Building Adelbert College
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October 26, 1882: "Adelbert—Dedicated to Endowment of the Mind—A Grand Monument of Granite Reared and Christened...." That was the headline which flashed across the Cleveland Herald.¹

Twenty years earlier Adelbert Stone, following his father's mandate, left Cleveland to pursue his studies at Yale. He drowned in the Connecticut River in his third year. Through complex circumstances and rationale, as well as intuitive feelings, his father, Amasa Stone, made possible by a gift of over $500,000 the move of Western Reserve College from Hudson to Cleveland and the concomitant changing of its name to Adelbert College of Western Reserve University. A result of his benefaction, however, was to build more than a memorial to his son: the new college was built adjacent to the proposed Case School of Applied Science, a school of medicine was proposed to be moved to the same neighborhood, and a college of theology was under consideration. The basic idea was to do more for higher education in the region, thereby contributing to Cleveland's, "...advancement from a rural to a metropolitan and even a cosmopolitan position,"² as President Fairchild of Oberlin College remarked on dedication day.

The justification for the removal of Western Reserve College to Cleveland can be neatly summed up: financial resources and students. While endowment income was just sufficient in 1880, future earnings were projected to decline. Funds, which were earlier invested at 12%, could now be reinvested only at 6%.³ Enrollment was small—the freshman class in 1876 was 18—nor likely to increase, as enrollment in the grammar school, which served as the feeder for the college, was only 30. Competition from Ohio's other 31 colleges was intense.

Inept leadership led to a severe morale problem. As Professor Edward Morley observed, President Carroll Cutler "...irritated the boys needlessly..." to the extent that they did not encourage others back home to enroll, and from the faculty's viewpoint, Cutler, for example, proceeded with new hires without the benefit of faculty counsel.⁴ Declining income would, of course, lead to lower salaries, fewer faculty positions and the luring away of the recently recruited good faculty, who could only be replaced by "men of inferior promise."⁵ Furthermore, the potential to change the curriculum in response to the fast-changing expectations of higher education would be moribund. Institutional pride and self-definition, therefore, played a significant role in the decision-making process. Many alumni, some faculty, and the townspeople of Hudson, however, were ardently opposed to the move. The students, however, embraced it. These were years of tremendous friction. Accord did not come to the college until the 1890s.

The recognition of reality, however, played the most important role. Knowledgeable men had no doubt that Cleveland, then a city of 160,000, would soon have an endowed university of its own, cutting off both a source of students and endowment gifts.

Serious rumblings advocating the removal started in 1876, but nothing official happened until June 25, 1878 when the Board of Trustees heard a paper on the subject by the Reverend Hiram C. Haydn of Cleveland's Old Stone Church. They appointed a committee of seven to study it, which met during
1878 and 1879. Concomitantly, in December, 1877, articles and several letters on the subject ran in the *Cleveland Herald*, thereby making the proposal a matter of community debate. The new editor-in-chief and co-owner of the *Herald* was the renowned lawyer and politician, Richard C. Parsons, who was also a prominent member of the Old Stone Church. Parsons even sent his city editor to Hudson to learn the faculty's ideas on the matter.

It was primarily through Haydn's influence, however, that nearly all of the trustees agreed to the move, provided a half million dollars could be raised as an endowment. Even though Amasa Stone was a trustee of the Old Stone Church, it was Parsons, not Haydn, who first approached him. Parsons was a close personal friend of Stone for over 30 years. Stone told Parsons: "I will be one of the first to give my check for $100,000 if you will get the other four." The agitation was brought to a head by the death of Leonard Case, Jr.—a pewholder in the Stone Church—on 6 January 1880, and the announcement of his legacy for a school of applied science. It seemed to informed and rich patrons—who were numerous enough to give substance and character to the entire community—that Cleveland had the potential to become an educational and literary center, in spite of the fact that its men were of a class of workers, not writers.

