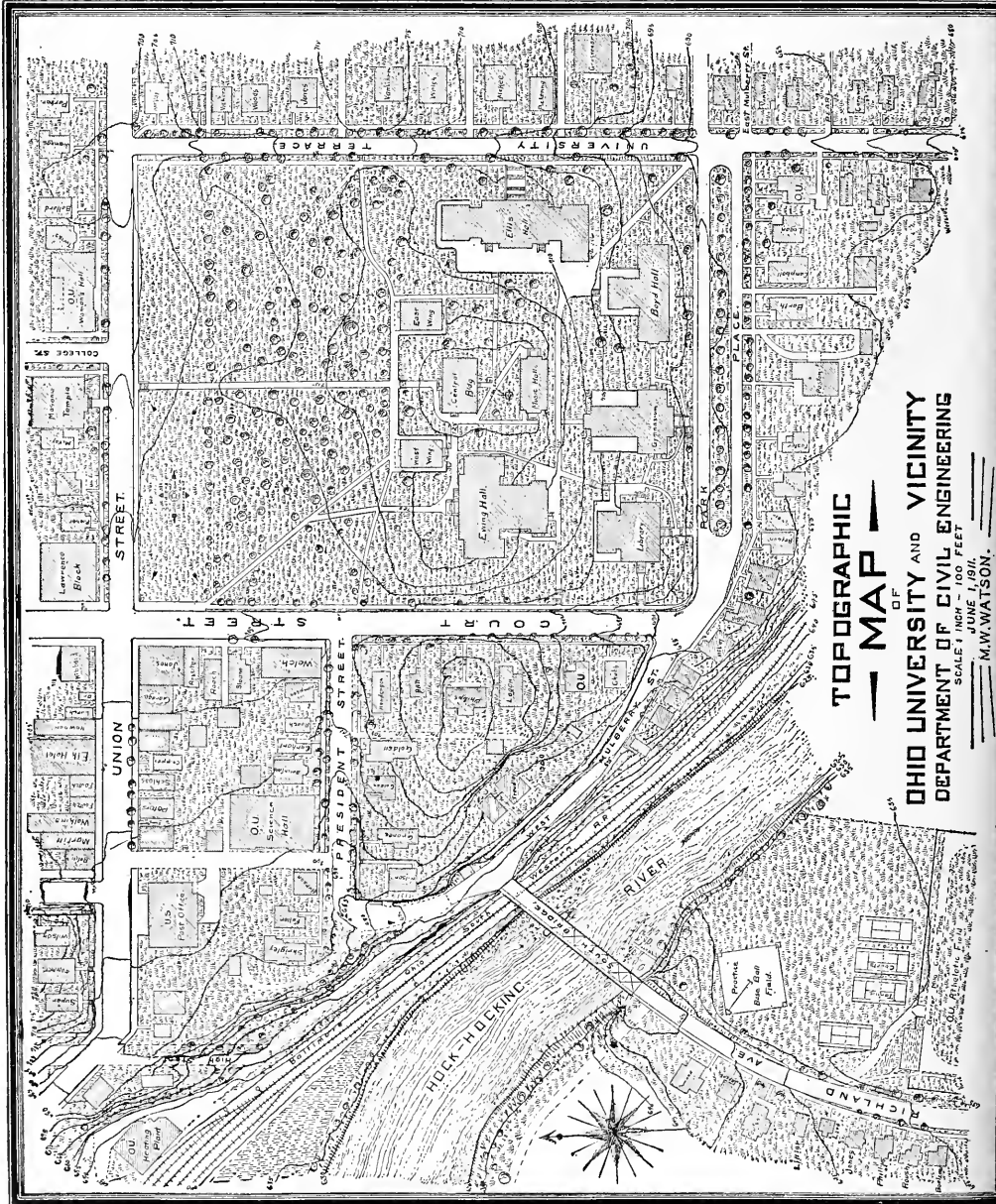


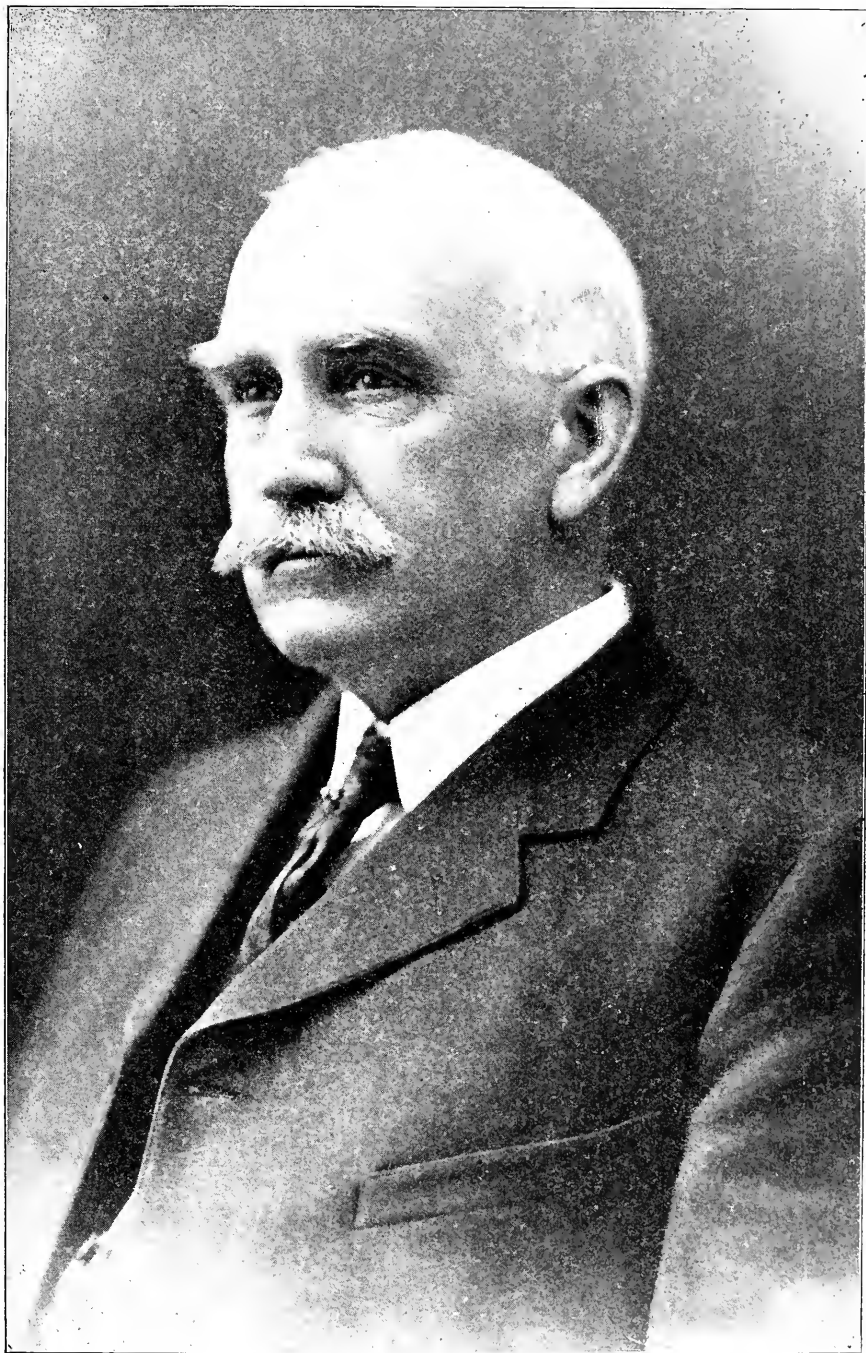
SOUVENIR EDITION
OF THE
OHIO UNIVERSITY
BULLETIN



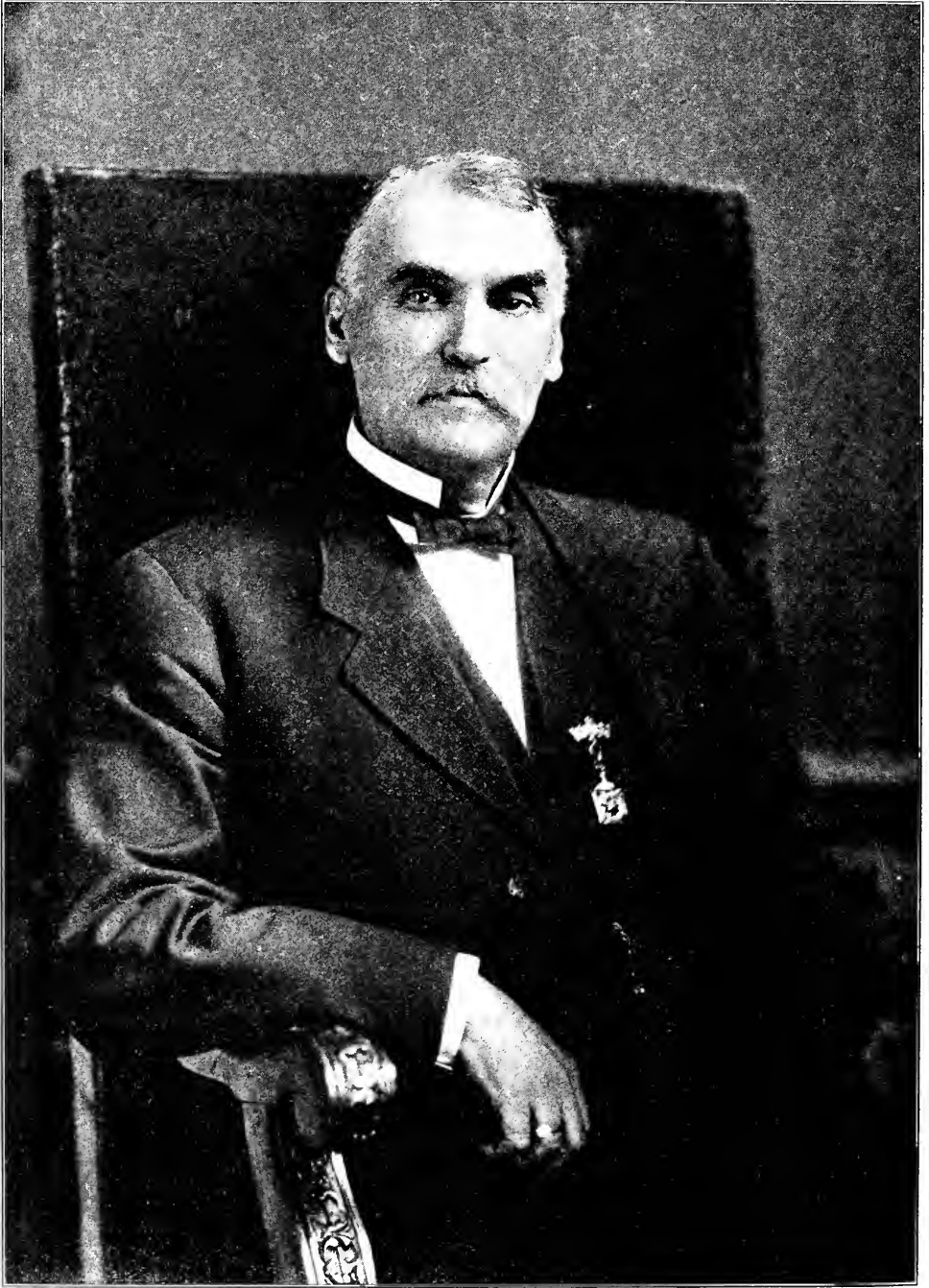
SUMMER TERM
1911



TOPOGRAPHIC
MAP
 OF
OHIO UNIVERSITY AND VICINITY
 DEPARTMENT OF CIVIL ENGINEERING
 SCALE, 1 INCH = 100 FEET
 M. W. WATSON.



GOVERNOR JUDSON HARMON,
Ex-officio Member of the Board of Trustees of Ohio University.



ALSTON ELLIS, PH. D., LL. D.

SUMMER SCHOOL NUMBER

THE BULLETIN

PUBLICATION OF THE OHIO UNIVERSITY

Vol. VIII, New Series

ATHENS, OHIO, JULY, 1911

No IV

The Ohio University Bulletin

Published quarterly, by the University, and entered as second-class matter at the post-office at Athens, Ohio. Sent free, until each edition is exhausted, to all interested in higher education and the professional training of teachers. No advertisements, save the one found on the fourth page of the cover, will be published.

A Decade of Progress.

By ALSTON ELLIS.

In what follows, the information sought to be conveyed will be presented chiefly in statistical form.

Ohio University is the oldest higher institution of learning in that part of our country known as the "Old Northwest." Before Ohio was admitted to statehood, the Territorial Legislature, in session at Chillicothe, made provision "that there shall be an University instituted and established in the town of Athens." This action bears date of January 9, 1802. The institution to be "instituted and established" was to be named the "American Western University."

Two years after the passage of the act referred to—Ohio having in the meantime been admitted into the Union—the State Legislature re-enacted the provisions of the Territorial Act, with but few changes, by another act dated February 18, 1804. This latter act, which gave the name "Ohio University" to the institution to be established, has ever been regarded as the charter of Ohio University.

The institution thus provided for was opened to students in the spring of 1808, when Rev. Jacob Lindley, a Princeton graduate, was put in charge of its educational work as map-

ped out in a course of study approved by the Board of Trustees.

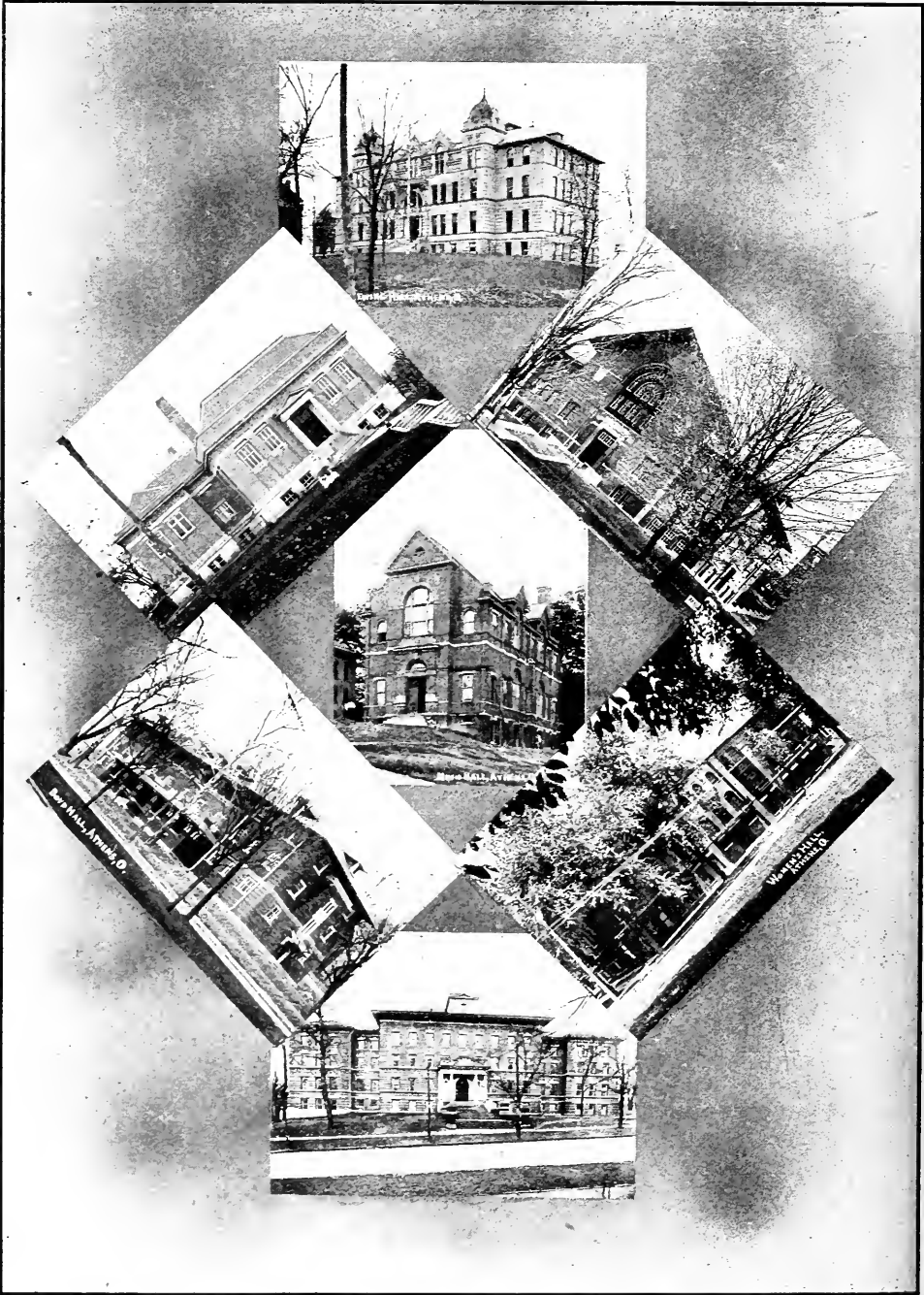
The first graduates, Thomas Ewing and John Hunter, received their diplomas in 1815.

The history of these early days is a matter of record. It can be found in interesting and reliable form in different publications sent out by the University and in numerous newspaper and magazine articles. Regarding the University, it may be said that its past history at least is secure. All who had part in the making of that history have engraved their names so deeply upon the University records that they will remain there as long as the institution itself shall exist.

The purpose of this brief article is not to disparage those who in past years had authoritative sway over the destinies of the University. As long as my administration lasts—as long as I have voice or pen to make reference to University matters—I shall never, by any speech or act of mine, attempt to abate one jot or one tittle of the proper meed of credit and praise due the worthy ones of by-gone days who contributed in any degree to the fame and prestige of the institution with which I now have the honor to be connected.

I came to the executive office of the University July 18, 1901, so that I have now completed the tenth year of my administrative work in connection with it. It seems a fit time to present in concise and intelligible form some patent evidences of institutional growth and well-being as shown by records that have been carefully kept and have a story of their own to tell.

Numbers in college halls do not mean everything, but they do give some evidence of the extent to which an educational institution



Carnegie Library,
Boyd Hall.

Ewing Hall,
Music Hall,
Ellis Hall.

Gymnasium,
Women's Hall.

is fulfilling its mission in serving the people who support it. The following table showing numerical growth in student enrollment is made up from the records in my office:

Enrollment of Students.

Years.	Fall Term.	Winter Term.	Spring Term.	Summer Term.	*Total.
1901.....	220	230	249	102	405
1902.....	259	215	250	236	419
1903.....	324	252	287	423	551
1904.....	358	295	387	557	833
1905.....	466	345	394	650	1,047
1906.....	491	429	544	656	1,272
1907.....	549	462	536	678	1,319
1908.....	631	538	573	623	1,386
1909.....	650	638	703	731	1,462
1910.....	647	624	634	776	1,597
1911.....	...	652	692	883	1,687

Herewith are presented some interesting figures bearing upon the distribution of some of the enrolled students under four classified heads. There is some duplication of names as between the College of Liberal Arts and the State Normal College but not enough materially to affect any conclusion naturally suggested by the figures given:

Year.	College of Liberal Arts.	Irregulars and Specials.	Preparatory School.	State Normal College.
1902.....	97	18	234	...
1903.....	126	20	164	102
1904.....	159	20	205	180
1905.....	164	14	264	179
1906.....	239	36	249	314
1907.....	261	35	258	356
1908.....	336	40	273	344
1909.....	397	50	279	417
1910.....	418	53	253	586
1911.....	567	43	201	649

On Commencement Day, June 15, 1911, degrees were conferred and diplomas granted as follows:

Masters' degrees, honorary.....	4
Masters' degrees, in course.....	6
Baccalaureate degrees	53
Two-Year Course in Elementary Education.	21
Two-Year Kindergarten Course.....	5
Supervisors of Public-School Drawing.....	5
Supervisors of Public-School Music.....	7
Two-Year Course in Electrical Engineering	13
Two-Year Course in Civil Engineering.....	6
College of Music.....	5
School of Oratory.....	6
School of Commerce.....	9
Certificates in Stenography and Typewriting	17
Certificates in Accounting.....	19

*No student enrolled twice.

The whole number of degree graduates, of baccalaureate rank, in the history of the University, is men, 627; women, 128; total, 765.

The following table shows the number of such degrees conferred within the last ten years:

Baccalaureate Degrees Conferred.

Year.	A. B.	Ph. B.	B. S.	B. Ped.	Total.
1902.....	4	7	1	0	12
1903.....	5	10	1	0	16
1904.....	2	10	3	1	16
1905.....	0	4	4	2	10
1906.....	7	11	1	3	22
1907.....	1	4	6	1	12
1908.....	3	11	2	0	16
1909.....	6	17	6	4	33
1910.....	7	8	9	6	30
1911.....	8	20	10	15	53
Totals.....	43	102	43	32	220

Women were admitted to all University privileges in 1871. Miss Margaret Boyd, the first woman graduate, was in the Class of 1873. "Boyd Hall," one of the dormitories for women, is named in her honor.

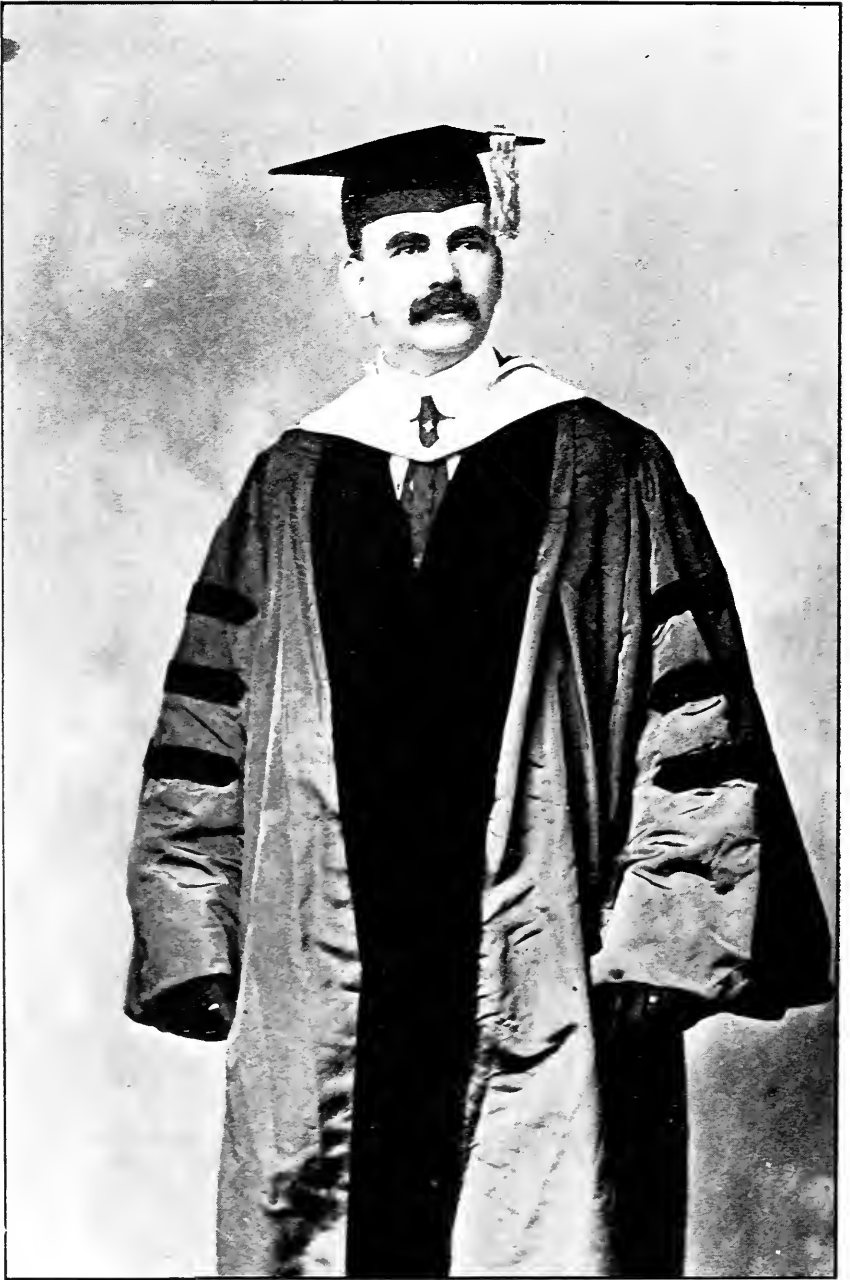
Below is shown the degrees conferred upon women graduates of the University in the last six years:

Year.	A. B.	B. S.	Ph. B.	B. Ped.
1906.....	3	1	4	1
1907.....	0	0	2	2
1908.....	2	0	3	0
1909.....	2	0	6	2
1910.....	3	1	3	2
1911.....	2	0	11	6
Totals.....	12	2	29	11

The Salary Roll, as exhibited herewith, includes the compensation of instructors, Board Officers, and engineers and janitors:

Year.	Salary Roll.
1901.....	\$ 31,166.64
1902.....	46,933.33
1903.....	47,660.00
1904.....	49,174.86
1905.....	59,260.00
1906.....	63,170.00
1907.....	70,876.00
1908.....	77,646.00
1909.....	84,590.00
1910.....	90,750.00
1911.....	104,070.00

The financial support of the University is now derived from three sources, namely, the mill-tax, special appropriations, and local receipts from incidental fees, rents, and the interest on permanent funds.



HENRY G. WILLIAMS. A. M., PED. D.,

Professor of School Administration, and Dean of the State Normal College.

From 1881 to 1896, inclusive, the State gave the University special appropriations aggregating \$142,919.99.

The mill-tax support came as a result of legislation had in 1896. From this source the University received in 1897-1902, inclusive, the sum of \$176,127.87.

Special appropriations within the last ten-year period are shown as follows:

Year.	Amount.
1902-1903.....	\$10,000.00
1903-1904.....	10,000.00
1904-1905.....	40,750.00
1905-1906.....	42,000.00
1906-1907.....	52,000.00
1907-1908.....	76,250.00
1908-1909.....	89,500.00
1909-1910.....	64,948.00
1910-1911.....	93,500.00
1911-1912.....	95,750.00
Total.....	\$574,698.00

Within the last five years, the sum of \$75,500 has been paid out for real property, and improvements thereon, needed for University purposes, as follows:

Two lots, site of present Heating Plant..	\$ 3,500
Lot and building, corner of College and Union streets	30,000
Lot and building, corner University Terrace and Park Place.....	9,000
Lot and building on President street...	9,000
Athletic Field	4,500
Armstrong lot and building on South Court street	6,500
Three lots and buildings on College street, north of Women's Hall.....	13,000
Total.....	\$75,500

These lots are now permanent holdings of the University—or the State of Ohio, which is the same thing. The necessary purchase money did not come in the form of *special* appropriations but was taken from the *general* revenue of the University, all but \$5,000 from local funds.

Names of new buildings and statement of other permanent improvements are set forth below. In a few cases the partial cost of equipment is included in the sums reported:

1. Ellis Hall	\$112,237.22
2. Heating Plant and connections...	57,448.00
3. Improvement of Ewing Hall....	3,500.00
4. Remodeling East Wing and West Wing	15,000.00
5. Carnegie Library	60,000.00
6. Boyd Hall	61,000.00

7. Gymnasium	53,000.00
8. Addition to Women's Hall.....	39,750.00
9. Science Hall, now in course of construction, Special Appropriations amounting to.....	95,000.00
Total.....	\$496,935.22

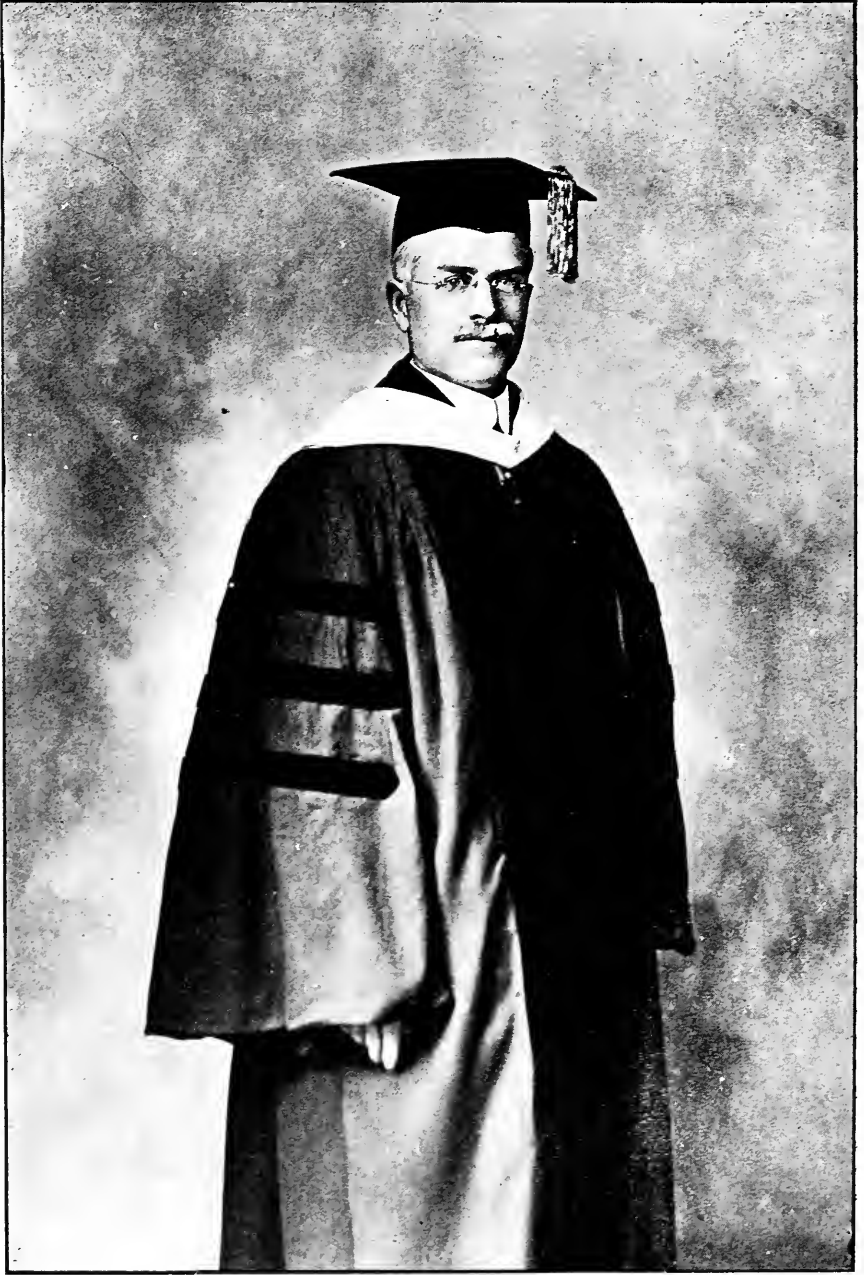
Items 1, 2, 3, 4, and 9 show *exact* figures; all others show close approximations.

Since 1904, the sum of \$64,000 has been appropriated for payment of bonds and interest. Within the same period, the bonded indebtedness of the University has been reduced from \$55,000 to \$5,000.

The best evidence of institutional prosperity is not shown in grounds, buildings, equipments, and money support—so many witnesses of mere material well-being—not even in the rapid growth of student enrollment, but in the amount and character of the instruction given by teachers and made most helpful to students.

Have standards of scholarship been lowered in order to swell the student enrollment to a point where, through it, stronger and more successful appeal for financial support can be made to the Legislature? The writer would not add much to his professional standing by having to confess that such a condition of affairs had come into the institution within his ten years of administration. Abundant evidence is at hand to give an emphatic *No* to the question; further, to make clear to any mind, open to conviction, that not only has the domain of instruction been judiciously widened but that in all the departments of instruction existing ten years ago there has been a marked advance in standards of scholarship. I make assertion that a college diploma at Ohio University means more now, in all desirable ways, than it did at the close of my first year of administration.

At the close of the college-year in June, 1902, there were in service, including the executive, twenty-seven persons constituting the entire teaching force in the College of Liberal Arts, the College of Music, the Commercial College, the Preparatory School, and the Department of Electrical Engineering. These colleges and departments, as named, rounded out all there was in the way of instruction accessible to students. Requirements for admission, save to the Freshman class of the College of Liberal Arts, were much below



EDWIN WATTS CHUBB, LITT. D.,
Professor of English Literature and Rhetoric, and Dean of the College of Liberal Arts.

present standards. The then Preparatory course did not cover more than twelve units of secondary work. Now that course includes four years of secondary work and brings the student, upon its completion, not less than fifteen units of secondary credit. Then, very little attention was given to the scholastic attainments of those seeking instruction in the College of Music. Also, almost any one could secure admission to the classes in Stenography and Typewriting. To enter upon the work of the Department of Electrical Engineering required of the student the completion of two terms of Algebra and three terms of English, the latter including work in Literature and Rhetoric.

What is said in the last annual catalogue under the heading "Requirements for Admission" will show clearly that admission to the lowest *college* class in any department or college of the University is conditioned upon the student's completion of not less than fifteen units of secondary or high-school work. No one can receive a diploma, of any grade, from the University who has not a diploma from a high school of the first grade or who has not presented indisputable evidence of possessing equivalent scholarship.

In this connection some report of the extension of the field of instruction is in place.

"The Normal College of Ohio University" came as a result of an act of the Legislature passed March 25, 1902. Actual instruction began with the opening of the Fall term, September 9, 1902. Nine years of uninterrupted growth have followed. In the beginning four courses were offered as follows: a Preparatory Course, a Two-Year Collegiate Course, a Four-Year Collegiate Course, and a Special Course for those unable for any reason to take one of the regular prescribed courses. Also, there was a Model School with a supervisor and two critic teachers. Since that first year of modest effort and results, the State Normal College has grown rapidly in student attendance and efficiency of service in a constantly widening field of effort until it is, today, an important factor in the training of hundreds of teachers for more efficient service in the schools of the country.

The academic and professional training given students by the Normal College is made of a specialized nature by the student's choice from the following courses of study:

1. A Course for teachers of Rural Schools—*two years.*
2. Course in Elementary Education—*two years.*
3. Course in Kindergarten—*two years.*
4. Course in School Agriculture—*two years.*
5. Course in Manual Training—*two years.*
6. Course in Domestic Science—*two years.*
7. Course in Secondary Education—*four years.*
8. Course in Supervision—*four years.*
9. Professional Course for Graduates from reputable Colleges of Liberal Arts—*one year.*
10. Special Courses in Drawing—*Sufficient time to earn the Special Certificate given.*
11. Special Course in Public-School Music—*Sufficient time to earn the Special Certificate given.*

Admission to any of these courses, save No. 1, is based upon graduation from a high school of the first grade or equivalent scholarship.

In June, 1904, Board action established a "Department of Civil and Mining Engineering." The catalogue of 1904-1905 gave description of two-year and four-year courses in "Electrical Engineering" and "Civil and Mining Engineering," the first leading to a diploma and the second to the degree Bachelor of Science in Electrical Engineering or Bachelor of Science in Civil Engineering according to the course completed.

In 1907, the four-year courses in Engineering were discontinued. The two-year course in Electrical Engineering was made a part of the work of the "Department of Physics and Electrical Engineering" and the two-year course in Civil Engineering was made a part of the "Department of Mathematics and Civil Engineering." That classification of the work exists to-day. Admission to either course in Engineering is based upon the completion of at least fifteen units of secondary work.

The offices of Field Agent and Alumni Secretary were created in 1906. In 1909, the two offices were united and the work of each put in charge of an "Alumni Secretary and Field Agent."

A "School of Oratory" was opened in September, 1909. A diploma is granted those who complete a thorough course, admission to which requires of the applicant evidence of the satisfactory completion of at least fifteen units of secondary credit. Eleven students have graduated from this School since its establishment.

In 1907, the Kindergarten School was estab-



"BEAUTIFUL ATHENS."

lished. Two well-furnished rooms are in use. The instruction is under the direction of a Principal and one assistant teacher. Eight students have completed the diploma course in the last two years.

The School of Commerce, formerly called the Commercial College, now offers courses as follows:

1. A Collegiate Course—*two years.*
2. Special Courses in Accounting, Typewriting, and Stenography.
3. Teachers' Course in Stenography—*two years.*

Four instructors composed the teaching force of the College of Music in 1902. That force has doubled within the last nine years. The courses offered are as follows:

1. Course in Piano and Organ.
2. Course in Vocal Culture.
3. Course in Violin.
4. Course in Harmony and Composition.

In November, 1901, when my first report was made to the Board of Trustees, the Library and the Museum occupied cramped quarters on the third floor of the Central Building. The annual cost of maintaining the Library, as then reported, was as follows: Librarian's salary, \$500; up-keep, \$372.15; total, \$872.15. One coming upon the campus can now find the Library without much inquiry and can gain easy entrance to its spacious and well-arranged quarters. The usefulness of its store of books and periodicals has been multiplied many times within the last ten-year period. The books added within that time number 15,830. The cost of Library maintenance is now not less than \$9,000 annually. Until about two years ago, the Museum had fallen into a state of "innocuous desuetude." Its specimens, some of them rare and of special value, were stored on antiquated shelves or nailed up in boxes. These have been released from bondage, cleaned and newly labeled, and placed in cases where their educational value may have effect. The present room used for their proper display is found in the basement of the Library building. The quarters are yet too cramped for the proper keep and display of the constantly increasing articles of interest and value that are coming to them.

Last but not least of the things worthy of

mention is the matter of equipment. Thousands of dollars have been spent, in the period under consideration, in better equipping the old departments and in giving adequate, up-to-date means of illustration to those conducting the work of each new department as it has been established. It is doubtless true that the cost of equipment within the last decade has been greater than was the cost of all equipment purchased within the fifty years prior to 1901.

The personal element is more than loosely connected with what has already been written. I would be less than human did I not feel pride—pardonable I hope—in the rapid upbuilding of the University in the ten years in which I have been connected with it. Large and recognized credit for the present prosperous condition of the University is due elsewhere; but I confess to a feeling of pleasure whenever those in authority, and others whom I know and respect, connect my name and my efforts with the outcome of the recent efforts to build up the institution and to bring it to its own, in service and financial support, as the more than century old educational ward of the State of Ohio.

The form of appreciation that counts—that means so much more than what might be mere lip service—came in the recent action of the Board of Trustees, taken June 14, 1911, whereby my term of service, as President of the University, was extended to July 1, 1916. The action referred to is set forth in the following resolutions:

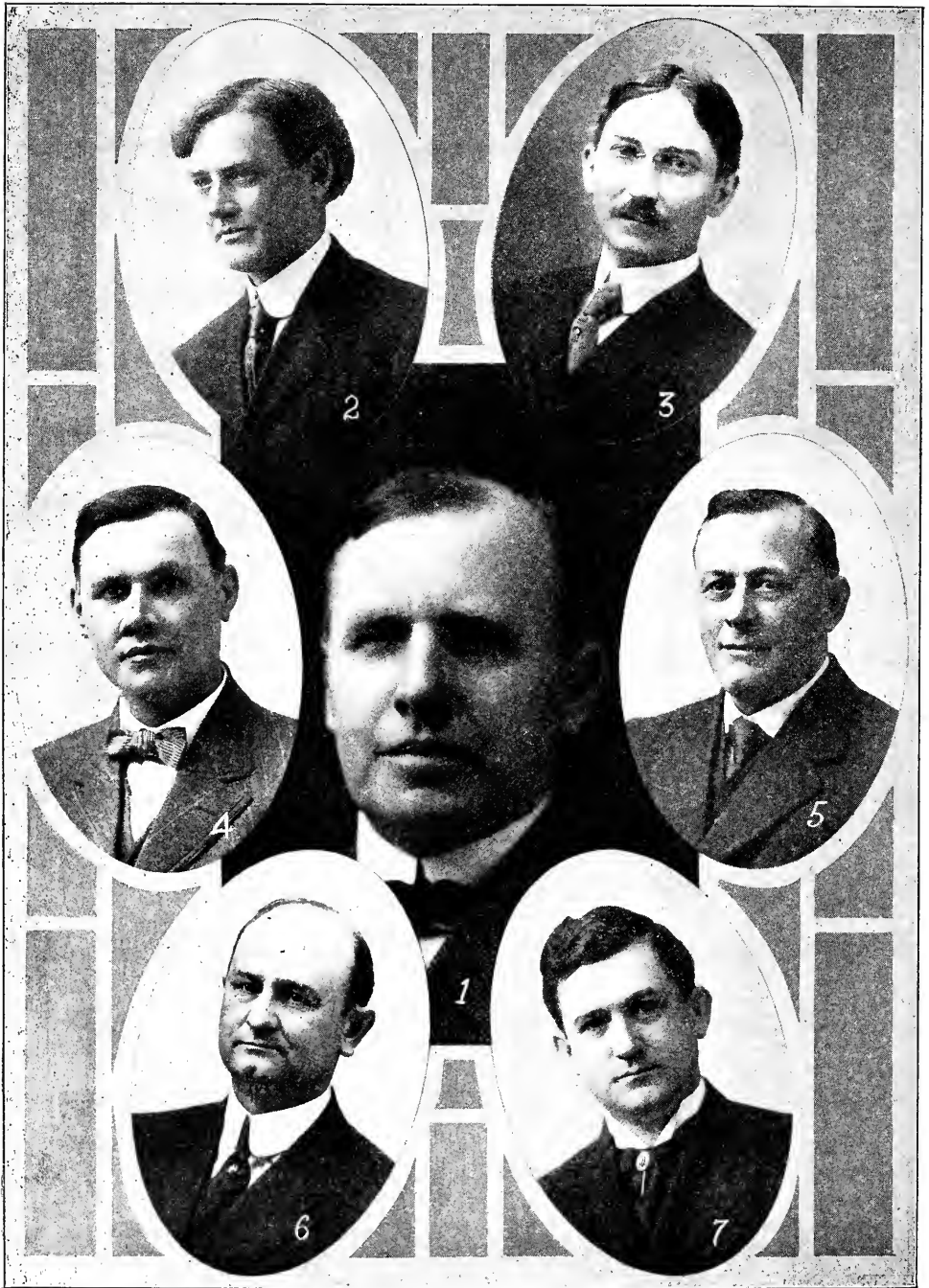
"Resolved, First, That the thanks of the board be tendered to Dr. Alston Ellis upon the completion of the tenth year of his efficient and untiring service as President of the Ohio University. During his administration the growth of the University has been a source of pride to all of its friends.

"Second, That this board expresses its confidence in President Ellis and its approval of his administration, and in evidence thereof has this day unanimously tendered him a re-election for a further term of four years from July 1, 1912."

Closely following the official action recorded in the resolutions quoted, came to me word from the Alumni Association, through its Secretary, Prof. C. L. Martzloff, as follows:

"I am requested by the Alumni Association of Ohio University to extend to you, in its

SOME PROMINENT STATE OFFICIALS



1. Lieutenant-Governor Hugh L. Nichols.
2. Attorney-General T. S. Hogan.
3. State Auditor E. M. Fullington.
4. Hon. William Green, President pro tem. Ohio Senate.
5. Hon. Samuel J. Vining, Speaker Ohio House of Representatives.
6. Hon. William N. Shaffer, Chairman Senate Finance Committee.
7. Hon. Harry L. Goodbread, Chairman House Finance Committee.

name, hearty congratulations on your unanimous re-election to the Presidency, and best wishes for a successful administration of the affairs of the institution.

"I am also happy to report to you that the Alumni here assembled pledge themselves to a hearty support and co-operation in aiding you to make of their Alma Mater a 'Greater Ohio University.'"

If anything were needed to spur me to greater effort in behalf of the important

interests confided to my keeping and management, as the head of the institution in whose service I have thought and wrought for the ten years past, it would be forcibly afforded in the generous and appreciative words I quote herein not without some feeling that in them I am accorded a consideration and confidence beyond my just due.

July 5, 1911.

Ohio University

Athens, Ohio

Annual Commencement

June eleventh to fifteenth

Nineteen hundred and eleven

Sunday, June Eleventh.

- 10:30 a. m.—Baccalaureate Address, Hon. Wade H. Ellis, LL. D., Washington, D. C.
- 3:00 p. m.—Union Meeting of the Y. M. C. A. and Y. W. C. A. Address by Frank L. Johnson, Ph. B. (O. U. '08), Y. M. C. A. Secretary, Newark, O.
- 7:30 p. m.—Annual Sermon, President William McKibbin, D. D., LL. D., Lane Theological Seminary, Cincinnati, O. Subject: Our National Cave of Adullam."

Monday, June Twelfth.

- 7:30 to 11:30 a. m.—Final Examinations Concluded.
- 3:00 to 5:00 p. m.—Exhibits of the Work of the Art Departments, Third Floor Ewing Hall and Fourth Floor Ellis Hall; Electrical Exhibit, First Floor, Ewing Hall.
- 7:00 p. m.—Reception to the Alumni and Visitors by the Literary Society.
- 7:00 p. m.—Reception to the Alumni and Visitors by the Literary Societies.
- 8:00 p. m.—Annual Oratorical Contest.

Tuesday, June Thirteenth.

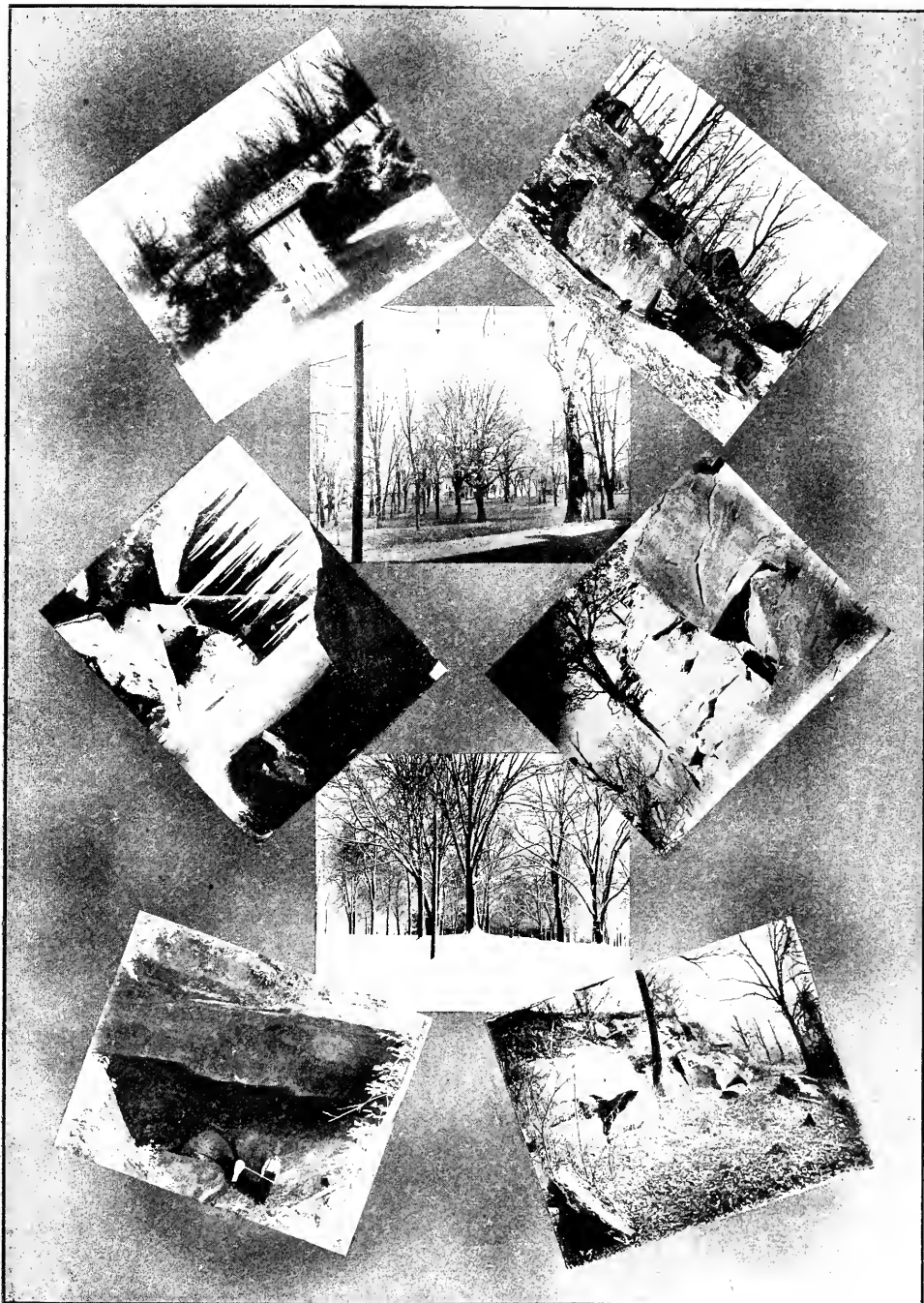
- 9:00 a. m.—Closing Chapel Exercises.
- 1:30 to 3:00 p. m.—Entertainment by the Department of Oratory.
- 3:00 to 6 p. m.—Reception by President and Mrs. Ellis.
- 8:00 p. m.—Annual Concert by the College of Music.

Wednesday, June Fourteenth.

- 8:30 a. m.—Annual Meeting of the Board of Trustees.
- 9:30 a. m.—Senior Class Day Exercises.
- 2:00 p. m.—Baseball Game.
- 6:30 p. m.—Alumni Dinner. Alumni Address by Hon. E. A. Tinker, '93, Chillicothe, O.

Thursday, June Fifteenth.

- 9:00 a. m.—Graduating Exercises, College of Liberal Arts.
Presentation of Diplomas to Graduates of the College of Liberal Arts, the State Normal College, the School of Commerce, the College of Music, the Department of Oratory, and the Engineering Departments.
- 1:30 p. m.—Adjourned Meeting of the Board of Trustees.



SCENES NEAR OHIO UNIVERSITY IN THE "GOOD OLD WINTER TIME."

Ohio University Baccalaureate Address

ATHENS, OHIO.

(Ohio University Auditorium, Sunday, June 11, 1911.)

**PROGRAM OF EXERCISES FOR THE
OPENING DAY OF COMMENCEMENT
WEEK, SUNDAY, JUNE 11, 1911.**

By

**Hon. Wade H. Ellis, LL. D.,
Washington, D. C.**

Baccalaureate Service.

10:30 a. m.

- Solo, "I Will Extol Thee, Eli".....Costa
Miss Ann E. Hughes.
- Scripture Reading....President Alston Ellis
- Prayer.....Professor D. J. Evans
- Chorus, "The Roseate Hues of Early
Dawn"Nevin
Girls' Glee Club.
- Baccalaureate Address.....
-Hon. Wade H. Ellis, LL. D.
Washington, D. C.
- Trio, "On Thee Each Living Soul"...Haydn
- Benediction.....Rev. H. M. Thurlow

**Union Meeting of the Y. M. C. A. and the
Y. W. C. A.**

3:00 p. m.

- Hymn 105, "Jesus Calls Us."
- Scripture Reading.....Miss Ethel Lumley
- Prayer.....Mr. W. E. Alderman, Ph. B., '09
- Address.....Mr. F. L. Johnson, Ph. B., '08
- Duet, "Crossing the Bar".....Ashford
- Prof. J. P. McVey and Miss Helen Falloon.
- Benediction:.....Rev. J. A. Long, A. B., '11

Annual Sermon.

7:30 p. m.

- Solo, "Ave Maria".....Luzzi
Miss Pauline Stewart.
- Scripture Reading.....Dr. William Hoover
- Prayer.....Professor Frederick Treudley
- Duet and Chorus, "I Waited for the
Lord"Mendelssohn
- Annual Sermon.....
- President Wm. McKibbin, D. D., LL. D.
Lane Theological Seminary, Cincinnati.
- Duet, "Tarry With Me".....Nicolai
Miss Roberts and Mr. Ridenour.
- Benediction.....Rev. F. M. Swinehart

*Mr. President, Graduates and Students of
Ohio University, Ladies and Gentlemen:*

Whenever I come to face an audience such as this, whenever I stand in the presence of the friends and student body of a great American university on the occasion of its commencement exercises, and I have had that pleasure many times, I am impressed with a sincere sense of humility and soberness—humility because I doubt my ability and worthiness to measure up to the duty of the hour; and soberness because in my judgment such moments as this call for something more than a mere effort at entertaining speech.

Now a little humility is always wholesome. There is no truth more important even to the all-wise graduates on commencement day, or to the orator who is to deliver the baccalaureate address, than an appreciation of the fact that after all we are merely humble men and women in this world, about equal in our attainments and capacities and invested with no higher duty than to contribute each, according to the best there is in him, to the happiness and comfort of all.

Not long ago I was sitting one afternoon in the Department of Justice at Washington as the Acting Attorney-General of the United States. At a moment when I was considerably impressed with the importance and dignity of the great trust temporarily reposed in me, a fine-faced old gentleman, with white hair and beard, entered the sanctum sanctorum and introduced himself as W. H. H. Miller, Attorney-General of the United States in the cabinet of President Harrison. He was looking over the old department where he had once presided and, sitting down for a little chat, he said: "One of the healthiest mental exercises in which a man can engage is to realize his own lack of consequence. One summer when I was Attorney General," said he, "I concluded to make a trip to the old



SUN DIAL,

Ohio University Campus.

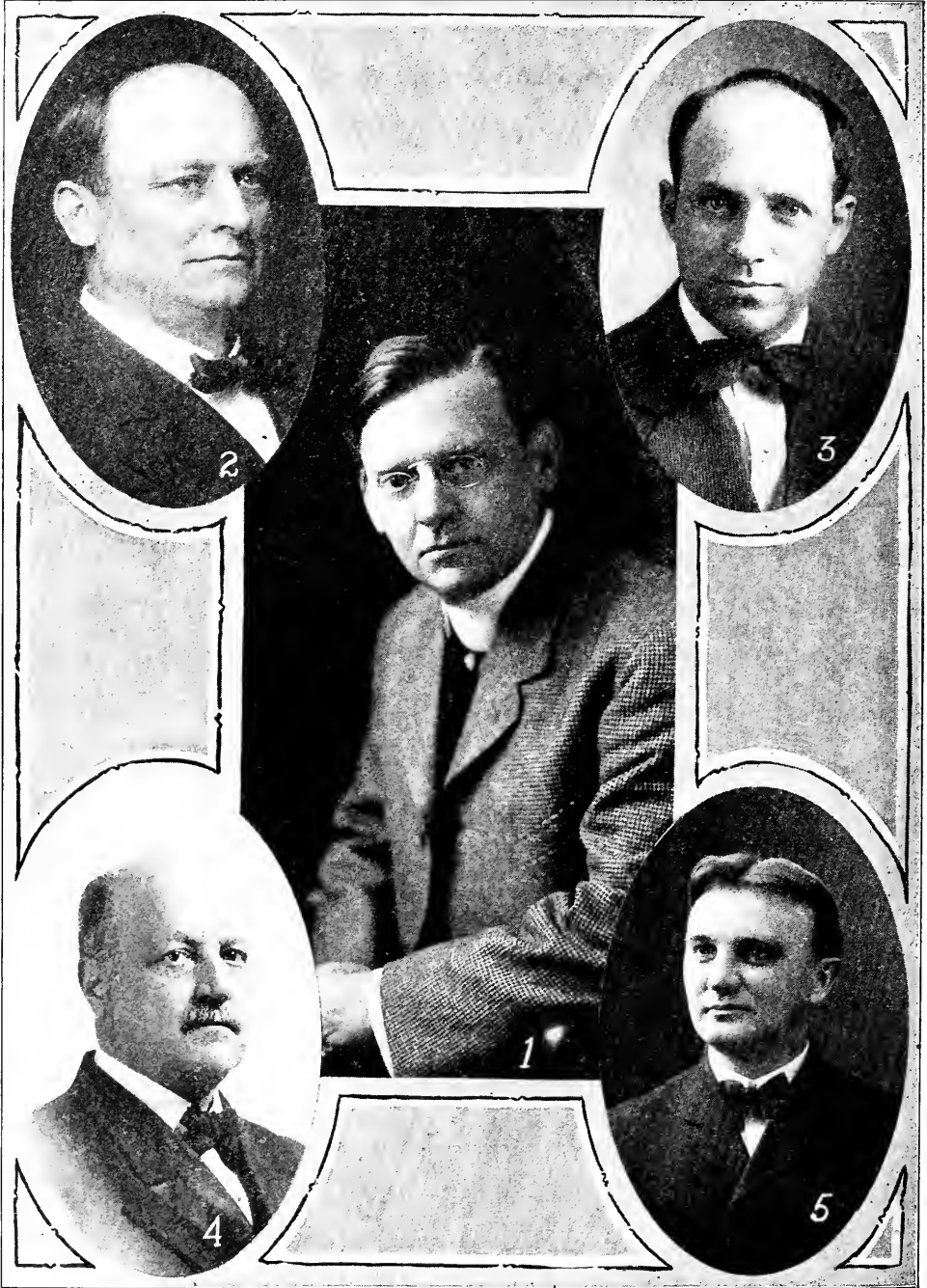
Marking the site of the first building of Ohio University the first College building of the "Old North-west."

home of my youth in a small village in New York. I had not been there for thirty years and I thought it would be pleasant to revisit the scenes of my boyhood. I got off the train at the same old station which was there when I was a bare-foot lad. No brass band was there to meet me and no committee of prominent citizens came to greet me. But the same old fellow whom we boys knew familiarly as John was driving the 'bus up to the hotel. I said, 'John, do you know who I am?' And he said 'Yep.' I said, 'Who am I, John?' And he said, 'You are little Billy Miller.' I said, 'John, did you know that I am a member of President Harrison's cabinet?' And John said, 'Yep.' I said, 'Do the people here—do they know that I have been made a member of the cabinet of the President of the United States?' And John said, 'Yep.' Then I said, 'John, what do the people say about it up here?' And John pushed the quid of tobacco from one side of his cheek to the other, and said, 'They don't say nothin'. They jes' laff!'

Next to a becoming humility on such occasions as this, is the duty of saying, or at least attempting to say, something that is seriously worth while. It is easy to make a speech of glittering generalities. It is easy to play on the sounding brass and tinkling cymbal, wind up with a peroration of lofty sentiment and sit down amidst the applause of a bewildered audience. But if the Lord forgives me for past transgressions I hope never again to make such a speech.

Even though it be Sunday, I am advised by your President that this is to be a baccalaureate address and not a baccalaureate sermon, for, as he remarked most flatteringly to me, if he had desired a sermon he would have invited some one worthier to deliver it. Therefore, I have leave to talk of week-day affairs—of every-day affairs; and in choosing a subject I cast about in my mind to discover what great problem, what important duty is immediately before the people of Ohio; resolved that if I could find that problem and that duty

COMMENCEMENT SPEAKERS.



1. Hon. Wade H. Ellis.
2. Hon. Chester H. Aldrich.
3. Frank L. Johnson.
4. President William McKibbin.
5. Hon. E. A. Tinker.

I would discuss it to-day with whatever strength and purpose I possess and leave with you, if I could, some honest thoughts upon it.

Now what is the next important business which we people of Ohio must attend to—one in which all citizens are vitally interested and in which the educated men and women of the state are immediately and seriously concerned? It is the drafting and adopting of a new constitution for the State of Ohio. The legislature which just adjourned passed the necessary statute, in accordance with the method sanctioned by the present constitution, for the calling of a Constitutional Convention and the submission to the people of the state of a new organic law for their government. This very summer we must be about the business of choosing our delegates to that convention. Next November we must elect them and in January, 1912, they will meet at Columbus to frame a new constitution for the state.

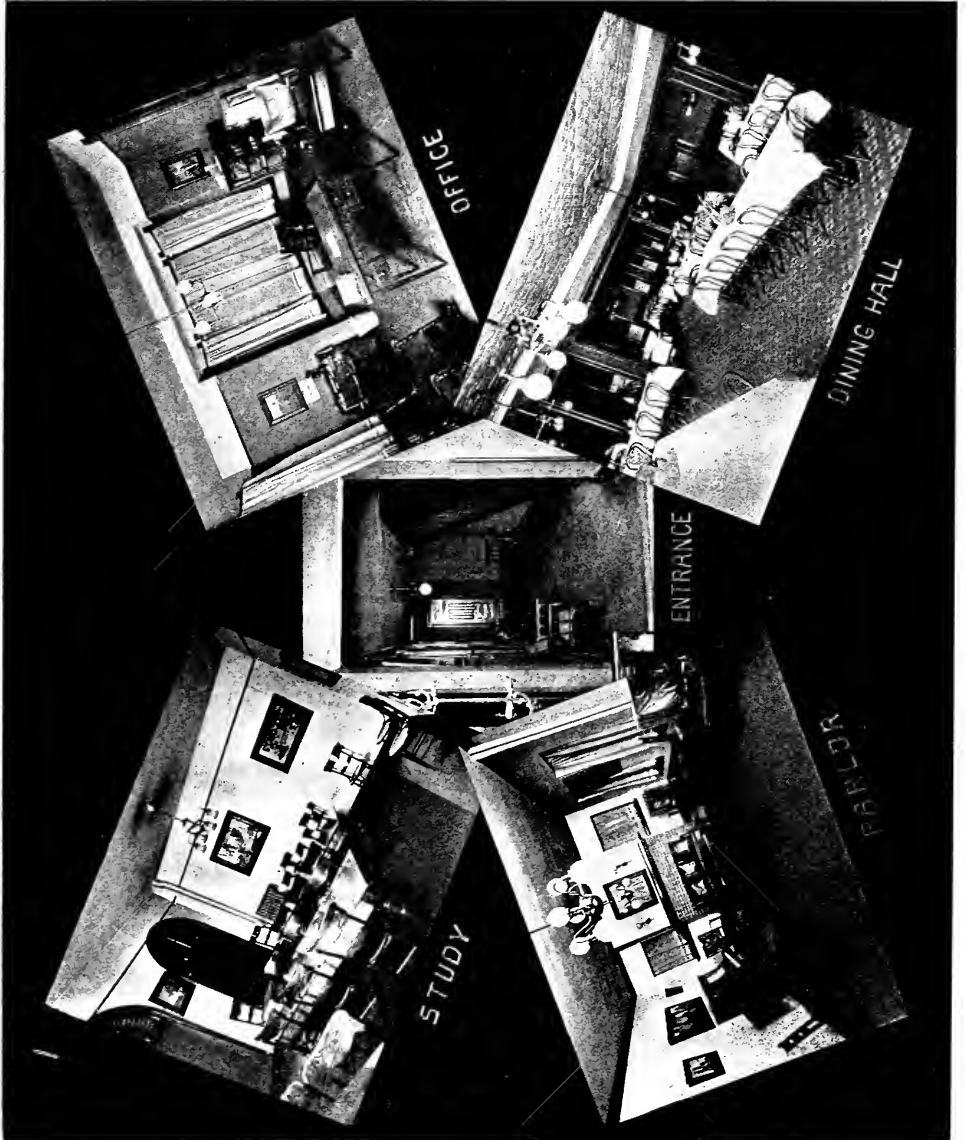
Now what shall we put into this new constitution? How shall we change the old one? What new light in the matter of popular government has been added to our visions since the first constitution of Ohio was written in 1802, or since the second constitution was written in 1851?

The first constitution of Ohio and the first university of Ohio (that in which we meet to-day), were born about the same time. They were twin products of the same sturdy people. In that day the entire population of the United States was less than the present population of Ohio, and one-fifth of these were slaves. In that day the United States of America was the only republic on the Western Hemisphere and a large part even of our own present domain was then in the possession of foreign monarchs and kings. In that day there were only two or three great universities in all the land and perhaps fewer students in all of them than there are in the Ohio University this morning. In that day the common-school system was practically unknown and the great body of the youths of the country were without any convenient means of education. How have we grown as a people since this beginning of the last century when the first constitution and the first university of Ohio were established? Take the matter of population alone: In 1800 the United States had approximately 5,000,000 people; England had 15,000,000, and France 27,000,000. To-day

England (counting all the British Isles), has but 40,000,000 in round numbers, or is less than three times as populous as it was in 1800. France has but 42,000,000, or far less than twice as populous as it was in 1800. But the United States has 90,000,000, being more than the total population of France and Great Britain combined and nearly twenty times as large as it was in 1800. Take the matter of wealth: We have a greater wealth than England and all her colonies and greater than that of France and Germany combined, and we produce two-thirds of all the modern manufactured products of the world. Take the matter of education: There are many times more colleges in Ohio alone to-day than there were in all America when this university was established; and there are a greater number of school teachers in Ohio to-day than there are soldiers in the regular standing army of the United States. Take the matter of influence in the national councils of the world: The United States now occupies a seat at the head of the table; her civilization reaches and blesses the remotest corners of the globe and her flag flies upon every sea. What a profound and impressive fact it is that within the last two months the proposal of world-wide peace and the arbitration of all disputes between the nations of the globe should come from the President of the United States! We set the pace for universal peace. We are the pace-makers of the peace-makers.

Now can it be that we are not a wiser as well as a richer and a stronger people? Can it be that we are not abler to-day to govern ourselves than ever before in our history? Can it be that we are not better fitted to-day than ever before to write a charter of our liberties. Can it be that the people of Ohio to-day are not better prepared than ever before to write a constitution for the state?

What has been the most conspicuous phenomenon in the development of government among the English-speaking peoples? It has been everywhere and at all times the persistent, insistent, and consistent growth of popular sovereignty—the ever widening scope of authority exercised by the people as a whole; the ever increasing number of those who participate in the conduct of government. First, there was the king alone, who made the laws, interpreted the laws, and executed the laws, combining in himself all legislative, judicial,



INTERIOR VIEWS, WOMEN'S HALL.

and executive authority. Next, there was the king and parliament, dividing the powers of government. Finally, in America to-day all power is acknowledged to be in the people themselves.

It is interesting to observe how this growth of popular sovereignty has been expressed from time to time in the great charter, organic laws, and constitutions of the English-speaking races. The Magna Charta of 1215 compelled King John of England to divide with his barons the governing power. When Cromwell came and something like a republic was established in England for a time, the "Instrument of Government" declared that all power should be and reside "in one person and the people assembled in parliament," thus widening and increasing the number of those who were to participate. When the Constitution of the United States came to be adopted, the first article declared that "all legislative power herein granted shall be vested in congress," and the tenth amendment asserted that the power not delegated was reserved to the states and to the people. Finally, when the Constitution of Ohio came to be written, this maxim of popular sovereignty was proclaimed in even braver and bolder words, for our Bill of Rights declares that "all political power is inherent in the people."

The history of this growth of popular rule has been strikingly expressed in the great phrase which Lincoln used at Gettysburg, but which was spoken many years earlier by Theodore Parker, the famous abolitionist at Boston: "Government of the people, for the people, and by the people." The whole story is epitomized in this marvelous sentence. First, there was government *of* the people; that is to say, the people were the governed. Next, there was government *for* the people: that is to say, their rights, their interests and their welfare were to be considered. And now at last we have government *by* the people, and this we are just beginning to understand. Government *by* the people means government in which the people participate and the ideal form of that government is one in which all the people participate as far as may be consistent with good order.

In other words, we have finally reached the day when we have no governing sovereign and no governing class and, please God, we will never have either again. Public officers

are now mere instruments for the convenient and orderly management of the people's business. Constitutions are the mere bits and bridles we put upon our own power. Let us get this thing clearly into our heads. Our present form of government, though we call it representative, contains, as its most essential element, existing at the very base of the whole fabric, the right of the people at any time to put aside their representatives and assume control of their own affairs. The only limits to the exercise of that power are those which the people have themselves agreed to, or those which are dictated by considerations of convenience, expediency, and good order.

Now, what mean these new proposals in government which are abroad in the land to-day? What mean these new words which are being added to the vocabulary of public affairs? The initiative, the referendum, the recall, the direct election of senators, the short ballot, home rule for the cities, greater freedom in taxation, and the like? They are nothing more or less than a natural manifestation of that same spirit, developing through the centuries with ever increasing strength, and moving with ever accumulating energy toward the one goal—a wider, larger exercise of governmental authority by a greater number of the people. Let us not misunderstand this movement. Without regard to the merits of the proposals, we must recognize them as the results of an evolutionary process as natural as it is resistless.

Let us take the most conspicuous and the most debated of these so-called new-fangled notions of government, the initiative, the referendum, and the recall. What do they mean? The initiative means a method by which a certain percentage of the people may initiate or propose new laws without the intervention of a legislature and, if adopted by a majority of the people, they go into effect. The referendum means a method by which a certain percentage of the people may cause to be referred to all the people some law enacted by their representatives and the law shall either stand or fall as the majority shall decide. The recall means a method by which public officers may be recalled or retired to private life in the midst of their terms if a majority of the people, speaking at the polls, are dissatisfied with the administration of the office.

HONORARY DEGREES — MASTER OF ARTS.



1. Judge Edwin D. Sayre.
2. Hon. Almon Price Russell.
3. Albertus Cotton, M. D.
4. Hon. Edgar Ervin.

Now whether these proposals for a more direct participation by the people in their own government, are good or bad, wise or foolish, one thing is certain: they are here. They may not have come to stay, but we cannot dismiss them with a sneer. Nor will it do to say that they are the crazy fulminations of demagogues and agitators. They are already in force, in whole or in part, in eight or ten states of the Union. The referendum has even a foothold to some limited degree in the State of Ohio and there is a serious movement now on foot to write at least two of these principles into the next constitution of this state. It is our duty, therefore, to consider them with patience and respect.

Are they revolutionary? Why, the whole trinity—initiative, referendum, and recall—in a certain modified form are in effect in good old conservative England to-day. Whenever the government majority in the House of Commons feels a wavering in the support of public sentiment, or whenever a great crisis occurs like the recent controversy with the House of Lords, the whole question is immediately submitted to the country; the machinery of administration is practically stopped until the people decide whether it shall go on under old hands or new, and every member of Parliament must go back to his constituency to be either vindicated by a reelection or recalled to private life. So, in America to-day, the initiative and referendum are already in existence in respect to the making of constitutions in practically every state of the Union. The only thing new in the present proposal is to extend that system to the making of statute laws. And even with respect to statutes, and even in the State of Ohio, there is to-day as to certain matters a compulsory referendum to the people. Under the Constitution of Ohio no act can be passed granting certain banking powers unless it is ratified by a majority of the people at the polls; and no new county can be created, or the boundaries of an old one changed, or a county seat removed, unless assented to by a majority of the people affected. As to the recall, it is as old as the American nation. In the first Articles of Confederation, before the adoption of the Constitution of the United States, it was expressly provided in one of the sections that delegates to the national congress should be annually chosen from each

state with the power reserved in each state "to recall its delegates, or any of them, at any time within the year, and to send others in their stead for the remainder of the year." In the Constitution of Massachusetts, adopted in 1780, it is declared that "In order to prevent those who are vested with authority from becoming oppressors, the people have the right, at such periods and in such manner as they shall establish by their frame of government, to cause their public officers to return to private life and to fill up vacant places by regular elections and appointments."

