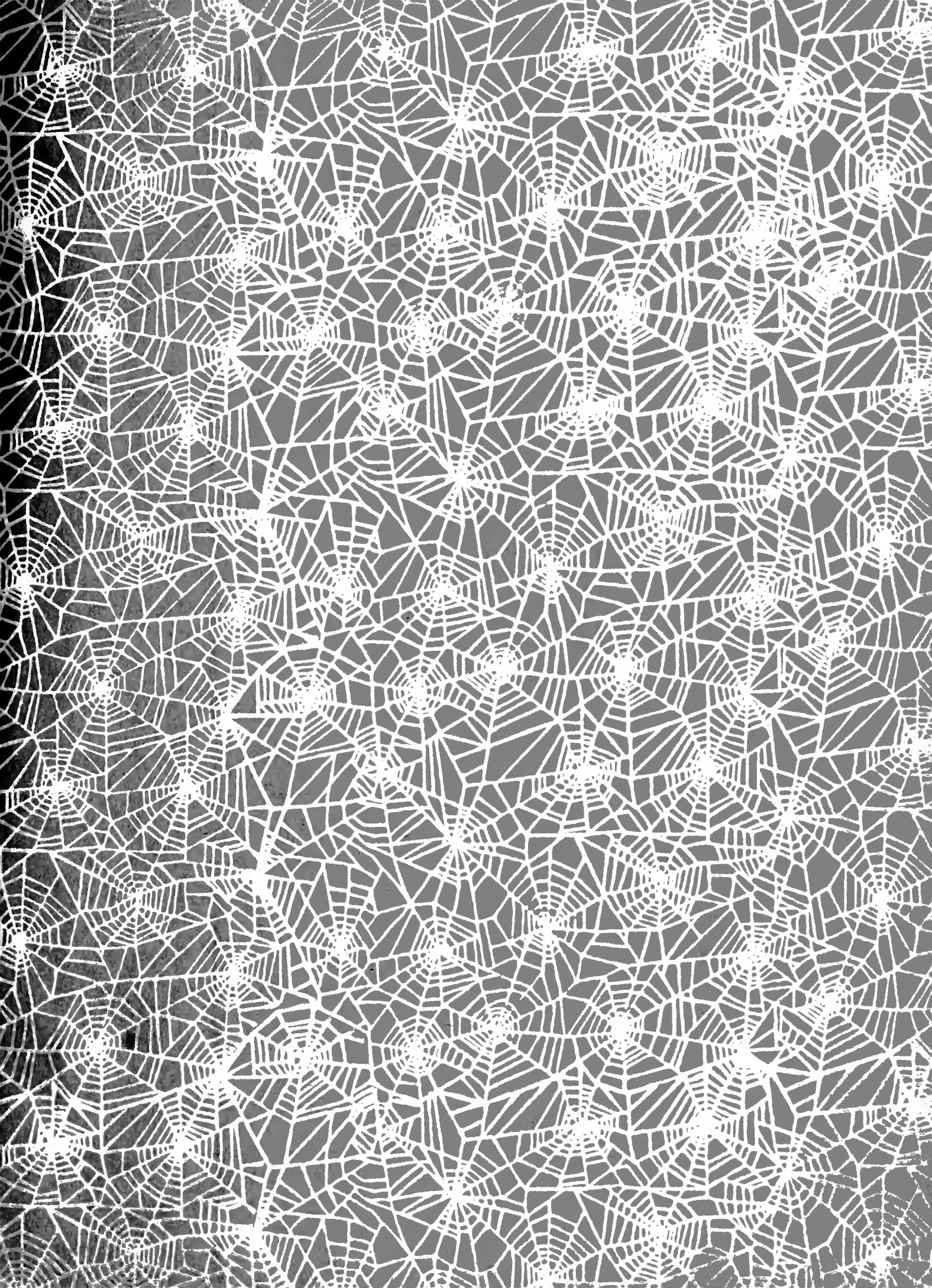




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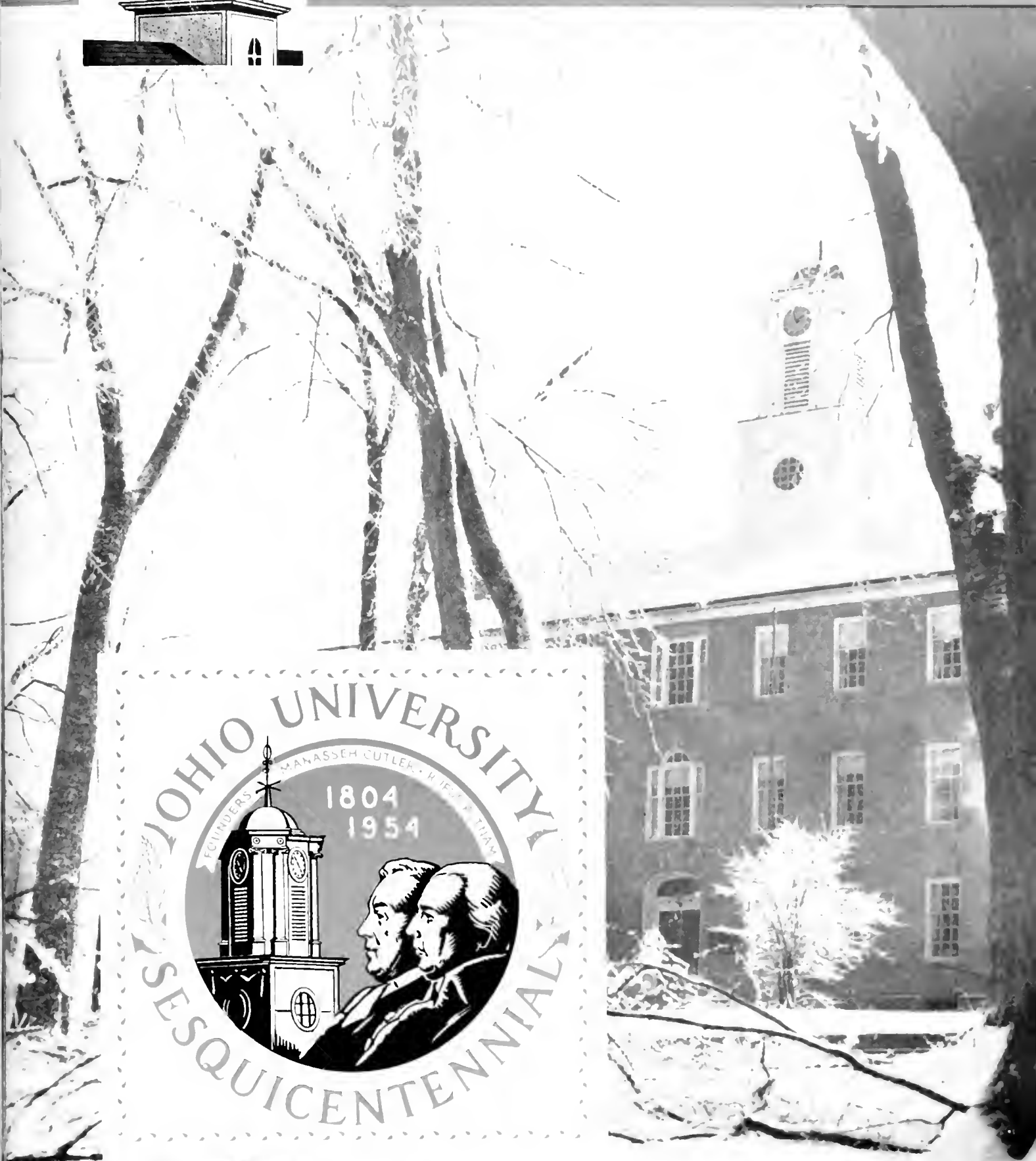


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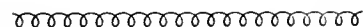
February 1954

THE  
**O H I O**  
A L U M N U S



# A Proud Giant Topples

Photo by Chic Donchin, '51



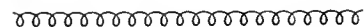
FOR well over 100 of the University's 150 years, the McGuffey Elms have been a part of the campus scene. But the ravages of disease, which the utmost prevention has not been able to stop, have doomed the famous trees planted by William Holmes McGuffey in his tenure as the fourth president of Ohio University (1839-43).

About half of the some 18 elms planted on the campus by the renowned author of the celebrated McGuffey Readers have been felled and the rest are expected to be taken down within the next two or three years. The McGuffey trees and other campus elms are victims of Dutch elm disease and phloem necrosis.

Salvageable sections of the trees are being made into mementos such as plaques and gavels and part of the trees have become rustic log benches on the portico which adjoins the Frontier Room of the new University Center.

Replacement plans are not yet definite, but it is expected that a variety rather than a single kind of tree will be planted. By doing so, a scourge common to a particular tree can be sustained without the campus being stripped. Under consideration as the new trees for the Ohio University campus are ash, buckeye, pin oak, and sycamore.

But no matter what the future arboreal scheme of the campus might be, the McGuffey Elms are a permanent and prominent part of Ohio University's tradition and history.





# Founders Day, 1954

and other events as Ohio University begins its Sesquicentennial

Thursday, February 18

9:40 a.m. Founders Day Convocation — Alumni Memorial Auditorium

Presiding Officer ..... President John C. Baker  
Academic Processional ..... University Band  
Charles Minelli, Director  
The National Anthem ..... The Audience  
Invocation ..... Dr. Walter S. Gamertsfelder  
Music ..... Ohio University Chorus  
Address ..... President Baker  
Address ..... The Honorable Frank J. Lausche, Governor of Ohio  
"Alma Mater, Ohio" ..... The Audience  
Benediction ..... Dr. Gamertsfelder  
Academic Recessional ..... University Band

3:10 p.m. Dedication of University Center — Center Ballroom

Presiding Officer ..... David L. White  
President, Student Council  
Invocation ..... The Reverend Father Jan B. Kish, Pastor  
St. Paul's Catholic Church  
Music ..... Concert Choir  
"The University Center in My Time" ..... Professor C. N. Mackinnon  
"The University Center, 1948" ..... Herb Klier  
President, Student Council, 1947-48  
"Ohio University Center" ..... President Baker  
Dedicatory Prayer ..... Father Kish  
"Alma Mater, Ohio" ..... The Audience

8:30 p.m. Premiere Performance

"The Green Adventure"—Speech Building Theatre  
Charles Allen Smart  
(additional performances on February 19, 20, 22, 23, 24, 25, 26, 27)

February 18-28

Columbia University "Intellectual Freedom" Plaque Exhibit—University Center

Saturday, February 20, 8:30 p.m.

Sesquicentennial Ball Sponsored by Senior Class—Center Ballroom

Sunday, February 21, 3:00 p.m.

Ohio University Symphony Orchestra Concert  
Premiere of "American Rhapsody," by Dr. Ernst von Dohnanyi, conducting

The Magazine of The Ohio University Alumni Association

Editor

ROBERT W. MCCREANOR, '48, MS '49

Assistant Editor

GRIER S. LEACH, '48

Publisher

CLARK E. WILLIAMS, '21

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### THE COVER

Designer of the Sesquicentennial Seal is Dwight Mutchler, visiting lecturer in drawing. A professional artist in Chicago 25 years, he came to Ohio University in 1950. He studied at Ohio State, the University of Chicago, Art Institute of Chicago, and American Academy of Art. In 1949-50 he taught at the J. Herron Art Institute in Indianapolis. Among Mr. Mutchler's prizes are firsts in Graphic Arts Exhibit, Columbus, 1951; Columbus Art League (watercolors), 1952; Akron Art Institute Purchase Prize and Canton Art Institute Purchase Prize, 1953.

Cover photography by Dick Clapp, Flint, Mich. senior.

### OFFICERS AND EXECUTIVE STAFF OF THE OHIO UNIVERSITY ALUMNI ASS'N. (Member of the American Alumni Council)

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William H. Fenzel, '18.....	Treas.

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Robert W. McCreanor, '48: '49	Editor, <i>The Ohio Alumnus</i>
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## from the Editor's Desk ...

OHIO UNIVERSITY has been preparing a long time for the celebration which gets underway in a few days and which, in a generous interpretation of the words, will last all year. For, aside from a few recuperative pauses, 1954 is to be a year of activities designed to commemorate the 150th birthday of the oldest university in the old Northwest Territory.

We said that the time of preparation for the Sesquicentennial has been a long one. In a larger sense, 150 years have gone into the making of this historic event. Viewed narrowly, more than a year of careful planning and hard work by many persons have set the stage for the drama about to be unveiled.

It's difficult to define completely the significance of Ohio University's Sesquicentennial. But as President Baker said in the opening convocation of the current academic year, "Our celebration means much in the history of universities. It stresses the responsibility of a state to establish higher education, available to all who have the ability and who will work for it . . ."

Dr. Baker said that, as universities go, the life span of Ohio University is not long. But he pointed out that Ohio University's history parallels the history of the state of Ohio and that the University is only two decades younger than the nation.

The president noted the fact that Ohio University is sometimes termed the first American university because its roots are in the Ordinance of 1787, its principles those of the founders of this nation. He said Ohio University is in no sense a "colonial university," like Harvard, Yale, William and Mary, and others that antedate its founding.

Ohio University's position in the history of American higher education is indeed unique. This year of the Sesquicentennial will impart to the nation the significance of that position. We hope that alumni everywhere will take conscientious pride in their Alma Mater—and that all of you will be able to visit her sometime during her 150th birthday celebration.

THIS issue of the *Alumnus* has a deep personal meaning to the editor, for, presumably, it's the last issue he will ever sweat and cuss and (secretly) glory over. He's leaving Ohio University the last of January (will have left by the time the February magazine is in the

mail) for a position in the industrial relations department of the Brown-Lipe-Chapin Division of General Motors in Syracuse, N. Y.

He leaves with sincere regrets, for he looks back on four and a half years of pleasant associations and purposeful work.

Fact is, the latter is the real reason for imposing this personal matter into this column. For the importance and great purpose of *The Ohio Alumnus* is significant. The minor accident of a change of its editors is relatively unimportant.

With a perspective only a bit distorted by his position, he sees the *Alumnus* as the best possible means of communication between Ohio University and its alumni. Realistically, though, he believes this means of communication is yet mostly potential. Despite a nice growth in circulation in the past few years, there are still far, far too many alumni whom the magazine does not reach. Now this failure of these alumni and the *Alumnus* to get together is not because of any wilful desire on the part of the alumni to ignore the magazine or the University but because that latent love and interest for things Ohio University has not yet been stirred to activity.

More and more those stirrings will occur, and more and more alumni will re-tie, through the *Alumnus*, a weakened bond with their University.

The outgoing editor thinks that, for the most part, *Alumnus* subscribers are getting the beginnings of the sort of magazine they want. He believes that the *Alumnus* has made progressive improvement in the past few years. But he hastens to credit this improvement more to administrative awareness of and attention to the needs of the *Alumnus* than any particular personal talents or industry.