It was at this time that another important player entered the scene, Jeptha H. Wade. He met in January, 1880, with a number of his neighbors and friends concerning his desire to convince the Meadvile Theological School to move to Cleveland by offering them a site in the then private, soon-to-the-made public, Wade Park, $250,000 for a building, and an endowment. Later in the year Wade articulated his vision: "As you are aware, Mr. Case left property worth about $1,000,000 to establish the "Case School of Applied Science" ...It is expected and almost certain that the Presbyterians will remove the Western Reserve College from Hudson to this city. Now if the Institute from Meadvile should also come here and be made equal to the others, would not all reap advantages by being together and would it not make Cleveland such an educational center as to attract endowments and support that they could hardly expect if separate and in country villages?" The desire for instant fulfillment and status was rife amongst Cleveland's moguls.

Simultaneously, Amasa Stone became interested in funding the whole project. In March, 1880 Haydn happily reported to the Board of Trustees that "a gentleman of wealth" was willing to support the college's move to Cleveland and, being politically astute, asked what amount the board would deem sufficient. The reason for Stone's willingness to explore the possibilities is not documented, but can be seen as part of a multi-faceted publicity campaign, consisting both of words and benevolent actions, orchestrated by his son-in-law, John Hay. Its purpose was to release Stone from the public scorn resulting from his personal responsibility for the collapse of the Ashtabula bridge, which had shocked the world and stirred Cleveland. A trainload of people plunged to their death in December, 1876, and a coroner's jury judged Stone responsible for the ill-fated design. One other important point needs to be made. While Stone did not earlier support education, his other major benefactions—the building of the Home for Aged Gentlemen in 1877 and the Industrial School and Home in 1881 were projects which emanated out of the Old Stone Church. Thus, a pattern of patronage centering on the Old Stone Church and Amasa Stone emerges.

Even before they had a definite commitment from Stone, in May, 1880, the committee had a meeting with the recently appointed trustees of the newly founded Case School of Applied Science. They expressed the "most friendly feelings" and a desire that the college come to Cleveland and that the two institutions should work in entire harmony without rivalry or interference with one another. Stone knew the Case trustees and used his sources to obtain advice on how the new institution should start up. Previously, Cutler had set in motion forces which might have prevented trustees being elected to the Case board who were hostile or indifferent to religion and who were also without reputation or standing in the community. Clearly, it was Cutler's objective to bring the Case school under the umbrella of "Western Reserve University."

Stone had decided in the late Spring of 1880, but it was kept pretty much a secret until after commencement. However, Professor Morley knew and gleefully wrote to his father: "our salaries will be doubled." On July 14th, John Hay, feeling a sense of relief, telegraphed the news to Whitelaw Reid of the *Tribune*. The college trustees did not meet to officially take action until September 7, 1880, but were forced to adjourn until September 20th, because seven of the seventeen trustees were absent (the
law required a three-quarter majority on such resolutions). The resolution to relocate to Cleveland passed fourteen to two with one absence. The following provisions were agreed to: Stone would give $400,000 to the endowment and $100,000 to be used in whole or part as a building fund; others would donate the site; and the liberal policy heretofore pursued toward student tuition fees should prevail. A resolution to change the name from Western Reserve College to Adelbert College of Western Reserve University was passed. Furthermore, a committee of five was appointed to secure the site and the means to pay for it—with only six months to do the job—and, most important, the Case trustees were formally invited to consider buying a joint site for both institutions. Further modifications to the Stone agreement dragged on until March 18, 1881. These included the redistribution of funds, $150,000 for the buildings (Was Stone competing with Wade to build a first class edifice?), $350,000 for the endowment, and Stone’s right to immediately name eight replacement trustees for the board. The situation was fluid and apparently frustrating for all concerned. The whole enterprise now hinged on whether Cleveland’s wealthy would pay for a site.

Earlier, in June, 1880, Cleveland City Council resolved to appoint a committee to meet with the trustees of both the college and the Case School to see if they would agree to a joint site, where it should be, and if the city could in some way provide it; council’s idea for a joint campus was to support education and “...to contribute largely to our material welfare.” They met on June 19, 1880, at which time they proposed a specific site close to downtown. Some suggested, however, that the college be placed five miles out from the center of the city. President Cutler labored against this notion, arguing for a central location, which the college judged best. However, Cleveland’s decision-makers thought differently.

