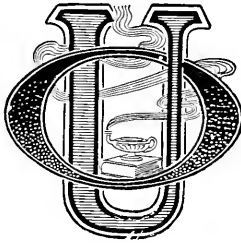


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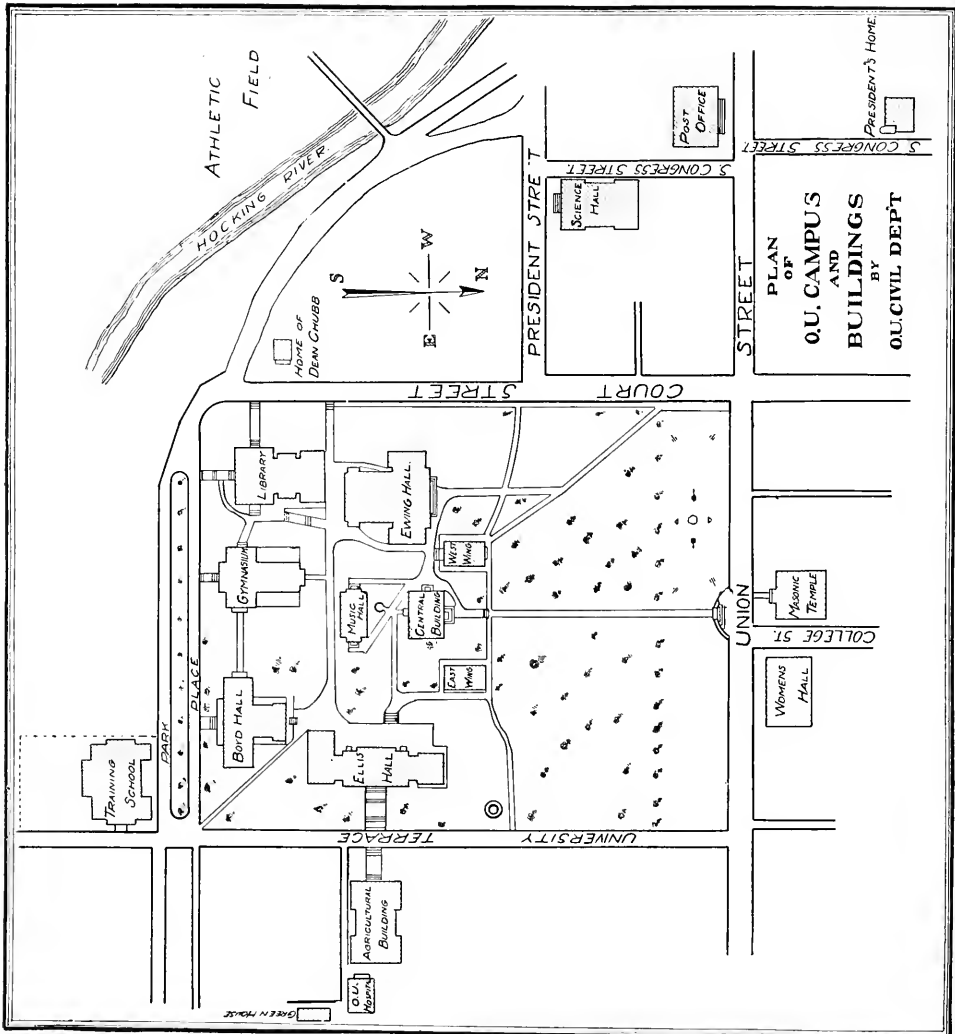
OHIO UNIVERSITY

BULLETIN



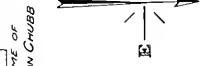
SUMMER TERM

1914



ATHLETIC FIELD

HOCKING RIVER



HOME OF DEAN CRABB

PRESIDENT STREET

SCIENCE HALL

POST OFFICE

STREET

S CONGRESS STREET

PRESIDENT'S HOME

PLAN OF
O.U. CAMPUS
AND
BUILDINGS
BY
O.U. CIVIL DEPT

COURT STREET

DARK PLACE

TRAINING SCHOOL

LIBRARY

BIRD HALL

GYMNASIUM

ELIUS HALL

MUSIC HALL

CENTRAL BUILDING

EAST WING

EVING HALL

WEST WING

UNION

MUSIC TEMPLE

WOMEN'S HALL

COLLEGE ST.

UNIVERSITY TERRACE

AGRICULTURAL BUILDING

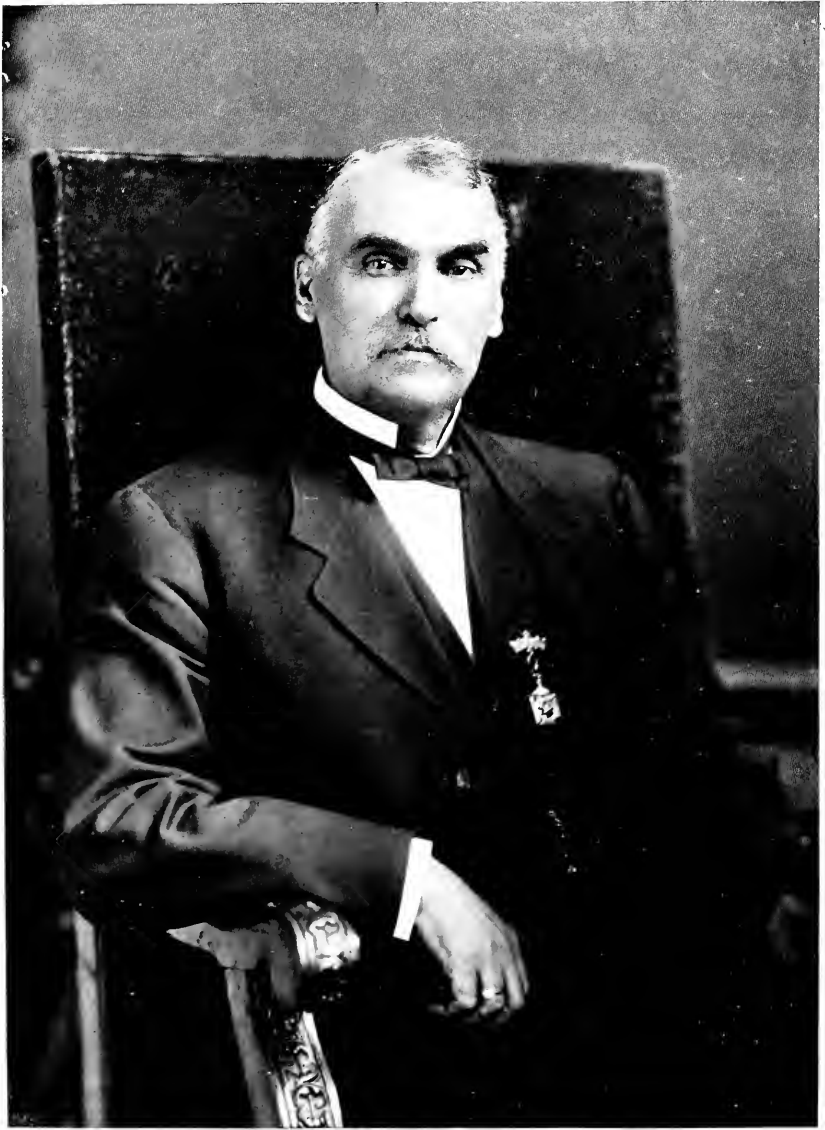
O.U. GYM

GREEN HOUSE



GOVERNOR JAMES M. COX,

Ex-officio Member of the Board of Trustees of Ohio University



ALSTON ELLIS, PH. D. LL. D.,
President of Ohio University

Summer School Number THE BULLETIN

PUBLICATION OF THE OHIO UNIVERSITY

Vol. XII. New Series *Athens, Ohio, October, 1914*

No. I

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.

THE OHIO UNIVERSITY

ATHENS, OHIO

The Pioneer Higher Institution of Learning in the "Old Northwest"

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 a 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 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 Reverend Jacob Lindley, a Princeton graduate, was put in charge of its educational work.

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

The whole number of degree graduates, of baccalaureate rank, in the history of the Uni-

versity, is men, 764; women, 218; total, 982. The total number of different students enrolled increased from 405 in 1901 to 2,276 in 1914.

The University buildings are fourteen in number, not including five buildings occupied as residences. Conservative valuation of the property of the University is as follows: Grounds, \$510,062; buildings, \$687,000; equipments, \$211,100; total, \$1,408,162. The financial support of the University is derived from three sources, namely, the milltax, special appropriations, and local receipts from incidental fees, rents, and interest on permanent funds forming a part of the irreducible debt of the State of Ohio. Receipts from all these sources, in 1913, amounted to \$289,566.11. Salary payments for the fiscal year ended November 15, 1913, amounted to \$128,165.57, of which amount the sum of \$104,281.20 was for teaching service exclusively.

Two degrees are given in the College of Liberal Arts, A. B. and B. S. The degree of B. S. in Education is given those who complete the four-year courses in the State Normal College. To receive either of these degrees the student must have a credit of not less than 120 semester hours based upon at least fifteen units of secondary work. Each semester covers a period of nineteen weeks and each recitation period represents fifty-five minutes of actual class-room work. The field of instruction covered is shown by the following classification of colleges and departments: College of Liberal Arts; the State Normal College; the College of Music; the College of Oratory; the School of Commerce; the Department of Physics and Electrical Engineering; the Department of Mathematics and Civil Engineering; and the Departments of Drawing and Painting.

The courses of instruction offered in the State Normal College are as follows: Normal Preparatory Course; Course in Elementary Education; Course for Principals and Superintendents; Course for College Graduates; and courses in Domestic Science, Manual Training, and Agricultural Education. The departments



President's Home

of the College include the State Preparatory School; the Kindergarten School; the State Training School; the Rural Training School; and the Departments of Public-School Drawing, Public-School Music, and Public-School Art.

Ohio University, Athens, Ohio

Summary of Student Enrollment

| COLLEGE OF LIBERAL ARTS: | 1912-13 | 1913-14 |
|--|------------|------------|
| Post-Graduates | 16 | 4 |
| Graduating Class | 52 | 52 |
| Seniors | 50 | 40 |
| Juniors | 44 | 51 |
| Sophomores | 111 | 114 |
| Freshman | 165 | 180 |
| Irregular and Special Students.. | 223 | 171 |
| | <u>661</u> | <u>612</u> |
| STATE NORMAL COLLEGE: | | |
| Post-Graduates | 5 | 6 |
| Graduating Class | 21 | 32 |
| Seniors | 29 | 33 |
| Juniors | 26 | 26 |
| Sophomores | 127 | 155 |
| Freshmen | 153 | 177 |
| Irregular and Special Students.. | 42 | 64 |
| State Preparatory School | 207 | 172 |
| | <u>610</u> | <u>665</u> |
| SUMMER SCHOOL (Totals 1,002 and 1,138) | 725 | 841 |
| Total | 1,996 | 2,168 |
| Names counted more than once | 12 | 6 |
| Net Total | 1,984 | 2,162 |
| UNIVERSITY EXTENSION STUDENTS (Totals 87 and 207) | 53 | 164 |
| Grand Total | 2,037 | 2,276 |

Enrollment Of Different Students For Past Six Years

| 1908-9 | 1909-10 | 1910-11 | 1911-12 | 1912-13 | 1913-14 |
|--------|---------|---------|---------|---------|---------|
| 1,462 | 1,596 | 1,787 | 1,832 | 2,037 | 2,276 |

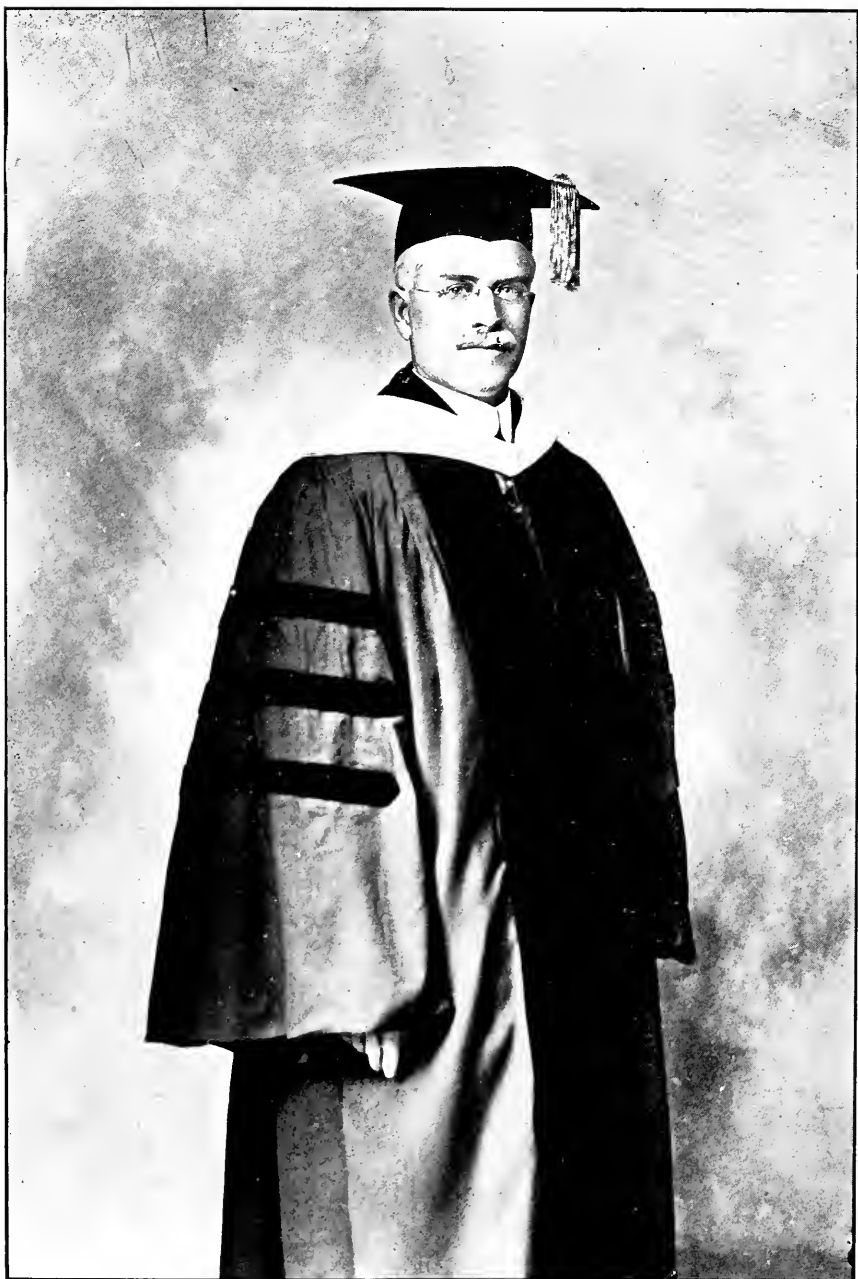
(NOTE:— The large number of special and irregular students is mainly due to the College of Music and the School of Commerce.)