He's real proud to have had a part in Ohio University alumni work, and feels it's been a great privilege to have edited *The Ohio Alumnus*.

R.W.Mc.

## —Letters—

### Visit from the Old Girl

When Dr. Baker clasped my hand and with a pleasant smile conveyed a grand, warm feeling of friendship as he gave me my B.S.C., I could not help but think that soon I would become nostalgic for my Old Home.

That was on February 2, 1952. On that same day, during all the hurry and hustle which one enjoys on graduation from college, I returned some sort of an Association card which entitled me to a Subscription to Something (if I may capitalize). I did not know the value of that card.

Two days later I was enrolled in the

## New Freshmen Outlook for 1954

By Dr. Frank B. Dilley  
Director of Admissions

WE ARE ALL AWARE of the increase in total enrollment at Ohio University last fall and view it with considerable satisfaction. All of us may not realize, however, that the increase in total enrollment is due largely to the increase in new freshmen last fall as well as in the fall of 1952.

Last fall we had 1550 freshmen entering directly from high school giving an increase of 356 (29.8 percent) over the previous fall. In the fall of 1951 there were 871 new freshmen. Thus in two years we had an increase of 679 new freshmen or 78 percent. Certainly this is an enviable record.

It can scarcely be expected that the percentage of increase will continue next fall. In the fall of 1952 the increase was 37 percent and in the fall of 1953 it was 29.8 percent of the previous fall. If we have an increase of 20 percent in the fall of 1954, our new freshmen enrollment will reach 1860.

To provide for this increase in enrollment more dormitory and class room space is necessary. Through the foresight of President Baker and the Board of Trustees the situation is being met by the erection of the new Voigt Hall, a resident hall for women, and four new dormitories for men on the lower campus. Two of the men's dormitories will be ready for occupancy in February, 1954, and Voigt Hall and the other two men's dormitories in the fall of 1954. More class rooms will be provided by the new Commerce Building, a five-story structure to be erected on the corner of Court and President Streets.

An increase in new students is foreseen by the number of applications of new freshmen already received for the fall of 1954. More and more students

are applying earlier for admission to Ohio University. In the early 20s practically all applications were received during the summer months. Recently great numbers are received during the fall, winter and spring. To date the number of applications for the fall of 1954 far exceeds the number received by the same time last year. This portends another increase in freshman next fall.

**Early Admission:** An applicant can be accepted provisionally on the basis of either six or seven semesters of his high school record. Final acceptance is then given after graduation from high school and presentation of supplemental transcript of high school record. Thus an applicant can complete plans early for entering the university.

It is our advice that children of Ohio University alumni make application early and especially for a room in one of the dormitories. Last summer great difficulty was encountered in furnishing our freshmen with proper living accommodations. In spite of our building program the same situation will occur next summer for those applying for September 1954, especially for girls. For this reason we strongly urge our alumni to make applications early for their children. They should also pass this word along to their friends.

More and more we are aware of the splendid efforts of our alumni to interest students, outside of their immediate families, in entering Ohio University. We most heartily commend them for their work along this line. As a result of their recommendations, Ohio University receives many fine students. I am sure our faculty, the administration and students appreciate what the alumni are doing in sending outstanding students to their Alma Mater.

### Suggestions for You

I couldn't help notice the absence of any news concerning my classmates of '46, and very little news in the '47 column—my husband's. Having arrived at the only logical conclusion, i.e.—you had none to print, I decided, as I hope others will do to bring your office more up-to-date on the facts of two alumni. (See Class of '47 news—Ed.)

After we become settled we have high hopes of visiting the campus. . . . We've just had one chance to return since leaving in '47, and your wonderful magazine whets our appetites for a return visit more and more.

May I congratulate the entire staff of the *Alumnus*. I feel it becomes a better publication each month and that you all are doing a praiseworthy function in sending it so promptly to all of us homesick grads. Please continue the excellent work.

BEA SELZ, '46  
Lakeland, Florida

School of Law of Washington & Lee University in Lexington, Virginia. The days began to get long and tough as my new study progressed; it seemed as though there were no end to my work; and I was getting lonely for my Old Girl. But, this didn't last long, because one day I walked into my apartment, picked up my mail, and to my surprise, a large yellow envelope containing a picture of Old Cutler Hall was waiting to be opened.

When I opened the envelope, I found not just a letter, but a whole magazine from the Old Girl. Even the President had written. So, I sat down and just enjoyed myself to the hilt. She has written steadily ever since. Her letters have followed me to Lexington, Virginia, to Cincinnati, Ohio, to Salt Lake City, Utah, to Canton, Ohio and then back to Lexington, Virginia.

Thanks so much.

GEORGE J. TZANGAS, '52  
Lexington, Virginia

# The Next 150 Years at

The *Alumnus* asked Dr. Baker to look into the future of the University. "The Next 150 Years at Ohio University" is the result. He emphasizes that his observations constitute only one man's blueprint for the University's role in the future. He hopes they will stir further thinking and discussion on the subject

By President John C. Baker

THE IMPORTANCE of foresight—of looking ahead—is a fundamental principle in sound education and business planning. It needs constant emphasis and reemphasis, especially in the rapidly changing Twentieth Century. As we celebrate our 150th birthday, it is fitting, therefore, to look soberly into our future and to precipitate discussion concerning it. This article about "The Next 150 Years" is not written as a definitive forecast or prophecy, but rather to create debate. It summarizes only one man's ideas of what lies ahead; others will speak and write on this more wisely in the future.

This University was founded after

open and wide discussion, and it can only develop and blossom through similar wide discussion. Such is the way of progress in a free society. Furthermore, in writing of the future of higher education in Ohio, one must consider at the same time privately supported, municipally financed, and state supported colleges and universities. Only then can we appraise the entire picture in this great state. The people of Ohio rightly have never overlooked the importance of different points of view, decentralization, and variety in higher education which continue to keep our entire program personal, democratic, competitive and changing. All this is good! That is

why we have approximately fifty accredited colleges and universities scattered throughout the state.

We enter the future wisely only if we know our past well. What were the dreams of the founders when this University was planned? It is important, therefore, to take a careful look at the official act establishing this University. The preamble to the official legislative act reads as follows: "... institutions of liberal education of youth are essential to the progress of arts and sciences, important to morality, virtue and religion, friendly to the peace, order and prosperity of society, and honorable to the government that encourages and patron-

# Ohio University



DR. BAKER

izes them." In the Latin motto on our official seal this is accurately and simply stated as follows: "Religio, Doctrina, Civilitas, Prae Omnibus, Virtus." What broad and lasting objectives these are for a great institution anywhere in a free world! In looking ahead, therefore, we do not need to analyze the objectives laid down for a great university a century and a half ago any more than we need to re-define the objectives of the founding fathers of this country; but we can review what we are doing to decide how we can carry out even better our great responsibilities during the next 150 years.

Fortunately, individuals and institutions have difficulty breaking away from their roots. We must *always* recognize the significance of our past, which I hope will be a powerful force steering us through the future.

What kind of a university did Rufus Putnam, Manassah Cutler, and the early trustees dream of? From everything that one can read or discover, they desired above everything else "a great university beyond the mountains." Their dreams were ambitious and may not yet have been entirely realized. I believe, therefore, that Ohio University should aim to be a high quality institution of national and international interest. It is unthinkable to me that a university with our historical background should have merely sectional aims or fail to grasp the significance of great national and international problems visible all about us today. Moreover, it seems clear to me that the concept of high quality is something that must become the main objective of all great middle western universities. In them will be trained a larger and larger percentage of our population.

The seeds of a quality institution in Athens were planted years ago, and they are growing lustily. Our present-day international enrollment indicates clearly the future scope of our influence. For example this year approximately 70 students from 35 foreign areas are enrolled here. They bring the world to our door, but what is even more important, they learn here in a small community even better than in many larger cities the significance of what is known as the "real America."

To preserve a quality institution, we must realize at all times that change is in the air. To continue simply as we have in the past would be futile indeed! It is essential, however, in considering future change to remember that when we do change it should always be toward higher standards. The greatest single danger to all higher education in the United States today is the threat of lower standards and less interest in true scholarship simply because of the great wave of students which will be demanding admission in less than a decade.

*Future enrollments.* One of the most serious and also one of the questions most frequently discussed has to do with the size of this University in the future. What should our total enrollment be? Associated with this question, of course, are numerous other issues such as faculty, classrooms, dormitories, laboratories, and teaching methods. Moreover, the size of any state university is a problem difficult to control because of admission policies. Over the last few years we have evidence of what can

happen at Ohio University in the future because we have had a 100 percent increase in freshman enrollment in the last two years, a development preceding the expected wave of students six years hence.

In attempting to analyze and forecast enrollments, which I hesitate to do, I cannot avoid thinking of the trustee who wrote in the 1880's that "never would Ohio University have as many as 500 students in Athens." I can be just as wrong as he in my forecast. Because of my major premise that quality instruction be our main objective, I hope that our peak enrollment may not greatly exceed 6000 to 7000 in the years ahead. Doubtless there are many who would say that this is too many students for Athens. Others also will say that this figure is too low and that in the next century nothing can keep the University from enrolling 10,000 or more students. This latter forecast probably will be more accurate than my hope of 6000 to 7000 students. No one writing today can forecast wisely or control enrollment, for which reason my best judgment at present is to plan for a high quality educational institution and not worry too much about total enrollment in the foreseeable future.

Our recognition of vast ability among many students who do not take advanced work and our experiments with scholarships lead to one safe forecast. The time will come in the not too distant future when no student of ability, desirous of going to Ohio University and willing to work, will be kept from it either by fees or other financial handicaps. Then we really will have achieved equal opportunity for all.

(next page)

## A steady increase in the University building program is of primary importance

*Physical Changes—Building Program.* Enrollment, of course, is closely tied to our building program. Nothing dare deter a steady increase in the building of classroom facilities and dormitories. Our real estate purchases in recent years mean that such buildings can be erected on land most of which is now owned by the University. Whatever the total enrollment in the years ahead, however, or how much building occurs, I hope that future administrations and faculty committees will never forget the importance of preserving the simple beauty of the University embodied in buildings like Cutler Hall.

Parents today are demanding better housing for their sons and daughters. I can envisage the day in the future when the Hocking River will be controlled and University buildings can be close to the river, and then we really can have one of the most beautiful universities in the United States. This dream should never be forgotten. Finally, would I be asking too much to hope that our main motor highways would in the near future by-pass Athens and that a tunnel might be bored through Athenian hills so that the Baltimore and Ohio Railroad trains could disappear from University grounds?

•

*Student Customs.* As one considers the future, no question is more significant than one relating to student customs. Are they such that they need to be changed, or can they grow, flourish, and lead to a better University? For the most part, I think student customs at Ohio University in 1954 should en-

courage all those dreaming of a great university in the years ahead. Of course, there are many minor details which should be changed; some of these changes occur annually. Also, there are those who say that in Ohio University as in other American universities there exists a spirit of "anti-intellectualism"—whatever they mean by that. To whatever extent this is true, it should be corrected, and here, as elsewhere, emphasis must be placed on quality education in every division of the University.

There are two customs, however, which I hope will continue to flourish. The first is the close personal relationship between faculty and students. It is through these relationships that the best in education occurs. It is only natural that in smaller universities and in smaller communities like Athens these exist in vigorous form.

The second is student-administration relationships which today make Ohio University the type of university we want it to be now and in the future. Today all student activities, whether the Ohio University Post, the Athena, fraternities, athletics, dances, annual celebrations, or whatever, are directed by student-faculty committees. Students also serve as members of many faculty committees. In this way students not only help plan many phases of University life but in addition gain important experience which can help them serve their communities and the nation better. This, too, is real education. I am very hopeful of the effect of these customs and traditions on our future.

•

*Our Educational Program and the*

*Faculty.* One can best forecast our educational program by examining vigorous present-day developments. It seems clear that there will be more general educational courses which tend to break down course barriers, reveal the close relationships among various fields of knowledge, and also permit students to gain wider knowledge than they otherwise would. For more than a decade we have been experimenting successfully with such courses.

Courses have proliferated with us as in many other institutions beyond the limit of efficient instruction and are an unnecessary burden to the faculty. I believe the faculty itself will rapidly bring about the changes to correct this situation in the years ahead.

The greatest single need facing our University as well as all others is an able and distinguished faculty. Our faculty has adopted rules for the employment and promotion of faculty members which will insure the presence of a well trained faculty if they are available. The outlook, however, is dismal. There is some evidence of better public understanding of the needs of higher education in all institutions which should lead to larger relative financial rewards. If these are not forthcoming, dark indeed is the outlook for the supply of college teachers. A larger relative share of our national income must be devoted to higher education, which means higher salaries will be paid.

Increased interest will develop in our two-year program as well as in the advanced or graduate program. The two-year program will, in my opinion, become recognized as an important type of terminal work stressing citizenship and job opportunity. It also may become an important element in solving the enroll-



*'... quality education in the highest sense is the true objective of this University ...'*

ment problem and increasing the quality of the four-year program. It is my belief that most Ohio colleges will, with us, have a strong and attractive two-year program in the years ahead.

In the last five years our graduate work has made great progress. I shall be surprised if this does not continue and if, within the next two decades, Ph.D. work is not offered in certain divisions of the University.

Changes also will occur in teaching methods, size of classes, use of audio-visual aids, television, and similar technical phases of education. I believe also that the present day desire of students to participate in class work means that there will be more opportunities given in all areas for them to participate in group discussions and in the entire learning process. Present-day discussion of the statewide educational television network is filled with tremendous possibilities and should mean much not only to universities but also to the entire population of the state.

*More Understanding of American Civilization.* In recent years there has been much discussion about the need for teaching more American history. As I listen to this discussion, I feel that those who advocate more American history have even a more basic idea in mind than simply a knowledge of historical facts. They mean, I believe, that all of us should know better the background, the philosophy, and the nature of our American society. The world recognizes that in the United States we have developed something fine—something all mankind wants, that it stresses the worth of the individual and his well being. Our

forefathers were fortunate to have had these ideas, and we have done more with them than any other nation. It is our responsibility to know what it is we have and how to preserve and perpetuate it. We in future years, therefore, will and should place more and more emphasis on general courses in the area of Western Civilization, American History, and many other subjects explaining our world. This should be directly or indirectly tied to all higher education to help us to understand better our own civilization. We dare not be indicted for neglect in this field.

*Integrity.* Inherent in any democratic society is the idea of strong, responsible individuals—men and women of integrity. This integrity not only must exist in the hearts of individuals but also in state and national government if a free society is to prosper. Lack of integrity may lead to petty political dishonesty or to national disloyalty and may quickly become a fatal disease. For these reasons all of our teaching, all of our traditions, and all of our experiences in higher education must have moral purpose back of them and stress constantly the importance of integrity to ourselves and to the survival of a democratic society. Instruction, athletic programs, or policies of any kind which destroy individual respect for integrity must be changed or the stream of democratic well-being will be polluted at its source. No free society can tolerate this. Integrity seems to have been far better understood by national leaders and teachers 150 years ago than now. Yes, our motto, "Religion, knowledge,

and citizenship, above all, virtue," is at the heart of our future well being. Preserve these and we shall perpetuate our nation and the last great hope of mankind.