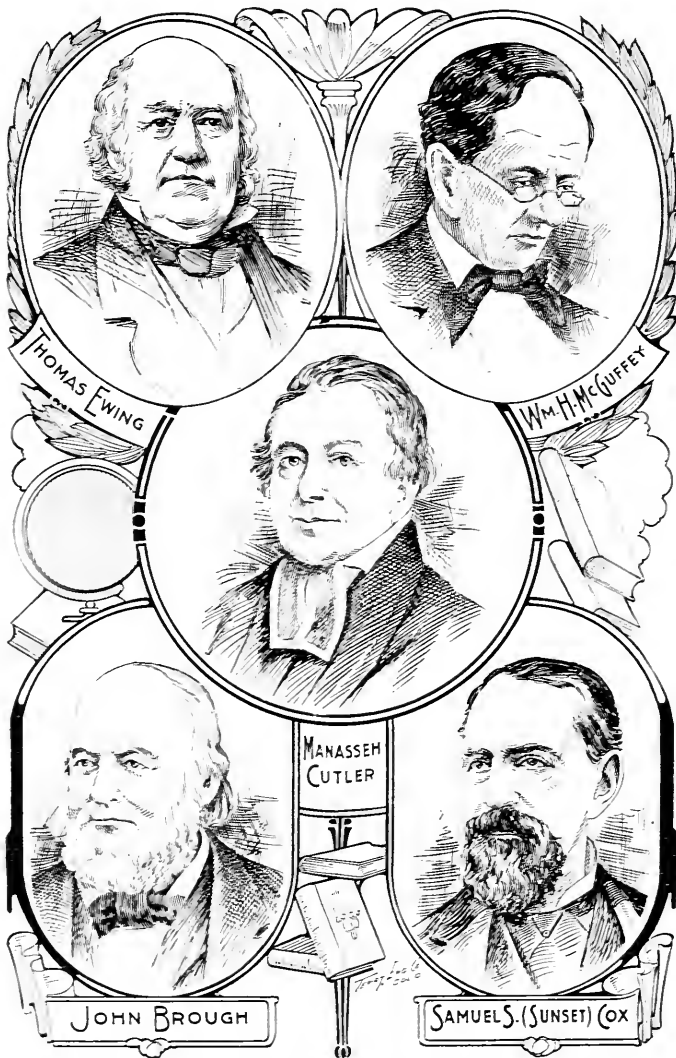
Will these new instruments for the direct exercise of political power destroy representative government? Will the initiative and referendum lead us to a pure democracy? In the first place, they are not designed for any such purpose. The real motive power which is apparently behind the advocates of these measures is not a complaint with existing conditions; it is not a disappointment with representative government and a desire to substitute direct government. It may be true that some of the ills that have matured and burst into noxious flower under the party system and the representative system, carried to unyielding lengths, have helped to swell this tide of public sentiment now sweeping toward a reform. But the real reasons behind the movement, particularly for the initiative and referendum, are, first, *not to destroy* representative government, *but to enforce* representative government; and, second, to secure a more general interest on the part of all the people in the public affairs which concern all. In fact, such a movement not only involves no criticism of the American system of government, but it constitutes the highest tribute that could be paid to that system, for it means that if our experiment as a people in the art of self-government has given us the best and freest nation in the world, we can secure even a better and a freer by enlarging the interest of all the citizens in the conduct of public affairs.

Next, are the initiative, the referendum, and the recall contrary to the Constitution of the United States? This question was answered the other day in the lower House of Congress where it was suggested that the new Constitution of Arizona, providing as it does for the recall, and particularly for the recall of judges, offended against the Constitution of the

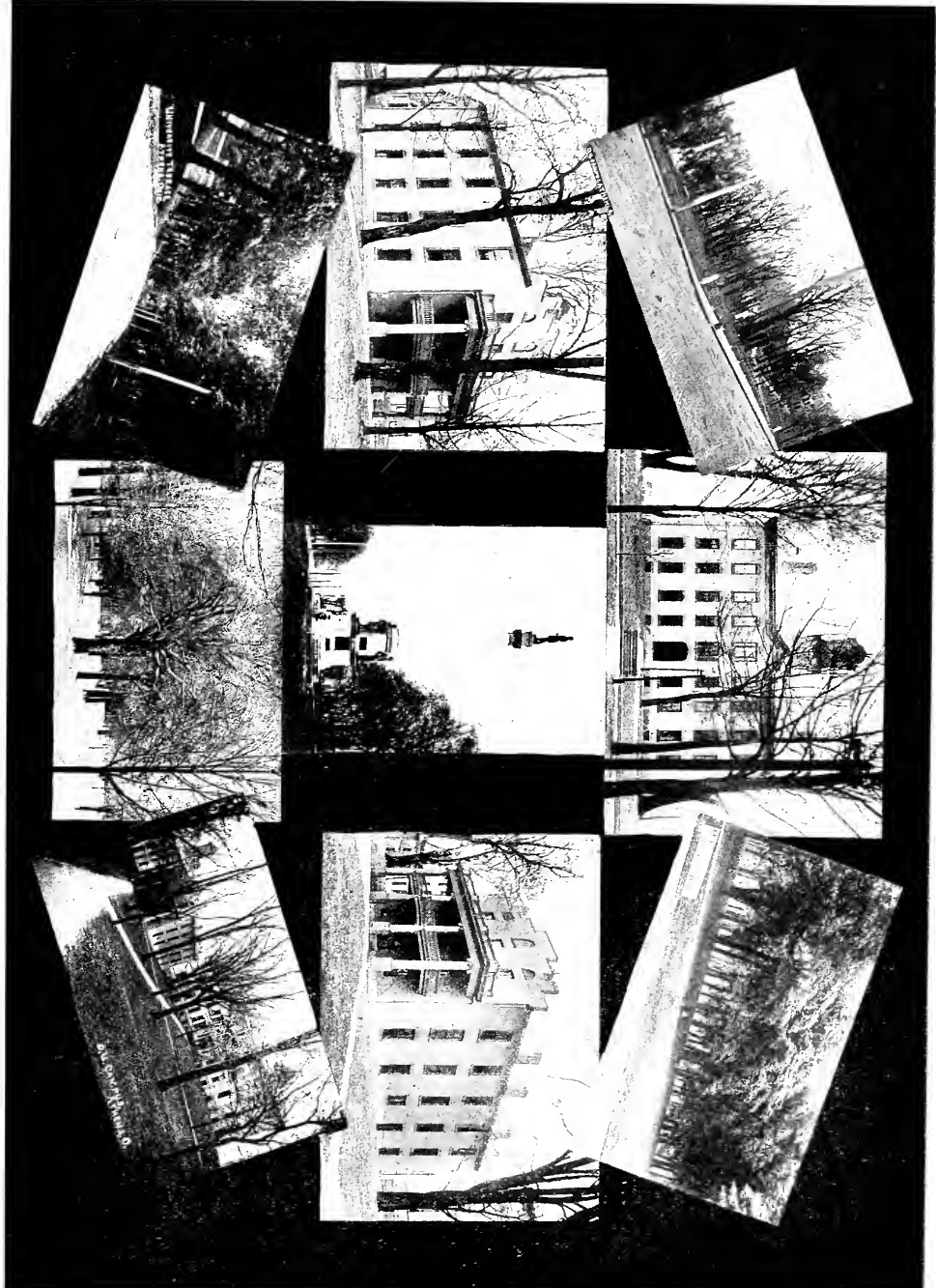
United States, which guarantees to every state in the Union a republican form of government. But the House answered the question by an overwhelming majority of both parties to the effect that such provisions, unwise and unsafe as many thought them to be, were yet within the constitutional power of the people of Arizona.

Finally, are the initiative, the referendum, and the recall necessary, salutary, or practical? This, after all, is the only question. We have seen that they are neither revolutionary, nor

destructive of representative government, nor unconstitutional, and that they are in harmony with the long history of the growth of popular sovereignty. But even if they be consistent with our institutions, and even if they be within the rights of the people as many times proclaimed in the great instruments of liberty, nevertheless the question is, are they wise or expedient and, if so, how far? The only limit that can logically be placed to the right of the people of this country, or of any state of this Union, to take complete and direct charge of



CONTRIBUTORS TO OHIO UNIVERSITY'S FAME AND PRESTIGE.



East Wing.

Central Building.

West Wing.

all the powers of government, is that limit which is enforced by conditions of convenience and good order. It is all folly to say that the people haven't the right directly to manage their own affairs. The only reason why they should not do so even to the utmost limit of legislative, executive, or judicial authority, and to the last detail of administration, is that a government so directed would be in constant confusion and disorder and the people so directing it would sacrifice their private affairs. In other words, the people have the right, if they want to, to manage the whole machinery of their government to the minutest detail, but they don't want to because they have something else to do. They are too busy raising crops and children, running railroads and schools, and making goods and history.

Tested by these limitations, what ought we to write into the Constitution of Ohio with respect to the initiative, the referendum, and the recall? As to the initiative and the referendum, there is no reason why, properly safeguarded, they should not be made a part of our organic law, for the enforcement of representative government and the protection of the people against the abuse or betrayal of legislative power. Of course it will not do to permit a small minority of the people, representing some special interest or pushing some favorite propaganda, to make or defeat the law. But, so far as I am concerned, as a citizen of Ohio, I am perfectly willing that any measure proposed by a representative percentage of the people and adopted after fair debate by a majority of the people, shall be the law of this state, whether any legislature sanctions it or not. And I am perfectly willing that any law, even though enacted by a legislative assembly, which is presented for the approval of the people at the polls, and is condemned by a majority of the electors, shall not be the law of Ohio. In my judgment, the ideal condition would be one in which the people of this state would have in their hands the corrective weapon of the initiative and referendum and no occasion arise for its use. In my judgment, the very possession of this instrument of protection will tend to make but rare the occasions for its employment, and the very absence of it will tend to encourage those abuses from which it alone might save us.

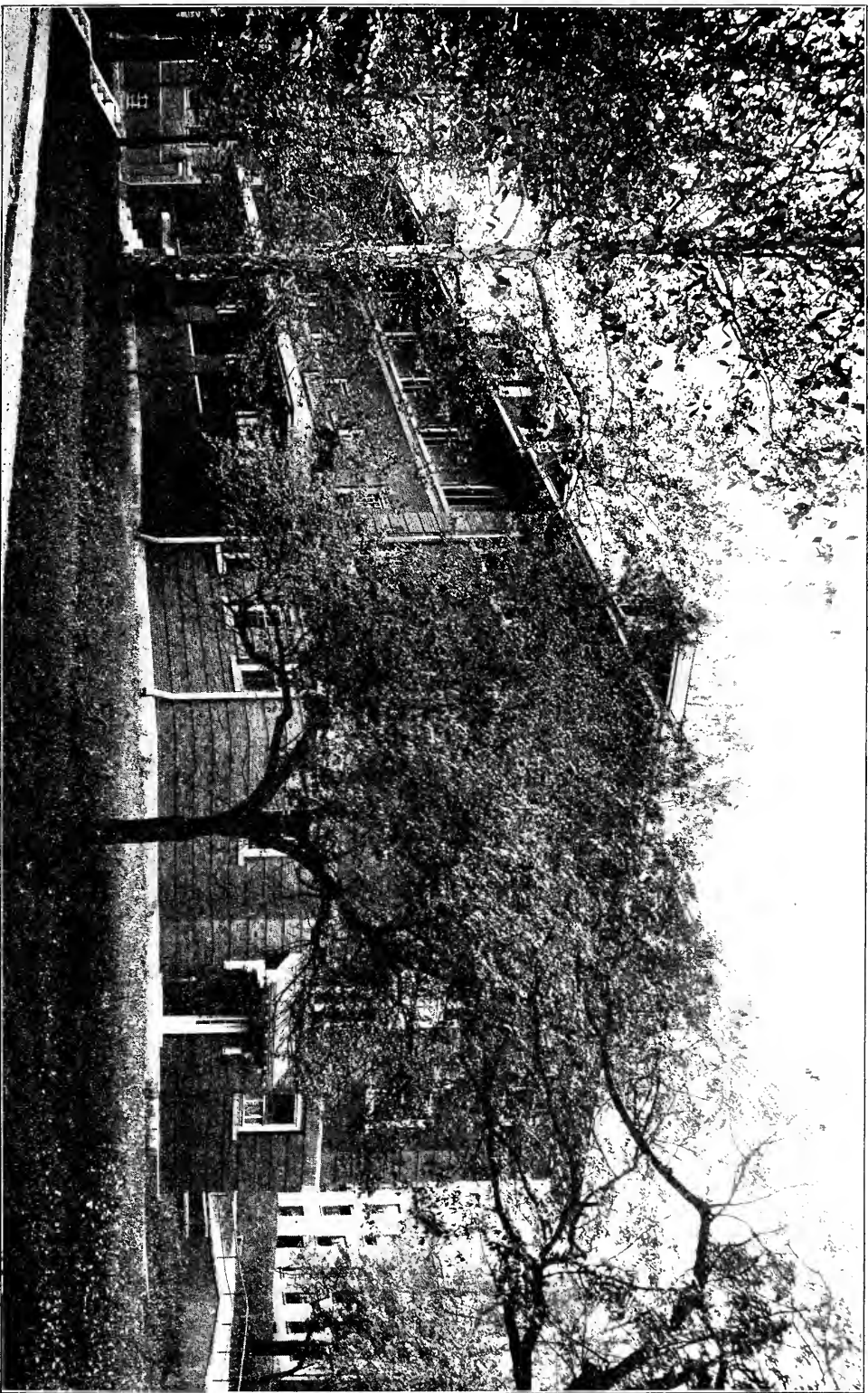
In two respects, particularly, the possession of the initiative and referendum in Ohio, how-

ever rarely used, would have a wholesome effect upon the public spirit of the state. In the first place, it would increase the interest and the sense of responsibility of the individual citizen in his own government, for it would endow him with a consciousness of his personal power, if ever the need came, in bearing his fair share of public duty. Responsibility is a great sobering force; it makes for conservatism; it teaches the lessons of restraint, of patience, and of unselfishness; and such a responsibility, consciously assumed by the whole citizenship of Ohio, would tend to dissolve the distinctions and rivalries of separate classes and interests and unite all in one army of the common good.

In the second place, the initiative and referendum would go far towards preventing those instances of corrupt practice in the legislature which have recently brought the blush of shame to the people of Ohio. I am not one of those who believe that there has been any wholesale bribery in the General Assembly of this state. My personal experience with the members of that body in the past has taught me to believe that the honest men and true far outnumber the occasional rogues. But there can be no incentive to bribe a legislator to vote for a bill which the people could, thereafter, defeat at the polls; and there can be no inducement to bribe a legislator to vote against a bill which the people could thereafter pass over the heads of both parties to the infamy.

Tested by these limitations, what shall we say about the recall? It also is clearly within our power and not forbidden by our form of government if we care to adopt it. But is it wise or prudent? Is it practicable of enforcement without confusion and disorder and will it do more harm than good?

There is this fundamental difference between the initiative and referendum, on one hand, and the recall on the other: the initiative and referendum mean a more direct *participation* by the people in the *making* of the law, while the recall may involve a direct *interference* by the people in the *enforcement* of the law. Now it is clearly one of the essentials of good government that the people should, in the greatest possible numbers and to the greatest practicable extent, take part in the making of the law and in the selection of the officers who are to administer and enforce



BOYD HALL.

it, for this insures popular approval of the law itself and a wide public sentiment in support of its impartial execution. But it is just as clearly an essential of good government that when once the law is made and the officers are chosen to enforce it, the people should stand aside and let the rule of action which they have solemnly adopted apply with unerring justice to all classes and all conditions until the rule itself is changed. The unwisdom of the recall, applied to any officers, would soon be demonstrated. In one of the chief cities of the State of Washington to-day there is in progress a campaign for the recall of the mayor. Why? Because he refused to permit a prize fight in that city, contrary to the law of the state. Thus, we have the spectacle of the people deliberately enacting a statute against prize fights and then proposing to punish their own agent for enforcing their own mandate. The recall would not produce better public officers, but worse, for brave and honest men would refuse to serve and none would accept a public station except the cringing suitor for public favor.

When applied to judges, the recall is indefensible. John Marshall once declared that "The greatest curse an angry God can inflict upon a sinful and erring people, is an ignorant, a corrupt, or a dependent judiciary." The judge has nothing to do with the making of the law. If he disappoints the people in declaring what the law is, the remedy is to recall the law and not the judge who declares it.

We have had in Ohio recently a fair sentiment of the evil that would result if an upright and fearless judge, in enforcing the law, could be called to account by a disappointed constituency. How long would Judge Blair have remained upon the bench if his enemies in Adams County could have recalled him?

But more than all this, there can never be any justification for the recall of an executive or a judicial officer. If his only crime is that he is enforcing the people's law, then he ought to be sustained and applauded rather than retired to private life. If his crime is that he is not faithful in performing the duties of his office, or is ignorant or corrupt, then the remedy is to impeach and remove him.

As to the judges, state and federal in this country, we might in many instances have se-

cured better and stronger men, but we have been singularly fortunate in the general honesty of our courts. In all our history as a people but one Justice of the Supreme Court of the United States was ever called to the bar of the senate for misconduct in office. This was Samuel Chase, in 1804, for an alleged violation of the alien and sedition laws, and he was overwhelmingly acquitted of the charge. In all our history as a people but four judges of the inferior federal courts were ever sought to be impeached and but two of these were convicted, one for drunkenness in 1803 and one for accepting an office under the Confederacy in 1863. Surely this is a proud record and a convincing argument against the recall of judges.

Thus I come to the final thought I would leave with you to-day: let us make, as the arch and keystone of the new Constitution of Ohio, the widest opportunity for all the people to take a part and an interest in the conduct of public affairs; let us remove every obstruction, except those necessary to convenience and good order, which stands in the way of a healthy exercise of popular sovereignty. I have no patience with those who are afraid to trust the people. I believe the nearer we come to a participation of the entire body of our citizenship in the making of the laws and in the choice of those who are to administer them, the greater will be the respect for the law itself, the better the law will be, and the more faithful the public servants. I know of no question that, being subjected to a free and full discussion, I would not be willing to leave to the judgment of the American people. General Grant once said that "All the people are wiser than any one man among them," and I would rather trust a question involving life, or liberty, or property, or a great issue affecting the vital interests or the public policy of the nation to the whole people of America than to the ripest scholar, the strongest statesman, or the greatest sage among them. There is to my mind a higher standard of right and wrong, a loftier conscience, a purer conception of justice and fair play, and a nobler sense of virtue and morality in the great throbbing heart of the multitude than there is in any individual within the mass. Every leader in American history has made mistakes, but what great thing done by the American people would you undo to-day? It



WOMEN'S HALL.

is not danger but safety to our institutions that will result from committing them more and more confidently to the care of the great body of our fellow-citizens. It is not destruction but preservation that will result from bequeathing the priceless jewel of a free government which we inherited from our fathers not to a chosen few of the children of America but to every member of the family, share and share alike.

To be sure, the wider the scope of popular sovereignty the greater the need of popular education, the more serious the responsibility of leadership, and the graver the duty of all men and women in the state to lend the weight of their influence to the righteous solution of every problem which confronts us.

The other day at Washington a United States senator from Iowa, addressing a graduating class of the Washington Law School, said that "Within a decade we will see whether the grievances of to-day are to be settled by law or by the manner that has been in existence for two thousand years, the revolution of violence, and terror, and bloodshed." Such a speech ought not to come from the lips of any man of the Anglo-Saxon race, or of any man who desires that peace and dignity of life which can only come through law and order. Such a prophecy as this, whatever the provocation, does not make for the peaceable settlement of great public questions. Such a prophecy as this, however good the faith or pure the motive with which it is made, can only tend to inflame the minds of the ignorant and goad to desperation the unhappy and discontented and to produce the very crisis which is predicted.

I am not afraid of the future. I am one of those who believe that of all countries this is the best country; of all centuries this is the best century; of all days this is the best day, and that whatever is the product of this country, and of this century and of this day is God's best gift to time. I am one of those who believe that the people who have reared this splendid structure of a free government are fit to enjoy it and able to preserve it. There may be wrongs to be righted, there may be evils to be remedied, there may be serious problems to solve, but we will meet the issues of the future with the same sturdy courage with which we solved those of the past. And, as Lowell said, our healing will

come, not in the tempest or the whirlwind, but in the still small voice that speaks to the conscience and the heart calling us to a wider and a wiser humanity.

Annual Sermon

OUR NATIONAL CAVE OF ADULLAM.

By

Rev. William McKibbin, D. D., LL. D.

*President of Lane Seminary,
Walnut Hills, Cincinnati, Ohio.*

"David therefore departed thence, and escaped to the cave of Adullam: and when his brethren and all his father's house heard it, they went down thither to him. And every one that was in distress, and every one that was in debt, and every one that was discontented, gathered themselves unto him; and he became captain over them: and there were with him about four hundred men."—I. SAMUEL XXII: 1-2.

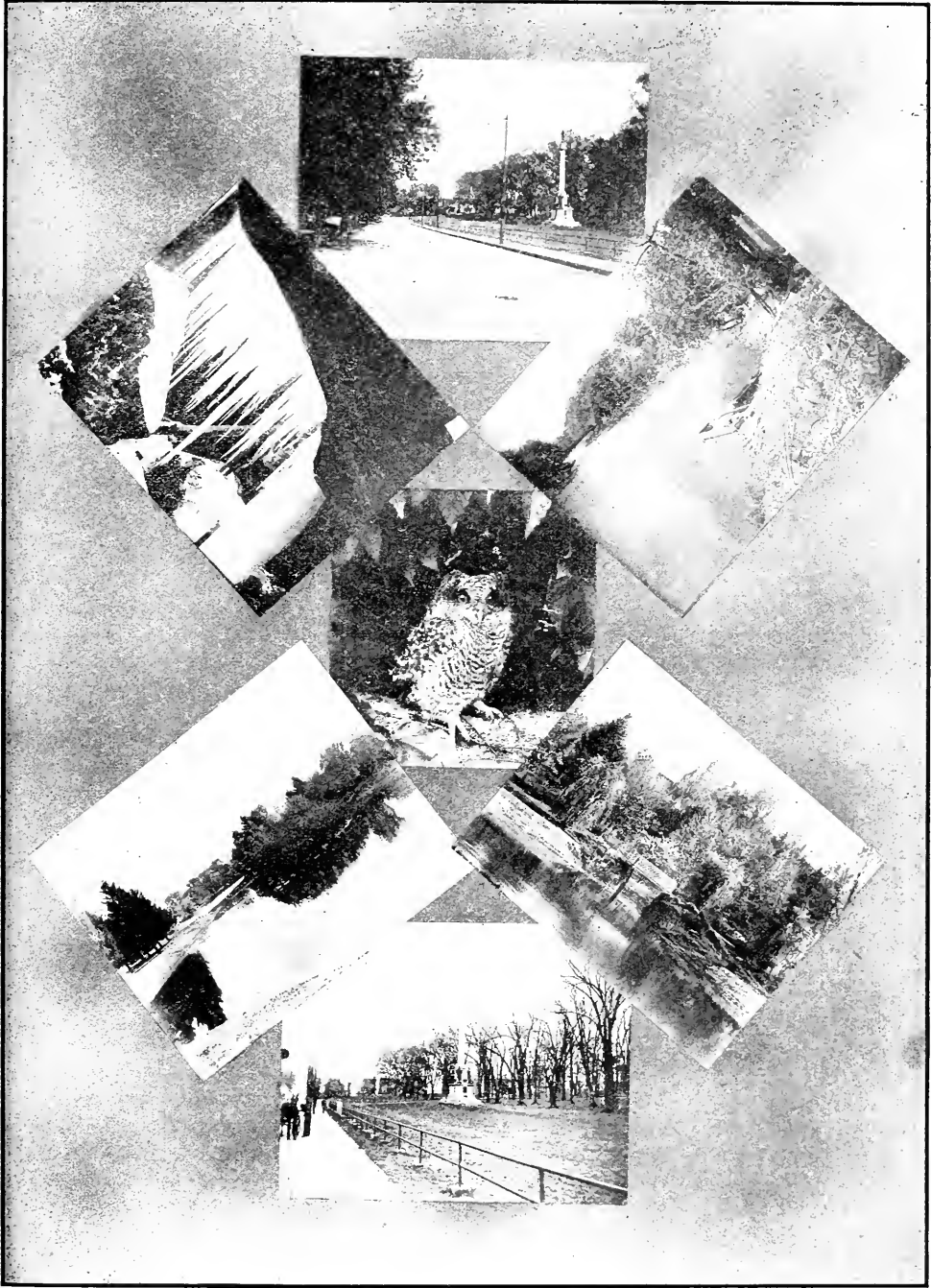
The Davidic period of Israelitish history was the highest earthly realization of the ideals and principles for which the Jewish Commonwealth stood.

While imperfect, it transcended anything attained before or after David's time. It was the age from which the prophets drew with delight the materials with which to paint the glories of that other and greater kingdom over which David's greater Son should reign in never ending sovereignty.

During this epoch, Israel's territory expanded to the widest limits assigned to it by prophecy: its armies became invincible; its wealth enormous; its prestige among the nations unequalled; its national spirit so deep and powerful as to allay all local and tribal jealousies; while crowning and cementing all, its devotion to the pure religion of Jehovah reached its widest acceptance and loftiest attainment.

But this wonderful development took its rise in the cave Adullam, where in obscurity and exile, imperilled by foes without and within, it received its final form and permanent stamp.

To this covert, pursued by the causeless and murderous hatred of Saul, king of Israel,



IN NATURE'S REALM, OHIO UNIVERSITY.

David had betaken himself, and was soon joined by "his brethren and all his father's house."

These formed a homogeneous and solid band united by ties of kinship and a common peril. So weak and hopeless, however, seemed their condition that David transferred his father and mother to the care of the king of Moab until he should know what God would do for him.

But now a new crisis confronts him, fraught with dangers and opportunities of colossal measure; "every one that was in distress, and every one that was in debt, and every one that was discontented gathered themselves unto him."

It was in dealing with these conditions, and forging out of them a coherent and highly developed state, which marked David as the man for the hour, the anointed of the Lord.

To-day the American commonwealth is confronted with similar conditions, and upon a much wider scale, and must, as David did, work out if it can a successful solution. Vast populations of alien tongue and history are continuing their inflow into our land, impelled by distress, discontent and general restiveness under the social and political conditions in which they have been born. Let us consider the Problem itself and David's solution of it, as indicating the course which we should pursue to reach a similar success.

Notice—The *Peril*, the *Opportunity*, and the *Solution*.

First. The *Peril*—*a rapid and heterogeneous growth*.

The little band that at first gathered about David were in hearty accord in every element which makes for harmony. They had a common ancestry, a common training, and a common faith. The preservation of the fundamental elements of such a community, unless forcibly defeated from without, would be a simple matter.

The advent of such a body of discordant elements as he now received threatened to submerge or dissolve his little community or inoculate it with all their disorders, exposing it to all the dangers of internecine strife.

Periods of growth by the accretion of peoples diverse in ideas and institutions are always perilous. Rome was weakened and finally disintegrated by opening the position and privileges of Roman citizenship to alien peo-

ples and out of sympathy with her history and traditions.

But when rapid growth is due to discontent and embitterment with the conditions of human life the danger is vastly increased that the higher civilization whose blessings they seek will be overwhelmed or seriously impaired by their absorption.

Having broken with old restraints born of necessity or injustice, they become impatient of all restraint and easily mistake lawlessness for liberty. The social and religious surroundings to which they have been accustomed, and to which they owe whatever moral ideas and habits they possess, being suddenly removed they readily abandon the virtues of their home lands and appropriate the vices of the new one. Their ignorance exposes them to the wiles of the designing and makes them the chosen material of the political demagogue and the grafter.

But real and great as these and kindred dangers are, on their dark bosom they carry an opportunity of still greater magnitude. Let us note what this opportunity includes.

These new and alien people are vast *reservoirs of force*, of a varied character, which may be appropriated and directed to the best ends.

It was no inconsiderable factor in David's successful career, that his small body of retainers had been enlarged by this heterogeneous company to the number of four hundred men. It gave him a power of resistance which would cause his enemies to pause and which would make alliance with him desirable to other peoples. It furnished material for the occupations of peace as well as those of war. Properly governed it made the little state stronger to preserve and stronger to build up its material prosperity.

So today, on a vaster scale, power is put at our disposal which rightly directed will tell with benign and far-reaching effect upon all the interests which we hold dear. The children of these strangers will be, if properly guided, the most stalwart of the nation's builders and defenders.

They also bring us a large measure of that prime quality of successful living, *courage*, or the spirit which laughs at dangers and difficulties when in pursuit of some chosen end. Those who have crossed thousands of miles of sea and land, exposed themselves to all



DAVID J. EVANS, A. M.,
Professor of Latin.

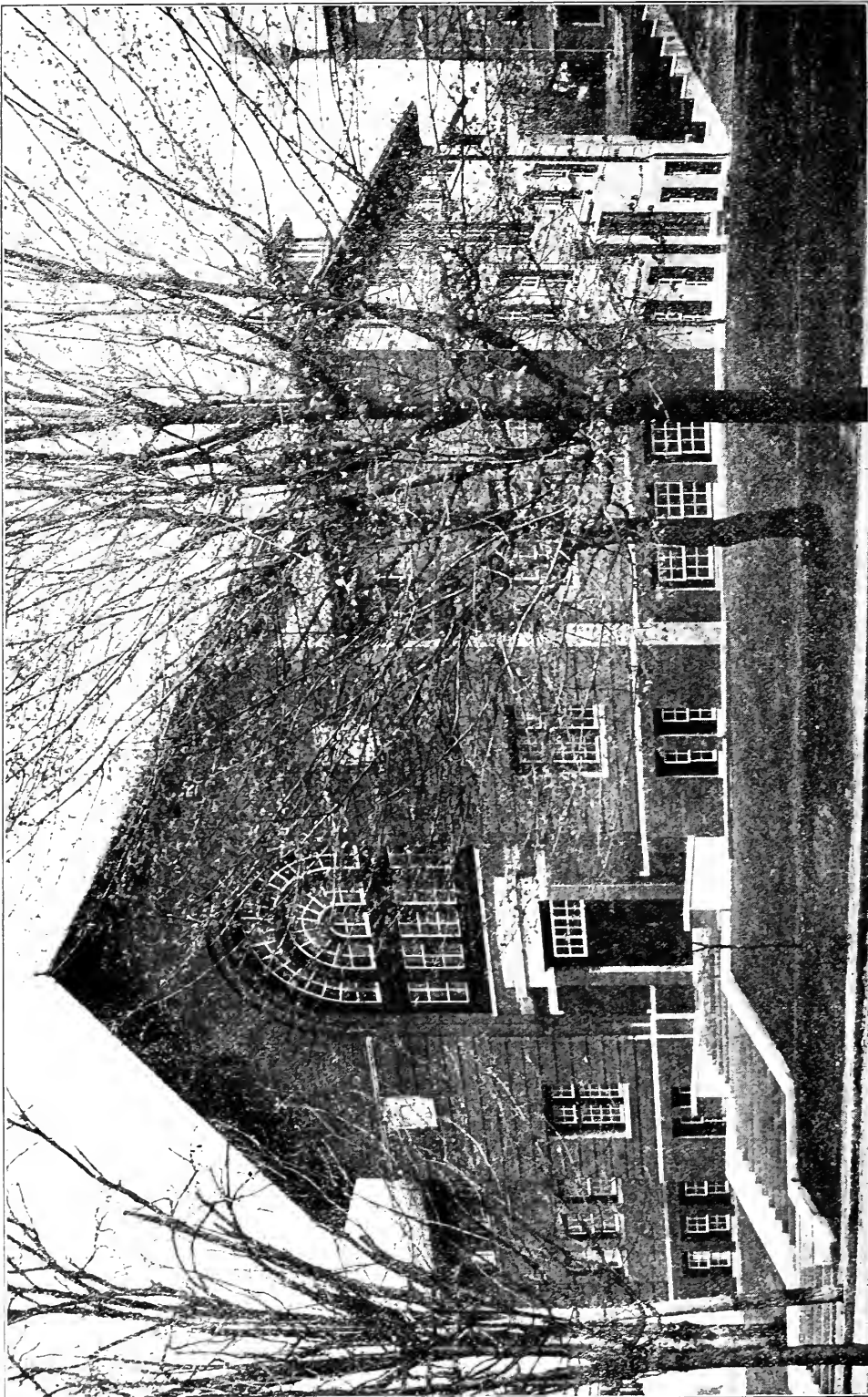
the perils of disease, and privation, and all the pangs of home-sickness to reach the coveted land of freedom and plenty, will not prove unequal, when properly instructed, to attacking the problems of a new and unsubdued wilderness or the vast enterprises which our rapidly developing industrial life is summoning into existence.

But better still, these new peoples come to us with all their potencies in a *fluid or plastic state*, ready to receive the impress and be cast into the mould of our American life.

The severance of old ties and associations, the abandonment of old precedents and methods

in conduct, emancipation from the hard and galling restrictions of their native lands, which paralyzed hope, have all contributed to the creation of an indeterminate and uncrystallized state of mind, which renders them peculiarly susceptible to all things which they believe to be American: for the desire of their hearts, and especially of their children, is to be done with the old state of life and to be thoroughly identified with the new.

Let the patriots, philanthropists, and religious people of this country furnish the kindly treatment, the wise and firm pressure which they need, and no richer harvests of power,



GYMNASIUM.

and wealth will be garnered than from these vast fields of humanity.

But what shall our *method* be? What was David's method? He may show us, at least, some of the ways in which this peril may be transformed into glorious opportunity. We read that "David made himself *captain* over them."

He did not turn them back, reject their offers of allegiance, and refuse all alliance with them, but he welcomed them and upon one condition, that he and the things for which he stood should rule over them and not be subverted by them. In David and his government were embodied ideas and institutions divinely approved, and whose maintenance must be secured at any cost.

First of all he demanded from them *Respect for Properly Constituted Authority*. He made himself Captain over them. He planted his new kingdom upon *law and order*, where all stable and beneficent social and political life must find its base.

Lawlessness, whether in the favored interest of right or wrong, is in itself of the very essence of injustice, since law is the conservator of human rights and the avenger of wrong, and the evils of the worst government are not to be compared with those which ensue when all government is at an end. The advance of civilization and its preservation are marked by submission to rightful authority, and its decadence is marked by resistance to rightful authority.

David refused to kill Saul because he was his rightful sovereign, although Saul unrighteously sought David's life. "I will not," he said, "put forth my hand against my lord." We must make our Constitution and all laws made under it the supreme law of our land in fact as well as in theory. Liberty must not be confounded with license, nor independence with refusal to accept rightful restraints. Let us make "Old Glory" the symbol of an authority that binds the strong and the weak and give to all a rightful protection without respect of persons.

David no less rigidly enforced *respect for the right of private property*.

He taught his rude and turbulent followers that they must guard and not prey upon the property of their fellow men, whether rich or poor. Situated near the possessions of Nabal, a wealthy sheep-master, who dwelt in abun-

dance while David and his men were often hungry, illy sheltered, and exposed to the dangers of wild beasts and wilder men, the respect for private property which David enforced was such that when he sent a request by ten of his young men, at shearing time, to Nabal to recognize his friendship by the usual presents of the season, he could truthfully say, as Nabal's own servants attested, "thy shepherds which were with us, we hurt them not, neither was there aught missing unto them, all the while they were at Carmel."

It is true that when Nabal rudely repulsed his messengers and violated one of the most sacred customs of the East, David, stung with a sense of wrong, forgot himself and started to avenge with blood this causeless insult, but under Nabal's wife's wise and tactful appeal he recovered his self-control, and thanked God that He had sent her to meet him and blessed her for the "advice" by which she had kept him from coming to shed blood and from avenging himself with his own hand. Whatever governmental or voluntary forms of associated activity may be rightfully maintained in the care of interests which belong to the community as a whole, the right of private property must stand intact if modern civilization is to be perpetuated and advanced. To deny this right is to work injustice and cut the nerve of one of the most powerful, complex and worthy motives which influence human conduct. But it must be enforced with equal rigor against the encroachments of the powerful as well as against those of the weak; against the classes as well as the masses. To impress this upon the alien elements which are entering our national life, we must enforce it upon the native-born.

Note again that David placed *civic duties upon the same level of dignity as military ones*, and that in a military age. He was himself a keeper of sheep, a man of domestic and peaceable tastes, and necessity made him a soldier. His wars were wars of self-defense and for the national welfare. But when war became a necessity, he entered upon the soldier's life with undaunted courage and rare success. He made it a law in Israel, that "as his part is that goeth down to the battle, so shall be his part that tarrieth by the stuff: they shall part alike." He used, as in Nabal's case, military power to protect the peaceful pursuits of human life. His ideal of loyalty was the citizen-



EWING HALL.

soldier, in whom were combined the love of peace and readiness to sacrifice life to preserve it.

He discredited his own career because necessity had made it largely a military one and in this he was divinely approved.

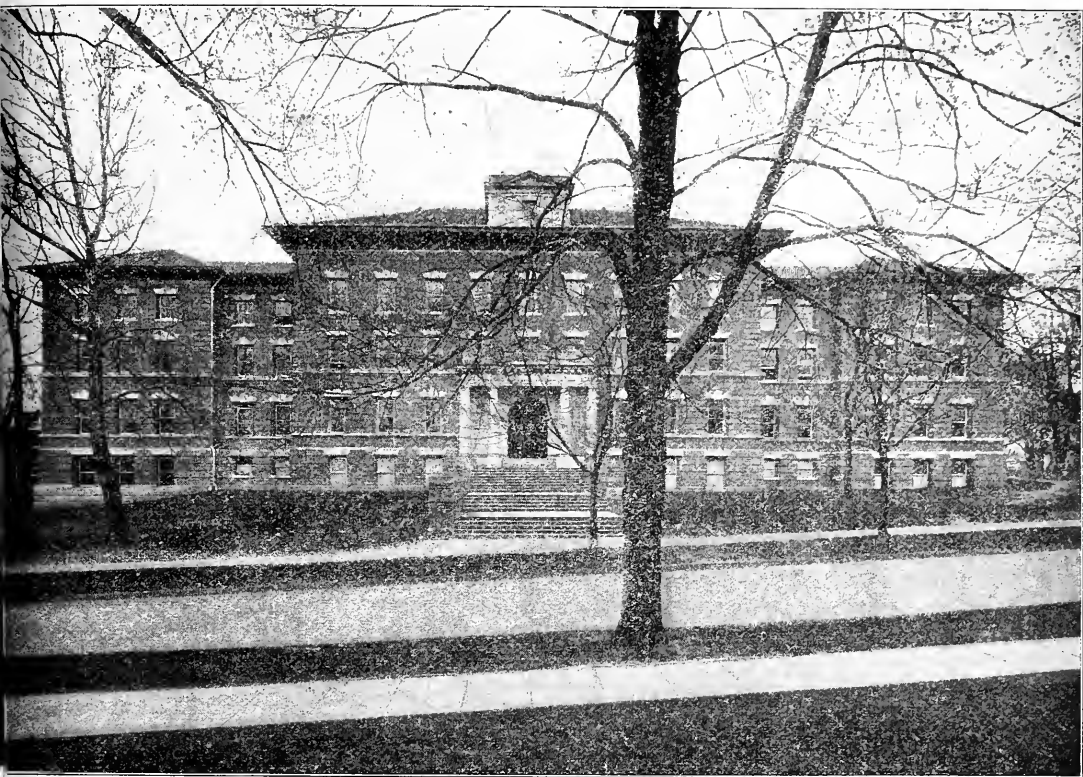
In his farewell words to his son Solomon, concerning the building of the temple, the symbol of Israel's unity with God and with itself, he says "The word of the Lord came to me saying, thou hast shed blood abundantly and hast made great wars; thou shalt not build an house unto my name because thou hast shed much blood upon the earth within my sight."

We need good soldiers, but the best material out of which to make them is home-loving and patriotic citizens, as our great Civil War clearly demonstrated.

But, lastly, I would call your attention to the fact that David brought into play the *great*

conserving and unifying forces of religion and education to preserve the ideas and institutions for which his little commonwealth stood. Gad, the prophet of Jehovah, and Abiathar, the high priest, were with him in positions of honor and confidence—the representatives in that day of Religion and Education. While the civil constitution under which these forces were directed was peculiar to that age, and the best available, yet these forces and the institutions through which they operated were fully recognized then and subsequently. The prophets expounded the great truths of the Divine Fatherhood and the brotherhood of Israel. They stood for a God who was no respecter of persons; for the rights of the individual against the encroachments of power, and for the right of the people to be heard in the affair of state.

The priestly tribe, especially the Levites, were the school-masters of Israel and repre-



FRONT VIEW OF ELLIS HALL.

sented what we now term popular education or the education of the whole population, especially the young, in all that it was necessary for a good Israelitish citizen to know.

Both the religious and educational system provided for that association between the young while under instruction which strengthened the ties of fellowship and mutual regard.

To this aspect of David's policy let me especially direct the attention of this audience.

The two great factors working to-day, by which America can be kept one and individual, and in harmony with the noblest traditions, and by which it can allay the antagonisms engendered by differences in nationality, language and material conditions, are the *Church and the Public Educational Institutions of the State*.

By the church I mean all the organized forms of religious life which, in connection with the inculcation of that which is distinct-

ively religious and dogmatic, teach and enforce the great individual and social moralities of life.

These organizations are all largely charged with the spirit of democracy, and most of them are more republican than even the state itself. They not only inculcate moral principles and practices which are essential to the good citizenship, but they provide for the association of their adherents together, especially the young, upon terms of equality and mutual regard, and thus foster the spirit which is essential to the civic life for which our country stands. Sunday schools, young people's societies, and all the associated activity of the churches promote acquaintance and fraternity.

But chief among the factors which give to American people the identity of spirit which guards its perpetuity is the free, democratic life of its public schools of all grades. The church reaches at least two-thirds of the popu-



REAR VIEW OF ELLIS HALL.

lation, but the state in its schools aims to reach the entire population.

Some years ago an English clergyman, who had come to this country to settle, said to me that what surprised him most in America was the complete abatement of the antagonisms and prejudices which divided people, even of the same race and nationality, in the older countries. For a time he could find no solution. But upon larger acquaintance, he became convinced that it was due to *our public school system*. He said that after children had studied and played together it was impossible to keep alive in later years the old suspicions and hostilities which had divided their parents.

The democracy of the church and the democracy of the state system of education will save America to Americans and nothing can take their place.

As patriots and believers, we must guard these educational institutions, see that they are

equipped with every needed appliance and furnished with everything which will make them attractive and efficient. We must discourage in every rightful way any separation from them which will weaken our national unity, or revive misunderstanding and alienations among our people which belong to a dark and buried past.

In conclusion let me say that I present this theme to you for your earnest consideration because you are the representatives of the educated men and women of America and among the best products of its life and institutions. If the patriotic and consecrated sons and daughters of our institutions of learning will, in the personal, social, political and religious realm, stand for and insist upon the great principles and organic unities of our great national inheritance, we shall not only keep America, with its millions of new citizens, thoroughly Americanized, but we shall do much to Americanize the world.



CENTRAL BUILDING.

THE COLLEGE GRADUATE'S OPPORTUNITY.

(An Address delivered before the University Y. M. C. A. and Y. W. C. A., Sunday afternoon, June 14, 1911, by Frank L. Johnson, Ph. B., of the Class of 1908.)

As I address you this afternoon, I cannot think of you other than as a group of friends and companions of my own college days; for it has now been but three years since I entered upon a week of commencement activities like these, in these same halls and in the shadows of these same classic elms. Pleasant memories are with me of the occasions that some of us have enjoyed together. It is a great privilege that has come to me this afternoon in having been given the opportunity to renew these personal acquaintances and friendships yet so warm and abiding.

It is often said that a man's college days are his best days. This is not always true. They are what the individual chooses to make them. The degree of success or failure is commensurate with the joy or pleasure that comes to us in later years as we recall the experiences and associations of this period of preparation. This is a time of training and our ability to win in the race before us will depend to a great extent upon the persistency of our efforts to-day. There is an idea in the world that in general the best students do not make the greatest success in their respective vocations. A recent investigation made in several of the larger universities of the East, where the records of their alumni were carefully gone over, showed that the men and women who had made the highest records in scholarship in student days had made the greatest success in their post-college days. While talking with

the best college track man in the middle west a few days ago he said, "I enjoy the training for these meets. I always like to see spring come with its training days." These periods of denial and sacrifice are not such to him. They bring only the pleasant prospect of contests to be won and records to be broken. To those of us who are about to extend our horizon and enter into a broader field of activity comes a sense of obligation for the goodly heritage which has been ours, and we go forth like

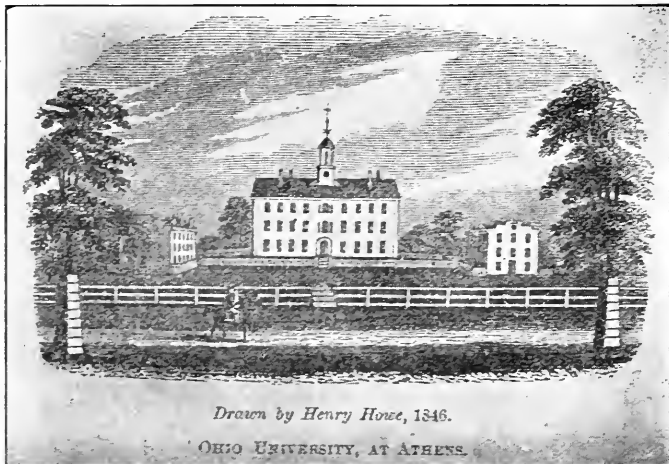
"Sir Launfal, the maiden knight, in his gilded mail
To seek in all climes for the Holy Grail."

To those who remain there will come at this time new resolutions and new visions, resolutions to do better and less selfish work as students and visions of the rewards that come to those who have earned them.

In the time that I have with you this afternoon, I wish to speak of the college graduate's opportunity. In this I refer more particularly to the many ways in which you may discharge the obligation which devolves upon you because of your superior advantages and the training these have afforded. The training of the public schools and the university has been yours. You have been among the chosen few, and those who are about to be graduated are to take their places in a select group of leaders. Only two per cent. of our young men and women complete a college course and from among these

come sixty per cent. of the leaders in public life. You need not lament the fact that so many discoveries and inventions have been made. Science and invention are yet young. Many of the scientific theories of a decade ago are not being printed in the text-books of to-day. New models in architecture are proving the inadequacy and inelegancy of the buildings of a score of years ago. A series of articles in one of the leading magazines has recently shown that the education of the boy and girl of to-day is not what it will be to-morrow and that we are approaching the intensely practical in all lines of endeavor. Mr. J. C. Stubbs, Director of Traffic and Vice-President of the Harriman railroads, recently said, "The world belongs to the young man." Surely the leadership of all modern enterprises will come from the college and university. The signs of the times lend an encouraging aspect. The most noted men, and those who are doing and have done most to bring about justice between private and corporate interests, are known everywhere as college-trained men. Your own governor, Judson Harmon, Woodrow Wilson of New Jersey, Walter Fisher, the newly appointed Assistant Attorney-General, and Mr. William S. Kenyon, Jr., Senator of Iowa, are giving us examples of what trained minds and hearts can do for the world.

When our country is threatened by a foreign foe, the commander-in-chief does not send the raw recruits to the front. The training stations, east, west, north, and south





MUSIC HALL AND CENTRAL BUILDING, WITH EWING HALL IN BACKGROUND, OHIO UNIVERSITY, ATHENS, OHIO.

are called upon to send their trained men to the support of the government. The country feels safe with the result of the conflict resting in the hands of her seasoned regulars. Only after they have failed and the raw recruits have been called upon is there any great sense of alarm. So it is in public and private life, those best fitted to lead will be called upon first; for to whom much has been given of him much will be required.

In the capture of Port Arthur by the Japanese soldiers in the Russian-Japanese war, thousands and thousands of the trained, battle-scarred veterans of the Empire were mowed down before the guns of the enemy. So great was the bloodshed that crimson stains marked the place of the conflict for many months. Even after this the capture was accomplished by the younger soldiers eager to free themselves from the burden of any stain that had come upon them through the sins of their ancestors. Our ancestors

have left for us no such task, but have made us debtors to the whole world and like Paul we are debtors alike to "Greek and barbarian, bond and free." To discharge such an obligation in the light of present day conditions is indeed a pleasant prospect and one to which the college graduate should look with a heroic mind and heart.

The obligations that rest upon us may be either private or public. Private obligations are either egoistic or altruistic. Public obligations belong to the church or state. A proper balance between selfish and unselfish interest in both private and public life would bring about the reign of Tennyson's vision of universal law and world peace. I believe college students are in danger of becoming too selfish. Their life is not surrounded by the sorrows and heartaches of the poor and suffering. They are not called upon to support the many organizations which are maintained by voluntary contributions and volun-



EAST WING.

tary service. They do not see the blind beggar by the wayside, or hear the cry of the sick and hungry child. They do not concern themselves with the reports of tenement house conditions and the sweat-shop problem except as they learn of their existence, but this same selfish interest may be developed into altruism when they enter this broader field where human endeavor must take account of both of these forces.

What profession do you expect to enter? Are you going to practice law? Will you use your influence here to bring peace between father and son, or husband and wife, and obtain justice for the poor and the working man, or, on the other hand, will your motive be to get all the money you can for your services—the purely selfish motive? Are you going to enter the medical profession? Will you seek to discover the cause of disease and try to prevent it? Will you take the same interest in human life whether it be in

a hovel or palace, or will you use your power selfishly accepting only the more pleasant cases? You may expect to enter the business world. Will you see to it that the world has an example as to how to deal justly with employees. Will you give true value in every transaction? Will you play your part in the community life? Or on the other hand, will you be a party to illegal combines? Will you seek to hinder the legitimate progress of trade for the sake of personal gain, that you may be called "rich?" Some of you young ladies will be teachers. Will you seek to inspire the youth under your care with the great importance of truth, and teach them the Golden Rule of the world, "Love thy neighbor as thyself," and that co-operation is the life of the world? Some of you may go back to the rural community whence you have come. Will it be your influence that will make life in your neighborhood sweeter and more agreeable? Will it be your



WEST WING.

hand that will administer to the needs of the sick mother or child? Will you be the "trained nurse" known far and wide as the one who can do all things to all people? Or, on the other hand, are you going to impress your relatives and friends with the fact that you have been to college?

Have you ever read Robert Herrick's "Master of the Inn?" It is the story of a doctor who had given his life entirely for others. There were many men in the city who had remembered him as a young man in the medical school, but he had dropped out and they said, why? He might have answered that instead of following the beaten path, he had spoken the word to the world through men—and spoken widely. Under the stress of a great sorrow he had gone into a little New England town—"up there among the hills where man is little and God looks down on his earth"—bought the old red brick inn and there as the years went by an

ever-widening stream of humanity mounted the winding road from White River and passed through the doors of the inn seeking life. Little by little the inn changed,—new buildings were added as were also farm and forest, and there the life took on the form of work, play, and rest. There was little medicine to be found but there was the abounding life in the great out-of-doors.

As each one went away, healed in body and soul, as only the doctor could heal, they in turn whispered the word to others in need. "to the right sort who would understand." And so a brotherhood grew up of those who had found more than health at the inn, who had found themselves, and the doctor became the master. And so the years went by, and each one went on his way rejoicing, feeling that somewhere in this tumultuous world of ours there was hidden all this beauty and the secret of living, and that he was one of the brotherhood who had found it.



EAST VIEW, CARNEGIE LIBRARY, OHIO UNIVERSITY, ATHENS, OHIO.

There came to the inn one day a famous surgeon, who in the stress and strain of life, had lost his cunning. He had sought everywhere for renewed vigor but it had not come. One day one of the brothers whispered to him of the master, of him who had done so much for the despairing. The surgeon put himself under the master's care and in time regained his former vigor, but the secret of the master's power was yet a great mystery to him. Time after time the surgeon tried to discover the secret, but as often he failed. The time had come for the surgeon's departure and with it came the revealing of the secret. In the master's early years a great disappointment had come to him, but instead of allowing the circumstances to become master of him, he had turned the bitter in his heart to sweet by his unselfish devotion to the needs of others. But the surgeon, to whom everything that the heart could wish had come, had allowed his selfish ambitions to govern him so com-

pletely that he had no thought for anything but his own personal career. In his heart the sweet love had turned to acid. How true the teaching of our Christ, "He who would save his life must lose it," and how well is it illustrated in the lives and experiences of men to-day!

To-day as never before great public questions face our American citizenship. These call for the best trained minds of our country and many governmental problems are being solved in the halls of our state universities. The University of Wisconsin students under the direction of their faculty have made a careful study of the management of the state government and many real reforms have been the result. The college graduate who ignores the part that he should take in the management of his own commonwealth has proven faithless to the trust that has been given him. A noted writer recently said that he could pick out six men from his city (one of the larger cities) who, if they



A PORTION OF THE INTERIOR OF THE CARNEGIE LIBRARY.

set themselves to the task, could reform the whole municipality. What then could be done by the hundreds of college men who come to that city yearly if they were on fire with enthusiasm for the rule of righteousness!

A few years ago one of the professors of Chicago University was chosen as a member of the city council. As a student of economics he naturally became interested in the financial management of the city government. As a result of his study a commission was appointed to make a careful investigation of existing conditions. This was known as the Merriman Commission. This investigation revealed extravagances in the city expenditures and many other corrupt practices. As a result of Prof. Merriman's work he was the candidate for Mayor on the Republican ticket at the last election. He was defeated at the polls, but his influence has been felt and Chicago to-day is quickening with re-

form in different departments of its life because of his work. Some of you young men will be placed in such positions of public trust. Here you will have the opportunity to reveal the secret of your power and show the world the sincerity and honesty of your purposes. Paul's word, "Quit you like men, be strong," will then be fitting advice to you.

Our responsibility to the church is fully as great as to the state. We sometimes fail to realize the debt we owe to the church fathers. The church is really the mother of the colleges. The first colleges were founded by those Christian people who wished to have their children reared and educated under the influence of the teachings of the "Master of the Heart." Sometimes we hear discouraging reports as to its influence to-day. We hear it said that men (church members) are not living the right kind of lives, and this is given as an argument by those who hesitate



FRONT, MUSIC HALL; REAR, CENTRAL BUILDING; TO THE RIGHT, ELLIS HALL, OHIO UNIVERSITY, ATHENS, OHIO.

to enter into its sacred fellowship. The church has grown in power and influence with the years and we find to-day twenty-eight out of one hundred people in the evangelical churches against seven out of one hundred in 1800. The last century has seen a great change for the better in religious affairs. We now have a better Christian leadership and a higher moral character in the ministry. The great multitudes to-day represent the higher character of Christianity. Mr. Spier says: "There has been a radical and revolutionary change in one hundred years. There has been a marked change toward religion. We have more and better Christian men in our country to-day than could be found in the Christian religion of the first century." All civilized people are coming to recognize the value of the teachings of Jesus and the worth of the church which he has founded. The success of the adult Bible classes to-day, the Laymen's Missionary Movement, and the Men and Religion

Movement are all evidences of a quickened conscience along the line of higher ideals of life. The church, the living church of God, must be supported and cared for at the price of human sacrifice, for in it we find exemplified the true brotherhood of man and the fatherhood of God. In the words of Manson in "The Servant in the House"—

"When you enter it you hear a sound—a sound as of some mighty poem chanted. Listen long enough, and you will learn that it is made up of the beating of human hearts, of the nameless music of men's souls—that is, if you have ears. If you have eyes, you will presently see the church itself—a looming mystery of many shapes and shadows, leaping sheer from floor to dome. The work of no ordinary builder!

"The pillars of it go up like the brawny trunks of heroes; the sweet human flesh of men and women is moulded about its bulwarks, strong, impregnable; the faces of little children laugh out from every corner-stone; the terrible spans and arches of it are the joined hands of comrades; and up in the



REAR VIEW OF ELLIS HALL.

heights and spaces there are inscribed the numberless musings of all the dreamers of the world. It is yet building—building and built upon. Sometimes the work goes forward in deep darkness; sometimes in blinding light; now beneath the burden of unutterable anguish; now to the tune of a great laughter and heroic shoutings like the cry of thunder. Sometimes, in the silence of the night-time, one may hear the tiny hammerings of the comrades at work up in the dome—the comrades that have climbed ahead.”

With the boundless opportunities for service, and with the examples of sacrifice and its rewards before us, the members of the Class of 1911 of Ohio University must not be blind to their duty as citizens and as Christian men and women.

“Give love and love to your life will flow,
A strength in your utmost needs;
Have faith and a score of friends will show,
This faith in your words and deed.”

ALUMNI ADDRESS.

(Wednesday Evening, June 14, 1911.)

Hon. E. A. Tinker, A. M., Chillicothe, O.,
Class of 1893.

Man is a worshipping animal. The world is full of his idols. They abound in history and literature. From the earliest dawn of humanity to the present time we may trace if we will the tendency to worship and to give sacrifice to something or to some one.

At first it was to some person or object connected with his physical well being—to the powers of earth and sky—to the gods and goddesses with which, in his ignorance, his fancy peopled every space. Then as civilization advanced and as government and classes formed, he transferred his allegiance to a divinely appointed and divinely instructed priesthood. Then to kings whom



SOLDIERS' MONUMENT, OHIO UNIVERSITY CAMPUS, ATHENS, OHIO.

he believed ruled by divine favor and right. Then to ruling families who traced their pedigree to the gods. At last he has banished deity, for the most part, from any active or immediate connection with his daily life, and in its place has enthroned law, and for lack of something better, has fallen into ardent admiration and practical worship of himself.

Ancient life was simple in form and substance and man, having little knowledge of, and hence little use of or control over nature, felt himself the prey of the elements and the sport of their caprices. They seemed, and in very fact they were, his masters and he worshipped them as his superiors. What to him seemed good in nature, the sun, the gentle zephyrs from the south, he praised, for adding to the sum of human comfort and of human happiness. That which wrought destruction, the storm, the wind, the lightning, the pestilence, the darkness, and the cold seemed to be unfriendly deities which needed all the more to be propitiated—to be sacrificed to in order that they might be placated.

Men who knew so little found but little for their minds to do, save to worship and offer sacrifices to the gods: and as they grew

in knowledge and advanced in reason, the heathen peoples made their deities objects less of serious concern and more of ornament—of occupation for artistic genius in sculpture, and painting and the architecture of temples, while the inventive faculty and dramatic instincts of those who were inclined to literature were employed in imagining and recounting marvelous stories of adventure and intrigue in which the gods and goddesses and their attendants figured as the principal characters.

Thus the earlier literature and art and daily life, in every shade, concern themselves with idols and idolatry. But modern life is not simple. It is most complex. Modern thought has made marvelous advancement. Man has so observed and studied and compared the facts and phenomena of the visible world as to become, above and beyond everything else, a scientist. He does not feel himself subject to the elements. Every generation he feels himself more and more their master. He has learned their secrets and the laws of their being and he can use them as his servants. Their operations are no longer to his mind the movements of some friendly

or unfriendly deity, whose actions he cannot control and must beseech. Hence he no long-

of sacrifices to elemental deities, nor the worship of a priesthood, nor subjugation to the divine right of kings, nor to aristocracies of divinely sprung families.

We have passed through these periods in our evolution. We have only here and there a dwarfed and misshapen survival of these past forms, in their dying state, giving to us reminders of that from which we have come. Thus we still have people who pride themselves on family, and others who accord to them a reverence on this account. It is no longer a family of divine origin that is, in so many words, claimed, but nevertheless for some undefinable reason it is a "first family" in whose veins run a little better blood than is vouchsafed to the common horde. A like survival is found in the tendency to hero-worship, which instead of attributing a divine right of rule to a king, substitutes a sort of divinity attaching to an admired leader in party or sect; so that the worshipping throng surrender to his guidance



THE OLD BEECH IN WINTER GARB.

er worships them, but rather himself, who knows and masters all.

It is true, in the main, that man, in our day, still recognizes one God, who is above all, a spirit omnipresent and omnipotent; but he feels that he is manifested in the operation of regular laws, discovered or discoverable by man, and hence the God whom he recognizes is removed from connection with daily events. He is in the distance and in the shadow. In His worship there are no idols. So in the earliest of Pagan times, we find interwoven with their mythology and their idolatry the idea of one greater than all their idols; one who was nameless and inapproachable. There was no idolatry connected with him.

Idolatry whenever and wherever found, or in whatever form, is essentially selfish. It seeks the fancied good of the idolators only, and every sacrifice, even to the sacrifice of fellow-men, is made to that end. Idolatry in any age takes on the color of the period in which it exists and so idolatry in our age and day would, if existing at all, take on the color of our period. It would no longer breathe of superstition or take the shape



SOLDIERS' MONUMENT, OHIO UNIVERSITY CAMPUS.



CAMPUS VIEW, OHIO UNIVERSITY.

their reason, their judgments and their consciences. These are mere fragments, so to speak, of ancient idolatries, spars from the old wrecks on the great sea of human existence which have floated down to our time and found a lodgment here and there along our shores. They do not belong to our period.

What of our day? The problem of life is ever increasing in its complexity. The struggle for existence is in its fierceness. Everything is intense. Labor-saving inventions and discovery of new materials and methods for adding to the comfort and convenience of mankind have increased the standard of living to which all aspire. Wealth as a means of obtaining this is more and more desired. To supply the ever-increasing demand affords opportunity for the profitable employment of capital and at the same time requires the constant exertion of skilled and unskilled labor. The tendency to take shorter cuts to wealth than mere industry, economy, and commercial integrity furnish is great and growing. Three classes have formed and are becoming better defined and more stable. First. The owners of inherited

wealth who live to enjoy wealth and leisure. Second. The employer or capitalist class which exhibits great energy, activity, enterprise, and industry in the accumulation of profit and whose power grows with its wealth and the magnitude of its business operations. Third. The employed classes, skilled and unskilled, upon whom the rapid development of the country's resources and extension of its business casts a burden of incessant and exacting labor.

Great wealth—great poverty—idleness and luxury—great labor and struggle to accumulate wealth and to increase means of acquiring comforts and luxuries—these mark the time, and these have made pleasure and business the ruling idols of the period, and the latter the God in whose temple most congregate and before whose shrine the greater number offer their constant sacrifices.

The increase in wealth and trade—the tremendous force with which the currents of human thought and energy have been turned in that direction—in this day and particularly in this land is a matter almost beyond human comprehension. William E. Gladstone has estimated that the manufacturing power of



Central Building.

West Wing.

Ewing Hall.

the world is doubled by machinery every seven years.

Men are greatly influenced in their character and life by their idols. It cannot be otherwise. True it is not what men claim to or even think they believe in or worship which forms them. Europe and America are full of nominal Christians, who are not at all like the lowly Nazarene and upon whom their formal religion makes no impression. Seneca, the Roman philosopher, lived in an age of paganism, whose pantheon was filled with gods and goddesses of dubious origin and uncertain character, and formally accepted the faith of his times; and yet he was more like the Son of Man in his conceptions of moral truth than the average Christian.

It is that which is the center of one's hopes and fears, his apprehensions and his aspirations, in relation to which he lives and moves and has his being, which absorbs his thought and controls his conduct, which furnishes the motives and the object of his life and is the goal for which he strives—that it is which constitutes, in very truth, the idol of his heart and moulds the man. Beyond that all is mere formalism, nominal conformity to

creed or practice, in which there is no interest and no vital faith.

The prevailing idolatry of business could not fail to make a deep impression upon our character, national and individual. The conditions by which we are surrounded and hedged about are not in high degree conducive to spirituality. They tend to materialism—to a worship of the visible and practical—to a desire for the earth and the physical and material comforts which it brings rather than to spiritual growth and perfection.

The opportunities for the acquisition of wealth through invention, or discovery of new products or new sources of supply, in this new country, in its astounding rate of development are so numerous and great that immense fortunes have been made in a very brief period. The spectacle of suddenly acquired and colossal fortunes is greatly stimulating. The desire to grow rich apace grows by what it feeds on. The whole community becomes more or less infected. Old methods are voted slow. Industry is in demand—but is a plodding virtue, and there is a great temptation to the individual, in view of all

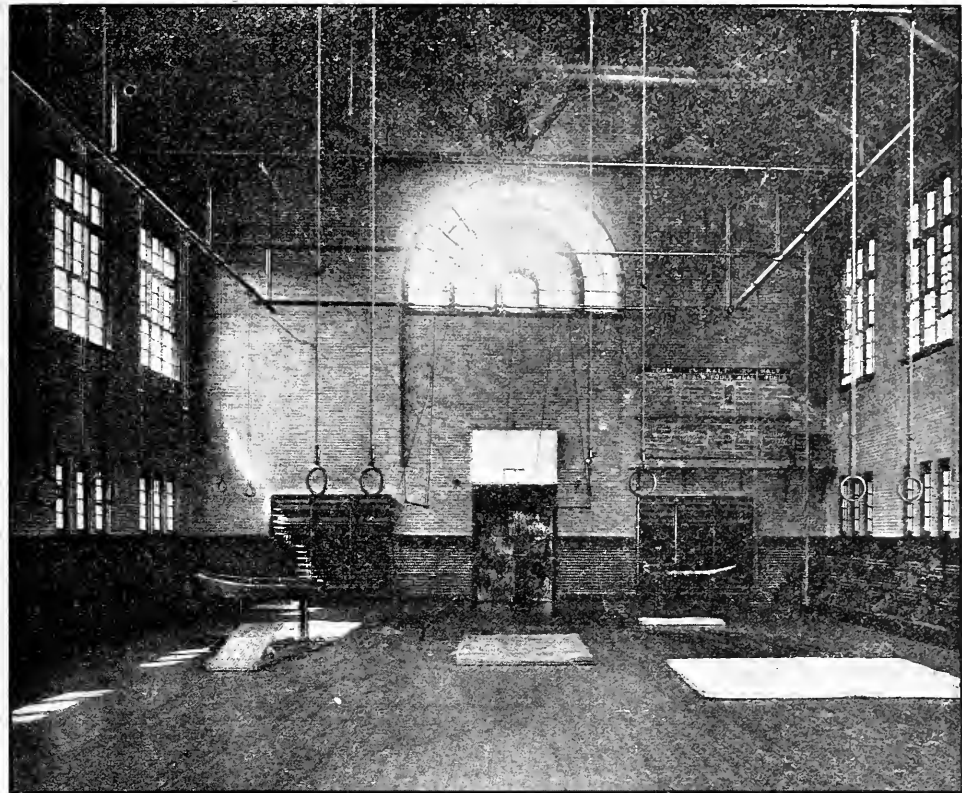


this rush and rapid increase, to find some more rapid method of acquisition. Commercial integrity is highly esteemed, but the allurements are great to seize the tempting financial prizes of our day at all events, and not to allow too many scruples to impede our progress or prevent our success. Professional ethics are, in like manner, greatly disregarded and are gradually becoming undermined. Every man is tempted to exaggerate in praise of himself—to advertise himself and his—and to emphasize it by belittling his fellow—especially his competitor—and competition is too likely to degenerate into a scramble for underholds and for victory by any means however unscrupulous or unfair.

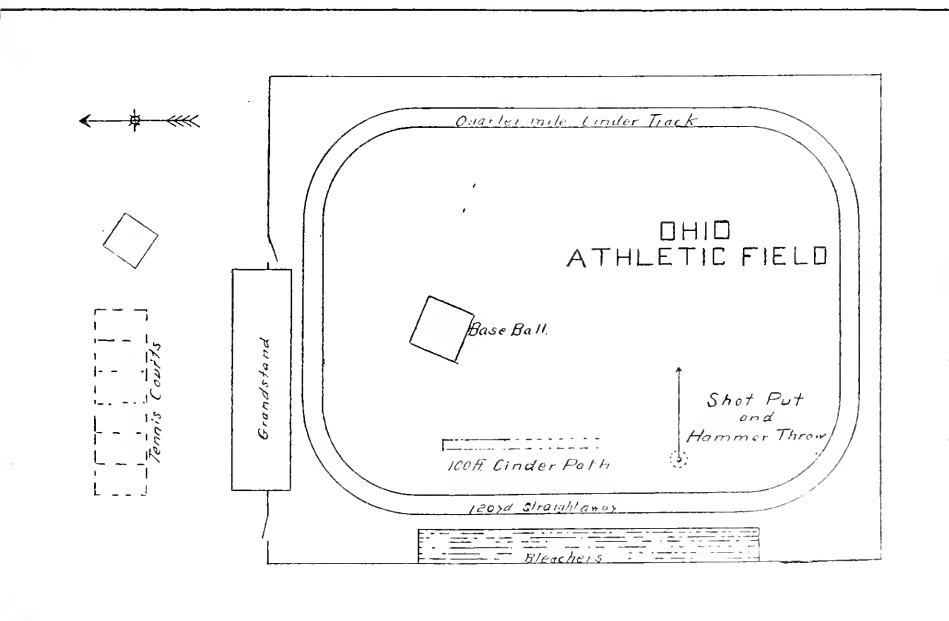
But that is not all. It is sad enough to find such great numbers willing to offer as sacrifices on the altar of mammon their honor and their integrity. It is grievous enough to see how numerous are those who, having been found out are exiles from home or behind prison walls are reaping the rewards of their dishonor. What is worse is that the idolatry of business tends strongly to establish in the entire community a commercial standard of

morality which differs from the teachings of the Son of Man as day from night.


This is an insidious faith. It obtained a great hold upon us without, until recently, exciting comment. We have changed without realizing it. The elector, the law-maker, the press, the pulpit are all affected by it. The merchant contributes to support handsome churches and pay good clerical salaries and winks at vices which furnish custom. The politician seeks the favor of immoral wealth and the political favor of those who profit by vice. The voters have been educated in the same creed. Those who feel that their pecuniary interests would be affected by legislation or by voting in certain directions do not hesitate to pay for legislation or buy the voters; and neither does he who can control others' votes or has one of his own, and at the same time has no capital interests at stake, hesitate, in a great many instances, to sell his vote or his influence to the best pecuniary advantage and to the highest bidder. The press is induced to pass by in silence or even to give approbation to that which is morally wrong, not always for a



INTERIOR OF GYMNASIUM.



Department
 of
 Civil and Electrical
 Engineering



J. N. SUMMERS

direct and open bribe, but frequently in order to favor those who favor it.

Bishop Williams says "The Church not only confines its work mostly to the respectable classes, but it puts itself in a position of dependence on the well-to-do. It accepts without question the 'tainted money' of 'wealth malefactors' and inscribes their names over the doors of its houses of worship and its institutions of education and charity, fawns upon them with the grace upon its lips 'for what we are about to receive, the Lord make us duly thankful,' and often muzzles the mouths of the prophets lest they offend the sources of munificence and check the stream of bounty upon which it depends. It regularly applies a different and stricter standard of morals to the beggar who shall be deemed worthy of its charity than it does to the patron who sits in the front seat in the church the vestry and the ecclesiastical legislature."

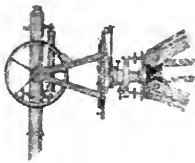
But a righteous wave of indignation is sweeping over the country to-day. The people are demanding the punishment of those who sitting in high places of trust and confidence have betrayed that trust and violated the confidence which has been placed in them. This popular awakening seems to many to promise much of immediate and lasting good. But I must confess that, although above all things else I think the most to be pitied is a pessimist, at the risk of being called a pessimist I must confess that I do not see the bright gleam of hope through any rift which the present agitation has made in the clouds of greed and graft. The present agitation is for punishment of the guilty; almost a mob desire for the punishment of those by whom the people believe they have been betrayed. We hear much of the law's delays. It is complained that the wheels of justice move too slowly.

This may satisfy the populace which has given to the subject but a superficial study. But we must remember that it is not punishment but prevention which should be sought and we must remember that these infractions of our laws are but a few of the many forms of sacrifice to the present all pervading idolatry of business and worship of self.

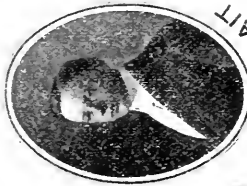
They must continue to become more common in spite of laws and courts and prison walls so long as the object of the punishment is alone directed to these forms of sacrifice and worship and there is wrought no change in our attitude toward the vital principle which we worship.

What the idolatrous people of darkest Africa need is not chains and dungeons and courts and executioners but missionaries of light and hope and peace to show to them a more perfect faith and nobler works. What the civilization of Idolatrous America needs is a great missionary movement to instruct the people as to the highest aims and ends of human existence. It is worse than useless for us to bow down before the Idols of Mammon and then to condemn the legitimate fruits of that worship. It is worse than hypocrisy to fawn upon success and prosecute failure achieved by the same means. We have disgraceful wealth as well as disgraceful poverty, and honest wealth as well as honest poverty. The measure by which we should mete out to men the honor which we bestow upon them is the measure of work well done.