DEGREES AND DIPLOMAS

Commencement Day, June 18, 1914.

| | DEGREES | MEN | WOMEN | TOTAL |
|---|----------|-----|-------|-------|
| Bachelor of Arts | 15 | 15 | | 30 |
| Bachelor of Science | 10 | 0 | | 10 |
| Bachelor of Science in Edu- cation | 15 | 18 | | 33 |
| Master of Science | 2 | 0 | | 2 |
| Master of Science in Edu- cation | 4 | 0 | | 4 |
| A. M. <i>Pro. Honore</i> | 4 | 0 | | 4 |
| Doctor of Laws | 1 | 0 | | 1 |
| | DIPLOMAS | | | |
| Elementary Education | 0 | 47 | | 47 |
| Kindergarten | 0 | 4 | | 4 |
| Public-School Drawing | 0 | 6 | | 6 |
| Public-School Music | 1 | 12 | | 13 |
| Manual Training | 1 | 0 | | 1 |
| Domestic Science | 0 | 33 | | 33 |
| Electrical Engineering | 8 | 0 | | 8 |
| Civil Engineering | 8 | 0 | | 8 |
| College of Music | 1 | 1 | | 2 |
| School of Oratory | 0 | 2 | | 2 |
| Collegiate Commercial | 4 | 1 | | 5 |
| Totals | 74 | 139 | | 213 |





EDWIN WATTS CHUBB, LITT. D.,

Professor of English Literature and Rhetoric, and Dean of the College of Liberal Arts

AN OPEN LETTER

A Review of Some Statements Regarding the University Situation in Ohio, as Set Forth in the Eighth Annual Report of the President of the Carnegie Foundation for the Advancement of Teaching

(Herewith is quoted entire that portion of the report which relates to the university situation in Ohio.

The State of Ohio has, for many years, supported three institutions of higher education, the Ohio State University at Columbus, Ohio University at Athens, and Miami University at Oxford. In times past this situation resulted in unseemly struggles before the legislature to obtain the means for unwise expansion, and in wasteful duplication of educational effort. The legislature of 1906, however, altered this situation by defining, through statute, the status of each institution. To the Ohio State University at Columbus, itself an evolution from an earlier agricultural and mechanic arts college founded under the Morrill acts, the legislature assigns the position of a complete state university, with all advanced and professional instruction. Owing to the recent growth of the institution, these departments present a true university nature rather *in posse* than *in esse*, but the generous appropriations made to it by the state, and the lines along which its development has taken place since it has been in receipt of them, leave little doubt that it will within a reasonable time rank with the stronger state universities. To Ohio University and Miami University the statute assigns the function of colleges of liberal arts, "but not to include the technical or graduate instruction, aside from the usual graduate work for the degree of master of arts," and it straitly charges the representatives of the respective institutions not to violate, or attempt to violate, the policy thus enunciated by the state.

Although the present situation, with preparatory schools and loose and weak music schools and "schools of commerce" attachments, leaves much to be desired, this authoritative announcement of the policy of Ohio with respect to higher education is a great step forward. The policy appears, in the main, to have been adhered to by the respective institutions. A loyal acceptance of it, over a considerable period of time—and it is a policy advantageous to all concerned—would seem to render unnecessary further administrative machinery, such as a central board. The attempt to administer a policy by formulation, without constructing an administrative procedure especially designed to fulfil it, will be watched with interest.)

PRESIDENT HENRY S. PRITCHETT,

"The Carnegie Foundation,"

576 Fifth Avenue, New York City.

My dear Doctor Pritchett:

My thanks are due you, or your representative, for a copy of your Eighth Annual Report that

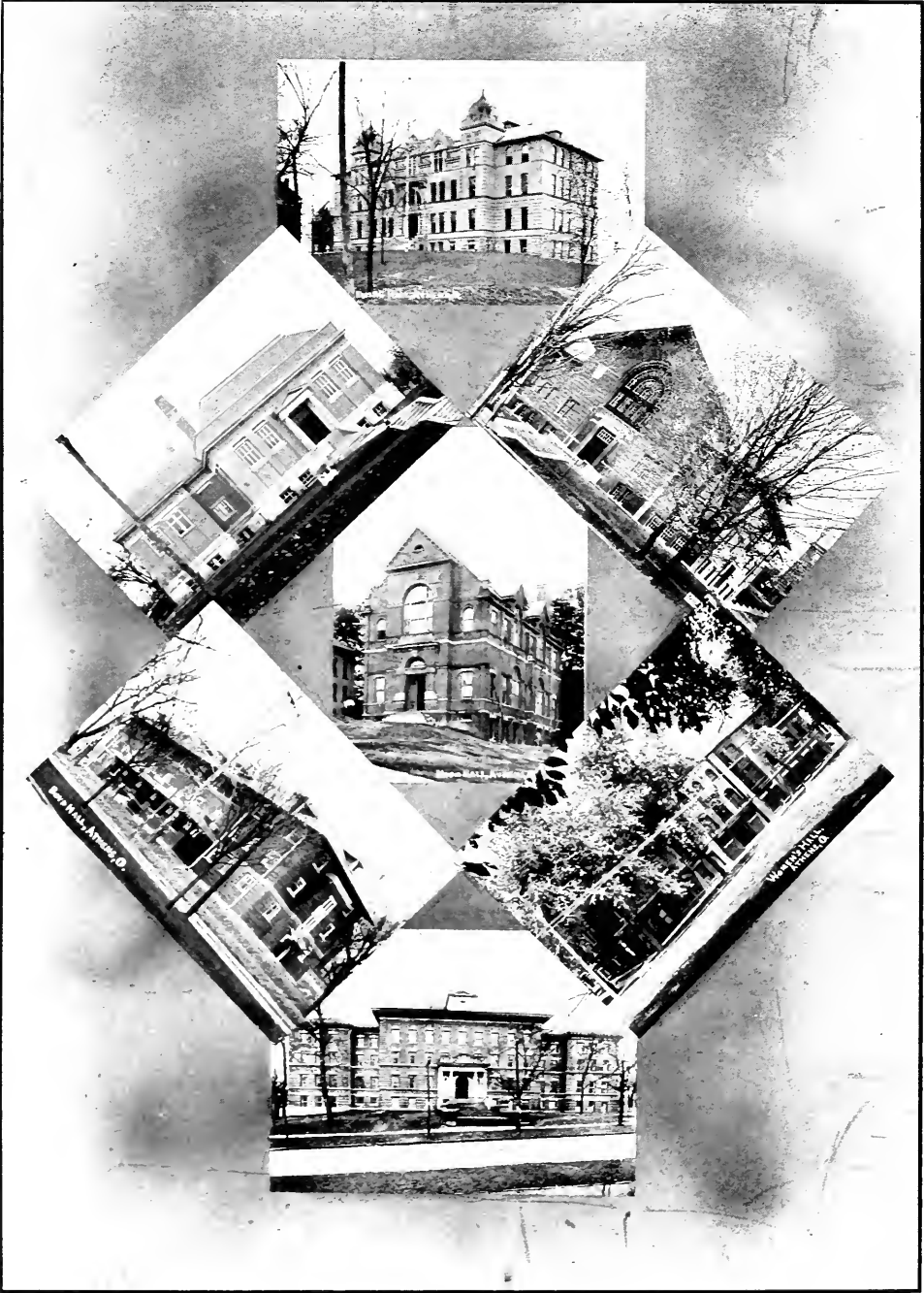
reached me yesterday. I have always read your reports with much interest, for they are always freighted with matter of special interest to those engaged in educational work.

Your eye looked over a wide field of educational effort to secure information needed to present statements regarding the varied things referred to in your report. It would be strange indeed were one attempting to describe educational conditions so varied and widely separated to be accurate in all particulars and absolutely just to all parties having to do with such conditions.

I attribute to you no desire to misrepresent conditions at Ohio University with whose executive work I have been connected thirteen years. With all due recognition of your worth as a man and attainments as a scholar, I have yet to record my conviction that you and your people are not as familiar with the university situation in Ohio as you ought to be and could be.

Every report you have issued in which reference is made to university conditions in Ohio, has failed to give just recognition to the century-old service, to the people of Ohio, rendered by the Ohio University, at Athens, and the Miami University, at Oxford. You fail to recognize the fact that these institutions have chartered rights which the State of Ohio cannot impair or ignore—would not want to impair or ignore if freed from gratuitous and ill-advised counsel from outside. The good faith of the state is pledged to these Universities, not for a time and as a matter of convenience, but *forever* and with intent to use these educational agencies "for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality," etc.

You would have one great overshadowing university in Ohio; and, because the people here do not adopt your view of the matter, the state-supported universities in Ohio have scant courtesy shown them in any report issued by the Foundation. The people of Ohio recognize their obligations to the old-time universities and are willing to meet them fully. It is their business and the business of no one else.



Carnegie Library

Boyd Hall

Ewing Hall

Music Hall

Ellis Hall

Gymnasium

Women's Hall

There is persistent effort on your part, and that of other Foundation representatives, to make it appear that the three state universities in Ohio engage in "unseemly struggles before the legislature to obtain the means for unwise expansion and in wasteful duplication of educational effort."

In the last thirteen years, there has been but *one* time (1906) when there was any condition in Ohio suggestive of legislative strife among the representatives of the universities. The result was the so-called "compromise measure" of 1906 which, you say, "appears, in the main, to have been adhered to by the respective institutions."

When all concerned were planning a getting together for educational peace and co-operation, came your letter to Governor Judson Harmon (1909), whose only effect was to retard for years the good work then under way.

Where is the evidence upon which you base this statement? "The present situation, with preparatory schools and loose and weak music schools and 'schools of commerce' attachments, leaves much to be desired."

Not so very long ago, each of the three universities maintained a preparatory school. Now the only reported work of preparatory grade is done in connection with the State Normal College of Ohio University. Of the 665 different students enrolled in the State Normal College of Ohio University, 172, or about one-fourth, were of preparatory grade. Of the 612 different students enrolled in the College of Liberal Arts, all were of college grade—all had fifteen units of high-school work to their credit. I do not know how much else is to be desired to give Ohio University college standing in the Foundation's reports. O. U. is the institution that was reported by you, a few years ago, as admitting students to the freshman class with only *twelve* units of preparatory work. No space has ever been found in succeeding reports of the Foundation to correct this statement, although righteous complaint against it was at once made.

To what institution are the "loose and weak music schools and 'schools of commerce,' attached? As far as I know, Ohio University is the only state-supported university that has connected with it a College of Music and a school of Commerce. Where is your evidence that these arms of our educational service are "loose and weak"? You, doubtless, with educators everywhere, recognize that instruction in music

and in the subjects usually taught in a school of commerce have educational and *college* value. There is no need of duplication here. If this work has value, if it has a place in a college course, it can be made just as good at Ohio University as anywhere else. Evidence is lacking to show that public money, in providing instruction in music and the commercial branches, could better be spent in some other institution.

The instruction given in the School of Commerce, in the School of Oratory, and in the College of Music is, all of it, of college grade and the demand for it is becoming stronger every year. If this instruction should extend farther and go higher than it now does, that desired result can be attained at less expense to the tax-payers at Ohio University than at either of the other state-supported universities for the reason that conditions at Ohio University have been, and are, most favorable to that end.

You speak of "unwise expansion" and "wasteful duplication of educational effort." These terms are easy of use but a little difficult of explanation in connection with known educational conditions existing in the institutions to which you refer. I have had nearly a lifetime of opportunity to become acquainted with educational conditions in Ohio and I protest against the clap trap of "unwise expansion" and "wasteful duplication" as used in effort to describe the present university status in Ohio. At Athens and Oxford there are Colleges of Liberal Arts and Normal Colleges. There is, of necessity, duplication of work, but it is not *wasteful*. There is expansion of service at these institutions as their student attendance increases but it merits a name other than *unwise*. I affirm that there is no unnecessary duplication of work in the state-supported institutions of Ohio. The duplication and expansion that exists are natural, such as are to be desired, and no source of unnecessary expense to the people.

What is needed in Ohio is not the institutional undoing of the old universities, but such an ordering of the work of the three "that the greatest and most valuable educational opportunities be afforded the youth of the State of Ohio at the lowest costs compatible with the best standards."