*Conclusion.* The founding fathers of Ohio University like the founding fathers of our nation had ideals and vision. They wanted higher education widely available—available to all who desired it and were willing to work for it. Ohio University has carried out well this great objective. They also had a second great belief—that education had a high moral purpose. In the future, if present indications mean anything, this University and similar universities in the United States will stress the importance of a moral purpose more than ever before. The most significant developments in the future, therefore, will, in my opinion, be in the realm of the spirit. Character, which is personal religion in the deepest sense and true citizenship in its broadest significance must be stressed more in the future than has been in the past. Trustees and University personnel should cling tenaciously to the basic premise that quality education in the highest sense is the true objective of this University, and this means integrity: then we indeed can look forward to an exceedingly bright future. My only regret as I conclude this article is that many of us today who are working with problems affecting the future will not be present to see what this University will be decades hence. All we can do is pass on to other hands the bright torch lighted over 150 years ago.



Taking Dr. Baker's dream of "one of the most beautiful universities in the United States," Prof. L. C. Mitchell, director of the School of Painting and Allied Arts, envisions this Ohio University of the future as seen from East Hill. The Hocking is dammed and University buildings border along the man-made lake



# Higher Education in 2104 A.D.

By Charles Allen Smart

AT THE TIME of a great anniversary, like Ohio University's Sesquicentennial, it is almost irresistible to try to peer into the future, and your editor has flattered me by asking me to make a few wild guesses about higher education in 2104 A.D. I have never indulged much in prophecy—historical, moral, or otherwise—but I take this invitation as a dare.

Obviously, the state of higher education a century and a half from now will depend, as it did in 1804 and does now, on the state of society, and on the mental and moral condition of individuals living at the time. Ohio University would be very different right now if some general or ex-corporal, or Senator McCarthy, supported by capitalists and nominated by both parties, had seized the Presidency. It would also be very different if the Communists in Washington had been more numerous and effective. It would also be very different if the Trustees had elected, in 1944, some weak fraud or fanatic President of the University, instead of John C. Baker.

Down here in Mexico, I am not able to look up and read all the latest social and historical prophecies that deserve attention. Some years ago, Aldous Huxley, in his *Brave New World*, and more recently George Orwell, in his *1984*, gave us their grim and brilliant warnings against monolithic and tyrannical societies armed with science. More historical and inclusive, as well as more encourag-

ing, have been the analyses and prophecies of Lewis Mumford. Amateur prophets ought also to look into Toynbee, Northrup, Whitehead, and Russell. Extremists and fanatics, the masters of the Kremlin, and the great masses of our own people, are not apt to read such books. However, the history of the last 150 years in Athens and elsewhere suggests to me that if we read and try to think for ourselves, and then try to speak up and act accordingly, with humor and without fear, we can have much more effect than we usually suspect. This faith is one reason why I enjoyed my seven years of teaching at Ohio University.

While I distrust any either-or solution or prophecy, I do think that there is a good deal of evidence to indicate that in the next 50 or 100 years, catastrophic wars will set the human race back several centuries, or else the human situation will be very considerably improved. Henry Adams' theory that history was being speeded up by new applications of power has been confirmed in many respects, and we may know much more about this staggering alternative in much less than 50 years. I like to think that tyrannies, such as the Nazi, Japanese, and Russian ones, always look much more dangerous and permanent than they are; and also that, barring accidents, the present masters of Russia are less neurotic than the Nazis were, and will be afraid to attack the West with

atomic weapons before we are strong enough to do some horse-trading that will stick. It seems to me possible that the Russian aggressions can be stopped, and the Russian tyranny confined, until trade and the dissemination of ideas within Russia begin to break down and to democratize that tyranny. This is candidly wishful thinking, but it may be wishful thinking of the kind that, if recognized as such, is useful.

In any case, we can't play this guessing game unless we *assume* that a worldwide, atomic war will not occur. All right: what then? I for one am inclined to agree with Bertrand Russell (as I remember his essay on this subject), and with others who hold similar views, that under American leadership—which will have to be modest and persuasive, rather than arrogant and coercive, if it is going to work at all—there will slowly and with difficulty be created a world government, federal in structure and democratic in methods and in spirit. This government will naturally control all the tools and materials necessary for making war, and except for police action, will eliminate it. I should think any such government would also, slowly and with great care, eliminate all barriers against trade and against the free movement of all people in any part of the world. With a good world government, the Four Freedoms could slowly be realized for all human beings.



Wildly assuming some such history, I think we can also assume continued and startling advances in pure and applied science. The possibilities that interest me most here are in the conservation and replacement of natural resources, in agriculture, in the medical sciences, in psychology (now so dangerously primitive), and in genetics, and especially human genetics. I think good soil can be rebuilt and forests restored. Thus and otherwise, I think the human race can be fed very well; and in some kind of a good society, I think that birth-control can undermine the neo-Malthusians without resulting in the use of birth-control by the carriers of superior genes only. Probably the advances of science will not follow my own interests. For example, the projects for interplanetary travel bore and irritate me, chiefly because I think the human race has enough to solve on this earth without looking for trouble elsewhere, but I imagine that many of the contemporaries of Christopher Columbus said much the same thing.

#### No Blanket Solution

Even with a good world government, federal and democratic, I see no blanket solution to the economic and social headaches of our time and of those times to come.

It seems to me possible that the diversity of human minds and hungers will eventually force a general recognition of the fact that each problem has to be handled separately, and that while some economic activities have to be controlled completely by county, city, state, national, and world governments, others have to be left as free of taxes and of security as possible. It will be recognized that "freedom from want" does not mean freedom from risk.

It could be that a true resurgence of

religion, or of religious devotion to the arts, including the art of living, could subordinate economic problems, in the minds of men and women, to religious, philosophical, moral, and aesthetic problems, but this I do not anticipate. Or at least, I do not anticipate it with total good cheer, because of the harm that religious and aesthetic fanatics have done in the past. At the present time, we are witnessing what I merely hope is a healthy reaction against Modern Art. By 2104 A.D., all of this may look like a very minor flurry and change of course in the dim past. It is certain only that the main currents of art will be different from those of today, and that good art in 2104 will have startling resemblances to good art in 1954, 1804, 1654, 1504, and so on back through many centuries. It seems to me possible that a great many people will discover the delights of home-made arts and sports, so that all kinds of machines like TV, complete with feelies and smellies, will become dusty exhibits in museums, and football stadia will be glassed or plasticked in for biological experiments.

"O brave new world!" I echo—for the moment without Huxley's misanthropism. I see a world of mature men and women, of all races, religious, and previous conditions of servitude, who work for the fun of it, who have children for the fun of it, who love each other as individual unique and autonomous mysteries—"O thou individual, unique, and autonomous mystery, let's share!"—and who love, think, laugh, sing, work, weep, and wonder their ways to the graves that will be only a few years later for them than they are for us, and equally certain.

I can't dodge it any longer. What about the college boys and girls and teachers in some such world, here so dimly shadowed forth, in 2104 A.D.? Obviously, everyone will have a chance to study, up to his own limits, anything he wants to study, at any age, in any

place, and without any economic or political hindrances whatever. This means that students will be of all ages, and that they will move a good deal, from university to university, and from country to country, depending on their temperaments.

At Ohio University, which of course by that time will rank with Harvard and a few other immortals (joined by that time by Podunk and others now unknown), and which will have left Oxford in the dust-bin with Bologna, at least half of the students will be from fifty-odd countries round the world, and there will be a sprinkling among them of lively characters in their eighties and nineties. By that time, the faculties will be equally fluid, because it will have been recognized that working in the world, learning, and teaching are all properly inseparable. Most of the best professional, business, and artistic men and women will have been professors from time to time, and nobody will be a professor all his life.

#### New Fluidity Will Have Its Price

All this new fluidity will of course have its price—perhaps in a loss of hominess and of an important kind of loyalty. For example, a student wandering into a dusty basement museum may well see in a case a strange little thing, a pair or three of Greek characters in what are described on the card as "neon lights." The card will also explain that this thing stood for an exclusive little club that had something vague to do with skin-color, with mating customs, with money, and with idealistic rituals of some sort.

There will be losses, of course, but if we and our children and their children have enough love and brains, enough courage, imagination, and good sense, the gains can be enormous. If the McGuffey Elms are all gone by 2104 A.D., there can be other huge and beautiful trees in their places, and standing beneath them at Commencement time, still singing the national anthem as well as the world anthem of all mankind, and still opening and closing with some kind of prayer, there can be human beings very strong and fine indeed. These can include some from Russia, China, the Congo, Mexico, and elsewhere—as well. God willing, as a number of prize-winners from the farms, towns, and cities of Ohio. This can happen, and it will, if we, in our own little time left, keep our heads and our hearts. If we do, those people gathered at Ohio University in 2104 A.D. may well look back to 1954 and say: "In its own strange, unobvious way, 'this was their finest hour.'"



*Charles Allen Smart, who wrote the Alumnus exclusive on higher education 150 years hence, terminated his seven-year stay as Writer-in-Residence at Ohio University last spring when he went to Mexico to work on a new novel. Mr. Smart's original historical drama, The Green Adventure, written for the University's Sesquicentennial, will be premiered this month in conjunction with the Founders' Day observance. The distinguished novelist graduated from Harvard in 1926 and has been a farmer, school teacher, and executive officer of an LST in World War II.*

# the college man—a paradox

By Bob Kahan

**M**OST ATTEMPTS to categorize groups of college age end as failures, and aren't good to many except statisticians, draft boards, and night club comedians. Tell a student at Ohio University that he's a member of the "beat" or "silent" generation, that he drinks too much, or that Kinsey has his number, and the reply is likely to be, "Huh?"

Oh, there are patterns the student can be fitted into, but they are really of secondary importance; it's the individual and his experiences that give the true idea of what this college life is about. Sure, this boy may be just one of many confused about choosing a major, and that girl's dating problems are commonplace, but their worries are the vital elements. They are discovering the hard way, although there are lighter moments, how to fit themselves into a way of living, thinking, and just being a human being in general.

Trying to describe the college people at OU today is difficult, for they have the maturity to be considered as adults, yet enough vestiges of childhood left to raise Cain. They are constantly changing, moving forward (and backward, too, sometimes), squirming about, and becoming better for it all. So rather than place labels on different groups, why not take a look at what a senior at OU has had to face during his stay in Athens. Very likely what he saw and did is different from the description offered in the college catalog, but probably quite familiar to all alumni, whether they be class of '52 or '02.

Now much has been written about the "bewildered freshman," but generally ignored is the slightly less confused senior. Oh, he really isn't in too bad a shape, but he isn't the "fully equipped

citizen ready to challenge the world" that his graduation speaker will tell him he is. Rather, he is better suited to handle what seemed overwhelming problems to him when he first arrived on campus: the development of his own personality and his relationships with others, and the selection of an education leading to the career that follows. How has he gone about solving these problems, and how far has he succeeded?

He probably belongs to some group. It may be the yearbook staff, Grand Old --- (insert the proper Greek letters), or just the people he eats supper with every evening. Most college students are very social conscious, and try not to be a "square" by finding a circle they can join. Our senior is pretty happy on this point. He's served as a floor delegate in his dormitory council, plays in the band, and was elected publicity chairman for his fraternity's winter formal.

Socially, too, the senior has made progress. He's dated fairly often, seen a lot of movies, dances, and gin jugs, and is pretty well convinced that the opposite sex finds him agreeable. It's likely that he's been sure more than once that he's found the one and only woman, and that though the road to romance is rough, he's the wiser for having traveled it. His stag nights down at the local tavern have shown him he can handle his part of the give and take as well as the next fellow.

What has all this proved? It's made him feel that his personality carries weight with others, and that he can take part in activities successfully, even occasionally shining while at it. The senior is more sure of himself and his abilities, that he, too, can earn a pat on the back or an admiring glance. Yes, it's a bliss-

ful picture, but what about the other side?

In finding acceptance the senior may have given up part of himself; grey flannels and white bucks usually mark the man who has done so. However, the sacrifice goes deeper than that. His mind may operate within a narrow field, that of weekend parties, athletic events, and the eternal chase. These are the common grounds on which he converses with his fellow man, and often they are the only grounds. Listen to his vocabulary, another indicator of his thinking; something he enjoys is either "tremendous," "cool," "crazy," or "on the ball." The OU student who becomes a stereotype has fallen into the trap, one of set patterns produced because of the college community. But patterns are a necessity; the college community could not properly exist without them. Yet they are a damnation as well as a blessing.

Social life is constrained by hours for women, which grant 10 o'clock permission on weekdays and two hours additional grace on Fridays and Saturdays. For men things are easier, the only taboos being guns, liquor, or women in their rooms. These regulations, and myriad other smaller and similar ones, all have sound and legitimate basis, yet our senior sometimes feels hemmed in by them. They do not go well with his wanderlust and youthful exuberance.

Athens itself is also restricting, though it is through no fault of its own. There are no theaters, penny arcades, museums, or Chinese restaurants. For his night out on the town the senior has his choice of the movies or a bar. This sort of gay life must become repetitious after a while. However, the isolation and bareness of Athens also works the other way, be-



Bob Kahan, 20-year-old senior in the School of Journalism, has had ample opportunity to observe and reflect on the campus scene. He admits to being a harried 1953 Homecoming co-chairman, a proud member of Sigma Delta Chi, national professional journalism fraternity, and the Ohio University Post's equally loved and despised columnist. He hails from New York City.

## elm leaves

30 years ago—Ohio University celebrated Founders Day with the largest convocation of the academic year. The special exercises were opened by President Bryan and then turned over to Alumni Secretary Clark Williams. Features of the observance were addresses by Prof. Thomas N. Hoover on the "Historical Background of Ohio University," and Prof. Albert A. Atkinson on "The Hopes and Aspirations of Ohio University for the Future."

25 years ago—Winners in the "healthiest boy and girl" contest held at the University in conjunction with Good Posture Week were Ethel Roderick a freshman from California, Pa., and Walter Estep, of Youngstown, also a freshman. Pictures of the winners were used by the Associated Press and United Press, and appeared in newspapers throughout the Middle West.

20 years ago—Marc Connally's epic drama, "Green Pastures," was presented by the original New York cast of 106 persons at Alumni Memorial Auditorium. The famous troupe's presentation at Ohio University marked the fourth anniversary of the play's New York premiere. Richard B. Harrison, whose moving portrayal of God in the drama rocketed him to Broadway stardom, appeared in his feature role (good seats were available for \$1.00).

