF LINCOLN COLLEGE*, a broadside in the Washburn library, printed by Milligan & Co., of Topeka. The catalogue of Washburn College, for the year 1868-1869 (p. 20), stated that the degree of Bachelor of Arts was conferred on those completing the classical course, and passing the examination, and that of Bachelor of Science on those completing the scientific course. The Master’s degree was conferred on graduates of three years’ standing “who shall have engaged, during that period, in professional, or in literary and scientific studies.” Those completing the Ladies’ course were awarded a diploma, duly signed by the proper authorities.
"and dealt with earnestness and eloquence on their influence upon each other, maintaining that the young have more influence upon the young in any direction than those of more mature age." The ceremony of graduation was held at the same church and was attended by a large crowd. These exercises went off well, "all that took part both the graduate and the under graduates acquitted themselves with credit." 190 The baccalaureate address was delivered by Professor Parker of Lincoln College on the subject of "A Baconian Philosophy." The Davis quartette furnished the music which was of "the first order." Concerning the first graduate, a local paper remarked:

Mr. A. [Addison P.] Davis is the first graduate, and as such he was presented with his diploma by the President of the Board of Trustees, Rev. Lewis Bodwell, who admonished him in a brief address as he was the first to go forth that he should set an example that those who follow should emulate. 191 Although these events did not attract the literati from far and near, as in the case of older colleges, "the day of small things is not to be despised." With Kansas progressing so well, in another 20 years Lincoln College would "attract to our city the graduates of the college from all parts of the country. By that time . . . will be erected, college buildings that will compare with those of Ann Arbor University. . . ." 192

THE ACADEMIC YEAR OF 1868-1869

The resignation of D. W. Cox as principal of the preparatory department made necessary a new man for this post, and in September, 1868, the executive committee appointed the Rev. John A. Banfield, then minister of the church at Louisville. Professor Butterfield's continued absence as financial agent in the East, along with the number of students in attendance, required the employment of several assistant teachers who were found in the advanced classes of the

190. Kansas State Record, July 1, 1868. "Special attention might be called to the orations of M. Griffin, M. Stringham and Mr. Davis, as being well written and well delivered."

191. Ibid. "On Wednesday evening there was a reunion at the college, which was largely attended and passed off pleasantly."

The corresponding ceremony a year later, after the college had been renamed Washburn, was attended by "a small but appreciative audience . . . at the church. There were doctors and lawyers and divines and professors. Many ladies in beautiful attire graced the occasion. . . ." Perley M. Griffin was the second graduate of the college, a veteran of four years service in the Army of the Potomac, who after winning an enviable reputation at Lincoln (Washburn) College, was now going to Andover Theological Seminary. Miss Hattie D. Scales was the first graduate of the Ladies' course and was also highly praised for her accomplishments. The Rev. Richard Cordley delivered the baccalaureate address and Lewis Bodwell conferred the degrees with appropriate remarks.—Kansas Daily Commonwealth, Topeka, June 25, 1869.

192. Kansas State Record, July 1, 1868. These comments may have been inspired by Professor Parker who often referred to his alma mater, Ann Arbor (Michigan) University. In his Public Education in the United States (Boston, New York, etc., 1919), Ellwood P. Cubberley pointed out (p. 208) that Michigan opened as a state university in 1841 with only two professors and six students, and as late as 1862 had an enrollment of only 72. However, by 1860, "when it had largely freed itself from the incubus of Baptist Latin, Congregational Greek, Methodist intellectual philosophy, Presbyterian astronomy, and Whig mathematics, and its remarkable growth as a state university had begun, it enrolled five hundred and nineteen."
college proper—Perley M. Griffin and Miss Hattie D. Scales, both seniors, to instruct in the classics; Jules B. Billard, a junior, in mathematics, and W. I. Stringham in "various studies of the preparatory department." With the hope of enlarging the enrollment of women, late in the year Miss Mary Jane Jordan of Newbury, Vermont, was named preceptress of girls in charge of the Ladies' course. During the first term 40 students were in attendance, composing 18 classes; the second term 49, constituting 21 classes, and the third term 53, with again 21 classes. In a historical review of the institution, then known as Washburn College, a Topeka newspaper in 1869 listed the faculty and board of trustees, many of whom were members of the ministry:

**INSTRUCTORS:**

Rev. H. Q. Butterfield, A. M., Professor of Languages.
Rev. John D. Parker, Ph. D., Professor of Natural Science.
Rev. John A. Banfield, Principal of Preparatory Department.
Miss Mary Jane Jordan, Preceptress of Ladies' Department.
[appointed late in year]

Perley M. Griffin, Instructor in Language.
Jules B. Billard, Instructor in Mathematics.
C. E. Pond, Teacher of Penmanship.

**BOARD OF TRUSTEES:**

Rev. Lewis Bowell, President.
Rev. Richard Cordley.
Rev. J. W. Fox.
Hon. H. W. Farnsworth.
Hon. D. J. Brewer.
Rev. R. D. Parker.
Hon. C. B. Lines.
Wm. E. Bowker, Esq.
Hon. S. C. Pomeroy.
Rev. J. D. Liggett.
Rev. Ira H. Smith.
Jesse Cooper, Esq.
His Excellency Gov. James M. Harvey.

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193. *Minutes of the General Association* . . . , report of 1869, cited above, pp. 17, 18. The catalogue for 1868-'69 listed only five students in the college proper—one senior, Griffin; one junior, Billard; two freshmen, and one "Fourth year," in the Ladies' course, Miss Scales. Twenty-two were listed in the preparatory department and 30 as "Names not Classified." Of the five freshmen of the previous year, only two, Billard and Stringham, appear to have still been enrolled.

194. As the reader will note, this list is not the same as that above from the annual report of the president of the board. The instructors being students, were probably employed on a part-time basis which varied from term to term, according to current needs.