At least, the words last quoted express the unanimous opinion of a Joint Committee of Fifteen representing the authorities of the Ohio State University, the Ohio University and the Miami University that met recently in Colum-



JOHN J. RICHESON, B. PED.,

Professor of School Administration and Dean of the State Normal College

bus, Ohio. This Committee after a day spent in friendly discussion reached an unanimous vote upon the following statement of policy and aims:

That we unanimously concur in the opinion that the interests of higher education in Ohio require one well-equipped, and well-organized Post-Graduate School at Ohio State University, conferring all post-graduate degrees. However, the Graduate School may confer the Master's degree upon candidates who have pursued their graduate studies under qualified instructors at Ohio University or at Miami University, which institutions shall have representation upon the Board of Control of the Graduate School of the Ohio State University.

2nd. That we favor the standardization and co-ordination of the courses of study in the three institutions, so that they shall be mutually recognized, and in such way that students may freely transfer without loss of time or progress.

3d. That we declare for the co-ordination and standardization of the two-year courses so that they may lead on to an appropriate degree in four years.

4th. That we declare in favor of the principle of a course of four years leading to a Bachelor's degree as the necessary preparation for High-School teachers, and further believe that these courses in the several institutions should be co-ordinated and correlated as stated in item two above.

5th. That we favor the correlation and co-ordination of the work in the two-year courses in the Normal Colleges of Ohio and Miami Universities.

6th. That we recommend a permanent committee in the Board of Trustees of each institution to serve as a joint committee, to have under consideration from time to time all problems of co-operation or co-ordination as contemplated in this conference and further, that the Boards of Trustees provide for appropriate committees from the several faculties to aid in the solution of the problems arising out of the discussions of this conference.

7th. That this conference invite a similar conference with representatives of the Normal Schools and colleges at Bowling Green, Kent, Ohio, Miami, and Ohio State University at as early a date as practicable.

It is promised by the Foundation that efforts to harmonize the work of the state-supported institutions in Ohio "will be watched with interest." It is hoped that the watching will be done in a spirit of fairness and helpfulness rather than that of the carping critic who assumes a position and then brings very questionable evidence to sustain it.

University interests in Ohio have been given a raw deal by the Foundation. The studied effort of that institution seems to have been to

dictate to the State of Ohio an educational policy destructive of two time-honored institutions of learning with purpose to build upon their ruins a great central university. In all this, the educational wants of the people, chartered rights more than a century old, and all the sentiment that made Dartmouth dear to Webster are ruthlessly, and senselessly, as well, set aside.

An honest purpose on the part of the Foundation's representatives to help on the good work recently begun by the representatives of the three state-supported universities in Ohio, will show its aim in the educational field to be constructive rather than destructive. Let those connected with it, and responsible for its self-chosen activities, come into Ohio prompted by the same helpful and honest spirit that moved those who recently conducted the Ohio School Survey, and "university wars" in Ohio will soon be but a memory.

The present attempt to bring the three state universities of Ohio into closer and better relationship will not fail if those having control of them do what justice and sanity suggest. Those looking on from abroad ought to keep hands off if they can do nothing more than watch, with doubting and I-told-you-so spirit, "the attempt to administer a policy by formulation, without constructing an administrative procedure especially designed to fulfil it."

Yours truly,

ALSTON ELLIS.

Athens, Ohio June 1, 1911.

OHIO'S THREE UNIVERSITIES

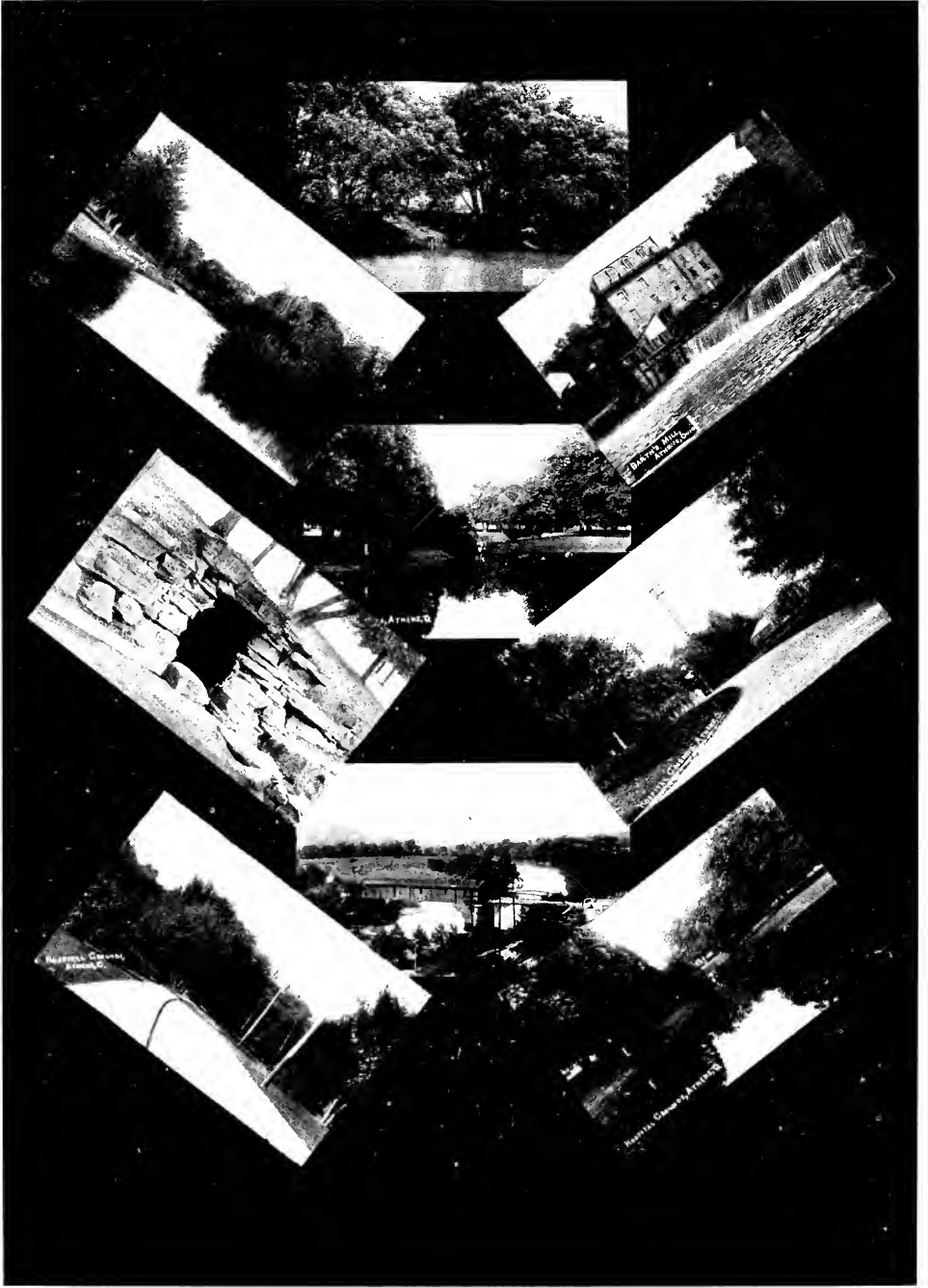
Suggestions for Co-ordinating Their Work and Increasing its Efficiency

By

ALSTON ELLIS

Explanatory Note: Early in November, 1913, a persistent effort, through the newspapers and otherwise, was made to form public opinion in favor of legislation that would merge the state-supported institutions of higher learning in Ohio into one great university located at Columbus. Naturally, such legislation would violate the legal and ethical rights of the century-old institutions at Athens and Oxford.

The contention for the "merger" was so vigorous and long-sustained that some effort seemed called for to show why the proposed "merger" would work injustice to well-established rights; place the State in the position of repudiating its legally assumed obligations to



Beautiful Athens

two of the institutions concerned; and, finally, bring no desirable educational or financial advantage to the people of Ohio.

In this connection, it is noted, with pleasure and hearty approval, that consultations held, and to be held, give hopeful promise of an early "getting-together" of the university authorities, and others interested, to bring about co-operative and helpful relations among *all* the state-supported institutions of higher learning in Ohio. The article herewith given to type was written when the "merger proposition" was under consideration.

At the outset, the writer wishes to say something of personal nature. I am now giving my 46th year to educational work since leaving college. My teaching experience began in a log schoolhouse on the banks of the Kentucky river just fifty years ago. Since then, as a teacher and supervisor of educational work, I have had to do somewhat intimately with all phases of educational work carried on in tax-supported educational institutions.

I graduated from Miami University, Oxford, Ohio, in 1867 and hold three degrees from that institution. When, in 1878, the Agricultural and Mechanical College, located at Columbus, Ohio, was changed to the Ohio State University, I became a member of the new Board of Trustees and served as such until 1883. During my membership in that Board, I held the chairmanship of the Finance Committee in which position I gave the finances of the new institution faithful service. Later on, I was given two honorary degrees from the Columbus institution, supposedly in recognition of my services in the educational and literary field.

In July, 1901, I was elected President of Ohio University, at Athens, and at once entered actively upon the administrative work connected with that office.

It is well understood at Athens, and in educational circles, that I will retire from the presidency of Ohio University at the end of my present term of service, July 1, 1916.

These statements may suggest to the unprejudiced mind that I have no reason to entertain other than friendly interest in all the educational institutions named. My record at Ohio University is an open book. Nothing connected with it suggests any desire on my part to build up Ohio University at the expense of any other educational interest supported by the state. On the contrary, I have tried time and again to bring the three Universities so maintained into more harmonious and helpful relationship.

I regret the failure of my efforts to bring about the result sought, and I regret, also, that much of my time and effort since I came to Ohio University has been forced to the defence of the very existence of that institution.

Never the aggressors, never unwilling to see the sister institutions prosper and advance in public favor, the friends of Ohio University have had to fight for its life. The more it was seen that the University was meeting in larger and larger measure the wants of a rapidly increasing student body, the greater became the clamor, in and out of the halls of the Columbus institution, against it.

There really is no wide-spread feeling that the College of Arts at Ohio University should be discontinued. Few believe that educational interests in Ohio would be advanced by such action. Still fewer believe that any saving to tax-payers would result from the pulling down of one institution at the greedy, selfish request of another. All conversant with conditions existing in that part of Ohio where Ohio University is located know that for a century past the University has occupied an educational field almost wholly its own in the realm of higher education. Compared with the service it has rendered, the expense of its maintenance has been insignificant. When the institution at Columbus can show that it is giving an equal amount of educational service at as low cost, its persistent attempt to crush Ohio University in the name of *economy* will be less blame-worthy. The violation of the State's obligations to Ohio University would be a *crime*, nothing less. It can not be shown that the field of effort covered is any better cultivated in Columbus than it is in Athens. The assertion, a kind of stock-in-trade one, that *economy* of administration and greater *efficiency* of service will follow the breaking up of the institutions at Athens and Oxford, is a kind of stop-thief cry to divert attention from the O. S. U. in its effort to build up an expensive educational monopoly at Columbus.

A little history may be presented in this connection. Ohio University looks back to the provisions of the Ordinance of 1787, the land purchase of the Ohio Company, the Territorial Act of January 9, 1802, and the Legislative Act of February 18, 1804, as the beginnings of legislation in its interests, which legislation, in various acts, has continued to the present time. Those who seek to destroy it have such confi-



Scenes Near Ohio University in the "Good Old Winter Time"

dence in the ignorance and gullibility of the public as to assert that it is not a state institution. If it is not one, it would be interesting to know how much legislation is needed to create an institution under the control of the State.

Miami came as the educational ward of the State in 1809 under conditions similar to those which made Ohio University a state institution four years before. Its establishment came as a condition of the John Cleves Symmes land purchase, one following the lead of the Ohio Company's land purchase made in October 1787.

Encouraged by the action of Congress whereby the Ohio Company secured federal land on the Scioto and Muskingum rivers, John Cleves Symmes, under date of August 29, 1787, petitioned Congress, on behalf of himself and other citizens of the United States westward of Connecticut, for the purchase of public lands lying between the Miami rivers. By an act approved May 5, 1792, the land sale was authorized. This act, Section 3, following the precedent set in the case of the Ohio Company's purchase, conveyed to the purchaser, and his associates, one complete township of land to be held "in trust for the purpose of establishing an Academy and other public schools and seminaries of learning."

The two institutions named—Ohio and Miami—occupied the field of higher education in Ohio, as the educational wards of the State, without a rival until the coming of the Ohio Agricultural and Mechanical College, known since 1878 as the Ohio State University. The Agricultural and Mechanical College owed its origin to a Congressional act—July 2, 1862—donating lands "to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts." Franklin county having voted \$300,000 to secure the location of the College, the constituted authorities accepted the sum voted and located the new institution at Columbus. The Government land endowment of the College amounted to 630,000 acres. This land was sold and the proceeds were made a part of the irreducible debt of Ohio. The interest on this sum, the rate being six per cent, payable semi-annually, is appropriated from the state revenues for the use of the institution whose leading object is, according to Congressional legislation, "to teach such branches of learning as are related to Agriculture and the Mechanic Arts."