15 years ago—A new sport—golf—was added to the Ohio University intercollegiate athletic curriculum, under the tutelage of Brandon T. (Butch) Grover, director of public relations and former basketball coach. Grover reported he expected to use the grounds surrounding the stadium for practice work and take the team to the Athens Country Club for home matches.

10 years ago—An outbreak of some 14 cases of scarlet fever curtailed and postponed campus activities, including the Founders Day convocation and the Prep Follies. Several campus housing units were quarantined, but classwork continued without interruption. Study sheets were sent to A. S. T. P. cadets restricted to their quarters, to prevent loss of academic ground.

5 years ago—At the Commencement exercises in February, 256 seniors received their degrees, the largest mid-year graduating class in University history. It also marked the first time that full-scale, formal exercises were held for a midyear class. The Commencement address was delivered by Dr. Henry Holmes, former dean of the Graduate School of Education at Harvard University.

cause the senior and his friends are often forced to fall back upon themselves for entertainment. There is no better way to bring out personality than by spending an evening with a girl and a bottle of Coke.

This sense of restriction and the desire to prove oneself socially leads to something the college publicity office doesn't brag about: excess. The extreme cases may be seen in the boy who smashed the walls of an East Green temporary housing unit, or in the guy who dated nine women in one week. More common are the drinking bouts in the taverns, the overemphasis on sex, blue Mondays (Tuesdays, Wednesdays, etc., also), and what is called "rah-rah." They are the manifestations of a sometimes desperate self-consciousness and an energy that must have its outlets.

And contrary to what the situation seems, a large part of this energy is put into getting an education. Complaining about school is still chronic with our senior, yet 16 hours of his week and part of most of his days is spent in a classroom or in looking at a book. Just what impression has his education left on the senior?

By now he can write a complete sentence, probably not as well as his English 3 instructor would like him to, but nevertheless intelligible. For many of his friends who have taken professional courses the future and the career appears fairly certain. Others are not so sure; they still haven't decided what they are going to do after graduation. Most of the men, however, are sure of one thing: the Army. This always hangs above their heads. Somehow, though, the service is not very disturbing, mainly because it has been taken for granted and accepted as a must. What is important to the senior is the time when he will depend not on Dad or Uncle Sam for the monthly check, but on himself. For him

it will mean the break between the lifetime of going to school and the beginning of a new kind of existence, one without bluebooks or dormitories or Wednesday nights at the MIA. What's it going to be like, he wants to know? He has to wait, a bit impatiently, for the answer.

If the senior has looked upon his education only as preparation for a job, though, his liberal arts professors would have leaped out of their office windows long ago. His memory probably doesn't contain all the dates of his freshman history course or a complete picture of the first act of "Hamlet," but the senior has been affected by his teachers and their relentless efforts to shine the lamp of learning into the dark recesses of his thick skull. The senior, whether he knows it or not, does think more clearly than he did in his freshman days. And what he has picked up makes him a more alive, richer human being; it's impossible to go through OU without becoming one. Of course, some nearly do. No school can perform miracles on 100 per cent of its students. But somehow every graduate is changed by his education at OU, and that really is the purpose of education.

By now it must be obvious that this slice of student life is paradoxical; the senior described has been called an individual who can't be typed, yet he must seem to alumni a person who has fitted into the patterns and gone through the very stages they knew when they were on campus. Well, the student is both a unique thing and a stereotype. It is by entering the patterns that he works out his own individuality. He goes through the same processes that his fellow students do, but the end product is different. College folk in this year are the same as always—growing, marked by the influences of OU, but ever growing.

# The Professors' Notebooks

Drawings by Jean Sheppard, '54

By Robert E. Mahn

*the faculty recorded many observations on University life in the Semicentennial Era*



Robert E. Mahn, Ohio University registrar, a writer and editor by avocation, is associate editor of *College and University* and has written for the *National Parent Teacher*, *Ohio Parent Teacher*, *Kentucky Personnel Journal*, the *Clearing House*, and the *Columbus Sunday Dispatch Magazine*. He holds degrees from Miami University (Ohio) and the University of Kentucky. Mr. Mahn came to Ohio University in 1938 as assistant director of admissions. He formerly was also on the staff of the National Archives in Washington, D. C.

May 21, 1860, "Great storm."  
May 23, 1860, "Holiday in the Green. Students and part of Faculty at work fixing up trees in the Green."  
September 24, 1860, "County Fair. Class excused."  
October 5, 1860, "No classes P.M. Public Meeting (Doug)."  
October 26, 1860, "College duties omitted in afternoon. Mass Meeting Rep."  
April 1861, the third week and the fourth week, "Absences for this week not counted owing to the military excitement."  
Week of September 7, 1862, "Famous military expedition to Gallipolis."  
Week ending September 12, 1863, "Camp during three days of this week."

NOT FROM a student diary of the period, but from the class records of E. H. Guthrie, "Tutor Lang" and subsequently "Prin Prep Dep & Prof Math Pro Tem & C & G" (denoting Chemistry and Geology) come these quotations. Do they not help dispel the all too prevalent notion that just because Greek and Latin were required in the collegiate curriculum (Latin was the only language required in the scientific curriculum) professors were stuffy intellectuals and unfriendly individuals? Do they not help dispel the notion that college was largely dreary trial and tribulation?

Professor Guthrie's comments remind us that this was the period of intense debate over slavery which came to a head in the presidential campaign of 1860 when Lincoln was the Republican candidate, and Douglas and Breckinridge were the Northern and Southern Democratic candidates, respectively.

The military expedition to Gallipolis was the transfer by rail of troops from the defense of Parkersburg, Virginia (now West Virginia), to the defense of Gallipolis, Ohio, a Union supply depot, following Union reversals in the Kanawha River valley. Troops were feted by the citizens of Athens.

Camp in 1863 refers to the muster and encampment of the Ohio Volunteer Militia at "Camp Athens" from September 5 to September 12. Because a large number of students were militiamen, Professor Guthrie dismissed his classes.

With this background, let us look further at the professors' records for the period 1841-1864 and see what they tell us about our University during that period.

In the fall of 1841 there were 24 college and 88 preparatory students. In 1848, following the three-year interruption of collegiate studies that resulted from a lack of funds, college students numbered 23 and preparatory students 28. The respective numbers in 1854 were 37 and 74, and in 1864 the numbers were 29 and 86. Except during the period when college classes were suspended, professors, including the president, numbered from five to seven.

#### Only Family Names Were Recorded

Because the number of students was small, the professors saw little need to record anything but their family names. Except for incompleteness of names, records for students are fairly complete beginning with 1841. Records were kept in the respective department ledgers. Even though a 0-10 marking scale was used, computing a "Result" involved extensive figuring, to which the fly leaves of the ledgers bear testimony. "The Mean for the Session is doubled, added to Examination mean, and the whole divided by three." Unexcused absences counted zero, and zero was recorded for those who were "disorderly." Such fractions as  $\frac{3}{11}$ ,  $\frac{1}{3}$ , and  $\frac{28}{33}$  appear in the results.

Professors did not always adhere strictly to formula. Explanations were made where the record was incomplete. "This class was heard by a tutor; by accident the weekly mean was lost. Examination was dispensed with." "This class was marked too low at the beginning of the session — the term means are therefore estimated for only half the session."

The illness of a professor or his absence from the campus resulted in dismissal of his classes. Mechanics and Integral Calculus, 1842: "Class did not recite on Tuesday—prevented by my own absence. A. Ryors." During the last two weeks of May and the first week of June, 1849. Professor Williams' Freshman Greek class did not meet. "Prof. absent at the Gen. Assembly." Classes in "Astronomy, Nat. Philosophy, Chemistry, and Mineralogy" were dismissed in 1849: "Prof. Mather absent at Co-

lumbus—summoned to attend U S Circuit Court from Nov 10 to Nov 21st."

In general the records, which are in longhand, are neat and legible, and show that the professors took pride in their penmanship. Some of their signatures attesting to the correctness of the records are works of art. There were exceptions to the usual neatness, which prompted Professor Guthrie to make this entry in the Latin Ledger in 1862. "The crowded condition of this page should be a warning to all Profs. not to ———." We can assume that there was a positive warning in the portion of the page that is missing not to crowd figures into too small a space.

Each professor left his respective department ledger to his successor and usually made adequate mention in the record of the date of his appointment and resignation.

"Ohio University  
Department of Chemistry and  
Nat History  
Frederick Merrick, Prof.  
May 1841" "to Aug 1842

Wm Williams Mather  
elected to succeed Prof Merrick April  
1842 & continued till Aug 1845 when  
Institution was suspended for 3 years.  
Aug 1848 Institution resumed oper-  
ations, W W Mather Vice Pres'd't, &  
Prof of Natural Science."

Four successors to Professors Merrick and Mather entered information about themselves.

Professor Blair had good things to say about the students.

"A term of industry order and unusual proficiency.

J. G. Blair  
(1861) Prof. Nat. -- Sci."

"This term has been one of unusual industry and success in my department. Every student has been—healthy—and cheerful and intent to do his duty manfully. The classes in botany and chemistry are as good as I have ever had, if not better.

J. G. Blair Prof N.Sci."  
(1861)

"As the above records Show, my classes, this term, have been industrious and ordinarily successful. The health and morality of the school have been uniformly good.

J. G. Blair  
Prof N. Sci. O.U."  
Aug. 17th, 1862.

#### Some Classes Had Two Students

There was ample opportunity for good relations between professors and students. A professor usually constituted one or more departments and a student would study several different subjects with him. Some classes had only two students. Classes of six to twelve were common. Those with more than twenty students were rare. In most classes there were daily recitations, and in addition a professor might have one or more of



"SEPTEMBER 24, 1860  
CLASS EXCUSED — COUNTY FAIR"

his classes assigned to him as a "Sabbath morning Bible class."

There was good reason for students to respect a man like Professor Mather, for example. A native of Connecticut, he had graduated from West Point and had taught there. He had resigned from the army to take part in the New York Geological Survey and had come to Ohio in 1837 to superintend the state's first geological survey. His "Cabinet" of mineral specimens was considered one of the best in the country.

Attendance at three classes a day constituted a full load for a student. Not counted as classes were the study of music and participation in the choir. Tutors who were furnished for these activities and in drawing were usually students who were granted remission of fees.

Students had some control over their course of study. There was some effort to pattern the curriculum to their needs by substitutions and through special courses.

Scott "substituted Hebrew for Horace read with Pres. Howard.

1842: H. T. Brown "By permission of the Faculty studies French instead of the Cal. & C."

In 1864 ten students took "French in lieu of Calculus by especial permission in each case."

1842: J. Fitch "has obtained leave to abandon geometry." C. Goddard "has obtained leave to abandon this class in this Department." (Mechanics and Integral Calculus) R. C. Hoffman and J. B. Hoge "have abandoned the study of the Calculus."

(next page)

## Homey informality typified academic activity at the University a century ago

Auditing was permitted. In 1842 it was recorded of Burke that he "attends with class but does not recite."

Individual study of subjects was allowed on and off the campus. A number of persons "studied privately while out teaching." Results of private study usually were good. Occasionally someone did fail.

"G ——— appeared before the Faculty April 1859 and utterly failed at examination." (The subject failed was Integral Calculus.)

"E F Banes appeared before me July 17, 1857 and sustained a fair examination in the above subjects. W. H. Young, Prof Math O.U." (The subjects were Solid and Plane Geometry, Trigonometry, Mensuration and Surveying.)

"S M Beard appeared before me June 5 1857 and passed a very good examination in Anal. Mech. W H Young, Prof Math Ohio University."

Occasionally a small class was dissolved. Students had the privilege of continuing in private study. On one occasion a group of three students whose class was put on a private reading basis obviously did not live up to Professor Guthrie's expectations. His comment: "Too much 'private work'."

### Student Age Range Was Great

There was much individual guidance and instruction. This was necessary because among the students there were all levels of attainment and maturity, and there was no absolute division between preparatory and college courses. Students ranged in age from "a mere boy under the care of his uncle," with whom he shared a room in Central Building, to those over 30.

Demonstrated proficiency in a subject was rewarded with credit, by "graduation out of the class" prior to its termination, or by excuse from the course.

R. R. Brown was "excused from reading this book. By the Faculty. On the grounds of reading and teaching some Latin."

A student whose early marks in a course indicated that he was not prepared for it "Left the class by advice."

Emphasis was on bringing students to an acceptable degree of proficiency in a subject. Outright failure or "degradation" was infrequent. "Review" was part of a course. In addition special review periods, with postponement of examinations, were arranged for individuals and for classes as needed. For classes it was frequently by "common consent." In 1842 a review session in Geometry was arranged at 6 a.m.

"Will review," "on trial!!!," "better review," "Excused—required to study the subject with the next class," "better study again," "deficient in acoustics and pneumatics," are a few of the notes professors entered in the records.

"Examined by the Faculty" was for the most part only a formal way of stating that a professor had examined a student or a class. Most examinations were in writing and were given by the professor concerned.

1841: Astronomy, "The class present on Monday but did not recite: Dismissed then till Wednesday morning for examination but no Committee being present, were Dismissed."

"The examination of this class was . . . by written answers to the same series of questions submitted to each student . . . Those whose general mean was above 5 were passed to the next class—Trigonometry. Those between four and a half and five . . . were passed with the admonition that the examination at the end of the term will require a knowledge of Geometry. The others, . . . did not pass and were required to review this study.

Eli T. Tappan, Prof Math. O.U." (1859)

In 1863 Professor Blair recorded that "Mr. Miessie was examined in Optics but was not examined in acoustics. To

be examined hereafter."

In addition to course examinations, students were required to attend the public "College Examinations" at the end of each term. Not an examination as we conceive the term, the definition of the student's obligation best describes what it was. "To take such part in College Examinations as shall be assigned, and to speak only such matter as shall have been previously approved by the Faculty."

### Text Books Were Necessary

The emphasis on recitation made textbooks necessary. Occasionally classes were delayed, and occasionally students had to drop a course, because of the "want of books."

1852: Professor Tomlinson's course "On the Use of the Globe": R. H. Crawford and G. Marsh "Failed to recite for want of a book on time."

1855: Chemistry. J. Dill "left for want of book."

1859: Professor Blair's course in Physical Geography was delayed for two weeks "for want of books."