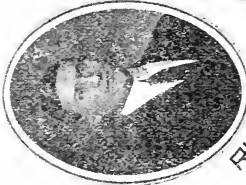
"No one can pass through his allotted term of years without profiting by and consuming the fruits of other men's toil." No man should be respected who does not return therefor, in so far as he is able, a fair and just compensation. Honesty and industry should be the twin virtues of secular life; and by honesty I do not mean an honesty that is designed to keep men out of jail, but an honesty ever ready to give to others their just due and scorning to take more. We can stop the era of political and social and financial graft and crime when, and only when, we turn about and worship at the shrine, not of coin, but of conscience, May we all, as we go up and down the avenues of life, by precept and by example, scatter the seeds from which may grow a purer business life and a better civilization, and may those seeds blossom and bloom and become an inspiration to our feet and, until they come to full fruition, spread the sweet perfume of better things over the lives of us all.



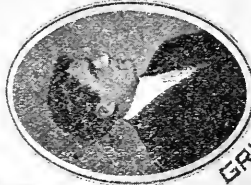
PROF. ADDICOTT



STRAIT



RILEY



GRINER



WATSON



SHERMAN

CLASS
IN
CIVIL

ENGINEERING
OHIO UNIVERSITY



1861

Philomathean Athenian Adelphian

ELEVENTH ANNUAL

Oratorical Contest

June 12 1911.

PROGRAM.

Piano Solo.....	Zelma Krapps
Oration.....	H. O. Tidd
Subject: For the People.	
Oration.....	L. D. Jennings
Subject: Economy of Peace	
Vocal Solo.....	H. L. Ridenour
Oration.....	H. L. Nutting
Subject: The Divine Law of Peace (a)	
Oration.....	Samuel Shafer
Subject: The Hope of Our Nation (b)	
Vocal Solo.....	H. L. Shively
Oration.....	C. U. Keckley
Subject: The Mother of International Peace (c)	
Oration.....	R. E. Guttridge
Subject: The Evolution of Peace	

Prizes.

- (a) First Prize, \$50.00.
 (b) Second Prize, \$30.00
 (c) Third Prize, \$20.00

The Prizes are offered through the generosity
 of Mr. J. D. Brown, of Athens, Ohio.

Judges.

Judge Edward B. Follett, Marietta, O.
 Edwin Jones, Jackson, O.
 Prof. E. S. Cox, Parkersburg, W. Va.

Commencement Exercises

School of Oratory

College Auditorium

THE CLASS OF 1911.

Margaret Wyndham..... Ruth Lillian Miller
 M. Elizabeth Morris..... Mabelle L. Pfeiffer
 Julia Baker..... Clyde U. Keckley

PROGRAM.

Saturday Evening, June 10, 1911.

The Silent System.....	Brander Matthews Elizabeth Morris Clyde Keckley
Scene from "If I Were King".....	McCarthy Margaret Wyndham
At the Box Office.....	Elsie Livermore Ruth Miller
Polly of the Circus.....	Margaret Mayo Julia Baker
Danny	Elias Day Clyde Keckley
The Kleptomaniac.....	Margaret Cameron A Comedy in One Act.

CHARACTERS

Mrs. John Burton (Peggy)...	Mabelle Pfeiffer
Mrs. Valerie Chase Armsby (young widow).....	Julia Baker
Mrs. Chas. Dover (Mabelle) ..	Elizabeth Morris
Mrs. Preston Ashley (Bertha).....	Margaret Wyndham
.....	Ruth Miller
Miss Margaret Dixon.....	Jean Adams
Miss Evelyn Evans (Journalist) ..	Katie (Mrs. Burton's maid)

Tuesday Afternoon, June 13, 1911.

1:30 O'Clock.

Scene from "Mary Stuart".....	Schiller Mary Stuart..... Queen Elizabeth... Margaret Wyndham
Little Sister Snow.....	Frances Little Elizabeth Morris
Court of Boyville.....	White Ruth Miller
A Grand Army Man.....	O'Higgins

CHARACTERS

Wesley Bigelow.....	Clyde Keckley
Aunt Letitia	Mabelle Pfeiffer
Hallie.....	Julia Baker
Bob.....	Rollin Guttridge
Smiffens.....	L. D. Jennings

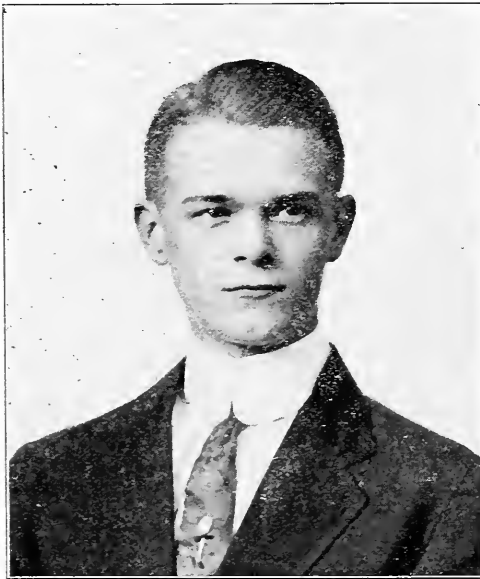
Prize Oration:

"THE DIVINE LAW OF PEACE."

Harold L. Nutting,

(Member Sophomore Class, O. U.)

Seneca, the distinguished Roman moralist, puts in one excellent phrase, the whole of the Roman law, "Man's a sacred thing to man." Yet while lovely women held their thumbs down as readily as up, stony-hearted gladiators fought to their death in the amphitheater. The



MR. NUTTING.

ancient Roman placed a low value on human life.

So it is in more modern history. We recall the renowned interview between Metternick and Napoleon, in which Napoleon demanded a report of a certain campaign. "Sire," said Metternick, "you cannot undertake it. It will cost one hundred thousand men." "One hundred thousand men," retorted Napoleon, "what are one hundred thousand men to me?" Metternick, terribly enraged over the statement, walked to a window, opened it, then burst forth irately: "Let all Europe hear that infamous declaration."

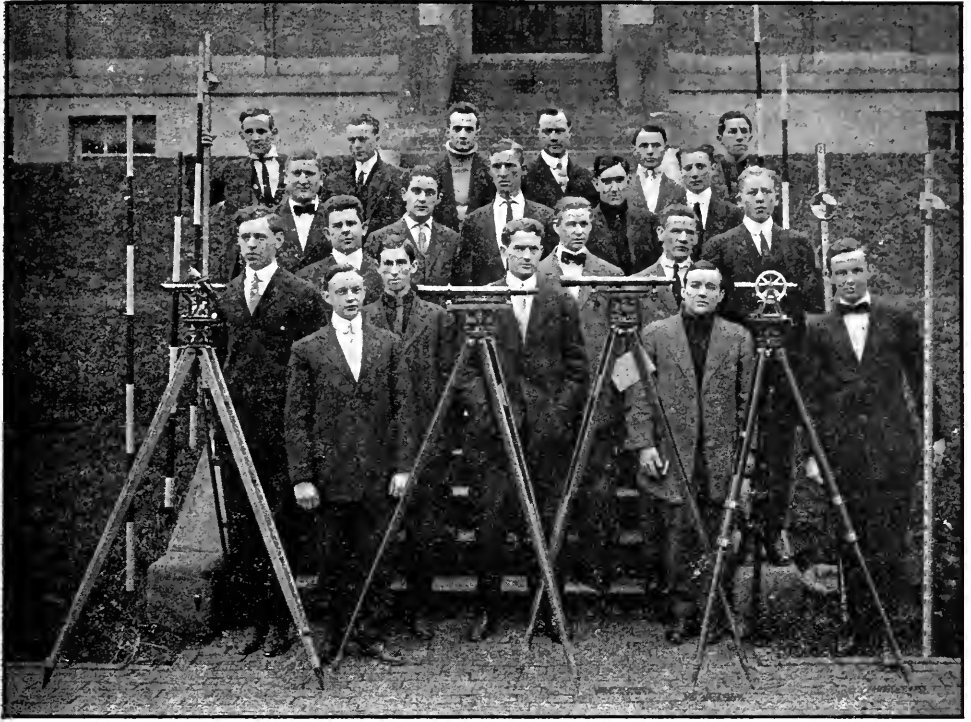
Why has the past ignored the sacredness of human life? This no doubt is the saddest question that has ever been asked. The Ancient advanced the same thought and asked the same question. He knew, as well as we, that man is second in value, intrinsically and sentimentally, only to God. He knew that man was master of the universe; that Nature's forces and materials were mere tools in his shaping hands for the creation of utilities; that with only a finite intelligence he had accomplished infinite problems; that man was created in the image of God; that he was made not alone to live forever but to set in motion concentric waves of influence, which would ever widen and spread searchingly over the universe to magnify and laud the works of their initiator in eternity. But more than this he knew that the human life was not predestined to be taken by such an unnatural process as that employed by war.

In proof of this, Christ, our Savior, foreseeing the possibilities of future wars, the waste and extravagance of civil conflict, burdensome taxes imposed by national debts, the desolation of homes, the broken hearts, and above all the awful sacrifice of human life, gave utterance to a divine truth that the world had been slow to heed. "Blessed are the peacemakers, for theirs shall be the Kingdom of Heaven."

It might be truthfully said that war arises from three sources: "Land, Religion, and Pride." In its march it overlooks not the lawyer, philosopher, promoter, financier; all are swept away by the War God. The life which God granted them is taken and the purpose for which it was endowed is crushed.

We as a nation, however, honor, cherish, and revere the names and honored deeds of the living and dead who sacrificed their lives that we as a nation might live. But the call of the country to-day is not that we die but that we live for our country's development and welfare. In order to perpetuate this truth war, our unfair and implacable foe, must be eliminated. International arbitration meets our demand most satisfactorily.

Peace, however, in its true sense, is always the resultant of righteousness. When it is gained by cowardice or by national effeminacy, or through the sacrifice of virtues, the true purpose of The Hague Tribunal is not met. Since the Tribunal has been estab-



CLASS IN CIVIL ENGINEERING.

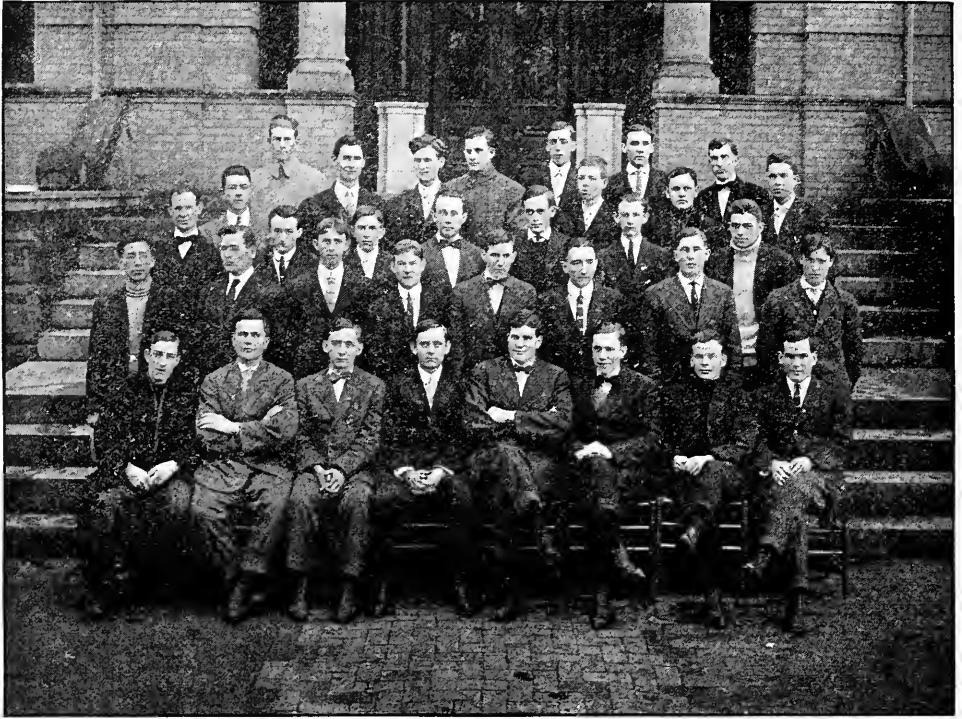
lished, nearly every potent nation of the world has settled a few disputes, many of which would have necessitated war in previous times or ages. For in the early days war seemed to be the only alternative in settling acute differences. Although we have an adequate tribunal, the Spirit of Peace has not permeated the thinking of the people. As long as the motto of the Roman exists: "Blessed are the mighty, blessed are the powerful, and blessed is force," as long as the babe draws from its mother's breast the inspiration of warfare, and as long as man's thoughts begin and end in the magnified splendor and power of war and of force, just that long will the sanguine struggle which involves the taking of human life exist.

The insufficiency of the so-called virtues of war must be taught by the most efficient instruments of communication. The most efficient instrument is an honest press, the press that excludes those glaring headlines which incite in us a hostile feeling. Other potent

agents are the ministers who can promulgate the true concept of the ethical precepts of God and Man; and the teachers who can impress upon young men and women that character is nobler and worthier, as an asset in life, than mere lucrative or worldly gain. When this status is installed in the place of brute-force, we see and feel the Great and Divine Law of Peace ruling incarnate.

There is no country that presents us better opportunities for using our influence. Here in the land of colleges, universities, great churches, scientific societies and clubs, with such men and women to consider our worthy and momentous cause, we should illuminate with the life-giving light of Peace every corner of the world. The heart of humanity should vibrate to the golden String of Peace.

Slowly, yet surely the old order changeth, giving place to the new. We, of to-day, are taking farewell glances at the gorgeous picture of Caesar, Hannibal, Napoleon, Wellington, and others, on their war steeds and in



CLASS IN ELECTRICAL ENGINEERING.

their war chariots, with valiant men marching forward, their bayonets glistening, banners fluttering, bands playing, advancing to victory or defeat. On every side appear the mangled bodies of the slaughtered, headless, mutilated, dismembered, spectacles too shocking and appalling for description.

And yet, we of the Twentieth Century, can depict another scene, by far more fair to behold, the conquest of the Prince of Peace, who established the Divine Law of Love, by promulgating the decree, "Thou shalt not kill," thereby placing a high value on human life. Through all ages He has marched with hands ever outstretched in kindness and blessing. The lame and deformed are healed at His touch, the blind are relieved of their affliction, the weak are made strong, the suffering are comforted, and none are so poor or feeble as not to understand the goodness of His coming. In His life is found the Divine Law of Peace reigning incarnate; in His teaching: the sacredness of human life.

By the teachings of Christ, our Savior, let us conquer. Let us take the natural course of life and entertain not a feeling of enmity toward our brothers, but a feeling of peace, love, and good will. By so doing we will cause the war clouds to fade away from the shores of Time; by so doing we will give free course to our industry and commerce; and our national prestige, and honor, and glory, and power, will always be founded, not upon the riot and carnage of bloody war, but upon a national righteousness, which, heeding the Gospel of the lowly Nazarene, will forever and forever respect the sacredness of human life.

"Glad Prophecy to this at last,
The reader said, shall all things come,
Forgotten be the bugle's blast,
And battle-music of the drum,
A little while the world may run
Its old, mad way, with needle gun,
And iron-clad; but peace at last shall reign,
The cradle-song of Christ was never sung in
vain."

1804

1911

ANNUAL COMMENCEMENT

OF

Ohio University

Thursday, June 15, 1911

9 o'clock A. M.

PROGRAM.

The Orchestra

Invocation

Duet—"Quis Est Homo".....Rossini
Misses Hughes and StewartAddress...."A Twentieth Century Republic"
Hon. Chester H. Aldrich
Governor of NebraskaViolin—"Hullamzo Balaton" (Hungarian
Czardas Scenes).....Hubay
Professor J. N. HizeyConferring of Degrees and Presentation
of Diplomas

Benediction.....Rev. H. M. Hall

THESES

For the Master's Degree.

- John Corbett: The Growth of Children
 Asher H. Dixon: The Place of Industrial
 Training in Public Education
 Verne Emery LeRoy: The Study of Certain
 Nerve Stimulants and Their Effects
 Alfred Erwin Livingston: Development of
 the Central Nervous System of the Nec-
 turus
 Mildred Ardelle Street: Repetitions in
 Shakespeare's Plays.

For the Bachelor's Degree.

- Adda May Andrews: Wordsworth's Influ-
 ence Upon Coleridge
 Helen W. Baker: The Women of the Hom-
 eric Age
 Bernice Belle Barnes: The Spiritual Nemesis
 in Shakespeare's Tragedies

Leo Chapman Bean: Nerve Staining by the
Intra-Vitem MethodCarl W. Bingman: Suggestions from the
French School SystemHomer G. Bishop: Color Preferences of
Some ChildrenAlva E. Blackstone: A Course of Study for
Commercial High SchoolsWilhelmina R. Boelzner: Culture and Service
(Oration)Frederick W. Cherrington: The Practical
Type of Character in Shakespeare's Plays

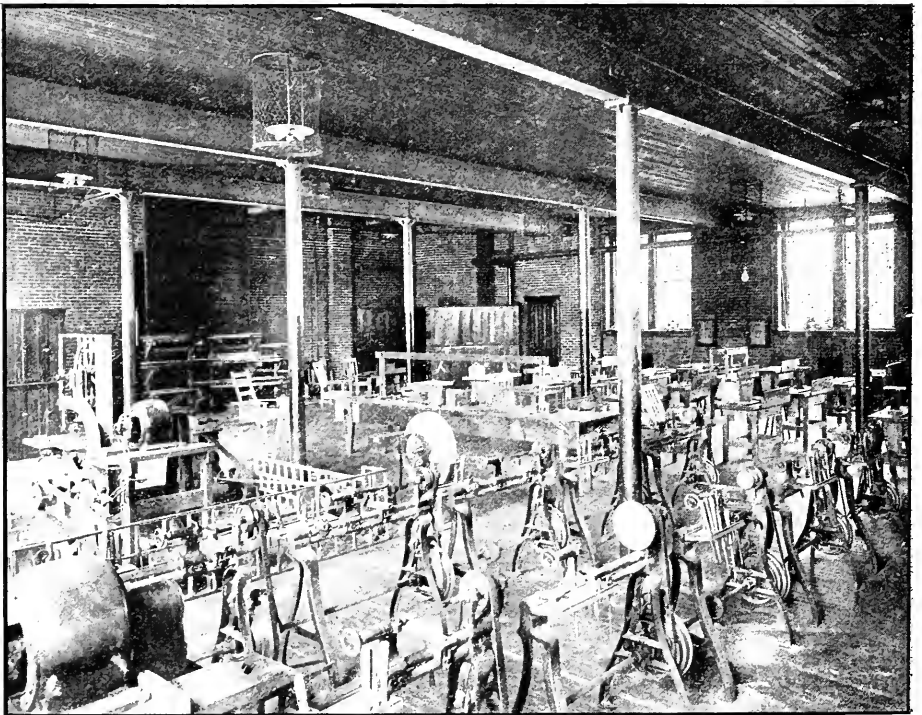
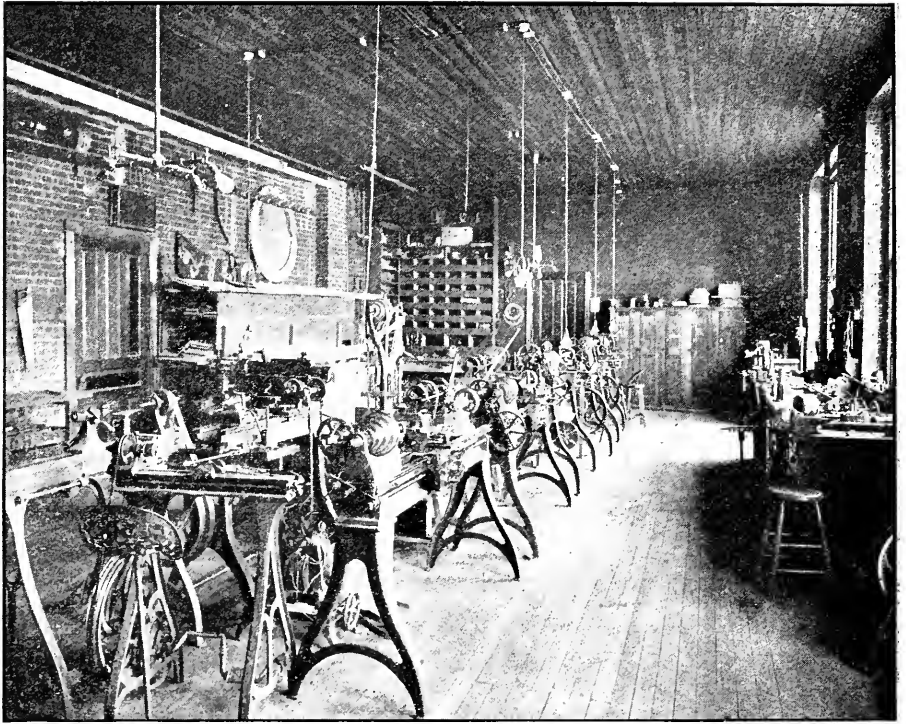
Mary Connett: The Sonnet

Manley L. Coultrap: The Speaker of the Na-
tional House of RepresentativesEdith Lillian Cronacher: The Realism of
William Dean HowellsHarlan J. Dickerson: State Quarrels With the
Nation

Delma V. Elson: Art in Browning's Poetry

George A. Erf: The Place of Imitation in
EducationEdna Elizabeth Flegal: Oliver Cromwell and
the ProtectorateMargaret C. Flegal: The Modern Element in
EuripidesFlorance D. Forsythe: Weak Points in Our
National Banking SystemHarry Garfield Griner: The Development of
ScienceMabel R. Howell: The Influence of the
Bible on the Poetry of WhittierArlington B. C. Jacobs: Course in Agricul-
ture for Secondary SchoolsFredia Finsterwald Jones: England Under
VictoriaGrace Marie Junod: The Development and
Value of Modern ShorthandFrederick C. Landsittel: The Social En-
gineer (Oration)James A. Long: The Battle of the Standards
(Oration)Walker E. McCorkle: The Development of
the Eyes of the NecturusJames Pryor McVey: The Women Folk of
George MeredithErnest C. Miller: Schiller's Earlier and Later
Conception of Liberty

Harry P. Miller: Soil Analysis.



METAL AND WOOD-WORKING SHOP VIEWS, DEPARTMENT OF ENGINEERING.



STUDENTS IN COMMERCIAL CLASSES.

- Orla G. Miller and Clyde L. White: A Study of Some Iron and Steel Permeability Curves
- Eva L. Mitchell: The Heroines of Jane Austen and Those of Scott
- Joel Calvin Oldt: Motor Development Through Manual Training and Industrial Education
- Howard A. Pidgeon and Barnett Winning Taylor: Determination of Calorific Values of Hocking Coals
- Walter A. Pond: The Growth of the Roman State and the Development of Its Law
- Edward Portz: The Payne Tariff
- Virgene Putnam: Art Education in Relation to Manual Training
- Mary Agatha Rapp: The Teaching of Geometry
- Edward R. Richardson: Vocational Training—Its Place in Public Education
- John E. Russell: Testing Seed Corn
- Elizabeth Sanzenbacher: Methods of Teaching the Novel in the High School
- Alice L. Sherman: Freneau's Influence on American Poetry
- Lloyd M. Shupe: China and the United States (Oration)
- Mary Minnie Soule: Literature in the High School
- Orin C. Stout: Determination of G for Athens by a Special Method
- Carl L. Tewksbury: Stock Exchanges and Speculation
- Ernest C. Wilkes: Biblical References in the Debates and Addresses of Lincoln
- Leland S. Wood: The Origin of the Monroe Doctrine



SCHOOL OF COMMERCE, CLASS OF 1911.

Commencement Exercises

**SERVICES AT THE OHIO UNIVERSITY
LARGELY ATTENDED.**

**Brilliant Array—Fine Music—Magnificent
Addresses.**

The commencement exercises of the Ohio University began on Sunday, June 11. At the morning services the large Auditorium was densely packed to overflowing with a cultured audience consisting of the college faculty in caps and gowns on the stage, and the students and the elite of the town confronting them. The Girls' Glee Club, directed by Miss Roberts, sang "The Roseate Hues of Early Dawn." Miss Hughes sang, "I Will Extol Thee," and the trio, Miss Hughes, Prof. McVay and Mr. Frank Kurtz, sang, "On Thee Each Living Soul." President Ellis read the scripture lesson; Prof. Evans offered prayer; and Rev. Thurlow pronounced the benediction. The baccalaureate address was delivered by Hon. Wade H. Ellis. He began by saying that "Some are born great, some achieve greatness, and others have greatness thrust upon them." The address was devoted to a

history of the development of government in England and the United States showing how the people have gradually acquired governmental powers. The topic was chosen in view of the near approach of the time when the Constitutional Convention will meet which will frame a new constitution for the state and the people will be called upon first, to choose delegates to the convention and then to vote on the result of its labors. Speaking of the growth of the country he said that when the Ohio University was established the population of the United States was less than that of Ohio now, that there were less students in all the colleges than the University of Ohio now has, that there are now more colleges in Ohio than there were then in the United States. There are now more teachers in Ohio than there are soldiers in the United States army. One of the best signs of the times is that while more money is being expended for warlike purposes than ever before there are propositions in favor of universal peace being seriously considered.

The closing of the address was a fine peroration in which the speaker declared we are now living in the best day, year, and century of the world, and that the people of the United States are more fit to govern themselves than ever before, better able to pre-



TYPEWRITING DEPARTMENT VIEW.

serve their rights, and better fit to enjoy their privileges than ever.

(The address is given in full elsewhere.)

The annual service at the University of Ohio on Sunday evening was well attended. The services consisted of a solo, "Ave Maria," Miss Pauline Stewart; duet and chorus, "I Waited For the Lord," Misses Hughes and Bowser; duet, "Tarry With Me," Miss Roberts and Mr. H. L. Ridenour.

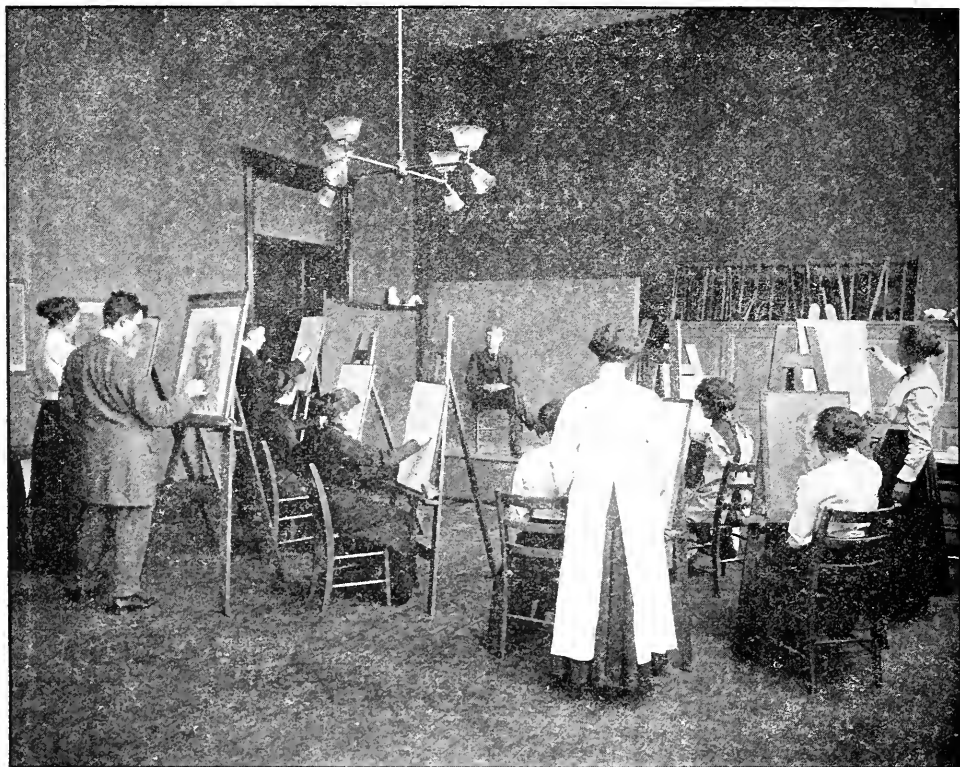
Scripture reading, Dr. William Hoover. Prayer, Prof. F. Treudley. Benediction, Rev. Swinehart.

The sermon by Rev. William McKibbin, D. D., LL. D., President of Lane Seminary, based on 1. Sam. 22:1-2, was a fine, scholarly effort. In it he spoke of David and the men with him at the cave of Adullam, of David a fugitive and his companions as the financially embarrassed, the distressed, and the dissatisfied. These men were all controlled by David and taught useful lessons. Our country is

now like the ancient cave, in that we are receiving just such people from all over the world. As David saw the conditions, realized the dangers, and embraced the opportunities so must we. In even the lowest class of our immigrants there is intense desire for betterment, and there is courage.

There is choice material for good citizens in their enterprising spirit and plastic natures. The declaration, "And David made himself captain over them," shows he taught respect for rightful authority. He also taught respect for private property. The two methods by which these lessons must be taught in the United States are by means of religious instruction and proper secular education. The problem for wise statesmanship is how to take the heterogeneous elements that are pouring in on us like a flood and make out of them a homogeneous nation, a unified people. The only effective agencies that can be employed to produce this result are the church and educational institution.

(Elsewhere is given the entire address.)



CLASS IN DRAWING.
College of Liberal Arts.

The annual oratorical contest between the literary societies of the University of Ohio took place on Monday evening. A very large audience was present. The orations delivered were: "For the People," H. O. Tidd, Adelpian; "Economy of Peace," L. D. Jennings, Philomathean; "The Divine Law of Peace," H. L. Nutting, Athenian. This was awarded the first prize of \$50: "The Hope of Our Nation," Samuel Shafer, Athenian. This won the second prize of \$30: "The Mother of International Peace," C. U. Keckley, Athenian. This gained the third prize of \$20: "The Evolution of Peace," R. E. Guttridge, Philomathean.

During the evening Miss Zelma Krapps played a piano solo, and Messrs. Harry L. Ridenour and H. L. Shively sang solos.

The \$100 awarded in prizes was the gift of Mr. J. D. Brown of Athens.

President's Reception.

The President's reception at the home of Dr. Alston Ellis on Tuesday afternoon was a splendid function. From 3 to 6 o'clock a continuous stream of visitors poured into the beautiful home of the Doctor and his wife, who received the guests to the number of about 500. Light refreshments were served and favors pinned on. Among the guests were many of the alumni and old friends.

Annual Concert.

The annual concert of the College of Music was given by members of the Senior class in the Auditorium on Tuesday evening. It was, of course, excellently rendered and was as follows:

Ballade in C minor (Chopin), Miss Mabel Stewart.



ART STUDIO.

"The Parting Hour," (Ellen Wright).

"The Lass with the Delicate Air," (Arne), Miss Harriett Kelley.

"Dance of the Elves," (Sapelinikoff),

"Caprice Espagnole," (Moskowski), Miss Ethel Radcliffe.

Polonaise in A flat (Chopin), Carl Kenneth Ferrell.

"Vilanelle" (dell' Acqua), Leta Mae Nelson.

"Berceuse" (Chopin),

Sextette from "Lucia di Lammermoor" (Donizetti),

Arranged for Left Hand Alone, (Leschetizki), Miss Harriett Kelley.

Ballade in A flat (Chopin), Miss L. Mae Nelson.

Class-Day Exercises.

The Graduating class exercises were held on the University campus on Wednesday morning. These consisted of:

Salutatory, Class President, Howard A. Pigeon.

Class Poem, Margaret Flegal.

Prophecy, A. B. C. Jacobs.

Quartet, Wilhelmina Boelzner, Clyde White, Eva Mitchell, F. D. Forsythe.

Class History, Lillian Cronacher.

Address by Class Professor, Prof. D. J. Evans.

Valedictory, Mary Soule.

Surrender of O. U. Keys, J. A. Long.

Accepter of Keys, H. L. Ridenour.

Class Song, the Class.

The Class numbers 53 who have each taken a full course in one of the departments of either arts, science, philosophy, or pedagogy. The University is to be congratulated on the number and quality of the graduates.

The commencement exercises at the Ohio University closed last Thursday morning in one big blaze of glory. One hundred and forty graduates received their diplomas. This was the largest class ever before graduated at one time at this time honored institution, which seems going through a brilliant period of rejuvenescence. The procession of the faculty, alumni, and graduates in caps with various colored tassels indicating departments of art, science, philosophy, and pedagogy and gowns of black with all sorts of colored adornments made a beautiful spectacle.

The program consisted of music by the orchestra; Invocation by Rev. William Alder-



ART STUDIO.

man: Duet, "Quis Est Homo," by Misses Hughes and Stewart; an address by Hon. Chester H. Aldrich, governor of Nebraska; a violin solo, "Hullamzo Ballaton," by Professor John N. Hizey; the conferring of degrees and presentation of diplomas by President Ellis; and the benediction by Rev. H. M. Hall.

The address by Governor Aldrich was a master-piece. It is entitled "A Twentieth Century Republic." The address was well thought out, very carefully prepared, and delivered in masterly style.

He began with the usual praise given to Athens and the University, which most speakers give us. In this was reference to the dryness of the town. He declared the Ten Commandments and the Declaration of Independence to be the best base for a free government.

"If I were asked the question as to what are the sacred utterances given to man for his guidance in the important activities of life, my answer would be the Ten Commandments and the Declaration of Independence," said Governor Aldrich. "Separated as these propositions are by a wide waste of more than thirty centuries, yet so intimately are they interwoven with the life of man and the destinies of nations that where we find there is not ab-

solute coalescence of these ethical truths, there you will find neither the home or political liberty."

(The address in full can be found elsewhere.)

Abridged from reports found in *The Athens Tribune*.

THE BATTLE OF THE STANDARD.

By

James Arthur Long, A. B.

The citizens of Florence desired to decorate the walls of their great council chamber. In order to get the best design possible, the work was offered for competition. The contestants might choose any subject from the Florentine wars of the Fourteenth century. Two great artists were competitors for the work, Michaelangelo and Leonardo da Vinci. Leonardo chose for his design an incident from the battle of Anghiari, in which two companies of soldiers fought for a standard.

Such a scene is but the portrayal of life in the individual and among nations. The standard has been planted on an elevation and the opposing forces gather about it for the final stand. The encouraging word is

passed along. Then the advance, the attack, the struggle and the repulse; and then the rallying and a fresh onset, each side determined to possess the standard at any cost. See the blood-stained, shot-torn streamer as it floats aloft! See the march of martial men with lines of determination written deeply in their faces! See the wounded, the dying, and the dead! See the encircling cloud of witnesses, who watch the heroism of the battle, and then we are led to exclaim, "Truly, life is a battle of the standard."

There is deposited at the seat of various governments an absolute standard of weights and measures and those who would be correct must look to these as a guide. The



MR. LONG.

struggle for a standard, a method of procedure, is as old as man; for no sooner did he appear on the earth than the struggle for ideals began. The conflict is not only race old but world wide. In the primeval days it might have been called "the law of the club and the fang," or the supremacy of the fittest. The greatest warrior became the chief. The most resourceful king became the emperor.

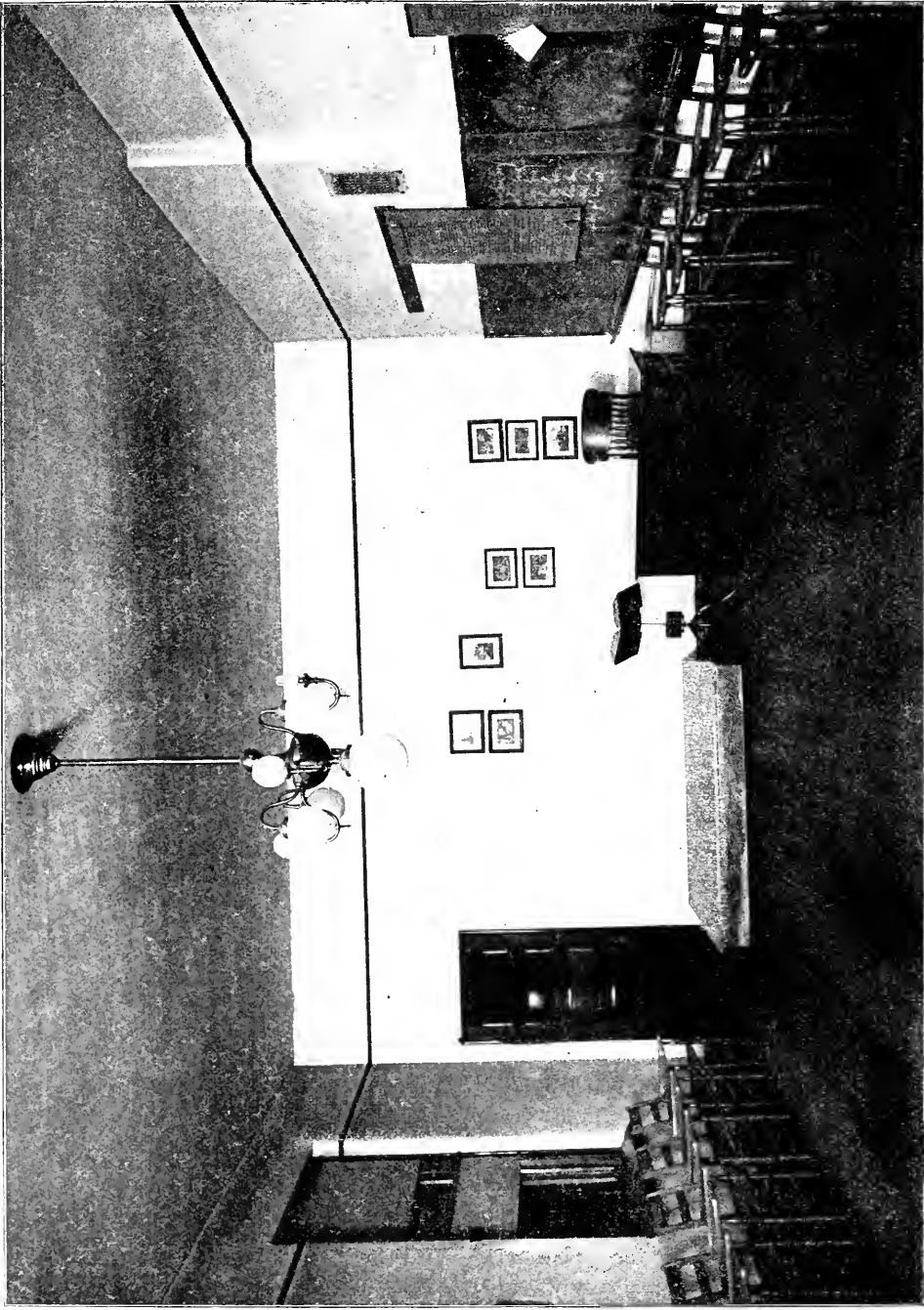
In the commercial world from the footman, the caravan, the sailing vessel, to the ocean liner, and the transcontinental space annihilator, the struggle has raged with unrelenting fury. In the mental world the conflict is intensive. The Chaldean astrologer, the Egyptian geometer, the Grecian philosopher, and the modern scholar, have all

conned with knit brow the problems of the ages. These thinkers have all been searching for the structures which have foundation in the truth. Yes, the eternal question, "What is truth?" has marshalled armies of scholars who have marched tiresome journeys and fought world battles. Nor in the spiritual kingdom is the struggle less intense. A vast company like Paul, Savonarola, and Luther have fought the good fight. "For our wrestling is not against flesh and blood, but against principalities, against the powers, against the world-rulers of this darkness, against the spiritual hosts of wickedness in the heavenly places."

Captivity is worldliness, selfishness, and falsehood. You may imprison Bunyan but his mind grasps the truths of all time and his eyes see not only the uncanny prison walls with their mold and repulsion but the pathway of life and the Delectable Mount. Philip was dragged from the city and stoned by unholy hands, yet his spirit ranged free and he beheld the celestials waiting near.

The man whose ideals center in self, keeps entering narrower spheres, and the realization of his purposes ends in self-destruction. Self-seeking is self-losing. Devotion to the lower is the destruction of the higher. Centralization in the material is the dispersion of the spiritual. Giving is the law of possession. Emptiness is the first requisite to fullness. The birth of the beast is the death of the god.

History catches man as he emerges from the dark. Age by age he has been the measure of all things and the resultant of all that was. The silent toil of one generation becomes the transmitted aptitude of the next. Records, like nature, love to hide, but experience puts her questions and compels an answer. Let us then, really see, that history articulates with the rise and fall of men and nations and is but the expression of their struggle. It has been "one death-grapple in the darkness, 'twixt old systems and the word." The false in all thinking and the unholy in all systems must expire. It is the duty of man to assert the pre-eminence of truth. He must relegate to its proper relation the base in all things. The latent potentialities and possibilities in man must be cultivated until all things assume a proper



CLASSROOM, SCHOOL OF ORATORY.



CLASS IN METHODS OF SUPERVISING DRAWING.

perspective. For the object and end of life is the disposition of the relative and the absolute.

Beyond lies a great reality on which humanity is based. Philosophy is not content with the series of endless conditions presented by phenomena in space and time; but it attempts the infinite regress to the ultimate unconditioned reality on which the finite depends. The most pitiful victim of despotism is the despot. For while his power may, like the glacier, grind and pulverize the rock in which he makes his bed and through which he forces his way, yet he himself must be like the deadly ice which can never know the presence of kindly and beautiful life. Then the ultimate goal of human thought is freedom, immortality, and God.

Man's only freedom is his liberty to choose his master. Everything is obedient. The sun and the sea go where they are drawn. The stars and the earth move along the highway of their orbits, giving to the universe "the music of the spheres." Men do not build the incline on which they slide to oblivion's brink; nor erect the ladder on which they climb to empyreal heights, but choose their course. Life is governance. "You shall know the truth and the truth shall make you

free." In the right path obedience makes free. The mind is auxiliary to the deed, and the only master of the truth is truth. A man's past modifies his future, and a man's attitude toward the future will determine his activity here. For he that believes that he is preparing for other worlds; laying foundations for unending time; and fashioning now, what will in eternity, be complete; will act judiciously, build surely, and fashion aright. As a pilgrim's preparation depends on the rigors of the way and the length of the journey; so a man's standard must be measured by his desired haven and his prospective destiny. A continuous force or a goal of desire binds act to act and age to age, which enables each to "leave his low-vaulted past, with each new deed nobler than the last, till he at length is free."

The battle still rages, and we see the gleam of weapons and hear the clash of resounding arms. Yet one of the many benefits of this warfare is, that it counteracts selfishness. Men learn to think of the common cause, the public good, the prosperity of the many, and the honor of the regiment. Warmed by this passion and moved with enthusiasm for humanity we advance. Breathing the hope that neither suffering nor death can shame, and inspired by the love that is as high as God



NORMAL ART STUDIO.

and as vast as eternity we shall win. For even if,

"Truth forever on the scaffold, wrong forever on the throne,—
Yet that scaffold sways the future, and behind the dim unknown,
Standeth God within the shadow; keeping watch above His own."

Then to bring all things within the confines of man's noblest self-supremacy has caused the conflict of the ages. The divinest service of all time is to stimulate the healthier growth of lofty aspiration and to aid better thoughts on higher living. Emancipation from the bondage in which men are held, by bringing them into subjection to something better and worthier. Captured by the vision of spiritual redemption and snatched from former sensu-

ous ideals, we shall in some glad time shout, "Victory." Life is the motto, service is the means, and an unclouded destiny the end. "Whoever would save his life must lose it," is the elemental law of life. Man must realize this or perish. How ideals change! How often that which was once the apparent fittest passes from view to its death! A liberal education liberates. Not from the abyss but from the height, relation dawns clear. So through the garden, to the raising of brother against brother, from the city of Cain until the kingdom of truth shall appear the conflict will rage.

"For right is right, as God is right,
And right the day must win;
To doubt would be disloyalty,
To falter would be sin."

CULTURE AND SERVICE.

By

Wilhelmina Rosina Boelzner, Ph. B.

For more than a thousand years before the beginning of the "Renaissance" culminating with Michaelangelo and Raphael, the Grecian youth received from the great philosopher, Aristotle, in the shadow of the temples of Athens, a culture more refined than that possessed by any other people. And those master minds of Pericles and Demosthenes, Plato and Aristotle, we still visit with a reverential spirit for culture and inspiration.

Grecian art and culture were the outgrowth of perfection. Just so does Matthew Arnold



MISS BOELZNER.

tor or the painter. The soul speaks more earnestly in signs than in words. God speaks to man in sun and storms, in the stars and flowers, in the mighty ocean and the azure firmament. Thus to open to him the beauty of the forest, the poetry of the sea, and the sublimity of the heavens will reveal a power to feel the rhythm of the universe, a power to feel the greatness of truth, and to perceive the right and to be guided in pursuit of the best. The attainment of such culture and training makes possible all growth and enjoyment.

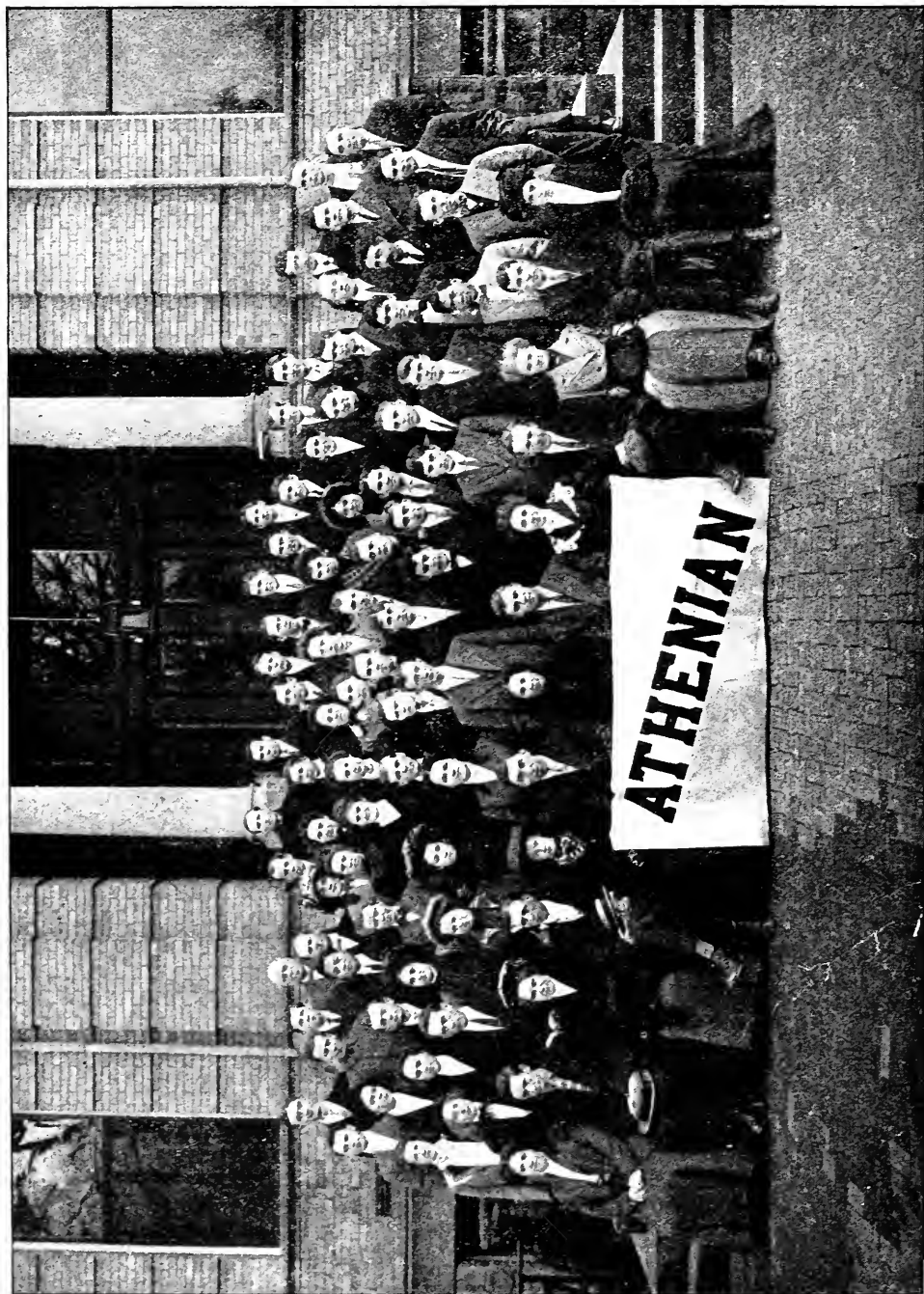
Thus we have our standards, without which the little flower in the cranny wall bears its message to deaf ears; the sweetest strains of music become harsh and discordant, the paintings of a Michaelangelo present only a motley combination of meaningless colors. But when the fetters that bind the power of circumstances are unloosed, and the mental and moral life are no longer stifled by limiting obligations to material interests, then they will catch the inspiration from the paintings of the Divine Artist and will themselves become the creators of cultivated ideals. Then will the inner lives of their fellow-beings be read as from beautiful parchment, from which will come more enlightenment and culture.

So a person may be highly educated, but if the finer sensibilities have never been stirred by the splendor of a sunset or the soul thrilled by the murmur of the babbling brook, there is a lack of that appreciation and refinement which brings man nearer to man and nearer to God.

The culture of the spirit must come through the education of the mind. Through the imagination the artist breathes into the inanimate object the breath of life and it becomes a living soul. By its aid deaf old Beethoven at his stringless instrument calls up the richest harmony of sound, and before the blind Milton in his darkness there rises the vision of that Paradise where man walked with God. He who has not cultivated the soul sees no beauty, no meaning, no power in the Paradise Lost, the symphony of Beethoven, or the master-piece of a Guido. So the imagination is the faculty by means of which we grasp this beauty and hold it before our minds while we attempt to realize it. This element of beauty descends into the most humble acts of human life and lends a charm to every human work.

find the origin of culture in the love of perfection, which after all is but a well-rounded development of spirit, mind, and body. In man we reach the highest degree of life, intelligence and soul; the being in whom the spiritual shines forth most clearly through the material veil. We can hardly say that the human form is the highest expression of the principle of beauty for in man, as in all things on the earth, is mingled along with the beauty much that is deformed, with the excellence much imperfection. We can conceive forms superior to his; forms more perfect, purer, and loftier.

This ideal of a more perfect excellence is manifest in the works of the poet, the sculp-



Without this art life is despoiled of its richest colorings. Wherever there is proportion, unity, and harmony there is beauty and usefulness. Kepler and Newton had a vision of harmony in the heavens; a vision of laws regulating the movements of the planets before they were able to demonstrate them. So the imagination is the prophetic soul which dreams of things to come and is always making a new heaven and a new earth.

And through this culture we seek beauty not in reverie and dreams but in actual work and actual life. It is manifest in common things and common people. Such beauty received and embodied in humble deeds and lowly lives becomes indeed true service, through which is revealed to us new and unexplored worlds and brings us in touch with the highest and noblest pleasures of human life.

True culture does not come alone through the study of art and song. The reading of the great master minds is an indispensable means of intellectual development. No man can become familiar with the creations of a Shakespeare and not catch something of their inspiration. Careful and sympathetic reading gives mental poise, purifies the taste, and leads us into a "serene atmosphere of thought, nobleness, and truth." Lord Bacon says "Reading maketh a full man."

"Who reads
Essentially, and brings not
A spirit of genius, equal or superior,
Uncertain and unsettled, still remains
Deep versed in books and shallow in himself."

And so with Charles Lamb we can thank the Divine Poet for those wonderful books whose subtle influence has made sympathetic all nations.

"Those stately arks, that from the deep
Garner the life for worlds to be."

Closely correlated to the culture of the mind and soul is a perfect physical development. Again we can go back to the ancient Greeks whose bodies were models of beauty and symmetry and whose strength both of body and mind was attained through moderation in all things. Unlike the men in the days of Juvenal, the men of to-day are so bound by material interests and so bent toward utilitarian ends that little thought and training are given for the purpose of preserving a

sane and healthy body. These divine temples were not given by the Master Builder to be despoiled either by lack of mental, moral, or physical activity. A body inadequately equipped and insufficiently nourished can not respond effectually to an inspired soul. It is a duty not only toward the Creator but one that man owes to the future generations to possess a body pure, undefiled, free from disease,

"An unpoluted temple of the soul
And turn it by degrees to the soul's essence
Till all be made immortal."

So to students of to-day we are making a plea for higher culture. Some one has said that culture in the form of fruitless knowledge should be abhorred, but to those who have found culture in the form of a well developed spirit, mind, and body, college has served an end. It emphasizes the duty which man owes to himself to be what it is in him to become, the duty to use all means to attain a full development of all his powers.

An individual may be highly educated and thoroughly cultured, but enlargement and growth are largely dependent upon the outward expression of the inner man. It has been truly said that thinkers alone can not make a great period, for true greatness is measured by service.

The great men of culture have been those who have reached down to the level of the inferior classes and have brought them into an atmosphere of sweetness and light. They have exalted society by sharing the best that has been thought and known in the world current everywhere.

For an excellent example of culture linked with a democratic spirit of usefulness, let us go to the great Saxon king, Alfred the Great. Though his education was limited, yet his constant companionship with nature and nature's God led him into realms of harmonious beauty, out of which grew an infinite genius for culture which made him the greatest servant of any people.

Horace Mann has said "Doing nothing for others is the undoing of ourselves." In a large measure distorted growth is the result of that spirit of selfishness which was manifested by the Levite when he passed his neighbor by unnoticed. But the spirit of love and mercy and sympathy for all mankind which led the Christ



Adelphian

AS

to die for the sin-darkened world is a most beautiful example of true service.

Then with whatever is beautiful and useful in life let him become acquainted who seeks to attain true culture. May we with Browning see

"The beauty and the wonder and the power,
The shapes of things, their colors, lights, and shades."

and from that priceless heritage of common things grow into that service from which comes a multitude of smiles, an ocean of love, and an unmeasurable quantity of happiness and which leads us into a richer and fuller life,

"To hope till hope creates
From its own wreck the thing it contemplates;
Neither to change, nor falter, nor repent;
This like that glory Titan, is to be
Good, great and joyous, beautiful and free;
This is alone Life, Joy, Empire, and Victory."

THE SOCIAL ENGINEER.

By

Frederic C. Landsittel, B. Ped.

In those primal days when western rivers mingled their gurgling music with the voices of the wild, and the hoof-print of the buffalo alone was a familiar mark on prairie sod, the man who swung the axe and hallooed the oxen was the director of the up-building energies of his day. He was a primitive and all-embracing type of engineer. In him were combined the surveyor of the land, the construction expert, and the master of motive power. He grappled here with the wilderness, employing to such advantage as he might his scant knowledge of matter and elemental force, in the end constructing here a home and a renowned civilization.

His immediate handiwork has long since passed away, but his progeny fill the land. The indomitable spirit and creative genius seen in him have to this day the breath of life in an engineering race. By elaboration of the simple beginnings he bequeathed, and by the evolution of principles, to him deep in the unattainable, his descendants have created structures wonderful in their complexity and revolutionary in their effects. They have made American industrial life the one great marvel

of this hemisphere and American opulence a by-word the world around.

The right use of this abounding gift of wealth is one of the stupendous problems now confronting us as a nation. A profligate people may waste it in dissipation. A wise people will build with it endlessly. We cannot imagine that a race in whom creative instincts are so strong will lose themselves in profligacy. There is convincing proof to the contrary in a peculiar type of building leadership which this generation has brought forth. We find it in the SOCIAL ENGINEER, the latest born of the engineering race.

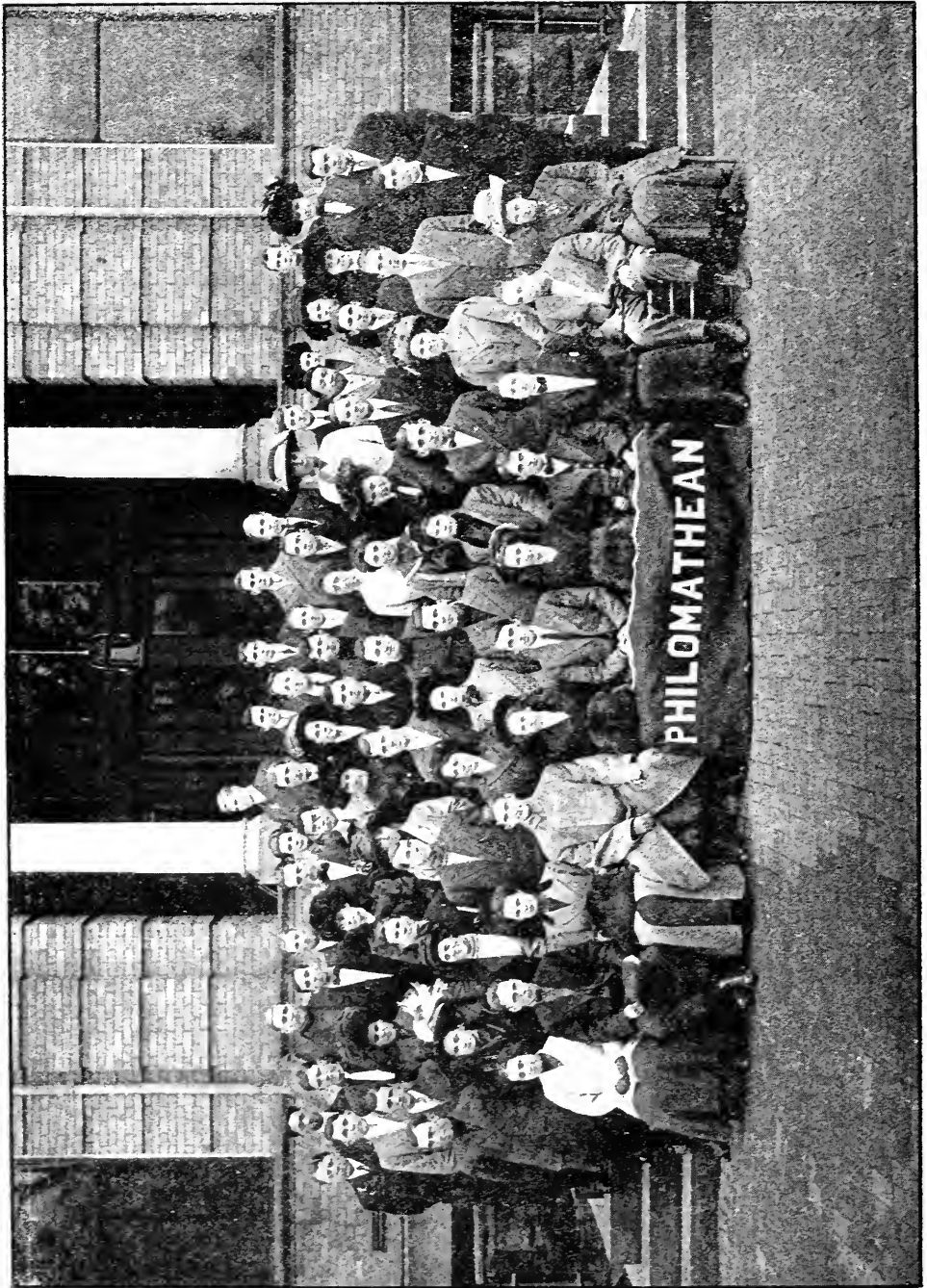
This new agent in society, like every other engineering character, is a scientific director of energies toward constructive ends. He is



MR. LANDSITTEL.

not a propagandist, but a scientist of the noblest type yet conceived. Engineers of the past have delved into the hills, hewn timbers, and put steam behind the wheels of industry; this one will lay open to use the basic substances of eugenic and social control, and put altruism behind the acts of men. His prototype has calculated in heartless terms costs and economics in yards, or in ergs, or in dollars; he will construct tables on standards of brawn, and of blood, and of life. Former schools have engendered feverish haste and racking anxiety; this one will breed calm, and quiet, and all-conquering assurance.

THE SOCIAL ENGINEER has already made his name. In the city of Pittsburg he has brought to pass an accomplishment



upon which the world of social science is staring. It has been called the Pittsburg Survey. It is a harvest of facts, the most comprehensive and thought-provoking that has been gleaned in years by investigators of any sort. The hap-hazard and piece-meal social inquiries and reports by committees and isolated workers, representing only fractional elements of civic life, it relegates to scientific oblivion. Its value is like that of the blue-print in geological science or the structural exhibit in biology. The great steel district is represented in a set of tables, maps, and special notes, which show not only the location of the several establishments of which it is composed but the special conditions and eventualities pertaining to each. It sets them forth not singly or in succession but in juxtaposition, revealing interrelations and reciprocal effects hitherto all unappreciated. Industrial inconsistencies are glaringly exposed. Upon its surface is plainly written the prohibition of nature against stable industry without good housing; against quality of output without respectability; against speed without good bread; against moral wholesomeness without leisure and love.

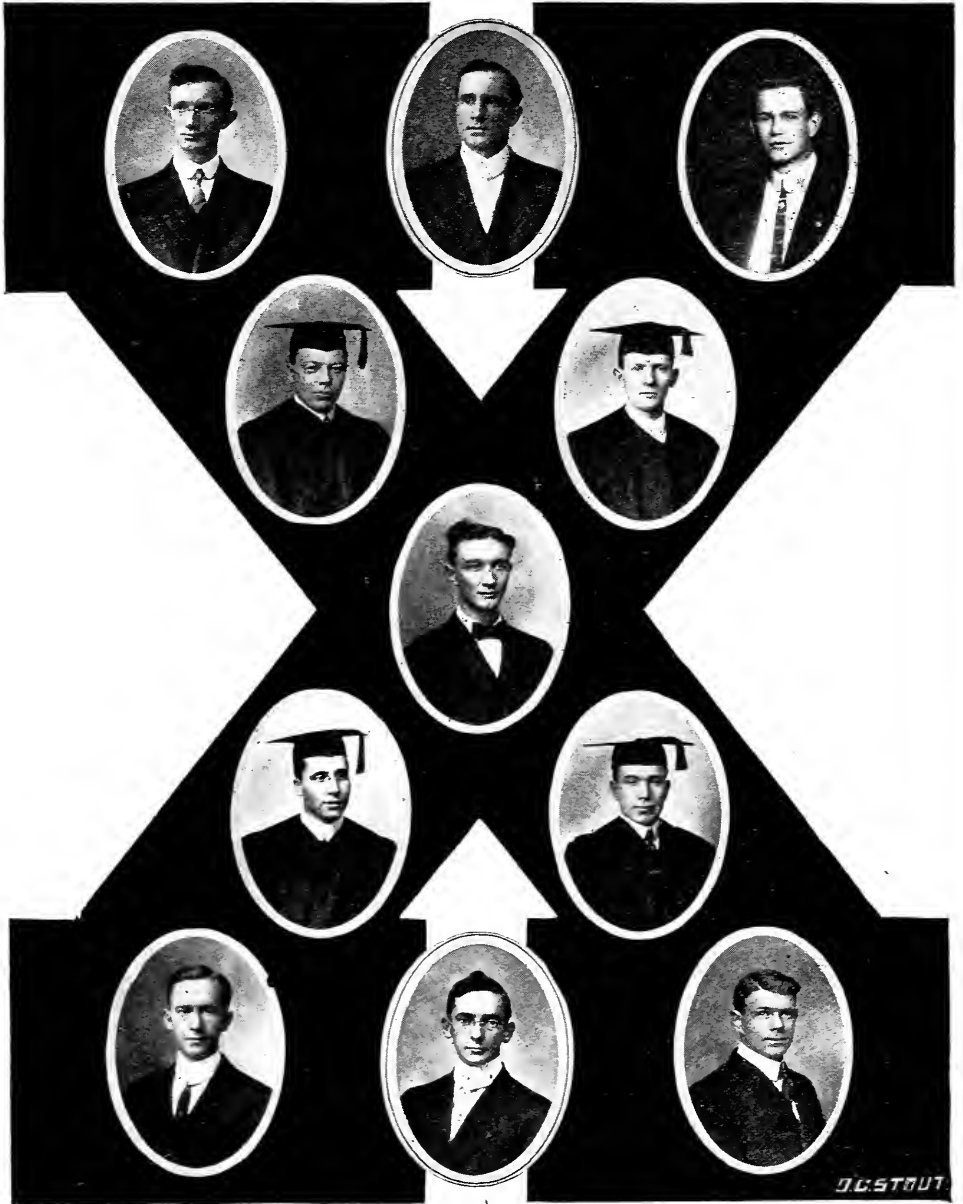
Social engineering does not confine its activities to the exposition of conditions, as the Pittsburg Survey alone would seem to indicate. Its broad mission is the quest of such knowledge as may be used in directing along right lines the living of men, to the end that men themselves may be made more manly. Industrial leaders, in some quarters at least, are beginning to realize that mutuality of interest between employer and employe is after all the highest asset. They are finding that the higher type of man does a higher type of work. Helping the worker toward contentment, stability, and self-respect has, therefore, come to be a well recognized phase of industrial management; and the SOCIAL ENGINEER has been called to this special service. A noted educator, speaking from this platform within the year, told us of his visit to the office of a manager of this kind, employed by one of the great copper mining companies operating in the upper lake country. The H. J. Heinz Company, the Colorado Fuel and Iron Company, the International Harvester Company, the Ludlow Manufacturing Associates, and numerous other progressive concerns distributed over the country all

maintain departments of this kind. Their experience in every instance gives assurance of the permanence and growth of the movement.

To men generally accustomed, however, to thinking of expedients in terms of dollars only the work of the SOCIAL ENGINEER naturally has much less significance than to the engineer himself. They look upon it for the most part as a mere matter of business frugality, failing utterly to grasp its enormous possibilities as a telic agency in society. Hitherto the improvement of the race has been attained in an almost purely accidental way. At any rate, it has come through the operation of forces outside of human purpose itself. The doctrine of *laissez faire* has in the main prevailed. It is perhaps the hugest anomaly of the natural world that human intelligence, its most sublime product and most capable force, should be thus spending itself, with little or no grasp of any such thing as a racial purpose. Our new type of teaching will open to us clear-headed insight into the possibilities of a controlled heredity and an absolute nurture. It conceives of evolution as being no longer animal in character but human and institutional. What illimitable attainment may thus be vouchsafed to the children of the coming day!

Such a view of social growth is not peculiar to our own day. A strikingly similar conception was evolved by the ancients. It is at one with that type of politics proposed by Plato and Aristotle as the highest of the arts. It is that philosophical view of statecraft, embracing all men's and every man's best interests, beside which our Juggernaut of partyism is a most contemptible thing. Its tenets, bear in mind, are not evolved from dreamy dialectics; they rest upon the firm base of science. Being thus grounded, they will make their way.

Definite and valuable results have been pointed out as the contribution of broad social management. These obliterate completely all semblance of fancy. The movement is real. It has obtained firm footing in industry. A proper going has been marked out for it in the labyrinthian wood of civic administration. The SOCIAL ENGINEER is already the tribune of the people in factory life: let there be room for him in larger fields. Room for him not only in the office of the capitalist,



Y. M. C. A. CABINET.

as a wheel in the machinery of industry, but room in halls and council chambers, where the thoughts of men are formed! Room by the preacher in the pulpit! Room at the desk of the official of education! Room, God will it, in assemblies where laws are made, and on the judicial rostrum, that the sweet liquor of life may in good time cease to flow away and be lost in gutters of greed!

A TWENTIETH CENTURY REPUBLIC.

Hon. Chester H. Aldrich, Governor of Nebraska.

If I were asked the question as to what are the most sacred utterances ever given to man for his guidance in the important activities of life, my answer would be *The Ten Commandments* and *the Declaration of Independence*.

Separated as these propositions are by a wide waste of more than thirty centuries, yet so intimately are they interwoven in the life of man and the destinies of nations that where we find there is not an absolute coalescence of these propositions, there you will find neither the home nor political liberty.

And political liberty is the boon for which man has ever contended. Its realization has been the mighty instrumentality of progress, the prime factor of civilization, the convoy of national honor, thrift, and prosperity, and expanding instinct of the heart it has wrought throughout the history of the race.

Through the dark ages of ecclesiastical thralldom, when its light shone but dimly, there radiated from it an influence that quickened the sluggish pulse of society and gave new life to nations. Slowly, but surely, has it widened its orbit and gathered momentum through the centuries, dispelling the dark night of barbarism, and then advancing with new vigor, pouring its light into the dungeons of tyranny, melting the shackles which fettered human thought and limb, then receding again back into the sable night of ignorance and tyranny; not to perish, but only to repose, eagerly watching the opportunity again to advance.

Thus has political liberty, born with man, followed him throughout his devious career.

For centuries it stood as the lone sentinel,

the watch-word of progress around whose standard clustered the genius, the talent, the statesmanship, the heroism, yea the best thought of the race.

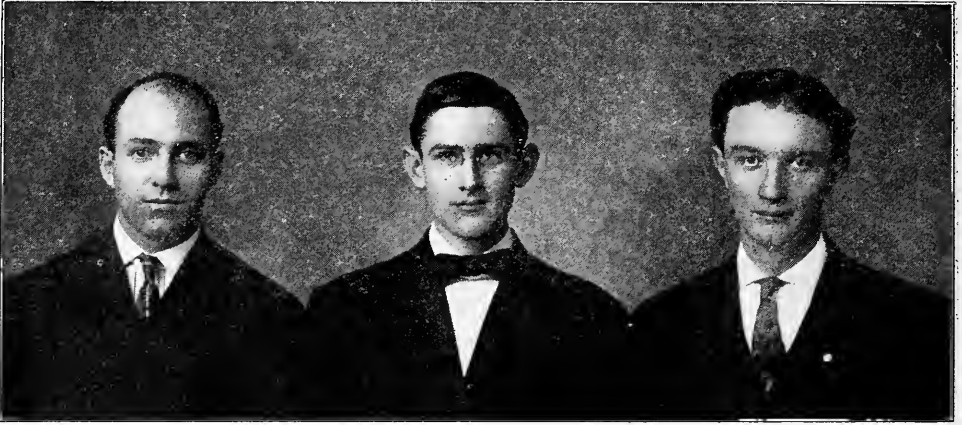
In the Fifteenth century, the leading minds of Europe, filled with a new enthusiasm, began to dream of self government, but the concentrated power of despotism, and that monstrous usurpation of human right, which called itself absolute monarchy, made it impossible, adequately, to realize the blessings of Republican institutions. Hence a new land must be sought where free thought and free speech could hold sway.

For this, God had reserved the western world—the American Continent—with its broad and fertile plains, its grand mountain ranges, its deep flowing rivers, its sylvan lakes and wooded streams, its varied and healthful climate, its mineral wealth, its cereal resources, its multitudinous features so balanced up and interspersed from ocean to ocean as to meet every demand of human industry, every phase of human want, and yet so ordained of God as to make no particular section so prolific as to meet all needs, but rather that each section produces some things and is adapted to some phase of activity which another is not. Thus we are interdependent and, when all taken together, a magnificent unity. Thus in the beginning did nature stamp out this land with a noble grandeur, and mark it as the future home of a great and mighty nation, a free and liberty-loving people.

Years swept by and the Puritan came, and here he made his home, reared his temples, and wove the warp and woof of that great political fabric whose golden threads have cast a bright lustre over man's destiny. He founded a nation that took its seat among the powers of earth like:

"The star new born, that drops into its place,
And which once circling in its placid round,
Not all the tumult of earth can shake."

Political liberty in the United States is a living, breathing, harmonious reality. Then what are the forces that have always enabled this nation to grow strong both aggressively and progressively midst the waves that have swept empires away? What are the dangers that menace our future development? To discuss these propositions is our purpose.



OHIO UNIVERSITY Y. M. C. A. SECRETARIES.

Beginning at the left: Frank L. Johnson, 1907-1908; William E. Alderman, 1908-1909; Harry L. Ridenour, 1909—.

Upon us nature has bestowed her blessings in myriad ways and forms. And what is most efficient of all the Americans are a people originally simple in their tastes, frugal in their habits, reverencing God, true to native land and mighty in their love of liberty.

We are, therefore, a nation of individuals who reverence law and keep open and unobstructed the pathway of individual opportunity. This is one of the potent agencies, whose all-pervasive force has made our history great. Our life is vigorous, our achievements marvelous, because obedience to law, the recognition of the dominion of justice over us all has given the widest, freest scope to genius and talent. And always in our country has the shuttle of thought glided rapidly and freely to and fro working mightily for the uplifting of man as a social being. It is our willingness as a people, despite occasional aberrations of individual interests and desires, to submit ourselves to the control of law, before which we continually strive to make all men equal; of law so permeating and controlling that none can be so strong as to be above it and none so weak as to be below it; of law that so operates as to give each individual that success commensurate with his labor and ability. This is what has helped to make our prosperity and our strength.