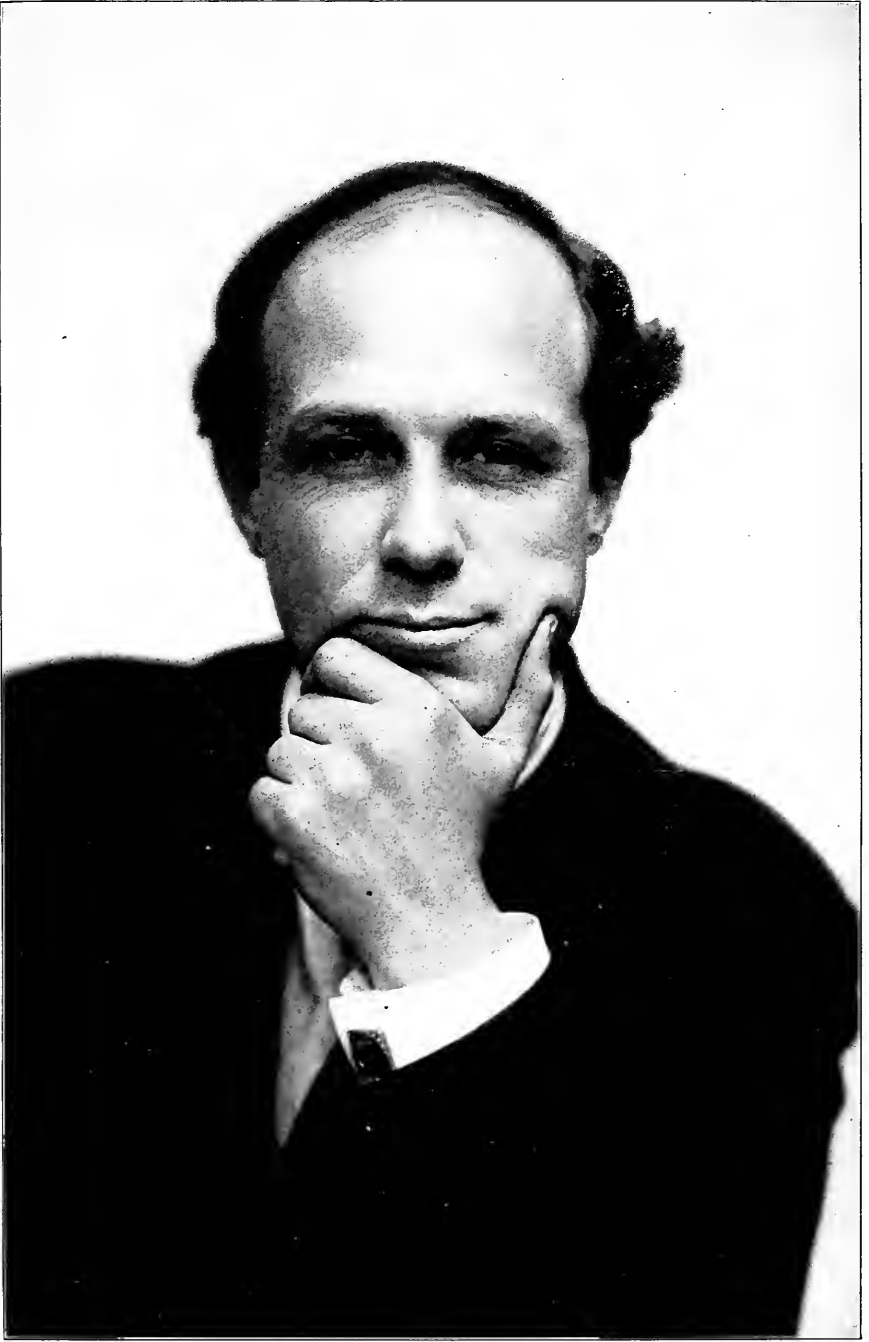
Under the Act of 1862, the states were given discretion as to the matter of setting up the land-grant institutions for the furtherance of instruction in subjects related to Agriculture and the Mechanic Arts. In some cases, institutions already fostered by the states were so enlarged in the scope of their work as to meet the requirements of the act referred to; in many others, as in Ohio, a new institution was founded in belief that the "leading object" held in view could best be realized in that way.

I have had executive connection with the two types of institutions—the Agricultural College and the University—and I have no hesitation in saying that the educational traditions and practices of the University are not friendly to, or in harmony with, the general purpose kept steadily in view in the Congressional legislation known as the "Morrill Act of 1862."

My opinion, based upon personal experience, is that "Agriculture and the Mechanic Arts" will thrive best when instruction therein is given in an institution of learning established for the sole purpose of making effective the "leading object" of the Act of 1862. Further, I record my belief that the acts of the Ohio Legislature under which the Agricultural and Mechanical College was established, did not originally have in view the creation of a "State University," but were designed primarily to bring into being an institution of learning somewhat clearly differentiated in the field of instruction from the two state-founded universities, and a number of private foundations having Colleges of Liberal Arts, then in existence.

The right of the state to convert the Agricultural and Mechanical College into a University is not disputed. Such Legislation involves the question of *expediency* rather than one of *power*. The State of Ohio is supreme in a matter of that kind; and it is no one's business, outside of Ohio, how many, or what kind of, educational institutions the State establishes and supports. However, the legislation of 1878 whereby the then-existing institution at Columbus was called the "Ohio State University" was not in accord with *right* and *justice*—did not keep faith with the obligation, to the institution at Athens, under which the State rested.

At this time it is a *condition* and not a *theory* that confronts us. Whether wisely or not, by reason of past legislation, Ohio is supporting three institutions, each bearing the name "University." The expense of their separate



EDMUND VANCE COOKE

maintenance is not a heavy tax-burden upon the people. The extent of duplication of work has been much exaggerated by those having an ulterior purpose in view. I venture the assertion that should the schemes for the destruction of Ohio and Miami, which the end in view of making the institution at Columbus the be-all and end-all of state-supported collegiate education in Ohio, be worked out in legislation, the cost of higher education paid for by the taxation of the people will be doubled within five years.

Does *might* make *right*? It would seem so if correct interpretation of the activities of those who are now seeking the ruin of the more than century-old institutions at Athens and Oxford is made. Legally, legislation can not take Ohio University outside the limits of the Ohio Company's purchase. The contract between the United States and the Ohio Company, a contract that has been recognized as of binding force by the State of Ohio time after time, contains this unequivocal language: "Not more than two complete townships to be given *perpetually* for the purposes of an University, to be laid off by the purchaser or purchasers, as near the *centre* as may be, so that the same shall be of good land, to be applied to the intended object by the Legislature of the State." There is no record anywhere that would lead anyone to assert the power of legislation to abandon the institution thus provided for, or to transfer it, or any part of its work, to a place outside of the Ohio Company's purchase. Legislation may starve the University to death now as it came near throttling it by the manner in which it handled the endowment lands in 1843; but it can not, without outraging equity and violating the pledged faith of the State, use any portion of the original endowment of the University, whether such endowment now exists in lands or as a credit in the irreducible debt of Ohio, in support of any institution located in Columbus no matter how high-sounding its title and wide-extended its range of work. Legally, then, the location and permanency of Ohio University at Athens is beyond question.

In 1882, effort was made to secure the removal of Miami University from Oxford to Cincinnati. The President and Trustees of Cincinnati College memorialized the Legislature in behalf of such action. The offer was to transfer all the property of the Cincinnati College, valued at \$50,000, to the authorities of Miami University

as a condition of the permanent location of the University in Cincinnati. Such were "the ability and talents" enlisted in favor of the measure that it would have become a law "had it not been found in error and destitute of merit". Had the location been changed, Miami would have retained her corporate name, would have received property of value, and would not have been beyond the boundaries of the Symmes purchase. It was stated by one well qualified to express an opinion upon the matter that the "real obstacle to the plan of uniting the Miami University and the Cincinnati College is that the faith of the State is pledged to the purchasers of the college lands."

The agitation of the university question in Ohio will not down at legislative bidding. It is like Banquo's ghost. The ruling elements at O. S. U. have no regard for pledged faith or compromise measures. In no good interpretation do they act upon Lowell's statement that a compromise makes a good umbrella but a poor roof. They get under an umbrella only to recover from defeat and plan new schemes that are selfish in motive and subversive of the institutional rights of others. The so-called compromise legislation of 1906 that followed the defeat of the Lybarger Bill—a measure designed to destroy the Colleges of Arts at Ohio and Miami and to whose iniquitous provisions the O. S. U. representatives, in conference, asserted that they were "irrevocably committed"—was accepted, however unwillingly, as a final solution of the university contention by at least two of the parties concerned. The spirit and letter of this legislation of 1906 have been faithfully observed by the authorities of Ohio and Miami. Whence then comes a revival of the unseemly wrangle that was supposedly put at rest by the compromise legislation referred to? The O. S. U. through its press bureau, its agents running at large, and a few subsidized newspapers and hangers-on—all kept up and in motion at the expense of the tax-payers—is the source whence emanates all the activities that ignore compromises, equity, the interests of the people in higher education, and everything else that stands in the way of the building up of a vast educational trust company at Columbus.

Of course, as a matter of necessity, there is *some* duplication of work in the three state universities, but it is not considerable in amount or expensive in its operation. There are several high-schools in Columbus, most of them, in



SUN DIAL,
Ohio University Campus

Marking the site of the first building at Ohio University, the first
College Building of the "Old Northwest"

their courses of instruction, exhibiting duplication of work. Why not unite them into one great, overshadowing school and thus minister to institutional pride at the expense of the taxpayers and to the inconvenience of school patrons? Why not unite the Hospitals now supported by the State into one great institution for the mentally unbalanced and locate it upon the campus of the State University?

Where does the duplication referred to occur and what educational agent is responsible for it? Had the institution at Columbus kept in the path originally laid out for it, both by general and local legislation, there would have been no duplication calling for criticism. Ohio and Miami, whatever names legislation has given them, have always been *colleges*. Legislative acts, however, never put metes and bounds to their educational activities until some limitation thereof was made in the compromise act of 1906.

The college of Liberal Arts has ever been the educational backbone of both these institutions

of learning. Tom Ewing went forth from Ohio's halls in 1815 with the degree of A. B., just sixty-three years before the Ohio State University came into existence. The work of O. U.'s College of Liberal Arts has always ranked high from the standpoint of *scholarship*. The same may be said of the College at Miami. Surely these institutions, being first in the field, can not be charged with duplicating the work of any other Ohio institution of learning. No, the duplication of work, in a sense absolutely unnecessary, came when "Agriculture and Mechanics" ceased to be the "leading object" at O. S. U., and when that institution intruded into a field already occupied satisfactorily by the colleges at Ohio and Miami.

It is too late now to tear down what the past in its wisdom, or unwisdom, established and committed itself to by a series of legislative acts which none but a faith-and-equity violator would seek to overthrow. It is not too late, however, to make some recast of the work of the universities that will preserve their autonomy, bring them into more sane and helpful relations to one

another, and increase the efficiency and lessen the cost of instruction.

It will puzzle some, in my opinion, to point out in a convincing manner wherein the following suggestions are not in line with law, equity, efficiency of instruction, well-being of students, and economy of effort and cost:

Ohio University has right to its existence where it is and to the prosecution of the work now going on in its College of Liberal Arts and in the State Normal College. Records show the good quality of this work and its carrying-on at the minimum of cost to the tax-payers. Its presence where it is, opens college doors to a large number of students who can get desired educational help near at hand and at low cost. Take away the College of Arts at Athens and the 661 students enrolled in its classes must go elsewhere for instruction. Does it follow that they would go to Columbus? Is it certain that many of them would continue their college course anywhere? Naturally, the larger number of these 661 students live within a radius of fifty miles from Athens. This is the experience of other institutions of learning, the one at Columbus being no exception, since 40 per cent. of the students in its College of Arts reside in that city. What is said of the institution at Athens applies with equal force and justice to the one at Oxford.

In view of existing conditions the work at the last-named institutions should be improved in *quality* rather than increased in *quantity*. In other words, the collegiate and normal work now provided should about round-out the field of effort in the institutions named. However, some of the normal work ought to be of college grade to the end that the two departments of the institution may operate in harmony. Students of a college judge one another socially and scholastically by the courses of study upon which they enter. A short normal course is a necessity—is possibly of more distinct and direct advantage to the educational interests of the State—but a longer course of collegiate rank should be provided in order to keep the two arms of the educational service working with unity of feeling and interest.

Graduate work should not be attempted at Ohio and Miami. The means for carrying on such work are not at hand. Under the general plan I have in mind and am attempting to set forth in plain terms, the Graduate School, and but one supported at state expense, should be

connected with the Ohio State University at Columbus; and it should receive such financial support as would make it, with proper administration, one of the best schools of its kind to be found in the United States. To it would go, doubtless, many graduates of the state-supported colleges and the private foundations, as well, who now go out of the State to secure what is not adequately provided within our own borders.

The institutions at Athens and Oxford should not attempt to establish Schools of Law, Medicine, Dentistry, Pharmacy, and other special schools that properly form a part of a great university. These, if established with a view to their support at general expense, should be located, put in operation, and supported in harmony with the plan suggested in the case of the Graduate School.

All that has been said contemplates leaving the Colleges of Liberal Arts at Athens and Oxford as they are, with no juggling with the charter and legal names of the institutions with which they are connected.

Another matter of some importance comes up in this connection. The Colleges of Arts, just referred to, offer none of the combination courses that are coming more and more into favor with students looking forward to the completion of a professional course. These courses hold out to students taking them a saving of one year's time in securing both their academic and professional degrees. Let the right spirit prevail, let common sense have sway a little while, and students at the older state Universities can have all the time-saving advantages now to be secured by the combination courses offered at the O. S. U. A student at Athens or Oxford, looking forward to entering upon a course in Law, Medicine, etc., could complete the work of the Junior year making selection of his electives with that end in view, and enter the professional school at O. S. U. upon equal footing with students doing their undergraduate work in the College of Liberal Arts in that institution. Then it might be granted them to return to the college where they had made their preparation for the professional course, and, on Commencement Day, graduate, with full standing, with the class which they had left the year before. There is objection to this, but such objection is as valid against the existing condition as against the one suggested. The objection, briefly stated, is that the first year of a professional course,



BISHOP W. F. ANDERSON

present standards of admission to such course, being maintained, is no just equivalent, in scholarship or training, to the work of the Senior year in any recognized College of Liberal Arts.