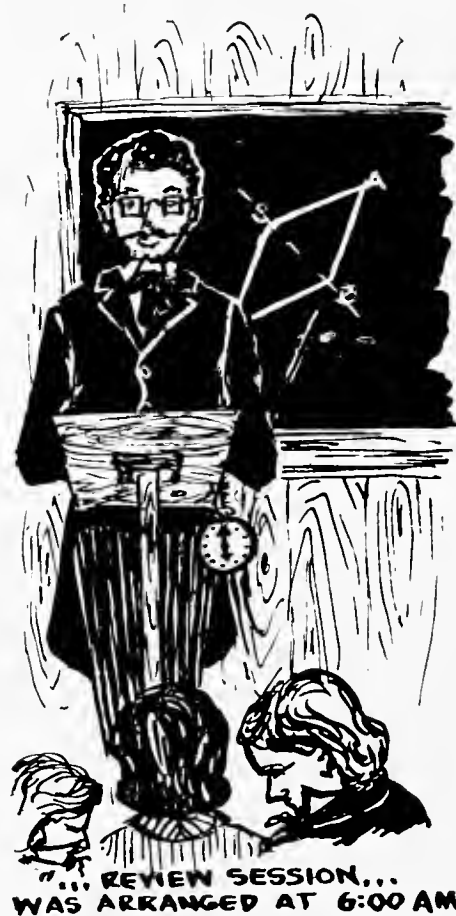
Classes could set their own pace and sometimes finished a specified subject before the closing date of a term. In 1853 this was recorded of an Integral Calculus class of three students several weeks before the close of the term. "Class through and Examined."

There was some special library work in addition to recitation. Professor Guthrie excused his classes for two days to "work in library."

And there were lectures. Professor Merrick entered this in the Natural Science Record Book in 1842: "The absences have not always been taken into account in the means of this term, as considerable of the time was taken up with lectures—some weeks there being not more than one or two recitations & some not any."

The University was considerate of its students. Two students who entered at the middle of the term in 1848 had their fees remitted. Other students arranged for deferred payment of fees. Only when the student failed after ample warning to meet his obligations was he barred from his studies.

C ———, C ———, and S ——— had their names "struck from the rolls" in Chemistry: "The names thus marked and crossed out, after repeated requirements to hand in their receipts in payment for tuition, according to the regulations of the regulations of the Ohio University, and having failed to do so, or to render any excuse, the names were stricken from the Roll by direction of the President, but not till another opportunity was given them, they knowing



## Reasons for withdrawal were strange and varied

the consequence of further neglect.

W. W. Mather  
Athens Nov 6th 1849"

Individual circumstances were considered. In 1852, for example, this entry appears for John Ryan. "In ill health—permitted to attend when he was able without charge."

During the war years students who entered the army with a considerable amount of course work completed were "allowed to pass." Others received the privilege of being "examined before leaving."

### Occasional Dismissal, Suspension, and Expulsion

Attendance on a part-time basis was permitted. In 1842 Burke was "permitted to attend Sat AM—excused rest of time."

There was an occasional dismissal, suspension, and expulsion. Some of the acts that resulted in disciplinary action went beyond the category of prank.

In 1842 this was recorded for M ———, "said to be sick." Another professor recorded, "absconded on Tuesday," and the third professor made this entry, "fled, charged with crime and expelled."

In 1850 this entry was made for L ———, "Left college under charge of setting fire to the Central Building."

There was always concern over class absences and withdrawals. Many students had absences. Hi Jones, for whom 12 were recorded in one term in 1863 was, in the professor's words, "Careless about absences." Sickness was common and was the chief basis for "excused" absences. "Sore throat" and "sore face" merited an "excused" notation.

Fall, 1855: "An unusual amount of sickness among the students this term."  
W. Young, Prof Math. O.U."

The professors suffered sickness along with their students.

Spring, 1865: "This class was not examined owing to my continued illness during the time allotted to review."  
W. Young Prof Math OU"

Withdrawals from class were permitted.

1842, M. Lathan "has obtained the Faculty's permission to leave the class," Harper "has leave to quit the class," "Left without permission" or "quit" was recorded for many students.

Leaves of absence for several days or weeks were not unusual. Students called home in emergency required considerable travel time.

Withdrawals from college resulted from a miscellany of reasons. One student was "withdrawn by his father." Of another it was said, "left necessarily, to return home." One student "broke his leg." Another suffered "nostalgia," an-

other "lameness," and another "indolence." Another was "indisposed," and another "unwell." In 1862 J. R. Scott left "to fill Rev. D. H. Moore's pulpit in Marietta." J. H. Hey left "by Hon Dismissal," in 1845.

These comments show that a number of those who withdrew did not carry with them the regrets of the Professor.

"Gone and no loss!"  
"Suffered to be an idler in college."  
"Left (a good thing)"

"Gone away to teach" was a common reason for withdrawal.

"The extraordinary diminution in the number in the class is mainly accounted for by the demand for Teachers which makes quite a draft on the classes of the University.

W. H. Young Prof. Math." (1856)

Professor Young indicated "Excused" for 16 of the 38 students in Freshman Algebra. Presumably many of these students left to teach. In 1859 Professor Tappan noted that four out of 22 of his students in Algebra had "gone away to teach."

Three deaths are recorded for the period—that of Douglas Hubbard, prior to 1843, Fred A. Townsend, August 9, 1850, and S. Martindale in 1855.

War came and students responded to the call for volunteers. In 1861 "Good-speed volunteered in defence of his country." Others who "went into army" in 1861 were Holderman, C. Smith, Ewan, Gillet, E. H. Hulbert, D. Miller, Kelso, W. H. Hawk, Shurtz, H. K. Wilson, and L. D. Carter.

Professor William H. Young, a brigadier-engineer in the Ohio Volunteer Militia, entered service. He served as a lieutenant-colonel for the duration of the war.

### Many Students Entered the Service

In 1863 H. G. Stanley entered service, and in 1864 many students "entered 60 days' service" and "100 days' service." Listed as leaving were B. F. Stowell, Z. C. Rush, C. St. Hall, J. R. Scott, Geron McVeigh, T. E. Davis, John Williams, John P. Dana, J. H. Lochary, J. C. Crawford, M. Engle, John Hunter, J. B. Ray, Charles W. Brown, Julius S. Smith, J. B. Lash, H. H. Wells, W. C. Foster, H. C. Loudon, W. J. Stokes, J. Pickering, C. P. Dell, G. W. Port, A. Poffenbarger, and C. P. Leonard. C. M. Lash "entered 60 days' artillery service."

Professors felt keenly the impact of war. The withdrawal of 39 students from classes and the enlistment of others during vacations seriously disrupted University affairs. A Latin class of 22 students, for example, was reduced to nine.



"L ———" LEFT COLLEGE UNDER CHARGE OF SETTING FIRE TO CENTRAL BUILDING."

Professor Blair's Chemistry class of 17 was reduced to seven.

"This term opened promisingly but has been seriously interrupted by the various calls for troops and by the draft. Oh tempora! Oh mores! When can the schools of this unhappy land return to their wonted devotion to learning and literature? O.U. June 1864

J. G. Blair Prof. Nat Sci O.U."

The records bespeak a sound University providing opportunity for a good education and enjoying good relationships between faculty and students. Certainly college life was not dull and certainly the professors were reasonable men, probably good sports who recognized pranks for what they were, and who trusted college men to correct their errors in due time. What else could Professor of Latin and Greek Robert Allyn have been, when, at the same time he recorded the loss of his record books (to the students, we must assume), he recorded his kindly feelings for the students.

"This book was abstracted from the Professor's desk during the examination of 1858 in June and found in its present dilapidated state sometime during the Autumn of 1858.

"I was elected to the Chair of Ancient Languages in August 1857 and resigned my chair in July 1859—having occupied it two collegiate years. I bear a cheerful testimony to the gentlemanly bearing of all students towards me in all relations."  
Robert Allyn."

We hope the statement is representative of the sentiments of most of the professors of the period. Indications are that it was, and that because of it they have given us an interesting and colorful picture of the University.

# Gentlemen All

Ohio University, vintage 1854



*Signing the Leger*

By Robert E. Mahm

Drawings by Mary Athearn, '54

We whose names are hereunto subscribed, students of the Ohio University, hereby promise on our honor as gentlemen, that we will not wilfully and deliberately violate the laws of the University, or cause, aid, or advise any other to violate the same.

**B**Y SIGNING the "Leger" in which this pledge was inscribed and paying the tuition fee one became a member of the University. "Gentlemen" they all were, for the admission of the first "gentlewoman," Margaret Boyd, was still 14 years in the future. The catalog announcement that "Ladies are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for young men" was still 20 in the future.

In addition to the tuition fee of \$10 for college students for each of the three terms of the school year and \$8 for preparatory students, each student who resided in a college hall paid \$1.50 rent for each term. Board, which was not provided by the University, was estimated at \$1.50 to \$1.75 a week. It was estimated that \$80 would cover necessary expenses for a year.

Exempt from paying the tuition fee were students who served as tutors, and "county students." Regulations provided for the admission of one student from each county "free of charge for tuition." A substantial saving was possible on tuition through the purchase of a scholarship from the trustees for "three years' tuition at \$15."

During the school year 1853-54 there were enrolled in the college and preparatory department a total of 142 men. In the collegiate course were 3 seniors, 3 juniors, 13 sophomores, and 43 freshmen. In the preparatory department were 38 seniors and 48 juniors. Of the

142 who ranged in age from twelve to twenty-seven, 25 earned the AB degree. Thirteen of the 25 took advantage of the opportunity to obtain the AM degree which was conferred upon every Bachelor of Arts of three years' standing who paid the term fee and who had "sustained good moral character and pursued professional or scientific studies."

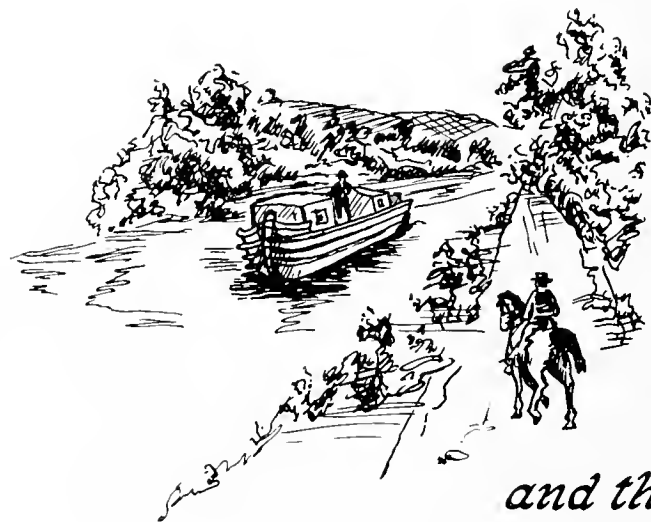
From what parts of the country did these boys and men come? They came from 29 Ohio counties, and from Indiana, Kentucky, New York, Iowa, Pennsylvania, and Virginia, including that section of Virginia that was to become West Virginia in 1863.

What was remarkable about this? The map of the United States was not what it is today. Seventeen of our present states were still to be formed. Alaska and Hawaii were not yet territories of the United States. Indian wars were still in progress, and Athens' only links with

the outside world were the postal service, the telegraph, the canal, and the mud road. The Cincinnati Marietta Railroad was not to reach Athens until 1856. In travel time, the young man from Iowa was indeed far from home. The regulation permitting students to remain in the halls during vacation periods was a necessity.

Of what did the University consist? Except to say that the physical plant consisted of the present three central buildings, then called Central College, East College, and West College, which served as combination residence and lecture halls, and which were considered adequate to accommodate 200 students, we can let the catalog statement speak for us.

... the elements of a true and healthful progress are all here—a beautiful and healthy situation, commodious buildings now in good repair, well selected Libraries sufficient Apparatus for illus-



*Students  
came  
to Ohio  
University  
by way of  
the canal  
and the mud road*



tration in Chemistry and Experimental Philosophy, a good endowment, an intelligent and liberal minded Board of Trustees, and a full corps of experienced instructors. To these, we may add a high moral sentiment among the students, and perfect unanimity in the faculty respecting the methods of instruction and government. The village of Athens is a peculiarly desirable site for a public institution of learning. It is located on the banks of the Hockhocking, about twenty-five miles from the Ohio river, and in its position is elevated and healthful, commanding a scenery eminently picturesque and beautiful. The standard of education in the OHIO UNIVERSITY is high, but our young men seem to be convinced of the fact, that if a thorough course of study is required they are richly repaid in the mental stores and discipline, with which they go forth to the duties of life . . . In conclusion we may remark, there is no place that can be found, in which so many circumstances which are favorable to the interests of a student unite, as in the OHIO UNIVERSITY.

Instructing the students and charged with their discipline were the President and four fellow ministers who comprised the faculty. Their titles outline for us the fields of instruction.

Rev. Solomon Howard, D.D., President and Professor of Mental and Moral Science.

Rev. James G. Blair, A.M., M.D., Vice President and Professor of Natural Philosophy, Chemistry, and Geology.

Rev. Addison Ballard, A.M., Professor of Mathematics.

Rev. E. E. Bragdon, A.M., Professor of Greek and Latin Languages.

Rev. James F. Given, A.M., Principal of the Preparatory Department, and Librarian.

By its own rules the faculty admonished itself to make discipline preventive, "to stimulate students to high and manly efforts by presenting the more generous motives to good conduct and studious habits, and as far as may be convenient to acquaint themselves with the particular circumstances and views of each student, and by kind advice and counsel to influence him to a virtuous life and that course of improvement that may seem best adapted to his character and future prospects."

By their pledge the students acknowledged rules that required "respect to Religious Instruction, to the laws of morality, and the laws of the land." Forbidden were the use of profane language, intoxication, fighting, gambling, and immorality. The making of "a roast or barbecue" in his room was forbidden the student, as was the keeping of spirituous liquors and "firearms, gun powder, crackers or any explosive substance." Neither was a student to "throw water, ashes, or any kind of filth" from the windows.

A student charged with an offense, if he denied guilt, was deemed innocent "as the Trustees believe no student, who is a gentleman, would be guilty of the

baseness of wilful falsehood." If found guilty he was subject to expulsion.

A 100 years from now the sesquicentennial student will be the subject of study. Much will be made of the challenge of his time, of the men who were making history, of the men growing up who some day were to make history, and of the events and the inventions experienced by, or just missed by, these students. Will 1953-54 appear more exciting to our great-grandchildren a 100 years hence than 1853-54 does to us? We doubt that it will. Do not the following reminders about 1854 and several years preceding and following it substantiate this doubt?

The population of the United States was twenty-five million, larger by a half million than ten years earlier. Ohio's population was two million. Cincinnati was its chief city with a population of 100,000. Athens had a population of 1400. There were 120 colleges in the country. Ohio claimed 18 of the number. Immigration to the United States was greater than at any previous time. The great westward movement was on.

On the national scene slavery had become a great political issue. *Uncle Tom's Cabin*, published in 1852, was a best-seller and a stage hit. In 1854 the Kansas-Nebraska bill became law, undoing the sectional truce. The Republican party was formed. Lincoln was coming to the attention of the nation by his challenge of Senator Douglas. The threat of a divided nation, if not civil war, was mounting.

John C. Calhoun had died in 1850. Daniel Webster and Henry Clay had died in 1852.

Among the writers of the day were Emerson, Thoreau, Whitman, Lowell, Hawthorne, Irving, and Longfellow. Abroad there were Dickens, Tennyson,

and Thackeray. Wordsworth had died in 1850.