195. See the section below entitled, "The College Presidency."

196. *Kansas Daily Commonwealth*, May 11, 1859—an article entitled, "Washburn College." The "Articles of Association" made the governor of the state and, when appointed, the president of the college, ex-officio members of the board of trustees. The chief event of 1868-1869, the renaming of the college, is treated in the concluding section.
CURRICULUM AND METHODS OF WORK

During the first academic year of Lincoln College, comprising the winter and spring terms of 1865-1866, the institution was entirely a preparatory school, but when the second year began in the following fall the college proper was opened with the admission of two upper-class students. Since there were in the early years almost no pupils qualified for advanced work, the preparatory department necessarily received the great bulk of the student body and trained it for higher instruction. Being obliged to depend on students who often had had all too little schooling, it was necessary for the college to devise some sort of entrance examination. Late in 1865 the Circular and Prospectus defined the essentials of admission as follows:

TERMS OF ADMISSION.

Students entering the Preparatory and Scientific Course should be familiar with Geography and the first principles of English Grammar and Arithmetic.

Candidates for admission to the Freshman Class, in the four years Collegiate Course, will be examined in the studies taught in the Preparatory Department of this Institution.\(^{197}\)

The first college catalogue more carefully defined entrance qualifications and indicated the relative importance that was still placed on Latin and Greek for those beginning advanced work:

ADMISSION.

1. To the Preparatory Department.

Students entering this Department must sustain an examination in Writing, Reading, Geography, and the first principles of English Grammar and Arithmetic.

2. To Ladies' Course.

Candidates for admission to this Course are required to pass an examination in Geography, English Grammar, and the first rules of Arithmetic.

3. To the Collegiate Course.

Candidates for admission to the Freshman Class are examined in the Grammar of the Latin and Greek Languages, Virgil, Caesar, Cicero's Select Orations, Sallust's Catiline, Arnold's Latin Prose, Xenophon's Anabasis, and two Books of Homer's Iliad, Geography, English Grammar, Arithmetic, Algebra to Equations of Second Degree, and Geometry—first five Books. Real equivalents will be accepted for the text-books named.\(^{198}\)

197. Circular and Prospectus of Lincoln College, 1865.

198. The history of college entrance requirements in the United States dates back to Harvard, 1642, where a speaking knowledge of Latin, ability to make Latin verse and a thorough grammatical education in Greek were necessary prerequisites. During the nineteenth century arithmetic, geography, geometry, algebra, history, the natural sciences and modern languages were generally added to the prescribed list of subjects, as the colleges adapted themselves to the expanding curriculum of the academies and their successors, the high schools. Nevertheless, as late as 1897 a total of 402 of the 432 colleges in the country still named Latin and 318 Greek as entrance requirements.
TIME AND CONDITIONS OF EXAMINATION.

Candidates for admission to any of the courses of Study will be examined on Tuesday preceding the opening of the Fall Term. Testimonials of good moral character are in all cases required.  

In December, 1865, The Congregational Record announced the studies pursued in the preparatory department of Lincoln College. The course was of three years' duration, thus being somewhat similar to that of a senior high school of today, but placed far more stress upon Latin and Greek, in preparation for the college proper. The following subjects were studied:

**English.**—English Grammar, Higher Arithmetic, Algebra to Equations of Second Degree, Geometry—first five books.

**Latin.**—Harkness' Latin Grammar, Harkness' Latin Reader, Hanson's Latin Prose, Virgil.

**Greek.**—Hadley's Greek Grammar, Owen's Greek Reader, Xenophon’s Anabasis, Homer's Iliad—two books, Arnold's Greek Prose.

In the beginning or junior year the first two terms were devoted entirely to Latin, grammar and arithmetic; in the third term ancient history was substituted for grammar. The middle year was devoted for all three terms to Latin, Greek, arithmetic and algebra, the study of Greek beginning at this time. The final or senior year was devoted to Latin, Greek, mathematics and rhetoric, with the following schedule:

**SENIOR CLASS.**

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**FIRST TERM.**

**LATIN.**  Æneid of Virgil (Hanson and Rolfe), Latin Prosody.

**GREEK.**  Boises Xenophon's Anabasis.

**MATHEMATICS.**  Geometry.

**RHETORIC.**  (Declamations and themes throughout the year.)

**SECOND TERM.**

**LATIN.**  Bucolics & Georgics of Virgil.

**GREEK.**  Homer's Iliad, Greek Prose.

**THIRD TERM.**

**LATIN.**  Sallust's Cataline (Hanson's), Arnold's Latin Prose.

**GREEK.**  Homer's Iliad.

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200. *Cong. Record*, v. 7 (1865), December, p. 111, and subsequent issues. A similar announcement of May, 1867, listed the following: English grammar, higher arithmetic, algebra, geometry, Latin grammar and reader, Virgil, Greek grammar and reader, Xenophon and Homer.

201. *Catalogue of...* 1865-66, p. IX. A notice of the first examination for admission to the preparatory department of Washburn College (Kansas State Record, December 30, 1868), stated: "The regular classes of the year are Arithmetic—commencing at Division of Compound Numbers; Analysis of English Sentences; Latin—commencing the Reader. Those of the 2d year are Algebra; Latin—Caesar; Greek—to begin the Reader at the middle of the term. Those of the 3d year are Latin—third book of Virgil’s Aeneid; Greek, Xenophon's Anabasis; Geometry.

"Should there be a sufficient number of applicants for a more elementary class in Arithmetic, English Grammar and Geography, such an one will be formed. John A. Banfield, Principal."

178 td wlt
In line with the general democratic trend in education, which was particularly notable after the Civil War, Lincoln College offered to train women students in its Ladies' course which was aimed to afford educational advantages "equal to those furnished by the older and more celebrated Seminaries in the East." The course was much similar in content to that of the preparatory department, with which it was closely connected, but offered a greater freedom of choice and in its final year more nearly approached the collegiate program. If there were enough demand it permitted the study of French or German in place of Greek and also offered music, drawing and painting. The fourth class (beginners) studied Latin, English grammar and arithmetic, with grammar replaced by ancient history in the last term. The third class studied Latin, arithmetic and algebra and French. The schedule for the second class was Latin, mathematics (geometry), physical geography, natural philosophy, history and rhetoric (themes and declamations). The first class (seniors) enjoyed a rather large choice, if there were enough demand, including chemistry, physiology, mental philosophy, moral philosophy, astronomy or French, English literature, rhetoric, geology, botany, evidences of Christianity and logic.