At Ohio University are two departments in which short-course work is offered in Civil Engineering and in Electrical Engineering. Students completing these courses are given advanced standing in the best technical schools of the country. A right ordering of things would take nearly every one of these students into the technical departments of the O. S. U. If the courses do not articulate satisfactorily, they can be made so to articulate. Students who enter these short courses at O. U. usually come from counties nearest to it. They *start* their work near at home and with a saving of money which is a considerable item to them. Inexpensive instruction, near at home, means to them a greater certainty of opportunity to complete a more thorough and a more professional course later on.

The short courses just referred to, according to a written opinion of the Attorney-General of Ohio, are no violation of any compromise provision in the Act of 1906.

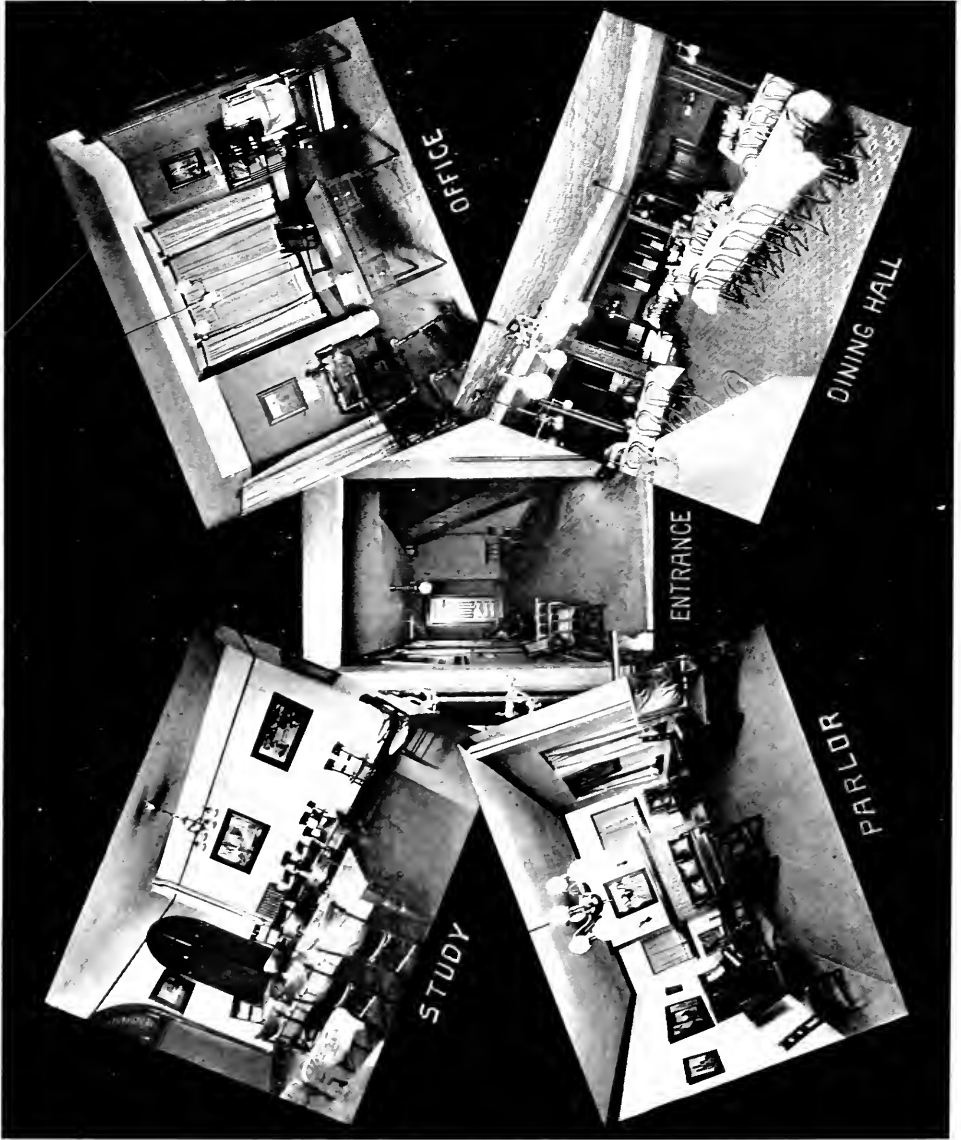
Not much remains to be said. Certainly, to an unprejudiced mind enough has been presented to show that I am not unwilling to see the Ohio State University made a much greater institution of learning than it is or than it ever will be until its friends cease their ungenerous and unprofessional attack upon the universities at Athens and Oxford. Live and let live, is no bad motto; particularly if life in each instance is commendable and proper.

I have conviction, in view of what is under way at Athens and Oxford, and in view of what has been in legal and helpful existence there for a hundred years, that special effort to expand the work of the Arts College of O. S. U. ought not to be put forth. There really is no need of three such state-supported colleges in Ohio. The older colleges should have been given the exclusive right of way over that field of academic training. This was not done in 1878, and possibly there would be an element of injustice in attempting to do it now. However, such wrong would be slight indeed compared with that which would follow successful effort to overturn what has existed at Athens and Oxford for more than a century.

While referring to duplication of work, I cannot refrain from saying that there is no sound pedagogical, economical, or other sensible reason for the existence, in its present condition of work content, of the so-called College of Education at O. S. U. The work of that College shows a studied effort, and one made with indifferent success, to duplicate some of the important work in successful operation in the State Normal College of Ohio University. In my opinion, there is no comparison, worthy to be made, between the two institutions that will not result in favor of the one at Athens. The College of Education at O. S. U. should be made a graduate school of high rank to which college-trained men and women could go for the best grade of advanced professional instruction. There should be done some helpful and wisely-planned *research* work, and there should be assembled a body of eminent instructors to whom the teaching profession of Ohio could look for expert help in confidence of being able to receive it.

Ohio University has in its Normal College departments of Agriculture and Civic Biology called into being by recent school legislation. The University has about twenty acres of land used in connection with the work of these departments. A little thought and effort, prompted by earnest desire to serve the people, would connect these departments with the Agricultural College, at Columbus, and the State Experiment Station, at Wooster, in such a way as to be of almost inestimable value to rural interests in Southeastern Ohio. O. U. students working in these departments and showing desire for more extended instruction should be encouraged to enter the Agricultural College at Columbus. If these suggestions are not sensible and practical, why?

Another thought is that a go-as-you-please plan of organization and administration should not be permitted to the different boards in control of the Normal Schools of the State. Each board has thus far acted on its own initiative and with the evident purpose of doing what it pleases without regard to counsel and co-operation leading to the formation of a policy helpful to all the interests which could be affected by it and suggestive, to the tax-payers who pay the "freight," of such team work as the vital interests involved suggest. There is no reason why a normal student at Athens or Oxford should pay registration and other fees while students at Kent get everything, as a certain speaker once



Interior Views, Women's Hall

said, "free gratis for nothing." There is no equity in this sort of thing, and if these people cannot come together on amicable and helpful terms, legislation should shake them together in harmony or else shake them out of office.

A final question is that of one Board, of limited membership, put in control of all state-supported educational institutions—universities and normal schools. This is the plan recently legislated into being in Kansas. There the higher institutions of learning are placed under a Board of three members, each of whom receives a salary of \$3,500 per annum. When quarters and clerical help are provided for this Board, and traveling expenses are met, it is safe to estimate its annual cost to the State of Kansas at not less than \$25,000. It remains to be seen whether or not this expense is justified by the results secured.

In Ohio, we have a separate board for each university and normal school. The members are well-known, capable citizens who serve without salary. They hold their positions because they are alumni of the institution they serve or because they have a public spirit that prompts them to feel interest in that which they are appointed to guard.

I am not a candidate for re-election, and the motive that prompts me to say that it would be difficult to secure any body of men, large or small, more able or more willing to give Ohio University an honest, business-like administration than the Board now in control, will not be misinterpreted by right-minded people. In my twelve years of executive work at O. U., the trustees' expenses—everything—have not averaged more than \$300 a year.

There are two important phases of the general subject that I have touched upon only incidentally. They are questions of *economy* and amount and efficiency of *educational service* under the lately proposed order of things. Would more and better service to the people of State, at large, be secured under the one-institution plan? He who takes the affirmative of this question must be a successful specious pleader if he makes headway to the end he has in view. The question of *economy* is not even an open one. "A great institution, one to which we can point with pride," is the cry heard from Columbus. Great things are not very *great* in the estimation of some people unless they cost a heap of money. Should the schemes of the

one-power advocates work out as they hope, the tax-payers of Ohio will early have a practical lesson in high finance that will indeed be an eye-opener. This constant belittling the condition of higher education in Ohio is either from ignorance or from the cultivation of a mendacious spirit; perhaps from both, for the liar is not usually careful about *facts*. There is no state in the Union that offers better or more wide-extended opportunities for collegiate instruction to its people than does Ohio to-day. Outside of the state-supported institutions in Ohio, to which reference has been made, there are not less than fifteen that offer collegiate instruction to undergraduate students the equal in range and merit of that which can be secured at O. S. U.

In conclusion, it may be said that what has been presented is but one chapter of what could be written upon an important subject. Ohio may have gone wrong in the educational policy inaugurated by legislation more than a hundred years ago; but about that, as Sir Roger de Coverley would say, much might be said on both sides. It is pertinent to ask: "If Ohio University is to become a part of a newly-named institution located in Columbus, or if it is to be converted into a normal school, what is to become of its land endowment and its credit in the irreducible debt of the State? What would be thought of the sense and equity of a proposition to nullify, by legislative act, the compact entered into by Ohio with the General Government when the State accepted the provisions of the land-grant act of 1862 and pledged its faith to the strict performance of certain stipulated conditions contained therein? The question of keeping faith, of redeeming promises, is not one that ought to admit of serious discussion. There is no legal way by which the State can ignore its obligations, voluntarily assumed, to the universities at Athens and Oxford. Might never did make right, and it does not in this day when the public conscience has been quickened as never before. The power of the purse is mighty, but no just guardian will use it to the ruin of his ward. As before stated, Ohio University may be starved into subjection, into submission to a power too strong to be resisted, but the closing of its doors, opened under authority of the United States and the State of Ohio more than a hundred years ago, will leave a stain upon the State's prestige and honor that will not easily be effaced.



LEWELLEN D. MCGINLEY

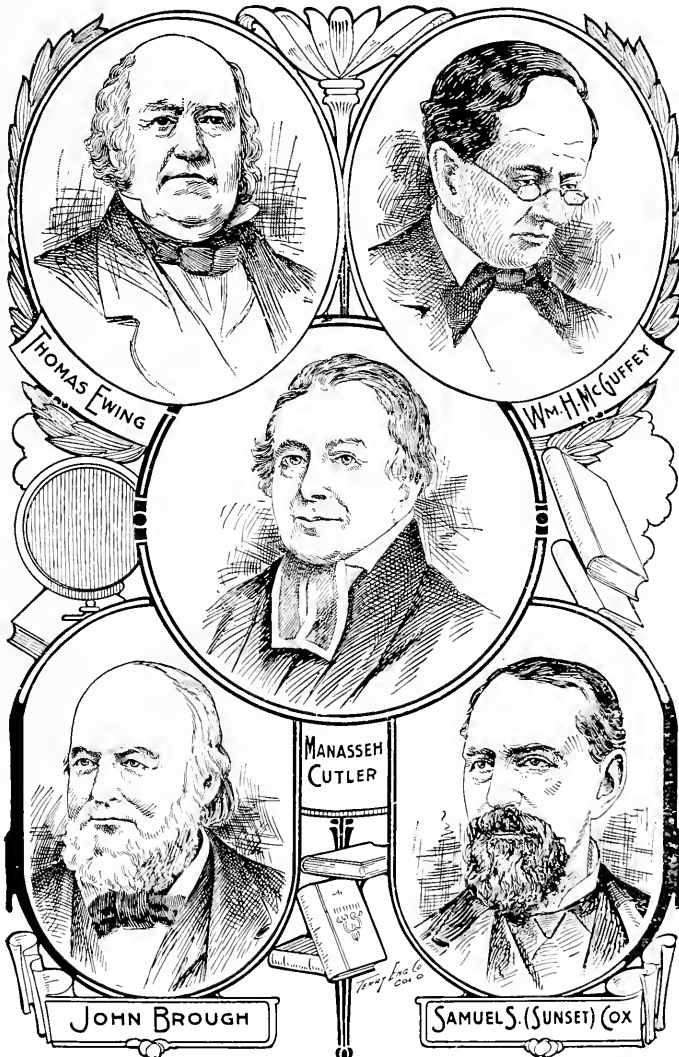
A Centralized University

The editor of the Popular Science monthly in writing an editorial upon the work of the University of Cincinnati has this to say about having one big state university:

"But centralization and great size have their dangers. It seems to be neither desirable nor possible for the university of a state to provide education for all its citizens. There are at present about twenty thousand students in the universities and colleges of the state of Ohio. The number has doubled in the past ten years and will probably again double in the course of a

decade; within thirty years it may be expected to be between one and two hundred thousand. Under these circumstances it seems to be necessary that not only the state but also the larger cities should maintain universities.

The wisdom of the state of Ohio in fostering three universities, four with Wilberforce, is apparent to all who believe that education is for the many and not for the few. During the last collegiate year 2,037 different persons came to OHIO University. Many of these would have been deprived of educational opportunities had there been but one central institution of learning.