In 1851 New York and Lake Erie were connected by rail. In 1853 the railroad reached Chicago, and in 1857 it reached St. Louis. In 1855 a telegraph line from the Mississippi to the Pacific was authorized. Its completion was six years in the future. In 1860 the Pony Express began operation.

The men who would open up the golden age of communication were children or not yet born. Bell and Edison were born in 1847. The telephone was to be invented in 1876.

The first oil well was to be placed in operation in 1859.

Darwin was to publish the *Origin of the Species* in 1859. Pasteur, who was to introduce vaccination in 1881, was thirty-two.

Queen Victoria reigned over the British Empire. Europe was recovering from a rash of revolutions. The Crimean War was in progress and there was threat of further revolution and war. As a result immigration to this country was at flood tide, reaching a half million in 1854.

A new era of trade and territorial expansion was opening in the Far East. In 1853 Commodore Perry had opened Japan to American trade.

There has been tremendous change since the day of our Semicentennial student. At the same time that the University was contributing to that change it was helping perpetuate what is good and permanent. The University has a great past. Cutler Hall is tangible evidence of that great past. In as good taste architecturally today as it was in the year of its completion a century and a third ago, its preservation is an appropriate tribute to the many forward-looking men and women who helped build a great Ohio University.



*No cooking in the rooms*

# FATHERS OF A NEW IDEAL

Manasseh Cutler



**I**N ATHENS on the banks of the historic Hocking River stands the symbol of Ohio University and the Northwest Territory—Cutler Hall, oldest college or university building west of the Alleghenies and north of the Ohio River.

It was named for the famous pioneer scientist-statesman, Manasseh Cutler, who, with Rufus Putnam, founded Ohio University almost 150 years ago.

Ohio University, oldest institution of higher learning in the Northwest Territory, started to build Cutler Hall in 1816, but it then was known only as "College Edifice."

The history-making colonial "edifice" was made of hand-made brick, stone quarried from the hills near Athens, wrought-iron nails, and hewn timbers. When it was complete except for the roof, the building caught fire during a severe lightning storm; however, rain and efforts of townspeople prevented a total loss. It was completed in 1818.

Later when it was flanked by two other buildings, "College Edifice" became known as "Center Building." Finally it was christened "Cutler Hall" in honor of Connecticut-born scholar, Manasseh Cutler.

In 1882, it was remodeled and the roof was raised three feet. In 1936, it was abandoned for classroom purposes, but part of it was still occupied by administrative offices.

Cutler Hall was completely restored in 1947 at a cost of \$150,000. During the restoration process the roof was lowered to its original position, making the proportions of the building exactly the same as when it was first built.

Today, Cutler Hall is the main administrative building on the campus, housing the offices of President Baker and other administrative officials of the University.

Despite its modernization, the beautiful old building still maintains an air of bygone age. It is a living monument to the period of history when Ohio University was merely a dream, and Ohio was nothing but an empty wilderness inhabited by a few scattered Indians and white traders.

More than a decade prior to the time of Cutler Hall's construction, Manasseh Cutler, along with several other Revolutionary War veterans, formed the Ohio Company for the purpose of settling the Northwest Territory—the section of the country that now includes the states of Ohio, Indiana, Michigan, Illinois, and Wisconsin. When the Northwest Ordinance was being considered in the Continental Congress, it was Cutler and

Rufus Putnam who insisted on a provision being made for a university.

Cutler did not then forget his dream of a university in the Ohio Country. He continually worked for its realization. In 1800 he composed a model charter for the proposed institution.

Three years later, in 1803, when Ohio was admitted to statehood, the new state's General Assembly recognized the provisions of Cutler's proposed charter with few exceptions. On February 18, 1804, the General Assembly established "an University in Athens to be named Ohio University."

Cutler Hall was named for a man of many talents. Manasseh Cutler, who was born in Killingly, Connecticut, on May 13, 1742, attended Yale, operated a store, practiced law, became an ordained minister, and practiced medicine. During the Revolutionary War he served as a chaplain in the Continental Army and was recognized as a botanist and writer on scientific subjects.

On February 18, 1954, as students, faculty, and alumni gather on Founders Day, Cutler Hall will be a living reminder that it was Manasseh Cutler who insisted over 150 years ago that the four freedoms, now taken for granted, be the foundation stones for the new university and the vast territory of the Old Northwest.

To encourage students to enjoy the blessings of education in a free world, the Ohio University Alumni Association is raising \$150,000 for the Alumni Sesquicentennial Scholarship Fund—\$1000 for each year of the University's existence.

President John C. Baker has said this scholarship project, which carries out the ideals of Manasseh Cutler, is of far greater importance than all the "brick and mortar" projects that might be devised.

And so, today, with its lighted tower at night and its mellow chimes at Commencement, Cutler Hall symbolizes the famous charter commandment of Manasseh Cutler: "... Schools and the means of education shall forever be encouraged."

# FOR HIGHER EDUCATION

Rufus Putnam



GENERAL RUFUS PUTNAM has been referred to as The Founder and Father of Ohio.

But if he were alive today, perhaps this great American would count as his most signal honor the esteem in which his name is held in the field of education.

For at the time he was encouraging pioneers from New England to fashion a new state from the wilderness, he advised them: "Oh! My children, beware you neglect not the education of any under your care as I was neglected."

Today there stands in Athens a lasting memorial to this great pioneer-educator. It is the Ohio University-sponsored Rufus Putnam Elementary School. The school serves two basic purposes. It includes a pre-school kindergarten and elementary grades for children from the city of Athens. In addition, student teachers from the University College of Education are trained here in preparation for serving educational needs throughout the state.

Putnam, along with Manasseh Cutler, is recognized as co-founder of Ohio University. They will be honored in a special Founders Day program at the university February 18 this year, and they appear together on the official Sesquicentennial commemorative seal of the University, the oldest institution of higher learning in the Old Northwest Territory.

Rufus was the youngest of six children and became the father of nine by his second wife. He was born in Sutton, Massachusetts, April 8, 1738, and grew up in the rigorous surroundings of an early New England workaday world.

In his early, formative years the youthful Putnam demonstrated a keen interest in learning and knowledge. Sheer self-determination and will power kept the spark alive against great odds. In his later life the spark burst into full flame, and eventually brought about his great contribution to education in a great state.

The boy Rufus' stepfather was an illiterate man with little sympathy for his stepson's quest for knowledge, ridiculing his attention to his books.

At 16 the boy was apprenticed to a millwright who, Putnam later wrote, "did not deny me the use of a light for study in the winter evenings," as his stepfather had done.

As a young farmer in the pre-revolutionary days, Putnam spent many lonesome hours, the result of losing his first wife in a tragic death at childbirth. But he filled his hours with a study of mathematics and surveying.

Later, during the Revolutionary War, Putnam distinguished himself by applying his self-taught knowledge of engineering. He devised special entrenchments for the American Colonials on Dorchester Heights in the middle of winter.

The fortifications proved adequate on top the hard-frozen ground, and the colonists were able to win a major, decisive victory over the British.

Putnam's official appointment as an engineer came as a surprise to him. He wrote: "I had not the vanity to suppose that my knowledge was such as to give me a claim to the first rank in the Corps of Engineers." But he was obviously well-taught, for he was later appointed Surveyor General of the United States.

General Putnam was the first man outside of Congress to take definite steps toward settlement of the Ohio Valley. Largely through his efforts, the Congress was petitioned for land grants, and the famous Ordinance of 1787 was brought into existence.

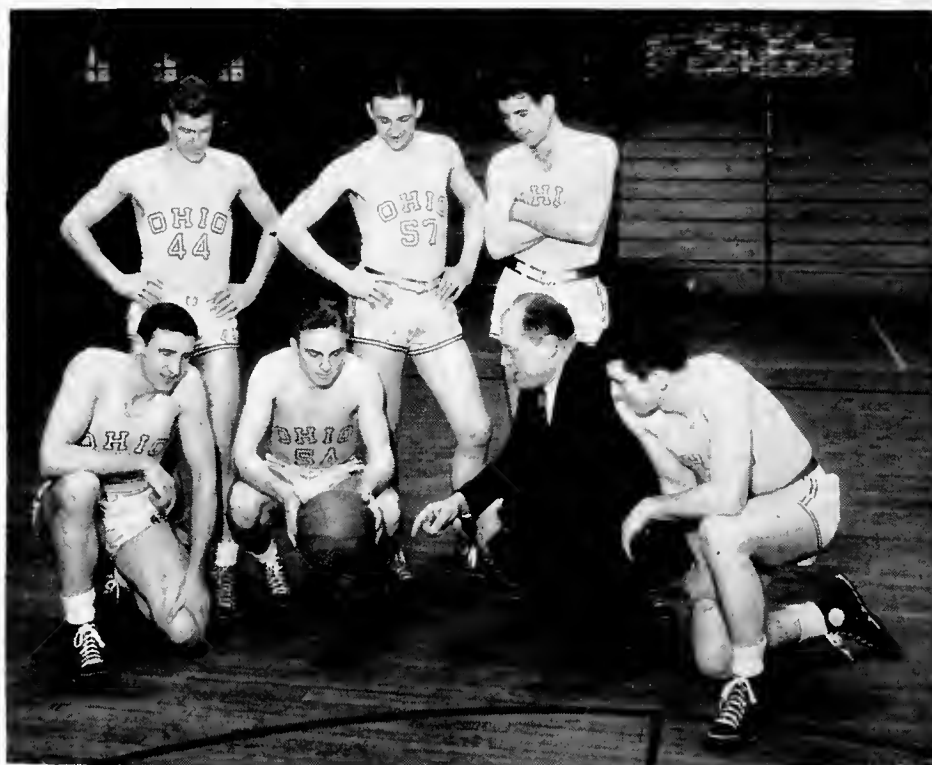
This ordinance established a government for the Northwest Territory, and Ohio University had its beginning in these early plans.

It was with great foresight that Putnam and Cutler forced inclusion of anti-slavery clauses in the constitution for the new territory. The states which were later formed from the territory tried to no avail to get rid of the prohibition of slavery. Had they succeeded, some of the great midwestern states might have joined the southern slave states in the Civil War and thereby altered the course of American history.

Always modest, Putnam once said of himself: "I was zealous to obtain knowledge, but having no guide I knew not where to begin nor what course to pursue. Hence I have suffered much through life on that account."

And yet the great measure of success that came to this great American as engineer, statesman, soldier, pioneer, and educator, can only be attributed to his unrelenting search throughout his lifetime for further knowledge.

# Bobcats Are Finalists in NIT



"THE BIG SIX"—left to right (kneeling) Charles Blickensderfer, Frank Baumholtz, Coach W. J. (Dutch) Trautwein, Vernan Deinzer; (standing) Jim Snyder, Carl Ott, and Harry McSherry

Only the World War was able to compete with Ohio University's brilliant Bobcat basketeers for size of headlines and number of column inches in New York City's metropolitan press last week.

Taking the Big City and its sports fans by storm, Coach Bill Trautwein's boys went through to the finals of the National Invitation Basketball Tournament in Madison Square Garden, losing 56-42 to Long Island University, perhaps the nation's strongest team, but leaving behind them the wreckage of two highly-touted, pre-tournament favorites, Duquesne University and the College of the City of New York.

But even in defeat the Bobcats were superb. Several records were broken, and Frank Baumholtz, with 53 points scored in three games, was named "most valuable player" in the tournament.

The Garden attendance records, too, were shattered on the second and third nights due largely to the appeal and colorful playing of the Ohio team. Seasoned sports writers stated that no amateur sports event had ever so roused the interest and enthusiasm of the "man on the street" as had this tournament, and that by all odds the most popular team was the Bobcat five.

The invitation to be one of eight teams to participate in the tourney came at the end of the regular playing season after the Ohioans had won 16 and lost three games during the regular season. Meanwhile, Baumholtz and his teammate Carl Ott had both been placed on the Associated Press All-Ohio team for the second consecutive year.

The other teams entered in the annual event were Westminster, University of Virginia, Seton Hall, Rhode Island State, College of the City of New York, Duquesne, and Long Island University.

The last words spoken by Coach

Trautwein as the B & O's National Limited pulled out of Athens, New York bound, were "We're not going for the ride!" To these fighting words a crowd of more than 1000 students, faculty, and townspeople roared their approval and shouted back "Goodbye, and good luck." But the send-off accorded the Bobcats was eclipsed by their subsequent reception. Headed by the band, a majority of Ohio University's 3,500 students trekked to the Union Station to give the returning warriors one of the greatest receptions an Ohio athletic team has ever received.

Scoring 21 straight points in the early moments of the second half, Ohio defeated Duquesne's veteran court combination 55-40 in the opening game of the national meet. The half ended with the Dukes holding a 26-24 advantage.

Baumholtz and Ott led a brilliant offense to take the play completely away from the Dukes and to win the most superlative praise of the Eastern fans and sports writers. Although Baumholtz's performance was dazzling and Ott broke a tournament record by making good on nine out of 10 free throws, their Bobcat compatriots—Blickensderfer, Snyder, Deinzer, Lalich, McSherry, Miller, and Wren—came in for their share of acclamation and approval.

The news of the Ohio victory touched off a celebration in Athens that reminded one of Armistice Day in 1918. Bedlam was the word for it. Local fans gathered in the Student Grill, the Elks

Club, the Athena Theater, Hotel Berry, and other popular rendezvous, surged out on Court Street where they could give freer vent and expression to their feelings.

Darrel H. (Jonsey) Sams, '21, was the first to receive the good news, getting it via telephone direct from the Garden. Jonesy, who had organized a "telegram barrage" earlier in the day, turned from the telephone to shout "We won—55 to 40," and the town went wild. Amazed by the interest and spirit of the hometown fans, New York writers reported that the Ohio team had received more pre-game telegraphic encouragement than any team they had ever known.

Having cleared the first hurdle and gained the right to participate in the semi-finals, the Bobcats nosed out CCNY 45-43 to take the second big step toward the tournament championship.

In the tournament finale, before the largest crowd ever packed into the Garden, the Ohioans played their hearts out to no avail, losing to a sturdy team of Long Island giants 56-42. The Bobcats were very much in the ballgame until late in the second half when their opponents surged ahead never thereafter to be overtaken by the Athenians.

\* \* \*

The foregoing account was reprinted from the *Alumnus* (March 1944). The team, of course, was the fabulous 1940-41 Bobcat quintet, which gave Ohio University its highest point in basketball history.

# PRICE REDUCTION

The Sesqui Booklet can now be had for 50 cents, just half the sum advertised in the January *Alumnus*. The price cut stemmed from reduced production costs and the desire to circulate the book as widely as possible among alumni, students, and friends of the University. (Please add 15 cents for mailing costs. Those who ordered at the \$1.00 price will receive refunds.)

## Among the Alumni

1899

### A JUNE REUNION CLASS

Four of the five graduates who returned for the Class Reunion five years ago hope to return again this June for the festivities. They include DR. NEWMAN H. BENNETT, of Mt. Lebanon, Pa.; GILBERT A. BENNETT, of Washington, D. C.; DOLLIE HOOPER BEAN (Mrs. L. G.), of Athens; and STELLA I. KOONS, of Cincinnati. CLARENCE C. HENSON, of New Orleans, has written that he will be unable to attend this year.