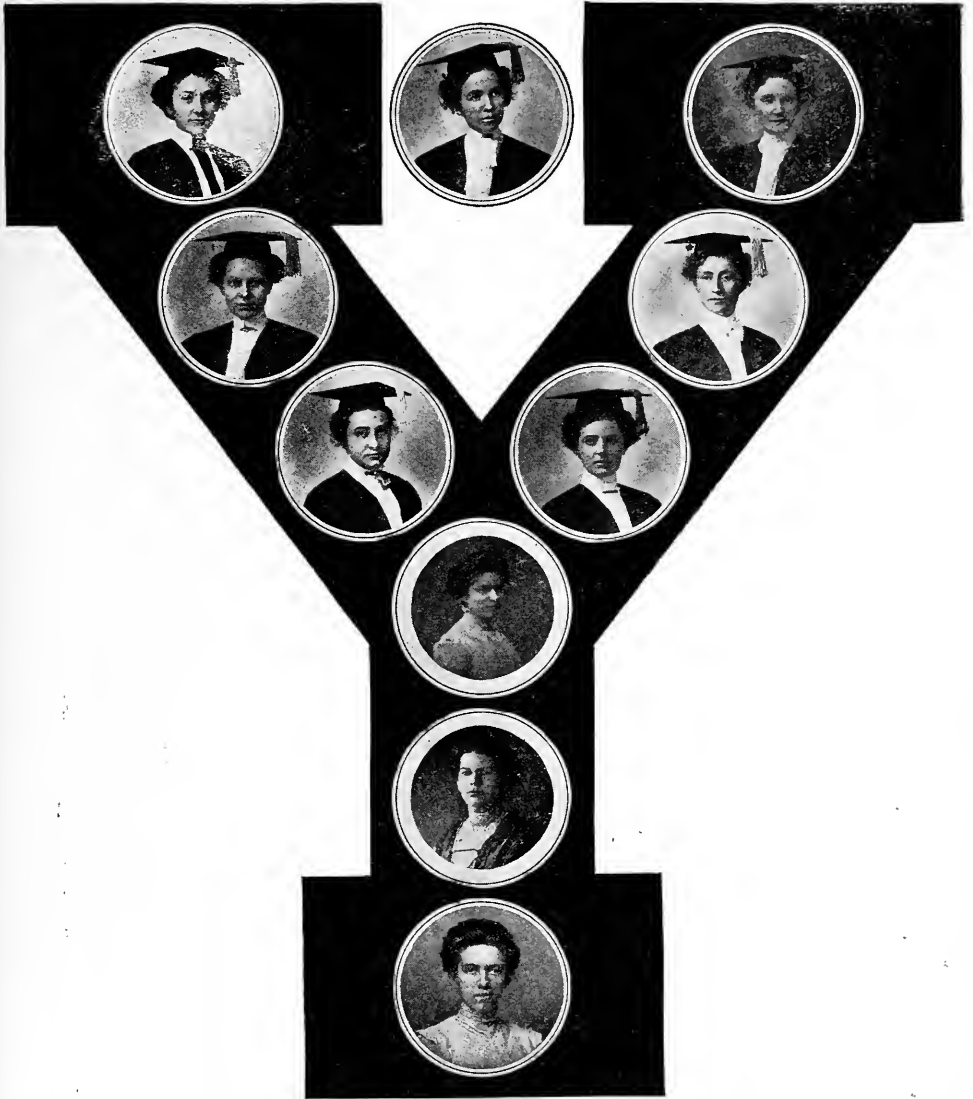
And so long as we live in this spirit, just so long will we promote that enduring quality

of patriotism that counts gold as nothing for country's sake. We will love liberty so long as the citizenship of our nation bows in humble submission before the throne of Justice, for justice is the guarantee of liberty. And it has been well said that "true liberty does not consist in doing what we will, but in doing what we have a right to do." And by doing this, justice secures equality, and equality means legitimate and moral authority which is but another name again for justice and means respect for liberty.

But all law is nothing but the product of the arousal of the public conscience. Therefore the necessity for an enlightened and moral conscience that enacts rules of guidance and of business that interferes not with integrity and honor, but allows the pursuit of individual action consistent with right thinking and good morals, and these principles are being more nearly applied in America than in any other nation.

But as much as we respect law, as much as we love liberty, nevertheless all nature testifies that stronger, tenderer, dearer still is the love of home? What bone and muscle, nerve and sinew are to the physical life of man, the home is to the national life. We are a home-loving people; this is what makes us the greatest of peoples.

A good home adds dignity to manhood; with dignity based upon consciousness of solid



Y. W. C. A. CABINET.

moral worth, there is influence; and if combined with influence there is patriotism. Then we have a citizen whose honest abilities will mould and strengthen the structure of a mighty commonwealth, and it is safe to say that in our land ninety per cent. of the men and women belong to this class. It is the home influence that has largely made them. It is to this tie, stainless and immortal, stretching from the cradle to the grave, that we must look for the cultivation of elevated character and of those eternal principles that make us what we are. And the way to maintain the home in all its purity and sanctity, is for the mothers of our loved homes, from the highest to the humblest, to be present daily in the home to mould the mind and thought of the child in its tender youth.

Whatever is necessary to place in the life of the nation can be done by the motherhood of the land. It is in the home that the youth first learns authority. It is in the home, from the sainted lips of a mother, that the baby first learns to lisp the prayer of his Savior. It is in the home that principles of morality, of virtue, of integrity, and of honor are first taught. The difference between right and wrong is first heard here. "Do unto others as you would that others should do unto you," is first heard from the mother, who lives the daily life of her child, whose little troubles are hers; and by this divine life communion, mother influence becomes immortal. In all the years that are to convey those principles, permeated into the heart of the child by the fireside, becomes the conscience of the man, strong enough in honor and integrity to withstand any temptation in the darkest hour of adversity.

Would you know who formulated the character of the martyred Garfield and made him the Christian statesman he was? Then but recall the time when he took the oath of office as President of the United States, he turned and kissed his aged, gray-haired mother. Wm. McKinley, forty years in public life, occupying all the dizzy heights of ambition, yet no breath of scandal was ever breathed against his name, because he was true to the teachings of his mother as he heard them at her fireside.

Read the story of the life of America's greatest admiral, the hero of the battle of Mobile Bay, Admiral Farrigut. Of how, in

the wayward, reckless stubbornness of youth, he went to sea and became dissipated in spite of parental control; of how the prayers of his mother followed him over the broad expanse of the ocean into all ports; of how, at last, the mother came into his presence and said: "My son, God has given you great talents; you can make history; you can win battles for your country; or you can be a drunken sailor before the mast."

That youth heard the entreaties and prayers of his mother and some of the brightest pages in all naval history were made by the home influence of Admiral Farrigut's mother. I tell you the heart of mother, raised in entreaty and prayers can summon forth into a blaze the dying sparks of conscience, can call down a divine influence whose moving grace is the one particular and bright morning star of the human race.

Yet the home is only one of the many elements that enter life. The constitution and nature of this magnificent republic, to give it enterprise, stability, and versatility of ideas, is at once an indispensable factor to the national life.

Search the tombs of dead nations; examine the mighty wrecks that strew the pathway of one idea, in which they lived and moved and had their being, and died when that idea was exhausted. Study the historical pages of "Noble Hellas"; watch her growth and development; behold her struggling to build a strong national life upon the one central thought that intellectual culture was sufficient to nourish a vigorous vitality. And all she has left of permanent value to civilization, and all by which she is remembered, is her literature and art, her refinement and culture.

Note that dazzling civilization that sprang up yonder on the banks of the Tiber, with her mighty arms of conquest stretching out on every side until she absorbed the known world. Her immortal greatness can be traced to two elements; martial prowess and jurisprudence; her fall to the insufficiency of these as a basis of natural life. She rose to the acme of glory; she sank to the lowest depths of vice and degradation. This dual idea that martial prowess and jurisprudence are capable of giving to nations the highest type of manhood and citizenship is an absolute failure. And yet these dual forces are essential to national influence and permanent progress, but

Y W C A

Y W C A
Recital
Nov. 18, 1910
8:00 P.M.
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**GODS
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Come
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Y W C A
Gospel
Singing
Nov. 18, 1910
8:00 P.M.

Y W C A
Gospel
Singing
Nov. 18, 1910
8:00 P.M.

Y W C A
Gospel
Singing
Nov. 18, 1910
8:00 P.M.

Y W C A
Nov. 18, 1910
Giving Thanks

Y W C A
Leader, Anna Moore
Nov. 18, 1910
8:00 P.M.

Y W C A
Gospel
Singing
Nov. 18, 1910
8:00 P.M.

Y W C A
Recital
Nov. 18, 1910
8:00 P.M.



Y W C A
Gospel
Singing
Nov. 18, 1910
8:00 P.M.

Y W C A
Recital
Nov. 18, 1910
8:00 P.M.



Y W C A
Gospel
Singing
Nov. 18, 1910
8:00 P.M.

they should only exist as a means to an end and never developed as of and for the fruits of their own force. For the results, then would be the centralization of power, desire of spoliation, the direct road to a galling, corrupt, oligarchical form of government.

But not less inadequate than these is the idea of religious symbolism; upon this thought Judea was founded, but it fell.

The American mind is confined to no one idea. It is eminently versatile in its thought; it is practical in its pursuits. It develops the resources of mind and of nature with all the throbbing energies of a young and vigorous life.

The sources of our wonderful power, the springs of our intense activity are grounded on the fact, that blended with all our industrial pursuits, and with all that stirring spirit of mercantilism, there is a strong current of religious and moral sentiment flowing through the hearts of the people and pervading their whole life.

These noble sentiments and forceful convictions are guided by education, which insures intelligent action and therefore shuns fanaticism. It is to the church and school house that we must look for the attainment of true manhood. Let the eyes of desponding patriotism turn toward these noble institutions and from the one gather the sacred feelings of pious devotion and gratitude and from the other learn the lesson that education is one of the firmest supporters of civilization.

The great mass of the American people are, in a general way, followers of the Christian religion. By diffusing knowledge, they will kill ignorance, the agent of revolt and disorder.

The prophecy of the past to the future is that ignorance and atheism must finally lie down in an eternal sleep, and over their grave will bloom the flowers of knowledge. I have faith in this sentiment because with us morality does not come and go, with the generations of the people, since the foundations of this government were laid on moral earnestness and religious sentiment. Our ancestors believed that a good Christian makes a good citizen. Such was the race from which we spring; such are the principles we have inherited. Herein lies one spring of

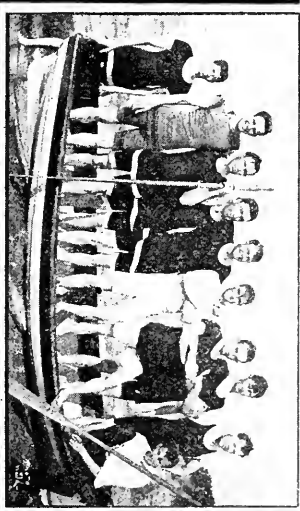
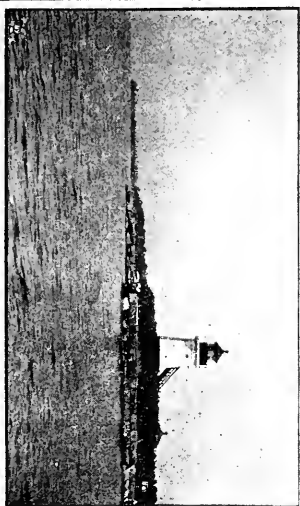
that marvellous reflexive power which insures permanence and permanent progress.

Thus we have shown that it is no one element, that has placed us first among the nations of the world, but the working together of a complexity of forces, each exercising its own potent influence—commerce developing our almost inexhaustible resources; Christianity teaching there is a better way of living, a nobler conception of life. Then what is of infinite importance, it gives a pure morality, which is the fountain head of national happiness.

The wounds of battle may be healed, the scar of shot and shell effaced, the blackened and scarred remains of beautiful cities rebuilt, the gunner leaning upon his smoking cannon may be clean again; the bird stilling her song in the pitiless storm may, when the clouds roll by, be heard again in her song of sunshine and of happiness; but the scars of immorality are ineffaceable. "All the water of Neptune" can not wipe out the spot of soul-stained diseases. Flowers will bloom, grass will grow, trees will bud upon the selfsame ground ploughed and torn by shot and shell. Rivers red with blood will again flow crystal water, but not so with immorality. For it is a soul destroying, life degenerating disease, a consuming, unquenchable fire, whose ashes contain no spark of conscience or manhood. Hence the necessity of right conduct, of right thinking, of doing right for the sake of right; of right examples whose influence is immortal. And I believe the American people understand the importance of this, and that right principles pervade the home, the church, the school, and society in general, more thoroughly than in any other nation.

But there is another side to this question. The voice of the past comes borne to our ears from a thousand wrecks which tell of the fragility of human things. We have faith in our institutions, yet there is danger, because forever lurking near are the baneful influences of a fiendish Mephistopheles spreading his artful wiles, ruining homes, and corrupting statesmen.

The law-making power of our land has to consider the most serious problems presenting themselves for solution before the people. Masses of wealth are cemented together for the purpose of stifling competition, killing



OHIO UNIVERSITY Y. M. C. A. DELEGATES AT LINWOOD CONFERENCE, 1910.



SCHOOL OF ORATORY.

individual enterprise, and corrupting legislation. Capital of recent years has not been satisfied with organizing itself into trusts to facilitate its operations and minimize expenditures, but it employs great lawyers, not only to look after their legitimate business interests but to get congressmen and state legislatures to enact favorable laws. Very often the lawyer who goes to congress, or to the state legislature, forgets that he is the counsel of the people of the whole nation, or of the whole state, and under pressure he is prone to forget the nation and to remember the corporation. In legislation there can be but two legitimate proper parties, to-wit, the state and the individual; but the greed of trusts and corporations has wedged itself in between the two and the interests of the individual and the state are made subservient to that of the corporation.

The remedy for this is obvious and easy; send only such men to congress and the legislature as have shown themselves fit, who have never been recreant to any trust or any responsibility, men of known integrity who have the moral courage to resist any and all encroachments of corrupt power, men who will act upon their sense of duty "though the heavens fall." When such men work over laws, good corporations need have no fear. Legitimate enterprise will always flourish when controlled by laws enacted by such men. Law should, as nearly as possible, be the embodiment of justice, and that can only be when it is enacted by true and honest men.

Another thing deeply affecting the commercial, the social, and moral status of our people are the present day financial problems. The banking interests of this country are being centralized into the hands of a few great institutions whose sole aim and object seem to be speculation. There are at least two powerful groups of banks, to-wit, the National City Bank of New York, which is at the head of the Standard Oil group, and the Pierpont Morgan group with the National Bank of Commerce and the First National Bank at its head. These great institutions are extensively engaged in promotion and speculative schemes and furthering the interests of Wall Street at the expense of the great producing enterprises of our country.

These great groups are closely united and together control so large a volume of the

country's credit that panics can be precipitated at any time, and further, many of the officers and directors of these bank groups are the officers and directors of the great railway systems that net work this vast agricultural empire lying here in the Mississippi valley. They float stocks and bonds in which the savings of the common people are often invested, and when it comes down to brass tacks it is sometimes found, when too late, that the prior incumbrance is so large that these stocks represent no intrinsic value.

Thus confidence is destroyed and hundreds of millions are diverted into non-producing channels, honorable capital is consumed, the life blood of trade is sapped, energies are exhausted, and inevitable paralysis follows.

These institutions never take an independent position and transact business with regard to the sole welfare of our banking system. Their policy is the opposite. Hence our currency system should not be centralized in the hands of these institutions. The men who finance and control these banks are the incarnation of selfishness and what is worse, they are absolutely unpatriotic.

It occurs to me that the remedy for this danger is also obvious. I would absolutely divorce our banking system from speculation and promoting schemes. The bank that deals in such securities should not, as a matter of law, be allowed to do a banking business proper. Then I would compel, by law, every quasi-public corporation which was about to float stocks or bonds to give the widest publicity to the issue offered for sale, by making application to some commission created for that purpose to the end that the public might know the object and purpose of the issue, what was going to be done with the money derived from the sales, whether it was for speculation purposes, to buy some parallel and competing line of railway, or to build new lines or make needed improvements, or both of the latter, and how much is the prior indebtedness of such corporation and what is the physical value of its property.

This it seems to me would restore confidence and make railroad stocks ideal investments. Then I would make these banks independent of each other, not permitting the same officers in two or more banks.

It may be conceded that our currency lacks elasticity and that it is defective. But no



THALIAN DRAMATIC CLUB.

system can be adapted to honest commercial demands and meet the onslaughts of all the chicanery of high finance.

In 1907 there were more hundreds of millions of worthless stock floating than in any other year. And the big banks of New York invested the money sent them by the banks of this country in nothing but hot air. And when we wanted our own cash to move the magnificent crop with which Providence had blessed us, they coolly said, "You can't have it." A panic was on because our money had been embezzled by trusted agents who were seeking currency based on stocks and bonds that they control. Do you think this safe and sound? Would it not inflate the favored stock and discriminate against the balance?

I think the only safe and sound currency is that which is based upon the wealth of the nation and has the Federal Government back of it and to be controlled by the whole people with no favoritism shown. Take this power out of the hands of those interests that experience has shown that the welfare of the public is the least of their considerations.

It is, then, in the too materialistic tendencies of our people that we find a source of danger. Mere money hunting usurps the name of commerce, for commerce has reared proud cities and maintained them for centuries. True commerce develops the resources of nature, builds for the future and sheds its blessings upon the people like the dews of heaven upon the waving fields of grain; but eagerness after monetary profit kindles strife, promulgates strikes, and spreads discontent among all classes.

Must this nation, with all its starry possibilities, after a few centuries of splendor, go down in ruins? Is Byron's sad and melancholy picture of the rise and fall of nations a true portrayal of our destiny? Here lies the moral of all human tales. 'Tis but the same rehearsal of the past:—

"First freedom, then glory; when that fails,
Wealth, vice, corruption, barbarism at last;
History, with her volumes boast,
Hath but one page."

Can we escape the calamities, which this one page chronicles? We have freedom; we have glory; we have wealth. Shall we let them

fail us? Shall we let wealth, with all its train of evils, when its corrupting influence is thrown into the channel of a body politic, destroy freedom and stain our glory?

Civilization fosters vice and corruption. Then wherein lies the hope of permanency and enduring strength of our national life? Whence must come the energizing force that shall discover and filter out the enervating microbe of disease? In our humble opinion it is from the fireside of the farmer, whence have come the great names in science, art, statesmanship, commerce, and war. America has the pith and marrow of the greatest civilization the world has ever seen, because it is founded upon the tiller of the soil, the American farmer, who has made of the wilderness the granary of the world. He has behind him generations of sturdy manhood, clear-eyed and clean-living. He is at once the philosopher, a man of achievement, closely communing with the primeval forces of nature. He leads the strenuous life and its simplicity begets nobility of character.

It has been known from the days of the patriarch that the tillers of the soil are the foundation of civilization. It is not in the overcrowded city, with smoke and dust and a thousand dens and jargons, that independence is born. The sovereign is born out here in the country in the free air beneath the sun and stars, the mountain tops, and the trees. There is the great archetype; there is the citadel of American liberty; out there must forever germinate the seed from which comes the tree whose fruit is liberty; out there must develop that personality whose life blood must be assimilated to purify the corruption of cities.

Our dangers will ever be from within. From without there is not and never will be any evil. And why? Because we have the greatest body of arable land that is the most productive of any on earth. Would you know its capabilities? Then study the figures and prognostications of the German, Scotch, and English statisticians. They will tell you that the American soil is capable of producing and maintaining a population greater than that of all Europe with Asiatic Russia thrown in. All this and more. One of the most important questions in every war is that of transportation, and we possess nearly forty



L. D. Jennings, '13.

H. A. Elson, '12.

R. E. Gutridge, '14.

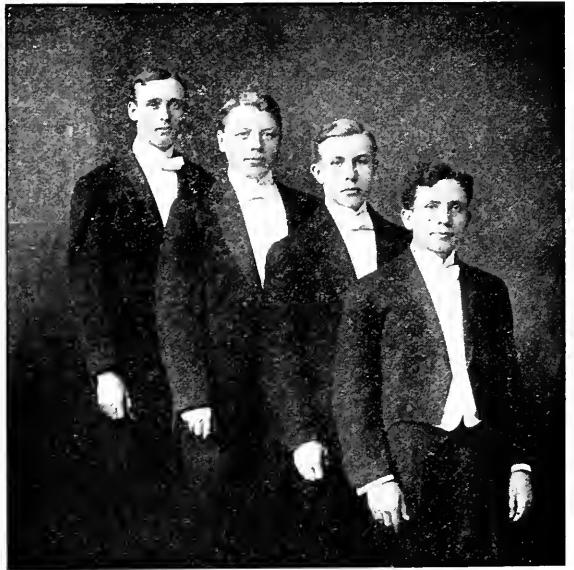
M. L. Fawcett, '13.

L. H. Miller, '14.

J. A. Long, '11.

Harry De LaRue, '14.

Geo. C. Blower, '12.



INTER-COLLEGIATE DEBATERS.



DR. COPELAND'S RECITATION ROOM.

per cent. of the railroad mileage of the world; and we annually produce all the things necessary to maintain a war. All this and more. The greatest is the financial test. Here is where we excel all nations. We have twenty-five per cent. of the wealth of the entire world, more than half the banking capital and bank deposits of the world, and only 36/100 per cent. of the national debts.

All this and more. We possess twenty-two per cent. of the world's production of gold and twenty-three per cent. of the existing stock of that metal is here in the channels of trade. And what is of infinite importance we expend our strength within our own borders and upon the development of our own vast area. All these things make our influence at the council board of the nations great.

So I believe, from a moral, a religious, a commercial, and a military point of view, we are getting on fairly well. The sky is clear, the people happy, because contented and contented because our government is just. And let us remember that we conclude the last possible migration of man and never forget always to keep floating high the Stars and

the Stripes that "proud emblem of union and liberty".

Do this, and we can have the same confidence that Benjamin Franklin had when the last man came forward and signed the Declaration of Independence. The venerable and dignified Franklin arose and said, "Mr. Chairman, I have often and often, throughout the vicissitudes of this debate, been unable to tell whether that sun behind your chair was the painting of a rising or of a setting sun. But now I have the happiness to know that it is a rising and not a setting sun."

Yes, this nation is a rising sun, and will ever continue to widen its orbit throughout the flight of the years if we are to make the most of ourselves and perform the duties and the responsibilities of citizenship, that are imposed upon all and each of us.

Let us, as citizens, in the aggregate and individually, remember that:—

"Four things a man must learn to do
If he would make his record true;
To think without confusion clearly,
To love his fellow-man sincerely,
To act from honest motives purely,
To trust in God and Heaven securely."

OLDEST LIVING GRADUATEE OF OHIO UNIVERSITY.

The oldest living alumnus of the Ohio University is General William Sooy Smith of the Class of 1849. He is now eighty-one years of age and is living a retired life at Medford, Oregon. His career has been an eminent and successful one and it in no way dishonors the University that has the distinction of being his Alma Mater.

General Smith is an Ohioan by birth, Tarlton, Pickaway county being the place of his



GENERAL WILLIAM SOOY SMITH,
Class of 1849.

nativity. His parents were Judge Sooy and Ann (Hedges) Smith, the father a native of the state of New Jersey and the mother of Maryland. Although of Irish lineage, the first American ancestor of the paternal line of the family was one of the colonists who accompanied William Penn, and like him was allied to the Society of Friends. Notwithstanding the peaceful and non-resistant tenets of the Quaker sect, martial blood flowed in the veins of the ancestors of Gen. Smith and warmed his own heart, for his grandfather, while yet a lad, earned the commendation of General

Washington for his daring in carrying dispatches through the enemy's lines in New Jersey, and his father organized and equipped at his own expense and commanded a company of volunteers in the War of 1812. His father was an expert with a rifle, of powerful physique, and accomplished in all athletic exercises. He was a man of intelligence, fair education, and good judgment, rising in business from the bench to become a dealer in shoes and leather, and in station to the magistracy of his town, to become its mayor, and at last to a seat on its bench of probate. He was a man of wide reading on historic and economic subjects, and a walking compendium of all the great inventions and improvements made during his life. His interesting conversation gave direction to the ambition of his son and stimulated him to enter a literary and scientific career.

On his mother's side, the ancestry of General Smith is traced to Sir Charles Hedges, an admiral of Great Britain, whose descendants were early settlers in Maryland, on a farm near Hagerstown, which is still in the possession of the family.

With a large family and only moderate means, the father could do no more for his children than nurture their infancy and give them the elements of instruction which the schools of the vicinity afforded. In these William Sooy learned all that was taught, especially distinguishing himself by his ready mastery of arithmetic, many of whose intricate problems he solved mentally, and became recognized as a mathematical prodigy. He studied Latin with a private teacher for a few months. While these studies were going on he worked at the bench, having learned the cordwainer's trade of his father. At the age of fourteen, thirsting for a better education than the local schools afforded, he accepted the offer of his time from his father—all that he was able to give him—and set out in a wagon for Athens, the seat of the Ohio University, fifty miles distant, where he arrived absolutely penniless. He was introduced to the teacher of a private school, afterwards Prof. James M. Safford, the eminent geologist, by his brother. "This is my brother Bill, a piece of raw material. See what you can make of him." He was received into the family, doing chores as compensation for his board. After six months his instructor was



TRAINING-SCHOOL CLASS IN THE SCHOOL GARDEN.



SUMMER SCHOOL STUDENTS IN THE SCHOOL GARDEN.



PRIMARY PUPILS IN THE SCHOOL GARDEN.

appointed to a professorship in the University, and his pupil remained in his service and under his instruction. Including his preparatory studies, he spent five years in the institution. Later in the course he became a member in the family of Professor Williams of the University, where he was treated with kindness and consideration. To pay his tuition and board and to defray his other expenses, he acted as janitor of the college buildings, doing the laborious work with his own hands, being constantly engaged with his work and studies from five in the morning until nine at night, while he occupied the time in vacations in caring for the college campus. For his labor he received a fixed compensation of eight cents per hour, and earned the sobriquet of "Professor of Dust and Ashes." But he studied as well as worked, keeping up with his classes, and graduated with distinction as a scholar in 1849, having paid all his bills, and with an accumulated capital at graduation of fifty dollars.

These humble details are mentioned as they are illustrative of the character of the

boy. From one to whom penury opposes no insurmountable obstacles, who is willing to even submit to servile labor to gratify the thirst for knowledge and appease the hunger of the soul, we may look for no life of dilettantism, but may expect that the privations of youth will blossom into the grandest and best achievements of manhood.

This expectation has been fully accomplished in the subsequent career which will be all too briefly sketched.

The train of circumstances which led to his receiving an appointment as cadet at the West Point Military Academy would be deemed by some an accident: but by others recognized as a providence. A young companion of his youth, who was a cadet, returned to die. He urged his friend William Sooy, to apply for the vacancy. Perceiving his opportunity to continue his mathematical and scientific studies, he obtained recommendations of college faculty and friends, made application to Hon. Samuel F. Vinton, the member of Congress with whom the appointment lay, and among a list of numerous and



THE ENGLISH CLUB.

formidable competitors, backed by influential friends and political influences, he, a friendless and an unknown youth, was gratified with receiving the appointment. After careful consideration, Mr. Vinton said: "I will give you the appointment; now make a man of yourself." He entered the Military Academy in June, 1849, and in due course of four years graduated the sixth in a class of fifty-two. He was the most expert horseman of his fellows and second to none in the small sword exercise. Among his classmates who became distinguished in subsequent years were Generals McPherson, Schofield, and Sheridan of the Union Army, and General Hood of the Confederate service. He was commissioned as second lieutenant by brevet, and assigned to duty in the Third Regiment of United States Artillery, at Governors Island, New York, and afterward was promoted as second lieutenant and assigned to the Second Artillery, stationed in New Mexico.

In the "piping times of peace" life in a military post on the frontier, to an officer whose mind has been quickened into intense activity by years of study, becomes almost insupportably monotonous. Ambitious to become something more than a martinet, and to lead a life more stirring than that of a polyp, Lieutenant Smith threw up his commission and resigned from the army.

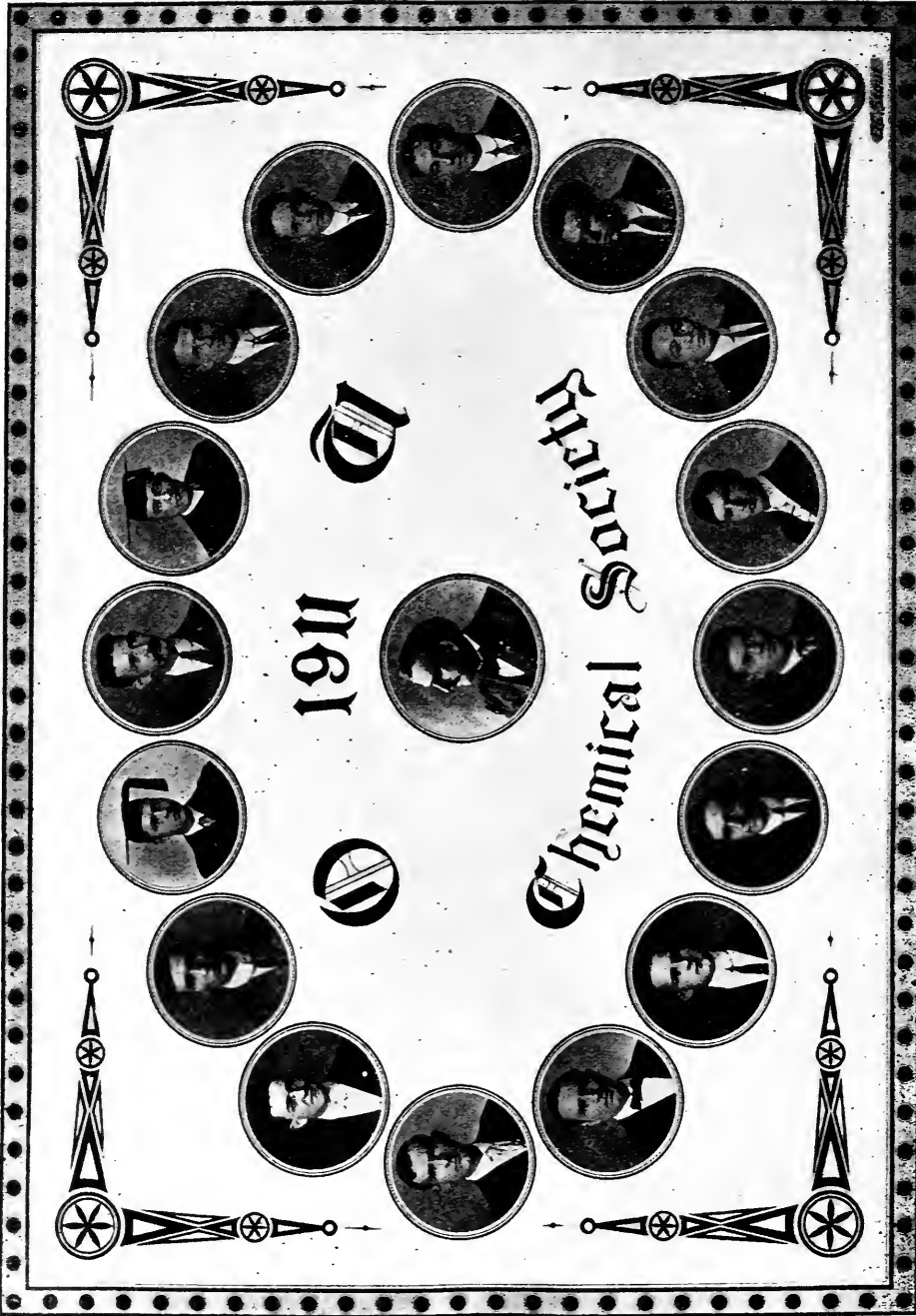
He went immediately to Chicago. His arrival was at the beginning of 1854. Willing to take any work in the line of his professional training, he accepted employment under Colonel Mason, chief engineer of the Illinois Central Railroad Company as draughtsman. Colonel Graham, of the United States Topographical Engineers, who had charge of the important harbor work on the great lakes, desiring an assistant, Colonel Mason recommended his draughtsman for the place, and he was accepted and appointed as assistant to Colonel Graham. After about six months he became very ill and was laid off from his work. In the delirium of fever, his life trembling in the balance, his affianced wife, Miss Haven, of Buffalo, N. Y., with her father, who was a physician, came to his relief, and by the tender nursing of the daughter and the skillful ministrations of the father he became convalescent. With Miss Haven, now become his bride, he repaired to

Buffalo, where he opened a select school, which he conducted for the next two years, and which gave him not only agreeable occupation but considerable fame.

In 1857, he resumed the practice of civil engineering, forming a partnership with another engineer, as Parkinson and Smith. The firm made the first surveys for the international bridge across the Niagara River and did a large and miscellaneous engineering business. After its dissolution, Mr. Smith took a position as engineer for the Trenton Locomotive Works, then the most prominent iron bridge building company in the United States. In the service of the company he went to Cuba to superintend its undertakings in the line of iron bridges and buildings. On his return from his work in 1859 he took charge of the construction of an iron bridge across the Savannah river, on the line of the Charleston and Savannah railroad, and at once commenced sinking the piles that were to constitute the piers of the structure. The pneumatic process had then newly been introduced into the country and was crude in its details, slow in operation, and very expensive. Mr. Smith introduced improvements and modifications by which the time required to sink a cylinder a given distance was reduced from fourteen days to six hours. With this class of work he has been particularly engaged, and has brought its processes to great perfection. He applied the pneumatic process to the sinking of caissons, and submitted to the government of the United States a plan for the construction of a light house off Cape Hatteras, which was to rest upon a circular caisson fifty feet in diameter, and to be sunk to a depth of a hundred feet below the water surface. While engaged upon the Savannah bridge, the guns trained upon Fort Sumpter had been fired from Southern batteries, and the engineer, deciding that the Flag of the Union was entitled to his services as a soldier in the dread arbitrament of war, made good his escape through the well-guarded lines. He at once tendered his services to the authorities of his native state, and was commissioned Colonel of the Thirteenth regiment of Ohio Volunteer infantry. He commanded this regiment in the West Virginia campaigns under McClellan and Rosecrans, twice winning meritorious mention for gallant conduct, and then proceeded with it to Kentucky where



THE GERMAN CLUB.



1911

1911



Chemical Society

he joined the forces organizing under General Buell as the army of the Ohio. At the battle of Shiloh he commanded a brigade, captured Standiford's Mississippi battery, and by his gallantry won his promotion to the rank of brigadier-general. After the battle of Stone River, he was transferred to Grant's Army in the rear of Vicksburg. He participated in the movement against Jos. E. Johnston's army at Jackson. He was made chief of cavalry of the military division of the Mississippi, attached to General Grant's staff, and was also on staff duty with General Sherman in the same capacity. His engineering qualities were called into requisition. A correspondent wrote from the front: "On the advance of General Buell's column from Bowling Green, the railroad destroyed by the retreating rebels was re-built under the superintendence of Col. W. S. Smith. Three bridges were rebuilt: two of ninety feet span each, and a mile of track built in one day. General Buell was so pleased with the energetic performance of this work that he placed Col. Smith in charge of all the roads leading into Nashville." That he was highly appreciated by the officers associated with him is attested by their presenting him a magnificent gold-mounted sword, jeweled with precious gems, upon which is engraved the words: "Presented to Gen. Wm. Sooy Smith by the officers of the 13 O. V. I.," and the memorial words "Shiloh" and "Carnifex".

In September, 1864, General Smith, having been prostrated by a severe attack of inflammatory rheumatism and disabled from active service, deeming it inconsistent with duty to his country to occupy a position of high importance while unable to perform its duties, thus keeping from active service others qualified to render it, resigned his commission.

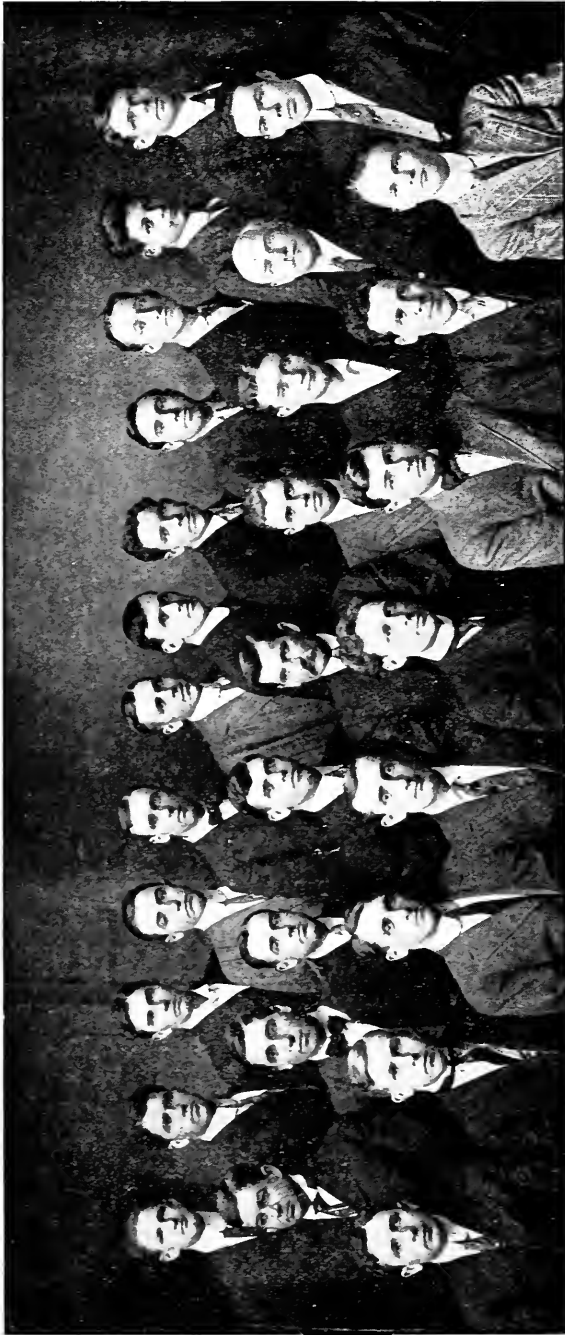
With returning health, General Smith resumed professional life with headquarters in the city of Chicago, though often called in execution of important engineering works to distant parts of the country. He has been entrusted with gigantic engineering works, both by the government and by corporations and by private individuals, and brought to their plans and execution boldness, a safe and accurate judgment, great ingenuity of invention, and careful scrutiny of details, so that not a single failure is found among his great undertakings. The class of work in

which he has had the greatest employment is that of bridge piers and caissons of ponderous structures, rendering necessary subaqueous and subterranean excavations. Mention can here be made only in the briefest way of some of the more important works which he has planned and executed, the interesting details of which must be sought in engineering works where they are more minutely described.

His first engineering work after the war was the protection built about the Waugoshance lighthouse, at the western entrance of the Straits of Mackinac. This is in some respects the most wonderful engineering work in America. This caisson, designed in 1867, was the first pneumatic caisson sunk in this country, and it is thought to be the first sunk in the world. Its design was entirely original with General Smith, and for it he received an award at the Centennial Exposition (one of the two awards given to American engineers), and conferred by a jury composed of some of the foremost engineers of the world. About the same time he was engaged in opening the approach to the harbor of Green Bay by cutting a straight channel through a grassy island, instead of deepening the old tortuous channel around it.

The construction of great railroad bridges over the shifting current and treacherous sands of the Missouri River has occupied much of his time and ingenuity. The first of these was the bridge at Omaha, then that at Leavenworth, and later he built, or helped to build, the bridges at Booneville, Glasgow, Plattsmouth, Sibley and Kansas City. He constructed the screw-pile piers for bridges over the Mobile River, on the line of the Mobile and Montgomery Railroad, and two of the same kind across Salt Creek, in Nebraska.

His great engineering work was the preparation of plans for a tunnel under the Detroit River. For boldness, originality and thorough provision for every difficulty that the work can present, these designs are acknowledged to be unsurpassed; they have been approved by a board of engineers assembled to consider them, and indorsed by distinguished members of the profession in this country and Europe. He also partly excavated a tunnel under the river at Port Huron, which was only discontinued when the



THE ORATORICAL ASSOCIATION.

railroad company party to the contract failed to comply with its agreements. He was mainly instrumental in getting a board appointed by the government to make tests of the properties of American iron and steel, and was a member of this board during its entire existence. His study and observation convinced him of the very great advantages possessed by steel over all other kinds of material for bridge building. He designed and constructed the great steel bridge at Glasgow, for the Chicago and Alton Railroad Company, the first all-steel bridge ever built. This magnificent structure commands the admiration of all who see it, not only by its symmetry and strength but also by the architectural beauty of its design.

General Smith has been designated by the government to examine and report upon the plans and construction of the Chicago Custom House which, by the way, were criticised by him at the time of their adoption when he prophesied, with curious precision, that within twenty years the foundation would subside so as to endanger the stability of the structure. He was in like manner designated to examine and report upon the crib which protects the inlets of the tunnels which supply the city of Chicago with water.

In the planning of the great buildings which carry their many peopled floors for fifteen to twenty stories into the air in Chicago, Gen. Smith has been consulted and has devised a system of resting their foundations upon piers and piling footed upon rocks which will give to them the permanence and stability of the solid earth.

He has likewise devised a triple system of thoroughfares through the already congested streets of his city which, though at present thought premature, will be in the future indispensable if Chicago attains the metropolitan magnitude to which its fortunes seem to point.

In estimating the professional character of Gen. Smith, an eminent engineering authority bears this testimony: "He excels in uniting boldness with prudence, and in selecting what is valuable and rejecting the visionary and impracticable among the many new things which arise connected with engineering science and practice. And to these peculiarities and to his untiring industry is due the large measure of success that he has won as a civil engineer."

In his life as a citizen, the General is an

active participant in whatever is undertaken for the public good and a liberal contributor to benevolent institutions.

He is a ready and an eloquent public speaker and has frequently been called upon to deliver addresses at universities and before scientific societies.

He is particularly interested in poor young men struggling to get a start in life and is always ready to aid them when opportunity offers.

The excellent lady who became the wife of Mr. Smith in 1854 survived only six years, leaving an only son, Charles Sooy Smith, an eminent civil engineer and contractor, living in the city of New York. Gen. Smith married, in 1862, Miss Anna Durham, daughter of Hon. V. C. Durham, of Bowling Green, Kentucky, who died in 1882 without issue.

In 1884, he married Miss Josephine Hartwell, of St. Catherine's, Ontario. An only son of this marriage is Gerald Campbell Sooy Smith.

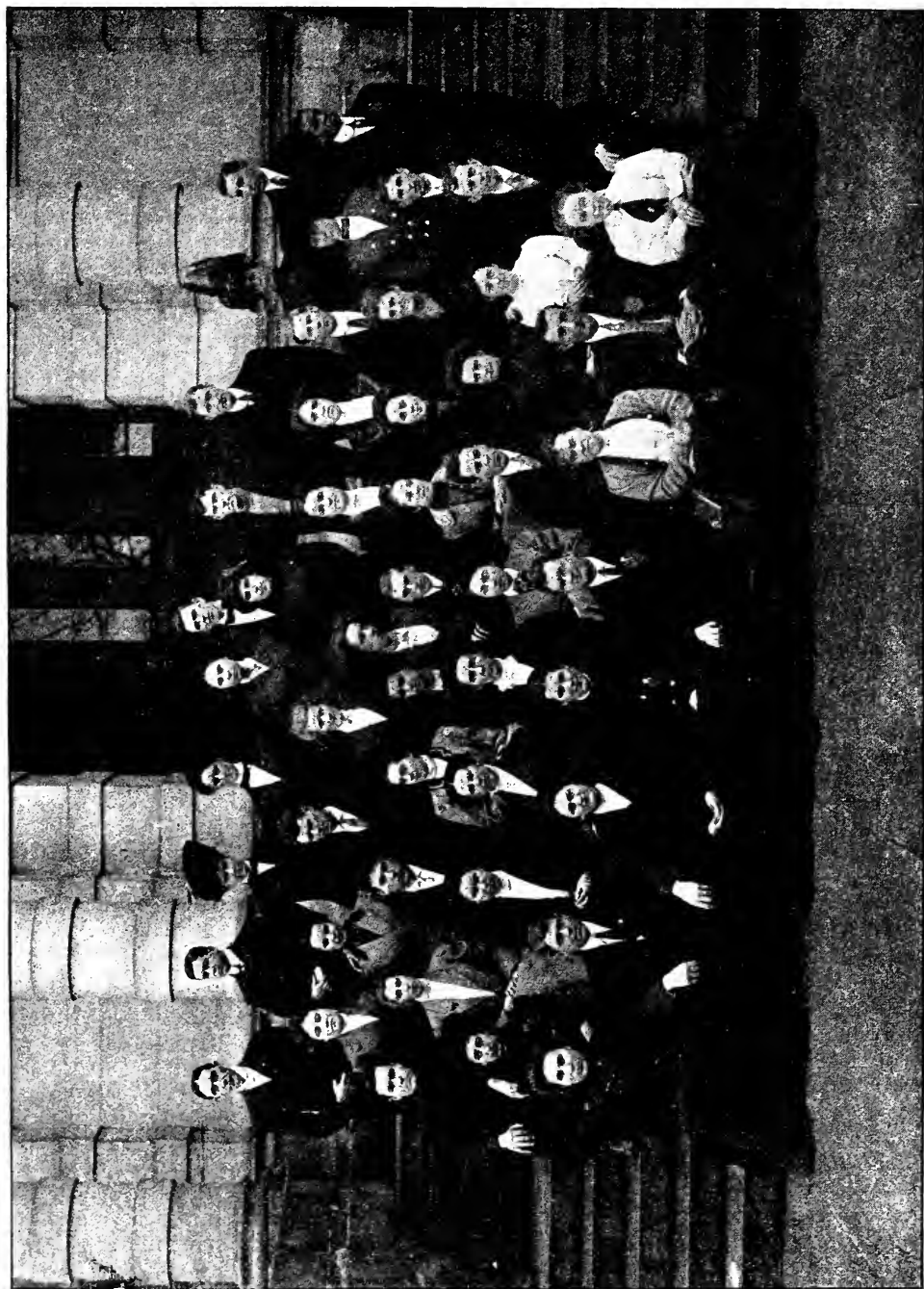
THE RHYMED COUPLET IN SHAKESPEARE'S TRAGEDIES.

(By Prof. Hiram Roy Wilson, A. M., Litt. D.)

In Shakespeare's tragedies the rhymed couplet is of frequent occurrence. As a construction, its value will be appreciated not only by the student, but also by the general reader. Through its use the reader or listener is made to *feel* before he really *comprehends*. It is the purpose of this brief article to offer an explanation of the use of the couplet, and to ascertain, if possible, its dramatic effect where rhyme might be regarded as entirely inappropriate.

No attempt is made to discuss the general use of rhyme, or its bearing upon the chronology of the plays. The relation of rhyme to the time of the composition of the plays does not here concern us. That the rhymed couplet may not be thought of as the mere exuberance of the youthful spirits of the play-wright, attention may be called to the fact that although *Julius Caesar* was written about five years prior to the composition of *Macbeth*, the latter drama shows three times as many couplets as the former; this even excludes the rhymed speeches of the witches.

Space forbids the examination of all the



THE TEACHERS' CLUB.

tragedies of Shakespeare. Inasmuch as he used rhyme freely in both early comedy and tragedy, its force in these plays is far less striking than in the work of his so-called "third period," or tragic age—from 1601-2 to 1607-8. Only the plays, therefore, produced in this part of his literary career will concern us. To make the inquiry tangible, the couplets in *Macbeth* will be cited.

The term *rhymed couplet* possibly needs a word of limitation. It is here applied to only those rhyming couplets following, with more or less flexibility, the iambic pentameter as a standard; and to those couplets having more or less completion of thought. This definition is not extended to the "run-on" couplet. The text quoted is that of the Furness *Variorum Shakespeare*.

Macbeth

In the study of this drama, the rhyming speeches of the witches need not be given as their words fall into four measures of trochee. The exception to this is the interpolated Witch Scene, Act III., Scene V.

ACT I.

Scene iii.

Ross. I'll see it done.

Duncan. What he hath lost, noble Macbeth hath won.

This unique arrangement imparts the same effect as the full couplet.

Scene iii.

Macbeth. Come what come may,
Time and the hour runs through the
roughest day.

Here the first line completes metrically the last line of a preceding speaker. The couplet effect is at once felt.

Scene iv.

Duncan. Would thou hadst less deserved,
That the proportion both of thanks and
payment

Might have been mine! only I have left
to say

More is thy due than more than all can
pay.

Scene iv.

Macbeth. The Prince of Cumberland!
that is a step,
On which I must fall down, or else
o'erleap,
For in my way it lies. Stars, hide your
fires;

Let not light see my black and deep
desires:

The eye wink at the hand; yet let that
be

Which the eye fears, when it is done, to
see.

Scene v.

Lady M. And you shall put
This night's great business into my dis-
patch;

Which shall to all our nights and days
to come

Give solely sovereign sway and master-
dom.

Scene v.

Lady M. Only look up clear:

To alter favour ever is to fear.

The first line of this couplet completes Macbeth's words.

The act ends with this couplet usually assigned to Macbeth, but seemingly belonging to Lady Macbeth:

Away, and mock the time with fairest
show:

False face must hide what the false heart
doth know.

ACT II.

Scene i.

Macbeth. Whiles I threat, he lives
Words to the heat of deeds too cold
breath gives.

I go, and it is done: the bell invites me.—
Hear it not, Duncan, for it is a knell
That summons thee to heaven, or to hell!

Scene iii.

Lenox. The night has been unruly:
where we lay,

Our chimneys were blown down, and, as
they say,

Lamentings heard i' the air, etc.

Lay and say seem to rhyme rather as a matter of coincidence than by any intentional effect on the part of the dramatist. Since the lines are not end-stopped, they do not exemplify the typical couplet.

From this point forward the dramatist has deemed the employment of the couplet inexpedient until Malcolm closes Scene iii. with these words to Donalbain:

Therefore to horse:

And let us not be dainty of leave-taking,
But shift away: there's warrant in that
 theft

Which steals itself when there's no mercy
left.



ENGLISH SEMINAR,

Scene iv.

Macduff. Well, may you see things well done there: adieu!
Lest our old robes sit easier than our new!

Ross. Farewell, father.

Old Man. God's benison go with you, and with those
That would make good of bad and friends of foes!

ACT III.

Scene i.

Macbeth. It is concluded: Banquo, thy soul's flight,
If it find heaven, must find it out to-night.

Scene ii.

Lady M. Nought's had, all's spent,
Where our desire is got without content:
'Tis safer to be that which we destroy
Than by destruction dwell in doubtful joy.

Scene iii.

Macbeth. Good things of day begin to droop and drowse,
While'st night's black agents to their preys do rouse,
Thou marvell'st at my words: but hold thee still;
Things bad begun make strong themselves by ill.

Scene iv.

Macbeth. For mine own good
All causes shall give way; I am in blood
Stepp'd in so far that, should I wade no more,
Returning were as tedious as go o'er:
Strange things I have in head that will to hand,
Which must be acted ere they may be scanned.

Scene v.

Macbeth. Come, we'll to sleep. My strange and self-abuse
Is the initiate fear that wants hard use:
We are but young in the deed.

ACT IV.

In the first scene, the Apparitions address Macbeth in lines following the couplet form.

First Appar. Macbeth! Macbeth! Macbeth! beware Macduff:
Beware the thane of Fife. Dismiss me: enough.

Sec. Appar. Be bloody, bold, and resolute; laugh to scorn
The power of man, for none of woman born
Shall harm Macbeth.

Third Appar. Be lion-mettled, proud,
and take no care
Who chafes, who frets, or where conspirers are:

Macbeth shall never vanquished be until
Great Birnam wood to high Dunsinane hill
Shall come against him.

Scene i.

Macbeth. That will never be:
Who can impress the forest, bid the tree
Unfix his earth-bound roof? Sweet bodements! good!

Rebellion's head, rise never, till the wood
Of Birnam rise, and our high-placed
Macbeth

Shall live the lease of nature, pay his breath

To time and mortal custom. Yet my heart

Throbs to know one thing: tell me,—if your art

Can tell so much,—shall Banquo's issue ever

Reign in this kingdom?

Although the couplets in the above are not end-stopped, yet their total effect is substantially the same as if they were so ended.

Scene i.

Macbeth. No boasting like a fool;
This deed I'll do before this purpose cool.

Scene iii.

Malcolm. Receive what cheer you may;
The night is long that never finds the day.

ACT V.

Scene i.

Doctor. And still keep eyes upon her.
So good night:

My mind she has mated and amazed my sight:

I think, but do not speak.

Scene ii.

Lenor. Or so much as it needs
To dew the sovereign flower and drown the weeds.

Scene iii.

Macbeth. The mind I sway by and the heart I bear
Shall never sag with doubt nor shake with fear.

Scene iii.

Macbeth. I will not be afraid of death
and bane
Till Birnam forest come to Dunsinane.



UNIVERSITY GLEE CLUB.

Scene iii.

Doctor. Were I from Dunsinane away
and clear
Profit again should hardly draw me here.

Scene iv.

Seward. The time approaches,
That will with due decision make us
know
What we shall say we have and what we
owe.
Thoughts speculative their unsure hopes
relate,
But certain issue strokes must arbitrate.

Scene v.

Macbeth. If this which he avouches does
appear,
There is nor flying hence nor tarrying
here.
I 'gin to be a-weary of the sun,
And wish the estate o' the world were
now undone.—
Ring the alarum-bell— Blow, wind! come,
wrack!
At least we'll die with the harness on our
back.

Scene vi.

Seward. Fare you well,
Do we but find the tyrant's power to-
night,
Let us be beaten, if we cannot fight.

Scene vi.

Macduff. Make all the trumpets speak;
give them all breath,
Those clamorous harbingers of blood and
death.

Scene vii.

Macbeth. What's he
That was not born of woman? Such a
one
Am I to fear, or none.

Scene vii.

Macbeth. But swords I smile at, weapons
laugh to scorn,
Brandish'd by man that's of a woman
born.

Scene viii.

Macbeth. Before my body
I throw my warlike shield: lay on, Mac-
duff;
And damn'd be him that first cries 'Hold,
enough!'

Scene viii.

Seward. He's worth no more:
They say he parted well and paid his
score.

Scene viii.

Macduff. I see thee compass'd with thy
kingdom's pearl,
That speak my salutation in their minds;
Whose voices I desire aloud with mine;
Hail, King of Scotland!

Although *minds* and *mine* are not a felicitous rhyme in modern poetry, yet Shakespeare evidently thought them sufficiently similar to place them together.

In *King Lear* there are thirty-four examples of the couplet; in *Hamlet*, twenty-seven; in *Julius Caesar*, nine. From careful examination it seems that the generalizations applying in any one of these four plays apply with equal validity to any other. The scenes of conflict, of doubt, of repose, of anticipation, in each of the above dramas avoid or employ the couplet with striking similarity.

By many the couplet is taken as a device to indicate the exit or the entrance of the actors—a stage cue. Possibly there may be in this view a slight element of truth. Yet the investigation need not be carried far until it is patent that this opinion is insufficient as an explanation. At times the couplets are used where no actor enters or retires. In *King Lear* several such cases occur. In *Macbeth* there are five instances of the couplet neither ending scenes nor marking the advent or exit of any character. Often the couplets are used by the only character on the stage immediately before he effects his exit. Surely he himself needs no cue, and surely his successor to the foreground needs nothing of the kind.

Some scenes end with couplets; others do not so end. Though the dividing of the plays into scenes is almost entirely a matter of editing, yet the term *scene* may be taken to designate an organic break in the character situation or in the plot. Some acts end with couplets, whereas some do not. The same may be said of the play as a whole. One might ask, then, of what advantage is the cue in some situations, whereas it is evidently of none in others? Why is not a blank verse cue just as easily noted as that given in rhyme? The conclusion of the entire play with a couplet would seem to refute the cue theory.

Again, the couplet is not used for mere decoration or for dramatic relief. It is found in passages of the most tragic nature:



GIRLS' GLEE CLUB.

for instance, in *Julius Caesar*, after Brutus has fallen on his own sword, he concludes his dying words thus:

"Caesar, now be still:
I kill'd not thee with half so good a will."

It would be absurd to assert that the effect of rhyme is to brighten the tragic end of our hero or to animate the situation. An example from *Macbeth* may be added. Just before Macbeth goes to the murder of Duncan, he gives utterance to his feelings incited by the illusory dagger, and freely pours out his heart in contemplation of the crime. Upon hearing the bell sound, a pre-arranged signal, he exclaims:

"Hear it not, Duncan; for it is a knell
That summons thee to heaven or to hell."

As another citation, the oft-quoted words from *Hamlet* may be taken:

"The time is out of joint: O cursed spite,
That ever I was born to set it right."

Examples of a similar bearing might be multiplied, showing conclusively that the couplet is not a mere artistic trick to relieve or to brighten a situation by contrast.

The function of the couplet is organic; it sustains an intimate relation to the thought it presents. Rhyme is not herein used as a device apart from the matter conveyed. Wherever the couplet is used in the dramas cited, it indicates in the character employing it a certain frame of mind.

Not only in the examples given, but also in numerous others that might be presented, Shakespeare employs the couplet to indicate a *sense of satisfaction or triumph, either subjective or objective, or both*; to indicate *that some kind of equilibrium has been attained*; to indicate *some kind of abiding intelligence, some kind of solution found, some kind of overcoming*.

Often he has his characters employ a rhymed couplet in closing a soliloquy or a part of a dialogue when there may be physical defeat of an overwhelming type, yet there is an intellectual satisfaction or discernment wherein the character triumphantly comprehends the situation. For example, the last words of Laertes indicate neither resolu-

tion nor physical victory, but they surely express a genuine heroism that redeems his erratic life.

Never does Shakespeare employ the couplet in sentiments of *doubt*, of *suspense*, nor to indicate mental states that are *wavering or vacillating*. In certain parts of *Julius Caesar*, Shakespeare had no opportunity of using this construction because of a lack of dramatic equilibrium. No character seems to comprehend the culmination of circumstances under way. At certain places in this drama one can scarcely fail to feel a sense of misgiving or an enveloping atmosphere of doubt. No couplet concludes the one famous soliloquy of Hamlet, whereas practically all the other soliloquies are so concluded. In the great soliloquy Hamlet finds himself considering the dilemma of life or of death. How utterly ruinous a couplet would have been on this occasion! He engages in a conversation before he gives us any ultimate resolution to live or any other answer to the question so pertinently propounded to himself.

King Lear offers an interesting study of the couplet. Acts Three and Four are sufficient for illustration. In the former the three characters, each with his peculiar mental perversion, meet: Lear, Edgar, and the Fool. Nothing is more impressive, more spectacular. The terrific thunder-storm constitutes the background. The heart-rending outbursts of Lear are accompanied by the crashes of thunder; they are provoked sympathetically by the feignings of Edgar; they are offset by the foilings of the Fool. Not in all Shakespeare is there another such scene. Effect follows effect, yet all is suspense: no equilibrium is attained. The occurrence of the couplet is minimized.

It may be said, then, that Shakespeare either consciously or unconsciously imparts an element of satisfaction to the reader or listener by the construction discussed. It is never inopportune, never misused. It is like many of the small things that have appealed so forcibly to the student of the drama and that have been so felicitously employed by Shakespeare—those small things that make their artistic contribution toward a potent and final synthesis of the whole.



THE KINDERGARTEN CLUB.



GRADUATES IN KINDERGARTEN EDUCATION.



GRADUATES IN PUBLIC SCHOOL MUSIC.



GRADUATES IN PUBLIC SCHOOL DRAWING.

A STATE SYSTEM OF SCHOOLS.

Definitions Formulated by President Ellis in
Reply to Request of the Education
Commission of Virginia.

CHARLOTTESVILLE, Va., Dec. 6, 1910.

DR. ALSTON ELLIS, *President Ohio University,*
Athens, Ohio:

MY DEAR SIR—The members of the Virginia Education Commission, especially President Alderman, would appreciate it very much if you will take time enough to answer the questions submitted in the attached letter.

They believe that a comparison of views as to the definitions called for will be valuable, and they hope to prepare a definition in the light of the answers they receive which will form a broad and clear working basis for all efforts of co-ordination whether in Virginia or in other states.

Thanking you in advance for the courtesy of a reply, I am,

Very truly yours,

CHAS. G. MAPHIS, *Secretary.*

The Questions.

DEAR SIR—The educational system of Virginia consists of the public elementary schools,

public high schools, three normal schools for white women, one normal school for negroes (co-educational), the college of William and Mary (a normal college for men), the technical school—the Virginia Military Institute (largely a school of engineering), and Virginia Polytechnic Institute (the State Agricultural and Mechanical College)—and the University of Virginia.

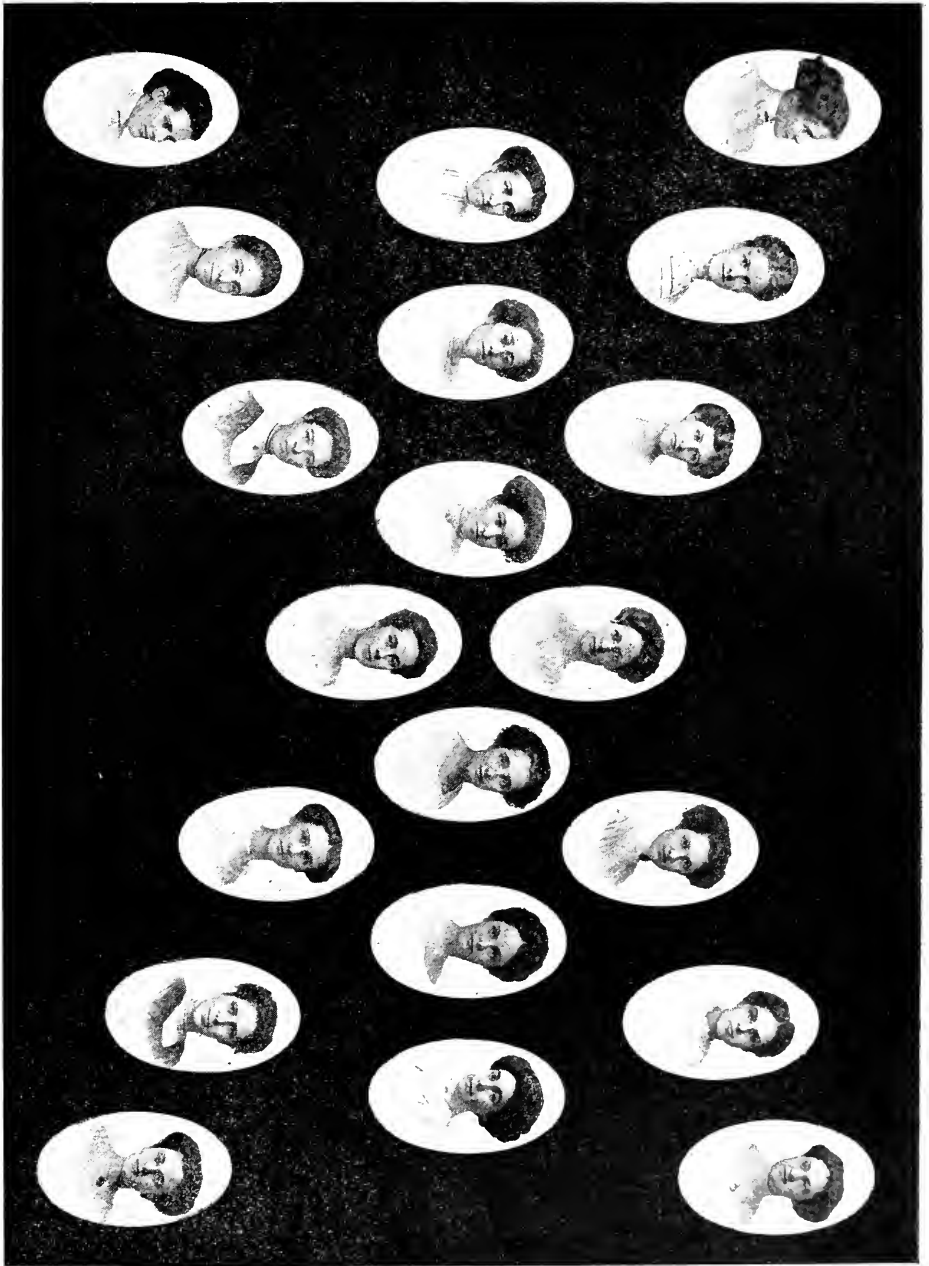
The Commission will recommend a mill-tax for the support of the whole system, and it desires further to recommend a practical plan for the co-ordination of the work of the various institutions constituting the system. In order to do this intelligently it should first define clearly and accurately the exact function of each component part of the system.

With a view of assisting us in framing, if possible, more clearly than has been done before, a satisfactory definition, will you not, as briefly as you can, answer all or a part of the following questions?

1. Define a public elementary school and state its function.

2. What is a public high school? What is its function?

3. Define a normal school and state its function.



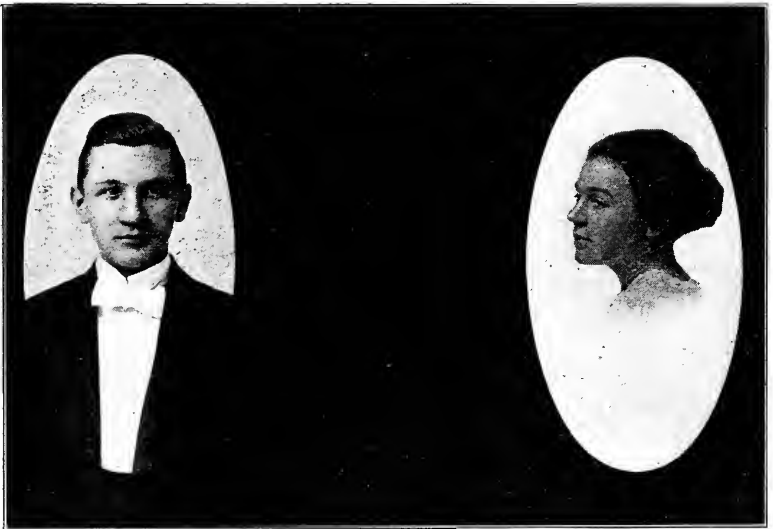
GRADUATES IN ELEMENTARY EDUCATION.



Ethel Omega Radcliffe.

Leta Mae Nelson

Mabel Emma Stewart.



Carl Kenneth Ferrell.

Harriet Luella Kelley.

GRADUATING CLASS.

Ohio University College of Music.

4. What is the true function of a technical school?

5. What is the peculiar function of a State Agricultural and Mechanical College?

6. What is the function of a State College and its relation to the University?

7. What is a State University and its function?

I do not like to trespass so fully on your time, but it is the belief of our Commission, and especially our Chairman, that a large service can be rendered by answering clearly and fully the above questions.

Hoping that you will be willing to share in that service by giving the result of your thought and experience in answering the questions, I am,

Very truly yours,

CHAS. G. MAPHIS, *Secretary.*

The Reply.

Office of the President,
Ohio University, Athens, Ohio.

December 13, 1910.

HON. CHARLES G. MAPHIS, *Secretary Educational Commission of Virginia, Charlottesville, Va.:*

DEAR SIR—Herewith are presented answers to your questionnaire of December 6th. The answers are numbered in the order in which the questions are propounded.

Very truly yours,

ALSTON ELLIS,

President Ohio University.

1. *A public elementary school* is one having a course of study extending over eight years and open to pupils from 6 to 14 years of age. The course of study of such schools is graded to meet the ages of the pupils and to include the recognized elementary branches of learning—reading, spelling, language lessons, writing, etc.—with attention given to health, morals, and the groundwork of such branches as music, drawing, manual training, elementary science, domestic science, accounting, and, possibly, something of stenography and type-writing.

Its function is partly set forth in the imperfect definition just given. Its main aim is the education of *all* the children in branches of learning generally thought to be of high

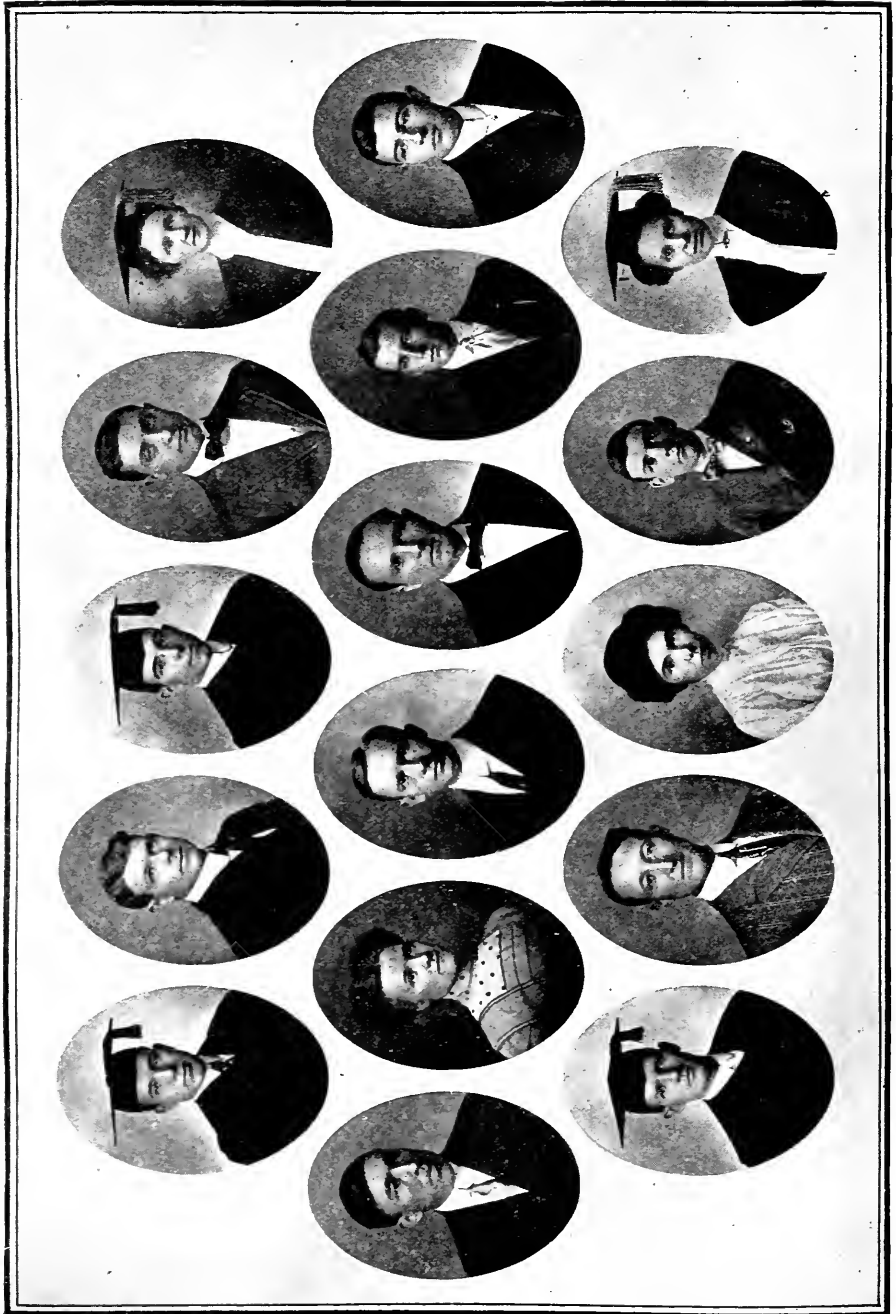
utility and possessing something of cultural value as well.