Contributors to Ohio University's Fame and Prestige



HURAM ROY WILSON, A. M., LITT. D.,
Professor of English, Class Advisor, Class of 1914

OHIO UNIVERSITY
ATHENS, OHIO

Annual Commencement

Nineteen Hundred and Fourteen

Program

Sunday, June Fourteenth

10:30 A. M.—Baccalaureate Address, Edmund Vance Cooke, Cleveland, Ohio.

7:30 P. M.—Annual Sermon, Bishop W. F. Anderson, D. D., Cincinnati, Ohio.

Monday, June Fifteenth

7:30-11:30 A. M.—Final Examinations Concluded.

3:00-5:00 P. M.—Exhibits of the Work of the Arts Departments.

Third floor Ewing Hall and fourth floor Ellis Hall.

7:00 P. M.—Receptions to the Alumni and Visitors by the Literary Societies.

8:00 P. M.—Annual Oratorical Contest.

Tuesday, June Sixteenth

8:30 A. M.—Annual Meeting of the Board of Trustees

10:00 A. M.—Closing Chapel Exercises.

1:30-3:00 P. M.—Entertainment by the Department of Oratory.

3:00-6:00 P. M.—Reception by President and Mrs. Ellis.

8:00 P. M.—Annual Concert by the College of Music.

Wednesday, June Seventeenth

9:30 A. M.—Senior Class Day Exercises.

2:30 P. M.—Alumni Base Ball Game.

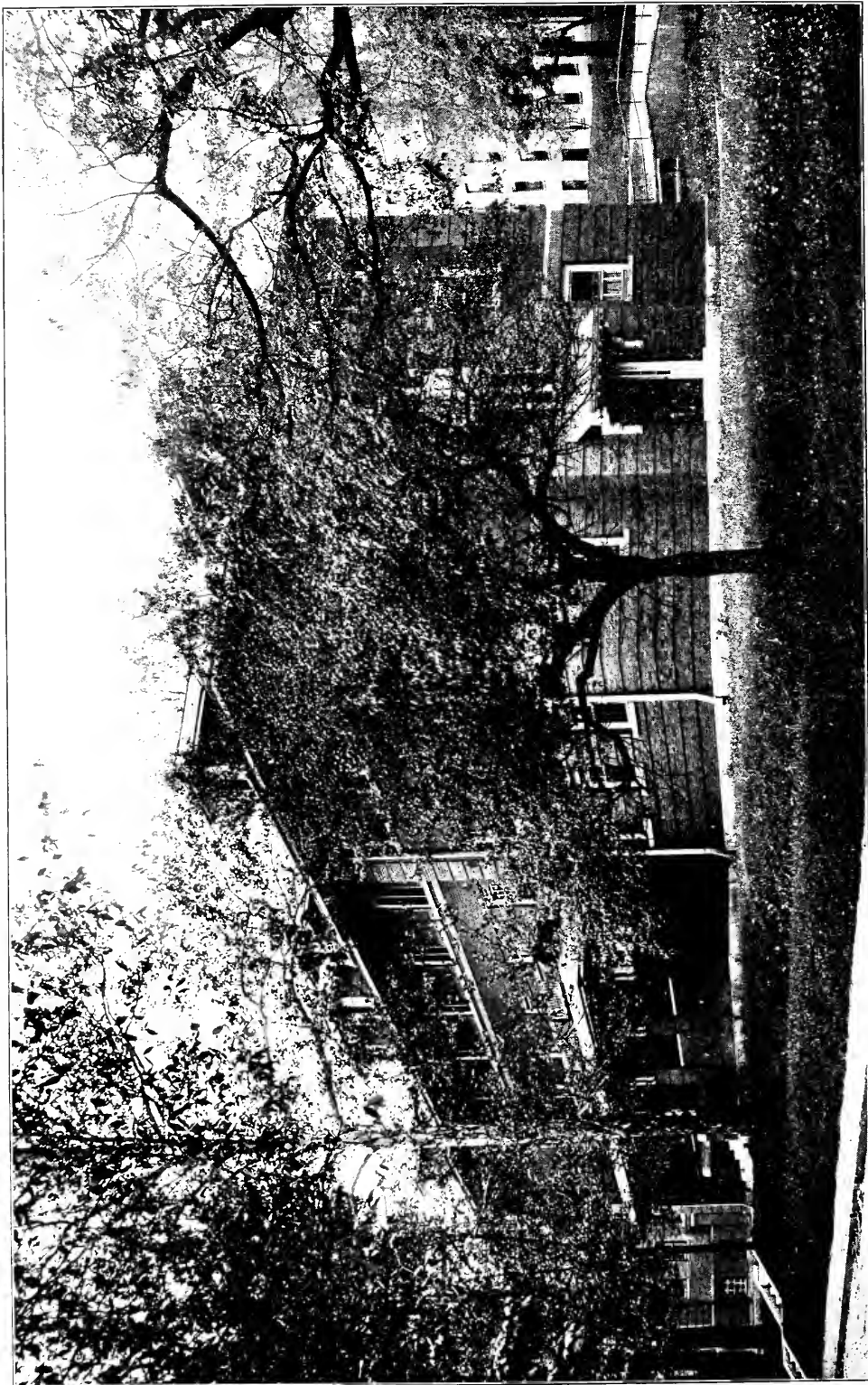
6:30 P. M.—Alumni Dinner. Address Llewellyn D. McGinley, '94, Hamilton, O.

Thursday, June Eighteenth

9:00 A. M.—Academic Procession.

9:30 A. M.—Graduating Exercises.

1:30 P. M.—Adjourned Meeting of the Board of Trustees.



Boyd Hall

OHIO UNIVERSITY

Athens, Ohio

Program of Exercises for the Opening
Day of Commencement Week,
Sunday, June 15, 1914

Baccalaureate Service—10:30 a.m.

Anthem—"Festival Te Deum in E Flat" *Buck*
Scripture Reading.....President Alston Ellis
Prayer.....Professor Frederick Treudley
Duet—"Love Divine".....Stainer
Miss Helen Pickett and Mr. Fred Lee Tom
Baccalaureate Address.....
Edmund Vance Cooke, Cleveland, Ohio
Anthem—"Art Thou Weary".....Schnecker
Mrs. C. D. Thompson, Mrs. Ellen R. Biddle
Mr. F. D. Forsyth, Mr. A. S. Thompson
Benediction.....Rev. A. J. Wilder

Annual Sermon—7:30 p.m.

Anthem—"Lift Your Heads".....Roger
Scripture Reading.....Dean E. W. Chubb
Prayer.....Professor C. M. Copeland
Solo—"Be Thou Faithful".....*Mendelssohn*
Mr. Fred Lee Tom
Annual Sermon.....
Bishop W. F. Anderson, Cincinnati, Ohio
Duet—"Tarry With Me".....*Nicolaï*
Mrs. C. D. Thompson and Mr. F. D. Forsyth
Benediction.....Rev. H. M. Thurlow

ANNUAL COMMENCEMENT OF
OHIO UNIVERSITY

University Auditorium, Thursday, June 18, 1914.

PROGRAM

The Orchestra

Song—"Celeste Aida".....*Verdi*
Fred Lee Tom
Oration.....The Eternal Vesture
Miles M. Graham
Oration.....The School of To-morrow
Florence Beryl Fishel
Oration.....The Beauty of the Commonplace
Mac S. Bethel
Violin—"Scene de Ballet".....*DeBeriot*
Genevieve Thurlow
Oration.....The Invading Armies of the East
Samuel S. Shafer

Oration.....A Defense of the Monroe Doctrine
Homer V. Cherrington
Orchestra—"Fantaisie in B. Minor".....
.....*J. N. Hizey*
Address.....President Alston Ellis
Conferring of Degrees and
Presentation of Diplomas
Benediction.....Rev. C. E. Chandler

Commencement Week

The Annual Commencement Season has come and gone and has left in memory its round of pleasant occasions, and its reunions of old fellowships. The weather was extremely pleasant throughout the week. The hot wave had not reached us and the program, with but one exception, was carried out as had been made in the announcements.

Not so many Alumni were in evidence as usual, because of the Home Coming in 1915, but yet a goodly number were present.

The festivities of the week were ushered in on Sunday morning, when Edmund Vance Cooke, of Cleveland, the poet and lecturer, gave the Baccalaureate Address. His subject was "Self Sightedness." It was an unique address, but hardly along the line you would expect for such an occasion.

The Annual Sermon on Sunday evening by Bishop Anderson, of the M. E. Church, was not a disappointment to any one of his magnificent audience which filled every available space in the Auditorium. His sermon, which will appear in part in the Annual Souvenir Bulletin, dealt with the three enthusiasms of life—that of truth, of humanity, of God. It was a powerful discourse, logical and eloquent.

The Annual Contest between the Literary Societies drew the accustomed interest on Monday evening. One hundred dollars, the gift of Mr. J. D. Brown, of Athens, was divided between the three societies, Samuel Shafer, Adelpian, winning first money; Frances McAuslin, Athenian, second prize; and Carleton Blake, Philomathean, taking third prize.

The closing chapel exercises on Tuesday morning were well attended. The meeting was in charge of the Alumni Secretary. College songs were sung and old "grads" and new "grads" made short speeches, felicitating themselves that they belonged to OHIO.

The President's reception on Tuesday afternoon saw more than six hundred of the students, Alumni, Commencement visitors, and Athens



BISHOP DAVID H. MOORE,
O. U., Class of 1860

citizens, come to enjoy the hospitality of our popular "Prexy" and his good wife.

The College of Oratory added considerably to the enjoyment of the week, and at the same time demonstrated the quality of the service of that arm of the college when the students gave on Tuesday afternoon Jerome K. Jerome's comedy drama, "Sunset."

To a highly appreciative and critical audience the College of Music gave its closing performance on Tuesday evening. Under the guidance of the Director, Dr. Thompson, the rendition of the various parts was finely executed. The major portion of the program was the presentation of the operetta "Pauline."

The Wednesday features of Commencement Week were the Class exercises of the present year graduates, in front of the Center Building. The program was interesting in every way. A special feature of the exercises was the unveiling of the clock which the Class of '14 placed in the belfry of the Center Building. In the afternoon, the Alumni-Varsity ball game was played, when such "stars" of former OHIO days as "Doc" Gahm, Frank Gullum, Sam Begland, "Twinkle" Starr, "Dick" Shires, Harry Beckley, Clyde Gibson, "Hopper" Jones, and "Rooster" Jones made their re-appearance on the OHIO diamond. The Alumni bunch were a bit rusty and so permitted the "Varsity" to trim them to the tune of 10 to 3.

The Alumni Dinner, always one of the notable events of the Commencement Week, was as usual a season of good cheer and felicity among the guests. Two hundred and fifty plates were laid and for three hours the banqueters enjoyed the "eats", the singing of the Girls' Glee Club, and the speeches. Because of the absence of the President of the Association, Hon. John T. Duff, '70, S. K. Mardis, '93, presided. The toastmaster was Hon. I. M. Foster, '95. The Annual Address on the problem of Universal Peace, by L. D. McGinley, '94, was a well-written, beautifully worded, logical, and convincing appeal for the abolition of war. This address will be printed in the Annual Souvenir Bulletin. Most of the short speeches dealt with the proposed Centennial Home Coming in 1915. All spoke enthusiastically of the coming event and the sentiment was heartily applauded by the banqueters.

The final event of the week was the Academic Procession on Thursday morning, the delivering of the Commencement orations by members of

the class, and the conferring of degrees and presentation of diplomas by the President. Nearly two hundred and fifty received diplomas from the various departments of the University, thus adding substantially to the rapidly increasing Alumni roll of Old OHIO.—*Alumni Bulletin*

BACCALAUREATE ADDRESS

(Ohio University Auditorium, Sunday,
June 14, 1914)

"SELF-SIGHTEDNESS"*

There are three great days in every normally well-rounded life. First is the day of birth, the day when the new being, with his first breath, covenants to hold that life which is given him against all claimants and to the end of his time, and all his after events are dated from that day.