1904

### A JUNE REUNION CLASS

Two members of the 1904 reunion class have obsolete addresses in the Alumni Office files. They are ELI C. HEDRICK and WILLIAM T. HEILMAN. Word about them would be greatly welcomed by the Alumni Secretary. The six remaining graduates of 50th anniversary class invited to the reunion in June are DR. FLOYD E. COULTRAP, of Toledo; FRANCIS B. HENRY, of Richmond, Va.; JOHN E. MCDANIEL, of Montrose, Colo.; DR. B. A. PLACE, of Jamestown, N. Dak.; PROF. GEORGE SPRAU, of Kalamazoo, Mich., and FLORA CONNER STAMMEL (Mrs. J. G.), of Lancaster.

1908

A. L. WILSON, who retired last year after 50 years of service in the Ohio Public school system, was the subject of a recent feature story in the Cincinnati Post. He taught his

first year (1902-03) in a one-room school at Brush Creek in Brown County, and later taught at Seaman, West Union, and Winchester. In 1910 he became principal at the Newton School, and four years later was made district superintendent of Hamilton County. Mr. Wilson was named assistant superintendent of county schools in 1923, and held that position 30 years until his retirement Sept. 1, 1953.

1909

### A JUNE REUNION CLASS

June reunion invitations have gone out to the 22 remaining graduates of the Class of '09. Two of the 22, FREDERICK B. HILDEBRAND and T. HARRISON HOUGH, have obsolete addresses in the Alumni Office files. Any word about them would be appreciated.

MARY C. WATKINS LINFIELD (Mrs. Alfred E.) and her husband, a minister, are living at Penny Farms, a home for retired ministers near Jacksonville, Fla. It was established by J. C. Penny, but is now owned and operated by the *Christian Herald*.

THE REV. DR. HORACE E. CROMER is minister of the McKendree Methodist Church in Washington, D. C.

1914

### A JUNE REUNION CLASS

Graduates of the Reunion Class of '14 who have obsolete addresses in the Alumni Office files are BERT THOMPSON, FANNIE C. BEAN.

ALBERT T. SMITH, MARGARET HALL, and ELSIE RICHARDS WILSON (Mrs. Harry R.). Any news about these graduates would be welcomed by the Alumni Secretary.

1916

JENNIE V. FOSTER, former teacher in the Columbus area, has retired and is living in Del Rio, Tex.

1917

DR. HAROLD W. GILLEN, Wellston physician and surgeon, was recently elected president of the Wellston Board of Education for the ninth consecutive term.

1919

### A JUNE REUNION CLASS

ELIZABETH B. MURRAY, Atlantic City, N. J., is with the Atlantic City Service Company. She travels for the utility company giving lectures and demonstrations.

Listed as having obsolete addresses in Alumni Office files are the following members of this Reunion Class: EVERETT S. CASSADAY, Cincinnati; BLODWEN JANE MORGAN, Woodville; LINDSAY C. MARTIN, Woodsfield; DR. PEARL LEE GODLEY (Mrs. Joseph), Detroit; and HOWARD C. DRAKE, Lubbock, Texas. The Alumni Office will be grateful for any information about them.

1921

RALPH H. (GUS) WHITE, manager of the Bennett Milk Company in Athens, is the father of SPENCER WHITE, senior at the University. The younger White returned from service in Korea last August. There he was a member of the 51st Signal Battalion attached to the 1st ROK Division. He was a member of the champion softball team of Korea. His father played second base for Bobcat diamond teams while a student and was a member of the Ohio Conference championship team of 1919 and captain of the 1920 squad. Mrs. White is the former MARGARET SPENCER, '23.

1922

CLAIR H. CALHOON is a psychologist with the United States Public Health Service in Decatur, Ga. He is a former director of the Ohio Bureau of Juvenile Research. Mrs. Calhoon, the former VIRGINIA POWELL teaches in Avodale High School, Decatur.

1924

### A JUNE REUNION CLASS

AIVA ALLEN HEADLY is a chemist with Aluminum Research Laboratories, New Kensington, Pa.

GENE TRACE, '30, Youngstown radio executive, is serving on the Sports Committee of the National Association of Radio and Television Broadcasters. The 12 man committee is made up of radio and television executives from throughout the country and is designed to guide the NARTB in the expanding area of sports relations. Mr. Trace is vice president and general manager of Youngstown's WBBW, which he and two partners established February 20, 1949. An ABC affiliate, WBBW airs the Cleveland Indians baseball games and Cleveland Browns and Notre Dome football games. Now in his 19th year of radio work, Mr. Trace began his career as an announcer, later moving to production, programming, and sales. He has been voraciously on the stoffs or in executive positions with WHIZ, Zanesville; WMMN, Fairmont, W. Va.; WLW, Cincinnati; WMBD, Peoria, Ill.; and WKBN, Youngstown. The Youngstown radio man's interest in sports is deep-seated. After leaving the University, he signed a contract with the Columbus Senators of the American Association, but an arm injury in his second year cut short a promising baseball career. Mrs. Trace is the former Emma Norton, '32





ONE of the first two graduates of Ohio University was Thomas Ewing, '15, famous lawyer and statesman. He served as adviser to four United States presidents: William Henry Harrison, Zachary Taylor, Abraham Lincoln, and Andrew Johnson.

Ewing and John Hunter were the first persons to receive degrees from a college in the Northwest Territory.

Little material is available concerning Hunter. However, it is known that he studied law at Lancaster, Ohio, following graduation from Ohio University, and died in 1816 in Pickaway County.

Ewing, the son of a Revolutionary War officer, was born at West Liberty, Ohio County, Virginia, on December 25, 1789. Three years later his family moved to Marietta, Ohio. After moving to various places in the Ohio Country, they finally settled in what is now Ames Township in Athens County. They were the first settlers in Ames Township.

After graduation, Ewing studied

law under General Philemon Beecher in Lancaster, Ohio, for 13 months. On August, 1816, he was admitted to the bar.

For a time he was prosecuting attorney in Fairfield County, and in 1830 began the political career that was to elevate him to the position of presidential adviser to four chief executives. In that year he was elected to the United States Senate on the Whig ticket.

He was not reelected in 1837 and returned to his law practice in Lancaster.

In 1841 he was appointed Secretary of the Treasury by William Henry Harrison. At the end of Harrison's term, Ewing returned to his law practice until, in 1849, President Taylor selected him to organize the new department of Interior and be its secretary.

He lost this job in 1850, but was appointed to fill a vacancy in the Senate. In 1861 he was appointed to represent Ohio at the Peace Commission in Washington. During this time, he became a trusted adviser to Lincoln.

In addition, he was an adviser to Andrew Johnson during his administration.

All but one of Ewing's sons became generals during the Civil War. His son-in-law was General Sherman, who is famous for his march through Georgia.

Ewing died at Lancaster, Ohio, at the age of 82.

Among those who have studied and measured the greatness of Thomas Ewing's contribution to the nation is Mary Whitcomb Hess, MA '37, wife of Dr. John A. Hess, professor of German at Ohio University. Included in Mrs. Hess' writings is "Thomas Ewing: an American epic" (*America* Oct. 23, 1948).

SARA E. KEARNEY is a teacher in Hayes Junior High School, Youngstown.

1925

CARLISLE O. DOLLINGS, Columbus attorney, was recently elected president of the Ohio Football Official's Association. A veteran of 30 years in officiating circles, he has spent the past 10 seasons principally in the Western Conference.

1926

CARL O. DRUM is assistant cashier of the Circleville First National Bank.

1927

ELSIE ZEHRUNG DICKERT (Mrs. Paul), area social worker for the U. S. Indian Bur-

eau, Billings, Mont., has authored *A Book of Verse*, which was published recently. The poems, written in blank verse on a variety of subjects, are her first to be printed in book form.

1928

CLARENCE LITTLER manages a theater in Cincinnati.

WILBUR L. DAGGETT is sales counselor for the General Electric Supply Co. in Saginaw, Mich.

1929

#### A JUNE REUNION CLASS

ASA H. MYLES is assistant chief engineer with the Electric Controller and Manufacturing Co. at Solon.

HILTON Y. PARKISON is head of business education at Linden-McKinley High School, Columbus. Mrs. Parkison is the former EVORA BLAINE.

GLADYS L. THOMPSON DICE is a teacher at the Union School in Licking County.

PEARL L. LOWE teaches at Lash High School in Zanesville.

1930

PAULINE REMAGEN FUGATE lives in Alhambra, Calif., where her husband is minister of the Methodist Church.

1931

JAMES W. WHALEY was recently appointed Athens County auditor to fill the unexpired term of his predecessor. He announced he will be a candidate for the nomination as auditor in the May primary. Mr. Whaley has been deputy auditor for 19 years.

1932

ROBERT E. WITSCHY, certified public accountant in a Charleston, West Va. firm which bears his name, recently authored an article on the public accountant which appeared in *The Journal of Accountancy*. He is a member of the council of the American Institute of Accountants and a past president of the West Virginia Society of CPAs.

1934

#### A JUNE REUNION CLASS

DORIS FLETCHER KARWICK (Mrs. Harry W.) is publicity director of the Virgin Islands Tourist Development Board in St. Croix, Virgin Islands.

HELEN SCHAEFER GIBSON (Mrs. Daniel J., Jr.), formerly with the Cincinnati Conservatory of Music, is living in Chestertown, Md., where her husband is president of Washington College.

DR. FRANCIS P. CRIDER is a surgical chiropract practicing in Toledo.

THIS FAMILY-STYLE portraiture includes Brady M. Boyles, who plans to enroll at Ohio University this month as a junior photography major; Mrs. Boyles, the former Martha L. Miner, '51; and their son Martin, born March 7, 1953. The Boyles are now living in Athens.



THE OHIO ALUMNUS

1935

MARY ADAM, principal of the Mason and Roosevelt schools in Canton, travelled 20,000 miles and visited countries on three continents last summer. A feature story in the *Canton Repository* described a unique phase of her tour—a flight the entire length of Africa in a British jet airliner.

1937

EDWARD A. BRANNON, formerly on the editorial staffs of the *Charleston (West Va.) Gazette*, *Daytona Beach (Fla.) Morning Journal*, and the *Buffalo (N. Y.) Evening News*, has been named public relations manager of the Greenbrier resort at White Sulphur Springs, West Va.

1938

ETHEL CARNAL CHAPMAN (Mrs. Clarence O.), vocal music supervisor of Western Local School District, Rutland, recently directed the high school music department's presentation of the "Showboat Minstrel."

1939

#### A JUNE REUNION CLASS

L. H. THRUSH is appliance sales manager for the Graybar Electric Co. in Columbus.

ROBERT O. HALL is a cost accountant with the Hughes Aircraft Co., Culver City, Calif. Mrs. Hall is the former MARGARET ANN SCHAEFFER, '40.

MABEL G. COLE is assistant director of the audio education program for the American Book Co. New York City.

VERNON A. LUDWIG is assistant chief design engineer with the Mutual Chemical Company of America, Baltimore, Md.

JOHN DAVID MCDANIEL is athletic director of the Cincinnati Country Day School in Cincinnati.

WALTER E. KINNEY is co-owner of the Plainview Hardware, Plainview, New York. Mrs. Kinney is the former DOROTHY GILMORE.

1940

ERNEST H. GARZIERI is district representative for the Penn Mutual Life Insurance Co. in Mt. Vernon. Mrs. Garzieri, the former KATHERINE M. OLVEY, '38, teaches at Howard High School.

W. EMERSON HOUF, of Chillicothe, is district forester for the Ohio Division of Forestry, Department of Natural Resources. Mrs. Houf is the former ROSEMARY HALE.

1941

RICHARD O. LINKE is national publicity manager for the Capitol Records Distributing Corp.

DAVID A. HAMILTON is district apparatus specialist with the General Electric Supply Co. in Indianapolis.

1942

LOUIS J. TOTH has announced the opening of his law office in Cleveland.

VERNA M. WILLIAMS teaches the fifth grade at the Horace Mann School in Lima.

1943

JANE WERDEN (MS) is associate professor of home economics at the University of Illinois. She was formerly associate professor of textiles and clothing at Cornell

OHIOANS are generally familiar with the names of Manasseh Cutler and Rufus Putnam, pioneer fathers of the state and co-founders of Ohio University.

But, while his name is not so widely known, the Reverend Jacob Lindley, first president of Ohio University, also played an important role in its development.

The task that faced the Princeton-educated, Presbyterian minister was greater than anyone foresaw as plans were being laid to open the doors of the pioneer school in 1809, five years after the founding of the University. His first year's budget was less than \$1000, half of which was his salary.

Support for the school was to come from the rental of land which had been assigned to the University by the federal government.

Cutler anticipated an income of \$40,000 to \$50,000. However, the land produced only a small fraction of that amount. Collections were difficult, and the college administration was beset with problems involving the renters.

In spite of these handicaps, Lindley was able to guide the new institution from a modest beginning with only three students to a position of importance in 1822, when he retired from the presidency to become a professor. He remained a professor until 1829.

The first three students were John Perkins, Brewster Higley, and Joel Abbott, none of whom remained to graduate. Ohio University reached a



peak enrollment in 1948 of 6600 students, including 1000 students in the three branches—Zanesville, Chillicothe, and Portsmouth.

During Lindley's presidency a pretentious \$17,800 building was added to the expanding school. Known today as Cutler Hall, it is the oldest college building in the Northwest Territory.

Jacob Lindley was born in Washington County, Pa., the seventh son of Demas Lindley, an early Washington County settler. At 18 Jacob entered Jefferson College in Pennsylvania. From there he went to Princeton, where he studied theology and was graduated in 1798.

HERBERT RUBINSTEIN is vice president of the Central Dental Co. in Hempstead, N. Y.

1944

#### A JUNE REUNION CLASS

JACK E. CLIFTON is vice president of Clifton Motor Sales, Inc., in Circleville.

JEAN CARMICHAEL HAMM (Mrs. Delmar) teaches home economics at Racine High School in Racine.

1945

VIRGINIA R. HEDGECOCK is steno-clerk with the Wabash Railroad Co. at Omaha, Nebr.

1946

WILLIAM K. EVERSON is bandmaster at Brilliant High School in Brilliant. He was formerly supervisor of instrumental music at Bridgeport.

1947

LIONARD E. SELZ, formerly with the Radio Corporation of America from 1949-53, is now serving as assistant to the head of fixed assets in the accounting department of National Lead of Ohio, a new atomic energy plant near Cincinnati. Mrs. Selz, the former BEATRICE CALE, '46, writes from Lakeland, Fla., that she hopes to join her husband soon

"with our menage of one parakeet, three dogs, and most important, our baby daughter, Susan Mary, born October 15, 1952."