By late 1880 Martha C. Ford and Liberty E. Holden, who owned adjoining property on Euclid Avenue nearly opposite Wade Park, made a formal offer to sell about 43 acres of it for a site for the college or the Case school or both. On January 7, 1881, a meeting was held at the home of Joseph Perkins to consider this proposal. Chaired by Judge Samuel E. Williamson, the discussion was controversial, but ultimately and unanimously the committee agreed to the offer and to raise the asking price, $120,000. Holden agreed to give $25,000, and Mrs. Ford $8,000, to the endowment fund of Western Reserve College. If successful, the college would secure a site and $33,000. A citizen’s committee of sixteen with an executive committee of three (S.T. Everett, C.C. Baldwin, and W. H. Doane) was selected to solicit subscriptions. They drew up a prioritized list of men to ask and divided the work amongst themselves. Everett at first claimed to be too busy to serve, but Wade, who was active in the group—he had a vested interest in that location—persuaded him to stay. This procedure was a well-established way to raise money for charitable undertakings in Cleveland. Five days later the Case trustees agreed to the proposed location, citing the beauty and fitness of the site and its educational advantages.

On January 22, 1881 the soliciting committee met at the Second National Bank to appoint three trustees, J.H. Wade, W.S. Streator, and D.P. Eells as the Purchasing Committee to take charge of the funds collected, hold the deed of the property, and act as arbitrators to divide the land between the school and the college. The Cleveland Leader compared the cost of the land to that of a first-class residence or church on the avenue and argued for its purchase. In order to gain favor amongst disgruntled alumni, the college organized an alumni association in Cleveland and held a banquet on February 8, 1881, at Forest City House, which concluded with speeches that lasted from ten in the evening to one in the morning. They hoped to have been able to report substantial progress in raising the money needed for the site.

Instead of extending his former offer, on February 1, 1881, Holden made a new proposition to Western Reserve. He reduced his asking price to $100,000 plus interest from January 1, 1881, and would either donate $50,000 for a named professorship or subscribe $25,000 for the purchase of the property. The deadline for accepting the offer was March 2, 1881. (This was later extended.) Martha C. Ford made a similar counteroffer, offering to contribute $8,000 out of her $15,000 asking price, but demanded the purchaser pay for the paving of the yet-to-be-platted Adelbert Road, the easterly side of which she intended to develop into a housing allotment.

By February 3rd, two subscriptions of five thousand dollars each were in hand, but they only had $30,000 by the 17th. As the deadline neared, they were $17,000 short and the option to purchase was about to expire. Members of the soliciting committee telegraphed Rufus P. Ranney, who was chairman
of the Case trustees: "What will you and the Case School do. Can't get extension. Answer." Ranney wired back: "Cannot answer for the Case School here. Have a meeting of the Trustees and let them decide." Then he sent a follow up letter: "...rather than the purchase should fail...I would be willing to contribute a few thousand, not over five—and should feel a little more independent after having done so. Simply make the suggestion in order that the trustees may feel free to act according to their own judgements and with the knowledge that I will concur in whatever they do."³³ On March 17, 1881, the Case Trustees agreed to contribute $10,000 towards the acquisition of the site. In the beginning of April the options were accepted, although title did not transfer until the middle of July—some of the 53 subscribers were slow in paying. The aggregate cost of the site was $119,400, plus the cost of opening Adelbert Road. Before title transferred, the southern portion of the tract was sold to the Nickel Plate Railroad for a right-of-way.³⁴ Professor Morley thought that this might eventually give the college rapid transit into the city,³⁵ thus overcoming the principal disadvantage of the site: it was not located at a nodal point in the Cleveland's transportation system. The site was unquestionably chosen because it was in an outlying elite section of the city counteracting lingering puritanical concerns to avoid the evil influences of city life, i.e. the "gilded" saloons. It also reflected an aesthetic motive which included transcendental notions of nature as inherently more beautiful and uplifting than urban environments.³⁶ As the Cleveland Leader described it: "...in the rear of the building the gradual swell of the land merges into an almost unbroken forest, God's first temple...All about are nature scenes of beauty that inspire the heart to praise the Giver of all, and lead the mind to thoughts of quietness and peace, to religion, the elder sister of wisdom."³⁷ When Adelbert College was illustrated in Harper's in 1886,³⁸ it was shown in a idyllic landscape setting, even though the grounds had yet to be improved.