Before the collegiate department of Lincoln College opened in the fall of 1866, it was announced that the course of study would be "the same as that of the first-class Colleges at the East." The catalogue of 1866-1867 published in detail the subjects to be offered students in the four-year college course, which probably was closely patterned after that of an Eastern institution. Each academic year was to be divided into three terms, with more or less variation in the subjects to be offered. The following is a summary:

**Freshman Year**

**Greek**—Four books of Homer's Odyssey, Herodotus, Euripides' Alcestis, and Arnold's Greek Prose.

**Latin**—Lincoln's Livy, the Odes and Epodes of Horace, and Latin Prose.

**Mathematics**—Robinson's University Algebra and Geometry (two terms), Plane and Spherical Geometry (one term).

**History and Elocution** (two terms).

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203. Ibid.: Catalogue of . . . 1865-66, pp. X, XI. The early notices of the college drew attention to a scientific and industrial department "for those who wish to pursue the advanced studies without the languages," which was intended "to prepare young men and women, as effectively as possible in a three year's course, for the earnest duties and practical relations of life."

With the exception of the senior year, women students enrolled in the Ladies' course were classified with the preparatory department.

The reader should keep in mind that only a limited part of the subjects theoretically offered were actually given, as will appear in the specimen schedules quoted below.

Sophomore Year

Greek—Select Orations of Demosthenes, the Electra of Sophocles, the Clouds of Aristophanes, Xenophon's Memorabilia, and Greek Prose.
Mathematics—Plane and Spherical Trigonometry, Navigation and Surveying, one term; Analytical Geometry, Conic Sections, one term; Mechanics, one term.
Rhetoric—Whately’s Themes, declamation, and philology.

Junior Year

"During the Junior Year, the Student may elect, instead of Latin or Greek, or both, any one, or any two of the languages here named, viz: French, Italian, German, and Hebrew."
Greek—Demosthenes de Corona, Thucydides, and the Prometheus of Aeschylus.
Latin (two terms only)—Tatius' Histories, Juvenal, and Latin Prose.
Rhetoric—Themes, forensics, and declamations; Logic (Whately).
Natural Philosophy and Calculus (two terms).
Science (one term)—Chemistry, Astronomy, and Botany.

Senior Year

Rhetoric (two terms)—Themes, forensics and declarations; English Literature.
Philosophy—One term each of Mental Philosophy (Hamilton's Metaphysics), Moral Philosophy, and Political Philosophy.
Science—Geology (Dana, two terms), Chemistry and Astronomy (one term).
Theology—Butler's Analogy, and Evidences of Christianity (each one term).

The listing of so extensive a course of study was almost entirely a theoretical matter, particularly in the year 1866-1867 when only two students were actually enrolled in the collegiate department. Perhaps it was meant as an extra argument toward adoption by the College society. The list of subjects actually studied was far more limited, as is apparent from the following schedule of uncertain date, which seems to include both preparatory and college subjects:

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<td>9:15 to 10</td>
<td>Greek 3</td>
<td>Horace 2</td>
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<td>10 to 10:30</td>
<td>Greek 3</td>
<td>Caesar 5</td>
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<td>11 to 11:30</td>
<td>Astronomy 2</td>
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<td>11 to 12</td>
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<td>Sat. Reader 7</td>
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<td>11:30 to 12</td>
<td>Geometry 4</td>
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<td>1:15 to 2</td>
<td>Eng. Analysis 9</td>
<td>Reading 6</td>
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<td>2 to 2:45</td>
<td>H. Arithmetic 5</td>
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205. Catalogue of . . 1866-67, pp. XII-XIV. The senior year was particularly notable for its inclusion of the newer subjects, including the sciences, history and political economy.
206. As to the enrollment in Lincoln College, the author has been able to identify a total of only ten students, including Miss Hattie D. Scales in the Ladies’ course. This covers the entire history of the college, under its original name.
On January 8, 1868, a Topeka paper described the course of study by enumerating the classes, according to the subject pursued:

Of the amount of labor performed, and the advantages offered, it is enough to say, that during this term [the fall term of 1867, just closed] there have been regularly sustained classes in studies of the following names and grades: —Reading 2, Arithmetic 3, Grammar 3, Algebra 3, Anabasis 2, and in Latin commenced, Greek do., Latin Reader, Cicero and Livy, Virgil, Geometry, Trigonometry, Geology, Physical Geography, Guizot's History, English Literature, and Mental Philosophy, one each or twenty-five classes in all. At $18 per year for the preparatory, or $24 for the Collegiate course, with a wide free list, and no extra charge for any study necessary to the course; we know of no similar school which offers equal advantages at so low rates. . . .

In the fall of 1868 the following schedule appears to have been in effect for the preparatory department and was probably the classes taught by its principal, J. A. Banfield, when the college was renamed Washburn:

**DAILY PROGRAME FOR THE FIRST TERM**
**OF THE YEAR 1868-1869**

**J. A. BANFIELD**

9 - 9:15 Chapel  
9:15 - 10  Xenophon  
10:00 - 10:45 Arithmetic  
10:45 - 11  Recess  
11 - 11:30 Arithmetic  
11:30 - 12  Virgil  
1:30 - 2:15 Algebra  
2:15 - 3  Beg. Latin  
3 - 3:15 Recess  
3:15 - 4  Extra Latin (a class of two—[?] up to Caesar)

207. Manuscript fragment at Washburn Municipal University, mutilated on right side. The numerals following the subject title may indicate the number of students enrolled in the class, that for algebra in column B seems to have been severer. There is nothing to indicate the exact date, but the MS. is marked Lincoln College.