ALBERT F. SCHULTZ is personnel technician for the City of Milwaukee, Wis. Mrs. Schultz is the former DORIS JEAN CARRUTHERS, '45.

1948

JOYCE M. BRYANT is secretary to the dean of the School of Music, Florida State University, Tallahassee.

GILBERT A. JOHNSON is superintendent of Newton Township Schools and lives in Utica.

GENE RUSZKOWSKI, former professional footballer with the Los Angeles Rams, is teaching at John Marshall High School, Cleveland. Mrs. Ruszkowski is the former ELSIE CHINNOCK, '46.

1949

#### A JUNE REUNION CLASS

ROBERT D. PEAL is affiliated with the Campbell Soup Co. in Chicago as assistant soil technologist in the research division. He recently received his doctorate in agronomy from Ohio State University.

JOHN E. COLLINS (MEd '53) is an instructor at Fullerton Junior College, Fullerton, Calif.

# Letter from Herrold

Dear Fellow Alumni:

We have witnessed many changes during the past several years in our Ohio University Alumni Association. Many persons have contributed to these changes that have spelled progress and expanded services in our alumni relations at Ohio University.

Four and one-half years ago President Baker's administrative action to provide help for Clark Williams in editing *The Ohio Alumnus* was most welcomed. The addition of a staff member reduced the burden on Clark and provided the necessary help to keep nine issues of information up-to-date and coming to us regularly. Soon after Bob McCreanor's appointment as assistant editor it became evident that the *Alumnus* staff not only gained in number but in exceptional talent as well. This was acknowledged by his appointment as editor two years ago.

This is Editor McCreanor's last issue. On February 1, he joins Brown-Lipe-Chapin Division of General Motors in Syracuse, N. Y., in its industrial relations department. Although we regret his leaving Ohio University we want him to know that his contribution to OU's alumni relations is exemplified in the *Alumnus* of today. This we recognize as a very definite part of our progress.

To Bob we say, "Thanks for a job done exceptionally well. We all wish you much success and happiness for you and your family in Syracuse."

Sincerely,

*Russell P. Herrold,*

President, Ohio University Alumni Association

## 1950

ROBERT V. PIERRE, a senior at the Northwestern School of Medicine, Chicago, has been elected to Alpha Omega Alpha, honorary medical fraternity for seniors in the top 10 percent of their class.

HAROLD S. ODER is an aeronautical structures engineer with North American Aviation, Inc., Downey, Calif. Mrs. Oder, the former ELINOR KNABEL, '49, was also employed by North American in the library of their atomic energy department for a year and a half (See births).

## 1951

JEANNE DASCHBACH, formerly in the editorial department of the Lake County *News-Herald*, Willoughby, is now doing publicity work at Western Reserve University in Cleveland.

ELEANOR GEORGE writes from Germany that she is a recreational director at Valley View Service Club outside of Wertheim.

SALLY BERGISON, formerly a kindergarten teacher at Chillicothe and Manhattan Beach, Calif., is now doing graduate work in education at the University of Southern California. She received the \$1000 P. T. A. Scholarship in Children's Literature for 1953-54.

## 1952

G. KEITH HENRY is shop foreman and assistant to the general service supervisor with the Athens Buick Co. Mrs. Henry is the former URSULA GREEN, '49.

ROBERT G. DENNIS has joined the staff of the Lorain County Health Department as sanitarian.

PAUL ZALEHA is a business associate with the Larson Insurance Agency at Wadsworth. He is assisting in sales and service for auto-

mobile, general liability, health, accident, hospitalization, and fire insurance.

DOUGLAS H. STEEBNER is a civil engineer with the Mountaineer Engineering Co. at Midland, Pa. Mrs. Steebner, the former DOLORES WINTERS, '50, is teaching school.

## 1953

GRACE DASCHBACH, of Cleveland Heights, is teaching the sixth grade at Chagrin Falls.

MARILYN MAE HUMMEL is an elementary teacher in the Lakewood Public Schools.

GENE CONLAN is a salesman for the Youngstown Sheet and Tube Co. in Youngstown.

## Kappa Delta Pi Award

An award of \$200 from the Thomas Cooke McCracken Kappa Delta Pi Scholarship Fund will be made this spring to a senior in Omega Chapter or an alumnus of the Chapter, or a senior in the College of Education who wishes to pursue graduate study in teacher preparation. Selection will be made on the basis of criteria set up by Omega Chapter.

Application for the award should be sent to Ann E. Mumma, Counselor, Omega Chapter, Kappa Delta Pi, Ohio University, Athens, Ohio, not later than March 15, 1954.

MARGARET L. LAUX is secretary at Station WSTV in Steubenville.

CHARLES E. HAYNES is chief chemist for the Somet Solvay Division of Allied Chemical & Dye.

ROSE MARIE KOVACS teaches English at Schaaf Junior High School in Parma.

THOMAS E. TAYLOR is assistant manager of Logan's book store in Athens. Mrs. Taylor is the former PEGGY KRUMHAR, '45.

PAUL ARCHINAL, who is with Station WLW in Cincinnati, was the subject of a recent feature story in the Cincinnati *Enquirer*. The story recounted his activities as director of the station's morning show, "700 Limited."

ELIZABETH L. LANGE is chemical laboratory technician with The Glidden Co., Cleveland.

## —Marriages—

Dorothy Olivia Theurer, Lakewood, to DONALD E. SALISBURY, '52, Fairview Park, December 12. At home: 14959 Delaware Ave., Lakewood.

Frances M. Larcomb, Columbus, Ohio State University graduate, to DAVID G. BURLEY, '47, Lorain, industrial engineering department of National Tube division of U. S. Steel Corporation, October 24. At home: Kenilworth Apts., Lakewood.

FLORA H. KAUEMAN, '53, Shaker Heights, to Martin H. Lax, Cleveland, December 26. At home: 2654 N. Moreland Blvd., Cleveland.

NANCY M. COLLIS, '53, Lucasville, to Ralph D. Brown, Chillicothe, University of Dayton graduate, December 27. At home: Lucasville, Ohio.

Marilyn Jo Craft, Lima, Ohio State University graduate, to EDGAR B. SINGLETON, '49, graduate student, Ohio State University, December 27. At home: 393 E. 15th Ave., Columbus.

HELEN M. LEWIS, Cleveland, to LT. DONALD B. BARSHAY, '51, Lakewood, United States Air Force, December 26.

IRMA ZUROWESTE, '46, Bellbrook, research biologist with Monsanto Chemical Co., (Miamisburg), to NORTON E. ROGERS, research chemist with Monsanto Chemical Co., (attended OU prior to graduation from Marshall College), December 12. At home: 439½ East Linden Ave., Miamisburg.

DONNA LOU BREHM, '53, Dayton, teacher, to Dr. Donald K. Moon, Knollwood, with the U. S. Armed Forces, December 20.

HELEN L. MURPHY, '52, Athens, to Berlin E. Bruns, Zanesville, December 20. At home: 170 Morris Ave., Athens.

Anne M. Masley, Midland, Pa., to JOSEPH MIKLUS, '50, Stratton, engineer at the Crucible Steel Co., November 14.

BARBARA J. NOGRADY, '53, Glouster, secretary (Athens), to Richard F. Evener, November 22. At home: 50 W. Carpenter St., Athens.

B. ISABEL COURTNEY, '46, Chauncey, teacher (Norwood), to Charles F. Hall, Cincinnati, owner-manager of Hall Ignition Service, November 21. At home: Apt. 2, 5206 Montgomery Rd., Norwood.

LOIS RUTH KURLANDER, '49, Cleveland,



to Louis J. Ross, Cleveland, Fenn College graduate, August 16. At home: 4337 Baintree Rd., University Heights.

CAROLYN L. KELLOGG, '55, Lima, to LT. ANDREW J. MICELI, '53, Lorain, October 10.

BARBARA J. NOGRADY, '53, Glouster, secretary, teacher, Greenlawn School (Columbus), to George D. Robey, Columbus, June 14. At home: 859½ N. W. Blvd., Columbus.

MARILYN MAXWELL, '48, Akron, to Robert Giebenrath, Akron University graduate, psychometrist with the Akron Public Schools, November 21. At home: 172 N. Portage Path, Akron.

MARILOU GIBBS, MA '53, Westfield, N. J., to ROBERT W. MOORMAN, '52; MS '53, Lima, associated with Pittsburgh Plate Glass Co. in chemistry-research and development work, November 28. At home: 201 North Scott Street, New Carlisle.

ADALYN E. BERARDI, '39, Campbell, to Warwick Sakami, July 1952. At home: 2109 Adelbert Rd., Cleveland.

## —Births—

Dirk Sinclair to ARTHUR "ARCHIE" HOWELL, '47, and Mrs. Howell, 32 Ohioview Drive, Industry, Pa., December 29. Mr. Howell is a buyer for the Westinghouse Electric Corporation, Beaver, Pa.

Kevin Graham to JAMES W. SCANLAN, '50, and Mrs. Scanlan (LENORA GRAHAM, '50), 1 St. Stephens Lane, Scotia, N. Y., December 17. Mr. Scanlan is associated with General Electric in Schenectady, N. Y.

Sarah Ann to PAUL E. BATCHELDER, '50, and Mrs. Batchelder (BARBARA HOPL, '53), 225 Rose St., Ironton, December 20. Mr. Batchelder is associated with The Ohio Power Co.

AT REPOSE in her mother's arms is Joette Curtis, born June 13, 1953. She was three months old when the picture was taken. The parents are Lt. Edward G. Curtis, '52, and Mrs. Curtis, the former Jo Ann Utley, '51. Lt. Curtis is assigned to headquarters of the 45th Thunderbird Division in Korea.



FEBRUARY, 1954

Linda Kay to C. RANDALL SMITH, '49, and Mrs. Smith (MARTHA JO WISL, '50), 327 East 6th Ave., Lancaster, January 4.

Jeanette Susan to LT. CARL L. WIRICK, '52, and Mrs. Wirick, Ft. Knox, Ky., December 26.

Nancy Ellen to JOE L. SPARKS, '52, and Mrs. Sparks, Sequoia Apt. 8, Ceres, California, November 28. Mr. Sparks is an elementary teacher at Whitmore School.

Janice Norma to ROBERT BROWN, '47, and Mrs. Brown, 6982 Hi-Way 80, East, El Paso, Texas, December 8. Mr. Brown is secretary-treasurer of Wholesome Dairy, Inc.

Marcia Ann to THOMAS S. DOWNER, '49, and Mrs. Downer (CATHERINE AMATO, '53), 181 Collingwood Ave., Norwalk, December 19.

Robert Eric to ROBERT E. CORDRAY, '50, and Mrs. Cordray, 90 E. Patterson Ave., Columbus, December 9.

Mark Allen to Rev. and Mrs. Floyd A. Chambers (LYNDALL L. WOOLLY, '53), Canada, Ky., January 3. Rev. Chambers is a Presbyterian minister and teacher in Pikeville Presbyterian Junior College.

Lynne Ann to Mr. and Mrs. Robert T. Byall (MITZI WOLF, '51), 20890 Westlake Rd., Rocky River, November 24. Mr. Byall is associated with Pontiac Division of General Motors Corporation.

Stephen to JOHN D. WHITEHOUSE, '55, and Mrs. Whitehouse, Apt. 7-A, East State St., Athens, November 29.

William to RICHARD V. WHITEHOUSE, '49, and Mrs. Whitehouse (MARIHA ROBERTSON, '51), 260 E. State St., Athens, December 3.

David Andrew to ROY W. SCHLETZER, '40, and Mrs. Schletzer (VERA MYERS, '41), 217 Preston Court, Baltimore, Md., November 2. Mr. Schletzer is assistant district sales manager for Congoleum-Nairn, Inc. in the New York area.

Guy Dale to HAROLD S. ODER, '50, and Mrs. Oder (ELINOR KNABEL, '49), 1025 D San Antonio Drive, Long Beach, Calif., August 6. Mr. Oder is an aeronautical structural engineer with North American Aviation, Inc.

Christine to BEN A. FONDI, '48, and Mrs. Fondi (RUTH M. BRUSS, '49), 87 Marion St., Carteret, N. J., Dec. 25, 1952.

Victoria M. to Mr. and Mrs. Edward P. Lucas (MARGUERITE EBERHARD, '50), Nov. 23, 1952.

## —Deaths—

CHARLES H. BUNCH, '15, chairman of the board and treasurer of Acme Electric Corp., Cuba, N. Y., died at a Los Angeles hospital December 11. He is survived by his wife, Agnes.

A native of Ravenna, Ohio, Mr. Bunch started his engineering career in Cleveland with Electric Products Company. In 1917 he became one of the founders of Acme Electric, which operated in Cleveland until 1937, when it moved its main operations to Cuba, N. Y. Acme today is one of the largest manufacturers of transformers.

Mr. Bunch served the organization variously as chief engineer, sales director, president, and two years ago was elected board



MR. BUNCH

chairman. He was also a founder and an officer of Acme Electric Supply Company of Montreal, Canada, and Acme Electric Corp., Ltd., Toronto, Canadian manufacturing and distribution outlets for the parent company's patents. For the past year he had spent considerable time in Beverly Hills, Calif., where he was active in establishing the Acme Electric West Coast Engineering Laboratories.

Mr. Bunch was a member of leading professional organizations and a director of the Cuba, N. Y., National Bank.

CHARLES L. WOODWORTH, '22, director of personnel for The McBee Company, Athens, died December 19 in Eustis, Fla., following an illness of some 10 months. His survivors include his wife, the former DORIS NYE, '22.

Mr. Woodworth joined McBee following World War II. At the outset of the war, he was commissioned a captain of infantry in the Ohio State Guard, later named a captain in the Army Air Corps. He was promoted to major in 1943, later to lieutenant colonel, USAFR. He was also a veteran of World War I.

For a long period after leaving college, Mr. Woodworth was associated with his father in a retail business in Athens.

PERRY W. FATTIG, '12, '14, and MS '13, died December 7 in Atlanta, Ga.

Mr. Fattig, a well-known entomologist, was curator of the Emory University Museum, assuming the position in 1926. Prior to going to Emory he taught at State Teachers College, Valley City, N. C., the University of Florida, and State Teachers College, Farmville, Va.

He was a member of the National Association for the Advancement of Science, a fellow of the Georgia Academy of Science, and a member of leading entomological societies.

A native of Lancaster, Ohio, his survivors include his wife, Clara, a son, and a brother.

RICHARD W. FLOWERS, '47, died January 3 in Bellefontaine of a heart attack.

Mr. Flowers was coach and industrial arts teacher at Bellefontaine High School.

A native of Portsmouth and a World War II veteran, he is survived by his wife, Sara, and two children.

RUTH HEIDORN WEIDNER (Mrs. Herman), '32, of Dayton, died October 28, in a Dayton hospital following a cerebral hemorrhage.

She is survived by her husband and three daughters.

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