2. *A public high school* is a school for children of advanced years and higher grade—say for children from 14 to 18 years of age who have worked their way through the grades of the elementary school with creditable standing. A wise articulation of its work with that of the elementary school is necessary to the end that there be no unbridged gap between the two grades of schools. Its curriculum should be made up of studies of cultural and disciplinary value and include, in addition thereto, subjects of instruction made necessary by reason of local conditions. Throughout, methods of teaching and preparation for lessons are of as high value as content of studies.

Its function is three-fold: 1. To give higher education to elementary pupils who have inclination, time, and ability to gain more mental and practical power than can be acquired in the elementary school. 2. To give to the people, where it is located, a citizenship especially prepared for a life of usefulness in that particular environment and worthy of the kind of government which protects it. A completed course is needed here. 3. Preparation for college under the general idea governing the relation existing between the elementary school and the high school. Where conditions permit, the high school should offer well-thought-out differentiated courses of study. All cannot go through the same stereotyped course with equal profit.

3. *A normal school*—like any other professional school as that of law, or medicine, etc.—is a school for the education and training of teachers. In the educational system, it stands higher than a high school. In educational rank, it is co-ordinate with the college. The Ohio law says the established normal schools "shall be maintained in such a state of efficiency as to provide theoretical and practical training for all students desiring to prepare themselves for the work of teaching." If one learns to do by doing he learns to teach by teaching; and a normal school without its well organized training school is not functioned aright.

4. *The true function of a technical school* is both educational and professional, with emphasis placed upon the special kind of work for which a student is preparing. One well-



SIDE LIGHTS EDITORIAL STAFF.

founded objection to some technical and professional work is that it is too shallow—not well-based upon that general culture that should precede or at least accompany it. A civil engineer needs more than technical knowledge as does anyone in any vocation upon which he enters. Technical training and professional training may be regarded as synonymous terms. The aims of the technical and professional school are similar—only looking forward to different vocational fields.

5. *The agricultural and mechanical college* may be said to occupy a field of its own. The two "Morrill Bills" very clearly put metes and bounds to its work.

"The leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

It is not to compete with the college or university, but to offer a field of work pretty clearly differentiated from that of either. The name is suggestive, carrying with it its own definition.

Training in agriculture needs a farm just as training in teaching needs a training school. The experiment station comes in here. A mechanical college needs provision for technical training in drawing, manual arts, wood-working, forge and foundry work, etc., etc. The limits to be placed upon this work are those suggested by expediency as best expressed in appropriate state legislation. There is danger of expense and unwise duplication of work if the agricultural college and the state university are maintained as independent institutions, each controlled by a board of its own.

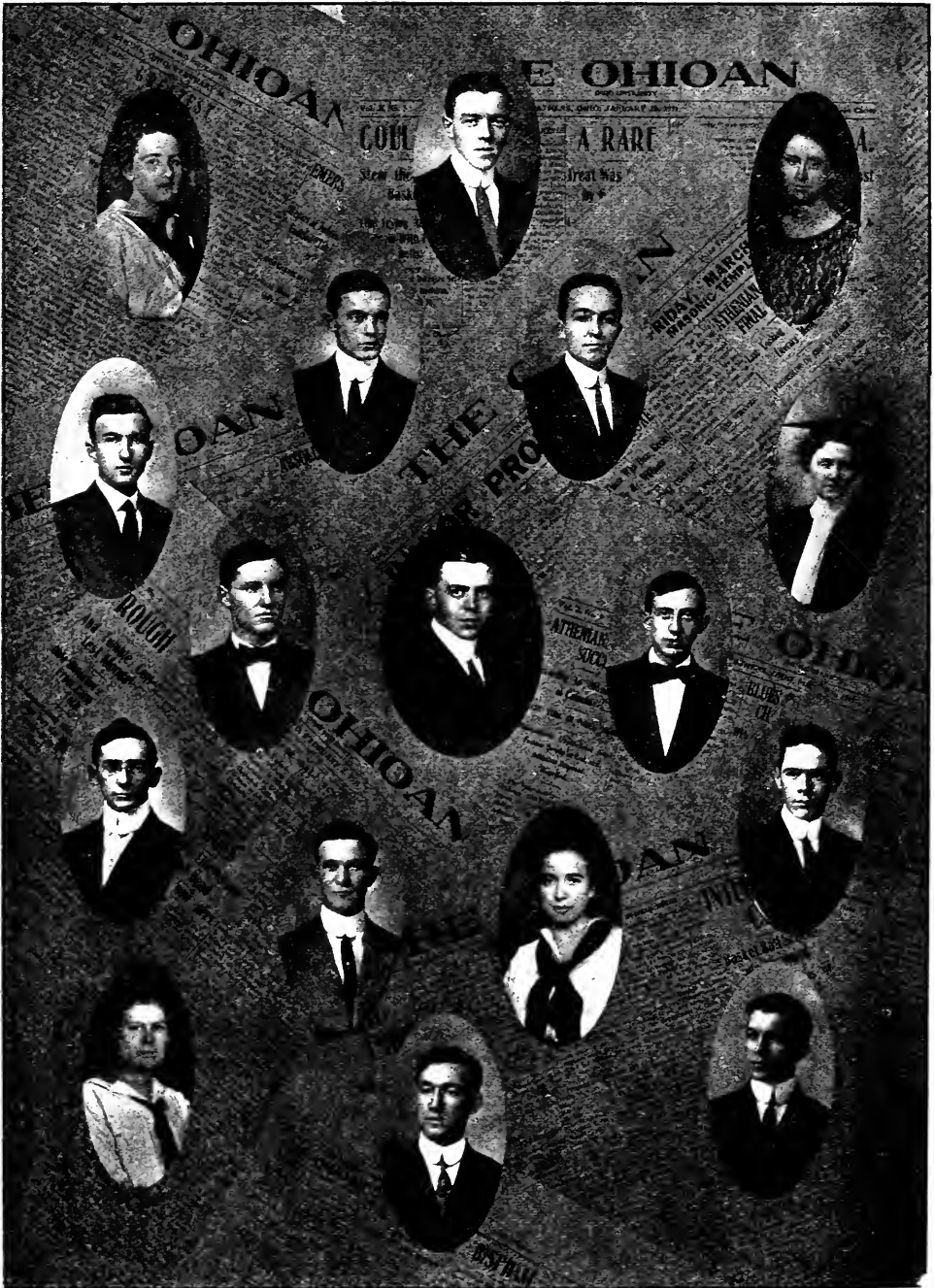
6. *A state college* is usually one of a number of colleges or departments connected with the state university. Where this union exists, the question of relationship becomes unimportant. The college separate from and independent of the university suggests a condition of possible unseemly contention and one of overlapping in educational work. Legislation must step in here and command educational peace

and effort confined to well-defined limits. The college is merely an advanced high school with functions not widely dissimilar. It offers differentiated courses and a somewhat extended field from which to take electives. Its work, both practical and cultural, does not enter directly upon technical and professional fields, but may properly prepare for both.

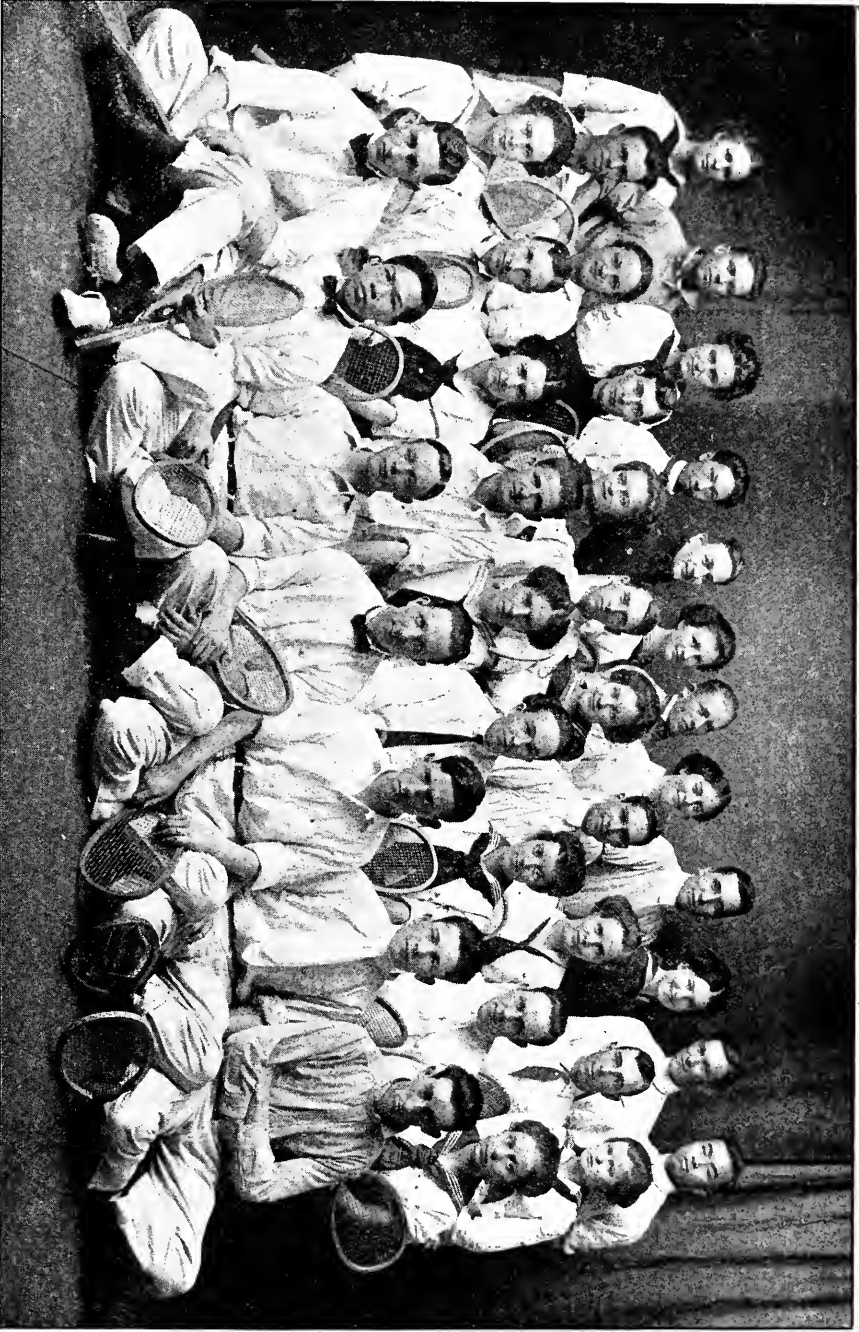
7. *The university* stands at the head of the state's system of education. Its name suggests almost everything in the way of general, technical, and professional education; but there are certain limits beyond which, and certain fields into which, it should not be permitted to go. It should not be permitted unnecessarily to duplicate work for which adequate provision has been made in other institutions of learning—especially of such as are maintained at public cost. As the college should not enter the university field, so the university has no just right, under cloak of its name, to duplicate the work of the college unless the work of the latter is not wide enough and strong enough to meet the wants of the people seeking educational advantages of college grade. The university does no more wisely in duplicating the work of the public normal school than in undertaking the work of the public college. If it must undertake the training of teachers it should be by the agency of a teachers' college or college of education of such high grade as clearly to remove it from the realm of competition with the normal schools—which, under normal conditions, occupy a field peculiar to themselves and one whose ownership by them should not be wantonly disputed. The tax-paying burden ought not to be made unnecessarily heavier than it is.

The function of the university is to supplement rather than to duplicate the work of the college and the normal school. Emphasis should be placed, by it, upon post-graduate, technical, and professional work—fields upon which the college and the normal school have no call to enter.

Enlightened thought and past experience ought to point out a safe and an adequate way to arrange a state's system of education from kindergarten to university, inclusive, so that the educational interests of all the people will be well conserved with no unnecessary tax burdens being placed upon their shoulders.—*From The Ohio Teacher, April, 1911.*



THE OHIOAN EDITORIAL STAFF.



TENNIS CLUB.

SOME ASPECTS OF GOOD TEACHING.

By

Professor Frederick Treudley.

The secret of good teaching is to combine happily the substance of the lesson and the spirit which interprets it. Whatever affects us has life, activity, is capable of self-manifestation, is energy. As heat and light issuing from the sun and bathing the world in warmth call forth other energies which, taking on their own forms, make the earth beautiful, so of education. "Every man's life is a plan of God" is the title of one of Horace Bushnell's greatest sermons. The business of teaching is to call this plan into existence. Light and warmth are essential to this performance, the light of truth and the warmth of love.

Children are by nature good. No child is born into the world handicapped in himself. Creative goodness absolves itself from wrong against the innocent by this act of justice. What handicaps the child is his environment. Environment is the result of man's energies operating under terms of a free will, acting under limitations and liable to error. Nor is there so great distinction amongst children as is currently thought. Inferiority does not attach to him of less intellectual keenness any more than to him who moves in an apparently less desirable social circle. Nothing is more beautiful than the testimony of great men and women to the worth of humble men and women, as e. g. Carlyle's to his father, McKinley's to his wife, Garfield's to his mother, Stanley's to his foster-father, Marcus Aurelius's to those who stood about him in his youth. The son of a laborer upon the estate of a Boston Adams may ever remain a laborer while the son of his employer may ascend to the presidential chair. There is a difference, but the terms superior or inferior taken in their absolute signification do not enter. The one might be a ditch digger, but it is the fineness of the work and not the scale of character of it which determines real worth.

Teaching is good and permanently effective in proportion as it invests all exercises with significance. Play and work, pain and pleasure, success and failure, praise and punishment, conscious and unconscious activities,

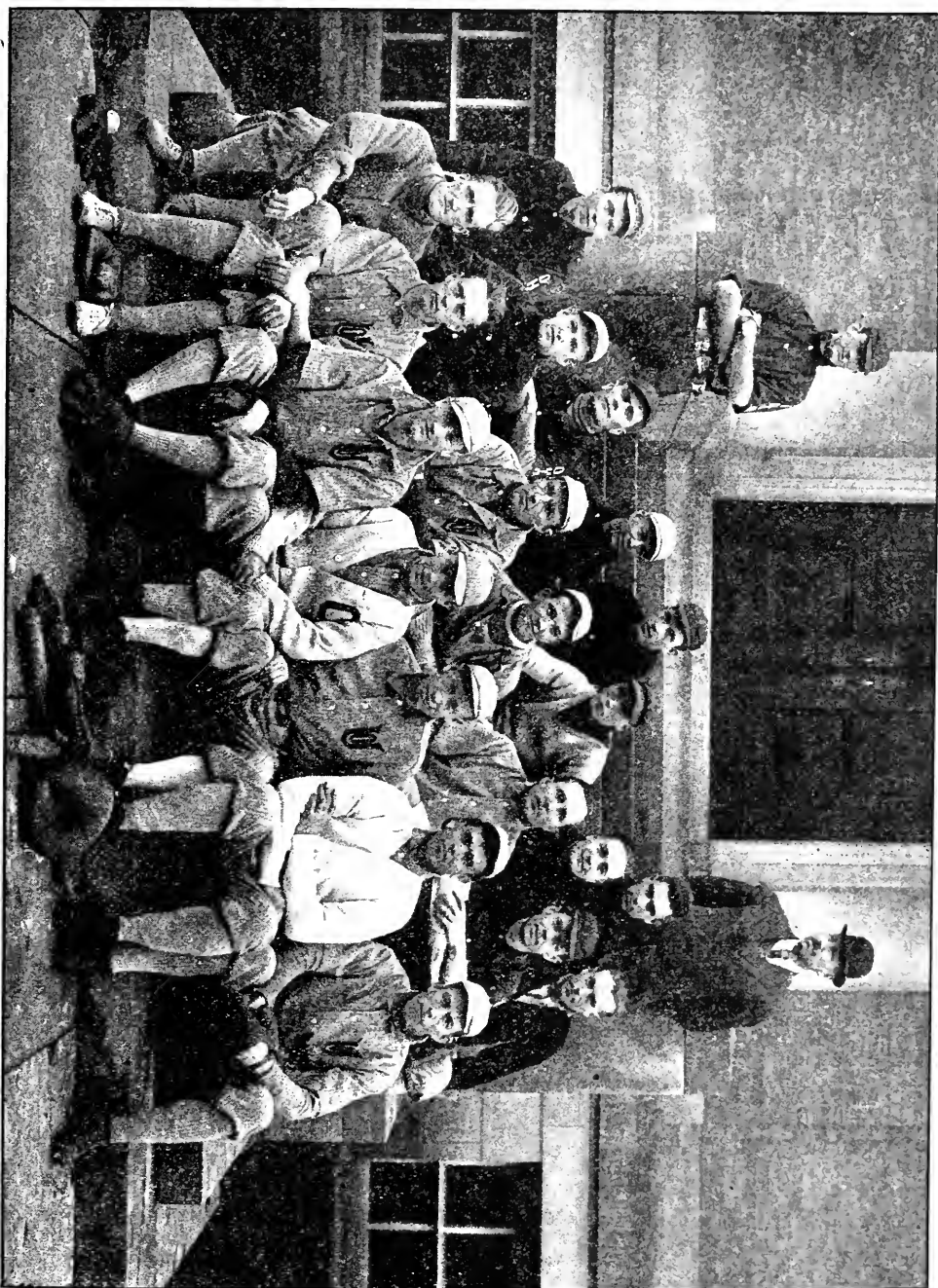
quietness and movement, are all essential to development.

The formal exercises of school may be lifted out of mere drudgery, for a distinction must be made between drudgery and mere drudgery. The bane of life lies in the adjective mere. Life's richest blessings lie in the noun. Very full of meaning and of beauty may be these very commonplace forms of expression and life as enunciation of words, pronunciation, spelling, penmanship, the making of figures, punctuation, the voice, the bearing of the body, the step, the meeting of outstretched hands, appreciation of conditions causing another's error, all of them being conventional forms which make human intercourse happy because they are the resultants of age-long practice. There is no possible estimation of the value to the soul of its release from the tension caused by consciousness of formal defects. The essence of beauty is form, but perfect form leads into the very presence of infinite worth because it is of the very nature of perfect worth to satisfy wholly and absolutely. Hence Schelling said, "Philosophy conceives God, art is God."

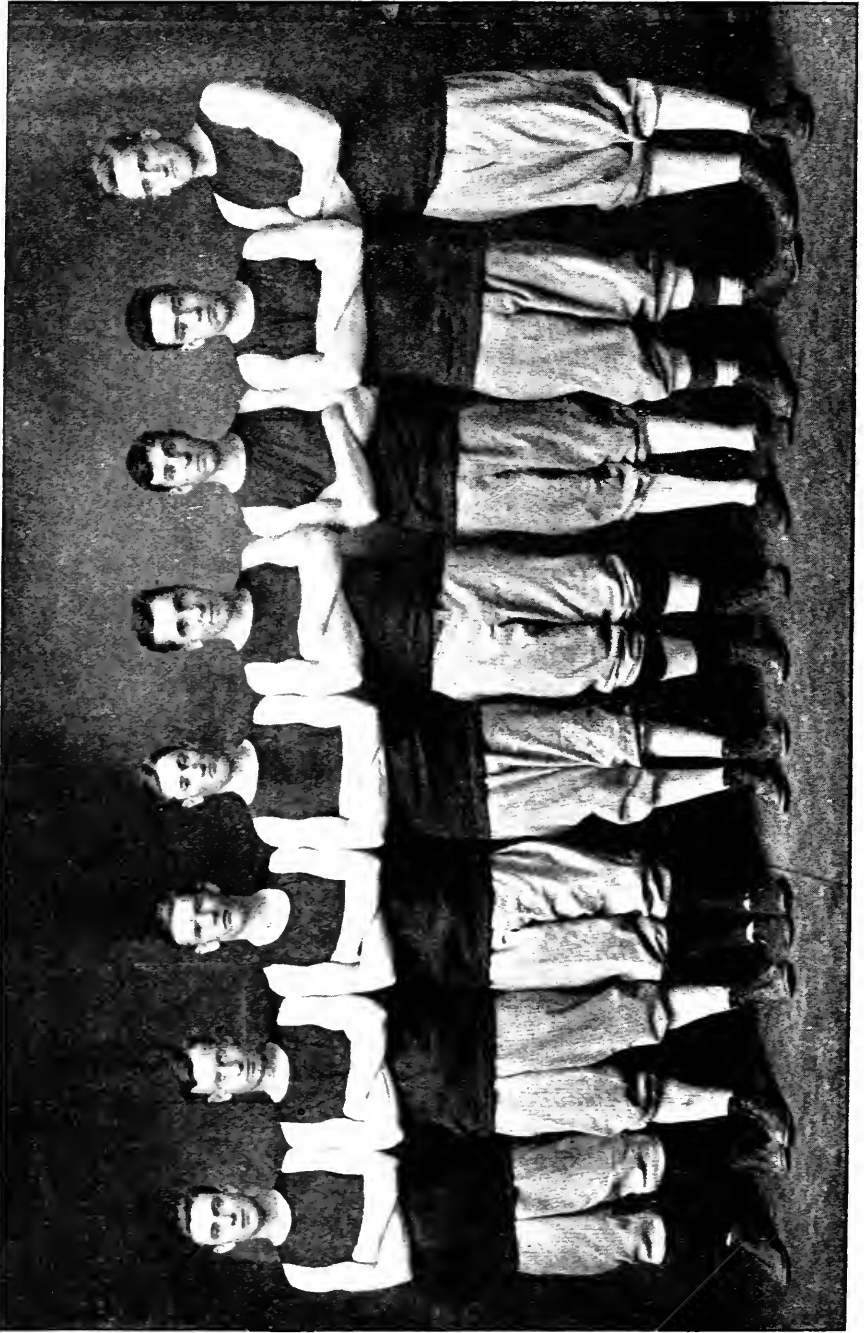
I desire now to turn to those great sources of knowledge by which experience is reinforced, as literature, science, history, art, religion, and inquire how these are to be viewed and treated.

All themes deal with aspects of life. Pure literature is concerned to express ideals of every sort in terms of language. Art deals with the same in images. Science takes for its domain that which has occurred from the viewpoint not of what might be or ought to be, but of what is and seeks to arrive at law. It is its business to find the truth of things. It may aspire to view religion, art, or revelation from the same standpoint as it views nature. History seeks truth, as found in human life, in the unfolding of nature and of institutions, while religion, rising above terrestrial affairs, seeks to ground the faith of men and to strengthen their hopes, by striving to find out the nature of God and man's relationship to Him. From the nature, dignity, and importance of these great fields of thought and life some conclusions may be drawn as to how they should be treated as fields for man's development.

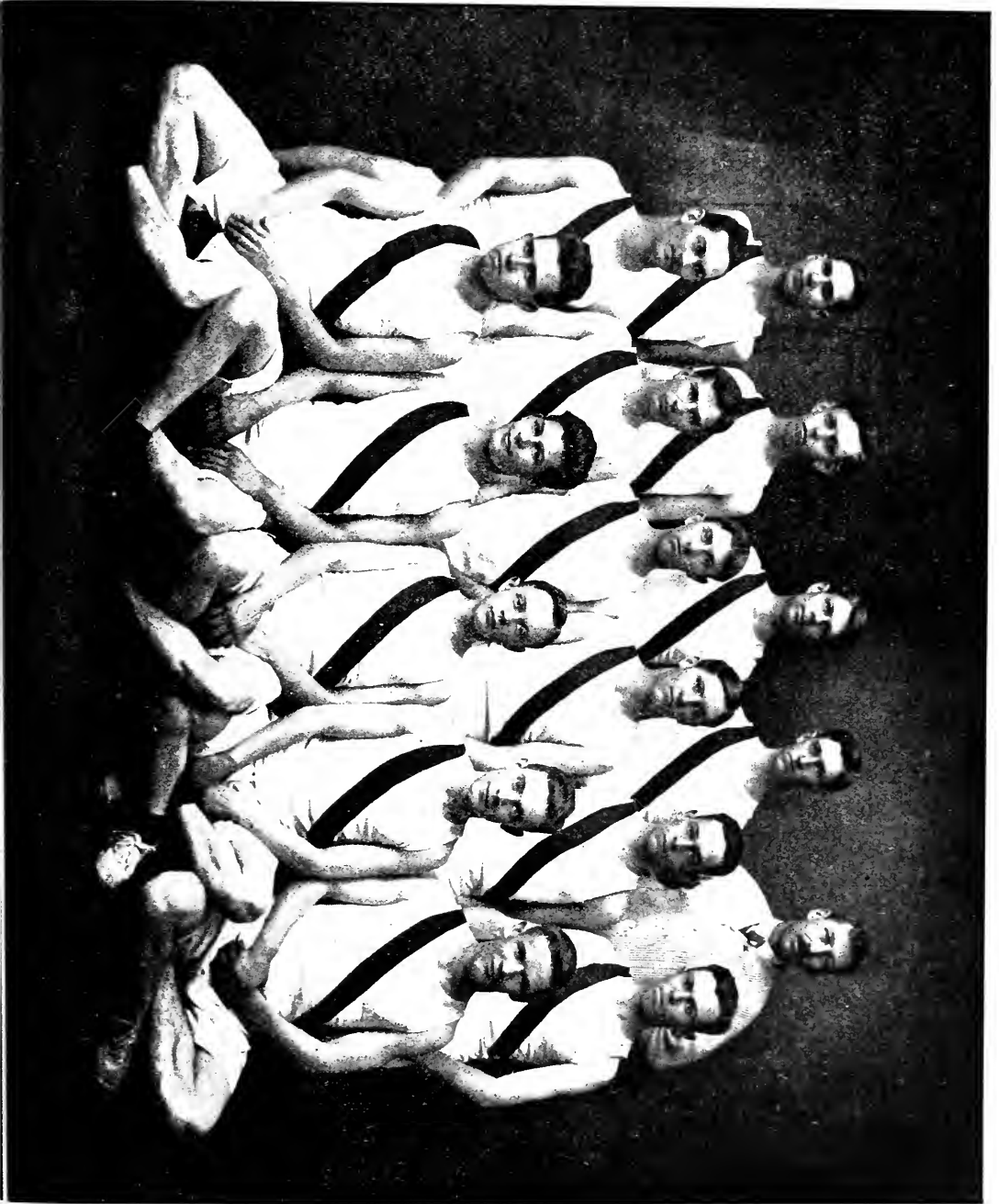
Books as expression of these various lines



BASE BALL.



BASKET BALL.



of human inquiry, and chosen for reading and study, should be of the highest merit both as to content and form. Education can only be acquired by bringing the being to be educated into the presence of the essentially perfect. Education can not be forced. The mind can be led only. Only when one sees his duty is he in condition to perform it. Intimacy is essential to understanding. One must come to things, to problems, to truth, over and over again until he is sensitized to them, saturated, filled with their spirit. It is not how much one reads but what, and with what devotion. One of the most remarkable educators of this country spent years on Plato and Aristotle, Kant and Hegel. To know the teachings of these four men alone is to command the field of philosophic thought.

The same principle applies to art. It particularly applies to music. It is so easy for the spirit of man to lag, to droop, to become vitiated in taste. Quality and not quantity is the test here. It is the reading of the English Bible that has largely made the English-speaking people what they are. A great piece of music, a fine essay, a noble construction in architecture or painting, is a measurer of worth and a repudiator of inferior offerings. If the "good is enemy to the best," the best is enemy to the good.

Science and history deal with the facts of life, but out of the study of history may be derived a fine sense of ethical values. Science and history both bid one control his feelings and "look and tell." Of course they do more. They bid the student weigh and measure and estimate. They compel exactness. Nothing less than the truth will they accept. But facts are nothing unrelated. It is the relationship that makes the fact. "Thinking is thinging." If the results of the teaching of science or history are simply schemes of classification, without insight into force, law, order, as results of energy operating to express the truth of ideals, then these studies are of no real value.

Men are men whether great or as we term them small, by force of their ideas of value. The teaching of history is the teaching of men active under strain and stress. This world is one vast machine whose motor power is the desire of men, and its design is to work man over and over into a finished

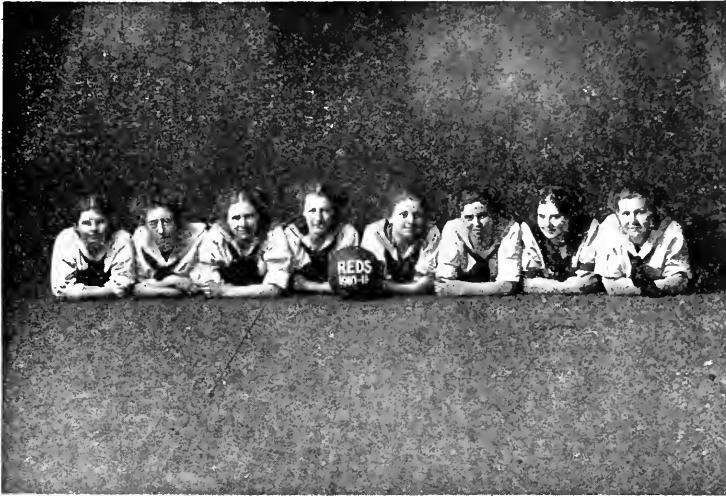
product, whose characteristics are mortal in their tendencies. The fruitful study of any human life is a study of the problems, hopes, and aspirations of that life and the means it takes to their realization. History is personal. It throbs with feeling. It is involved in tragedy.

In the world of nature all is widely different. Nature is imperious. She does not pity. In her operations she makes no distinctions between man and man. Death and sickness make no compromise with kings. No blandishments avail in this order. Nature is absolute order. Nothing is really imperfect. Imperfection exists only by comparison with some standard set up by the mind. None of nature's acts have any moral significance. Flood, flame, and famine are alike the same in essence, being mere facts of the natural order.

Children should be taught to see in nature the expression of vast energy working under law and in absolute obedience to it. Robins never fail to reappear at about the same dates, water to flow, fire to burn, the sown seed to yield return. Nature never trifles and never discriminates. Rain falls on the evil and on the good.

Children should be faithfully taught to believe that above all things and in all things is God and that true happiness is unattainable save by being in harmony with Him. But he is to be taught that the world is God's thought and the expression of His will and that He is ever at work executing His plans and purposes. The child should be taught that in truth, God can be and is better known than one's fellow-men. Children should be trained to be reverent in the presence of nature, to be taught to feel that a beautiful flower, a bird, a song, are expressions of the thoughts of the Divine. They should be taught also that in the freedom of the will lies the real meaning of life, for it means the possibility of true manhood and womanhood.

True instruction results in disclosing law, order, harmony, progress, completion. It recognizes that the form is but the setting of the content, to be controlled again in turn. The banqueting service of kings is gold, their robes of state are silken, their manners gracious. True teaching deals always with living things. In numbers the child must recognize energy as measured or it sees really



GIRLS' BASKET BALL.



SOME CHURCHES OF ATHENS.

- | | |
|-------------------------------------------------|------------------------------------------------------------|
| 1. Zion Baptist Church,
Rev. B. A. Mitchell. | 3. Presbyterian Church,
Rev. H. Marshall Thurlow, D. D. |
| 2. The Christian Church,
Rev. H. M. Hall. | 4. St. Paul's Church,
Rev. Father James A. Banahan. |
| 5. M. E. Church,
Rev. F. M. Swinehart. | |

nothing. In grammatical forms and in human usages and customs it must see that conventional forms have been adopted universally because these forms have been found most satisfactory in facilitating human intercourse. True teaching must recognize that institutions are simply organized ways of thinking and reacting upon surroundings. It must show that struggle is essential to progress and that imperfection is a challenge to effort to overcome it. Finally, it must teach that this is a good world, but that it is each man's supreme business to try to find out what is better than what exists and, when

found out, to try to get his ideas realized in practice.—*O. U. Side Lights*, May, 1911.

CAN A COLLEGE BE A COLLEGE WITH A PREPARATORY SCHOOL ATTACHED?

President Alston Ellis.

Twenty institutions of learning in Ohio, of recognized collegiate rank, belong to the Ohio College Association. Sixteen of these have scheduled secondary work in preparatory schools or academies. Entrance to the

Freshman Class of the College of Liberal Arts, in all institutions having membership in the Association, requires, of the prospective student the completion of at least fifteen units of secondary work. However, these fifteen units of credit are not uniform, but vary in particulars not very important. The variation is simply a question of educational values. As the high-school courses of study are changed to meet new conditions and requirements, there will of necessity be some

tion in secondary or high-school branches of study.

High schools supported at public charge, are common all over Ohio. Their doors are open to all who have right and inclination to enter them. It would seem that in their support the opportunity for instruction beyond the rudiments was brought near to every one's door. In the early days of Ohio's history, when high schools were few and poorly equipped, the need of academies or preparatory schools in connection with the higher institutions of learning was readily admitted; but now, with nearly one thousand public high schools in existence, the presence of the college preparatory school needs explanation.

Private colleges may maintain academic departments as feeders for the regular college classes, to swell the student enrollment, or to add to the tuition fund—for one of these reasons or all of them combined—but State higher institutions of learning have no reason to order their courses of instruction from any such motives.

The public college or university is a part of the general educational system of the state, and there should be a close articulation of its work with that of the public schools. Where high-school advantages are ample and of a grade to meet college entrance requirements there is no excuse for the presence of preparatory classes in a higher institution of learning supported by the public. Its existence, under normal conditions, is not only unnecessary, but also a source of double expense to the taxpayers. If a young person can secure adequate high-school training at home, if the people where he lives are willing and able to pay that he may get it, it seems unjust to tax the people of other communities to secure this training for him elsewhere.

While it is true that there are nearly a thousand high schools in Ohio, it must not be forgotten that these are of different grades. No reputable college in Ohio will admit to its Freshman Class, without conditions, a graduate from a second-grade high school. Actual test shows that many graduates from high schools of the *highest* grade are poorly prepared for work of college grade. Many such enter college conditionally, and are required to make good before being classified as students with real collegiate standing. In some



ATHENS COUNTY COURT HOUSE.

shifting, perhaps elimination, of certain branches now named as required secondary work. The content of the courses of study for the public high schools of Ohio, with their enrollment of 80,000 pupils, will have decided influence in fixing the standard of admission to the colleges of the State whether they be secular or sectarian. Students below Freshman rank, in Ohio colleges, are but a small percentage of the total number of Ohio youth now having instruc-



HOME OF PRESIDENT ALSTON ELLIS, 23 SOUTH CONGRESS STREET.



RESIDENCE OF DEAN HENRY G. WILLIAMS, 33 NORTH COLLEGE STREET.



RESIDENCE OF DEAN EDWIN W. CHUBB, 115 SOUTH COURT STREET.

institutions that have no scheduled preparatory work there is yet a body of students, small or large, as the case may be, of sub-freshman rank.

In many counties of Ohio there are few high schools of first grade. There are but 324 such high schools in the State, and these are very inadequately distributed. It happens that Ohio University has its location in a part of Ohio where first-grade high-school advantages are within reach, not of the many, but the few. How many of the 324 first-grade high schools of Ohio are to be found in the dozen counties nearest to the Ohio University at Athens? The record shows that these counties have an uphill work in providing the rudiments of a common-school education for the children.

It may be said that young people unable to secure high-school advantages at home should seek them in the nearest high school, and not ask the State to meet their wants by establishing a school for them in its higher institutions of learning. If this suggestion were sound in theory it would yet fail utterly

in practice. Most young people in school districts without high-school advantages usually grow into manhood and womanhood before they realize what of educational misfortune their local environment has brought them. With an awakened thirst for knowledge they find themselves of an age where with reluctance they would take place with the pupils of the average high school. It is within bounds to say that were the Preparatory School of Ohio University abolished, not one in three of its students would seek educational advantages elsewhere—surely not in any city high school. These young people, as a rule, are of bodily vigor, of advanced age, and of general power and inclination to do much more and better work than the average boy or girl admitted to the high school under the system of school classification that obtains in cities. That is why they can complete the equivalent of a four-year high-school course in three years—the summer term offering them opportunity for six additional weeks for study each year.

Most of our preparatory students are per-



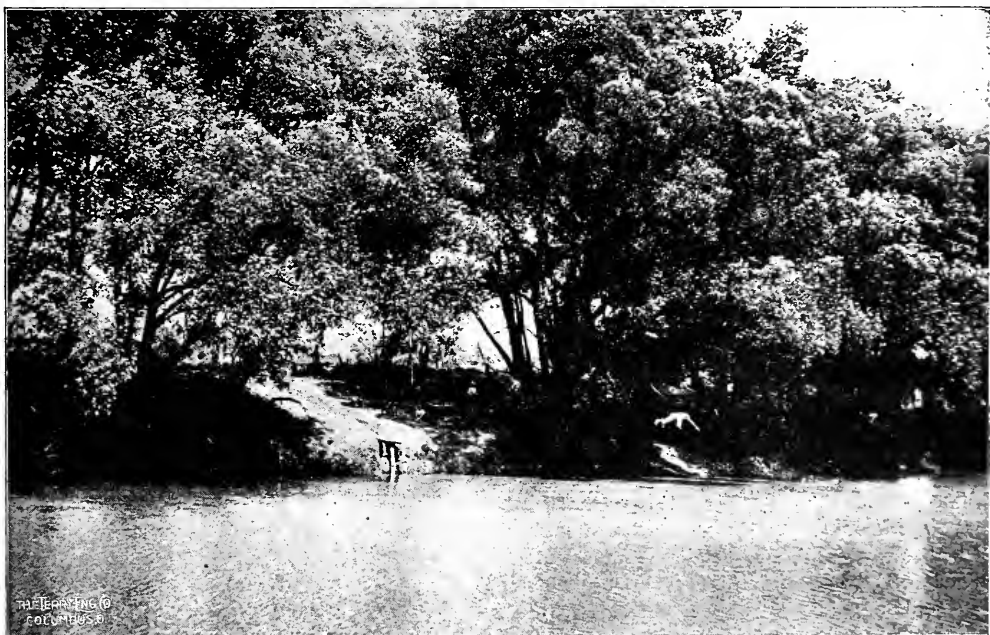
A VIEW OF THE CAMPUS.

sons whose local school advantages have not extended beyond what they could secure in a third-grade or second-grade high school. Many of them hold a teacher's certificate and have taught in the district schools two or three years. Ohio colleges are making no mistake in throwing open their doors to these people and giving them opportunity for higher things in the realm of education. There must be *some* place in our educational system where such people can *fit in*. They will not attend the high schools save in exceptional instances. To say that an educational organization that will respond to the needs of these people will, in any wise, injure our high schools is to show ignorance of existing conditions. Preparatory work is preparatory work, name it as you will. It may be done in a high school, an academy, a sub-freshman department, or in any school to which scholastic ingenuity may fasten a misleading name.

Recently I asked the registrar of Ohio University to report the names, addresses, and ages of the members of the first-year class of the State Preparatory School. The names of fourteen males and eight females were reported. All but two—one from Singapore and one from West Virginia—are residents of Ohio, representing counties, as follows: Athens, seven; Ottawa, two; and Ashland, Carroll, Fairfield, Hocking, Madison, Meigs, Morgan, Noble, Pike, Ross and Washington, one each. No one of the seven reported from Athens County resides in the town of Athens. The average age of the class was found to be 19.96 years. The youngest member of the class is the student from Singapore, his age being 17.2 years. The oldest member of the class has reached the age of 27.7 years. Eleven members of the class, just one-half, are more than 20 years old. The average age of the Freshman Class of the University is 19.89



THE HOCKING RIVER.



THE OLD SWIMMING HOLE.



UNIVERSITY TERRACE, ATHENS, OHIO.

years. There are just four years of school and college life between these two classes, yet the lower class has the higher average age.

The record here given can be repeated, in general form, in all the Ohio institutions having preparatory departments. The regular college classes will contain older students also. Carrying the investigation, at my own institution, into the higher classes the statement just made is shown to represent actual conditions.

<i>Class.</i>	<i>Preparatory Work at Ohio U.</i>	<i>Average Age.</i>
Freshman ...	30.3%	19.89
Sophomore ..	38.1%	21.67
Junior	52.9%	25.15
Senior	63.6%	24.60

The figures represent, with close approximation, the general makeup of the four regular classes of Ohio University, numbering, in 1910, 471 members.

The record of the Senior Class is the one, usually, to which the most importance is attached. The enrollment of the Senior Class of Ohio University—class of 1911—is 53. The oldest member is aged 40 years, the youngest, 19 years and 8 months. As above stated, nearly two-thirds of the whole number

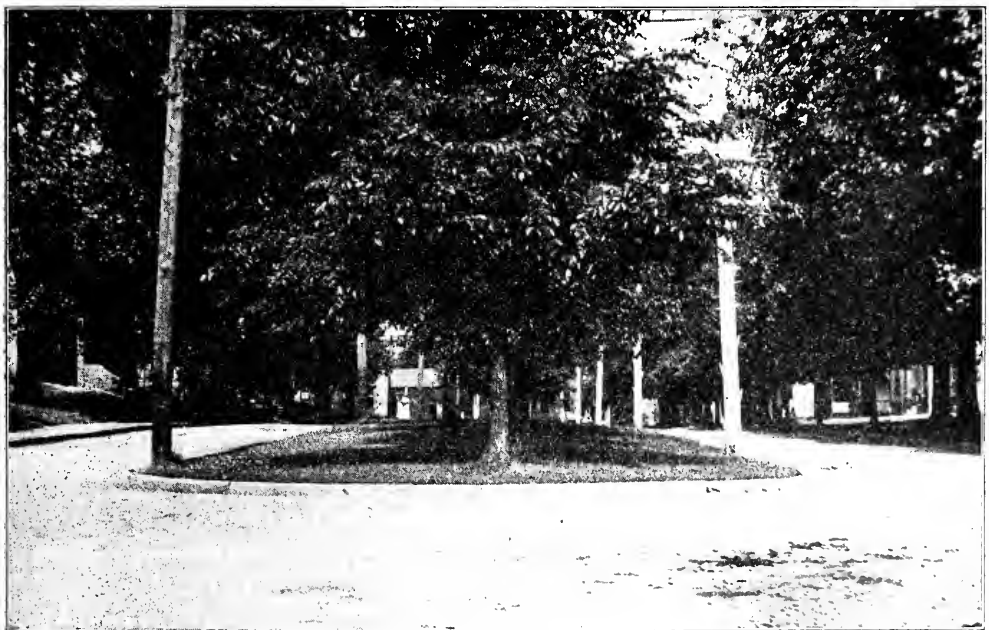
took all, or some part of, required preparatory work at Ohio University. Also, two-thirds of the class membership is over 23 years of age. Can we imagine a body of men and women of mature years taking out their preparatory work under conditions existing in some local high school?

Four members of the Ohio College Association—the University of Cincinnati, Kenyon College, the Ohio State University, and the Western Reserve University—make no provision for preparatory work. The University of Cincinnati requires candidates for admission as under-graduates to “give evidence of having completed satisfactorily an amount of preparatory study represented by sixteen units.” “Students who are deficient in not more than two units of the sixteen required for admission may be admitted conditionally to the College of Liberal Arts.” In addition, the candidate has some option in the matter of the studies that go to make up the sixteen units.

Kenyon College holds to a consistent and uniform requirement of fifteen units of completed preparatory work for admission to any one of its three four-year courses.



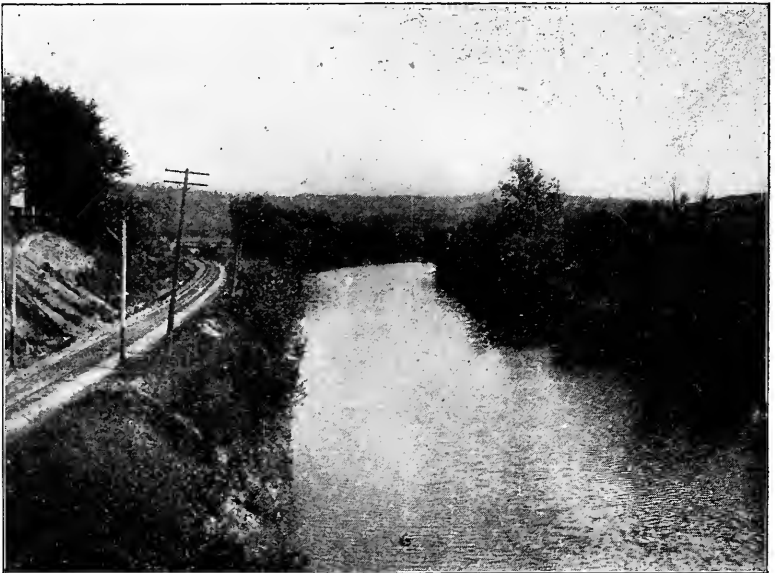
SOUTH COLLEGE STREET, ATHENS, OHIO.



PARK PLACE, ATHENS, OHIO.



THE HOCK-HOCKING RIVER AS SEEN FROM THE SOUTH BRIDGE.



A RIVER SCENE.



THE HOCK-HOCKING RIVER NEAR ATHENS.

Admission to the College of Liberal Arts of the Ohio State University is based upon the generally accepted requirement of the completion of fifteen units of secondary work. Admission to the courses offered in the College of Pharmacy and the College of Agriculture and Domestic Science requires of the candidate not more than the completion of three years, of twelve units, of secondary work.

Fifteen units, ten definitely named and five elective, are required for admission to the Freshman Class of Adelbert College of the Western Reserve University. The same standard of fifteen units is fixed for admission to all the colleges, schools, or departments of the University. Some concessions, not important, are made to students desiring to take up special work with no view to graduation.

It may be said that all the baccalaureate courses offered in the twenty institutions forming the Ohio College Association are based upon preparatory work footing up fifteen units or credits — these varying so slightly as to make no appreciable gap between the work of one institution and that of any other so connected. A student in good standing in

a collegiate class of any one of these twenty institutions could, doubtless, enter the same class in any sister institution, and that, too, without being subject to the imposition of any important condition.

Conditions, then, give affirmative reply to the question, "Can a college be a college with a preparatory school attached?" The affirmative would surely be strongly put by the authorities of the sixteen institutions now maintaining preparatory schools or academies. The value of college work is to be measured by its nature and scope, not by adventitious conditions.

Whether the connection of a preparatory school or academy with a college of liberal arts works to the detriment of either or both, is a debatable question. College men generally unite in opinion that the preparatory school is of no special help to the college. Its presence, so connected, is to be defended by reason of peculiar local conditions existing, or by the purpose of those concerned, to foster some form of education for which adequate provision is not made in the public high school. State-supported higher institutions of learning should not have preparatory departments



A VIEW IN THE STATE HOSPITAL PARK.



LAKE SCENE ON THE STATE HOSPITAL GROUNDS, ATHENS, OHIO.



VIEW FROM THE COMMERCIAL COLLEGE ROOMS.

unless environment gives unanswerable reasons for their existence. If, as they claim, they are a part of a general system of tax-supported education, it is not wise nor just for them to duplicate work which the public high schools are doing. Private foundations of like nature, however, are under no such obligation to the State. These may make provision for secondary work to promote institutional growth in numbers and revenue, or to give opportunity for special instruction which, admittedly, it is no part of a tax-supported institution to give. If colleges are needed to further the advance of some form of religious belief and practice, it is not illogical to affirm that private common schools and high schools might be utilized for the same purpose.

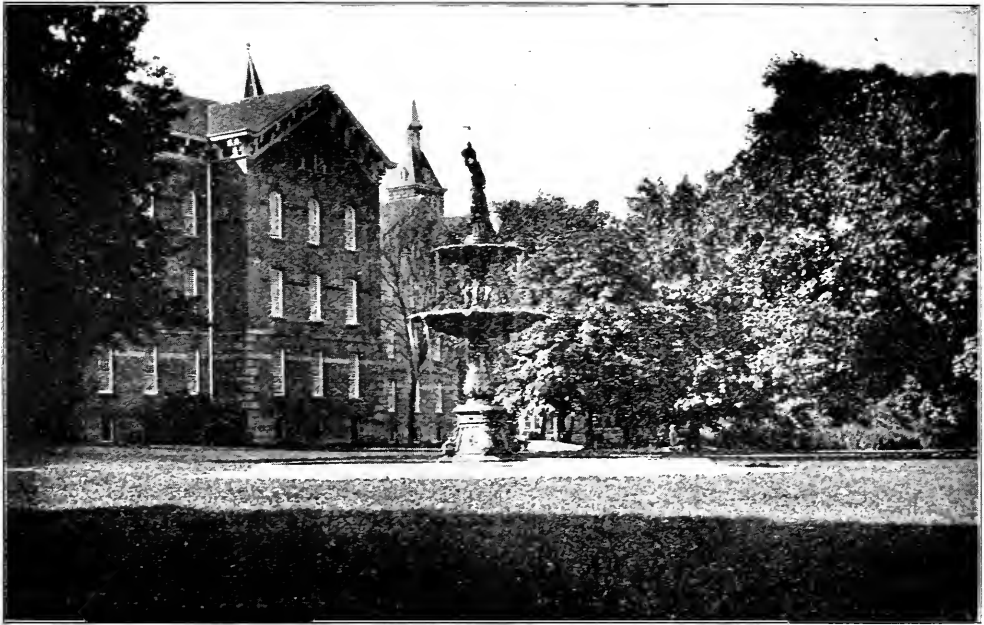
About a month ago I went into the questioning business to secure some information from the members of our four Liberal Arts classes. Three of the questions were as follows:

1. Of what advantage is it to prospective students that a preparatory school is connected with the Ohio University?

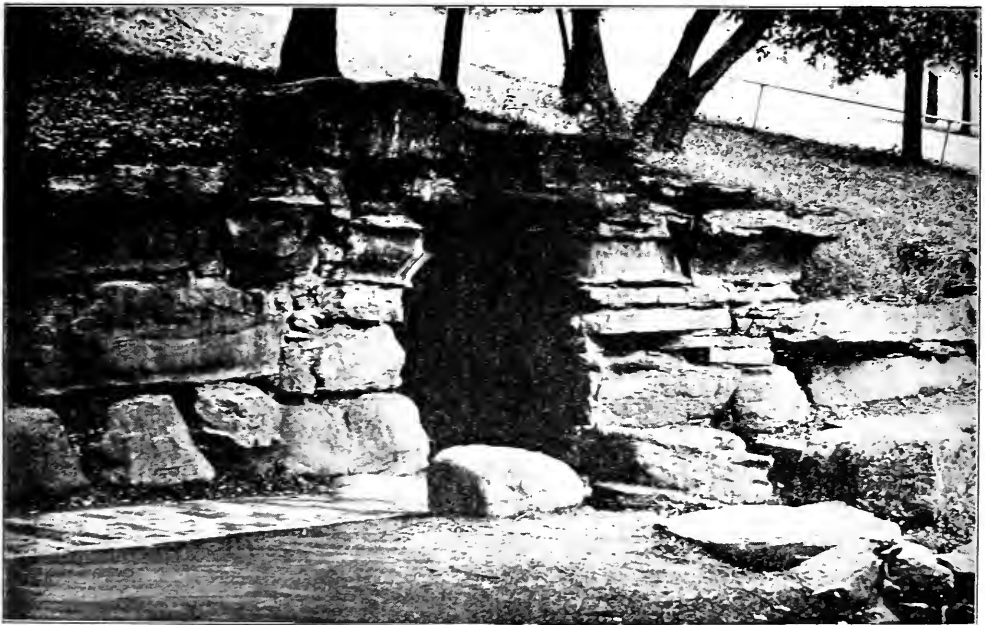
2. Does its existence in any way retard or interfere with the progress of students enrolled in classes of full collegiate rank?

3. How does the presence of the Normal College affect the work of the College of Liberal Arts?

Let it be noted that the questions went to students in full standing in the College of Liberal Arts. All united in saying that the preparatory school was of high advantage to prospective students who, for one reason or another, could not secure adequate high-school advantages at home. Answers to the second and third questions disclosed a wide difference of opinion illustrating the old copy line—"many men of many minds." The larger number could not see that their work was in any way retarded or interfered with by the presence of either preparatory or normal college students. Some felt that the question was one, as Sir Roger de Coverley would say, about which much might be said on both sides. Some, who answered with a qualified "Yes," thought that the presence of these schools kept away advanced students, attracted short-time students, lowered collegiate



FOUNTAIN IN FRONT OF STATE HOSPITAL.



SPRING IN STATE HOSPITAL PARK.



A SCENE IN THE STATE HOSPITAL PARK.

dignity, repressed desirable college and class spirit, lessened interest in athletics, took instructors' time and effort from classes where they were more needed and where they would accomplish better results, etc. It would be of interest to have a graphic description of the kind of "college spirit" or "class spirit" that is held in leash, as it were, by the presence of preparatory or normal-school students in college halls. The opposition to these two arms of educational service, as voiced by the students answering the questions given, is the outgrowth of a stilted and false idea of the importance of one form of educational activity over another. A false educational pride is just as meretricious in educational as in social life. The class spirit that swells a student up with an exaggerated idea of the "ego" is undemocratic and sadly out of place in a public institution of learning.

Here are some opinions taken at random from those expressed by members of the present Senior Class:

One says:

"The teachers of collegiate subjects are, as a rule, too narrowly specialistic in their views to be able to adjust themselves to the

plane of the preparatory student. The student of mediocre or low ability will get on, if he gets on at all, through the help of his classmates rather than the professor. The normal-college specialist is better for preparatory work only in so far as he may be a more scientifically trained teacher."

Another says:

"I deplore any condition that depreciates the value of the regular college courses. Unless some forces, unseen by the writer, are active the dear old classical course in this time-honored institution will soon be a thing of by-gone days. Do not understand me to minimize the value of the normal-college training, but I do think the collegiate departments are retarded and interfered with. Pray save the regular college courses."

Again:

"No, I think not, considering the friendly feeling existing between the students in the normal college and the Liberal Arts students. Furthermore, I think the normal-college courses offer excellent opportunity to strengthen the other courses, for those who expect to teach, by furnishing special training along that line."



A VIEW IN THE STATE HOSPITAL PARK.



LOVERS' LANE, STATE HOSPITAL PARK.



A VIEW IN THE STATE HOSPITAL PARK.

Finally:

"The normal college affords opportunity to take special elective work looking to preparation for teaching, yet there is a tendency to give the normal college more consideration than the College of Liberal Arts. More activity is apparent, and more influence at work, in the upbuilding of the normal college than the university (College of Liberal Arts) proper. This, I think, will cause the university sooner or later to be completely overshadowed unless some forces now unseen react in favor of the College of Liberal Arts, which, to my mind, should be predominant in any well-established university."

My own opinion is not worth much, possibly, when set over against that of some of those who so kindly favored me with the replies quoted. It is not every institution that bears the name *University* that is one in fact. Ohio University is nothing but a good, strong, well-organized college with the State Normal College, the State Preparatory School, and certain special departments of educational work in close, but not interfering, affiliation. I doubt whether the work of our College of Liberal Arts would be much

improved if it were carried on in a single building separated by a dead line from every other university building and its different classes taught by professors selected exclusively for that grade of teaching service. I rather like the democratic spirit which brings all classes of our students upon the campus and into scholastic halls on terms of fraternity and equality. Such a condition wars against exclusiveness, snobbery, and priggishness.

In the case of some institutions of learning, there may be no necessity for the presence of a preparatory school; but if such school is deemed a desirable feature of institutional organization, there is no good reason why it should not occupy any of the college buildings and have its classes taught by members of the regular college faculty. At Ohio University, under existing conditions, which we have no purpose to change, it is possible for a person to enter the Kindergarten School go thence to and through the eight grades of the Training School, pass on to and through the four classes of the State Preparatory School, go on to the completion of a baccalaureate course in the College of



VIEW IN STATE HOSPITAL PARK.

Liberal Arts or the State Normal College, remain for the completion of a post-graduate course leading to the Master's Degree—all representing nineteen years of school and college work—and throughout receive all his instruction in buildings situated on half of a ten-acre campus, and from instructors with no dead line of professional snobbery drawn between them. Any teacher having ability to teach this person, at any stage of his school or college progress, should feel honored in being called to such service. Given any professor time and ability to teach any class in the institution with which he is connected, and his refusal to do so is one evidence, in my estimation, that he has mistaken his calling. Professional pride may mount so high as to overleap itself. It surely does so when any one entering upon the teaching profession feels himself humiliated when called upon to teach any one who wants to learn.

In any real university there are a number of co-ordinate schools or colleges. Students in any one can not by any proper system of classification or instruction retard the progress of those in any other. Professors in such an institution may not be qualified to

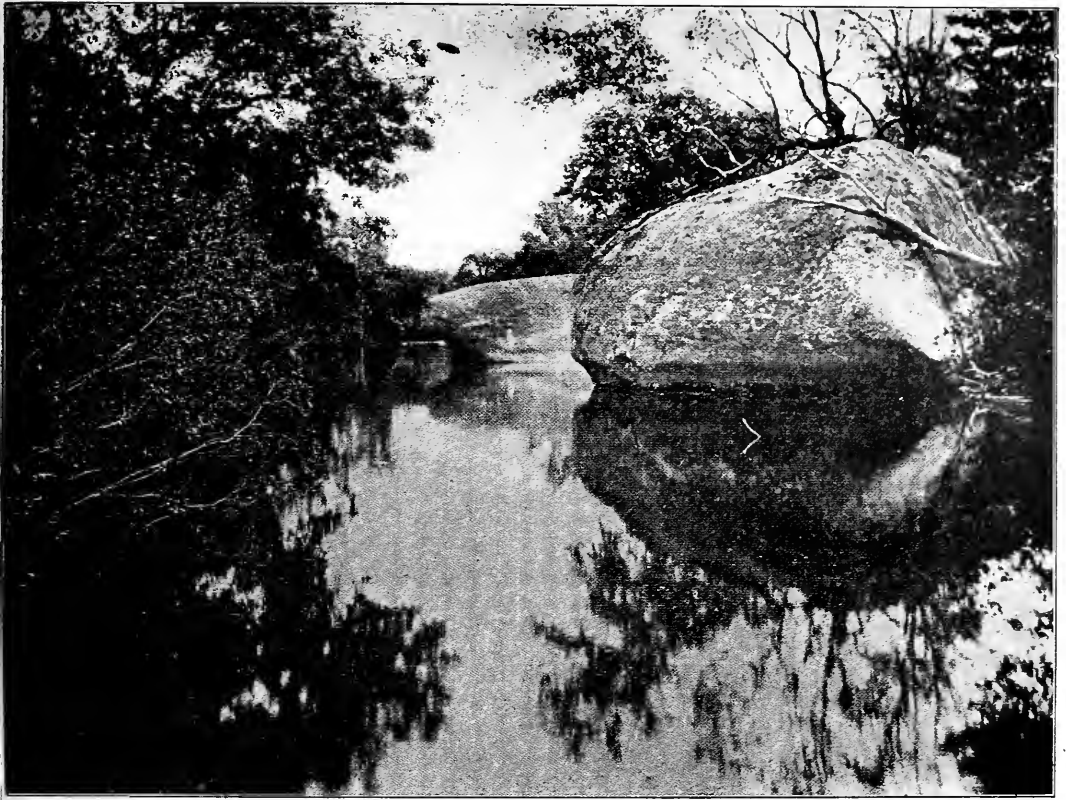
give instruction in any considerable number of branches named in the differentiated courses of study, but it is educational priggishness which says that they would lower any sensible professional dignity by so doing. The writer has taught pupils and students, from kindergarten to advanced college classes, and at no stage of the work did he feel that by so doing he was in some indescribable way losing professional caste.

To sum up the views I hold, it may be said:

1. Where high schools are numerous enough and strong enough to meet college entrance requirements, the *need* of a preparatory school in connection with the college is not apparent.

2. State-supported institutions of learning, being parts of an organized system of public education, should not antagonize, or come into competition with the public high schools. If they apparently do so, they should be required to make clear statement of their reasons for the course pursued.

3. Private foundations, whether secular or sectarian, are under no special obligation, beyond that of self-interest and care for the



SCENIC VIEW NEAR ATHENS.

general weal, to order their education policy so as to harmonize it with that governing the maintenance of education at public charge. With them the matter of uniting the preparatory school and college is one of expediency and one, it may be, connected with a special purpose held in mind by their founders.

4. Where the union referred to is permitted, or thought desirable for any cause, there is no reason why it should not be one in fact as well as in name. Classes of these two arms of institutional service can be taught in the same building and, in most cases, by the same teachers with desirable outcome. The preparatory student will bring no baneful influence into the life of his collegiate brother by daily intercourse with him. The faculty member who instructs him and his classmates may get a broader and more

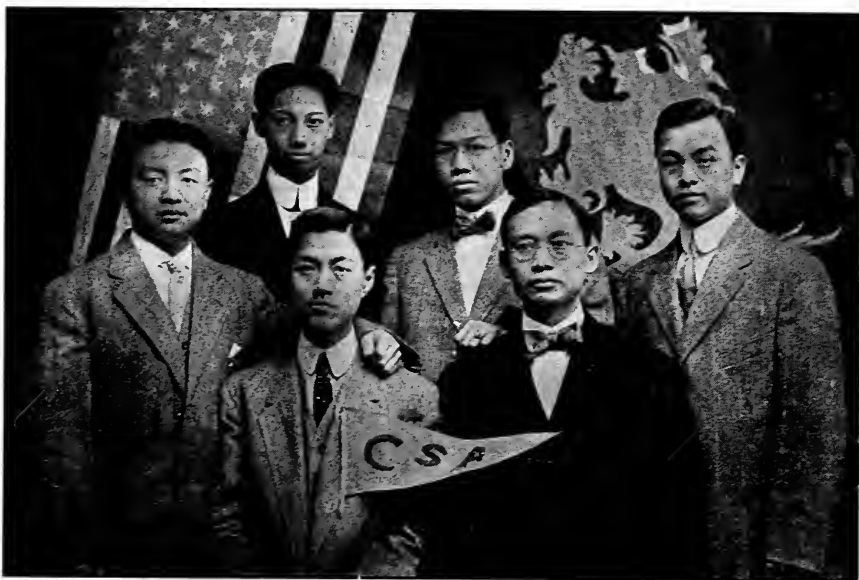
liberal professional vision by so doing.—*Transactions of the Ohio College Association, December, 1910.*

**IS THE PRESENT ATTITUDE OF THE
PROFESSIONAL AND TECHNICAL
SCHOOLS TO THE LITERARY
COLLEGES SATISFACTORY?**

President Alston Ellis.

Fourteen replies from executives connected with institutions belonging to the Ohio College Association were received. All these are of point and interest, but six quotations therefrom will well present what may be termed the general opinion:

I do not consider the attitude of the professional and technical schools satisfactory.



CHINESE CLUB OF OHIO UNIVERSITY.

If our seniors do not remain and complete our course, but insist on going to a professional school, it will practically banish the senior class from the campus of the College of Liberal Arts, which is not attempting professional work.

MOUNT UNION COLLEGE.

The attitude does not seem to me to be wholly satisfactory, especially in the adjustment to medical schools. It would seem as if the colleges ought to be allowed the privilege of asking an examination of their own equipment and faculty as to their competence to do the work of at least one year of medical school, and then the right of examination by the student at the medical school of the work covered in college.

OBERLIN COLLEGE.

Decidedly not. The work of the general literary college is regarded lightly and constant effort is made to evade its demands and narrow its sphere by providing short courses leading directly to professional work. Of this tendency the so-called "combination courses" at a number of leading colleges and universities are conspicuous examples. The value for educational discipline of the general literary course should be recognized and respected to a much greater degree than at present obtains.

KENYON COLLEGE.

All these schools are ready to accept, at a reasonable valuation, work done in the col-

leges, except the medical schools. That matter is practically determined by State law. I do not feel that the practice which is coming more and more to prevail of demanding four years of resident work in the medical school and refusing to credit on the medical course any college work, is reasonable.

OHIO WESLEYAN UNIVERSITY.

The present attitude of the professional and technical schools toward the literary colleges is not satisfactory. The medical colleges in particular refuse to give credit for any pre-medical work, no matter how good it may be, if it is done in connection with any college that has not a department distinctly chartered as a medical college.

MIAMI UNIVERSITY.

In the main, I should say it is not satisfactory to the literary colleges. My own judgment is that the professional schools especially (I refer to law and medicine) have tended to lengthen their courses of study, and at the same time are now insisting in the arrangement between the two kinds of institutions that they shall preserve their four or three years of study intact. The medical associations in particular have insisted that they shall have four years of training for medicine. My own personal belief has always been that a man with an A. B. degree representing a good round of college instruction would do more in medicine in three years than the high-school graduate now does who enters



ELI DUNKLE, A. M.,
Registrar of the University, and Professor of
Greek.



ALBERT A. ATKINSON, M. S.,
Professor of Physics and Electrical
Engineering.

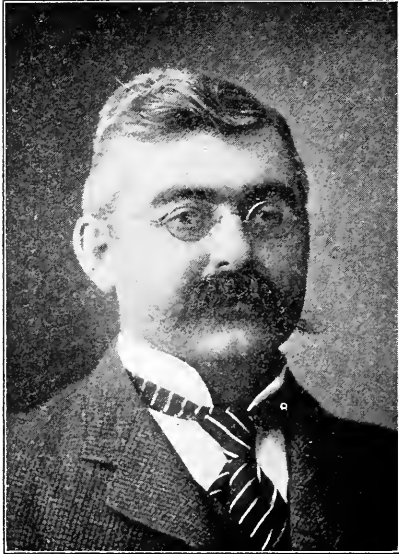


WILLIAM HOOVER, Ph. D., LL. D.,
Professor of Mathematics and Astronomy.



JAMES PRYOR M'VEY, Ph. B.,
Director of the College of Music.

the medical college and remains there for four years. It has seemed to me that the professional schools have started at the wrong end to develop education. They have begun



WM. FAIRFIELD MERCER, Ph. D.,
Professor of Biology and Geology.

with the professional idea instead of a broad general educational foundation. The technical schools have not been quite so closely related to the literary schools. The truth is, that the technical education is a different type of education from the ordinary liberal arts education or professional education. I can see reasons, therefore, why a technical school ought to be a separate and distinct school. I can also see reasons why certain men who should take a liberal education first and supplement it with technical education would make the highest type of technically educated men. The truth remains, however, that these will always be in the minority, since the great majority of men, who have made very good engineers, are men who could not afford so long a period of study in school in order to equip themselves for their professional life.

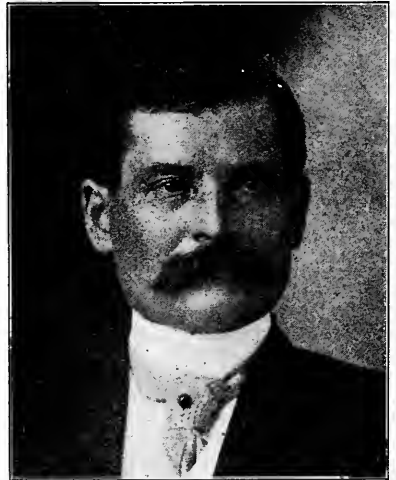
OHIO STATE UNIVERSITY.

It will be noted in the quotations made that about all criticism offered in connection with the professional schools is centered upon the schools of medicine. Schools of pharmacy and dentistry are nowhere definitely referred to.

The attitude of the technical schools to the literary colleges is not regarded as unfriendly by the representatives of the latter.

In this connection I give a somewhat extended quotation from a letter received by me from Hon. E. O. Randall, reporter of the Supreme Court of Ohio. It refers to but one phase of the general question, namely, the relation of the law schools to the arts colleges:

The increasing requirements in the professional schools, as well as in the literary colleges, make the problem of the professional education for a young man more and more complex. It is recognized, I think, that a young man especially fitting himself for a profession cannot be too well prepared, and, everything else being equal, should have a full college course in the literary or arts department. That requires with most colleges a four years' course, after which the law school course requires three additional, making seven years before the young man may enter upon his life work. This, most educators claim, employs too much time, and that objection is being met at Ohio State University, not by any concession in the law school, but by concession in the college, namely, that the last year of the college cur-



HENRY W. ELSON, Ph. D., Litt. D.,
Professor of History and Political Economy.

riculum may be taken as the first year in the law course; thus giving the young man his college degree and his law degree in six years. It was some time before the college

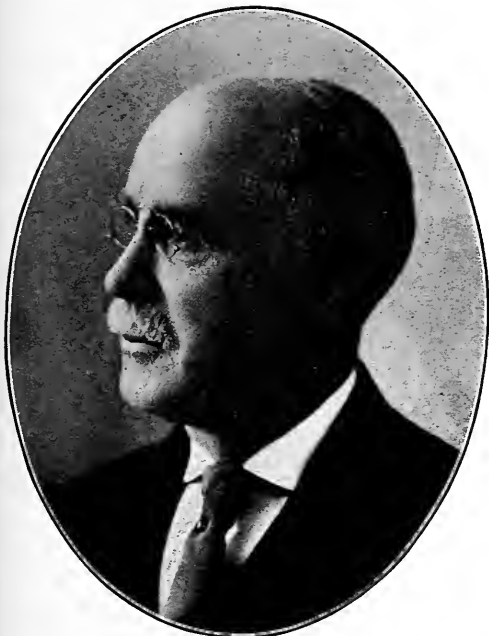
department of Ohio State would make that concession, but it has finally been done, and this arrangement seems to work very satisfactorily to both parties concerned. Thus the problem under existing circumstances is

ize with the general purpose of this report to refer to them briefly.

The educational attainments required of applicants for admission to the bar examination are set forth as follows: Graduation from a recognized college or university; graduation from a four-year high school of the first grade; a high-school certificate from the State Board of School Examiners.

The minimum educational requirements for matriculation in the medical colleges of Ohio are as follows: Possession of a diploma from an approved college granting the degree of A. B., B. S., or an equivalent; a certificate from a high school or normal school having a full four-year course covering secondary subjects; a teacher's permanent high-school certificate; evidence of admission to the Freshman Class of an approved literary or scientific college.

Says Secretary Frank H. Frost, of the State Board of Pharmacy, "As our requirement for admission to a college of pharmacy is that the applicant shall have had one year in a high school of the first grade, we necessarily



FLETCHER S. COULTRAP, A. M.,

Principal of the State Preparatory School.

solved at Ohio State and other State institutions where the law and literary departments are in conjunction and can work accordingly. What effect this scheme has upon the literary colleges (in Ohio), which have no legal department, is perhaps a question. If it is claimed that the arrangement above described discriminates against the literary colleges, what objection can be made to their making the same concession, namely, allowing their students to take the fourth year in the law department elsewhere and then graduate them in their respective colleges? That certainly equalizes any disadvantage the literary colleges are under, and would also give the student his choice of college, provided, of course, it was of the accepted grade.

I take it for granted that the members of the Ohio College Association are familiar with the legal requirements governing the professional schools of the State, yet it will harmon-



WILLIAM B. BENTLEY, Ph. D.,

Professor of Chemistry.

do not come in touch with the literary colleges."

The requirements for admission to a department or college of dentistry are thus set forth



WILLIS L. GARD, A. B., Ph. D.,
Professor of the History and Principles of
Education.



OSCAR CHRISMAN, A. M., Ph. D.,
Professor of Paidology and Psychology.



LEWIS J. ADDICOTT, B. S., C. E.,
Professor of Civil Engineering.



P. A. CLAASSEN, A. B., Ph. D.,
Professor of Modern Languages.



HARRY RAYMOND PIERCE,
Professor of Public Speaking.

by the National Association of Dental Examiners:

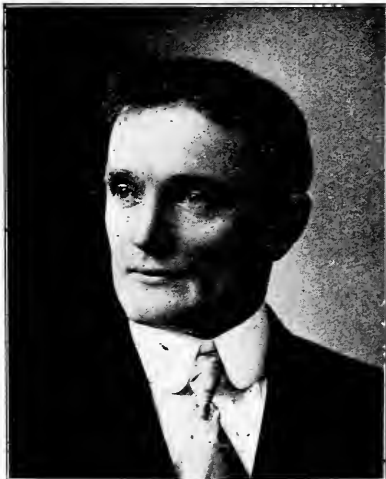
"The minimum preliminary educational requirements of colleges of this Association shall be a certificate of entrance into the fourth year of a high school or its equivalent."