208. *Kansas State Record*, January 8, 1868. "Founders, friends, and teachers are agreed in the purpose that if the College succeeds, it shall be by offering to every pupil a good foundation in all, which shall make his education worthy of the name, and a life long source of profit, honor and usefulness."—Ibid.

Brief reviews of the subjects pursued are also to be found in the annual reports of the president of the board of trustees to the general association, published in the *Cong. Record*, or *Minutes of General Association*.

209. MS. at Washburn library, headed as above. This appears to omit the classes of the other instructors.

A year later a sketch of the annual Washburn College examinations, held June 21 and 22, 1869, stated that during the preceding term the following classes had regularly met: Reading and Spelling, 2; Arithmetic, 4; Geography, 2; English Grammar, 1; English Analysis, 4; Algebra, 1; Geometry, 1; Trigonometry, 1; Greek, 4; Latin, 5; Astronomy, 1; Calculus, 1; and Geology, 1, making a total of 23 classes. "The peculiar advantage which the students have enjoyed is, that they have been compelled to do their own work, most of the class(es) being small."—*Kansas Daily Commonwealth*, June 26, 1869. This account of the examinations, by "Freshman," is one of the best the author has seen.
A description of a visit to Lincoln College, as it existed late in 1867, will give a clearer conception of the building (see picture facing p. 48) and of the classes in actual session. The following narrative was apparently written by a student and is the outstanding account:

WHAT WE HAVE AT LINCOLN COLLEGE

It may be well to divide our subject into externals and internals.

Externally, we may be said to occupy an elevated position. In fact, we think, we are not to be overlooked by anybody in Topeka. From our belfry we can see up and down the Kaw for many miles; so spacious is the foreground of our vision, that the huge city of Topeka, even, is but a dot in the vast prairie. Coming back, however, to our more immediate surroundings, we do not have any fence to enclose our grounds, nothing but a few stones scattered here and there obstruct the approach to the very threshold of our doors of all diligent hunters for knowledge. Thus is the original design accomplished, to have the approaches open to all, without question as to whether they wore pants or have a tinted cuticle.

We enter the door of this abode of science, and find that the thick limestone walls enclose a hall and seven rooms. The first room occupies most of the first floor and is the assembly room for the college. Here, also, Prof. Cox hears his classes, and restrains by suavity and law all untamed boyishness and girlishness that enters here. Immediately back of this room is the Cabinet, already rich in geodes and many other mineral specimens. The second floor has three rooms, one of which contains the library, the two others are occupied by Professors as recitation rooms.

But the bell rings for the opening of the daily session. We enter the audience room, and precisely at nine o'clock the door is closed and fastened. One of the Faculty takes charge of the exercises. First comes the reading by each student of verses from some chapter of the Bible, then a hymn is given out, and, what is better, it is sung by the whole school in concert—almost all sing—how it opens and exhilarates the soul thus to gush forth in song! The praise having subsided the prayer begins, sometimes brief, sometimes longer, sometimes hortatory, sometimes liturgical, then scientific or philosophical, and now and then devout, penitential or supplicatory. Devotions ended, recitations commence, and delinquents who have waited in the hall have a chance to come in. We follow the Teacher's class to the south room above. The room is warm and pleasant with its flood of sunshine from without, and the heat from the Stewart stove within. The Teacher's class is something new, organized this term, and has already had eighteen members. The class was organized by Prof. Bowker, and is at present under his charge. This term has been devoted to a drill in the principles of English Grammar. No textbook is used, the class study by topics; free discussion allowed, the reasons of things are sought out. By this drill students are taught independence of thought, which

210. D. W. Cox was principal of the preparatory department during the school year of 1867-1868.

211. With inadequate funds for running expenses, it was often a question how to purchase such necessities as stoves. The minutes of the meeting of the trustees, November 25, 1866, quote the college treasurer, W. E. Bowker, as reporting that seats had been provided, without expense to the board, and that $47.50 was due for a stove which it was hoped would be met from money received for tuition.
enables them to defend their opinions independently of text books. A drill like this for a year or two, will do more to make teachers masters of their profession than any other method.

From the recitation room we step across the hall to the Library, supplied with its two thousand volumes, the larger number of which are on the shelves. The dearth of libraries in this new country, enhances much the value of this collection. It is already quite full in History, General Literature and Text-Books; it stands much in need of a large and complete Encyclopaedia. Adjoining the Library is Prof. Parker’s room, with its spacious range of blackboard. Here Mathematics and Natural Science are taught by one enthusiastic in his search of Nature’s laws; and sometimes in vision the walls of his room stretch away into a vast collection of cabinets, the gifts of liberal donors, or the results of geological travels. Time would fail me to tell of the three classes in Greek, four in Latin, seven in Mathematics, two in Grammar and the single class in Reading, History, Physical Geography, Geology, English Literature and Mental Philosophy that report themselves constantly to the Faculty and their Assistants. Let me say . . . that a most excellent class of students are now in attendance. Their manners, both in college and on our streets, evince their thorough appreciation of what becomes ladies and gentlemen. Of other things yet unnamed in our college, is the Rhetorical exercises, which come once a week, and the occasional college paper should not go unmentioned, in which all witty and witless things can find free ventilation. Speaking and writing are regarded by the Faculty as fundamental to a thorough education, and each student has to prepare himself regularly and thoroughly for the exercises.

The young men of the college have caught the spirit and in the Cicernian have a society for the culture of oratory, argumentation and composition. . . . The rehearsals and other signs of preparation indicate the public appearance of this society before many weeks. . . .

We have thus briefly enumerated some of the things pertaining to our college. Do you wish to know more? Come and see.

RUGBY. 212

DISCIPLINE

From the founding of the college those in authority were deeply concerned as to the proper control of “untamed boyishness and girlishness” in their midst. The Circular and Prospectus of 1865 provided for brief service of prayer at the beginning of each school day, attendance upon which by the students was made obligatory, and promised to extend to all from a distance who were “removed

212. The Library at Washburn Municipal University includes a Catalogue of Lincoln College Library, which has a total of 4,179 acquisitions, including documentary material. Religious and literary works were the most numerous, but there was important stress on those of a historical nature, and a considerable number of scientific treatises. What appears to be a companion volume, in a very fragile state, classifies these works into their various fields.