On March 19, 1881, the day after final agreement was made with Stone and the site secure, the trustees appointed a Building Committee with complete authority—they did not have to report back to the board—to plan and execute the buildings and improve the grounds. Appointed were President Cutler with all Stone's appointments to the board: John Hay, W. J. Boardman, George H. Ely, and W. H. Doane.

While the minutes of the Building Committee are not known to exist, there are contemporary sources which shed light on the design process. Evidently, an architectural competition was held, to which architects from various parts of the country submitted plans.³⁹ Professor Morley wrote to his father on April 22, 1881: "The plans for the college building are mostly in. The building committee is to meet tomorrow to examine them. Mr. Cutler will go to Cleveland in the morning for the purpose." A week later the Cleveland Leader reported, based on facts they received from Cutler: "The plans of the college building and the dormitory were drawn by a New York architect; but are being changed somewhat by Mr. J. Ireland of Cleveland under the supervision of Mr. Amasa Stone. The inside arrangement of the buildings has been planned by Dr. Cutler and Professor Morley. The main building is high, imposing and ornamental, being somewhat after the style of the Protestant Orphan Asylum in this city though much larger. A very high pyramidal tower arises over the large front entrance. The roofs are high and steep. The long dormitory, detached, is three stories high with a small tower over the entrance. Just back of it is an attached square building for a dining hall. The main building will be a beautiful structure."⁴₀

One could speculate on who the New York architect was, but it is obvious why Joseph Ireland was brought in. He was a Presbyterian who landed the commission in 1867 to build the Wasongville Mission on Aaron Street(now East 36th) by the Old Stone Church,⁴¹ the physical facilities of which Amasa Stone treated "as though it had been his private property."⁴² Coming to Cleveland only in 1865, Ireland designed major downtown buildings such as The Society for Savings (1866)⁴³ and the National Bank Building (1867), thus quickly establishing a reputation. Notable later commissions included the fireproof Eells House (1876),⁴⁴ the Harris House,⁴⁵ the Second Presbyterian Church (1878), and the offices of the Lake Shore and Michigan Southern Railroad Company (1880), which Stone had been involved in.⁴⁶ Most important, Ireland designed the Home for Aged Gentlemen (1877), the Industrial School and Home (1881)⁴⁷ and the John Hay Residence (1876), all of which were paid for by Amasa Stone. Simply put, Ireland was Stone's favorite architect, a Presbyterian with whom he could work.

The actual design process began months earlier in November, 1880, when Stone asked the college to see plans for the building, and Professor Morley worked on them for a day or two: "I made one last Fri-
day which Mr. Cutler took up to show Mr. Stone...he was pleased with it." Morley had just about finished the plans by December 6, 1880; it was planned for an increase in students and faculty and for a broader curriculum.

Stone’s approach followed Professor Thomas H. Huxley’s—the famous English biologist who was involved with the launching of Johns Hopkins—advice to the Case trustees: “build the building...[then] send for an architect and let him put a facade on it...If you do anything else you will get a building which will contribute very much to his fame, but not to your need.” The Case school took a similar approach “...to avoid the risk of being compelled to adapt the work of the School to a building constructed rather upon architectural theory, than with reference to the needs of the institution.” Morley was continually involved with the building and served as the bridge between the faculty, architect, the contractors, and occasionally, Stone. There was friction between Cutler and Morley. Morley did not think Cutler was doing his part of the job in a timely manner.