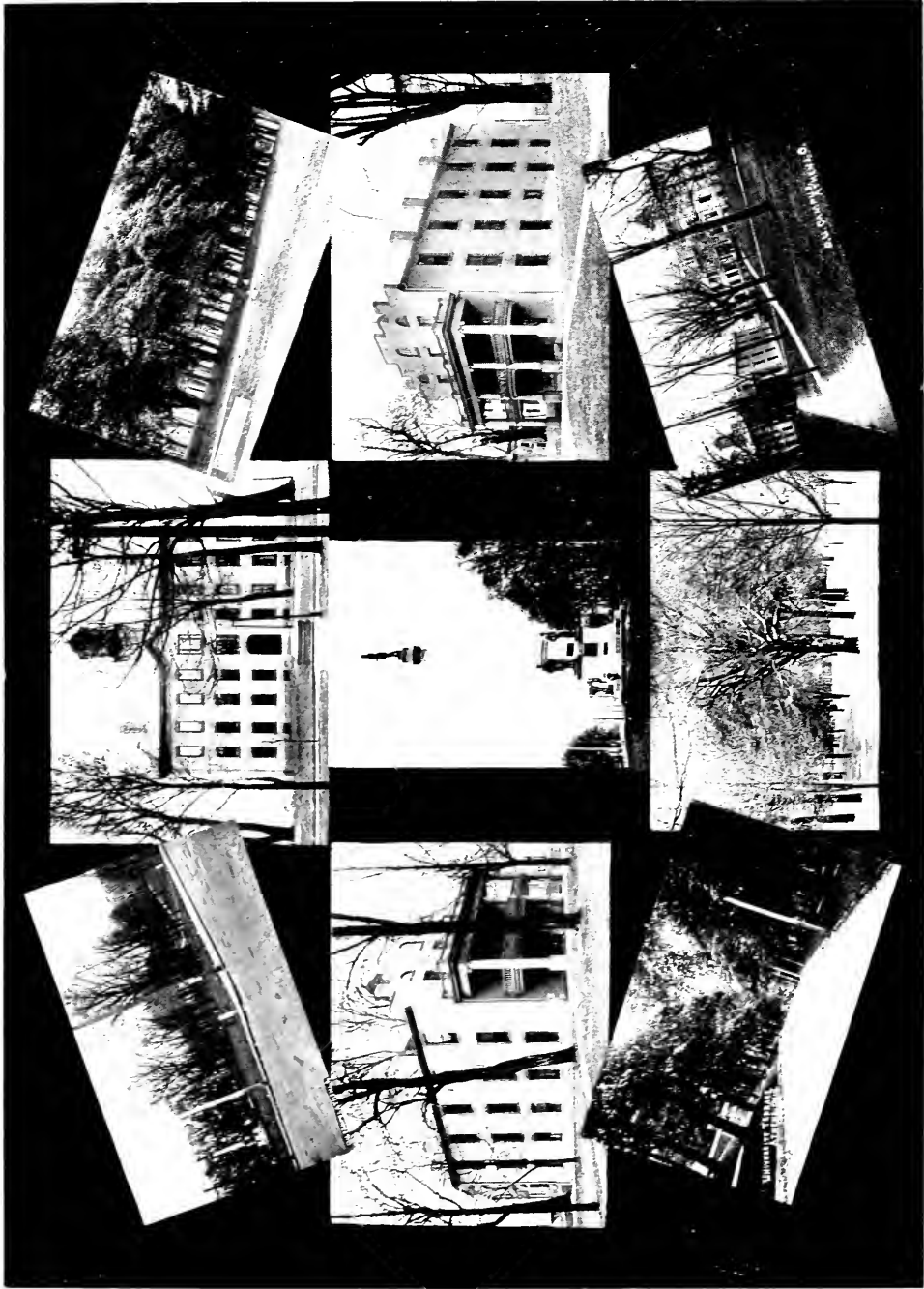
Second is the day when he marries and if he is truly mated as well as married that day is the second in celebration for the rest of his years, for on that day he covenants to pay his debt to existence, to pass the lamp of life from his generation along to the next.

Third comes the day when he passes from life, his work all done on earth. What covenant he makes with death we do not know, but it is significant that his survivors do not celebrate his last great day but his first. No matter how tragic, how dramatic, how important his last great day, we turn to his first one to keep his remembrance green. February 12th, is not the date of our great president's assassination, when his life work closed. It is, instead, the date of his birth, before any one could have known that he was to do any work at all.

To these three great days in the life of every man, the primitive man, we may say, modern opportunity adds a fourth day, the day when the trained and equipped youth steps out from the sheltering wing of his Alma Mater, flings his glove into the face of Fate and smilingly says, "I, who am about to live, salute thee!" This day also has its celebration and I am honored by being allowed to participate in that celebration this morning.

I suppose that you do not expect me to talk to you about education this morning, what edu-

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West Wing

Massachusetts Cuffler Hall

East Wing

cation means, what the educated owe to the uneducated and to society. You have been directly engaged in education for the past several years and each of you is better qualified to instruct me concerning it than I am you.

I suppose that you do not expect me to solve many world problems for you. You do not expect me to prove to you that you ought to be Prohibitionists or Suffragettes, Calvinists or Pragmatists, Single-taxers or Socialists, strict constructionists or opportunists, conservatives or cubists. The presentation of such solutions, if solutions there be, I have a right rather to expect eventually from you. Let me say that I do not share in the common laugh, which is half a sneer, at the graduate who sets forth to win the rights, and to conquer the wrongs, of the world. Such a service is just what the graduate ought to feel capable of doing and just what the graduate ought to do. Where else should we look for a force which is to make for world-betterment if not to these picked bodies of young men and young women, upon whom have been expended two decades of intellectual effort in order to equip them for the struggle of life, not merely self-life, but social life? From the moment when your mother with a sob in her heart kissed you goodbye and left you in the kindergarten to the time when the President of the University with a sigh of relief hands you your diploma, someone has been paying for your opportunities, with toil and tears, with sweat and sorrow, with prayers and, possibly, profanity. Why should they not expect you to repay them, not in money, not even in appreciation, but in service—some service which shall make the world a better dwelling-place for those who come after you?

This does not mean that there is any coupon attached to your diploma which gives you any free license to career. Neither is any policy issued to you insuring you that you will succeed beyond your less fortunate fellows.

I once heard a great Chinese diplomat address a collegiate audience upon a certain date in February. The date appeared to demand of him some eulogy of our two great February presidents and the occasion equally appeared to require some recognition of the higher education. In excellent Americanese he combined his tributes to the two great men and to university training and then remarked, somewhat naively, that neither Washington nor Lincoln were collegians. If he saw the moral

of his narration he forgot to apply it. Let me do it for him. Special privilege in education does not present you with a special privilege in life.

But I said that I was not going to talk to you about education and that I was going to leave the world problems for you to solve.

The most which may be expected of a man upon an occasion such as this is that he may set up some white stone which shall help make the day memorable, that he may place some target at which you may aim, that he may offer some incentive to high and sustained effort.

Now you have among your neighbors, you have in your own institution, you have in this very audience a dozen, a score, or more of men who can say this to you better than I. The only reason that I am called to have this chat with you this morning is that they have said it to you so much and so often and so well that they have exhausted themselves, or else they expect me to say it differently, for the one power I am supposed to possess is to see things with my own eyes and to report them in my own words.

We constantly feel the need of somebody's point of view, somebody's strength of vision, somebody's source of uplift other than our own. Mortal man is so constituted that even the certitudes of mortality become stale to him unless he can occasionally taste them in a new form. The waters of life stagnate, unless they are run into new channels of thought, mount into new fountains of expression, form into new pools of poetry. And so it is the constant aim of all teaching, all preaching, all literature, to say the world-old thing in the new-world way.

All art is predicated upon the possibility of the artist's showing life to us, showing ourselves to us, in a manner which we recognize as true, and yet in a manner which impresses us because it is different.

So I know of no message which I could bring to you to-day more essential to the creation and conservation of character than this same lesson of seeing with your own eyes—the lesson of intellectual candor, of mental and moral fresh-sightedness.

Every man should occasionally examine himself to see if he is himself, or merely the reflex of his surroundings. To put it tersely to yourself.



BISHOP EARL CRANSTON,
O. U., Class of 1861

ARE YOU YOU?*

Are you a trailer, or are you a trolley?
 Are you tagged to some leader through wisdom
 and folly?
 Are you Somebody Else, or You?
 Do you vote by the symbol and swallow it
 "straight?"
 Do you pray by the book, do you pay by the
 rate?
 Do you tie your cravat by the calendar's date?
 Do you follow a cue?
 Are you a Being and boss of your soul?
 Or are you a mummy to carry a scroll?
 Are you Somebody Else, or You?
 When you finally pass to the heavenly wicket
 Where Peter the Scrutinous stands on his
 picket,
 Are you going to give him a blank for a ticket?
 Do you think it will do?

No, it will not do. The man who has nothing
 to offer of his own, nothing which comes from
 himself, no matter what his apparent success,
 will never get anywhere. He is a good deal
 like Kipling's character of Tomlinson, who
 hadn't been good enough for heaven and who
 hadn't been bad enough for hell. He hadn't
 been anything, so he couldn't get anywhere,
 for in all the infinity of the Universe there is
 room for nothing nowhere.

A man never makes much of a real impres-
 sion, never makes much of "a hit" as we say,
 except by being himself and although I do not
 intend to emphasize Success, as it is usually
 defined, upon this occasion, but probably rather
 the contrary—not success for the sake of suc-
 cess—yet, in passing, I think it is worth while
 remarking that this quality of self-examination,
 self-initiative is worth while, even if we con-
 sider it upon the somewhat low plane of "get-
 ting somewhere," of making an impression up-
 on life, of making what we call "a hit." I
 learned the lesson in this form at the ball game:

GENIUS AND TALENT*

The first great hitter I recall
 Was old Jim White.
 This Great Locator of the ball
 Leaped into sight
 In Seventy-something and I still
 Recall his poise,
 Copied and practiced with a will
 By all us boys.

*From Mr. Cooke's volume "Impertinent Poems" copyright 1903 by author, 1907 by Dodge Publishing Co., N.Y. City.

†From Mr. Cooke's volume "Basbology." Copyright 1912 Forbes & Co., Chicago.

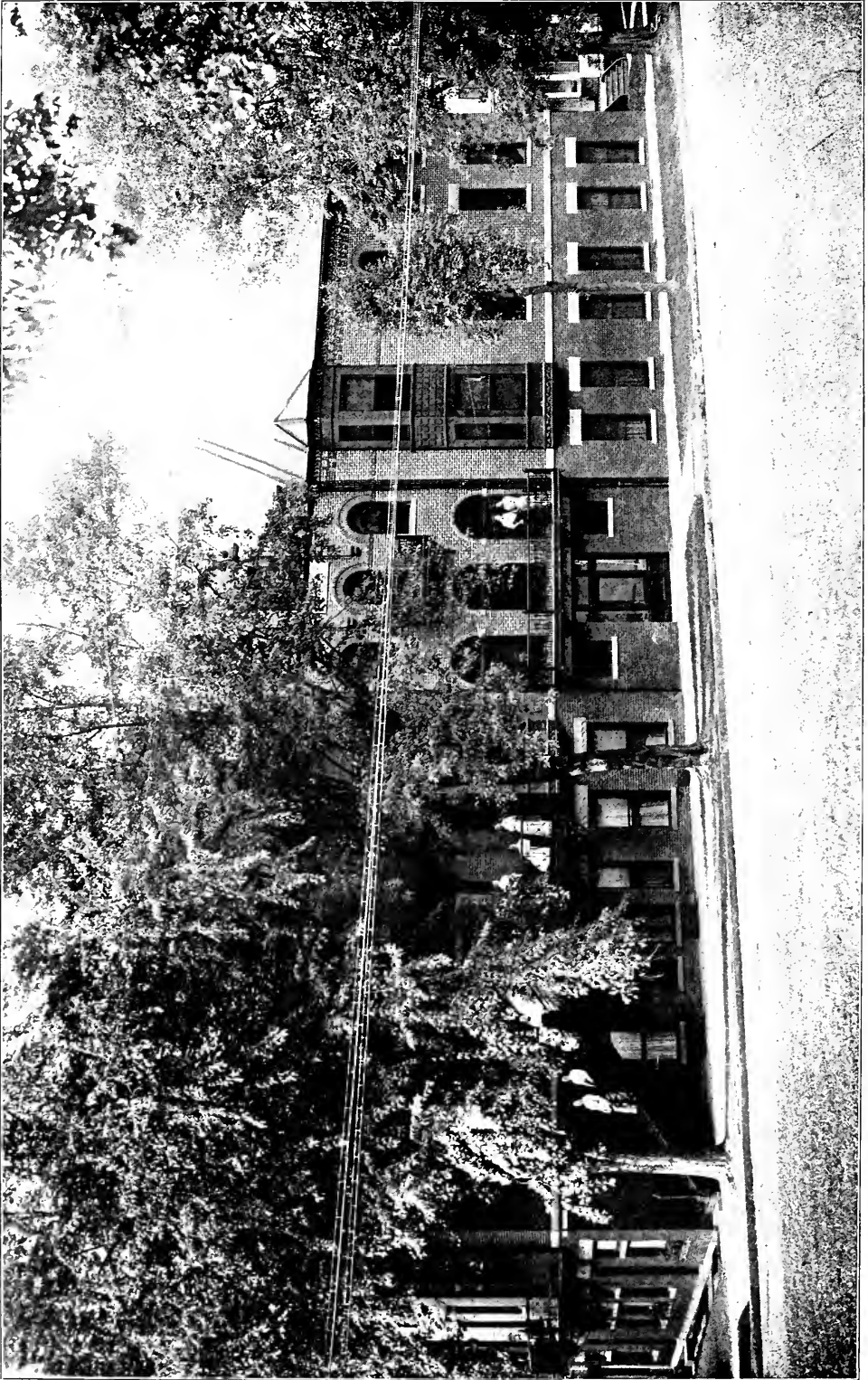
Jim stood wide-spread to reach the ball.
 He held his bat at "carry arms," as did we all;
 We fell down flat,
 But what of that?
 We knew our method must be right,
 Because we did it "just like White!"

Jim lost our love and fell from grace.
 The cause was simple.
 The official scorer gave his place
 To James Dalrymple
 "Dal" swung his bat behind his neck,
 With feet together.
 We followed at the bell and beck
 Of this new wether.
 He was our diamond-god and we were most
 devout,
 Nor felt a doubt,
 When we struck out,
 Our faith was like the the pyramid!
 We did it "like Dalrymple did."

The next year's leader at the plate
 Stood stern and solemn,
 And held himself and war-club straight
 As any column.
 One Adrian Anson was this man
 Of new reliance,
 And once again we change our plan
 Of batting science.
 We marked his mien. This look, that frown,
 Might be the key.
 But still the pitchers mowed us down
 In "One!" "Two!" "Three!"
 Nor could we see
 How anything could be the matter,
 For Anson was the champion batter.

At length a light began to burn
 In every noddle,
 By which we saw that each must learn
 From his own model.
 The style which suited old Jim White
 Was good—for Jim.
 Dalrymple's style was also quite
 Correct for *him*.
 And Anson never had succeeded
 In word or act
 By following the plan which we did.
 The whole thing's packed
 Upon this fact.
 You'll make no hit, believe it true
 By doing "just like" others do.