213. Kansas State Record, December 12, 1867. A comparison of the Lincoln College courses of the 1860’s with those of Washburn in February, 1886, when the enrollment had grown to 240, shows interesting changes. “The Literary Collegiate” course had taken the place of the earlier “Ladies’ Course,” and was notable for its “richness and breadth of culture,” and larger choice of subjects. The collegiate, classical and scientific courses had been revised and enlarged. All the collegiate courses were then “parallel with . . . [those] in the best Eastern colleges,” permitting a good student at Washburn to enter Yale, Amherst or Williams without any loss of standing.—The Kansas Telephone, Manhattan, February, 1888.
from the restraints of home” the “watchful care needful to the promotion of a moral and religious character.” The tendency of the students to leave their studies and follow other attractions that presented themselves, posed a very serious problem, as was evinced in the attendance reports submitted to the president of the board of trustees. Thus that of May, 1868, including the time when the legislature had been in session in Topeka, indicated a wide disparity between aggregate and average attendance, as the following figures show: First term, aggregate attendance—48, average—39; second term (including the legislative period), aggregate—40, average—26, and third term, aggregate—29, and average—21.214 Despite the religious revival which had been carried on with marked success during the winter term, Principal D. W. Cox of the preparatory department wrote that a number of students left and attended the legislature. He added: “This one act did the College more harm in its attendance and regularity, than anything else that has happened during the whole year this far.” 215 That these pioneer students should not be unduly blamed for a lack of dependability, however, one need only recall that the entire frontier population was characterized by its “footloose” nature.216

The catalogue of 1867-1868 carefully summarized college discipline in the following words:

**DISCIPLINE**

Students are required to be present at the beginning of the term, to continue to the end of the same, and to be in their places at all stated exercises of the College.

Students must not absent themselves from town without permission from the Faculty.

The observance of regular hours of study and recreation is enjoined on all the students.

Excuses from class recitations, or for failure in college duties, must be rendered to the Professor having immediate jurisdiction, who shall report all unexcused marks to the Faculty for record.

Any pupil receiving ten marks during one term, without good excuse, shall cease to be a member of the College.217

214. Minutes of the General Association, report of 1868, entitled, “Lincoln College,” p. 9. However, a report of Principal D. W. Cox to Lewis Bodwell (MS. in Washburn library) quotes somewhat different figures, evidently for the same periods. Apparently the record of absence had not been very accurately kept, particularly by Professor Bowker in the preceding fall. During most of the winter term average attendance had been 40; during the final third, when the legislature was in session, he reported it as 29.

215. D. W. Cox to Rev. L. Bodwell (no date given), a manuscript in the Washburn library, quoted in Footnote 182.

216. In its issue of April, 1860 (v. 2, pp. 23-25), The Congregational Record discussed “Homelessness as a Hindrance to the Gospel.” The unsettled nature of the population was one of the most discouraging peculiarities of frontier society. “The western phrase, ‘I do not live, but only stay,’ is of almost universal application. The word ‘home’ might be entirely stricken from our vocabulary; . . . there are very few here who have positively made up their minds to make this their home. . . . it is all an experiment. . . .”

These remarks apparently refer to the action of the executive committee of the board of trustees, who at their meeting of September 5, 1867, adopted a series of RULES For the Government of Lincoln College.\footnote{218} On entering the college each student was required to sign a declaration of his intention to comply with these regulations. All were "to attend the public exercises of the college, to observe the hours prescribed for study, and to be in their rooms by ten o'clock P. M., unless permitted to be absent by the Faculty," such leaves of absence to be granted only "in cases of urgent necessity." Those leaving without permission were liable to suspension or expulsion. No student could drop a subject without faculty permission. No meeting of students in the college building could be held without consent of the faculty. "Any injury done to the building or furniture will subject the one doing it to the expense of repairing the injury and to such other penalty as the Faculty shall see fit to inflict." All students were requested to attend worship on the Sabbath. "The tuition of each student must be paid within the first ten days of the session, and in no case for less than half a term. . . ." No society or club was to be formed, the constitution and by-laws of which were not approved by the faculty, "and on no condition shall a secret society be organized or be permitted to exist." The 11th rule was very significant and read: "Continued idleness, neglect of recitations, and attendance upon places of dissipation or vain amusement, will be deemed derogatory to the discipline of the college and will be punished by the Faculty." A system of marks for attainment in recitations and deportment was adopted which was intended to reward the faithful and punish those guilty of disobeying the rules.\footnote{216} How this code functioned in actual use is not known.

THE COLLEGE PRESIDENCY

During the entire history of Lincoln College under its original name it was directed by a board of trustees appointed by the "General Association of Congregational Ministers and Churches in Kan-
srs.” From 1863 on these nine trustees (later increased to 13) were elected by that body for terms of one, two or three years, to exercise general direction of a projected college. Early in 1865 when the institution was finally incorporated, the trustees adopted articles of association and thereafter met at irregular intervals on the call of their president. By the appointment of committees 220 they carried on the necessary business of the college and kept a permanent record of their proceedings (“First Secretary’s Book”). Their president was the chief executive officer who, without salary, presided at meetings of the board and between sessions performed what duties were needed, including the hiring of teachers and, in collaboration with the committee on education, preparing a detailed report to the annual meeting of the general association. The first holder of this office was Peter McVicar, then pastor of the Congregational church at Topeka and superintendent of schools of Shawnee county, who in late December, 1866, resigned the college position to become State Superintendent of Public Instruction. 221 He was succeeded by Lewis Bodwell, now for the second time pastor of the Topeka church. Bodwell left Kansas in June, 1869, because of ill health.