The term "professional," as used in the question under consideration, is not understood to apply to college departments or schools designed to afford instruction in theology or to prepare students to enter the Christian ministry, as the words are generally defined and applied.

The entrance requirements for admission to the schools of pharmacy and dentistry are so low in Ohio, as to make reference to them



CHARLES M. COPELAND, B. Ped.,
Principal of the School of Commerce.



THOMAS N. HOOVER, M. Ped., A. M.,
Professor of History.

of but little importance in this discussion.

The Ohio State University and the Western Reserve University are the only institutions connected with the Association maintaining departments of pharmacy. Last year's enrollment in both departments totaled 146. A dental school connected with the Western Reserve University reports a student enrollment of 84.

These statements disclose the sum total of all instruction in pharmacy and dentistry for which any kind of provision is made by the

members of our Association. The admission standards meet the legal requirements, and in so doing seem to have reached a fixed point. The dental school of the Western Reserve



EDSON M. MILLS, A. M., Ph. M.,
Professor of Mathematics.

University requires the applicant for admission to have the advanced grade of high-school preparation or its equivalent. Catalogue statements show this school to stand highest among schools of its kind in Ohio.

"Law schools" are connected with the Ohio State University, the University of Cincinnati, and the Western Reserve University. The three schools enroll a total of 330 students, divided as follows: O. S. U., 181; U. of C., 84; and W. R. U., 65. Admission standards vary but little. Thirteen units of secondary school credit, two of which may be conditional, will admit to the College of Law of the Ohio State University. Graduation, with a degrees, is based upon the completion of the special course in connection with an academic course "equivalent to the first two years of the course leading to a degree in the College of Arts, Philosophy, and Science of the University." An "Arts-Law Course" is so planned that students can work out the degrees of A. B. and LL. B. in six years.

Medical schools are connected with the Western Reserve University, the University of

Cincinnati, and the Ohio Wesleyan University.* Student enrollment is as follows: U. of C., 199; W. R. U., 93; O. W. U., 93; total, 385. Accessible printed matter shows the entrance requirements at W. R. U. to rank highest. Here a college degree is required for unconditional entrance. Those having completed three years of work in a reputable college, and thereby attaining to Senior rank, are eligible for admission. At the U. of C., statement is made that "the only credit accepted is a medical student's entrance certificate issued by the Examiner for the Ohio State Board," that is, a student's certificate of admission to the Freshman Class of a reputable literary or scientific college.** The requirements for entrance to the College of Medicine



JOHN J. RICHESON, B. Ped.,
Professor of Physiography and Supervisor of
Rural Training Schools.

*The medical department of this institution has recently been merged with that of the Western Reserve University, at Cleveland.

**A very recent statement is as follows: The candidates for admission, besides obtaining the medical student's certificate from the examiner for the Ohio State Board, "must



WILLIAM F. COPELAND, Ph. M., Ph. D.,
Professor of Agriculture.

of the O. W. U. are those adopted by the Board of Medical Registration and Examination in Ohio — high-school graduation bringing therewith entrance to the Freshman Class in an Ohio College Association institution.

In what immediately precedes, attempt has been made to present fairly and in concise

present satisfactory evidence of having completed, in addition to the regular high-school work, a course of one year in chemistry, physics, and biology, and one year's work in a language (Latin, Greek, or modern language), or he will be required to take an examination in each of these subjects."

form catalogue statements describing the work of the professional schools operated as a part of the educational service rendered by certain of our sister institutions of learning. No effort has been made to look into and analyze the work of the technical schools connected with the few of our institutions having such. Space limit suggests deferring such effort, if considered of importance to the time of presenting a future report.

Having outlined the work of the professional schools of some of our home institutions, it is proper that this report should put



CHARLES I. FREEMAN,
Director of Athletics.



LILLIAN GONZALEZ ROBINSON, A. M., DR.
ES LETTRES,
Professor of French and Spanish.

it in contrast with that of a few reputable schools of the same class elsewhere. Only schools of law and schools of medicine will be considered.

Admission to the College of Law of the University of Wisconsin is based upon high-school graduation and a full two-year course

in the College of Letters and Science. Graduates from the College of Letters and Science are admitted to second-year standing in the College of Law provided the course completed in the former included certain law-study electives. At Cornell University the applicant for admission to the College of Law must have a credit of fifteen secondary



CLEMENIT L. MARTZOLFF, M. Ped.,
Alumni Secretary and Field Agent.



FREDERICK TREUDLEY, A. M.,
Professor of Philosophy and Sociology.



HIRAM ROY WILSON, A. M., Litt. D.,
Professor of English.



WILLIAM A. MATHENY, A. M., Ph. D.,
Professor of Elementary Science.



EMMA S. WAITE,
Principal of the Training School.



ANNA H. SCHURTZ,
Principal of the School of Domestic Science.



CONSTANCE TRUEMAN McLEOD, A. B.,
Principal of the Kindergarten School.



MARY J. BRISON, B. S.,
Instructor in Drawing and Hand-Work.

units. Provision is made whereby students entering the College of Arts can complete

courses leading to the degrees of A. B. and LL. B. in six years.

The School of Law of Columbia University offers a three-year course to which graduates of colleges and scientific schools are admitted unconditionally. In lieu of



MARIE LOUISE STAHL,
Instructor in Drawing and Painting.



CHARLES G. MATTHEWS, Ph. M.,
Librarian.



EMIL DORNENBURG, Ph. B., A. M.,
Instructor in German.



MABEL B. SWEET,
Instructor in Public-School Music.



MARIE A. MONFORT, M. O.,
Instructor in Oratory.



GEORGE C. PARKS, Ph. B.,
Instructor in Penmanship and Bookkeeping.



FREDERICK C. LANDSITTEL, B. Ped.,
Instructor in the History and Principles of
Education.



GEORGE E. M'LAUGHLIN,
Instructor in Electricity and Shop Work.

this the applicant must present satisfactory evidence of a preliminary training equivalent to that of a full college course.

There is an option whereby studies of the first year of the School of Law may be substituted for the last year of a college course leading to the degree of A. B. or B. S.

Entrance to the Law School of the University of Chicago is founded upon the satisfactory completion of three years of col-



JOSHUA R. MORTON, B. S.,
Instructor in Chemistry.



MARY ELLEN MOORE, A. M.,
Assistant Professor of Latin.



CHARLES O. WILLIAMSON, B. S.,
Instructor in Manual Training.



EVAN JOHNSON JONES, Ph. B.,
Instructor in History.



MARY ENGLE KALER, Ph. B., B. Ped.,
Instructor in English.



EDNA H. CRUMP,
Instructor in Domestic Science.

lege work. One year of law is accepted as the fourth year of college work, and thereby the student is enabled to obtain both an academic and a professional degree in six years.



HOMER G. BISHOP, B. S.,
Instructor in Paidology and Psychology.

Some exceptions, not of special importance, are noted.

The Law School of Harvard University, the oldest of its kind in the United States, offers a three-year course for graduates of approved colleges, or those qualified to enter the Senior Class of Harvard College. No union of an academic and a professional course is noted.

It takes only a cursory examination to show the one making it that the medical schools of the country have the highest and strongest educational entrance requirements of all the professional schools herein referred to—and this is as it should be. The physician comes into close home relations with those whom he serves professionally. The home precincts are sacred—too much so to be entered by the quack and the morally delinquent. An ignoramus, though having knowledge of certain technicalities pertaining to the medical profession, is out of place almost anywhere, certainly so in the homes of refined and educated people.

With all the advance in scholastic require-

ments, so evidently made in recent years, in connection with the medical schools, it is worthy of note that report has it that but three of these schools, in all this broad land of ours, require of applicants for admission to their halls a degree in Arts or Science from an accepted college.

Possibly at the head of these stands the Medical Department of Johns Hopkins University. The college course accepted must give evidence that good training has been given in physics, chemistry, and biology, and include Latin, French and German as studies given due prominence.

The College of Medicine of the University of Wisconsin announces the following standard for admission: Completion of an accepted high-school course followed by the full equivalent of two years of college work, including collegiate laboratory courses in physics, chemistry, and biology. Here is also a six-year combined course leading to the degrees of B. S. and M. D.

At Cornell University the statement is made that candidates for admission to the



HOWARD A. PIDGEON, B. S.,
Instructor in Physics.

Medical College "should possess the liberal culture and general education implied by a college degree in Arts and Science." Also, students of Senior rank in approved colleges

or scientific schools may be admitted to the Medical College free of conditions, if the institutions from which they come will accept the first year's work in the college as a sub-

sional degree of M. D. in from six to six and one-half years.

Admission to the Medical School of Harvard University is conditioned upon the applicant's completion of a college course covering three years and including special instruction in certain sciences and a modern language. There is no mention of a union course, the completion of which suggests time saving and brings to the student both an academic and a professional degree.

A point in this report has been reached where, in view of the statements and quotations already made, something of more special interest to us, in the way of comment and suggestion, may be presented. By reference to the brief statements of some of our own representatives, before reproduced, it is evident that they do not consider that "a square deal" is given the college graduate who enters the medical school. The de-



WALKER E. McCORKLE, Ph. B.,
Assistant in Biology.

stitute for the fourth year of academic work leading to the baccalaureate degree.

The College of Physicians and Surgeons of Columbia University offers a four-year course with entrance requirements as follows: "Two full years of study in an approved college or scientific school, which course must have included instruction in the elements of physics, inorganic chemistry, and biology." This significant statement is added: "The attention of students is particularly called to the regulations of Columbia College, which permit a student to obtain a thorough preliminary training and at the same time to complete the requirements for the degree of A. B. or B. S. and the degree of M. D. in six years."

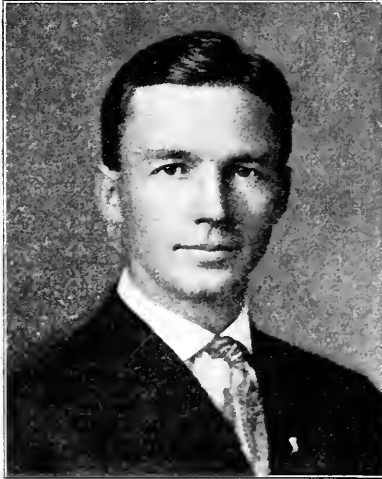
The requirements for entrance to the School of Law of Columbia University are almost identical with those operative at the University of Chicago. At the latter, it is possible for a student, by making careful selection of his work, under advisement, to secure an academic degree and the profes-



JAY A. MYERS.
Instructor in Biology.

attached medical college places this college graduate on the same footing, as to class standing, as the under-graduate of whatever rank, or even the high-school graduate is

given. The one who completes a collegiate course before entering upon that of the medical school is thus forced to look forward to four full years of professional training be-



WILLIAM R. CABLE,
Assistant in Registrar's Office.

fore he can enter upon his chosen life work. Two of our own institutions—Denison University and Ohio University—offer a "pre-medical course," the design of which is to give students in the College of Liberal Arts, looking forward to a medical course, a wider field from which to select electives. Few medical schools refuse to give *scholastic* credit for studies thus taken. *Time* credit, however, is not given for this collegiate work. The one who has done it acceptably and thereafter enters the medical school is permitted to "mark time," so to speak, while his classmates of under-graduate or high-school rank are gaining strength and speed enough to keep up with him. A score of years ago some medical faculties established entrance requirements easily met by one who had done acceptably two years of high-school work. No medical school had entrance standards that required higher academic training than that given in a four-year high school. At the time named medical faculties recognized that the college graduate came to them with "more adequate mental training

and greater power of accomplishment" than did the high-school graduate. So believing and recognizing that college courses naturally included some of the subjects scheduled in the medical course, and further conceding that college instruction at its worst was on a parity with the best done in some medical schools, the medical faculties, until recently, gave college graduates opportunity to complete a three-year medical course in two years and a four-year course in three. Boards of medical examiners now place all applicants who are *long* in attainments on a short bed and by a procrustean process fit them to it. This ruling of the examining boards is justly characterized by Dean Dodson, of the Medical School of the University of Chicago, as "illogical, unjust and unwise."

"Illogical, because credit is thus denied for work far superior to that done in the majority of medical schools recognized by these boards; unjust, because the colleges had pre-



MABEL K. BROWN, Ph. B.,
Instructor in Stenography.

pared themselves to teach these subjects in large part at the urgent solicitation of the better medical schools, only to find the promised credit in the medical schools withdrawn

just as their students were prepared to ask it; unwise, because it abolished an arrangement which had been one of the most effective agencies in inducing young men to se-

corn, growing where but one grew before, surely does not apply to the multiplying of medical schools. With all the advance of standards, admittedly made, there are yet many low-grade, poorly-equipped, and impoverished make-shifts of medical schools inviting students within their portals. With the opinion that our medical schools will thrive best, and render the most substantial service to the people, when connected with an institution that is a university in fact as well as in name, I am in full accord. The literary college with its detached medical school is, in one part of its work at least, occupying doubtful territory. The private foundation with ramshackle buildings, meager equipment of an out-of-date character, and a pick-up faculty should come under the direction of some power strong enough to wipe it out of existence. The same thought is applicable to other professional schools of like character.



MINNIE FOSTER DEAN,
Instructor in Typewriting.

cure college training before taking up medical study."

According to President Pritchett, of the Carnegie Foundation, there are about one hundred and fifty medical schools in the United States and Canada—"more schools," he says, "for the training of physicians and surgeons in the United States than are to be found on the whole continent of Europe." Of the one hundred and fifty schools reported, eighty-two are connected with actual colleges or universities. These schools, it is said, give us a great over-production of physicians. The same remark would have equal force were it made to apply to our law schools. As yet there is not an overplus of practical talent coming from the technical schools of the country.

It is the belief of President Pritchett that the number of medical schools could be reduced one-half with desirable outcome. The worth of two blades of grass, or two ears of



KEY ELIZABETH WENRICK,
Instructor in Public-School Drawing.

I have belief that some members of this Association who look with critical eyes upon the standards and practices of the professional schools—notably those of law and

medicine—are concerned most about the union courses offered in some of the institutions of learning here represented. The institutions having an arts college and a school



KATE DOVER,
Instructor in Kindergarten.

or schools of professional grade can so form combination courses as to place the colleges, properly so called, at a great disadvantage when entering the outside field as competitors for student patronage and popular favor. This may be termed, by those reaping advantage from the combination courses referred to, an illiberal and unprofessional attitude to assume, but it is one in full accord with human nature the world over.

Colleges without any professional school attachment naturally feel that the combination courses offered in other institutions reaching into the same territory for student patronage offer inducements to their students to give up their college course at the end of the sophomore year to enter upon a course that will bring them two desired degrees with a saving of two years in time. There is valid objection, also, to a plan that has been proposed whereby students may

leave their home institution at the close of the Junior year, taking elsewhere, as a substitute for their Senior baccalaureate course, the first year in some school of law or medicine. Mr. Randall, in his letter from which quotation has already been made, asks what objection can be made by the literary colleges to the plan which allows their students to take the fourth year in the law department elsewhere, and then to return to graduate with their classes in their respective colleges? A single sentence may be made to suggest one objection at least. The first year's work of one of our professional schools is no just equivalent for the fourth year's work of any reputable literary college. The baccalaureate degree is cheapened in any of the combination courses now in operation. Consider the academic qualifications required for admission to the professional school of the university, leaving out of question any school of lower grade, and you, as college men, can see the demoralization of your baccalaureate courses by placing the academic value of the last fourth of them on a parity with the first



CARRIE A. MATTHEWS, A. M.,
Assistant Librarian.

year's work of the professional school to which high-school graduates, and those scarcely more advanced in scholarship, are admitted unconditionally. A completed pro-

essional course might be accepted by the literary colleges as an equivalent for the work of their Senior year—surely nothing less, if desirable academic standards are to be main-

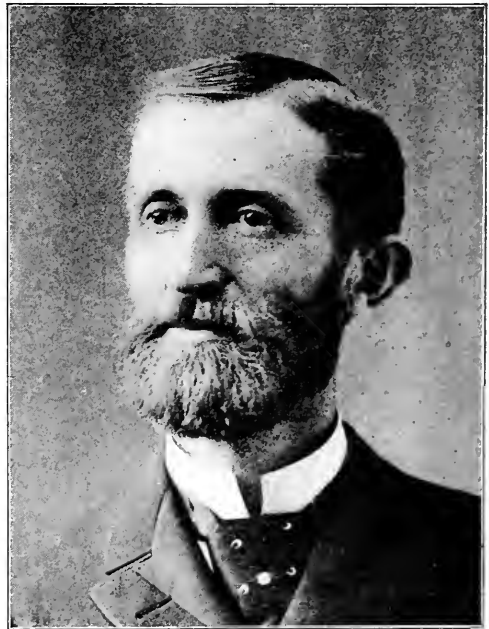
If this assertion is true, Ohio has more than its just quota of schools of medicine. Of equal force would be a like statement in reference to the law schools of the State. The technical schools have not, as yet, fallen under adverse criticism either as to their number or the field of effort they occupy. The schools of pharmacy and dentistry, whether connected with collegiate institutions or existing as separate entities, are of so low grade, in the matter of academic scholarship, as to fall without the scope of this discussion. Their consideration may be passed over with record of belief that college men particularly and educated persons generally should unite in demanding that academic qualifications for admission to these schools be advanced—possibly enough so to prevent anyone from receiving his professional diploma and degree who



EUGENE F. THOMPSON,
Secretary, President's Office.

tained. Even then the academic student purchases his two degrees and time saving at high price. Class association, class unity, means something in college life; yes, and in after life also. The student who leaves the literary college at the end of his Junior year to enter upon a professional course elsewhere, if given the Senior year credit just referred to, will return to receive his baccalaureate degree with students who know him not, and who regard his presence among them as an unwelcome and unwarranted intrusion. Of course, faculty action could, in effect, reverse nature by turning back the wheels of time, as far as college records are concerned, and arbitrarily fix the date of graduation and diploma at the close of any given college year.

President Pritchett makes emphatic the statement that less than fifty decently-equipped medical schools would more than supply all the needs of the country for a century to come.



MR. J. D. BROWN,
Of Athens, Ohio, who makes an annual gift of \$100 for Prizes in Oratory.

has not had all of a first-grade high-school course plus at least two years of college training.

If there are too many professional schools

in Ohio, where is the bare bodkin that shall give the unnecessary ones their quietus? Who is to determine as to the survival of the fittest? All professional schools, including those under

each of these professional schools to make college graduation a requisite for admission to it. Friction, more or less evident, would exist, however, should these schools make operative the combination courses now locked upon with suspicion, possibly with envy, by representatives of institutions wherein educational work is limited to purely academic subjects.

Institutional harmony and academic and professional well-being would be brought about were the universities before directly named to give over their academic courses in arts and science and place stronger and more effective emphasis upon post-graduate work, professional work, and other forms of university work not already adequately provided for in the numerous colleges of recognized high standing in Ohio. Then, no doubt, friendly and adequate arrangements could be made whereby the literary colleges, not offering professional courses, would accept graduation



RALPH C. KENNEY.
Curator of the Gymnasium.

special consideration, will thrive best in connection with well-endowed and desirably-located universities. This is said with full recognition of the fact that many private foundations having no such connection are in a thriving condition and giving satisfactory service.

Three medical schools and three law schools, in Ohio, are enough. For reasons that are almost self-evident, these would be eligibly located in Cincinnati, Columbus, and Cleveland; the more so as being thus centered they could be brought within a wholesome university atmosphere. Should the University of Cincinnati, the Ohio State University, and the Western Reserve University monopolize this work no cause of just complaint would be given the other members of this Association, for, confessedly or not, such members are in no proper condition to undertake it. All cause for discontent, as far as the members of this body are concerned, would be removed were



MARGARET EDITH JONES, Mus. B.
Instructor on the Piano and in Voice Culture
and Harmony.

from the professional schools of the three universities as a satisfactory equivalent for the year's collegiate work preceding graduation day.

This suggestion, if it have merit — which it may not have—will be made effective, if ever, in some educational Utopia. It is altogether unlikely that any existing university



JOHN N. HIZEY,
Instructor on the Violin.

will recognize its work in harmony therewith. All state-supported universities in the United States have connected with them a college of liberal arts. Outside of this limited educational realm, there are not more than seven or eight universities in the whole country that have not strong academic departments or colleges. The last mentioned are universities only in name, since their work is wholly professional, giving preparation for law, medicine, dentistry, and pharmacy.*

*The National University, Washington, D. C., has only the law school; the University of Indianapolis, Indiana, has only law and dental departments; the University of Buffalo, New York, has only law, medicine, dentistry, and pharmacy; the University of West Tennessee, Memphis, has only a medical department for colored students; the University of Memphis, Tennessee, has only medicine and pharmacy; Baltimore University, Maryland, has only the school of law; and the University of Maryland, Baltimore, has law, medicine, dentistry, and pharmacy.

St. John's College, Annapolis, Maryland, "is by contract of affiliation styled and recognized as the Department of Arts and Sciences" of the University of Maryland.

U. S. COMMISSIONER OF EDUCATION.

Even Clark University, Worcester, Mass., is no exception to the general rule; for while it was established as a graduate institution, and now maintains itself as such, there is some bond of union between it and Clark College near at hand. The two institutions have the same board of trustees, and the instructors and students in the college have the use of some of the equipment of the university.

Commissioner Elmer E. Brown, of the United States Bureau of Education, says that it is a difficult matter to make definite answers as to what is a *real* university. However, it is a fact," he says, "that in this country practically all the fully-developed universities have colleges of liberal arts connected with them."

Under existing conditions, the colleges of Ohio are justified in advising their graduates having a professional life in view to go to those professional schools where the standard of admission is college graduation or a standard most nearly approximating thereto.



ANN ELLEN HUGHES, Mus. B.,
Instructor in Voice Culture.

Some may look askance at me and evidence a doubtful mind when I say that it would be a source of pleasure to me to see the Ohio State University made a real university with

splendid equipment, a faculty of renowned specialists, a student body numbered by thousands instead of hundreds, and a financial support most liberal and in harmony with what

ileges voluntarily granted, in its relationships to the Ohio and the Miami Universities.

College work in Ohio is improving in efficiency. A strong community of interests now binds college men more closely together than ever before. There are really but few things of moment, either in opinion or action, to divide them. Some matters that promise friction and suggest likelihood of distrust and ill feeling have been mentioned incidentally. We must learn, if now we do not, to look upon with friendly eyes, and meet with words of heartfelt approval, worthy college and professional work whether done within our own zone of effort or elsewhere. We owe it to ourselves and those whom we serve to rise superior to personal interest and to stand shoulder to shoulder in effort to give Ohio one of the strongest, best, and most logical systems of education, from kindergarten up and through the post-graduate, technical, and



PAULINE A. STEWART,
Instructor in Voice Culture.

has been suggested; but I am unwilling, even to bring about this most desirable condition of things, to be an active or a sympathetic supporter of measures which, if made operative, will prove the undoing of the more than century-old institution of learning with which I am now connected. Many worthy colleges existed in Ohio before the Agricultural and Mechanical College of Ohio came into existence. The change of name to the Ohio State University carried with it no privilege to ignore governmental obligations and chartered rights. There is no strong reason why the State of Ohio should support three colleges of arts, philisophy, and scence. There is strong reason, however, why it should not by adverse legislation violate its pledged faith to the general government and ignore chartered priv-



NELLIE H. VAN VORHES,
Instructor on the Piano and in Virgil Clavier.

professional courses of the university met with in the most advanced conditions of modern civilization.—*Transactions of the Ohio College Association, December, 1910.*

THE PURPOSE OF TEACHING AGRICULTURE IN SECONDARY SCHOOLS.

By

W. F. Copeland, Ph. D.

(An Address Before the Schoolmasters' Conference, July 22, 1911.)

To answer well the question suggested by the topic will erase many of the difficulties

ing agriculture in secondary schools is to give boys and girls that sort of knowledge concerning country life, and its conditions, as will enable them to give agriculture its proper rating with other vocations. Also that it *is not* the purpose: to make farmers; to keep boys on the farm; or to coax men and women to leave the city.

Men and women everywhere lament to see their children leave their country homes. The cry is general that too many of our boys and girls are leaving the farms. It seems that most of our people are expecting the teaching of agriculture to correct this condition. It is unfortunate that this idea is so well established in the minds of most persons. It might do for a purpose, but I hold that the idea is fundamentally wrong.

During childhood and youth, we find children interested and happy with one toy to-day



BESSE IRENE DRIGGS.

Instructor on the Piano and Organ.

in this new situation which is confronting most of our teachers for the coming year. They find themselves obliged to teach agriculture and yet are deeply conscious of their lack of preparation. The simplest plan for this discussion is to attempt to say what *is* the purpose and what *is not* the purpose, or why it is considered advisable that Agriculture be taught in our public schools. The present discussion is not to decide this question or to argue that this is the only plan, but rather to insist that every teacher of agriculture, at the outset, have a fixed purpose for the year's work.

I wish to suggest that the purpose of teach-



MARGARET L. TILLEY,

Critic Teacher, Seventh-Year and Eighth-Year Grades.

and another to-morrow. The task of to-day is performed with an exuberance of youthful enthusiasm, but to-morrow finds the same child restless for a new field for work or play.

Let us remember then as spurts of childlike enthusiasm, rather than cues by which teachers and parents are to advise upon a life's work.



MARGARET A. DAVIS,
Critic Teacher, Fifth-Year Grade.

Every boy remembers his envy for the blacksmith, the carpenter, the shoemaker, the merchant, and the grocer. And everyone of us has manifested his interest in the man at the candy stand. Every vocation excited resolutions to the effect that he too would some day be so engaged. Did you ever go on errands to the blacksmith or to the shoemaker and return with visions of the wealth of the smith with his hammer, anvil, and irons? Or did the pegs, needles, hammers, and strings, of the cobbler ever appeal to you? If you have not had such dreams, you have had others that will suit my purpose, and let me ask some questions. Had the smith or the cobbler been your teacher and noted your interest, what advice would these have given for your life's work? The answer is evident, but almost sure to be wrong.

If youthful enthusiasm, then, is to give us the cue, we can find abundant reasons almost every day for advising a child as to the proper

vocation for his life's work. A successful teacher can prepare different lessons for every day of the year, and every day see the child respond with outbursts of joy and delight. Which one of these expressions of delight and aptitude is to tell the teacher the right one to select for an occupation for some boy or girl?

Then what is the business of the public schools in the problem of agricultural education? The work and purpose is the same for agriculture as it is for all other arts and sciences. A boy has a just right to see and learn about a number of honorable vocations, with special reference to the possibilities and opportunities they offer. What possibilities do men and women have in agriculture, in chemistry, as merchants, lawyers, or physicians? A boy desires and needs to know of the work and life of a blacksmith, and what sort of a life a farmer lives, and the chances for pleasure and profit. A high purpose will suggest



WINIFRED L. WILLIAMS,
Critic Teacher, Fourth-Year Grade.

plain, simple, honest answers to these and similar questions as well as careful comparisons of farm-life and city-life.

So soon then as the teacher has made clear

to those in her charge what are the leading vocations, also the opportunities every one affords, her duty is done. She is not to select the work any certain child is to have for

hand, if only agriculture is taught there is no chance for them to make a choice, with the result that one more "quack" farmer is added to the list. This is no new vocational philosophy, for it is a common saying that every individual is fitted for some line of work. I hope that only honorable vocations are meant. In that case every tramp or idler is a monument unnecessary had every line of human effort been taught.

Not to make farmers? Yes, not to make farmers! And, the first reason is that we do not need more farmers so much as we need better or more efficient ones. It is likely true that the right kind of teaching of agriculture will result in keeping more boys and girls on the farm, but it will also show the city pupil the opportunities in country-life. But this result is surely not the purpose of the teachers in secondary schools, or the business of teachers in secondary agriculture. This question is a common one: "What am I to do when I find



ELSIE S. GREATHEAD,
Critic Teacher, Third-Year Grade.



AMY M. WEIHR, Ph. M., B. Ped.,
Critic teacher, Second-year grade.

his vocation. Allow every boy to step up and make that selection, that important step, for himself. Never, never, never say: "My boy, the thing for you to do is to be a farmer," or perhaps a merchant, or a lawyer; but only that you must be one of these and you must select which one. I repeat that it is the teacher's business to be able to tell him about work in chemistry, or perhaps, farm work. The choosing is the special privilege and special duty of the boy or girl in question.

And now what has this to do with teaching agriculture? and I answer that the case is much the same. We do not hope to keep all the boys and girls on the farm. No doubt many of them are better fitted for other lines of work and in that case it is fundamentally wrong for us to advise or even wish that such pupils remain on the farms. In case teachers are willing to give different vocations equal consideration, these same pupils will have an opportunity to find themselves. On the other

a boy especially fitted to be a farmer and yet planning to go to the city?" Or again: "This boy wants to farm and yet he can never make a go of it?" I make the same reply to all

such questions. In secondary schools give agriculture its proper amount of time and give other vocations theirs. This is no injustice to the will-be farmer, for he needs this general

efficient teachers in agriculture and the demand for experts in every department of the science. We need farm chemists, farm machinists, and farm engineers, and men and women to solve the mysteries at present so expensive in animal and plant diseases.



CORA E. BAILEY, B. Ped.,
Critic Teacher, Sixth-Year Grade.

agricultural training and it may result in getting the misfits away from the farm.

Suppose now, that agriculture has been selected. The next problem is equally trying unless guided by a purpose. The same question appears somewhat disguised: "What kind of farming do you advise?" or "What is the best line of agricultural work?" With all such questions be extremely cautious, and try to make it clear that all depends upon one's likes and dislikes, and also that he must decide that for himself. It ought to be possible to convince a boy that he does not need to select his specialty at the start but that he first study general agriculture. In the meantime tell him stories of fine orchards and magnificent grain fields. Let him learn of the opportunities in forestry. Call his attention to the problems confronting the man interested in diversified farming and the special fields in farm work. Discuss the need of more ef-

Some such purpose as that just mentioned appeals to me as being more educational and less mechanical than many others. The pupil at every turn is obliged to make a turn for himself. He must take the initiative; while if he depends upon his teacher for guidance, every step is mechanical. Not only is a purpose necessary for the pupil but the teacher needs it for guidance and suggestion, otherwise the year's work will be too much busy work and nothing definite. The child needs to study his environment and to know whether it appeals to him. He has a right to know the facts about agriculture so as to be able to tell whether it appeals to him. There may be mistakes when boys and girls make their own se-



ELIZABETH MUSGRAVE,
Critic Teacher, First-Year Grade.

lection but not so many as when others select. No one is likely to succeed in work foreign to his choice; but likely to do well in a vocation that appeals to him.

**MOTOR ACTIVITIES THE BASIS OF
REAL EFFICIENCY.**

By

Henry G. Williams, *PeJ. D.*, Dean State
Normal College.

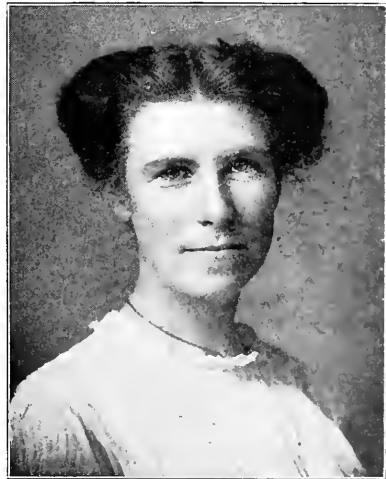
OUR SYSTEMS of public education should
prepare our prospective citizenship for the



HAIDEE C. GROSS,
Teacher, Rural Training School.

cated and trained and upon the immediate and the ultimate aims of education.

Recently a large class of advanced students in education in one of our large institutions for the training of teachers was set to work upon the problems of the course of study. They were first required to examine the published courses of study from 150 cities of the United States. One would naturally assume that there would be a noticeable uniformity in fundamentals, but, instead there was a noticeable disagreement on things that seem most elemental and basal. A large majority of these courses had to be discarded by the class as worthless in a study of principles in practice. They could not be made to substantiate any claim to pedagogical unity, or even to prove that the environment of the school, or the individuality of the superintendent or the teacher, had anything to do with the production of such a variety of courses or the differentiation of their aims. They were simply wild guesses in most cases.



EDITH A. BUCHANAN,
Teacher, Rural Training School.

broadest and fullest possibilities of life. The courses of study should be based on principles so fundamental that the aim of education would be apparent at every step, and the means and methods employed should be so directive as always to point in the direction of the ultimate goal. Too many courses of study present such a crazy-quilt design, that one can not find any unity in the curriculum or apply any specific plan in its administration. There are even city courses of study that are absolutely valueless from every pedagogical standpoint. They are valueless because they are only mosaics or scrap-books of various unrelated statements concerning the course of study. They are valueless because the superintendents who "compiled" them knew but little about the great fundamental principles underlying the course of study, principles based upon the nature of the child to be edu-

The problem of the course of study is to-day one of the largest and one of the most important problems in education. This problem is being worked upon seriously by a comparatively small number of educators. It would seem by this time that the elementary princi-

ples of the curriculum for the elementary school should be fixed, with a possible local coloring due to environment and local needs. It would seem that a child in the elementary



WILLANNA M. RIGGS,
Dean of Boyd Hall.

school should be given about the same general training regardless of his longitude and latitude. Everywhere in this country, whether in Maine, California, Florida, or Ohio, it would seem that the basal principles of knowledge necessary to social efficiency would be well-nigh universal. When one reads the latest discussions of the course of study as prepared by those who have given the problem the most serious attention, he is convinced of the fact that the subject-matter now presented in the public schools is a great mass of unorganized knowledge. The methods of teaching seem also almost as chaotic. There is a marked feeling of unrest in many localities as to the efficiency of the school to turn out young men and young women who are really prepared to do something.

There is also a feeling that the aim of the school must not be merely the acquisition of knowledge. Neither can it be the simple, unqualified production of character in the abstract. Not only must our young people be trained to be good citizens, good neighbors, and good men and women, but they must be

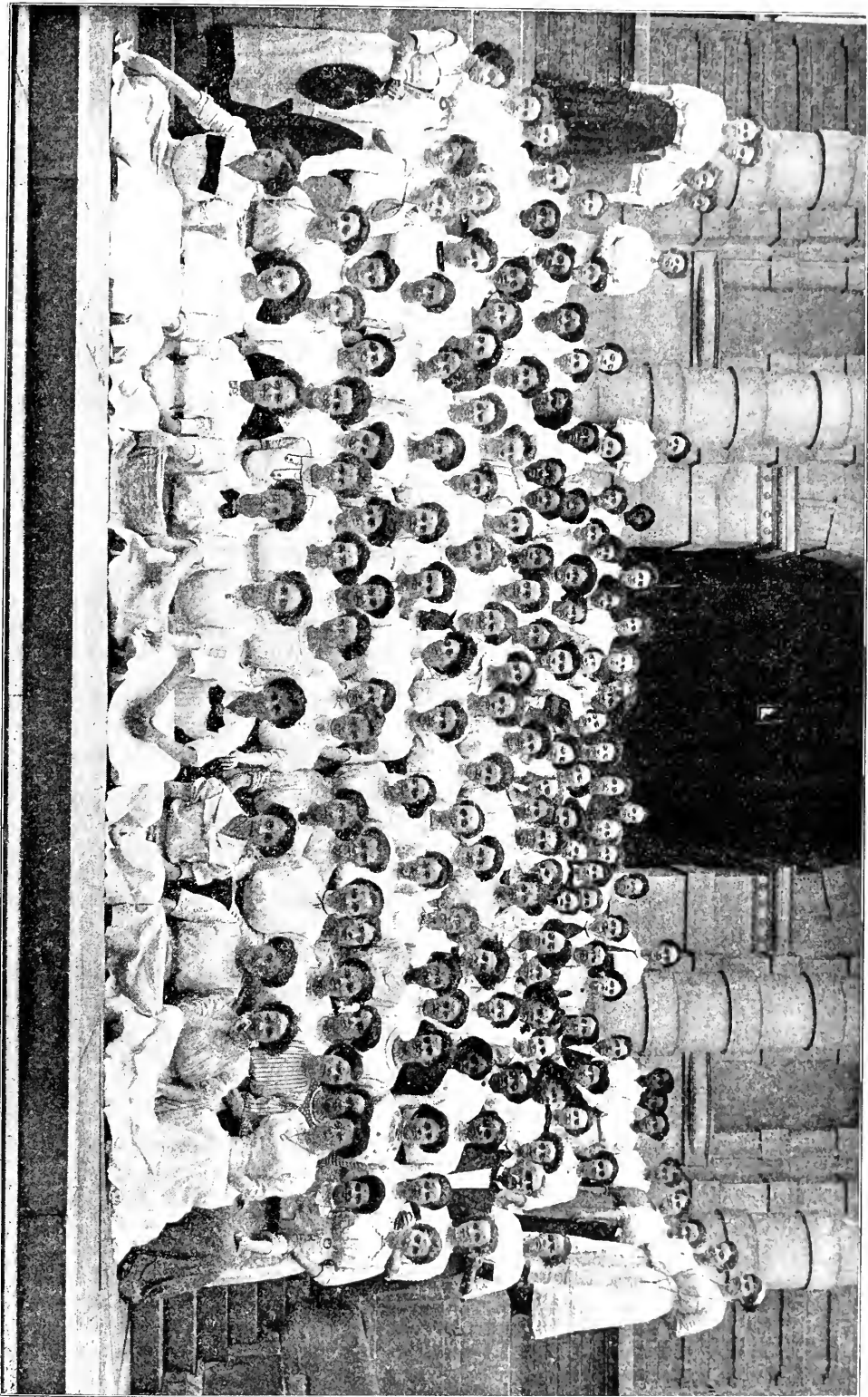
trained to do something with their goodness, that is, to live a positive efficiency. It is not enough that a man may be good—he must be good for something. A passive, inactive righteousness is not sufficient. Evidently the ultimate aim of life in this world is the efficient doing of something that the world needs to have done. There was a time when the commandments were chiefly negative in character. The “Thou shalt not” indicated the direction in which the individual’s activity should be exercised. But as the race grew in knowledge and its civilization became more complex, the “Thou shalt not” became “Thou shalt.” The world now needs men and women who are neither negative nor neutral in efficiency and in action.

It is evidently becoming the duty of the public schools to teach boys and girls not



BERTHA T. DOWD,
Dean of Women's Hall.

only how to work in order that they may earn a living, but to teach them the real dignity of all forms of labor that are actually needed to develop the race and provide it with



CLASSES IN GRADED-SCHOOL METHODS.

the comforts and deepest joys of life—in other words, how to make a life.

Such results can not be secured without a systematic training of the motor activities. We must learn the psychological fact that we possess two distinct and correlated natures—the sensory and the motor. The tendency of present systems of education is too much toward the exclusive development of the sensory activities. The development of the motor activities is equally important although, perhaps, such development requires a less proportion of the child's school time than that required for the purely intellectual training. Our systems of education have been too exclusively intellectual. We have been sending the child to school to have his mind furnished and trained. We must realize that his physical being also needs education. Nature partly takes care of the child's wants along motor lines and he runs and jumps and climbs and tumbles and swims and does a great variety of other things without direction. In doing so he is only responding to innate desires. True, a child's play must not be made mechanical, but in the kindergarten and primary schools, the results of his plays may be much more educative if they are supervised. In addition to plays, the child needs a physical development that will train his muscles, so that he may become skillful and efficient in doing many of the things necessary in a useful life. For this reason manual training ought to be as essential in the course of study as the solution of problems or the diagramming of sentences. It is not a question whether the child as a man will ever need to earn his living by means of the work of his hands. The manual training here advocated is purely fundamental and educative. For the sake of himself and for the sake of the society of which he will become a part, the rich man's son needs a training in manual activities as much as does the poor man's son. It is one of the most potent means in the development of character. Not only is the idle brain the devil's workshop, but the idle hand is the criminal's tool.

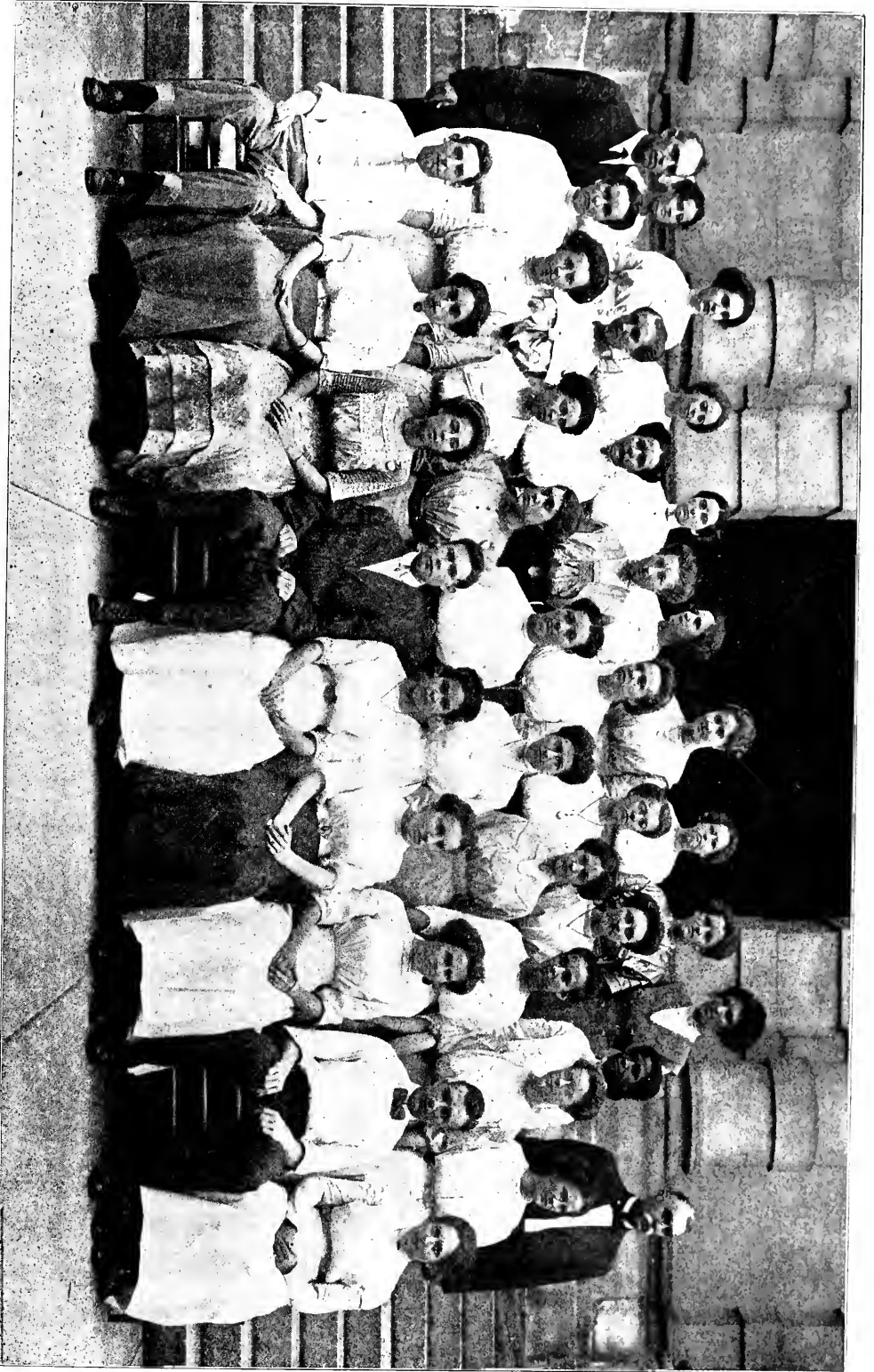
Another reason for motor training in all courses in the public schools is the bearing it has upon individual and national health. In order that the body may be healthy and strong and store up in youth the vitality necessary to be drawn upon as a storage battery during the active and efficient period of life, health must

be looked upon as even more necessary than education. An arm load of diplomas will not be of much service to a broken-down constitution. It is a well known physiological fact that physical strength depends upon the development of the vital organs of the body, and these depend in turn upon an abundant circulation of good blood. This in turn depends upon the proper exercise of the large muscles of the body. The exercise of the small muscles of the body does not contribute very largely to physical health. It therefore becomes necessary to provide such exercises for the growing child as will develop the vital organs and the motor activities. Outdoor games and sports, together with well organized and well directed manual training, will contribute to the building up of a storage battery of physical vitality that ought not to run down until the period of three-score and ten years has been attained.

A large percentage of deaths of persons under twenty years of age are from preventable causes and a considerable number of deaths among adults are due wholly to ignorance. Nine out of every ten deaths of infants under one year are the results of ignorance. Typhoid fever formerly cost this country hundreds of millions each year, but a better understanding of the dangers of the house fly and of the impurities of our water supply has saved millions of dollars annually and thousands of lives. A knowledge of the mosquito has banished yellow fever. A more scientific knowledge of the laws of health has added to the longevity and efficiency of the race.

It would seem that the two reasons given ought to be sufficient to establish in the public schools a recognition of the value of motor training. We think that the individual's health on the one hand and his higher efficiency as a doer of some portion of the world's work on the other hand, ought to be sufficient to establish this claim. This leaves out of the account the increased earning capacities of the individual and the consequent added joys and comforts due to that efficiency. It also leaves out of the account the claims of vocational and industrial training, and these claims are by no means insignificant.

Formerly we thought the aim of education was knowledge, with perhaps an addition of what has been somewhat vaguely called culture. Now we declare that the aim of educa-



CLASS IN RURAL-SCHOOL METHODS.

tion is social efficiency, which is a term broad enough to include character. Social efficiency means more than knowledge, for social efficiency is impossible without knowledge—a trained mind. Social efficiency also includes character, for knowledge and skill may be dangerous instruments when not balanced with a steadfast purpose to do right.

Advocates of vocational training, manual training and industrial education have sprung up on all sides and many radical views have been expressed. So radical and revolutionary are some of these views that advocates of the purely cultural in education are being aroused and are sounding the alarm, saying that this tendency to vocational training if unchecked will finally wreck our entire social and educational structure through the use of sordid means to reach utilitarian ends.

The old type of culture was good enough for aristocracy but it is not good enough for democracy. Not only must a man these days have culture, "the aroma of learning," real refinement of character, but he must be able to sow the seeds of that culture by some form of efficiency of service so that when life's fitful fever is o'er he may hear the "well done, good and faithful servant." The whole philosophy of a truly good spirit lies in the word "service." It is a man's duty to become a bread winner, whether he needs the bread or not.

Culture enables one to come to the good things of life with an appreciation of them. It gives one the real insight into nature, art, books, ideals, and a multitude of things that stand for the real progress and growth of the race; but a man with all that culture implies is only a speechless monument to the past unless he has about three meals a day, a shelter from the elements, and at least a conventional raiment for his body. These three essentials can be obtained only as the result of somebody's labor, and the better the quality of the labor, the better the supply of food, clothing, and shelter. Not only that, but when a man earns these comforts and necessities with his own hands and brain he is richer in their enjoyment and culture of a true type has a better chance at his soul.

The schools have been training the intellect almost to the exclusion of the rest of the individual and have been training everybody by

the same pattern, in the same general way. It is now time to particularize a little, at least, and recognize the individuality of the pupil and the diversity of service required to make a whole community socially efficient.

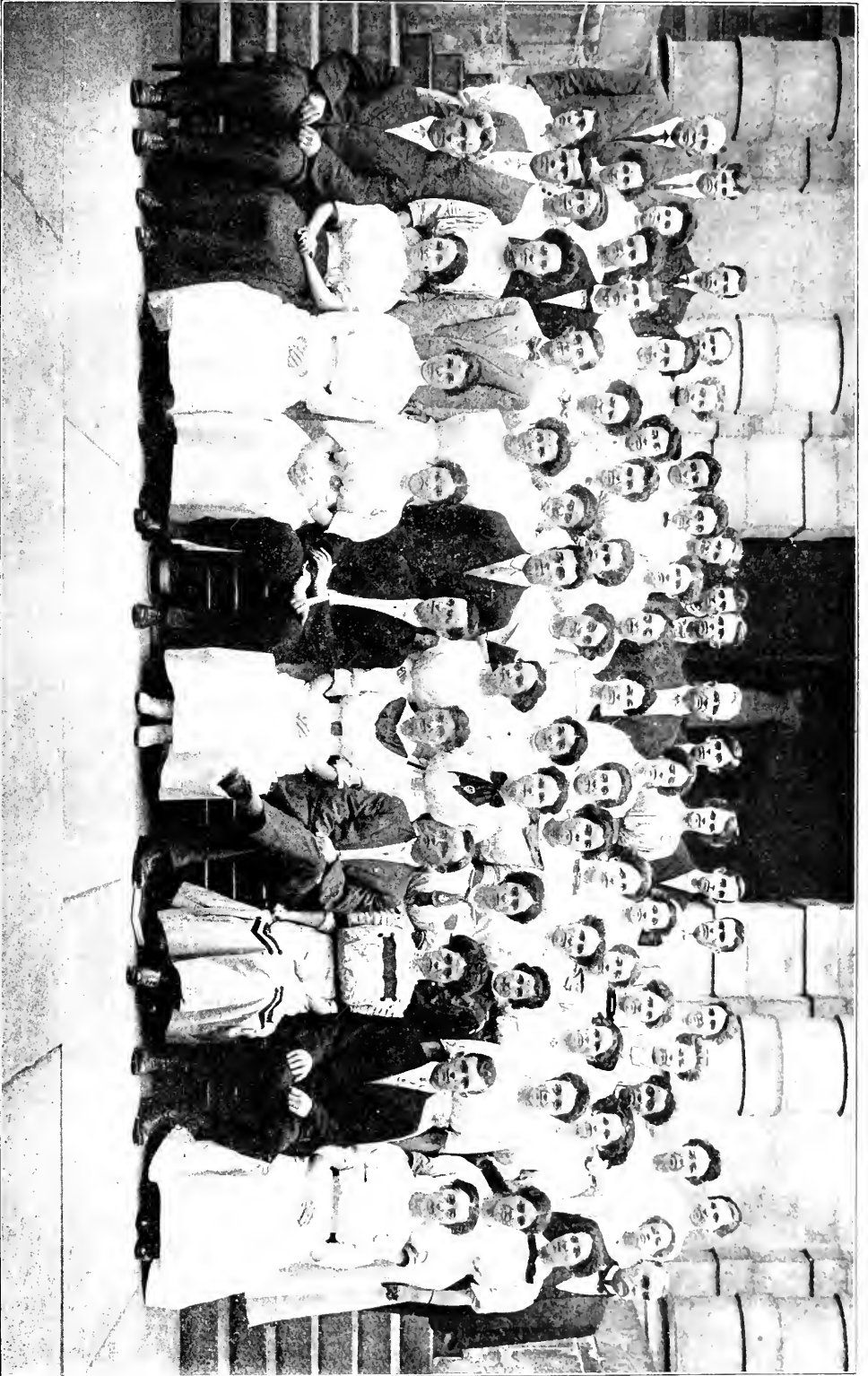
Then, if properly articulated and adjusted to each other, there is no conflict between liberal training and vocational training. It is a mistake to array one against the other, but a great many "educators" who ought to know better are doing that very thing. The immediate end of vocational training is to acquaint the individual with the tools he needs to use in order to produce for himself and those more or less dependent upon him the necessities of life and also to enable him to do this with a degree of skill and efficiency that will add pleasure to his labor. The ultimate end of vocational training is to pave the way to an appreciation of liberal training and to provide an economic basis for it to rest upon by making the individual feel that he has built the basis for his own economic support while he spends his spare time at least in delving into the thoughts of the ages, which is the process of the liberal training.

It is a pedagogical blunder and a grave error to array these two ideals against each other. It is a blunder equally as serious to frame our courses of study on the assumption that all pupils are to be given the same preparation for the duties of life, regardless of mental, physical and temperamental fitness, regardless of their economic relation to the matter of support, and regardless of the differentiation of the spheres of life they are severally to fill. Rather should our aim be to train for such variety of social efficiency as to make the entire community a socially efficient community.

PRIZE POEMS.

The Emerson Prize Poem Fund is a sum of money bequeathed to the Ohio University by W. D. Emerson, class of 1833, the interest of which is awarded every second year to the student or graduate of the university writing the best original poem. The bequest now produces an annual revenue of \$60.

In 1909, the prize was won by Miss Mary Treudley, Class of 1906. The full text of the poem follows:



PROF. COULTRAP'S CLASS IN SCHOOL MANAGEMENT.

Dreams.

I dreamed a dream, and in my vision stayed
 Before a picture fair and wondrous made,
 A simple room all filled with joy,
 The home-returning of a wandering boy.
 Simple—but many a man gazed at the scene,
 To feel the painter's magic might,
 And then came flooding back fond memories
 Keen
 Of other days when all was light.
 And lo! I woke. It was a dream of night.

Again I dreamed. Mine was a singer's voice,
 Such notes as make the listening ear rejoice,
 A simple lullaby as mothers croon
 To babies wailing for the silver moon.
 But such the singer's art that from that song
 Came backward visions of sweet love,
 A mother's love which kept her boy from
 Wrong,
 And raised him to God's throne above.
 I woke. My dream could not be held by love.

Once more I dreamed. My lips were all un-
 sealed
 To bring a message to the whitened field.
 A message full of hope and cheer,
 An urgent plea to live more near
 To God, the Father of us all. It came
 To men whose ears had long
 Been deaf to truth preached in His name,
 And made them choose 'twixt right and
 wrong.
 I woke. My dream passed lightly as a song.

I prayed that God to me might give
 Such power that for Him I might truly live;
 The painter's brush, the gift of song,
 The love that fights 'gainst sin and wrong.
 Back came the whispered answer: "Do not
 ask
 For some great gift—too great for thee.
 Thou hast each day thy God-appointed task.
 Do thou thy best. God needeth thee."
 And so I dream no more. 'Tis life I see.

The prize for 1911 was awarded to Miss
 Carrie Alta Matthews, Class of 1892, Assis-
 tant Librarian at the University. The winning
 poem is as follows:

The Orb Weaver.

By the brookside where dark masses
 Of tall weeds and tangled grasses
 Teem in riotous profusion;
 Where the locust seeks seclusion
 And the cricket chirps and croons
 Through the lazy afternoons,
 Dwells Argiope, the weaver,
 Beautiful, but a deceiver.

Silken dwelling fine and splendid,
 Weaves she, 'twixt staunch weeds suspended:
 From herself her need supplying,

Spins her thread and drops, relying
 On their ductile strength; till taut
 Stretch her guy-ropes; these safe caught,
 Weaves she swiftly, weaves she surely,
 Wheel on wheel she adds securely.

Black and gold, her vesture gleaming,
 Queen Argiope is dreaming.
 Not a love-dream; once entangled
 In the snare, her mate in strangled.
 But her life's deep purpose bides
 Where a silk-lined cocoon hides
 In the grasses; artful weaver,
 Cruel, beautiful deceiver!

Viscid strands, the prey's undoing,
 Thread the border; night bedewing,
 Beads with pearls the silvery net-work,
 In the sun the fairy fretwork
 Glows and shimmers; on a shield
 Of toughened fiber, unconcealed,
 In the center hangs the weaver,—
 Hangs the beautiful, sly deceiver.

TOO MUCH LEGISLATION.

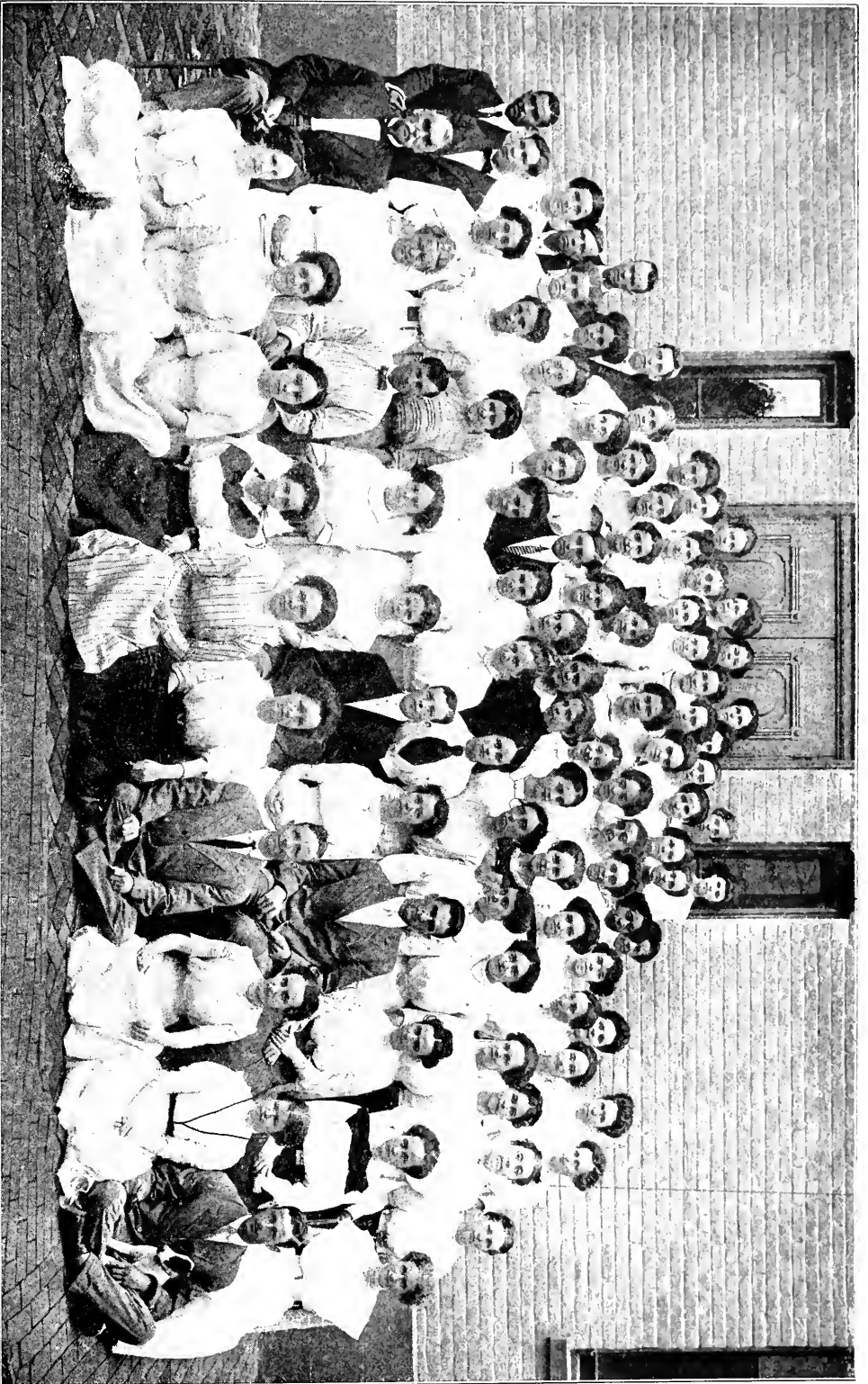
The following inquiry from the editorial
 rooms of "The World," New York City, was
 received January 13, 1911:

"Do you favor a special session of the newly
 elected Congress in March to reform the tariff
 and reduce the cost of living, thus responding
 as promptly as possible to the popular verdict
 of the November election?"

The answer to the question is given here-
 with:

The World, New York City.

GENTLEMEN:—I have before me your inquiry
 of January 13th. We have entirely too much
 legislation in this country. "One woe doth
 tread upon another's heel, so fast they follow."
 We are a law-riders and not a law-obeying
 people. Our disrespect for law comes from
 the great mass of legislation, much of which
 is silly and without justification. I am not in
 favor of any extra session of Congress. I
 prefer to bear the ills I have rather than to
 flee to others I know not of. In Ohio, we
 can not keep up with the legislation that is
 enacted by our State Legislature. That august
 body has now been in session every year for
 the last three or four years and as a conse-
 quence we have a great mass of legislation
 with which most of our people are unfamiliar
 and which, in some cases, is more harmful
 than beneficial. What we as a people need is
 to be free of the burden of so much legisla-



CLASSES IN PUBLIC-SCHOOL MUSIC.

tion, free from the necessity of having three or four elections a year, and free to go on with our regular business without unnecessary interruption and hindrance. "Let us have peace."

Very truly yours,

ALSTON ELLIS.

THE PRIZES IN ORATORY.

JUNE 24, 1910.

The Bank of Athens, Athens, Ohio.

MY DEAR DR. ELLIS:—I enclose certificate of deposit for \$100 for next year's Oratorical Contest. We were very much pleased with this year's contest and, in fact, with all the exercises. It gives us pleasure to make provision, in advance, for the contest of 1911.

Sincerely yours,

J. D. BROWN.

Dr. Alston Ellis,

President Ohio University.

THE REPLY.

ATHENS, O., June 24, 1910.

MR. J. D. BROWN,

*President of the Bank of Athens,
Athens, Ohio.*

DEAR MR. BROWN:

I acknowledge, with pleasure, your certificate of deposit for \$100 in behalf of the Oratorical Contest to occur in June 1911. I thank you sincerely for this renewed evidence of your interest in a very important phase of our college work—one in which I am personally deeply interested and which has proved a means of drawing out a great deal of latent talent from our student ranks. I am sure that all our people appreciate your generosity and feel highly grateful to you for the spirit that prompted you to such liberal action in behalf of a worthy cause.

Very truly yours,

ALSTON ELLIS.

COLLEGE DICTATION.

College men must get away from the idea that they can continue to dictate what shall and what shall not be taught in the high schools of the country. The high schools are local institutions and must of necessity

organize their work in harmony with local conditions and demands. The main thing that the college has to look to is that those seeking entrance to its Freshman class shall come with an educational preparation that covers at least four years of good secondary or high-school work. The question of educational values is not yet settled either in college circles or elsewhere. Naturally, the main question is upon giving proper credits for such subjects as manual training, domestic science, drawing, music, and other branches not heretofore recognized as possessing full high-school or college standing.

College men should cease quibbling about entrance requirements and give a little more attention to what the student does after entrance conditions have brought him into a college class. In other words, I want the student after he enters college to do the work in full measure before he gets any college credit therefor. When the student comes to Graduating Day, he should be able to look all directly in the face with a consciousness of having performed his whole duty and having done it well. As a college executive, I am more interested in what the student does after he gets into college than I am about some technical point which, if persisted in, might keep him out of college halls forever.

ELLIS.

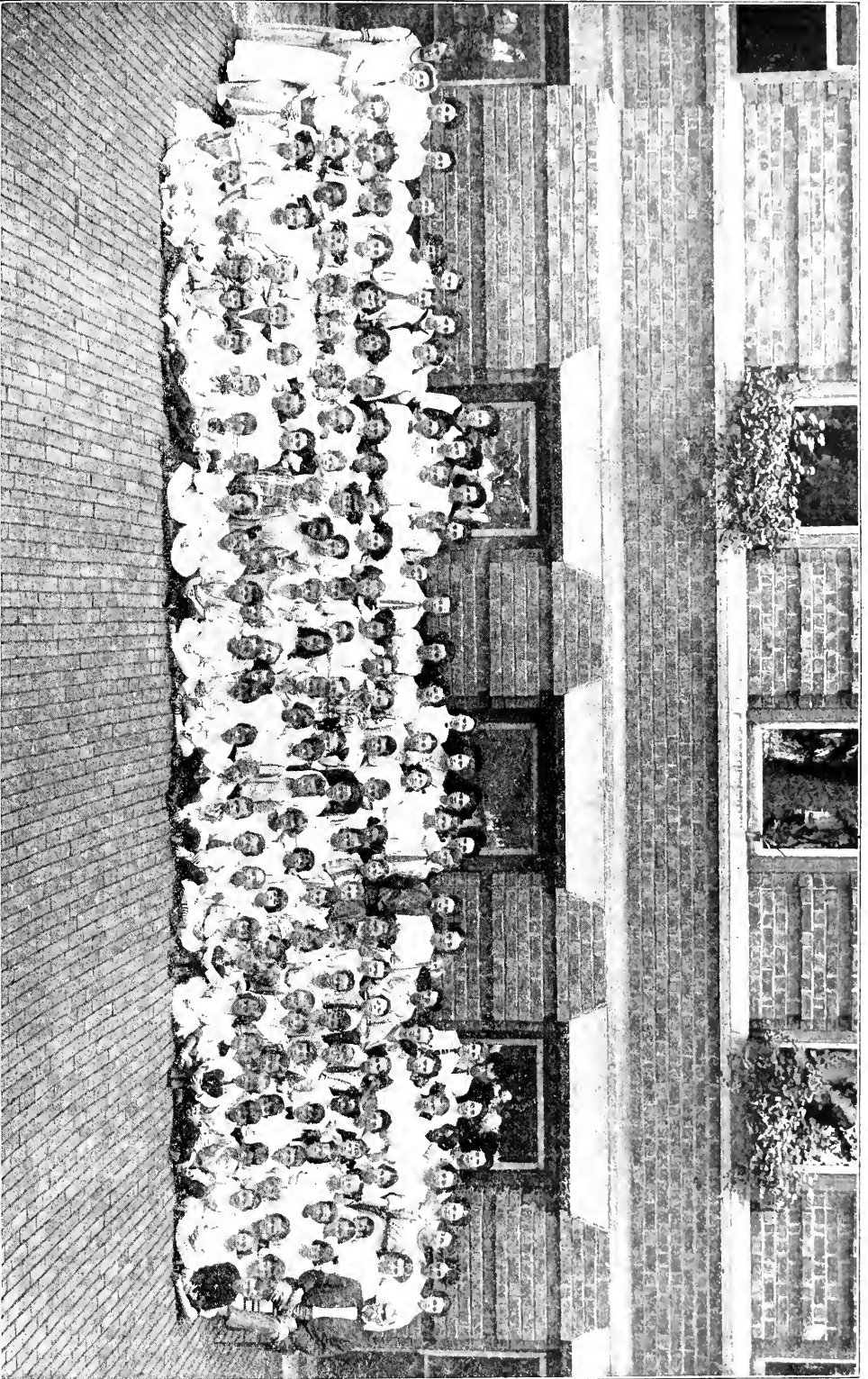
HISTORY TEACHING IN SECONDARY SCHOOLS.

In November, 1911, Mr. Thomas N. Hoover, Professor of History in the State Normal College of Ohio University, sought the answers of some high-school and college men to the following questions:

1. What professional training should the History teacher in High School have?
2. What Academic training?
3. What are the defects in the teaching of History in the High Schools?
4. How can better teaching of History in High Schools be secured?
5. What are the best features in the teaching of History in the High Schools?

The answers of President Ellis are as follows:

I. One year of special training in a Teachers' College where special help in the handling of secondary studies is given. Naturally, this



GRADED TRAINING SCHOOL—EIGHT GRADES.

training, in view of the special work upon which the teacher is to enter, should be connected with the teaching of History and branches of study most closely connected therewith. One year of special training under the conditions referred to is not more than enough time to make adequate preparation for the teaching of History in our secondary schools.

II. It is desirable that all high-school teachers should have a college training. In view of the special work upon which they desire to enter—that is, if they are to become teachers of History—their elective work, where electives are permitted, should be in the domain of History and subjects allied thereto. Wherever possible, the academic training of the college might well be supplemented by some time spent in post-graduate work in some reputable institution of learning where special facilities for historical investigation are offered.

III. In the average high school, as I know it, History is taught very superficially indeed. What work is done is not closely articulated and is not of the most important character as a rule. Enough is attempted, but too little is done. The rule seems to be to put equal emphasis upon all eras in History and not to differentiate by judicious selection. Fewer topics should be treated and these should be handled in a more pedagogical way. In the secondary school, it is not possible to round out a desirable course in History but it is possible so to teach the important things as to make them understood by the pupils as well as to make them a means for special interest in historical study. The great need, however, is a better articulation of the work and better selection of material for special study.

IV. Better teaching will only come with better teachers. When the blind lead the blind they have a common destination. When teachers go into high-school work sufficiently prepared to take up that portion of it which comes under their direction improvement in methods of teaching History and the attainment of more desirable results will follow as a matter of course. That is a wise teacher, also, who can decide what historical facts and dates are worthy to be fixed in the memory and what lessons can be inculcated in connection with them. There is, after all, some meaning in the words, "The philosophy of History," but it is not fully grasped by the teacher of meager in-

formation and slight professional grasp of his subject.

V. Something that has been said in the foregoing indicates what I would consider to be good—if not the best—features in the teaching of History, whether in high school or college. There are schools where the teachers have made special and proper preparation for their work and where their teaching of History is both interesting and professional. History teaching in our high schools has recently been made to include more of biography and geographical description. That is the successful teacher who can make the important characters described on the pages of History stand out as living realities. To assist in bringing about this most desirable result judicious use can be made of historical fiction. I do not refer to an indiscriminate and injudicious use of the novel, but I do mean to state that there are works of fiction by reputable authors that can be brought to the notice of pupils and students with most desirable outcome. After all that may be said an attempt to awaken interest in the subject of History is the prime consideration. That interest will lead the pupil to study the History lessons making up a part of his school work and later on lead him to push his historical study into more extended and not less desirable fields. In other words, the right teaching of History will make him a lover of historical study and a reader of historical topics all the days of his life.

PREACHERS' SALARIES.

ATHENS, O., January 30, 1911.

MR. F. M. BARTON,
Cleveland, Ohio.

DEAR SIR:—I beg to acknowledge the receipt of your circular letter of January 28th.

The work of the educator and that of the preacher are so closely related that what might be said regarding the remuneration for service rendered by one might with almost equal force be said with regard to the remuneration given for the service of the other. I am inclined to the opinion, however, that teachers have rather the best of the matter, from the financial viewpoint. It is but little to our credit, as a Christian people,



SUMMER-SCHOOL FACULTY

that those who teach from our pulpits receive such meager compensation for their services. Of course, there are exceptional cases where preachers in rich communities, with large churches, and ultra-fashionable audiences, have gilt-edged salaries; but over against this condition that indicates ministerial affluence is the hard condition of many who bear the heat and burden of the day among the poorer classes or in districts where religious sentiment is at a low ebb. There ought to be an awakening of the public conscience in this matter. It may be that some have entered upon the work of the ministry with but little natural fitness for it or ability to perform it. If there is any place where the laborer ought to be worthy of his hire it is among the membership of those who are striving, in the midst of an utilitarian and a materialistic age to hold up high ideals of life and service. I have been a church member nearly all my life, and as such have been instrumental several times in securing for the minister who served my fellow church members and me a more reasonable compensation for his devoted, self-denying, consecrated service. I have never attended a church, as a regular member, where I thought the pastor received one-half the compensation to which he was entitled by reason of his service to the church with which he was connected. Certainly, push on the good work, and I trust that Christian people all over the country will join with you in securing for it the success it deserves.

Very truly yours,

ALSTON ELLIS.

QUOTATIONS FROM "THE LESSON OF STATE UNIVERSITIES."

By

Elmer E. Brown, Late U. S. Commissioner of Education.

I. A higher education which does not produce leaders is not worthy of the name. It is the very business of colleges and universities to make for leadership. Are they to abandon the ground of their being in the attempt to be all things to all men?

II. We are even going so far that a new conception of universal education is dawning—that of a state establishment, with the

university as its head and center, in which any citizen may receive instruction in any subject of which he may find himself in need.

III. The ability to apply one's knowledge in constructive operations for the public good is to be sought and prized, but there is also an everlasting need in universities of that patient and lonesome absorption of the scientist and scholar, who cannot do things in the world of affairs, but if given time will make his way to the fire of the gods and fearlessly bring it down to men.

IV. Let me emphasize this one capital lesson which the state universities are learning and teaching: The lesson that leadership in our rising democracy is a different thing and a more difficult thing than the leadership of other days; that it is to be a finer thing than that of other days; and that to prepare for that leadership, by new ways and in new fields, is the priceless opportunity of American colleges and universities.

THE COMMON DRINKING CUP.

By

W. A. Matheny, Ph. D.

The history of the movement against the use of the common drinking cup dates back three and one-half centuries. According to some old letters recently found by Martin in the library of the city of Zürich, Zanchini, a former student of Calvin, and at one time Professor of Theology at Strasburg, insisted on individual communion cups, and especially was this enforced during the Plague of 1564. Among other manuscripts he found interesting documents showing that in 1783, Christian Gottfried and, a little later, Johann Daniel Metzger, raised serious objections to the common cup, giving as a reason his belief that syphilis may be transmitted by it.