While the building plans were pretty much set by the beginning of May, 1881, the site had yet to be divided. Western Reserve College argued that they should possess at least two-thirds or even three-quarters of the site. The Case trustees insisted, however, that the division should be “nearly as equal as the nature and shape of the grounds will permit.” Cutler’s negotiations with the Case trustees failed, so Stone stepped in to work out a compromise. He immediately suggested that the Euclid Avenue frontage and land be equally divided, a cross street be located 1100 feet from Euclid Avenue to provide access to the western portion, and that neither party shall locate a building within one hundred feet of the dividing line. Furthermore, he wanted the right to choose which parcel—the east or the west—the college would get. The Case trustees would not accept Stone’s proposal. They were agreed to the general division of the land and would let the college choose its parcel. However, at this time they would not agree to a cross street to the western parcel, nor to any precise stipulation as to where the buildings should be located relative to the dividing line. Instead, they suggested the neither building should be so placed as to hide the view of the other, when seen from the west. Negotiations continued into June, while both parties worked out the details. Western Reserve chose the eastern parcel. It was obviously important that the front facade of the major building of each institution have a reciprocity of view with the city. The site was urbanistically considered, in spite of the fact that a landscape architect had not been employed.

Stone himself walked around the site and jotted down his observations on the terrain in a vest-pocket notebook: “...ground functionally level east and west at 350 ft from Euclid...” thus Stone probably suggested where Adelbert College should be located. The dormitory was located on the next functionally level plateau, 450 feet to the south. The decision as to where to locate the buildings was based on the topographical characteristics of the site and, most likely, on the desire to locate the main building as close as functionally possible to the Euclid Avenue horsecar line. Later, Case Main was sited so it could be seen when driving out Euclid Avenue. It was only after one passed Fairmount Street, where Euclid Avenue verges to the north, however, that Adelbert College came into sight.

Title to the property did not transfer until July 12/13th; immediately, the college’s parcel was quit claimed to Amasa Stone, as trustee, but construction could not begin: the bids came in at approximately $15,000 or 10% over budget. Stone proposed that if the trustees wished to build in accordance with the plans and specifications as prepared, he would “loan” them the funds and expect payment back in two or three years. Eventually, Stone absorbed the increased costs. From jottings in a vest-pocket notebook, like: “Mr. Mc Allister estimated $50 per thousand for the college flooring,” it is clear that Stone checked the bids himself, perhaps in an attempt to get the contract price down, or just out of a need to personally check things on an intermittent basis. For example, on August 17th he noted: “J [writing unclear] has 12 men at work his foreman said he could rough three times as many. Mc Allister has 26 at work on dormitory and another one come to work today.”

After construction finally began in August, 1881, the usual problems and frustrations cropped up having to do with the supply of materials. It was questionable, for example, if the stone would arrive in time. In November, there was a delay in getting the wrought iron beams for the fireproof floors, and when the ironwork did arrive, a few beams were missing, causing further a delay of ten weeks. Therefore, instead of doing the roof by the end of the year as was called for in the contract, the building was only up to the second floor windows. By mid January, 1882, the building was beyond the second win-
Another serious problem was as shortage of bricks in autumn, 1881, further complicated by inclement weather in spring, 1882, which prevented firing new brick for six weeks. In the end the buildings were not completed for dedication day on October 26, 1882, but lingered on well into 1883.

Four, 1/8" scale floor plans—first story through attic—for Adelbert College, signed by Joseph Ireland, are preserved. It is clear from the pin-prick holes in them that copies were made, or they had been copied from an earlier set of drawings. This provides inconclusive physical evidence that another architect may have been involved.

The building faced west, toward the city. Its main entrance, placed on the axis of a symmetrical façade, was emphasized by the tall clock tower (the clock was never installed). In contrast to the informal landscape setting, the building intuitively communicates a seriousness of purpose.

The interior of the building was conceived around a vast 20 by 82 foot, skylighted stair hall. A skylight, of course, was a practical necessity before artificial illumination became reliable.