Despite a serious lack of funds for running expenses, in 1866 steps were taken to procure at an early date a president for the college in the person of Gen. Oliver O. Howard, then head of the Freedmen’s Bureau at Washington, D. C. 222 To promote the endowment campaign S. D. Bowker visited Washington in the summer of that year and informally broached the matter of the presidency to

220. Of these the executive committee, consisting of the president of the board and three or four additional trustees, appears to have met more often than the general board, to which it was responsible, and to have exercised a more direct supervision of current business, but unfortunately its records do not seem to have been carefully preserved. The author located only one such paper—the minutes of its meetings from July, 1867, to August, 1868. During that period W. E. Bowker, T. H. Smith, H. W. Farnsworth and C. B. Lines were the chief members, in addition to the president, Lewis Bodwell.

221. “First Secretary’s Book,” p. 36—entry of December 28, 1866. Speaking later of his predecessor, Lewis Bodwell asserted that “no man has given our school more thought & prayer & unpaid labor . . . .” In 1871 when Richard Cordley declined the appointment, McVicar was elected the second president of the college. He retained this position for 24 years, during the period of greatest growth of the institution, contributing an outstanding service in its upbuilding which subsequently won him the title of the “Grand Old Man” of Washburn College.

222. Oliver O. Howard (1820-1909), a graduate of West Point, had an important career in the American army. In the Civil War he took a leading part in many battles in the Eastern theater but has been blamed for reverses at both Chancellorsville and Gettysburg. In 1863 he was transferred to the West, and later given command of the Department of the Tennessee and awarded the rank of brigadier general in the regular army. He was with Sherman on his march through Georgia, but was distressed by its attendant horrors. In May, 1865, President Johnson, following Lincoln’s choice, made Howard commissioner of the newly created Bureau of Refugees, Freedmen, and Abandoned Lands. This agency did good work in relieving destitution, but due to Howard’s lack of executive ability, it became burdened with inefficiency and corruption. Howard was freed of personal responsibility, beyond the facts that he was a poor judge of his associates and spent too much time in other activities. Later, while in command of the Department of the Columbia, he led several expeditions against the Western Indians. In 1886 he was made major general in command of the Division of the West, which he retained until he retired in 1894. He wrote a number of books, contributed to magazines and newspapers, and was a popular lecturer and preacher.—Dictionary of American Biography, v. 9, pp. 279-281.
Howard who regarded the proposal with favor, "when the interests of the country will allow of his retirement from his present post of duty." At a date probably early in January, 1868, Howard visited Topeka and was very favorably impressed by its people. Apparently acting with the tacit consent of the board of trustees, later that month Lewis Bodwell wrote a letter of invitation to General Howard, which he enclosed in a message to his friend Senator Pomeroy, requesting the latter to use his good offices in behalf of the Howard appointment. To Bodwell General Howard was a brilliant example of a Christian scholar and soldier who had wielded the "flaming sword of Gideon" against the "slave power" and was now accomplishing a great work for the freedmen. In urgent terms Bodwell appealed to Howard to lend his aid as soon as possible—this would reduce the time needed for the "permanent endorsement" of the college by eight or ten years. His name would "in one year quadruple the number of our students" and attract many to the work of the ministry. In a very cordial letter General Howard declined this offer:

As a single matter of ambition I would be glad to join hands with you and give my influence to the complete establishment and further development of your college; but I cannot conscientiously leave here, for duty points in this direction. My official position is now very important and promises to be so for some time to come.

It is very probable that the numerous duties of the president of the board of trustees were burdensome to Lewis Bodwell, particularly in view of his state of health. In July, 1868, Harrison Hannahs wrote to "My dear Lewis" that, while on his way to St. Louis (Mo.), he conferred with Peter McVicar, and was "more than ever satisfied

223. Washington, D. C., correspondence, signed "S. D. B.,” quoted in Concord Record, v. 8 (1866), September, pp. 56, 56. Bowker praised Howard's work for the freedmen and believed that if President Johnson vetoed the current bill for that bureau, Howard would resign. This "savagely Christian scholar and soldier...is disposed to regard with favor the proposition informally made to him, to take the Presidency of our college..." after retiring from his work in the Freedmen's Bureau.

224. A manuscript letter without signature now in the Washburn library, in the handwriting of Bodwell and dated Topeka, January 27, 1868. Bodwell did not doubt his ability to obtain the signatures of a thousand Christians to this appeal. The great mission of Lincoln College—to supply the state with Christian men and ministers—he regarded practically hopeless of attainment by the state institutions, at least at that time. (Howard's name had also been placed before the board of regents of the State University.) Howard had a great reputation as a Biblical soldier—"the Havelock of the Army"; his honesty, humanitarian interests and religious enthusiasm were undoubted, and he was a capable speaker and writer.

225. Maj. Gen. O. O. Howard to "Rev. Lewis Bodwell, President Lincoln College," February 11, 1868, on official stationery of the Freedmen's Bureau, MS. in the Washburn library. Pomeroy replied similarly, and added that Howard University, then being erected, would draw heavily on the general's time. He suggested Gen. Charles Howard, the brother of O. O., who was even "better educated," with a "gem of a wife," and only a little behind his famous brother, "the foremost man of our country, at this time."

Howard University, Washington, D. C., was founded in 1867 and named after the Civil War general. In 1869 O. O. Howard was made president, and gave much time to the institution until 1874, when he resigned.
he is the man for the Presidency of the College." 226 The problem of salary was probably a matter of grave concern until November, 1868, when the munificent gift of Ichabod Washburn removed any such barrier. That it had been negotiated by Horatio Q. Butterfield must have been a powerful argument in the minds of the trustees in favor of elevating their professor of classical languages to the post. At their meeting of June 3, 1869, the board unanimously elected Butterfield president of the institution, now Washburn College, and voted to make his salary the "proceeds of the Washburne Donation until the notes are paid and after that, not less than $2,000." 227

Butterfield made a verbal report of his labors for the college at the annual meeting of June 23, 1869, and added that he had been offered a place on the board of the Society for Promotion of Collegiate and Theological Education at the West. In reply a committee of the trustees made a strong appeal to Butterfield to head the college:

A College, anywhere, and particularly where educational interests are in a formative state ... must have an able, efficient and influential head. The time has come as we judge, when this necessity of Washburne College must be met.