Scientific investigation of the problem did not begin until about ten years ago. Metzger and Mueller made diligent inquiry among one hundred and twelve physicians. Their results showed that the promiscuous use of the public cup offers beyond a question of doubt positive and serious dangers. By inoculating guinea pigs in the usual manner Roepke and Huss were the first to prove



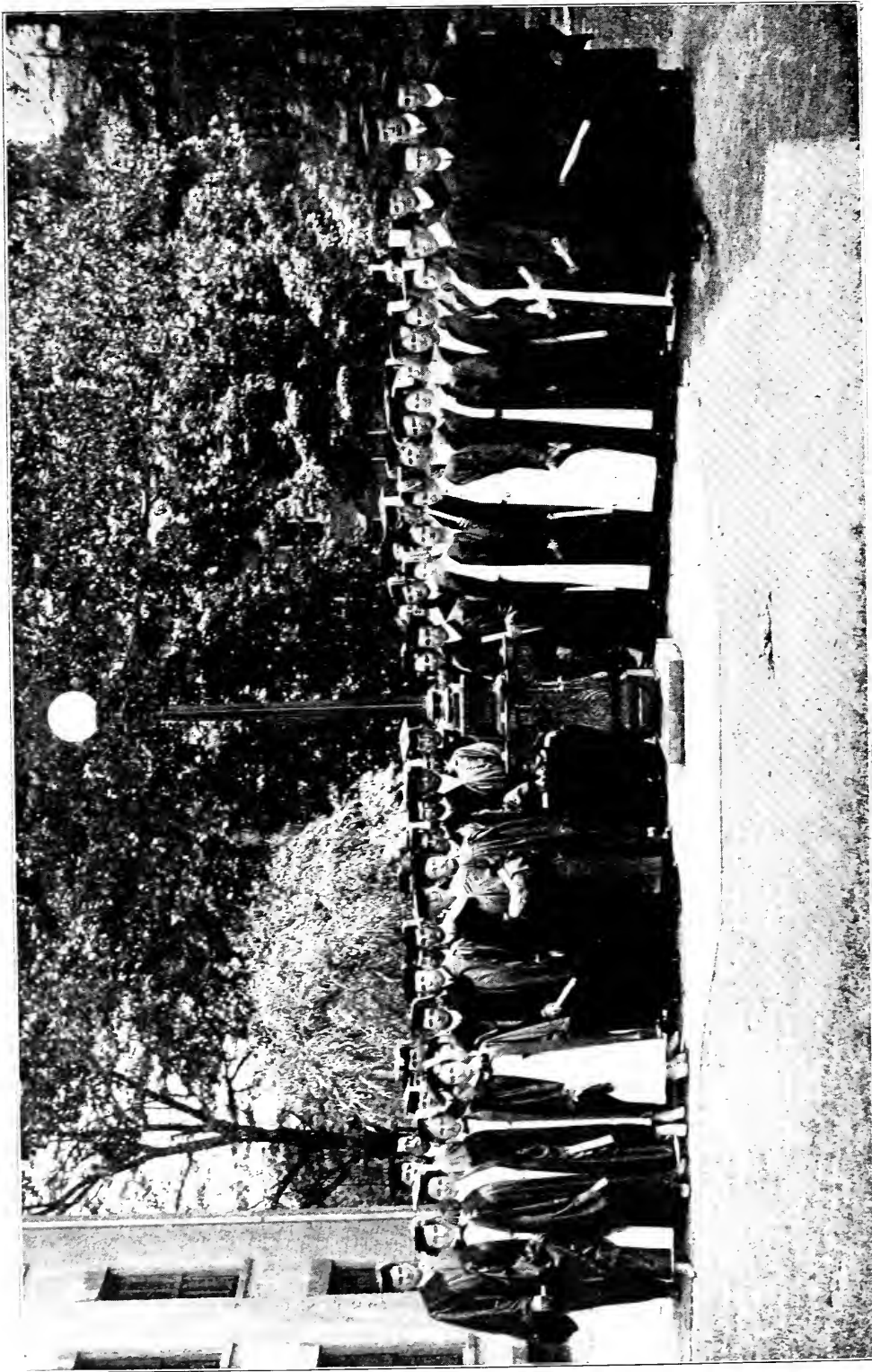
ATHENS POST-OFFICE.

definitely that tuberculosis can be transmitted from one mouth to another by means of the drinking glass.

One of the best experimental studies on the survival of infectious germs on glasses and forks was made by von Esmarch. Drinking glasses and forks were smeared with saliva mixed with cultures of tubercle bacilli and other microbes. He found that bacteria in a living condition adhere persistently to the dishes even after a careful washing. The edges of drinking glasses and the tines of forks were washed in cold water and wiped with a sterile cloth. They always showed infecting power after this process. Washing in lukewarm water gave no better results. Efficient disinfection can be obtained by allowing the utensils to remain five minutes in water at 50° C. Evidence of the tubercle bacilli even appeared after this method was employed. Washing in boiling water for one minute gave satisfactory results, as did also

washing in water at 50° to which had been added two per cent. carbonate of soda. Esmarch concluded that the ordinary washing of dishes has little value in getting rid of living organisms.

Saröglau experimented with spoons and drinking vessels, using *Bacillus prodigiosus*, *B. subtilis* and *Staphylococci*. Smears of these three forms were placed on the glasses and spoons in three different solutions,—pure water, albuminous water, and saliva. The test for the presence of bacteria remaining on these utensils was made by touching them to the surface of the nutrient media. *B. subtilis* was found on the glasses twenty-three days after it was smeared there in the ordinary water solution, and twenty-six days after on the saliva glasses. The saliva-*Staphylococci* glasses gave positive results when tested at the end of four days. *B. prodigiosus* on the saliva glasses was also positive at the end of four days.



O. U. SENIORS AT DEDICATION OF CLASS FOUNTAIN.

The same writer made some extensive studies with the common cup used in communion service. He found it to carry bacteria in a living condition, the wine used having absolutely no effect on the organisms.

He further reports cases of syphilitic infection occurring in certain student societies where the common drinking cup was used. He is strongly of the opinion that infection of this kind can occur through the use of the public cup.

By means of guinea pig inoculations Price has proved that table utensils used at Sanatoria are good carriers of tuberculosis. The washings from forks, cups, spoons, etc., used at one meal by consumptives were injected into eight guinea pigs. Forty-one days later six, or seventy-five per cent., of the pigs, were found to have tuberculosis.

The results obtained by Davison in 1908 gave the movement a great impetus. He made extended studies of various public drinking vessels. On cups taken from a school room he found both tubercle bacilli and pneumococci. That there could be no doubt of the identity of these organisms he isolated them, grew them in pure culture and inoculated guinea pigs. His evidence is convincing in every particular. In other experiments he isolated from school cups Streptococci apparently the same as those occurring in sore throats and tonsillitis. The pus germ Staphylococcus aureus was present also.

In another study Davison reports securing a cup from a well on a college campus, where it had been used for weeks by workmen and by students. By inoculating a guinea pig with the washings of this cup he proved that it bore living and virulent tubercle bacilli. A cup taken from a railway station when examined in a like manner showed tubercle bacilli. He summarizes his experiments by saying that "Thirty-seven and one-half per cent. of the public drinking cups examined for the presence of pathogenic germs, bore tubercle bacilli." He further states that "These revelations, the reader will note, harmonize with the well-known fact that half of the individuals of the human race in civilized countries are infected with the tubercle bacillus before the twentieth year."

In this connection the germ content of the mouth becomes of considerable interest and importance. That many people apparently in

good health may carry pathogenic organisms in their mouths has been demonstrated by a large number of investigators. This condition is especially true among convalescents. We have already cited indisputable evidence that a part of the germ content of the mouth is deposited on anything touched by the lips, especially is this true with glasses, cups, forks, spoons, etc. Davison says: "An examination of a hundred glass slips touched by the lips of different persons showed the number of germs deposited on each to vary from a few hundred to more than a hundred thousand. Three clean, sterile glasses filled with sterile water and each used once by a child presented rich infection under the microscope. All bore bits of dead skin. Number 1 had on its brim approximately 13,000 bacteria; number 2, 20,000; and number 3 had 28,000."

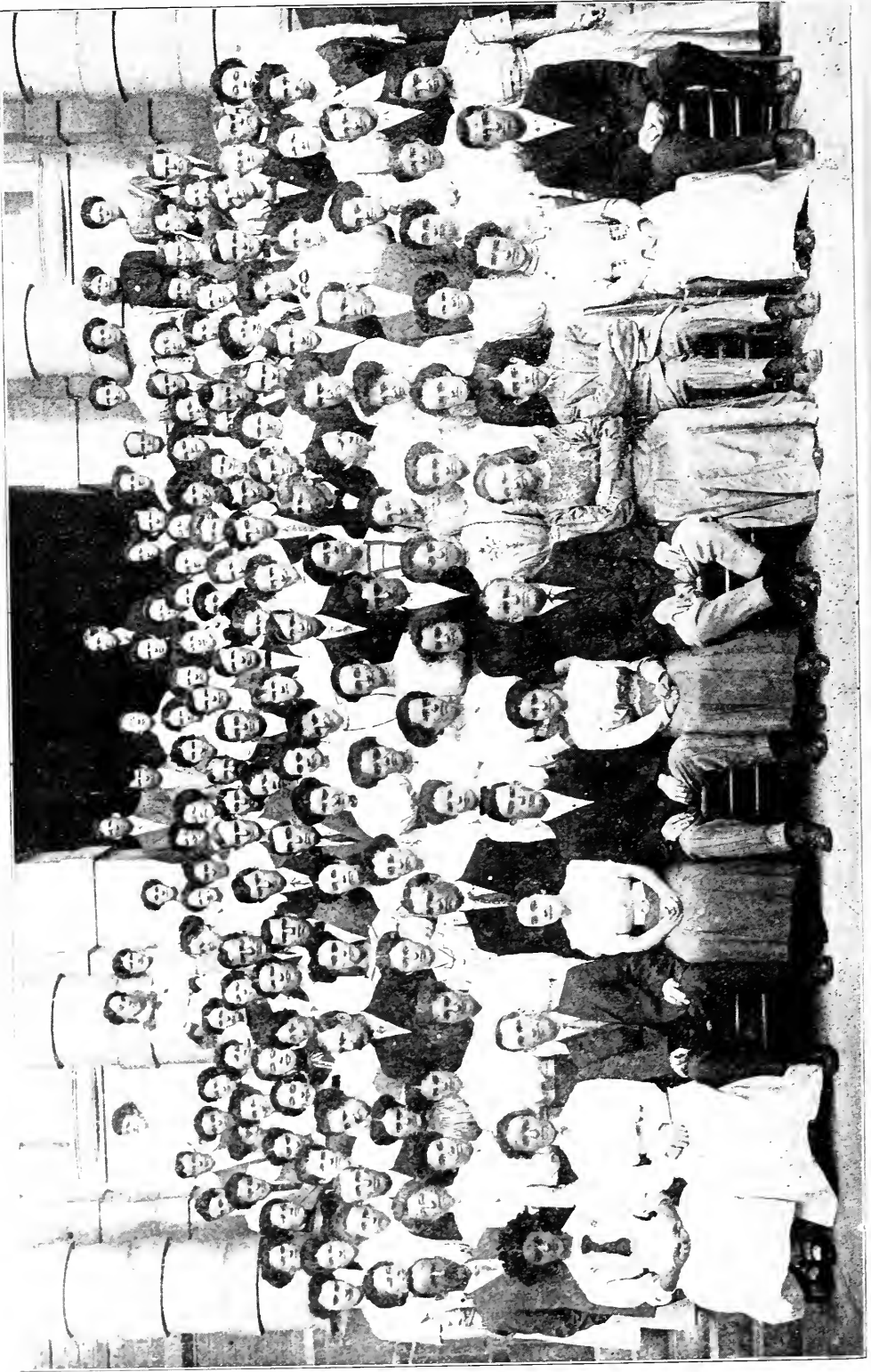
An experiment similar in nature was performed in our laboratory. A hundred glass slips were touched by the lips of different people and then subjected to microscopic examination. The results in no way differ from those obtained by Davison.

Miller was able to discover typhoid bacilli in the sputum of the mouths of apparently healthy persons. Bulkley in his book, "Syphilis in the Innocent," details many cases, and even epidemics, of syphilis transmitted by means of spoons, knives, forks, glasses, jugs, tobacco pipes, etc. It is now known to science that the specific organisms of all the common diseases of this country except five are found in the mouths of different persons.

The evidence cited certainly more than justifies the action that had been taken against the use of the public drinking cup. It is now, February, 1911, abolished by law in seven states. Kansas, in March, 1909, was the first state to take this action. Similar action has since been taken in Oklahoma, Michigan, Wisconsin, Massachusetts, New Hampshire, and Mississippi. Thirty additional State Boards of Health have condemned the public cup and expect to abolish it in the near future. In six states such legislation is now pending.

At a recent meeting of the national Federation of Women's Clubs, held at Cincinnati, a movement was started among its million members to abolish the common cup in every state in the Union.

More than forty railroads throughout the country have substituted the individual paper



DR. COPELAND'S CLASS IN AGRICULTURE.



DR. CHRISMAN'S CLASS IN INTRODUCTORY PSYCHOLOGY.

In 1902 there were but 97 students in the College of Liberal Arts, and but 18 others all told, or 115 students in the college department. This year there are 1,057, exclusive of the summer school or preparatory department, a growth of nearly 1000 per cent. in ten years.

Prior to the presidency of Dr. Alston Ellis, the state appropriations on buildings had been slight, but in the ten years that he has been here the state has appropriated half a million dollars for buildings, and the income from tuition has quadrupled and more.

When he came the buildings were, with one exception, very old, and the plant was in every way unattractive. Now there are seven elegant new buildings of the latest and most improved equipment. Then there was no summer school, which is now a remarkable feature of the institution. Then there was no normal college, and now it is important beyond expression.

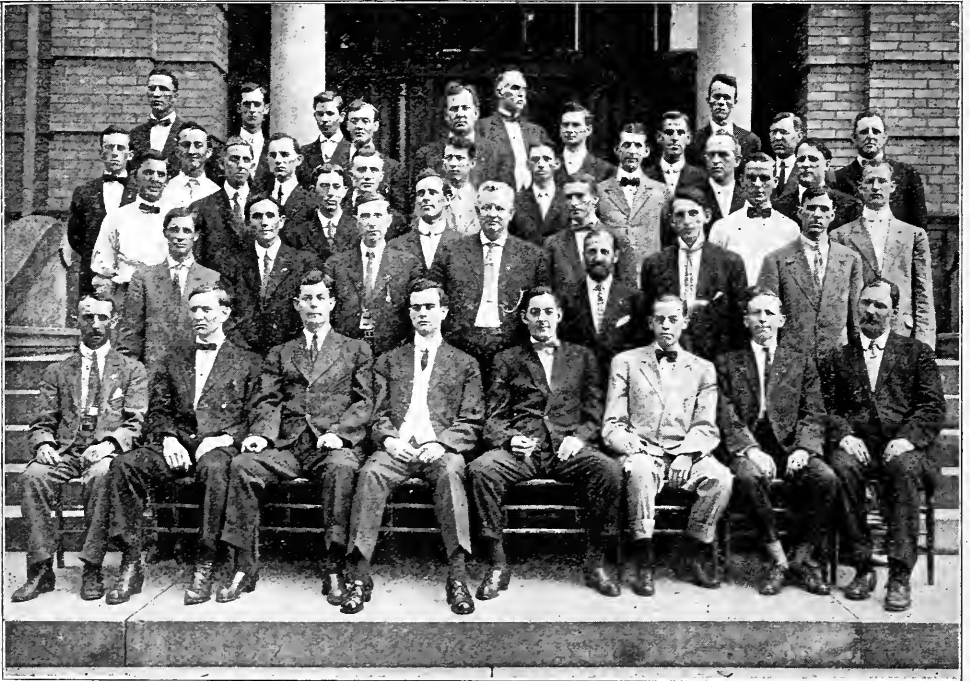
The faculty is, however, the great source of strength to the university, for here are several men of national reputation in their sev-

eral departments, and they are drawing students who would give character to any institution, and, of course, it is the character of the student body that gives ultimate reputation to any institution. A case of discipline is a thing unheard of here. The undesirable incidents, of which so much is heard in collegiate circles and in the public press, have not been dreamed of at Athens.

President Ellis, for whom, by the way, the largest building on the campus is named, was long-time superintendent at Hamilton, and was for several years president of the Colorado Agricultural College at Fort Collins. He has been able to do for Athens and its State University a work that is especially adapted to meet the conditions of Southeastern Ohio remarkably well, as the response of the people amply testifies.

The Normal College has been an important factor in the wonderful enlargement of the institution in enrollment and in public service.

Dr. Henry G. Williams, as dean of the Normal College, was pre-eminently fitted for the work that was needed, and he has been



SUPERINTENDENTS' CLUB.

in charge from the first. An experienced superintendent, a man of unsurpassed experience in the institutes of the state, an active force in the evolution of the Ohio School Improvement Federation, a close student of education, he has been able to hold the standard up from the first, has strengthened the summer school, has had therein a phenomenal enrollment, and has installed in the Normal College every up-to-date department, from manual training to laboratory psychology. Incidentally it may be said that Dean Williams makes THE OHIO TEACHER one of the best state papers in the United States. Both president and dean have been able to attract and hold in the faculty men of notable scholarship, earnest purpose, and attractive personality.

RIPPLE DANCE OF THE SANDPIPER.

Quaintly pirouetting
Where the ripples run,—
What dim spheral harmony
Wieldeth all as one?

Can it be the waves with glee
Wooing thee eternally,
Have thy wild heart won?

Or did some grim artist
Out of sullen chance
Shaping grace and beauty,
Teach the ripple dance?
Haunter of the waterside,
Dost thou midst the wavelets hide
From the spoiler's glance?

These soft smiling waters
Through unnumbered years,
Changelessly have cradled thee,
Bringing hopes and fears,
Whilst came up from out the sea
Many a weird prodigy
Bound for nobler spheres.

Whilst life's host passed by thee
Filling earth and air,—
Sea-born things on wings that soar,
Walking things grown fair,—



STORY-TELLING CLUB.

Thou didst linger by the shore,
 War about thee evermore,
 Thy one song, "Beware!"

Sad and sweet thy life is,
 Little bird of mine:—
 May the love for which I sigh
 Hold my heart like thine;
 And the hate with evil eye,
 Waiting my lone pathway by,
 Teach me grace divine.

—*Charles G. Matthews.*

ANNUAL ALUMNI DINNER A SUCCESS.

Over Two Hundred Sat Down to a Splendid Dinner—The Toasts.

The annual alumni dinner of the Ohio University was held in the banquet room of the Masonic Temple on Wednesday evening, June 14th, the 202 guests arriving at 6:30 o'clock. Starting off with a dinner at dinnertime instead of an early banquet at 9 o'clock, was a

happy departure this year from the regular custom, as the affair was without doubt the most pleasing and enjoyable meeting of the alumni ever held here.

An elegant five-course dinner was served in a highly satisfactory manner, due to the splendid facilities for handling large dinner crowds. Mac. Bethel's orchestra furnished music throughout the dinner.

At the close of the dinner, Dr. Edwin W. Chubb, acting as toastmaster, put the alumni in a happy humor and introduced Hon. E. A. Tinker, '03, of Chillicothe, who delivered the annual address, a thoughtful and well prepared discourse on "Modern Nationalism."

Prof. D. J. Evans responded for the class of '71, handling in a happy manner the spirit of the sentiment assigned, "As These Sentiments Are to Me."

Dr. W. A. Westervelt, '91, of Zaleski, was present for the first time since his graduation. His toast was witty, interesting, and thoughtful, and was thoroughly enjoyed.

Hon. Price Russell, of Wooster, a student in the '80s, and who received the honorary



"WHO IS IT? IT IS I."
(Illustrating a School Game.)

degree of M. A. to-day, was unavoidably delayed at his home and was not present to respond.

Hon. John W. Dowd, '69, of Toledo, was unusually entertaining on "Ye Familiar Scenes," and his toast was vigorously applauded.

Mr. Frederick C. Landsittel responded for the Class of '11. He is a finished speaker and ably represented his class. His toast was highly appreciated.

The exercises were brought to a close by the banquetters singing "Ohio's Song of Praise."

It was universally remarked that the alumni dinner of '11 was a splendid success throughout, and the best in the history of this honored organization. The association voted its hearty congratulations to President Ellis on his unanimous re-election to the presidency, and extended best wishes for a continued success in administration of the affairs of the institution; also pledged itself to a hearty support and co-operation.

Officers were elected as follows: President,

John W. Dowd, '69, Toledo; Vice President, R. U. Wilson, '82, Jackson; Secretary, C. L. Martzloff, '07, Athens; Treasurer, F. W. Copeland, '02, Athens; Executive Committee, F. W. Bush, '72, Nelle Pickering, '02, Carrie A. Mathews, '92, P. A. Bright, '95, Lancaster.

DEDICATED FOUNTAIN.

Class of 1911 Present University With a Beautiful Memorial.

The dedicatory exercises of the fountain which the Class of 1911 of the University leaves as a memorial, were carried on yesterday afternoon in a most happy manner. Grouped about the imposing memorial was an immense crowd of college and townspeople, including the 140 seniors in their caps and gowns.

Following the singing of the Class Song, the dedicatory address was given by Mr. F. C. Landsittel, who in a clear, forceful manner presented to his auditors the symbolic

meaning of the memorial. In his speech he took the opportunity of expressing his opinion on what he termed "bickerings among those who stand as teachers over us." "We have," he said, "all together, bachelors of arts, of philosophy, of science, and of pedagogy, united our efforts in the making possible this gift to the institution, and yet a report finds its way into the newspapers attributing the spirit of munificence here exhibited solely to the College of Liberal Art."

Continuing, in the name of the Class of 1911, he formally presented to the University authorities the beautiful fountain. On behalf of the Faculty, Professor Frederick Trendley replied with a short but most entertaining and enjoyable address, praising in a most pleasing manner the spirit which prompted the gift. He put particular emphasis on the fact that the fountain bore a light at its summit, similar to a lighthouse; that it was a sanitary fountain, and that the dogs, cats and birds had not been forgotten, but a place arranged at the base of the fountain where they can drink of the cooling waters.

Following the presentation speech and the reply, the veil which has hidden the fountain from view was drawn away by Miss Wilhelmina Boelzner. The fountain was set in operation by Miss Grace Smith, and every one present crowded forward to take a drink at the flowing spring of water.

WIN UNIVERSITY DEGREES.

Tuscarawas county feels a justifiable pride in the worthy achievements of her sons in the colleges and universities of the state. Among these are Edward Portz, of Newcomerstown, who has just won the degree of Bachelor of Arts in the Ohio University at Athens, and Harry E. Reinhold, of New Philadelphia, who captures an Engineer's degree from the same institution. Both are fine types of clean, ambitious and self-respecting young manhood, and both were popular with the Faculty and the student body of that great educational institution.

Mr. Portz, aside from his excellent class work, was honored by a position on the 'Varsity football and 'Varsity basketball teams, was business manager of "The Athena," member of Choral Society, promi-

nent in the "Debating Union," treasurer of the Senior Class, etc., etc.

No student in the Electrical Engineering department of the O. U. was more popular than Harry Reinhold. Of good, practical judgment, of close application, of a discriminating mind, he leaves the college knowing as much about the "insides" of electrical engineering as any other recent graduate. He comes back to his native county well equipped for the important tasks of an electrical engineer.

Eighteen hundred of Ohio's brightest and best youths crowded the halls of the Ohio University during the year just closing, and with scarcely an exception the work of this army of young people reflects credit upon themselves and the different communities they represent, no less than upon the University. The appropriations by the state plus the regular income of the University will foot up \$460,000 for the next two years. That this immense sum—almost a half million dollars—will be well spent in developing Ohio's best manhood and womanhood, and that the work will be worth the money, goes without saying.

Ohio can well afford to empty her purse into the heads of her young men and maidens if this investment is to give us a generation of virility and character such as will meet adequately the tremendous civic problems that must confront the state within the next few years.—*Newcomerstown Index.*

THE OHIO UNIVERSITY MUSEUM.

As early as 1825, the Ohio University had a Museum of no mean proportions. As the institution grew in attendance and the space in buildings became more limited it was found necessary to box the material, and so for many years there was no attempt made to re-establish this valuable adjunct to a college.

About two years ago, Prof. Martzolf, the Alumni Secretary, gathered the material together, cases were put up, and now there is a Museum in the Carnegie Library that is in every way worthy of the institution. The room in which it is stored has already proven too small, and there are several valuable collections that are to be added as soon as sufficient space can be secured.



FOURTEENTH CONGRESSIONAL DISTRICT.

The original collection consisted of a fine assortment of minerals, and there is no mean display of archaeological implements. Relics from the natural world—such as coral and submarine animals—occupy a large share of this department of the Museum. The four mastodon teeth and parts of two tusks of this ancient inhabitant of the Ohio Valley are always of interest to the visitors. Perhaps one of the most striking and unique relics in this line is the petrified vertebral column of some animal of the ox or horse species. It is said there is no other like it. Even the Smithsonian Institute possesses nothing of the kind.

Since the reorganization of the Museum there have been many valuable additions made to it. Captain Lowry, of Athens, presented his Filipino collection of war weapons, consisting of knives, swords, bows, arrows, spears, and a small brass cannon.

The Ohio Archaeological and Historical Society gave from its duplications a large assortment of archaeological material from the Baum Village site in Ross county, Ohio

By far the largest addition is the case collection of minerals. This contains more than ten thousand specimens, many of them rare and valuable. This collection is especially rich in concretionary formations. These contain the impressions of many forms of animal and vegetable life. There are more than a hundred of these alone.

Two other collections that will soon find a home in the Ohio University Museum are the war collection of H. H. Wickham, deceased, late of Athens, presented by Mrs. Wickham, and the mineral collection of Hon. E. J. Jones.

Many books, ancient and rare, besides valuable historical and literary documents, are gradually finding their way here. There are now in the neighborhood of twenty-five thousand specimens in the New Ohio University Museum, and this number is being steadily augmented. The alumni and friends of the University are taking a deep interest in the Museum's growth, and within the next three years we hope to have one that is second to none in the State.

We invite our friends to send us such material as they happen to have. We can assure them that it will find a welcome and a safe place. Proper recognition will be given to all who thus help in the growth of the Museum. Anything sent to it will be received either as a gift or a loan.

ARE YOU KEEPING UP?

By

Loring Hall.

The other day I chanced to meet a man on our campus and, in the course of the conversation which sprang up between us, he informed me that he was not a student in the Summer School. But, as I shall state later, his ambitions were in that direction. As his appearance disclosed, he had possibly passed the two score and borne much of the world's work. The college being, as we are in the habit of thinking, the training place of youth, the nursery, as we would say, of youthful ideas and conquests, the fact struck me as of greater significance than that an additional student should swell our already growing ranks. This man had journeyed some hundred miles from a neighboring county to complete arrangements preparatory to bringing his family to Athens. It is his intention sufficiently to prolong his stay here that he may have the equivalent of a first-class secondary education at least. He had been serving in the capacity of principal of schools in a small village, at a comfortable salary, which too many consider it a sacrifice to leave. Fortunately, he had the happy faculty to see that the decision was not on the losing side of the ledger. It is no more a loss than wheat taken from the bin for seed is. Instances are few where additional college training has not, aside from the increased efficiency which it brought one, meant a proportionate increase in salary.

But what is significant about the instance just cited? It means that the educational stream on which the public school system is afloat is on the rise and that those who are engaged thereon must fasten their moorings higher or the barques on which they are borne are to go down. Yet one is often con-

fronted with the statement that the limited number of good-paying positions does not justify the rank and file of the teaching force to invest heavily when the dividend promised is small. The fact is that good-paying positions are created as a good mine or business enterprise is developed. It always stands as a memory to the creative mind and untiring labors of some one who preceded. As one looks about our college green he is struck by the increasing number of men who are many years beyond what is usually denominated school age—men in the forties, yes, fifties. All over Ohio, where a college plant is pressed into the service of a summer school, the new awakening is conspicuous. And this new movement is not confined to our State alone; it is far from a local movement—it is national in extent and is even at work across the oceans. It harkens to us as a new era—a Revival of Learning, at least in the field of the teacher. With agriculture, manual training, domestic science, etc., in the curricula of our public-schools it may prove to be as significant as when Englishmen made pilgrimages across the continent to learn of the lore of the East at the feet of Greek masters at Athens. Can you believe the coming of this vast army of men and women to our Athens any less significant? Does not her light shine forth and will not her influence be felt in every school in which one of these teachers go? To use a noble thought of one of our professors, will they not return and "make beautiful the common places"? Every county in the State has a score or more teachers who are commanding low wages, yet the addition of some academic training to their stock of knowledge would increase their earning power wonderfully and, what would be more important, their efficiency. They have been sorted down by natural selection from the great number who entered the ranks as their comrades. Experience has tested them and found them good. What this class of teachers needs is more academic training. The summer school is the one institution which has sprung up all over the land and grown with such rapidity that it can and is serving the wants of this class of teachers. The summer school has and will continue to be a very potent factor to accelerate the educational ambition of many worthy young men. Their early train-



FIFTEENTH CONGRESSIONAL DISTRICT.

ing in many instances possibly consisted of nothing more than a few years spent at a district school under conditions unfavorable in the extreme. Persistent effort, unflinching purpose, and hard study bring a teacher's certificate; then with the accumulated funds of a couple of terms of teaching he wisely decides to avail himself of the only chance which time may offer him of being touched by the college influence—the summer school. Once his feet are within the territory of enlightenment and opportunity he feels her invigorating atmosphere, his world grows and his horizon of life broadens. It is as if one should ascend into the heights from the valleys below and behold the great plains beyond which offer riches untold as the price of conquest. The summer school is a place for inspiration. One would not expect to acquire much knowledge in six weeks, yet under the influence and instruction of a great teacher, who is an artist in his subject, one's interest may be so aroused that he will go on and carry work to completion. Many fall into the error of coming to the summer terms and doing review work in the common branches.

There may be a few cases where this is justified, but on the whole, it is to be discouraged and ought to be avoided. Teachers should use this opportunity to study something new, to tread paths as yet unseen. What the students most need is something new, an introduction to some algebra, Latin, rhetoric, and the like. A knowledge of these branches would clarify their somewhat tangled understanding of the more common branches and give them something beyond of equal, if not superior, value. If I am permitted to use a bit of my own personal experience this summer, I think I can make myself more clear on this point. In our course in advanced German the study of the drama which we are reading takes us into the beautiful scenery of Switzerland, where we can gaze at the snow-capped mountains and hear the fall of the avalanches, see the tranquil lakes nestled at their feet, learn the characteristics of her interesting people, know their mode of life and habits and, the best of all, enjoy some beautiful literature. Can you imagine a more effective way of getting at the real geography and history of a country than this?

The choice of a summer school is a matter of great importance. We are all inclined to think our decision in the matter the best. It is sometimes well to see the situation from the standpoint of one whose judgment in the matter is based on a broader outline than our own. In this connection I can do no better than to give in substance the opinion of a well-known representative of a Chicago publishing house. When asked how he would rate the Ohio University Summer School, his immediate reply was: "The best in the State and one of the very best in the country." He then spoke at some length on the high moral tone of Athens and her substantial fitness for administering to the wants and caring for the comforts of the students. In particular did he speak of the high quality of the student body, their orderly deportment and the cheerfulness in which they went about their work. He referred to the large amount and varied character of the work that was being done through the regular college faculty with the entire University plant in use,—everything reflecting the most commendable credit on the institution's able executive.

This "gentleman's fine critical taste and ability to judge well, coming along with his wide acquaintance with summer schools throughout the country, ought to carry more than ordinary weight and elicit more than passing comment. My experience here in the course of eight summers, with some knowledge of conditions as they are found elsewhere, convinces me that his statements are none too strong. My sentiments and conclusions in the matter are formed from the standpoint of a superintendent who can see and is aware of the wholesome influence the State Normal College is exerting on the public-school system of the State. The almost spectacular growth and expansion of the University within the present administration has been an influence most potent in itself to inspire the student to vie with renewed life in the race of keeping up. These fine new edifices which have so recently taken their places on the campus tell us, in the oratory of brick, the achievements of our most excellent President and will for all time be a most worthy tribute to his untiring labors and constructive genius.

THE DEMANDS OF EDUCATION.

By

Willis L. Gard, Ph. D.

By 1818, the people of Boston began to realize that their sons and daughters were not receiving the training for the duties of practical living that was due them. For this reason they began an agitation for the extension of public education beyond that furnished by the elementary schools of that day. In 1821 the first public high-school in America was opened in the town of Boston. The specific purpose of this school was to furnish the child with "an education that shall fit him for active life and that shall serve as a foundation for eminence in his profession whether mercantile or mechanical." These people believed that such an education could be supplied to the boys and girls of the community at a moderate expense and that the entire community would be greatly benefited by this new institution.

For the first forty years the growth of the new institution was very slow. It had to gain headway against an old and firmly established institution—the American Academy. The American Academy had itself been founded in the previous century in response to a demand for an education that served practical living more adequately than the grammar schools of that age were doing. The teachers of the academies had been trained in the colleges and in a short time the original purpose of the academy had been, in a measure, given up, and the school became a preparatory institution for the colleges. But as the result of social and industrial changes in the life of the community many of the boys and girls found it impossible and even unnecessary to go to college. What they demanded was a training that would help them in the occupations that they were soon to take up. It was, then, in response to this new and general demand that the public high-school was established and, in the main, this institution has ever held to its original purpose.

Since 1870 the public high-school has progressed with leaps and bounds until at present we can scarcely find a hamlet or village without provision for an education beyond the elementary grades. These high schools are filled with boys and girls from all classes of society, representing all the varied interests of a great and growing civilization. The young



SEVENTEENTH CONGRESSIONAL DISTRICT.

people from the rural communities touch elbows with those from the towns, thus affording that exchange of ideals and purposes in life which is so essential for the perpetuation of the institutions of a great republic. Men of all classes have come to believe that education will, in some mysterious way, improve their temporal condition. They believe that in some way their labor can be made more effective and more profitable by some form of education. They believe that their lives can be made to mean more to them and that greater joy and happiness will come to them. Not only are laborers placing this value upon education but those who employ labor have realized the same fundamental truth. The ignorant worker is not the economic worker. So thoroughly convinced of this view is the management of the Studebaker Wagon Works, at South Bend, Ind., that plans are being matured for selecting the best workmen and at the expense of the company sending these men for four years of training in a great technical school.

Thus the improving of the condition of all classes of the American people through education has come to be an abiding faith with us.

It would seem that our ruling passion to-day is for education and the favorite agency of satisfying this passion is the public high-school. We have come to believe that in a very important sense the child belongs to the community and that the public welfare demands that he receive the best introduction possible to our complex society. Our ruling passion is indeed for education. True, some seek wealth, others power, and still others lives of ease and luxury; but the common purpose of the mass of our race is the acquisition of knowledge. The sons and daughters from the farm, the shop, and the counter are seeking education not by ones and twos but literally by hundreds and thousands. In a word, we are engaged in the most stupendous educational, social, and economic experiment the world has ever seen. We are trying the experiment of compulsory and universal education—universal in the sense that we are trying to discover the possibilities of every child and to set such experiences for him that he may be equipped to take up some useful and necessary part of active social life.

But what shall be the outcome of this great

undertaking? This, of course, no one can foretell, but it will depend upon our skill in meeting the issues that come up for solution. Our skill in handling the issues will depend upon a few fundamentals that must be incorporated in our educational ideals, policies, and methods.

In the first place, we must realize that a large element in education must be vocational. All needful activities must be maintained in an educated state. There must be a large expenditure of human energy if progress is to be continued. For this reason, education should never be looked upon as the gateway to a life of ease. It should never be thought of as a means by which one man can gain an advantage over his neighbor or live upon the sweat of the brow of another. The interest of the state demands that the efficiency of the individual should be increased in all lines.

In the second place, we must recognize that of the useful activities, one occupation is as important as another. All occupations must be recognized and enriched unless we wish to invite disaster. We can not with impunity hold up to our boys the idea that law is more honorable than medicine, or that either of these is more honorable than honest farming. The only promise that we should make is that faithful labor shall have its adequate and sure reward. No man has a right to ask that he be excused from labor. All that he may rightfully expect is that he shall be exempt from aimless and fruitless drudgery. This is the assurance that education brings or, at least, should bring him. Education should seek to lessen the totality of drudgery by an increased use of mechanical energy and a more intelligent and economic expenditure of human effort. Education will have completely justified itself when it has fully liberated man from that form of slavery which is born of ignorance. For this reason the education of all men should be largely vocational, as it really is whether we have so declared it or not. The only trouble is that our courses of study have not touched all the vocations. Only a few specially favored ones have been fairly treated. Scientific farming has as much claim on our educational efforts as theology, law, or medicine. All are useful and essential for the prosperity of our people. Each serves us in its own way.

In the third place, our educational policies

and methods should prevent social cleavage along vocational lines. Failure is our sure reward unless we prevent one part of our people from being educated to one set of ideals and another part to other and opposing set of ideals. If this condition should ever come to pass, we will then have not "civilization but a tug of war between highly educated but mutually destructive human energies." We then must seek to produce ideals of individual efficiency and public service along all needful lines. There must be a common standard of citizenship. We can no more perpetuate our free institutions with a people living under two sets of ideals than we could live with one half free and the other half slave.

In the fourth place, we should remember that the best system of universal education is the one where as many needed subjects and vocations as possible are brought together in the same school and under the same management. The boys and girls from the rural districts should have in the high-school course an opportunity to study the principles of agriculture and all kindred enterprises, as well as prepare for law and medicine. The people of Toledo have recognized this need and are planning cosmopolitan high-schools in which academic, manual, and commercial training are given equal emphasis. They believe that such cosmopolitan high-schools will tend toward democracy in education by keeping down the social cleavages tending to open in our country. The specialized schools tend toward aristocracy and false notions of the value of the other lines of school work. It is believed by many that children who pursue the classical course in a separate school tend to regard their course as superior to the courses emphasizing the manual and commercial pursuits. By bringing the children pursuing all courses into intimate and daily contact the work of each will be ennobled in the eyes of the other and a common ideal of life will result.

Activity and learning must be closely united. There can be no such thing as "general education" unless we wish to fit the individual for nothing in particular and leave him stranded without an occupation or the means of using his trained activities. We must give up the idea that one course of study in the high-school is more liberalizing than another. We must come to realize that every efficient man is



NORTHWESTERN CLUB.

trained to do some one thing with great skill and this training will be both vocational and liberal.

In a word, the point that I am trying to make is this—all subjects, all courses train for some vocation and at the same time give culture.

Our children are looking to the schools, and especially the high schools, to prepare them for the many duties of actual life. They should not be disappointed. We should construct such educational policies and employ such "methods and materials as shall make the school a true picture of life outside in all its essential activities." Vocational studies for their own sake must be introduced freely. If your daughter wishes to learn stenography and typewriting why should she be told that she must leave her father and mother and go to Columbus or Pittsburg while her cousin who wishes to learn *Latin* is taken care of at home? Why should your son who wishes to learn the principles of scientific farming be told that the school has no time for such studies?

But we are coming to a better day. Many of

the high-schools of the State are beginning to recognize those forms of activity which are nearest and dearest to the life of the child.

Let us put this in the exact language of a recent writer—"To teach all subjects to all men in the same school, this is the great educational, social and economic opportunity of America," where secondary education is in the hands of the general public and not of any sect, class, or faction. If we throw away this natural advantage, bought with blood and treasure, or if we neglect to make the most of it, we are guilty before the nation and the race of a breach of trust second only to the sin of treason."

Since we all believe that the attitude or outlook upon life is far more important than the book knowledge gained or skill acquired in the schools, let us glance at the result of all this that we call education in terms of ideals of life. Of course it will be impossible for me at this time to discuss all that might rightly come under this topic, and I shall attempt only a very few statements.

In the first place, it is important that the young man or woman has the right attitude

toward labor. It is a great misfortune for any one to leave the high school without in a measure appreciating the value of exact labor. When the student is too busy with his studies to perform any part of the necessary labor of the home, something is seriously wrong. But it is a far greater misfortune for a youth to squander his time on petty social functions or in the loafing places of idle men. I know a healthy young man who has had twenty years' experience in loafing and has never tasted the joy of a single success coming through his own effort. Think you that he is prepared to begin living and to perform the duties of a citizen?

If the individual goes forth with the child's outlook and with the timidity and ignorant assurance of the child in his first contact with the world, he is not yet prepared to rub against other men. His experience has been too limited, he has not lived enough in the present; he does not know enough about men; and has not met and conquered the personal issues of life. His outlook upon life is likely to be bookish. All of us should realize that the daily doing of needful things with regularity and efficiency has great training value. Such daily labor is the necessary part of a liberal education, for it impresses the youth with the fact that he is personally responsible for the accomplishing of things; and from the same source comes the useful lesson that things do not "just happen," neither do they "do themselves." It is educative to bring things to pass by overcoming obstacles, and this is the reason why in every business in life successful experience counts for so much.

One other thought would I add at this point. Success in life does not come to that person who does the *most* of his tasks. Do you know that it is the bookkeeper who looks over the *most* of his entries that fails to find the trouble that confronts him in the balance sheet? A wreck occurred the other day on the St. Louis division of the Big Four Railroad because some employe did the *most* of his duty. A national bank examiner did the *most* of his duty and the consequence was the closing of a bank and many depositors losing their small and hard-earned savings. No, it is not the doing of the *most* of our task that brings success, but the performing of our *whole* duty that counts for

victory. You recall that the rich man who visited Christ on one occasion, to inquire what he must do to be saved, was told, in distinct language, that he had done *most* of the things necessary, but that there was one thing lacking.

Now let me close by stating the whole problem in the words of ex-President Roosevelt. In an address made at the University of Paris a few months ago he said: "Let those who have kept, let those who have not *strive* to attain a high standard of cultivation and scholarship; yet let us remember that these are second to certain other things. There is need of a sound body, and even more of a sound mind. But above mind and body stands character—the sum of those qualities which we mean when we speak of a man's force and courage, of his good faith and sense of honor. I believe in exercise for the body, always provided that we keep in mind that physical development is a means and not an end. I believe, of course, in giving to all the people a good education. But the education must contain much besides book learning in order to be really good. We must ever remember that no keenness and subtleness of intellect, no polish, no cleverness, in any way make up for the lack of the great solid qualities. Self-restraint, self-mastery, common sense, the power of accepting individual responsibility and yet of acting in conjunction with others, courage and resolution—these are the qualities which mark a masterful people. Without them no people can control itself, or save itself from being controlled from the outside."

DEPARTMENTS AND COLLEGES OF THE OHIO UNIVERSITY.

Students are given opportunity to select work from the wide range of studies offered in the different departments and colleges. In any of the regular four-year courses, the student has choice of 1,000 hours of elective work. In selecting it, his choice is not limited to the studies of any department or college, but he is privileged to choose where his inclination prompts or his future needs direct, always with such professional guidance as will help him so to correlate his work as to give wholesome unity to it. The following statements show,



MADISON, FRANKLIN, AND DELAWARE.

in concise form, the range of educational work now provided for in eight divisions of university work.

I. College of Liberal Arts:

1. Course leading to the degree of Bachelor of Arts (A. B.).
2. Course leading to the degree of Bachelor of Philosophy (Ph. B.).
3. Course leading to the degree of Bachelor of Science (B. S.).

Each of these is a four-year course, based upon graduation from a high-school of the first grade, or equivalent scholarship, and requires 2,500 college hours—1,500 required and 1,000 elective—for its completion.

II. The State Normal College:

1. A Course for Teachers of Rural Schools—*two years.*
2. Course in Elementary Education—*two*
3. Course in Kindergarten—*two years.*
4. Course in School Agriculture—*two years.*
5. Course in Manual Training—*two years.*
6. Course in Domestic Science—*two years.*

7. Course in Secondary Education—*four years.*

8. Course in Supervision—*four years.*

9. Professional Course for Graduates from reputable Colleges of Liberal Arts—*one year.*

10. Special Courses in Drawing—*sufficient time to earn the special Certificate given.*

11. Special Course in Public School Music—*sufficient time to earn the Special Certificate given.*

Admission to any of these regular courses, save No. 1, is based upon graduation from a high school of the first grade or equivalent scholarship.

III. The School of Commerce:

1. A Preparatory Course—*three years.*
2. A Collegiate Course—*two years.*
3. Special Courses in Accounting, Typewriting, and Stenography.
4. Teachers' Course in Stenography—*two years.*

Graduates of high schools having a four-year course will be admitted to the Collegiate Course without conditions. All the work scheduled is very thorough and practical.

IV. College of Music:

1. Course in Piano and Organ.
2. Course in Vocal Culture.
3. Course in Violin.
4. Course in Harmony and Composition.

V. The Department of Physics and Electrical Engineering:

As a part of the schedule work of this department is a Short Course—two years—in Electrical Engineering, the course referred to leads to a diploma. It may all be taken as an elective course in connection with the Scientific Course as outlined in the catalogue, thus not only giving the graduate the degree of Bachelor of Science, but also establishing a special foundation for his life work as well.

VI. The Department of Mathematics and Civil Engineering:

The work of this department is of a wide range and of special excellence. It includes a Short Course in Civil Engineering—*two years*.

The following subjects are given in the course: Mechanical Drawing, Descriptive Geometry, Shades and Shadows, Prospective, Stereotomy, Leveling, Plane Surveying, Elementary Mechanics, Topographic Surveying, Railroad and Highway Engineering, and Engineering Construction.

The work in English, Mathematics, Sciences, and Languages is done in the regular University classes.

This short course is designed to prepare students for practical wage-earning work and for advanced standing in some technical school of high grade.

NOTE ON ENGINEERING:—The completion of either of the courses before set forth will prepare students for practical work at good wages, and will fit them for advanced standing in the best technical schools of the country. Requirements for admission to either course are the same as those named for admission to the Freshman Class of the College of Liberal Arts or the Freshman Class of one of the four-year courses of the State Normal College.

VII. The State Preparatory School:

The presence of a Preparatory School in connection with the State Normal School and the College of Liberal Arts is a necessity

under existing educational conditions. Persons who can secure full high-school training at home are urged to get it before attempting to gain admission to any of the departments or colleges of the University.

The Preparatory School of Ohio University is a model of its kind. Here students with any kind of deficiency in high-school training can make adequate preparation for entrance into the Freshman Class of any of the departments or colleges of the University. Such students have the best possible instruction, and all the privileges of general culture enjoyed by members of the regular college classes. The needs of the teachers and prospective teachers, looking forward to the advanced work of the State Normal College, have been carefully considered and fully provided for in the courses offered.

Primarily, the courses of study are planned with two ends in view: (1) To give the student the best possible instruction for the time he may be able to remain in college, and (2) to enable him to make special preparation for regular work in one of the diploma or degree courses of the University.

VIII. The University Summer School:

The work of the Summer School for 1912—June 17 to July 26—can be seen in detail in a special Bulletin issued January, 1912. The general plan of organization and management will be similar, in all essential features, to that which has proved so popular with students, teachers, and prospective teachers heretofore.

The College of Music and the School of Oratory will offer a wider range of *special* instruction than ever before. Instruction, being individual, will vary in cost according to the nature of the work. In no case will the cost exceed \$8.00 for twelve private lessons.

The registration fee of \$3.00 will cover all scheduled class instruction including work in the Kindergarten, School Agriculture, Manual Training, and Domestic Science departments.

It is confidently asserted that this work, while of wide range and carried on somewhat hurriedly, is of high academic and professional value to teachers and those preparing to teach. In the selection of subjects of instruction and the preparation of the recitation scheme, regard has been had for the known wants of students wishing either review or advanced



ROSS, HIGHLAND, CLINTON, AND FAYETTE.

work. From the schedule recitations, any one can surely select *some* study or studies that will largely, if not fully, meet the purpose that prompts him to seek summer-school advantages.

SPRING-TERM REVIEWS—The Spring term of Ohio University will open Monday, March 25, 1912, and close Thursday, June 13, 1912. On Monday, April 29, 1912, *new review classes* will be formed as follows: Arithmetic, Grammar, Geography, United States History, English Literature, General History, School Agriculture, Manual Training, Domestic Science, Physiology, Physics, Botany, and Theory and Practice of Teaching. These classes can be entered to advantage any time prior to May 28, 1912.

Only a *just portion* of the usual term fee of \$6 will be charged students who enter at the time of the forming of these special classes or later. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Chemistry, Latin, German, and some other subjects. However, *none of this work is promised.*

SCHOLASTIC REQUIREMENTS FOR ADMISSION TO THE FRESHMAN CLASS.

Ohio University recognizes and gives full credit to the classification of high schools made by the State Commissioner of Common Schools. Graduates from high schools of the first grade can enter the Freshman Class of the College of Liberal Arts or the State Normal College, or enter upon the short courses in the School of Commerce, in Electrical Engineering, and in Civil Engineering *without examination*, provided they have completed at least fifteen units of secondary work as the terms are generally understood and applied in educational circles; also, graduates from high schools named in the accredited lists of colleges and universities of recognized high standing will be received, by certificate, on equal terms.

When any part of the fifteen units of secondary credit is made up of what may be regarded as legitimate college work, the same will be accepted without examination, but no hours of *college credit* will be given therefor.

When the fifteen units of secondary credit

do not include all the studies required as preparatory work by Ohio University, such studies may be regarded as electives and included in the 2,500 hours of college work required for graduation.

The foregoing statements are made to show students that, in order to complete any one of the four-year degree courses, they must have fifteen units of preparatory credit and 2,500 hours of collegiate work.

A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

"This statement is designed to afford a standard of measurement for the work done in secondary schools. It takes the four-year high school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week, but under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit."

To enter the Freshman Class of Ohio University fifteen units are required.

Graduates from a first-grade high school, *English Course*, can enter the Freshman Year of the course leading to the degree of Bachelor of Philosophy, with the understanding that they must take four years' work in Latin with college credit therefor.

In requirements for admission to the Normal College and to the Scientific Course in the College of Liberal Arts, modern languages may be substituted for Latin. Graduates from the English Course of a first-grade high school have the same privilege of substitution in regard to Latin as in the course leading to the Ph. B. degree.

Graduates from a "Commercial Course" of a first-grade high school will be given full credit for the special work there done, should they enter upon any course connected with the School of Commerce; but if such graduates seek admission to the Freshman Class of the College of Liberal Arts, or the State Normal College, they will be given such credit as may

be deemed just and proper by the Faculty Committee on Registration, after a careful examination of each separate case.

The intent of the foregoing is to make it clear that Ohio University will recognize all work of a high school of the first grade *at its full value*. After the student is given admission, with college rank, to any scheduled course, he will be required to "make good," *in full measure*, all required and elective work necessary to complete 2,500 hours of credit.

In all cases where students seek to enter any of the colleges or departments of the University without examination, they must present to the Registrar the legal certificate, or a certified copy thereof, which accompanies the diploma of each high school graduate; or a "Certificate of Application for Admission," prepared by the University, will be sent to prospective students, thus enabling them to comply with the conditions hereinbefore stated.

Holders of High School Certificates, issued by the Ohio State Board of Examiners, will be admitted to the Freshman Class of any college or department of the University *without conditions*. If they enter upon any four-year or degree course in the State Normal College, they will be given, in addition, such professional credit as conditions may suggest as just and proper. Also, any holder of the State Certificate, before referred to, may receive college credit for branches of college grade named therein when the same are accepted by the Faculty Committee on Registration of Students.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the different departments.

In exceptional cases students are admitted to classes for a week on trial, without examination, provided the professors in charge are reasonably certain they can maintain their standing.

Women are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for men.



SCIOTO, PIKE, AND LAWRENCE.

SYNOPSIS OF REQUIREMENTS.

Subject to Exceptions Hereinbefore Set Forth.

Group A—Required of all courses:
 English, three units.
 Mathematics, two and one-third units.
 Physics, one unit.
 United States History and Civics, one unit.
 General History, one unit.
 Botany, two-thirds of a unit.
 Physical Geography, one-third unit.
 Physiology, one-third unit.
 Drawing, one-third unit.

Group B—Required in addition to Group A for the Classical Course:
 Latin, four units.
 Greek, one unit.

Group C—Required in addition to Group A for the Philosophical Course:
 Latin, four units.
 German or French, one unit.

Group D—Required in Addition to Group A the Scientific Course:

Latin, four units.
 German or French, one unit.
 Or, French and German may be substituted for all or a part of Latin.

O. U. SUMMER SCHOOL.

June 19, 1911—July 28, 1911.

Enrollment of students by states and countries:

<i>States.</i>	<i>No. Students.</i>
Indiana	1
Kentucky	13
Michigan	1
New Jersey	1
New York	1
Ohio	833
Pennsylvania	3
Texas	1
Virginia	3
Washington	1
West Virginia	19

Brazil	1
China	4
Sumatra	1
<hr/>	
Total	883

Men, 302; Women, 581; Total, 883.

OHIO COUNTIES REPRESENTED, 76.

Name.	No. Students.
Athens	196
Perry	33
Washington	35
Fairfield	34
Licking	30
Jefferson	28
Ross	25
Jackson	24
Belmont	23
Vinton	21
Muskingum	20
Morgan and Tuscarawas	16
Meigs and Pickaway	15
Franklin and Pike	14
Clinton, Hocking, Noble, and Scioto	11
Coshocton, Erie, Hancock, Harrison, Highland, Madison, and Monroe	9
Huron, Knox, and Trumbull	8
Sandusky	7
Ashtabula, Columbiana, Fayette, Galia, Shelby, and Stark	6
Brown, Guernsey, Lawrence, Lorain, and Richland	5
Clermont, Delaware, Logan, Mahoning, Morrow, and Summit	4
Champaign, Defiance, Hardin, Medina, Portage, Wood, and Wyandot	3
Clark, Cuyahoga, Fulton, Geauga, Greene, Hamilton, and Holmes	2
Allen, Ashland, Carroll, Crawford, Lake, Lucas, Mercer, Montgomery, Paulding, Preble, Warren, Wayne, and Williams	1
Adams, Auglaize, Butler, Darke, Henry, Marion, Miami, Ottawa, Putnam, Seneca, Union, and Van Wert	0
Total	883
States and countries represented	14
Enrollment of pupils in Graded Training School, unregistered	172
Enrollment of pupils in Rural Training School, unregistered	75
Special students and unregistered teachers.	55

SUMMER SCHOOL OF OHIO UNIVERSITY, ATHENS, OHIO.

June 17, 1912—July 26, 1912.

General Information.

ATTENDANCE STATISTICS — The attendance of students at the Summer School of Ohio University for the last twelve years is herewith shown:

Year.	Men.	Women.	Total.
1900	36	29	65
1901	45	57	102
1902	110	128	238
1903	159	264	423
1904	194	363	557
1905	220	430	650
1906	207	449	656
1907	236	442	678
1908	236	387	623
1909	214	517	731
1910	260	516	776
1911	302	581	883

The figures for 1911 do not include the pupils enrolled in the Graded Training School, in Ellis Hall, the Rural Training School, in Mechanicsburg, persons attending the special lectures on Forestry and Foreign School Systems, or the number of School Examiners, Principals, and Superintendents who attended the "Schoolmasters' Conferences," held the fifth week of the term. In 1911 the students came from all sections of Ohio, and represented seventy-six counties of the State.

NEEDS CONSIDERED AND COURSES OFFERED — In arranging the courses of study for the Summer School of 1912, the various needs of all classes of teachers and those preparing to teach have been carefully considered and fully provided for. About one hundred and fifty courses are offered, and that number of classes will recite daily. Teachers and others seeking review or advance work should plan early to attend the session of 1912, which will begin June 17th and continue six weeks.

FACULTY — A Faculty of sixty members will have charge of the instruction. Please to note that all the instructors, with few exceptions, are regularly engaged in teaching in Ohio University. Those who enroll in the Summer term are thus assured of the very best instruction the University has to offer.

SELECTED WORK — Why not examine the catalogue and determine now the course you



ATHENS COUNTY.

wish to pursue, and then begin at once to work out *systematically* the studies of that course? If you are a teacher of experience, or if you have had previous collegiate or high-school training, you will doubtless be able to do at home, under our direction, some systematic reading and study.

COURSES OF STUDY—Summer-School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the summer term may be continued from year to year, and much work may be done at home, by advanced students, under the direction of the various heads of University departments. *College credit will not be given for home work. A diploma from the State Normal College should be the goal of every ambitious teacher.*

REVIEWS—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Stu-

dents preparing to teach, or preparing for any advanced examination, will find excellent opportunities at Athens.

SPRING-TERM REVIEWS—The Spring term of Ohio University will open Monday, March 25, 1912, and close Thursday, June 13, 1912. On Monday, April 29, 1912, *new review classes* will be formed as follows: Arithmetic, Grammar, Geography, United States History, English Literature, General History, Physiology, Physics, Botany, Manual Training, School Agriculture, Domestic Science, and Theory and Practice of Teaching. Instruction in these subjects will be necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the *inevitable examination*. Scholarship is not acquired by such work; it is recognized as a kind of *necessary evil*. A clear knowledge of the nature of the *uniform examination questions* used in Ohio will guide those giving instruction. Until Ohio adopts a more sane and consistent system of examining and certifying teachers, those teaching or expecting to teach will appreciate the value of such favorable opportunity for review work. These

classes can be entered to advantage any time prior to May 28, 1912. Only a *just portion* of the usual term fee of \$6.00 will be charged students who enter at the time of the forming of these special classes or later. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Chemistry, Latin, German, and some other subjects. However, *none of this work is promised.*

PRIMARY TEACHERS—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer term. Also, the Rural Training School (two rooms) in Mechanicsburg will be in session. In these schools emphasis is placed upon the training of primary teachers. Almost every teacher in the rural schools has primary classes to instruct. City teachers will also find this course *especially valuable.* Every teacher of the rural schools will have an opportunity to receive instructions in the best methods of teaching as applied to primary schools.

EXPENSES—No tuition will be charged. The registration fee of \$3.00 will entitle students to all the privileges of the University, save special instruction in private classes.

In no case will this registration fee, or any part of it, be returned to the student after it has been paid to the Registrar.

Boarding in clubs, per week, costs from \$2.50 to \$2.75, and in Boyd Hall and Women's Hall, \$2.50. A student may attend the Summer School six weeks and pay all expenses, except the railroad fare, on from \$25.00 to \$30.00. By observing the strictest economy, less than this would be required.

AMPLE ACCOMMODATIONS—No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, in private houses, *convenient to the University,* may be rented for \$1.00 a week, including light, bedding, fuel, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.25 a week. It is safe to say that four-fifths of the rooms rented to students are rented from \$0.75 to \$1.00 each per week.

WOMEN'S HALL AND BOYD HALL—These two buildings will accommodate about 180 women

students. They are owned by the University and the rooms are of good size and well furnished.

Students securing quarters here will pay from \$3.50 to \$3.75 per week for board and lodging, everything being furnished save soap and towels. Students wishing rooms in these buildings should engage them in advance. Such rooms will be in demand.

It is required that every student occupying a room in either of these buildings pay the weekly charge *for the whole term.* It is manifestly unfair to the University to lose the moderate rental charged for these rooms for any portion of the term. To vacate a room after the opening of a term usually means the loss of rental fees for it from that time on.

Write to Miss Willanna M. Riggs, Dean of Boyd Hall, or Mrs. Bertha T. Dowd, Dean of Women's Hall. Students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located.* One thousand students can find desirable accommodations in Athens.

WHAT ATHENS CAN DO—Athens can easily accommodate a large number of students. At the close of the first day of the Summer term of 1911, every student had been eligibly located. Accommodations for at least 150 additional students were available.

FREE LECTURES—Arrangements have been made for a series of day and evening free lectures to be delivered in the Auditorium of the University within the period covered by the Summer term.

TEACHERS' CONFERENCES—At least six conferences—one hour each—will be held the fifth week. These will be led by members of the Faculty and others familiar with the workings of the public schools and experienced in school methods and management.

OHIO SCHOOL LAWS—Particular attention will be given to the provisions of Ohio's *new school code.* A series of informal "talks" on some of the most interesting features of the present Ohio School Law will be given. Classes in School Administration will consider the provisions of the entire school code.

LABORATORIES, ETC.—The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students *free of charge.* The *new* gymnasium is one of the finest and best equipped buildings of



PERRY COUNTY.

the kind in Ohio. In hot weather the natatorium will have strong attraction for students.

TEXT-BOOKS—All text-books will be supplied at the *lowest prices possible*. Students should bring with them as many supplementary texts as convenient.

RANGE OF STUDIES—The following subjects will be taught during the Summer term. Prospective students may see that *almost every subject* in the various University and Normal-College Courses will be presented during the Summer term. Students who do not find in the following list of subjects the studies they wish to pursue will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (three classes), Grammar (three classes), U. S. History (three classes), Ohio History, Algebra (four classes), Principles of Education (two classes), Free-Hand Drawing (three classes), Bookkeeping (two classes), General History (three classes), Physiology (two classes), Civics and Health, Psychology (two classes),

Zoology, Political Economy, Beginning Latin, Caesar, Virgil, Cicero, Advanced Latin, Physics (three classes), Electrical Engineering (two classes), History of Education (two classes), Principles of Education (two classes), School Management, School Administration and School Law, the Elementary Course of Study, Primary Methods (two classes), Special Methods in School Studies, Pedagogical Conferences, Geography (three classes), American Literature, English Literature (two classes), American Poetry, Word Study, Literature for the Primary Grades, Preparatory Rhetoric (two classes), English Poetry, Byron, Keats, and Shelley, Tennyson, Paidology, or the Science of the Child (two classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Typewriting, Elementary Manual Training (two classes), Physical Laboratory, Chemical Laboratory, Biological Laboratory, Psychological Laboratory, Nature Study, School Agriculture (three classes), Bird Study, Botany (two classes), Manual Training (three classes), Domestic Science (three classes).

Observation in Training School, Teaching School, Civil Government, Plane Geometry, Solid Geometry, Trigonometry, Surveying, Field Practice, Mechanical Drawing, How to Teach Reading, Sight Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work, Beginning German, Advanced German, Beginning French, Advanced French, Spanish, and other subjects if a sufficient demand is made at the opening of the term. If changes or additions are made to the foregoing list of branches, they will be clearly set forth in a Special Bulletin to be issued in January, 1912. Prospective students are requested to make known wherein the subjects named do not provide for the instruction they most desire.

OTHER BRANCHES—Arrangements can be made by students attending the Summer term for *private lessons* in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, Elocution, and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, *will not exceed* \$7.50 for the full term of six weeks, or \$0.75 for each lesson. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

Heretofore, the College of Music, the School of Oratory, and the Kindergarten School have not offered any portion of the work scheduled for the Summer School. In 1912, these three departments of college work will admit students to both regular and special classes. Instruction given in the Kindergarten school will be without special charge; the instruction in the College of Music and the School of Oratory, being necessarily of an individual nature, will be had at a special charge as indicated in the preceding paragraph.

SUMMER-SCHOOL ADVANTAGES—Besides having an opportunity to pursue systematically *almost any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, examiners, principals, and others who are

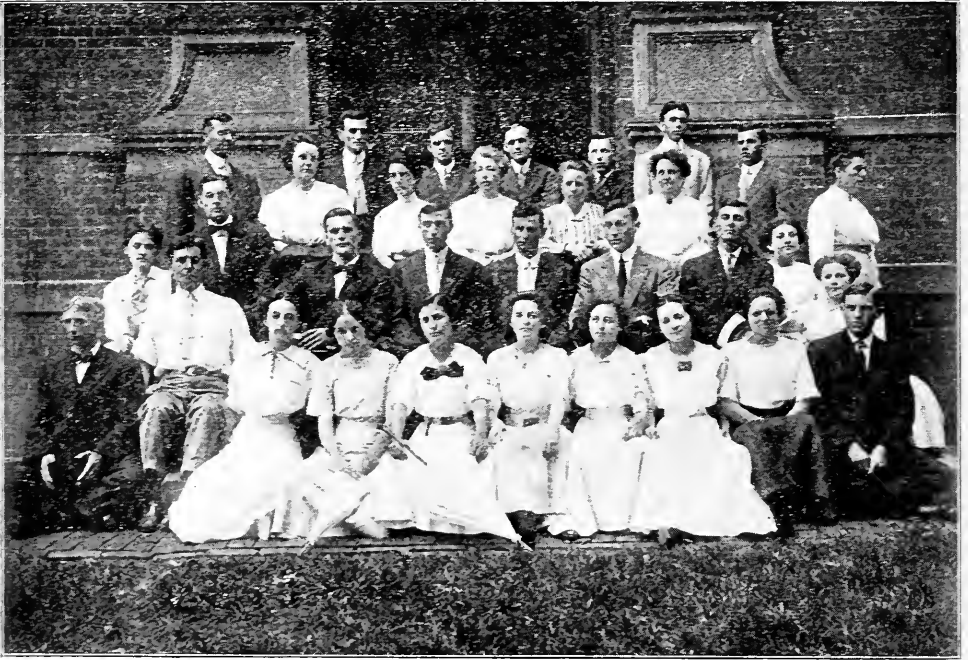
always on the lookout for progressive, well-qualified teachers.

HOW TO REACH ATHENS—Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central Lines. Close connections are made with these lines at the following-named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville, Palos, Delaware, Marion, and other points. Students on any railroad line may leave their homes in the most distant part of the state and reach Athens within a day.

REQUESTS FOR NAMES—Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely *be interested* in some line of work presented at Ohio University. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list.

A TEACHERS' BUREAU—Since the State Normal Schools of Ohio were established in 1902, and especially since superintendents were given, in 1904, the right to appoint teachers, the State Normal College of Ohio University has received many calls for teachers. Positions aggregating *many thousands of dollars* have been secured by us for our students. The Dean of the Normal College conducts, *free of charge*, a bureau for teachers, and is always glad to aid worthy teachers in this way.

CONCLUSION—The President will cheerfully answer *any questions*, relating to the University and its work, teachers or others desire to ask. The many addresses made by members of the Faculty in past years, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. The hundreds of students who have come to us the past year have helped very largely in imparting information to friends of education throughout the state concerning the extent and character of the work accomplished



FAIRFIELD COUNTY.

here. For the year ending March 17, 1911, the total enrollment was 1,687 different students. The total enrollment of different students for the college-year ending June, 1912, will not fall below 1,800. For latest catalogue, other printed matter, or special information, address

ALSTON ELLIS,

President Ohio University, Athens, Ohio.

NEWS NOTES.

The Summer School of 1911 closed Friday noon, July 28th, with a total enrollment of regular students as follows: Men, 302; women, 581; total, 883. Seventy-six of the eighty-eight counties of Ohio were represented. The banner counties were Athens, with 198 students: Perry, 36; Washington, 34; Licking, 20; Jefferson, 28; Ross, 25; Jackson, 24; Belmont, 23; Vinton, 21; Muskingum, 20; Morgan and Tuscarawas with 16 each; Meigs and Pickaway, each with 15; Franklin and Pike, with 14 each; and Clinton, Hocking, Noble, and Scioto, each with 11.

The souvenir number of the Ohio University Bulletin is profusely illustrated. The publication will be of general interest to all and of particular value to those who attended the O. U. Summer School of 1911. Free distribution of it will be made until the edition of 6,000 copies is exhausted.

More social features have been added to the summer term just closing than heretofore, and it has proved to be a popular departure. An education cannot be gotten alone from books, and the mingling of these young people in social intercourse during the term is broadening and elevating; and, besides, when they go to their schools in the different parts of the country, they will carry with them pleasant memories which may bring them back to take a full college course.—*Athens Messenger.*

The Board of Trustees of the University recently purchased four lots adjacent to its Athens realty at a total cost of \$19,500. Three of the lots are on College street immediately north of Women's Hall. The fourth lot—the

Armstrong lot—is on the west side of South Court street just opposite the Carnegie Library.

The salary roll for the term of six weeks amounted to \$6,270.60. Of this total cost, the students' fees produced \$2,670.60.

The following special appropriations for the Ohio University were made at the regular session of the 79th General Assembly of Ohio, held in the early months of 1911:

FOR 1911.

Ewing Hall bonds.....	\$5,000
Apparatus for university purposes....	8,000
Additional equipment for library....	5,000
For construction of a Science Hall for the State Normal College to cost \$75,000 complete	37,500
One year's interest on \$15,000 Ewing Hall bonds	750
Completing steam connections in Ellis Hall	2,500
To make Science Hall fireproof.....	5,000
Improvement and betterment of buildings and grounds.....	5,000
Maintenance and equipment of the State Normal College.....	25,000
Summer session	2,000
Total	\$95,750

FOR 1912.

Ewing Hall bonds.....	\$5,000
Apparatus for university purposes...	8,000
Uses and purposes of library.....	5,000
Equipment of Science Hall.....	15,000
Repairs and improvements, buildings and grounds	5,000
Maintenance and equipment of State Normal College	27,500
Summer session	2,000
One year's interest on \$10,000 Ewing Hall bonds	500
Building for the training school of the State Normal College and equipment to cost \$55,000 complete....	27,500
Total	\$95,500

The Ohio University Bulletin, Souvenir Edition for the Ohio University Summer School of 1910, is one of the most striking volumes of 178 pages to which our attention has ever been called. We have taken the pains to count the most interesting and illustrative photographs, cuts, and diagrams in the volume, and they amount to more than 250. Seven

hundred and seventy-six students were in the Summer School, with a faculty of forty-eight members. This sumptuous volume is a most expensive and valuable presentation of one of Ohio's great universities, of which there are several, and will be assuredly prized by every alumnus and alumna of the Ohio University.—*Business Journal, Feb. 1911.*

It is quite noticeable that every line on the face of the summer school student indicates that he has braved the torrid weather and come to Athens while the ordinary student is loafing, determined to add a goodly-sized stock of lore to his scholastic assets, and is here for business exclusively. This determination will relax more or less as the term advances and natural instincts assert themselves, and yet the fact remains that our summer students are the best students. They dig and sweat and improve their opportunities brief as they are, and go home better prepared than when they came, to fill the important duty of teacher of the youth.—*Athens Messenger.*

The Ohio college presidents and deans held their fifteenth annual conference at the Chittenden Hotel, Columbus, March 10 and 11. The discussions covered various questions pertaining to administration and student life. The following officers were elected for the ensuing year: Pres., Dean C. B. Austin, Delaware; vice-pres., Pres. Bates, Hiram; sec., President Vivian B. Small, Lake Erie College, Painesville. The session this year was better attended than usual and the program was a strong one. President Ellis is to be congratulated on the great success of the meeting, as the program was entirely in his hands.—*The Ohio Teacher.*

Prof. Hiram Roy Wilson, of the chair of English in the State Normal College of Ohio University, recently received the honorary degree of Doctor of Letters from Franklin College, Franklin, Ind. All who have enjoyed and profited by the able and scholarly classroom instruction of Dr. Wilson will readily admit his entire worthiness to receive the special honor conferred upon him.

Mr. J. R. Clarke, recently appointed, by State School Commissioner Frank W. Miller, "State



WASHINGTON COUNTY.

Supervisor of Agricultural Education for the Southeastern District of Ohio," visited the Summer School Tuesday and Wednesday, July 18th and 19th, and gave highly appreciative talks before the large classes in Agriculture. His official work is now in successful progress. He is scheduled to visit nineteen Ohio teachers' institutes in August, 1911. In the important work in which he is engaged he will have the good will and hearty cooperation of the teachers of Southeastern Ohio. It is hoped that he will make his headquarters in Athens where free office quarters are at his disposal.

SELF EXPLANATORY — We have the honor to inform Doctor Alston Ellis of his election to membership in the Phi Beta Kappa Society by the Iota Chapter of Ohio.

Dated at Miami University on the first day of May in the year one thousand nine hundred and eleven.