On the first floor, the president's office and a reception room were ceremonially and functionally placed immediately to the left and right of the entrance. At each end of the stair hall were three recitation rooms and a study, i.e. faculty office. Directly behind the stair hall was the library, a large 52 by 40 foot space. It was located on the first floor, no doubt, to keep the books far enough away from the rising damp, yet close enough to ground to realize economies in the structural system.

The library, however, was not visible from the main entrance. Instead, the main stairway was given premier visual importance on the first floor because it lead up to the chapel, located on the second story. The chapel was the most lavishly ornamented space in the building. It was most obviously valued by the patron, who believed that religion is fundamental in character and education. The motto on the seal of Western Reserve, it should be noted, was Christo et Ecclesiae.

College practice mandated daily prayer in the college chapel. Morning light streamed into the 24 foot high chapel through its eastern windows, illuminating the pulpit, which was located opposite the windows in front of the western wall. The area for an organ bulged out behind the pulpit into the stair hall, which suggests that the idea for an organ may have come late in the design stage. On sunny days the incoming light could surely blind the reader. Stained glass may have been intended. Dual entrances to the chapel were located on either side of the podium, so it was expected that students would arrive on time. The chapel was, also, used for declamations, which the curriculum demanded. Correspondingly, the chapel was given relevant visual articulation on the eastern façade, not only by its pointed arch windows, but by a series of sculptural panels beneath. Other functions located on the second floor were additional recitation rooms, two display areas for art casts, photographs and engravings, and two rooms for literary societies.

Each student was expected to join one of the societies which met every week and offered formal training in debate, extemporaneous speaking, mutual criticism and parliamentary practice. The building provided a formal and, therefore, controlled architectural environment for student life.

The third floor was devoted to science. Planned by Professor Morley, it contained not only science lecture rooms with made-to-order equipment and mechanically driven vent hoods, but laboratories in which students conducted experiments. This practice was a relatively new innovation in higher education. Science was placed on the top floor instead of lower down so chemical odors and, perhaps, poisonous fumes would not rise up through the building. A museum for scientific specimens was at level three and one-half.

The tower was functional as well as decorative: it was to contain a water tank, fed by an engine located in the basement. Besides the stairway, an rope operated elevator connected the floors. Central heating—the boiler was in the basement—permitted relatively tall ceiling heights, which in turn allowed for large windows to provide the light necessary to work.

All walls were built of stone and/or brick. The floors were constructed of either 8" or 10" wrought iron I beams placed four foot +/- on center, spanned by brick arches. These arches spring from the bottom flange of the I beams. Wood sleepers with wood decking over them are then supported by the brick arches. However, unlike standard practice for the time, there was no concrete fill on top of the arches. The lower surface of the arches and ironwork was plastered over, providing the ceiling for the story below. This system of fireproof construction was already well known and in fact, was retardataire, since Chicago architects were already using hollow terra cotta tile in place of brick to
lighten the dead load before the great fire.

The overall conception for the building—a unitary structure to contain all college functions—and the massing—a block-like structure with central tower—were well established formulae for many colleges in the United States. This "old main" idea was employed, for example, at Wooster (1868). What is interesting about Adelbert is not only the amount of effort that went into planning the science floor, but the visual sensitivity of the exterior facade, which reflects a command of the better architecture going up in New York and Philadelphia at the time.

The style of this building exhibits that eclecticism of style which characterizes other architecture of the period. Permanent polychromy, pointed arches, and other details show Neo-Gothic inspiration, and thus visually connect this building to education and Christian ethics in a general way. The segmental entrance arch, textured and smooth bands of masonry—here employed for human perception rather than for tectonic significance—and the high pitched roofs reveal the influence of the Second Empire and the symbolism of a secular, modern urban world. The architect wove these conflicting shapes with their trailing symbolic connotations together to create a solid work that reflected Cleveland's conflicted values and spirit of the 1880s: brash, innovative, yet conservative.