Our relation as a College, to the Churches of Kansas, both in view of this call for educated men, and of their duty to aid in building up a College in their midst demands such a man now, at the head of this Institution. 228

Two days later Butterfield wrote to the board, thanking them for tendering him the position of president: "After much prayerful consideration I have resolved the last doubt, and decided to accept." 229

LINCOLN COLLEGE RENAMED WASHBURN

From his earliest connection with Lincoln College, Horatio Q. Butterfield had performed services of a financial nature. Before reaching Kansas in 1866 he worked with S. D. Bowker in the East in behalf of the college endowment, but the results were disappointing. In the following fall the institution was adopted by the College society, but still no funds were forthcoming. By late 1866 the crisis

226. MS. in the Washburn library, dated Rome, N. Y., July 17, 1868. Hannahs added suggestions as to how to finance the college.
227. "First Secretary's Book," pp. 48, 49. The annual report to the general association (1870), however, quoted his salary at $1,750.
228. Ibid., pp. 50-53. "The Society, in view of our wants and necessities, will not ask us to jeopardize our existence and usefulness, and consequently the ground of her own success. ... These considerations were urged upon Butterfield, "as reasons why he should accept the position tendered him in deep earnestness by the College Corporation."
229. Ibid., p. 54. In November, 1870, Butterfield resigned the presidency to accept the secretaryship of the College society. He withdrew the resignation on December 20, and on January 30, 1871, he resigned again. The Washburn College post was offered to Richard Cordley, who declined to accept, whereupon Peter McVicar was elected the second president (February, 1871). After an extended period as secretary of the College society, Butterfield accepted the presidency of Olivet College, Michigan.
was so pronounced that the trustees voted to procure as soon as possible a "suitable person, as financial agent . . . ." the former agent, Bowker, now being occupied with other duties. On March 12, 1867, the trustees authorized Professor Butterfield to act as financial agent for a year, or for the time needed, and to pay him his regular salary plus necessary traveling expenses. With a leave of absence from Lincoln College and temporary employment by the College society, Butterfield soon left for the East.

When the general association met in May, 1867, the report on Lincoln College described a "pressing need" of ready cash, which posed an alarming threat to the future of the new institution. The severe financial crisis prompted a movement by the partisans of other towns to remove the college from Topeka, but the trustees declined to consent. A few months later Lewis Bodwell, president of the board of trustees, wrote to Horatio Q. Butterfield:

We have lately been burdened with . . . increasing indebtedness. . . . So great have been its dangers that we have talked of curtailing. But where? The Prep. Dep nearly or quite pays its own way. . . . The cost is from that which does not pay & yet which is to day the part nearest to our end,—vis—Our College classes—our candidates for the ministry. . . .

Late in the year financial affairs appear to have improved. Early in January, 1868, a local paper announced that Professor Butterfield had collected enough to pay the outstanding debts to the faculty—he was trying to avoid earlier mistakes by soliciting for both running expenses and permanent endowment:

The low rate of charge, and the number of those who under the rules obtain free tuition, have imposed some heavy burdens upon trustees and teachers; but in addition to some progress in the work of endowment, Prof. Butterfield has raised an amount sufficient to extinguish the indebtedness to teachers, and encourage the Trustees to continue the offer of tuition on the same liberal terms as heretofore.

In the following spring the report to the general association reflected a marked financial improvement. The aid pledged by the

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230. "First Secretary's Book," p. 36—minutes of December 29, 1866. The treasurer was authorized to borrow $500 to pay the teachers for the last quarter.

231. Ibid., pp. 37, 38. The annual report of May, 1868, to the general association remarked: "While in the employ of the College Society, as he now is, the salary of Prof. Butterfield is paid by the Society, and thus, during the year, the College has been held responsible only for the payment of the present corps of instructors—an amount which does not much exceed $2990 per annum."—Minutes of the General Association, report of 1868, p. 16.

232. Ibid., May, 1867, pp. 12-15, report entitled, "On Education—Lincoln College." The report of the finance committee, July 4, 1867 (cited in Footnote 85), gave further details. For the preceding year the income had been only $1,592.08, while expenses amounted to $4,557.03. Total indebtedness then stood at $4,320.76, and there was no cash in the treasury, although total assets amounted to an estimated $16,414.22.

233. Lewis Bodwell to "Dear Bro Butterfield," dated Topeka, October 23, 1867, a MS. in the Washburn library.

234. Kansas State Register, January 8, 1868.
College society was enough "to warrant the hope that our already diminished indebtedness will ere long be wholly cleared away." Butterfield was "working with growing confidence"—at his last report nearly $8,000 had been "collected and pledged" (obviously overestimated), and of this amount the college treasurer had already received over $1,500. The college indebtedness then amounted to only $3,100.75—the sum due on the salaries of the teachers and for money advanced by the treasurer out of his own pocket. When the next report was issued in May, 1869, the annual income of the college had grown to $3,211.24, with $2,059 credited to the activities of Professor Butterfield—enough "to meet all outstanding claims for current expenses, and the teachers are paid to the beginning of the present term." In his solicitation for the permanent endowment of Lincoln College, Horatio Q. Butterfield was even more successful. Largely because of Butterfield's personal influence, Ichabod Washburn of Worcester, Mass., became interested in the college and late in October, 1868, announced his decision to give the Kansas institution the sum of $25,000 towards an endowment. In view of this large donation Butterfield accompanied his report to the trustees "by the opinion of the College Society and its friends and ours, that the name of the Institution should be changed to that of the family name of our generous friend." The subject was taken up by the college trustees at a special meeting on November 19, 1868, as indicated in the following quotations from the minutes:

235. Minutes of the General Association, report of May, 1868, written by Lewis Bodwell, pp. 9-11. Several gifts had been made to the college during the preceding year, including 20 acres of land from W. E. Bowker, two notes totaling $1,000 from Harrison Hannals and a pledge of $500 from Simpson Bros., of Lawrence.
Although Butterfield reported to the trustees, the author has not been able to locate any of this important correspondence, if it still exists, which is doubtful. Eugene Floyd, while in charge of public relations at Washburn Municipal University, made a search for Butterfield correspondence, but without success.