ARCHER E. YOUNG,
President.
WALTER R. MYERS,
Recording Secretary.

Hon. Fred W. Crow, of Pomeroy, O., present prosecuting attorney of Meigs county and a former student at Ohio University, was appointed by Governor Harmon, Feb. 20, 1911, to fill the vacancy in the Board of Trustees of the University occasioned by the death of Maj. J. M. Welch, of Athens, who had been a trustee since 1895. Mr. Crow is a graduate of the Ohio State University law school and is a law partner of Hon. Edgar Ervin.

Athens is outgrowing her sentimental stage. For years she has lived on sentiment. Her pride was in her past. The oldest university, the most learned judge, the ablest congressman and even the old song—"The Maid of Athens" was given localization. Sentiment is a blessed privilege on a moonlit night, but it doesn't get one any place. What we need and are getting is less "maid of Athens" and more "made in Athens."—*Athens Messenger*.

The lecture plan of teaching is not much in vogue at the O. U. Summer School. Classroom work is of the highest order of excellence. The student, whether pursuing review or advanced studies, comes into close per-

sonal touch with the instructor, who is, in nearly every instance, a member of the University Faculty.

In 1911, the Ohio University graduated a total of 140 students from all departments, the largest class of graduates ever sent out from the University.

Ohio University enrolled the past year 1,687 different students.

The Ohio University Summer School will open June 17, 1912, and continue six weeks. All departments of the State Normal College will be in session, and teachers who desire to prepare for professional recognition under recent legislation will find advantages unsurpassed in the Summer School at Athens. This year (1911) the enrollment was 883, of whom many were teachers doing normal-college work. Teachers should prepare now for the state recognition and at an early date secure a diploma from the State Normal College.

The State Normal College, at Athens, graduated a class of thirty-eight well-trained teachers this year. Fifteen of these graduates completed the regular four-year college course and received the degree of Bachelor of Pedagogy; two completed the course leading to the degree of Master of Pedagogy; twenty-one completed the elementary courses, consisting of two and three years. Under the Hawkins law, the holders of these diplomas are entitled to the state life certificates after passing the regular preliminary examination, which then settles the examination question for life.

The State Normal College, at Athens, has made a long stride forward in establishing a training school for rural teachers, and hereafter will maintain two separate training schools, one for those who are preparing to teach in graded schools and the other for those who are preparing to teach in township and small village schools. The ungraded schools of Mechanicsburg have been made training schools for rural teachers and a trained critic teacher has been placed in charge of each school. The eighteen schools of the township will also be under the supervision of the supervisor of rural school practice. No professional training school in the country can offer superior advantages in the training of rural teachers.

Special Lectures—The Schoolmasters' Conferences.

(3:10 to 4:45 o'clock P. M., fifth week, and Saturday, 9:00 to 10:30 o'clock A. M.—July 17-22.)

The published schedule as widely advertised was carried out as follows:

Lectures.

By Miss Anna Pearl MacVay, Litt. D.
(Wadleigh High School, New York City.)

1. Development of Popular Education in Great Britain.
2. English Public Schools.
3. Our Civic and Educational Inheritance from England.
4. Some Needs of American Schools.
5. Latin in our Schools and Colleges.
6. Lessons from the Schools of Germany.

Conferences.

1. A general Consideration of the Pension Question, with Special Application to the Pensioning of Teachers in Ohio.

PRESIDENT ALSTON ELLIS.

2. Dealing with Incurables and Defectives.

PROF. FLETCHER S. COULTRAP.

3. The Relation of the Public-School Teacher to the Public Health.

DR. WILLIAM F. MERCER.

4. Thinking as related to Teaching.

PROF. FREDERICK TREUDLEY.

5. New Conceptions of Education.

DR. WILLIS L. GARD.

6. Shall we have Agricultural Courses in our Public Schools? Aims and Limitations.

DR. WILLIAM F. COPELAND.

The Summer School of Ohio University and the State Normal College, for 1912, will begin Monday, June 17th, and close Friday, July 26th. No effort will be spared to make the work offered of wide range and of a high order of academic and professional excellence.

The Fall term of the University, all departments and colleges, will begin Monday, September 11, 1911. Prospective students should arrange to be present on registration



JEFFERSON COUNTY.

day, the opening day of the term. This course will bring them a saving in the registration fee and enable them to secure *full college credit* for the term's work. There is *no tuition fee* at Ohio University. The registration fee of \$6.00 per term pays for *everything* connected with the regular courses of instruction. All fees for *special instruction* are most reasonable.

Women's Hall, corner of Union and College streets, is now enlarged to three times its former capacity. Its completion, according to plans as carried out, gives the University ability to accommodate nearly two hundred women students in its dormitories.

All women students attending the Summer School of 1912 can be assured, in advance of their coming, of pleasant, comfortable quarters in Boyd Hall, Women's Hall, or in the homes of respectable, well-to-do people. No town in Ohio has better homes than Athens; and those who occupy them are noted for their public spirit and open-handed, unostentatious hospitality. All seeking educa-

tional help, under most favorable conditions, will make no mistake by finding quarters in Athens homes and entering Ohio University.

Regular weekly meetings of the Y. M. C. A. were held throughout the Summer-School term. The large attendance of students attested the excellence of the exercises and the very general interest of the young men in them.

The Y. M. C. A. and Y. W. C. A. are in a prosperous condition. The members are a strong force for righteousness in the University. The men have excellent quarters in the Carnegie Library. The women have eligible and spacious quarters in the remodeled West Wing.

The Summer-School Literary Society was one of the earliest organizations formed after registration day had closed. Weekly meetings were held in the University Auditorium, no other room in the University buildings being large enough to accommodate the hundreds

of students who attended the well-planned exercises.

A general assembly of students was held two times a week, at the close of the second morning period, in the University Auditorium. A voluntary attendance brought by far the larger number of students to the exercises of this period. Through announcements made and brief addresses delivered, the student body was made more of a working unit, and those who went for helpful suggestions did not go from these meetings disappointed.

University students who attended the Lake

Erie Students' conference at Linwood Park, Vermillion, O., last month, report a grand good time. Fourteen O. U. students were there and one of them, Harry L. Ridenour, was the musical director.

The Kindergarten Department of the State Normal College will have enlarged quarters, an additional teacher, and important additions to the equipment, when the Fall term opens September 11, 1911. Two well-furnished rooms will give accommodations for about thirty kindergarten children, formed in two classes. The Kindergarten Department is managed in a highly efficient manner, being under the supervision of a Principal of liberal scholarship and special training for her important work. Pupil teachers, who have had at least one year's careful training for kindergarten work, assist in the work of instruction. Persons looking forward to service in kindergarten schools can secure the best of preparation in the Kindergarten Department of the State Normal College. Tuition for teachers and prospective teachers is free; the kindergarten pupils pay \$10 a school-year for their instruction.

The swimming-pool in the Gymnasium building is the most complete thing of the kind to be found in Ohio. Opportunity to bathe in its waters was highly appreciated by Summer-School students both male and female. The Gymnasium building is in close touch with Boyd Hall, where about ninety young women find homelike accommodations. The pool, in the clear, is 21 feet by 40 feet. The water varies in depth, but at no point does it suggest any element of danger to the bathers.

The pool is lined with porcelain-faced brick, thus making it easy to keep in good sanitary condition.

The Training School of the State Normal College is "*the best ever.*" There is not another school for the practical and theoretical training of teachers in Ohio that is its equal in plan of organization and efficiency and range of service. The School occupies the south wing of Ellis Hall and has the use of eight large class rooms, an equal number of practice rooms, and an assembly hall. The Training School now includes all the elementary grades—from the kindergarten to the high school. Summer-School students for 1912 will find classes of *all grades named* in daily session and in charge of teachers who know their business. Teachers, of grades below high school, can by six weeks spent in observation or practice work in these schools, and by attending the daily conferences where *methods* for graded and ungraded schools are presented, discussed, and exemplified, get such enlarged conceptions of their work as to make their future teaching service more rational and more far-reaching in desirable outcome.

The Summer School for 1912 will not differ widely in plan and subjects offered for instruction from its predecessors. Experience tells that the present organization and range of work meet fairly well the wants of teachers who come for educational help and professional uplift. The same experience, however, teaches how to make stronger the better and the weaker features of both administrative and teaching service. Successful effort will be made to render the Schoolmasters' Conferences more helpful to enrolled students and welcome visitors. These conferences will be scheduled so as to conflict with no other exercises which require the presence of students. The evening lectures and entertainments will not exceed four in number and will be assigned to times most satisfactory to the larger number of students. The best possible talent will be secured for this extra-class species of instruction. There are *no special fees* at Ohio University. The registration fee *pays for everything*. There are always lectures, suppers, excursions, entertainments, etc., announced by certain parties in various interests, but attendance upon these is a voluntary matter on the part of the



JACKSON COUNTY.

students. The 883 students of the Summer School of 1911 paid just \$2,670.60 into the Treasury of the University.

Herewith is shown the annual pay-roll of Ohio University and the State Normal College under salary schedule adopted by the Board of Trustees in June, 1911:

Professors and Instructors in Ohio University and the State Normal College	\$97,690 00
Board Officers	1,800 00
Engineers and Janitors.....	4,580 00
<hr/>	
Total	\$104,070 00

The annual meeting of the Ohio Forestry society was held in Ellis Hall on Saturday, July 15. It was presided over by Dr. Crumley. Only a few of those expected to be there and take part were present. Pres. Ellis gave the address of welcome in which he availed himself of the splendid opportunity to speak of some plans of his own along the line of a four

or six weeks' course in agriculture and domestic science next winter at the O. U. available to farmers and their wives, sons, and daughters.

Prof. J. J. Richeson talked on "How to make the whole farm yield profits." Prof. W. F. Copeland spoke on "The Relation of Birds and Trees." Hon. E. J. Jones spoke of "Practical Forestry" and Dr. Crumley's remarks were of a diversified character forming fitting close to the series of lectures delivered by him during the week.

The O. U. Male Quartet — Messrs. T. N. Hoover, Mostyn L. Jones, Harry L. Ridenour, and William E. Alderman — gave its third annual concert in the Auditorium on the evening of July 19th. A mixed program proved a delightful musical feast. This Quartet has met with remarkable success ever since its organization being in demand for musical service at commencements held in a number of Southern Ohio towns.

Within a year, Death has claimed two well-known and honored members of the O. U. Board of Trustees. Maj. J. M. Welch was called to rest in July, 1910. Hon. Wm. F. Boyd, one of the oldest lawyers of Cincinnati, died at his Price Hill home, Wednesday, June 21, 1911. Mr. Boyd was for years a member of the law firm, Boyce & Boyd. The partners were O. U. alumni and life-long friends. Mr. Boyd was appointed a trustee of the University, by Governor Harris, in 1907, taking the place vacated by the death of his partner, George W. Boyce, who became a Board member in 1875.

The Summer School is progressing finely. It is now in its third week. Hard work in the prosecution of the various branches of study is the order of the day. More work and less play seems to be the plan pursued and considering the hot weather that is decidedly the wisest plan for students who spend night after night in frivolous amusements have neither the physical strength nor mental vigor and alertness for the best results in scholarship. So dramatic and other performances such as are usually given are cut out.—*Athens Tribune*.

Final chapel exercises of the University were held June 13th, at 9 o'clock in the college auditorium. Dr. Ellis after a few moments' talk, in which he urged the alumni to take more interest in university affairs, excused himself on the grounds of executive duties and turned the meeting over to Dean H. G. Williams and Prof. D. J. Evans. Informal speeches were called for by the chairman, following the singing of the class song by the seniors. John Worthington Dowd, Dr. J. W. Dillinger, Mr. Fred W. Bush, Mr. W. A. Alderman, Prof. F. S. Coultrap, Prof. C. M. Copeland, Prof. C. L. Martzloff and Mr. H. A. Pidgeon, the President of the Class of 1911, were called upon for informal remarks, and one and all responded in a most inspiring and satisfactory manner. Prof. Martzloff read a letter from the oldest living graduate of the Ohio university, Gen. William Sooy Smith, of the class of 1849. In this he told of his early struggles for an education, and the story of these was surely a lesson for the student of today. The attendance was not up to the usual standard, but enthusiasm for a larger and better university ran high.

On the afternoon of June 12th, from 3:30 to 5 o'clock, exhibits of the work of the art departments were thrown open to spectators in Ellis and Ewing halls, as well as a splendid exhibit by the electrical department in the basement of Ewing Hall. In Ellis Hall were exhibits of children's work in drawing, basket weaving, clay modeling, water colors, and stenciling. In Ewing Hall the work in art showed great skill, some in charcoal, in oils, and in water color. There were also exhibits of china painting, landscape views, views taken from life, and many others.

The electrical exhibit was most interesting. Modern electrical apparatus for cooking, wood patterns of motors, impromptu shafting arrangements, and an X-ray outfit were the stellar features. A large crowd gathered about the X-ray machine to take a look at the bones of their hands, and watch the operation of this strange device. Punch was served to all comers, and most excellent punch it was.

Hon. Wade Ellis's address Sunday was a disappointment to those who think that Greece and Rome and defunct civilizations are the only proper subjects to be discussed at commencement. The initiative and referendum and the recall may sound like politics, but it's a living issue, and a vital issue that will soon be up to the people of Ohio for decision, for or against. Colleges should learn to deal with live questions as well as the questions of the dead past, and hence, in our opinion, Mr. Ellis chose wisely in selecting his subject. He discussed it intelligently and interestingly, and those who followed him closely are better informed on one of the liveliest questions before the American people to-day.—*Athens Messenger*.

What impresses some visiting alumnus most when he views for the first time the many new buildings erected since he graduated, is, "How could they have done so much after I left college?"—*Athens Messenger*.

Attorney-General Hogan has given out a legal opinion against himself. Governor Harmon offered to appoint him a trustee of the Ohio University at Athens provided that he



LICKING COUNTY CLUB.

could legally serve. In an opinion to the Governor, Hogan decided it would be unconstitutional for him to hold two places under the state government and he therefore declined the trusteeship. He is an alumnus of the Ohio University and for years has had an ambition to be one of its trustees.—*News Item.*

Mr. E. J. Jones, of the Class of '73, and for the past eighteen years a member of the board of trustees of the Ohio University, and now its vice-president, has presented to the university museum his entire collection of mineral and archaeological specimens. He has been collecting specimens since boyhood, and has a wealth of interesting objects, many of which are highly educational.

Miss Margaret Wyndham, of 1911, graduate of the College of Oratory, now teaching the art of Elocution in the Summer School at the Ohio University, gave one of her delightful entertainments at the auditorium on Tuesday evening, July 11th. Without any adventitious aids such as costumes,

songs, or face paints, she, in the charming and graceful style peculiar to her, gave choice selections in such a way as to hold her large and cultured audience of summer students well nigh spell bound. Her delineations of character were good and were impersonations of a number of different characters old and young, male and female, white and colored. Her stories were of the South where she was brought up, and her interpretation of the work of the authors are the result of intelligent study from nature. Her work is always well done and up to the mark but never overdone. She is at home about equally well in comedy and tragedy, in humor and pathos.

The finish she has acquired here in one short year under Prof. Pierce seems little short of marvelous and speaks loudly for her native ability.

President Alston Ellis has been unanimously re-elected president of Ohio University until July, 1916, at a salary of \$5,000. The heartiness of the trustees was as gratifying as their unanimity.—*Journal of Education.*



VINTON COUNTY.

Eight hundred and eighty-three students enrolled in the summer term of the Ohio University, and still they're coming. That is the highest attendance yet recorded in this rapidly growing institution, which is just in the infancy of its newer and greater sphere of usefulness. While it is fine to have an institution to attract so many young people to Athens during a period when the student and teachers ordinarily rest, one cannot refrain from considering the commercial aspect of such an attendance. Every one of those 883 have to be fed and housed in Athens for six weeks, which means an increased business of over \$4,000 a week, or over \$24,000 a term for the city, to say nothing of the large faculty required to teach these students.—*Athens Messenger*.

That Athens is greatly benefited by being dry and having a mayor who believes in the enforcement of law and acts accordingly, is perhaps more plainly shown than in any other way by the fact that when big crowds come to Athens for anything special there is little

or no drunkenness and consequent arrests, trials, and punishments. On the 4th of July there was not a single arrest for drunkenness or disorderly conduct, for though there might have been some intoxicated, they made no disturbance and so kept out of such trouble as follows breach of the peace. The improvement over the old state of affairs when saloons ran in full blast on Court and Union streets and Dean avenue is noticed by visitors who only come to Athens occasionally. If Athens votes again on whether it shall be wet or dry, there is not much, if any, doubt as to how it will go, nor is there much doubt as to who will be chosen mayor at the next election.—*Athens Tribune*.

Prof. Frederick Trendley, of the chair of Philosophy of the State Normal College recently received notification of his election to membership in the Indiana chapter of Phi Beta Kappa, an honorary fraternity having recently installed a chapter in the Indiana University, of which Prof. Trendley is a graduate in the class of '78.



BELMONT COUNTY.

The summer school of 1911 at the O. U. will soon be a thing of the past and it has been the largest and most successful one ever held here. The first one was held eight years ago. There were 65 students in attendance and 10 teachers. The cost was \$500 in addition to the fees paid by the students. This year there were 883 students and 60 teachers. The cost was \$3,600 in addition to the fees paid by students. The number of studies, the diversification of studies, have increased.

One special new feature has been the lectures by Dr. Crumley of the Department of Forestry of the State Experiment Station, at Wooster, which were delivered last week. These were delivered from day to day after the regular studies were over at from 4 to 5 o'clock. They were on Monday, "How to Know the Trees"; Tuesday, "Tree Seeds and Seedling Trees." These were given in Ellis Hall. Wednesday, "The Wood Lot," delivered on the Hospital grounds in the parts still in natural forest condition; Thursday, "Utilizing Waste Lands"; Friday, "Arbor Day and Its Relation to Forestry." These because of the large and increasing attendance, which could not be accom-

modated in Ellis Hall, were delivered in the auditorium or Ewing Hall, as it is sometimes called. These lectures were attended by others than the students and all were intensely interested.

Of the 883 students, 302 were men, 581 were women. Different states and countries were thus represented: Ohio, 833; West Virginia, 19; Kentucky, 13; Pennsylvania, 3; Virginia, 3; Michigan, 1; Indiana, 1; New York, 1; New Jersey, 1; Texas, 1; Washington, 1; China, 4; Brazil, 1; Sumatra, 1. Of Ohio counties those having the largest representation are Athens, 196; Perry, 36; Washington, 35; Fairfield, 34; Licking, 30; Jefferson, 28; Ross, 25; Jackson, 24; Belmont, 23; Vinton, 21; Muskingum, 20.

The students are of a superior class, of various ages, all teachers or aspiring to be teachers. They are of the sort who come to work and nearly all of them pay their own way without draining their parent's resources. They are of benefit to the town financially and morally. They have been welcomed into the homes of



MORGAN COUNTY.

our best people and will go away themselves benefited and better fitted for useful service in the education of our youth.—*Athens Tribune*.

STATE SCHOOL COMMISSIONER GIVES ADDRESS.

“The Relation of the Public Schools to Public Health,” Subject of Dr. Mercer’s Address.

Two intensely interesting and inspiring addresses were heard by a large number of summer school students and outside people at the annual Schoolmasters’ Conference at the University July 25th. The first one by Dr. William F. Mercer, of the department of Biology of the University was on the subject, “The Relation of the Public Schools to Public Health.” This is a matter regarding which Dr. Mercer is surely an authority and he brought out many important facts in his half hour talk. “The teacher,” he said, “is in a position to see the needs of the pupils. In

Germany the government-supported schools do the correcting of the afflicted pupils itself, while here the teachers interest the parents to secure medical attention for their children.”

The teachers, he went on to say, have an opportunity, not to be neglected, of instilling in the minds of the children, and through them the community, a knowledge of diseases, and of sanitation, and the consequent prevention of such bacterial diseases as typhoid fever and tuberculosis.

Hon. Frank W. Miller, State School Commissioner of Ohio, spoke on “What Is Needed to Improve the Schools of Ohio.” His address was inspirational rather than explanatory of the methods of improving the schools. “Training” and “Building of Character” were the two topics to which he devoted his speech.

“Training,” the speaker explained, “is the real basis of success in any endeavor. Genius is attained as the result of hard and persistent work, and the person who tries to teach without training is usually a failure.” The speaker next made an earnest plea for the building up of a strong character, since every teacher



MUSKINGUM COUNTY.

cannot help but set an example for many of his or her pupils. For they do not alone learn from text books, but are developed by personal contact with their teachers.

Mr. Miller is a forceful speaker and his address was greatly enjoyed. The meeting was held in the Y. W. C. A. room in the West Wing and the room was crowded, those in charge having underestimated the number who desired to attend.

To-day (Friday) the largest and most successful summer school in the history of Ohio University came to a close. Nearly nine hundred students were in attendance, coming from all sections of the State.

Every year Athens county citizens come to realize more and more the great benefits derived from the University, not only from a social standpoint but financial as well.

Thousands and thousands of dollars are expended with the local merchants by students and members of the faculty each season.

There is perhaps no school of learning in the state or country that has had a more phe-

nominal growth in the past ten years than our own O. U. and with the large appropriations secured this year from the State for the completion of Science Hall and other improvements the institution bids fair to surpass all former records.

The faculty with Dr. Alston Ellis at its head embraces some of the most learned men of the day, men who in their chosen profession have become known the county over in educational circles as leaders, and this alone, not taking into consideration the location and social advantages that the students enjoy, is an excellent and indisputable reason for the rapid growth of the college, and the Journal predicts that the next ten years will see a much greater advancement than the past and we "doff our hat" to old O. U.—*Athens Journal*.

All preparations have been made for the installation of the new department of Domestic Science at the Ohio University. This department will be located in the Dr. McVay home on South College street. Miss Anna H. Schurtz, of Calumet, Mich., will be at the head



MEIGS COUNTY.

of the School of Domestic Science, and Miss Edna H. Crump will be assistant. Both come to Athens highly recommended and will undoubtedly prove most successful in their work.

Miss Schurtz is a graduate of a Chicago high school, has taken work at the State Normal School of Michigan, located at Ypsilanti, Mich., is a graduate of the domestic science department of the Stout Institute, Menominee, Mich., has had work in drafting and designing at the Snow college of dressmaking at Rockford, Ill., and besides has taken a four weeks' course in advanced cookery under Mrs. Janet M. Hill, editor of the Boston Cooking School magazines. She has had one and one-half year's experience in domestic science work.

Miss Crump is a graduate of the Pittsford (N. Y.) high school and of the normal department of the Mechanics Institute, at Rochester, N. Y. She has been engaged in the teaching of domestic science since her graduation and has just finished a year as assistant to the Supervisor of Manual Arts, at Utica, N. Y.

The Domestic Science Department will fill a long felt want at the Normal College, and will undoubtedly flourish under the direction of such skilled and experienced teachers.

This is the last week of the most largely attended summer school in the history of Ohio University. Good work has been done by both student and faculty. The summer student makes the most of his opportunity, and as a rule, the student body works harder than the regular collegiate student, notwithstanding that the sultry weather is an obstacle to be overcome. The same thing is true in every vocation of life. The man whose opportunities are limited, makes the most of them and by so doing, creates greater opportunities for himself.—*Athens Messenger*.

A prominent feature in the O. U. Summer School Bulletin is the story of the remarkable growth of the University during the last ten years written by President Alston Ellis under



PICKAWAY COUNTY.

the title, "A Decade of Progress." The article gives a very full account of the University and its various activities during the ten years that

he has been its President, and the showing is certainly remarkable and gratifying to all concerned.—*Athens Tribune*.

SUMMARY OF COURSE IN SCHOOL AGRICULTURE STATE NORMAL COLLEGE, ATHENS, OHIO.

Time Required—Two Years.

Entrance Requirements—15 Units.

Summary of Requirements for Completion of Course:

Agriculture	4 hours per week for 2 years.....	304 hours
Botany	3 hours per week for 1 year.....	114 hours
Nature Study.....	4 hours per week for 1 year.....	152 hours
Chemistry	4 hours per week for 1 year.....	152 hours
Manual Training or Domestic Science..	3 hours per week for 1 year.....	114 hours
School Administration	3 hours for Fall Term.....	45 hours
History of Education	4 hours for Fall and Winter Terms..	104 hours
Science of Education.....	3 hours for Winter and Spring Terms..	69 hours
Psychology	4 hours for Winter and Spring Terms..	92 hours
Sanitation	3 hours for Spring Term	36 hours
Zoology	Winter and Spring Terms	70 hours

NOTE:—Students lacking the necessary fifteen units of entrance credit can make up any deficiency by entering the classes of the State Preparatory School of the University.

For further information address

W. F. COPELAND, Professor Agriculture.
ALSTON ELLIS, President.

QUOTATIONS FROM RECENT LEGISLATION RELATING TO TEACHING AGRICULTURE IN THE COMMON SCHOOLS OF OHIO.

(House Bill No. 520.)

SECTION 7830. No person shall be employed or enter upon the performance of his duties as a teacher in any elementary school supported wholly or in part by the state in any village, township, or special school district who has not obtained from a board of school examiners having legal jurisdiction a certificate of good moral character; that he or she is qualified to teach orthography, reading, writing, arithmetic, English grammar and composition, geography, history of the United States, including civil government, physiology, including narcotics, literature, and on and after September first, 1912, elementary agriculture, and that he or she possesses an adequate knowledge of the theory and practice of teaching.

SECTION 7831. No person shall be employed or enter upon the performance of his duties as a teacher in any recognized high school supported wholly or in part by the state in any village, township, or special school district, or act as a superintendent of schools in such district, who has not obtained from a board of school examiners having legal jurisdiction a certificate of good moral character; that he or she is qualified to teach literature, general

history, algebra, physics, physiology, including narcotics, and in addition thereto, four branches elected from the following branches of study: Latin, German, rhetoric, civil government, geometry, physical geography, botany, and chemistry, and on and after September first, 1912, agriculture; and that he or she possesses an adequate knowledge of the theory and practice of teaching.

(Senate Bill No. 18.)

SECTION 1. *That agriculture be added to and made one of the branches of education to be taught in the common schools of the state of Ohio; and that said branch of agriculture shall be taught in all the common schools of said state of Ohio, which schools are supported in whole or in part by the state; in any village, township or special school district; provided however, that the provisions of this act shall not apply to city school districts of said state.*

Note that the city school districts of Ohio are exempt from the statutory provisions just quoted.

At the Ohio University Summer School for 1912, to be held June 17th to July 26th, inclusive, ample provision, in the way of instructors and equipment, will be made fully to meet all legal requirements and to help teachers to secure adequate preparation for the inevitable examination and the required work in the school-room.

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Ohio University and the State Normal College

(1911-1912.)

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BERTHA T. DOWD,
Dean of Women's Hall.

EDNA H. CRUMP,
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AMY M. WEIHR, PH. M., B. PED.,
Critic Teacher, Second-Year Grade.

ELSIE S. GREATHEAD,
Critic Teacher, Third-Year Grade.

WINIFRED L. WILLIAMS,
Critic Teacher, Fourth-Year Grade.

MARGARET A. DAVIS,
Critic Teacher, Fifth-Year Grade.

CORA E. BAILEY, B. PED.,
Critic Teacher, Sixth-Year Grade.

MARGARET L. TILLEY,
*Critic Teacher, Seventh-Year and Eighth-Year
Grades.*

HAIDEE CORAL GROSS,
Teacher Rural Training School

EDITH A. BUCHANAN,
Teacher Rural Training School.

RALPH C. KENNEY,
Curator of the Gymnasium.



LIST OF STUDENTS

Ohio University Summer School, June 19, 1911 -- July 28, 1911.

Adams, Clara Angeline.....	Utica.	Bethel, McKinley	Athens.
Adams, Nancy Ruth.....	Hillsboro.	Bethel, Raymond Culver.....	Plainview, Texas.
Adrian, Howard	Sharpsburg.	Biddle, Benjamin Harrison....	Athens.
Alderman, William Elijah.....	Athens.	Bingman, Carl Wilson.....	Frost.
Alexander, Rosanna Blanche....	Haverhill.	Birney, Etta Grace.....	Scio.
Allen, Alice Kemper.....	Cynthiana, Ky.	Bishop, Paul Ester.....	Hartville.
Allen, Anna Utah.....	Cynthiana, Ky.	Blake, Eugene Thaleon.....	Sidney.
Anderson, Blanche Ethel.....	West Jefferson.	Blosser, Frank Ray.....	Hicksville.
Anderson, Lena	Newark.	Blumenthal, William Raphael..	Cleveland.
Antorietto, Dora Katherine.....	Athens.	Bobbitt, Bertha Edith.....	Orbiston.
Apgar, Blanche Beatrice.....	Loveland.	Bobbitt, Ethel	Orbiston.
Armitage, Harriet Dean.....	Athens.	Bolin, Eleanor	Athens.
Armstrong, Besse Luella.....	Uhrichsville.	Bolton, Gladys Myrtle.....	Findlay.
Armstrong, Lyman Walter.....	Bellville.	Bothe, Edith Helen.....	Steubenville.
Arndt, Mary Hannah.....	Indianapolis, Ind.	Bouts, John Edward.....	South Webster.
Arnert, Dora Maude.....	New London.	Bouts, John Harry.....	South Webster.
Arnold, Mabel Emeline.....	Lima.	Bower, Allen McClellan.....	Coshocton.
Arnold, Pearl Estep.....	Freeport.	Bower, Hazel	Coshocton.
Artherholt, Floy Frances.....	Garrettsville.	Bowers, Florence May.....	Lancaster.
Asher, Ethel Marie.....	New Holland.	Bowles, Hal Chalfan.....	Dexter.
Ault, Adda Hazel.....	Bridgeport.	Brandebury, Helen Gertrude....	Huntington, W. Va.
Ayers, Etta Cornelia.....	Gambier.	Brehman, Hazel Beatrice.....	Bucyrus.
Ayers, Helen Florence.....	Gambier.	Brewer, Pearl Harvey.....	Upper Sandusky.
Bailes, Goldie Myrtle.....	Albany.	Breyfogle, Myrtle Belle.....	Athens.
Bailey, Grace Mae.....	Saginaw, Mich.	Britton, Jesse Brown.....	Martinsville.
Baker, Daisy Dean.....	Cynthiana, Ky.	Brohard, Edith Bronson.....	Coalton.
Balderson, Mary Emily.....	Amesville.	Brooks, Elizabeth Scott.....	Lexington, Ky.
Baldwin, Harley Eugene.....	Cortland.	Brooks, Hilda	Corning.
Balis, Celia Louise.....	Athens.	Brooks, Margaret	New Straitsville.
Balsiger, Russell Sage.....	Stockdale.	Brown, Cora Estella.....	Brownsville.
Barnes, Nora Esther.....	Radcliff.	Brown, Myrtle Beatrice.....	Amesville.
Barnett, Ella Frances.....	Cortland.	Brown, Rosetta Lucy.....	Salineville.
Barnhart, Emily Marie.....	Center Belpre.	Bruning, Clara Alvina.....	Westerville.
Barnhill, Amy Gertrude.....	Guysville.	Buch, Caroline Mary Ella.....	Massillon.
Barnhill, Lulu Anna.....	Guysville.	Buchanan, David Lewis.....	Unionport.
Barnhill, Walter Everett.....	Guysville.	Buchanan, Edith Amanda.....	Basil.
Barrows, Blanche Agnes.....	Rockland.	Buchanan, James William.....	Basil.
Barrows, Mary Frances.....	Rockland.	Buchanan, Elizabeth Phoebe...	Beallsville.
Barth, Carl Morrison.....	Athens.	Buell, Charles Townsend.....	Sugar Grove.
Bartlett, Gertrude	Sonora.	Burch, William	Sidney.
Bates, Ethel	Shawnee.	Burns, Edna Primrose.....	McArthur.
Bates, Verna May.....	Fremont.	Burns, Warren Le lion.....	Belmont.
Batrick, Helen Claire.....	Williamsfield.	Burrell, Rebecca Coe.....	Croton.
Bauer, Walter William.....	Portsmouth.	Burris, Lorena May.....	Mt. Pleasant.
Baughman, Vergil Guy.....	New Marshfield.	Burson, Ethel Frances.....	Shade.
Baumgartner, Minnie Melissa..	Grove City.	Burson, Lucile Coe.....	Shade.
Bean, Bailey F.....	Cadwallader.	Burton, Otis Austin.....	Leesburg.
Beavan, Mayme	New Straitsville.	Bush, Gordon Kenner.....	Athens.
Becker, Lela Virginia.....	Cary, W. Va.	Busic, William Hezekiah.....	Mt. Sterling.
Bedger, Minnie Caroline.....	Hilliard.	Buswell, Nellie	Elyria.
Beery, Ross Charles.....	Lancaster.	Buxton, Bertha Edith.....	Athens.
Begland, Samuel	Gnadenhutten.	Byrne, Irene	Shawnee.
Bell, Arl Mary.....	Athens.	Cable, Julia Luella.....	Athens.
Bell, Bryce	Jeffersonville.	Cable, William Ransom.....	Athens.
Bennett, Emma	Lilly Chapel.	Cagg, Miles Herbert.....	Nelsonville.
Bentley, Harold Jackson.....	Athens.	Caldwell, Frances	Coolville.
Beshore, Dora Alice.....	Mingo Junction.	Call, Cecilia Margaret.....	Hemlock.
Bess, Jennie Belle.....	Brilliant.	Calvin, Margaret Belle.....	Hamden.

Cameron, Albert F.....	Bourneville.	Dallas, Cecil Maria.....	Bainbridge.
Campbell, Annaeelle	Athens.	Danford, Montana.....	Beallsville.
Campbell, Luna Anne.....	Belpre.	Danford, William Averal.....	Fremont.
Carpenter, Ada Vera	Lancaster.	Daniels, Rae	Toronto.
Carpenter, Franklin Clyde....	Athens.	Davidson, Besse Arcada.....	Summersfield.
Carroll, Esther	Martinsville.	Davidson, Edith Mae.....	Summersfield.
Carroll, Nellie Blye.....	East Springfield.	Davies, William Walter, Jr....	Delaware.
Carter, Memphis Tennessee....	Ennis, W. Va.	Davis, Chester Francis.....	Glouster.
Cassidy, Della	Warren.	Davis, Claude Vernet.....	Kinggold.
Chambers, Mary Stier.....	Steubenville.	Davis, Irene	Cortland.
Chan, Tingit Harry.....	Canton, China.	Davis, John Richard.....	Glouster.
Chance, Clifford Wilm't Doug's	Gambier.	Davis, Laura Anna.....	Grove City.
Chaney, Cora Mabel.....	Williamsburg.	Davis, Lena Elizabeth.....	Glouster.
Chappell, Dalton Orrin.....	Shade.	Davis, Mary Winnie.....	Oak Hill.
Cheadle, Georgia	Chillicothe.	Davis, Nora	Oak Hill.
Cheeseman, William Carl.....	Slippery Rock, Pa.	Davis, Ray Albert.....	Beaver.
Cherrington, Homer Vergil....	New Straitsville.	Davis, Winifred Jane.....	Oak Hill.
Chute, Arabella Barker.....	New Straitsville.	Deck, Louise Bertha.....	Newark.
Clark, Elizabeth Edith.....	Hillsboro.	Deerwester, Eva Leona.....	Loyalola.
Clark, Julia Toomey.....	Steubenville.	Dennewitz, Josina Frances....	Chillicothe.
Clark, Laura Marie.....	Bradford.	Dewhirst, Clemmie Billias....	Huron.
Clayton, Josie Vienna.....	Croton.	Dickson, Amy Agnes.....	Bartlett.
Clement, Verna Pauline.....	Kenton.	Dickson, John Bernard.....	Athens.
Cline, Edna Blanche Clare....	Albany.	Dillinger, Herbert Franklin....	Athens.
Cline, Elizabeth Faye.....	Albany.	Dixon, Florence Mary.....	Swifts.
Cochran, Robert	Mt. Vernon.	Dixon, James Floyd.....	Oak Hill.
Coe, Mabel Mae.....	Albany.	Dixon, John Herbert.....	Murray.
Coit, Elizabeth Rogers.....	North Fairfield.	Dixon, Ollie Anson.....	Pikeston.
Collins, Anastasia Teresa.....	Athens.	Doll, Mary Inez.....	Lucasville.
Collins, Jacob Roland.....	Athens.	Doran, Olive Evangeline.....	Gahanna.
Colvin, Ione	Omega.	Dornan, Edith	Marietta.
Comstock, Joseph Hooker.....	Athens.	Dougan, Stanley	Chesterhill.
Cook, Ruth Blair.....	Portsmouth.	Drake, Jesse Sanford.....	Corning.
Cooke, Almira Frances.....	Leesburg.	Dreisbach, Fern E.....	Findlay.
Cooney, Elva Ruth.....	Lancaster.	Drummond, Jennie Mae.....	Oak Hill.
Cooper, Gilbert Floyd.....	McConnelsville.	Du Bois, Herman Henry.....	Vigo.
Coovert, Edward Alexander....	Eldorado.	Duckworth, Walter Scott.....	Cutler.
Copeland, Lucile Ernestine....	Stewart.	Duga, Nettie Sara.....	Bellaire.
Copeland, Thomas Harold.....	Athens.	Dunkle, Wilson Scott.....	Circleville.
Copeland, Wm. Franklin, Jr....	Athens.	Dunlap, Howard Leroy.....	Flushing.
Corlett, Lizzie Edna.....	Warrenssville.	Dunlap, Oscar Ellsworth.....	Flushing.
Corner, Newell David.....	Swifts.	Dunn, Ruth Agnes.....	Brilliant.
Cosler, Marie Shank.....	Dayton.	Dunstan, Flavia Adelaide.....	Granville.
Cotner, Paul	Athens.	Dustheimer, Oscar Lee.....	Thornville.
Cotter, Ruth Margaret.....	Corning.	Dustin, Cecil Rome.....	Pioneer.
Cotter, Violet Beatrice.....	Corning.	Dye, Frank Argyll.....	Zanesville.
Coulter, Lola	Sayre.	Dyer, John Ruskin.....	Clarington.
Coulter, Zelma	Sayre.	Eaton, Rena	New Vienna.
Coultrap, Manley Lawrence....	McArthur.	Edgerton, Alice H.....	Chesterhill.
Cox, Ray Valentine.....	Proctorville.	Eldridge, Amy	Cutler.
Cox, Stanley Donald.....	New Concord.	Ellington, Leona Irene.....	Waverly.
Craft, Otis Raymond.....	Sarahsville.	Ellis, Goldie May.....	New Vienna.
Cramer, Lucy Aretha.....	Athens.	Elson, Delma Viola.....	Athens.
Crawford, Lena Anna.....	Roxabel.	Elson, Winfred	Athens.
Creamer, George Fulton.....	Bridgeport.	England, Osie	Chillicothe.
Creighton, Omar Clark.....	Glenford.	Evans, Anna Lenore.....	Glouster.
Criswell, Mary Elinor.....	Ripley.	Evans, Margaret Ellen.....	Portsmouth.
Crone, Mabel Edna.....	Oberlin.	Evans, Mary	Athens.
Crossen, Constanze Zura.....	Athens.	Evans, Nellie	Granville.
Crow, George H.....	Harrisonville.	Everett, Bertine Evelyn.....	Athens.
Cuckler, Dicie Enita.....	Athens.	Everhart, Walter H.....	West Lafayette.
Cullum, William Price.....	Athens.	Eves, Edward Holt.....	Columbus.
Cummins, Mary Elizabeth.....	Steubenville.	Ewers, Mary Elizabeth.....	Belmont.
Cunningham, Mabel Katurah....	Steubenville.	Falloon, Helen Worth.....	Athens.
Curless, Minnie Daugherty....	Blanchester.	Fankhauser, Edwin Thomas....	Sardis.
Curtis, Grace	Amesville.	Farrar, Leonard Cecil.....	Charleston, W. Va.
Dais, Katherine	Athens.		

Farrar, Naola May.....	Charleston, W. Va	Hall, Linnie Letitia.....	Athens.
Fattig, Perry Wilbur.....	Athens.	Hall, William Loring.....	Athens.
Feiock, Edward Clement.....	Lewisville.	Hammack, Bessie Machlin.....	Lancaster.
Fenner, Bessie Olive.....	Galloway.	Hammond, Carrie Thorne.....	Milan.
Ferguson, Edith Lizzie.....	Milan.	Hampson, Charles Marlowe....	Pleasantville.
Field, Emory Alexander.....	Middleport.	Hampton, Ada Augusta.....	Lexington, Ky.
Fierstos, Elizabeth Christine...	Canton.	Hampton, Roxy May.....	Nelsonville.
Finnell, Clara H.....	Athens.	Hancher, Louise Eleanor.....	Athens.
Finsterwald, Edwin	Athens.	Handley, Cecil Worth.....	Ironton.
Finsterwald, Russell Weihr.....	Athens.	Hann, Mary Ethel.....	Stockport.
Fishel, Florence Beryl.....	Pleasant City.	Hansen, Adelene Elizabeth....	Bellevue.
Fishel, Waite Philip.....	Pleasant City.	Hansen, Jennie Rosalie.....	Bellevue.
Fisher, Lamoyné Dennis.....	Harrisville.	Haptonstall, Eva Alma.....	Middleport.
Fisher, Mary Etta.....	Payne.	Hardin, Edith Lucretia.....	Gambier.
Fissel, Carrie J.....	New Carlisle.	Harkins, Florence Ellen.....	Woodsville.
Flood, John William.....	Rushville.	Harper, Aileen Loretta.....	Keystone, W. Va.
Floyd, Leafy Gretelle.....	South Perry.	Harper, Carrie Bessie.....	Wellston.
Foltz, Iva Grace.....	North Baltimore.	Harper, Ethel	Harper's Station.
Fox, Marie Helen.....	Smithfield.	Harper, Lillie Inez.....	Jackson.
Frampton, Edgar Clark.....	Creola.	Hart, Denver Thomas.....	Carey.
Frazier, Helen	South Zanesville.	Hart, Henry R.....	Carey.
French, Joanna Carrie.....	Jackson.	Harvey, Donald Lee.....	Lancaster.
Frost, Loah Lucile.....	Marietta.	Hastings, Lucile Fuller.....	Columbus.
Frost, Eva Della.....	Athens.	Hatfield, Susie Sophronia.....	Croton.
Fry, Mary Mabel.....	Fremont.	Hawk, Katherine Vernon.....	Ripley.
Fulks, Ben Floyd.....	Dresden.	Hawk, Stella Maude.....	Ripley.
Fulwider, William Elbert.....	Athens.	Heath, James Lewis.....	Gillespieville.
Funk, Agnes M.....	West Carlisle.	Hedges, Effie Harper.....	Caliz.
Garber, Elizabeth Gertrude.....	Bellville.	Hemphill, Winona	Copley.
Gaskill, Pearley	Athens.	Henderson, Okey Carl.....	Portland.
Gates, Harold Taylor.....	Zanesville.	Henderson, James Frederick...	Portland.
Gavitt, Harry Anway.....	Fremont.	Herb, Margaret Grace.....	Steubenville.
Gerke, Anna Lorayne.....	Rayland.	Herbst, Georgia Sinclair.....	Steubenville.
Gibbons, Freda Lenora.....	Philo.	Herrold, Daisy Irene.....	Nelsonville.
Gillette, Edna Elizabeth.....	Fremont.	Herrold, Rose Ella.....	Nelsonville.
Ginnan, Mary Ellen.....	Athens.	Heskett, Harrison Allison.....	Bethesda.
Glass, Mary Adelia.....	Moxahala.	Hesse, Myrtle Lucile.....	Roseville.
Glenn, Hazel Mary.....	Gallipolis.	Hewetson, Minnie Elizabeth....	Amanda.
Goddard, Charles Curtis.....	Cutler.	Hickox, Jay Gilmore.....	Novelty.
Goddard, Fred Benoni.....	Cutler.	Higgins, Clinton Orbin.....	Mt. Gilead.
Goldsberry, Blaine Randolph....	Athens.	Higgins, Hannah Louise.....	Athens.
Goldsworthy, John	Glouster.	Higgins, Hannah Lucile.....	Athens.
Goodrich, John Atherton.....	Lee's Creek.	Higgins, Leight Monroe.....	Athens.
Gorslene, Bessie Mabel.....	Athens.	Higley, Brewster Shott.....	Athens.
Graham, Charlotte Marie.....	Newark.	Hixson, Elizabeth Jeannette....	Chauncey.
Graham, Lawrence	Dresden.	Hodges, Gladys Florence.....	Mt. Sterling.
Graham, Lou Eva.....	Reynoldsburg.	Hoffman, Jennie Belle.....	Lancaster.
Graham, Myrtle Lillian	Athens.	Hogan, Mary Estella.....	Wellston.
Gramm, Alice Ethel.....	Jackson.	Holder, Alice Laura.....	Baltimore.
Gray, Mabel Clare.....	Wilkesville.	Holsbooy, Harvey Le Roy.....	Mineral City.
Gray, May Eleanor.....	Medina.	Hoop, Laura Gertrude.....	Jackson.
Greathead, Elsie Selene.....	McConnellsburg, Pa.	Hoover, Emin Earl.....	Beaver.
Green, Dora Nell.....	Logan.	Hoover, Silvia	Middle Branch.
Greisheimer, Essie Maude.....	Chillicothe.	Hopkins, Lizzie Otey.....	Charleston, W. Va.
Griffith, Leona B.....	Granville.	Hopkins, Marshall Homer.....	Wharnccliffe, W. Va.
Grimes, John Odus.....	Cumberland.	Horn, Dorothy	Ironton.
Grover, Elizabeth Genevieve....	Albany.	Horton, Estella Florence.....	Oak Hill.
Grubb, Don Dean.....	Arcadia.	Howard, Frances Eliza.....	Chauncey.
Guthery, Gladys Norma.....	Delaware.	Howe, Clara Bartley.....	Lexington, Ky.
Hadley, Florence Elizabeth....	Wilmington.	Hubbard, Helen Julia.....	Akron.
Hall, Ada Bearn.....	Nova.	Huddleston, Jex Winifred.....	Grove City.
Hall, Bessie May.....	Lowell.	Huffman, Hazel Dell.....	Circleville.
Hall, Carrie Florence.....	Lowell.	Hufford, Besse	Bremen.
Hall, Clara May.....	Olena.	Hughes, Cora Eloise.....	Lowell.
Hall, Dale Clifford.....	Great Bend.	Hulse, Walter Harrison.....	Rockbridge.
Hall, Jesse Charles.....	Glouster.	Hunt, Sylvia Atwater.....	Conneaut.
		Hupp, James Lloyd.....	Hemlock.
		Hussey, Cyril Cristopher.....	Sidney.

- Hutcheson, Bernice May..... Salem.
 Hutchins, Flo Estelle..... Nelsonville.
 Hutchinson, Lucinda Evelyn.. Derby.
 Hutt, Martha Keziah..... Waverly.
- James, Margarette, Elizabeth... Steubenville.
 Jeffers, Everett Earl..... Coal Run.
 Jeffers, Mabel Mae..... Coal Run.
 Johnson, Alberta Adelle..... Vermillion.
 Johnson, Blanche Mabel..... Athens.
 Johnson, Carrie Edna..... Waverly.
 Johnson, Helen Turner..... Kimball, W. Va.
 Johnson, Lincoln Homer..... Athens.
 Johnson, William Douglas..... Kimball, W. Va.
 Johnston, Reed Seth..... Summit Station.
 Jones, Amanda Sophie..... Buckingham, Va.
 Jones, Anna Laura..... Portsmouth.
 Jones, Dorcas Oak Hill.
 Jones, Mostyn Lloyd..... Athens.
 Jones, Olwen Elizabeth..... Athens.
 Jones, Roger Johnson..... Athens.
 Jones, Rupel Johnson..... Athens.
 Jump, Bernice Ora..... Huron.
 Justice, Ivan Silbaugh..... Darbyville.
- Kagey, Mabel Anna..... Baltimore.
 Kahler, Margaret Katherine... Conneaut.
 Kahnheimer, Flora Rachel.... Cardington.
 Keeler, Iva Irene..... New Matamoras.
 Keeler, Marie New Straitsville.
 Keenan, Edna Rose..... Fremont.
 Kelley, Mabel Louise..... Newport News, Va.
 Keep, Amma Dee..... Bridgeport.
 Kennard, Mattie Estelle..... Carbondale.
 Kennard, Minnie Theora..... Carbondale.
 Kennedy, Blanche Hamden.
 Kennedy, Mary Edith..... Hamden.
 Kenney, Octa Athens.
 Kenney, Ralph Clinton..... Athens.
 Kerns, William Sherman..... Beaver.
 Kette, Floy Dee..... New Matamoras.
 Keyser, Florence Gertrude.... Woodsfield.
 Kibbey, Hazel Ruth..... Martinsville.
 Kidd, Callie May..... McConnellsville.
 Kilbury, Levi Earl..... West Jefferson.
 Kimball, Jessie Watkins..... Wellston.
 King, Elizabeth Eulalie..... Glouster.
 King, Hazel Amanda..... Newton Falls.
 Kinsey, Emily Mae..... Chesterhill.
 Kirkendall, Luella Blanche.... Hamden.
 Kistler, Carl John..... Bremen.
 Kitchen, Orpha Elizabeth..... Oak Hill.
 Knecht, Fannie Evangeline... Lancaster.
 Knight, Charles Kelley..... Athens.
 Kochheiser, Freda Hazel..... Bellville.
 Koons, Lena Imogene..... Athens.
 Koons, Nelle Murael..... Athens.
 Kraus, Eva Bellingham, Wash.
 Kreager, Elton Allen..... Zanesville.
 Kring, Ella M..... Westerville.
 Krout, Jennie Mary..... Bremen.
 Krout, Webster Sherburn..... Bremen.
 Kumler, Nellie Elizabeth..... Baltimore.
- Lavin, Helen Mary..... Newark.
 Lavine, Anna Clare..... Steubenville.
 Law, Christine Elizabeth..... Chauncey.
 Lawless, Emma Clare..... Bidwell.
 LeMaster, Daisy Beatrice..... Charleston, W. Va.
 LeMaster, Grace Delilah..... Charleston, W. Va.
 LeRoy, Frank Coats..... Athens.
 Lease, Leland Jacob..... East Liberty.
 Leckrone, Maurice S..... Glenford.
 Lee, Estella Clarissa..... Athens.
 Lehman, Bessie Beatrice..... Toloso.
 Leichtenstein, Erla Evalina... Lisbon.
 Lenner, Bernice Eugenia..... Fremont.
 Leon, Leonard Koh..... Canton, China.
 Lewis, Luella Marengo.
 Leydorf, Clara Catherine..... Perrysburg.
 Lim, Wee Kim..... Bencoolen, Sumatt
 Livingston, Calvin Clinton.... Urbana.
 Livingston, Lena Hamersville.
 Llewellyn, Orpha May..... New Marshfield.
 Lloyd, Louise McLane..... Cadiz.
 Logan, Edward Wilson..... Athens.
 Logan, John Arthur..... Athens.
 Logan, Ruth Arena..... Painesville.
 Lohr, Clara Catherine..... Warren.
 Lohr, Thomas William..... Painesville.
 Lomax, Josephine Beatrice.... Buckingham, Va.
 Love, Agnes Estelle..... Swifts.
 Low, Edna Belle..... West Salem.
 Lucas, Elisha Edwin..... Morristown.
 Luntz, Nellie Marie..... Steubenville.
 Luttrell, James Emerson..... Sabina.
 Lynch, Flora Cordelia..... New Marshfield.
- McClure, Linnie Ada..... Oak Hill.
 McClure, Margaret Ellen..... Oak Hill.
 McCorkle, Walker Ellsworth... Dawson.
 McCormick, Edith McMinn.... Youngstown.
 McDonald, Flora Vista..... McConnellsville.
 McGlashan, Florence Blanche.. Caldwell.
 McHenry, Nell Athens.
 McIlquaham, Minnie Forbes... Toledo.
 McKelvey, Glenwood Fulton... Norwich.
 McKenzie, Elizabeth Sarah... Circleville.
 McKenzie, Katherine Cecilia.. Circleville.
 McKinney, Omalee Irene..... Lynchburg.
 McLaughlin, Jenny Max..... Wilkesville.
 McLean, Mary Elizabeth..... East Liverpool.
- McNeal, Florence E..... Waterford.
 McVay, Charles Don..... Athens.
 Mace, Lulu Edna..... Athens.
 Mackey, Helen Payne..... Tyrell.
 Major, Virgie Eleanor..... Middleport.
 Mallarnee, Ethel Rebekah.... Freport.
 Mallett, Harry Emmett..... Summerfield.
 Mallett, Jennie Summerfield.
 Mann, Samuel David..... Athens.
 Mansfield, Stanley Athens.
 Mansfield, Virgil Don..... Athens.
 Marshall, Iva Gladeen..... Coshocton.
 Martin, Flora Louise..... Athens.
 Martin, Maye Gertrude..... Albany.
 Mason, Grace Wilson..... Corning.
 Mason, Thomas Jefferson..... Cynthiaana, Ky
 Masterson, George Ellsworth.. Cedarville.
 Matheny, Clarence Albert.... The Plains.
 Matson, Mabel May..... Millfield.
- Lane, Patti Zanesville.
 Langenberg, Fred Charles..... Beverly.
 Langley, Mabel Corning.
 Lash, Faye Ardelle..... Athens.

- Maxwell, Jesse Lee..... Athens.
 May, Clyde Franklin..... Circleville.
 Mayes, Tevara Coleman..... Lexington, Ky.
 Mechling, George Vernon..... Glenford.
 Mechling, Mary Elizabeth..... Lancaster.
 Meeker, Mina Ray..... Beecher.
 Meenan, Joseph Lafayette..... McLuney.
 Mello, de, Jose Carlos..... Para, Brazil, S. A.
 Merchant, Fannie Dell..... Delaware.
 Merrick, William Russell..... Kensington.
 Merrin, Anna Gladys..... Mt. Vernon.
 Merritt, George Wood..... Athens.
 Merritt, Kathleen Wood..... Athens.
 Merry, Ruth Rose..... Milan.
 Merwin, Margaret Blanche..... Athens.
 Miller, Earle Augustus..... Athens.
 Miller, Edna Pauline..... Darbyville.
 Miller, Fletcher McCoy..... Athens.
 Miller, Harry Percy..... Athens.
 Miller, Kathryn Margaret..... Chillicothe.
 Miller, Mary Magdalene..... Lilly Chapel.
 Millikan, Agnes Dyson Beck... Athens.
 Mills, Lewis Harold..... Athens.
 Mills, Grover Cleveland..... Athens.
 Minch, Henrietta Josephine... Marietta.
 Minnich, Wilma Lucile..... Uhrichsville.
 Mitchell, Enid Geraldine..... New Matamoras.
 Mitchell, Hazel Hortense..... Rockland.
 Mitchell, Mabelle Emma..... Newark.
 Mizer, Jessie Mae..... Newcomerstown.
 Mobley, Gertrude Edna..... Armstrong's Mills.
 Mohler, Daniel Dee Hufford... Webb Summit.
 Monahan, Virgil..... Hamden.
 Moody, Vittoria..... Bartlett.
 Moore, Frederick Darrell..... Athens.
 Moore, Grace Cleo..... Crooksville.
 Moore, Irvie Meechem..... Byesville.
 Moore, Jo Alma..... Athens.
 Moore, Mabel Matilda..... Hillsboro.
 Morel, Mabel Anniss..... Medina.
 Morgan, James Grover..... Groveport.
 Morgan, Mamie Clara..... Clarksburg.
 Morris, Edward Armstrong... Highland.
 Morris, Mary Jane..... Magrew.
 Morris, Nellie Abigail..... Magrew.
 Morse, Goldie Anne..... Albany.
 Morton, Helen Black..... Brownsville.
 Morton, Sara Margaret..... Brownsville.
 Mowbray, Bessie Irene..... Bridgeport.
 Muhleman, Edith Irene..... Bridgeport.
 Mullenix, John Harrison..... Belfast.
 Mullett, Marian..... Newcomerstown.
 Murbach, Elizabeth..... Elyria.
 Murphy, Marian Elizabeth..... Steubenville.
 Murray, Albert Leroy..... Jelloway.
 Musgrave, Walter..... Athens.
 Myer, Florence..... Newark.
 Myers, Jay Arthur..... Athens.
 Naylor, Lucile..... Malta.
 Neff, Hazel Margaret..... Warnock.
 Nesbett, Mabel..... Grafton.
 Nesbitt, Hannah Mary..... Bellaire.
 Nesbitt, Margaret Anne..... Bellaire.
 Nixon, Ernest Leland..... New Plymouth.
 Nixon, Hugh Henry..... New Plymouth.
 Norris, George Newton..... Stewart.
 Norris, Henry Herman..... Stewart.
 Nye, Don Carlos..... Chauncey.
 Nye, Earl Lemoyne..... Athens.
 O'Connor, Gertrude..... Stewart.
 O'Connor, Delia..... Alice.
 Odle, Ruth Marie..... Friendship.
 Ogan, Margaret Louise..... McArthur.
 Oxley, Lena Bertine..... Athens.
 Palmer, Alta Eliza..... Pataskala.
 Palmer, Horace Dutton..... Athens.
 Parker, Gail W..... Findlay.
 Parker, Mary Margaret..... Athens.
 Parker, Sidney Lester..... Athens.
 Parker, Willard Joseph..... Chesterhill.
 Parker, William Floyd..... Athens.
 Parks, Hazel Jennie..... East Springfield.
 Parks, Huth Whitford..... Cadiz.
 Parks, Ralph Waldo..... Nelsonville.
 Parr, Charles Hamilton..... Great Bend.
 Parrett, William..... Bourneville.
 Parrott, Joseph Lawrence..... Mendon.
 Partee, Blake Cameron..... Evansport.
 Patrick, Elizabeth Marie..... Lewistown.
 Patterson, Anna Gail..... Shadyside.
 Patterson, Georgia Leona..... Sonora.
 Patterson, Jay Robert..... Shiloh.
 Patton, Josephine..... Portsmouth.
 Patton, Minnie Maude..... Belpre.
 Pelley, Mary Vance..... Mingo Junction.
 Pelton, Ethelwynn..... Cincinnati.
 Peoples, Jessie Mabel..... Mt. Giload.
 Perry, Louise Rebecca..... Nelsonville.
 Peterson, Opal Louise..... Delta.
 Petry, Ethel Caroline..... Seventeen.
 Petty, Blanche..... Rockland.
 Phister, Mabel Josephine.... Pataskala.
 Phelps, Rilda Inez..... Xenia.
 Pinckney, Mary Starr..... Columbia Station.
 Pittinger, Clarence Truec..... Shelby.
 Plummer, Thomas Herbert.... Malta.
 Pond, Walter Allen..... Athens.
 Porter, Frances Hannah..... McConnellsville.
 Porter, Isabel..... New Straitsville.
 Portz, Adella Alice..... Stone Creek.
 Portz, Edwin Arthur..... Stone Creek.
 Portz, Francis Milton..... Stone Creek.
 Posey, Besse..... Washington C. H.
 Pownall, Horton Calahan..... Pomeroy.
 Price, Frederick Nicholas..... Arlington.
 Price, Jennie Lovina..... Athens.
 Price, John Henry..... Athens.
 Price, Marie Louise..... Athens.
 Pritchard, Edna..... Radnor.
 Pritchard, Marguerite Gillan.. North Baltimore.
 Pugh, Everett Ellsworth..... Jacobsburg.
 Pugh, Grace Mildred..... Roxbury.
 Pugh, Ira Ross..... Armstrong's Mills.
 Putnam, Israel..... Athens.
 Pyers, Bessie..... East Liberty.
 Pyers, Grace..... East Liberty.
 Quin, Anna Rosalie..... Mingo Junction.
 Quinn, Francis Martin..... New Lexington.
 Rambo, Florence Marie..... Zanesville.
 Rapp, Minta Myrle..... Jackson.
 Ray, Viva Louisa..... Hamden.

- Ream, Helen May..... Canton.
 Ream, Violet Katheryne..... Somerset.
 Reef, George Wesley..... Round Bottom.
 Reeves, Olive Marie..... Jerseyville.
 Reighley, Alice May..... Berlin Heights.
 Reinke, Helen Eugenia..... Gnadenhutten.
 Reiter, Lula Wilhelmina..... Marietta.
 Rice, Jennie..... Omega.
 Richards, John Conrad..... Carrollton.
 Richardson, Ella Rebecca..... Woodstown, N. J.
 Richeson, Marian C..... Athens.
 Ridenour, Clarence Ray..... New Lexington.
 Ridenour, Harry Lee..... New Lexington.
 Ridenour, Margaret May..... New Lexington.
 Riley, Walter Emmett..... Athens.
 Riley, Harry Weidman..... Athens.
 Roach, Hazel Putnam..... Athens.
 Roberts, Emmett Ephraim..... McConnellsville.
 Roberts, George Shannon..... Glouster.
 Roberts, Jessie Marie..... Sidney.
 Roberts, Olive Jane..... Sidney.
 Robins, Lela Foss..... Pleasant City.
 Robinson, Anna Elizabeth..... Newark.
 Robinson, Blanche..... Bidwell.
 Robinson, Elizabeth Vivian..... Hanging Rock.
 Robinson, Helen Hunt..... Cincinnati.
 Robinson, Margaret J..... West Carlisle.
 Robinson, Maude Jane..... Institute, W. Va.
 Rogers, Ella K..... Jacksontown.
 Rogers, Thomas H..... Mason.
 Roome, Elizabeth..... Sistersville, W. Va.
 Root, Alexander..... Athens.
 Root, Mary Lucile..... Middleport.
 Rose, Mabel Ada..... Orient.
 Rose, Reed Phillips..... Athens.
 Rossetter, Howard Monroe..... Athens.
 Roswurm, Ruth..... Kelley's Island.
 Rowland, Clarence Eldo..... Brown's Mills.
 Rowland, Wilda Agnes..... Roxbury.
 Rubrake, Frances Katheryn..... Lowell.
 Russell, Mary Luella..... Sarahsville.
 Ruth, Clifford Everett..... Shade.
 Rutledge, Letha Jane..... Jackson.
- Salters, James Morris..... Athens.
 Sanders, Mary Captolia..... New Marshfield.
 Sanderson, Albert..... West Austintown.
 Sanford, Robert Mason..... Defiance.
 Saunders, Ardelia Elizabeth..... Maybury, W. Va.
 Saunders, Arthur Claire..... Findlay.
 Schadle, Lulu Estelle..... Frankfort.
 Schaefer, Otto Walter..... Carroll.
 Schauseil, Ada Amelia..... Waverly.
 Schettler, Pauline Henrietta..... Wellston.
 Schisler, Fred Lester..... Pleasantville.
 Scott, Beulah Lorene..... Nelsonville.
 Sears, Margaret Ellen..... Lancaster.
 Sellers, Theodore Fay..... Somerset.
 Shackelford, Effie Ethel..... Oak Hill.
 Shane, Florence Winona..... Steubenville.
 Shannon, Alice Magdalena..... New Marshfield.
 Shannon, Ella Veronica..... New Marshfield.
 Shanton, Leora..... Williamsport.
 Shanton, Minta Marie..... Williamsport.
 Sharp, Charles Forrest..... Lucasville.
 Sharp, David Benjamin..... Athens.
 Sharritt, Chloe Wilda..... Newark.
 Sherman, Alice Louise..... Wilmington.
- Sherman, Myra Oica..... Shadeville.
 Shields, Buren Riley..... Crooksville.
 Shields, Lydia Brooks..... Crooksville.
 Shields, Mary Hamilton..... Crooksville.
 Shilliday, Clarence Lee..... New Milford.
 Shirkey, Della Miriam..... Jacksonville.
 Shoemaker, John Henry..... Chillicothe.
 Shoemaker, Ora Faith..... Picketon.
 Shriver, Columbia Ellen..... Caldwell.
 Silvus, Paul..... Athens.
 Sitterly, Effie De Lancey..... Greenwich.
 Sivard, Keturah Pearl..... Toronto.
 Skinner, Charles Edward..... Newark.
 Skinner, Dorothy Harriet..... Wilksburg, Pa.
 Smith, Albert Truman..... Big Plain.
 Smith, Anna Elizabeth..... Waverly.
 Smith, Benjamin Franklin..... Athens.
 Smith, Ethel Marie..... Copley.
 Smith, Flossie May..... Castalia.
 Smith, Golda Abbie..... Mt. Sterling.
 Smith, Leon Eugenia..... Athens.
 Smith, Lillian May..... Creola.
 Smith, Lola Mayme..... Hamden.
 Smith, Nellie Lavina..... Newark.
 Smith, Vernon V..... Lancaster.
 Smith, Winifred Racina..... Pomeroy.
 Snyder, Grace..... Murray.
 Soliday, Leroy M..... Carroll.
 Spencer, Alice E..... Zanesville.
 Spohn, Burrell Blakeney..... Brownsville.
 Spracklen, Arlo Janiza..... Kenton.
 Spracklen, Myrtle Pearl..... Kenton.
 Sprowls, Ferne Loceta..... Waterford.
 Stage, John Edward..... Lancaster.
 Stage, William Addison..... Athens.
 Stailey, Charles Elmo..... Athens.
 Stanton, Flora Mae..... New Marshfield.
 Steel, Alice Blanche..... Jackson.
 Stevens, Bertha May..... Gillespieville.
 Stevenson, Anna Faye..... Lancaster.
 Stewart, Allyn Dawn..... Cynthiaana, Ky.
 Stewart, Bertha Minnetta..... Poland.
 Stewart, Charles G..... Hockingport.
 Stewart, Lottie Viola..... Lexington, Ky.
 Stewart, Mabel..... Findlay.
 Stewart, Mary Edna..... Poland.
 Stewart, Mary Elizabeth..... Lexington, Ky.
 Stewart, Mattie Marie..... McArthur.
 Stiff, Mattie..... Murray.
 Stine, Elsie Ora..... Creola.
 Stine, Wilmer Evert..... Creola.
 Stone, Rufus Emmett..... Rushville.
 Stonerock, Georgianna..... Williamsport.
 Stonerock, Margaret Mogan..... Williamsport.
 Strahl, Blanche..... Hamden.
 Sutherland, David Lewis..... Washington C. H.
 Suter, Stella Nettie..... Hannibal.
 Swisher, Ethel Nora..... Pataskala.
 Switzer, Charles Carroll..... Williamsfield.
 Sykes, Lulu May..... New Martinsville.
- Talbott, Nannie Viola..... Cynthiaana, Ky.
 Tannahill, Ethel Beatrice..... Logan.
 Taylor, Amy Prue..... Washington, C. H.
 Taylor, Lena Frances..... Bainbridge.
 Taylor, Lola Bernice..... Good Hope.
 Taylor, Mary Ho..... Good Hope.
 Teeling, Rudy Bell..... Millersburg.

Tewksbury, Carl Logan.....	Blanchester.	Weekley, Bertha Lesta.....	Armstrong's Mills.
Thomas, George Henry.....	Cheshire.	Wegener, Julia Alma.....	Higginsport.
Thomas, Hazel Anna Ruth....	Athens.	Welch, Edwin Charles.....	Athens.
Thomas, Mabel Marvel.....	Chesterhill.	Welday, Samuel Oliver.....	Bloomingtondale.
Thomas, Rose Anna.....	West Lafayette.	Welsh, Ethel Mae.....	Glen Roy.
Thomas, Winifred Audrey....	West Lafayette.	Welsh, John Douglas.....	Carpenter.
Thompson, Florence May.....	Urichsville.	Welsh, Martha Lovina.....	Carpenter.
Thompson, Goldie Belle.....	Bowerston.	Wenrick, Key Elizabeth.....	Canton.
Thompson, Ida May.....	Athens.	West, Grover Edgar.....	Rainsboro.
Thorpe, Eva Marie.....	Coshocton.	West, Lee Mitchell.....	Norwalk.
Thrall, Gail Beatrice.....	Bethesda.	West, Nondas.....	Lynchburg.
Tom, Robert Bruce.....	New Concord.	Wharton, Edith Marjorie....	Mineral.
Tomlinson, Cecil Roy.....	Delphi.	Whipple, Howard Everett....	Chesterland.
Tong, Ka Chang.....	Canton, China.	White, Eliza Lorena.....	Cbandlersville.
Trainer, John Hagan.....	Steubenville.	White, Joseph Cook.....	Norwich.
Treudley, Helen Moss.....	Athens.	White, Robert Lee.....	Logan.
Treudley, Ruth.....	Athens.	Whiteside, Edward Thomas...	Mt. Sterling.
Troendly, Fannie Ruth.....	Stone Creek.	Whiting, Ena Malissa.....	Glouster.
Trotman, Bruce Guy.....	Coshocton.	Wieteki, Florress Katherine...	Ironton.
Tsui, Wellington Kom Tong...	Canton, China.	Wilcher, Amelia Rives.....	Charleston, W. Va.
Turner, Stella.....	Roxabel.	Wilkes, Ernest Constantine...	Athens.
Tuttle, Harley Angelo.....	Diamond.	Wilkes, Marie Carsonia.....	Athens.
Tyler, Loretta.....	Grove City.	Wiley, Nathaniel.....	Kimball, W. Va.
		Williams, Arthur Hilbert....	Athens.
Ulrich, Cordelia Adeline.....	Port Washington.	Williams, Cora Almira.....	Roxabel.
Underwood, Michael Beal....	Howard.	Williams, Jennie.....	Steubenville.
		Williams, Mary Lee.....	Charleston, W. Va.
Valentine, Helen Rachel.....	Murphy.	Williams, Verna Louise.....	Salem.
Valentine, Mary Winifred....	Lancaster.	Williamson, Charles Owen....	Lancaster.
Van Atta, Pleasy Leonard....	New Lexington.	Willison, Elsie Grace.....	Croton.
Van Scoyoc, Le Vaughn Grace	Wayne.	Wills, Ernest Everett.....	Beecher.
Van Valey, Gladys Lucile....	Athens.	Wilson, Mary Eleanor.....	Shade.
Vanderslice, Marie Llewellyn..	Athens.	Withers, Anna Mae.....	Cynthiana, Ky.
Varner, May.....	Black Run.	Witherstine, Ruth Ellen....	Lodi.
		Wolf, Byron Armstrong.....	Athens.
Waggoner, Clada Ruth.....	Jewett.	Wolf, Jennie.....	Newark.
Wagner, George Everett.....	Sugar Grove.	Wood, Austin Vorhes.....	Athens.
Walburn, Wesley.....	Carpenter.	Wood, Ernest Richard.....	Albany.
Walcott, Fannie.....	Gnadenhuetten.	Wood, Laura Ethel.....	Austin.
Wallace, Martha Esther.....	Nelsonville.	Wood, Robert Simpson.....	Athens.
Wallace, Mary Iva.....	Jacobsburg.	Wooddell, Harriet Alice....	Wakefield.
Wallis, Callie King.....	Athens.	Worden, Blanche Ella.....	Center Belpre.
Waltermire, Arthur Beecher...	Findlay.	Wright, Vera Lois.....	North Fairfield.
Waltz, Kathryn Florence.....	Delta.		
Ward, Elsie La Gertie.....	Bethesda.	Yarnall, Floyd Lindley.....	Waterford.
Ward, Flora Sarepta.....	Williamsfield.	Yoakem, Thomas Douglas....	Vigo.
Ward, Mary.....	Athens.	Young, Harry Curtis.....	Millersburg.
Ward, Theron William.....	Athens.	Young, Ina Alice.....	Belmont.
Warner, Edna May.....	Utica.	Young, Iva L.....	Everett.
Warner, Nora Geresa.....	Oreton.		
Watkins, Charles Burr.....	Athens.	Zangmesiter, Charles.....	Lithopolis.
Watkins, Mary Carson.....	Athens.	Zenner, David Roe.....	Athens.
Watts, Sallie Margaret.....	Bidwell.	Zimand, Elizabeth Sara.....	Brooklyn, N. Y.
Weaver, Alice Mildred.....	Ashville.		
Weber, Maud Antoinette.....	Dexter City.	Total.....	883