On dedication day in October, 1882, Daniel Coit Gillman of Johns Hopkins professed, "it is for the great middle class possessing ordinary talents that we build colleges; and it can be proved beyond the shadow of a doubt that for them the opportunities afforded by libraries, teachers, championship, and the systematic recurrence of intellectual tasks are the most efficient means of intellectual culture." He gave guidance on how a university is developed: "First, there must be wise plans; second, sufficient funds; third, powerful teachers; then will come fourth, many students; fifth, great collections; sixth, world-wide renown... Today we behold the Dawn of a University in Cleveland."66

The tall tower of Adelbert College weakened and was removed in 1897,67 and the building was extensively reconstructed in 1901 to accommodate new functions.68 A new porch and bays on the front facade were paid for by the college. The interior was largely redone. Generally speaking, the added details were Neoclassical, and all the interior material finishes were replaced and upgraded. Claim was made at the time that "...this building has been made in its interior one of the most beautiful college buildings in the world." The architect for these later changes was Charles Schweinfurth, Samuel and Flora Stone Mather's favorite architect. The interior work was paid for by Alfred A. Pope, who wished to remain anonymous. Pope envisioned his $60,000 benefaction as a memorial to his friend, Amasa Stone.69 President Charles Thwing saw a purpose for the fine embellishments: "Daily association under architectural conditions of the noblest sort cannot fail to make for the enrichment of manhood."70

1 October 27, 1882.
2 Western Reserve University, The Dedication of the New Buildings and Inaugural of Adelbert College of Western Reserve University, Cleveland, O., October 26, 1882 (Cleveland: A. W. Fairbanks, 1883), 52ff.
3 Thomas D. Seymour, Carroll Culler (Cleveland: Winn & Judson, 1894), 29.
4 Edward W. Morley to his father, Sardis Brewster Morley, September 10, 1876, Edward W. Morley, Personal Papers (Xerox copies, original papers located in the Library of Congress), 3GM2, Box 1, Archives, Case Western Reserve University.
5 Seymour, Carroll Culler, 29.
6 June 25, 1878, Minutes, Board of Trustees, Western Reserve College, 2J, Box 1, Archives, Case Western Reserve University. The committee's activities are summarized in the minutes of the Board of Trustees for July 7, 1880.
8 Morley to his father, December 30, 1877.
9 Parsons to John Hay, December 20, 1885, Samuel Mather Family Papers, MS. 3735, cont. 22, fol. 2, Western Reserve Historical Society.
10 Ludlow, The Old Stone Church, 219.
11 Hiram C. Haydn, Western Reserve University, From Hudson to Cleveland, 1878-1890 (Cleveland: Western Reserve University, 1905), 47.
12 See Edmund Kirke, "The City of Cleveland," Harper's 72, 430 (March, 1886), 582-583.

14 March 3, 1880, Minutes, Board of Trustees, Western Reserve College.


16 The meeting was held May 11, 1880. Recorded in the minutes of July 7, 1880, Board of Trustees, Western Reserve College.

17 For example, see John Hay to Mr. Stone, November 5, 1880, Henry G. Abbey, Correspondence, First Combination Box, 19BB1/1880-1887, Archives, Case Western Reserve University.

18 Morley to his father, March 28, 1880.

19 June 27, 1880.

20 Dennett, John Hay, 102.

21 Morley to his father, September 20, 1880.

22 Cleveland, City Council Proceedings, June 7, 1880; Cleveland Herald, June 19, 1880; Cleveland Plain Dealer, June 19, 1880.

23 Morley to his father, June 20, 1881.

24 The Cleveland Leader, January 8, 1881. Other committee members were J.B. Perkins, C.H. Buckley, C.F. Brush, N.G. Waterson, D.P. Eells, E.B. Perkins, Edwin Cowles, Colonel O.H. Payne, Judge S.E. Williamson, M.S. Hanna, J.D. Rockefeller, Captain A. Bradley, and Dr. W.S. Streator.

25 Morley to his father, January 21, 1881, and February 23, 1881.

26 January 12, 1881, Minutes, Board of Trustees, Case School of Applied Science, 19BE, Box 1, Archives, Case Western Reserve University.