236. Minutes of the General Association, report of May, 1869, pp. 17-21. "Commencing with his first remittance, June 18th, 1867, Professor Butterfield has raised and sent us for current expenses about $4,400, of which amount we have received over $2,000 in books; and $65 . . . in the publication of our annual catalogue. In another direction our Agent's labors have been successful in securing by special contributions the $800 needed to purchase the excellent library of the late Professor Bowker . . . ." See Footnote 245.

237. Kansas Daily Commonwealth, May 11, 1869; McVickar's An Historical Sketch of Washburn College, p. 6; Catalogue of . . . 1867-68, p. 29. Ichabod Washburn was born at Kingston, Mass., August 11, 1798. When he was still an infant his father died, leaving the family with few resources. Young Ichabod learned the trade of harness making, worked in the cotton mills, served an apprenticeship as a blacksmith and then began making plows at Millbury, Mass. In 1821 with W. H. Howard he started the making of lead pipe and wooden goods machinery. A very great demand for the latter induced him in 1833 to go into the exclusive manufacture of wooden goods machinery with Benjamin Goddard, a pursuit he followed with great success until 1844, when the partnership was dissolved. A few years before this the firm began the making of iron wire, then a new business in this country. By a wire drawing improvement, Washburn greatly increased the output; after the dissolution he devoted his entire time to wire manufacture and became the leader of the American industry, thus laying the foundation of his large fortune. For some time his twin brother, Charles, was associated with him, but after 1859 this role was taken by his son. Dr. C. B. Washburn. Ichabod Washburn, under the title of the Washburn & Moen Manufacturing Co.—Dictionary of American Biography, v. 19, pp. 501, 502.

238. Minutes of the General Association, report of May, 1869, on Washburn college, p. 18.
The President read letters from Professor Butterfield containing the proposition of Deacon Ichabod Washburne, of Worcester Massachusetts, to donate to the College the sum of $25,000, and suggesting the propriety of changing the name of the College to Washburne College.

On motion of Mr. Parnsworth, Messrs. Cordley, Liggett and Cooper were appointed a Committee to draw up resolutions, expressive of the views of the Trustees. . . 239

After proper consideration, the following report was adopted:

Whereas, There are several literary Institutions in the United States, bearing the name of Lincoln thus creating confusion and embarrassing us in our movements,240 and

Whereas, Dea. I. Washburne of Worcester, Mass, proposes to make to our College a donation of Twenty five thousand dollars towards the endowment we are seeking— Therefore

Resolved— That we, the Trustees of Lincoln College, in a meeting legally called, and assembling at Topeka this nineteenth day of November One Thousand Eight hundred and Sixty eight do hereby change the name of said Institution to Washburne College.

Resolved— That we express our hearty thanks to Dea. Washburne, for his generous gift, coming as it does in the infancy of our enterprise and assuring its success— And we trust we may be able so to use the means thus placed at our disposal, that our College may be an honor to its donors and a blessing to our State.241

The Washburn donation was in the form of five notes for $5,000 each, drawn on the Washburn & Moen Manufacturing Company and bearing interest at seven per cent, with a maturity date of 1870, and was deposited at the Central National Bank of Worcester, Mass. It alone almost doubled the assets of the college and gave substance to the fond hopes of earlier years.242 Only a few months after he made this gift, Ichabod Washburne died at his home in Worcester.243

When the general association met some months thereafter,
it mourned the death of Washburn, a "large-hearted and wise benefactor," who had set an example of great liberality and intelligence by thus placing "the institutions of religion and science upon a stable foundation in a new and growing commonwealth.\textsuperscript{244} Writing in retrospect many years later, Richard Cordley termed the gift a very important milestone in the history of the college, which assured it a brighter future:

It came at a critical time and marked an era in our history. A building had been erected, a school had been opened and some good academic work was being done. But the work had gone about as far as it could without larger resources. Mr. Washburn gave his magnificent gift at the beginning when most men shrink. Mr. Washburn had the rare faith to see the promise in an enterprise not yet assured to mortal sight. The college had an endowment, and its perpetuity was assured.\textsuperscript{245}

The Kansas Congregationalists had founded their college in Topeka as a monument to the victory of freedom and its leading champion, Abraham Lincoln, but even more significant in their minds had been the promotion of religion and its handmaid, education. With the passage of time the issue of freedom receded into the historic past, but the problem of adequate finance became a sword of Damocles, threatening the future of their beloved College. What a profound sense of relief the trustees must have experienced when the Washburn gift was finally announced—little wonder they were willing to consent to a change of name to Washburn College.

When Lincoln College assumed the name of Washburn, the years of foundation ended. What had been virtually an academy near the frontier could now become in larger measure a college for the great West. A pioneer dream had materialized on the Kansas prairies, leaving to the future the hope of growth and development.

\textsuperscript{244} Minutes of the General Association, report of May, 1889, pp. 23, 24.

\textsuperscript{245} The Topeka State Journal, Manhattan, July, 1890, a paper on the "Quarter Centennial of Washburn College," June 17, 1890.

The final account of Butterfield as financial agent from April 1, 1867, to January 15, 1870, was incorporated in the minutes of the trustees, January 6, 1870 ("First Secretary's Book," pp. 56, 57). The total secured for the college was $41,961.79 (including $913 for the Bowker library). Money subscriptions amounted to $38,703.16. Butterfield's salary was $3,745.15; the auditing committee found the college indebted to him in the sum of $97. From this it is clear that his activities as financial agent continued long after the college was renamed. In fact, in later years as secretary of the College society, he made a very important contribution to the financial well-being of Washburn College.