27 January 22, 1881. Dan P. Eells, acted as treasurer and received all funds, see, Options Dated January 29, 1881, Martha C. Ford to Western Reserve College of Case School of Applied Science or both, Vertical File, Western Reserve University, Western Reserve Historical Society.

28 Cleveland Leader, January 27, 1881, February 3, 1881, and February 9, 1881.

29 Morley to his father, January 30, 1881.

30 Both of these agreements are copied into the Minute Book of the Board of Trustees, Case School of Applied Science, f. 170-171.

31 Morley to his father, February 3, 1881.

32 Morley to his father, February 23, 1881.

33 Ranney to Abbey, March 16, 1881, with attached telegram from S.J.Everret, C.C. Baldwin, and M.G. Waterson. Henry G. Abbey Correspondence.

34 See June 28, 1881, Minutes, Board of Trustees, Western Reserve College, 2J, Box 1, Archives, Case Western Reserve University. C. H. Buckley acted as attorney in fact for Liberty Holden.

35 Morley to his father, May 2, 1881.

36 This argument was used as a reason why the college should remain in Hudson. For a general discussion of this attitude in the nineteenth century see Paul Venable Turner, Campus, An American Planning Tradition (Cambridge: MIT Press, 1984), esp. 101.

37 October 27, 1882.

38 52, 450 (March, 1886), 582.


40 Cleveland Leader, May 3, 1881.

41 Ludlow, The Old Stone Church, 172-3.

42 R.C.Parsons to John Hay, December 20, 1885, Samuel Mather Family Papers, MS. 3735, cont. 22, Western Reserve Historical Society.

43 Cleveland Daily Leader, September 28, 1866. The building was completed in 1867.

44 Cleveland Leader, November 14, 1876.
45 John Hay to Flora Stone, August 16, 1877, Samuel Mather Family Papers, MS. 3735, cont. 22, Western Reserve Historical Society.

46 Cleveland Leader, December 3, 1880, and December 6, 1880. The building was at the northwest corner of St. Clair and Seneca (now West 3rd).

47 See Cleveland Leader, January 26, 1881, and January 27, 1881.

48 Morley to his father, November 30, 1880.

49 May 12, 1880, Minutes, Board of Trustees, Case School of Applied Science.

50 April 4, 1881, Minutes, Board of Trustees, Case School of Applied Science.

51 See, for example, Morley to his father, November 14, 1880, and June 12, 1881.

52 Morley to his father, May 2, 1881.

53 April 30, 1881, Minutes, Board of Trustees, Case School of Applied Science.

54 Stone to Ranney, May 14, 1881; Hale, Ranney, Tracy to Stone, May 14, 1881; Stone to Ranney, June 14, 1881; Ranney to Stone, June 14, 1881, Henry G. Abbey Correspondence, First Combination Box, 19BB1/1880-1887, Archives, Case Western Reserve University.

55 Samuel Mather Family Papers, MS. 3735, cont. 23, fol. 5, Western Reserve Historical Society.

56 Stone to Cutler, July 26, 1881, recorded in the July 26, 1881, Minutes, Board of Trustees, Western Reserve College.

57 Samuel Mather Family Papers, MS. 3735, cont. 23, fol. 5, Western Reserve Historical Society.

58 Morley to his father, September 1, 1881, November 10, 1881, and December 18, 1881.

59 Western Reserve University, The Dedication of the New Buildings..., 35.

60 Archives, Case Western Reserve University.


62 I do not know if these panels are original or a later addition.


66 Western Reserve University, The Dedication of the New Buildings..., 16, 31.

67 "Adelbert Main Building-1897 Tower," Thwing Office Files, Buildings and Grounds, 1DB6, Box 3, Archives, Case Western Reserve University. John Grant was the contractor.

68 Plans preserved in Plant Services Department, Case Western Reserve University.

69 Alfred A. Pope to Charles Thwing, June 28, 1902, Thwing Office Files, 1DB6, Box 19, Archives, Case Western Reserve University.

70 Western Reserve University, Reports of the President and Faculties for 1901-02, 33.