But let us not think that self-sightedness is
 easy, that individuality of action is simple, that
 there is no difficulty in a man's being himself.
 On the contrary, it is the most difficult problem
 of life. For my part, I am always profoundly
 grateful—and just a little bit startled—when I
 am able to see a thing with my own eyes. Usual-
 ly, you know, we see with the eyes of our an-
 cestors, we accept conventional custom as cor-
 rect, our minds are under the sway of dead
 men's minds, we see with the eyes of the past
 centuries.



Women's Hall

It is hard to realize how little of independence of mind we have, how little we think with our own brains; it is hard so to state it that we may realize it but perhaps we can do so by a comparison. It is well recognized, I think, that the reason it is difficult for any age to judge of itself is because it is hard to get the historical view of itself. If we could go forward five thousand years and look back at ourselves, we might be able to judge of ourselves quite accurately. Now perhaps we can get this forward view by looking backward and comparing our present known habits of mind with those of the people upon whom we look back.

Ethnologists have told us of a tribe of savages, not ordinarily cannibalistic, but which is addicted to the gruesome habit of making away with the elderly people of the tribe by eating them. We civilized people cry out that nothing more shocking to the moral sense could well be conceived and rashly base would be the man *among us* who would arise to dispute it, yet if it chanced to be the custom among us the same people who now denounce the savage as below the level of the beast would defend the custom with all the vigor of mind of which they were capable. Or, what would be worse, they would condemn it in word but support it in practice.

The ordinary human mind, even the extraordinary human mind, often seems quite incapable of forming its own judgments. It follows the judgment of the crowd, of custom, of environment, of heredity, of any thing except its own independent, unbiased, carefully studied judgment. If the ordinary human mind is capable of forming its own judgments, then it is unwilling to do so, or is intellectually too lazy.

When we see a man who is both capable and willing, who reasons what is right and then strives to follow it, who acts his own way, not as his neighbors do, not as his ancestors did, we stare at him a moment and perhaps dismiss him with an epithet—"Crank!" At the moment, did we but realize it, we, too, are eating our grandmothers, just as the savage does. That is to say, we are choosing to follow custom, no matter how bad, merely because it is custom.

Does this sound harsh? Does it place too low an estimate upon the human race? Well, look about you, or, better, look into yourself. Ask yourself why you began your dinner with soup to-day instead of salad, or why I wear a long-tailed coat this morning? Why do you eat the flesh of a scavenger hog and shrink from that

of a cleanly horse? Why do we wear leather boxes upon feet which would be much more comfortable in sandals-or sandal-less?

I frequently try the experiment of going hatless through the streets and it is amazing how large a portion of the populace appears irritated. No matter how cultured the city, or how boorish, the result is the same. Some one is pretty apt to bawl at me, "Put on your hat!" You would think it a personal affront to others for a man to remove his own hat from his own head. Yet if I wore it in speaking to you to-day, some of you would feel offended, so strong is our habit of conventionality.

But these, let us admit, are trivial instances.

Let us take some example worth while. Let us take the world-old, world-wide and, it almost seems, world-enduring tragedy of war.

Does anyone *believe* in war? Impossible. Absolutely impossible. What! a man born of woman, a human being with any element in him above that of the serpent believe in war, with its lying and spying, its lecheries, and treacheries, its maimings and murderings?—!

Yet to-day, men will tell you that "war is hell," as Sherman said it was, and in the same breath will boast of our nation's ability to make more hell. Men bow the knee to the Prince of Peace to-day and to-morrow will recommend greater efficiency in the art of murdering our neighbors. Every Nation cries out that it is for peace, yet it arms itself to the teeth to protect itself against the other nation, which is also for peace! Then are the nations hypocrites? Not at all. They are simply eating their grandmothers. They simply persist in doing that which has been done.

At the present moment we are in danger of a war which I venture to say nine-tenths of the American people and nine-tenths of the Mexican people do not want at all. Why? Because even in time of peace, we go right on eating our grandmothers, go right on cultivating the war spirit, through sheer inertia to do differently. Our children are given toy soldiers and toy guns as soon as they can walk and talk. Our school histories are filled with the accounts and dates of battles which are of no more importance than the scores of last year's ball games. In a time of profound peace, if a nation wishes to pay its respects to another nation, it sends a war vessel to convey its good will and amity! It would be no more ridiculous if you slipped a dagger into your belt and a gun across your shoulder when



WARREN MILLER,
A. M. pro honore, 1914

you went to five o'clock tea at a neighbor's.

Only the other day we sent sixteen ships of the line manned by twelve thousand picked men around the world, flaunting our war-fulness in the faces of our world-neighbors. It seemed to me that I was able to see that fleet with my own eyes and, as I told you, I am always grateful for a moment like that. So I made a song.

(THE FLEET †)

And this is the song of the thousand men who are multiplied by twelve.

Sorted and sifted, tested, tried, and muscled to dig and delve.

They come from the hum of city and shop, they come from the farm and field,

And they plow the acres of ocean now, but tell me! what is their field?

This is the song of the sixteen ships to buffet the battle and gale,

And in every one we have thrown away a Harvard or a Yale.

In them are the powers of Pittsburg, the mills of Lowell and Lynn,

And the furnaces roar and the boilers seethe, but tell me! what do they spin?

This is the song of the myriad miles from Hampton to the Horn,

From the Horn away to that western bay, whence our guns were proudly borne;

A royal fleet and a host of hands to carry—these rounds of shot!

And behold! they have girdled the globe itself and what is the gain they have brought?

This is the song of the Wasters—well "Defenders," if you please,

Defenders against our fellows, with their wasters, even as these,

For we will not learn the lesson, known since ever the years were young,

That the chief defence which a nation needs is to guard its own hand and tongue.

This is the song of our folly, that we cry out in glad acclaim

At these slaughtering ships, in the shadow of which we should bow our heads in shame,

That we clap applause, that we cry hurrahs, that we vent our unthinking breath,

For oh, we are proud that we flaunt this flesh in the markets of dismal death.

This is the song of our sinning, (for the fault is not theirs, but ours)

That we chain these slaves to our galley-ship as the symbol of our powers;

And we crown men brave, who on land or wave fear not to die, but still,

Still first on the rolls of the world's great souls are the men who have feared to kill.

†From Mr. Cooke's volume *The Uncommon Commoner and Similar Songs of Democracy*, copyright 1913, Dodge Pub. Co., N. Y. City.

But, you say, we have great men among us who defend our course in such matters. Certainly they do; but does not that show us that if even our great leaders eat their grandmothers so readily that you and I ought to examine our intellectual mastications all the more closely?

And do you not suppose that even the savage who eats his grandmother cannot cite a number of excellent reasons for the practice? Why, look you! Eating one's grandmother! There are many reasons for the practice:

First—It does away with old age pensions.

Second—It simplifies life insurance, insuring the policy holder up to the edible age only, after which the policy lapses, thus reducing the cost to the rest of us.

Third—It solves the question agitating corporations as to what to do with employes past their prime. This would spell the end of Oslerism.

Fourth—It aids in the economy of food, thus aiding in the solution of the high cost of living.

Fifth—It is a happy compromise of the question as to whether we ought to inter or to cremate.

Sixth—It aids along the line of funeral reform, not only reducing funeral expense to the poor, but actually abolishing it.

Seventh—It appeals to the finer family feelings. After sucking his grandmother's marrow, may not a man more truly boast of being bone of her bone?

Eighth—It gratifies the noblest altruism. After subsisting upon the world for three score years and ten, how natural that a grandmother should give the world a chance to subsist upon her.

Ninth—It saves old and infirm people from neglect. Their grandchildren would see that they are kept fat and well-fed.

And finally and unanswerably, it would be urged, "why it must be a good custom, for it has always been and see how we have prospered under it."

All these and many more reasons would be urged if our habit of eating our grandmothers were actual instead of allegorical. And the sad chances are that we would accept those reasons then just as readily as we reject them now.

Now I do not ask whether you agree with me in all this or not. It is really of very little importance whether you do or not. All I ask is that you agree with *yourself*, that you do no



Ewing Hall

eat your grandmother merely because some one else does.

I think every man ought to have a pitcher, a pump, and a stomach as receptacles for ideas which are offered to him.

If the ideas appear doubtful to him, let him receive them into his pitcher, whence he can taste them or cast them out at his pleasure.

If the ideas appear doubtful in themselves, but still appear valuable for the purpose of starting ideas in himself, let him pour them into his pump. Did you ever try to get water out of an old-fashioned suction pump? And perhaps you would pump and pump and pump until you almost pumped up your eternal gizzard, but not a drop could you start. But if you happened to have a pitcher of water handy, you poured it into the pump, and tried again, and presently up came the pure water and it flowed as long as you cared to pump. It did not have to be good water which you poured in, but it started good water and some ideas are like that.

But if the ideas taste good to you, if they refresh you, if they revivify you, take them into yourself and assimilate them. Not if you agree with them so much as if they agree with

you, the same as physical food, or drink, agrees with you.

If you do not come to every source of ideas with the three receptacles, you are apt to find yourself in the condition of the old darkey who wanted to be a minister. When he came up for examination, they asked him.

"Can you read and write?"

"No, suh."

"Then how do you know about the Bible?"

"Ma niece reads it to me suh."

"Do you know the beatitudes?"

"No, suh."

"The twenty-third psalm?"

"No, suh."

"Well, what part of the Bible do you know?"

"Knows the parables, suh."

"Oh, indeed, can you give us a parable?"

"Deed, yes suh."

"Oncet de queen er Sheba was gwine down from Jerusalem to Jericho an' she fell among thieves and the thorns sprung up an' chocked her. First dey passed her by on de udder side. Den dey cross over an' dey say unto her. 'Frow down Jezebel.'" But she wouldn't frow her down. An' again dey say unto her. 'Frow down Jezebel.'" But she wouldn't frow her down. An' again dey say unto her for de third an de las' time, caze I ain' gwine to ax you no mo. 'Frow down Jezebel,'" and she frowed her down seventy times an seven, twelyde remains



DAVID FRANKLIN PUGH,

A. M. *pro honore*, 1914

was 'level baskets full and I say unto you 'Whose wife was she at the resurrection?'"

Now all that poor fellow had was a pitcher. You could pour words into it, but they started no ideas, nor were they assimilated. So I do not want you to agree with me, unless you really are agreeable. Because I try to see things with my own eyes is just the reason I want you to see them with your own eyes, as I have said. And this item itself is worth while, for ordinarily we find it so difficult to credit the other man with as many brains and as much right to

use them as we have. In politics, in business, in religion—

(SPREAD OUT**)

Now in politics I am a—never mind;
And you are a—I don't care:
But anyway, I am rather inclined
To suspect we were both unfair,
For I have called you a coward and slave,
And you have dubbed me a fool and knave,
Yet perhaps I was right, for *you* surely abused
The right of free speech in the names you used.

**From Mr. Cooke's volume "Impertinent Poems" copyright 1903 by the author, 1907 Dodge Pub. Co. N. Y. City.

In religion I am a—who cares what?
 And you are a—what's the odds?
 So why have I jeered at your holiest thought
 And why have you sneered at my Gods?
 For, thinking it over, I find we two
 Were doing the best that we honestly knew,
 And yet, I cannot escape a touch
 Of suspicion that you never knew too much!

That "touch of suspicion" is just what we need to eradicate and nothing but the quality of self-sightedness does it. The man who believes in seeing things for himself *must* accord the right to others.

He tries to be unlike the man who sings "Nearer, *my* God, to Thee," as if he thought that God was good merely because he happened to be his God.

No, the man who judges for himself is willing to consider other men's judgments. He perceives that there must be some reason for eating grandmothers, hideous as the practice appears to him, some reason for war, inexcusable as it may appear in his eyes.

And as I have already cited war in illustration of what I conceived to be my own self-sightedness, let me cite it again for what we may conceive to be another's self-sightedness, and if the heroism of war be brute heroism, why then let us illustrate with a brute hero.

(THE HERO OF THE HILL††)

I always stop to watch a horse pull a big load up a hill. There's something fine about the way he sends his rugged will

Down through his quivering shoulders, till it seems as if he clutched

††From Mr. Cooke's volume "Rimes To Be Read" copyright 1897 by the author. 1895 by Dodge Pub. Co. N. Y. City.

And hurled the hill behind his heels, until the top is touched.

It gives a man new courage, when he comes to his steep grade

To remember the example which the plucky beast has made.

But if the load prove stronger. If the horse, with hoofs outspread.

With reddened nostrils, foaming flanks, and bowing straining head.

Surrenders to the heavy load, while the driver's only helps

Are strident oaths and the angry sound of the hot whips snaps and yelps.

Why then the chief result is that it makes a fellow feel

He'd like to take that driver's head to block the slipping wheel.

But on this late occasion, the driver had a heart And worked with mind and muscle to release the stubborn cart

From the clay-rut, when some soldiers who were loafing in the sun

Let fall their lazy jaws to laugh and to let their cheap wit run.

One cried "Hey, take that bag of bones and feed him to the crows!"

"Ho, ho! he'd scare the crows away!" the mocking answer rose.

"Say it'll take a small torpedo, if you ever move that beast:

Better get one of the size of that which wrecked the Maine, at least."

So ran the jeering current, till a mocking bugler said, "Hi, driver, if I blew the charge, d'ye think he'd drop down dead?"

It was then the driver answered, "well, he might, but let me say

That that old horse has heard the charge, when it means charge to obey.

Not on the dress parade grounds along with chaps like you.



Drawn by Henry Howe, 1846.

OHIO UNIVERSITY, AT ATHENS.

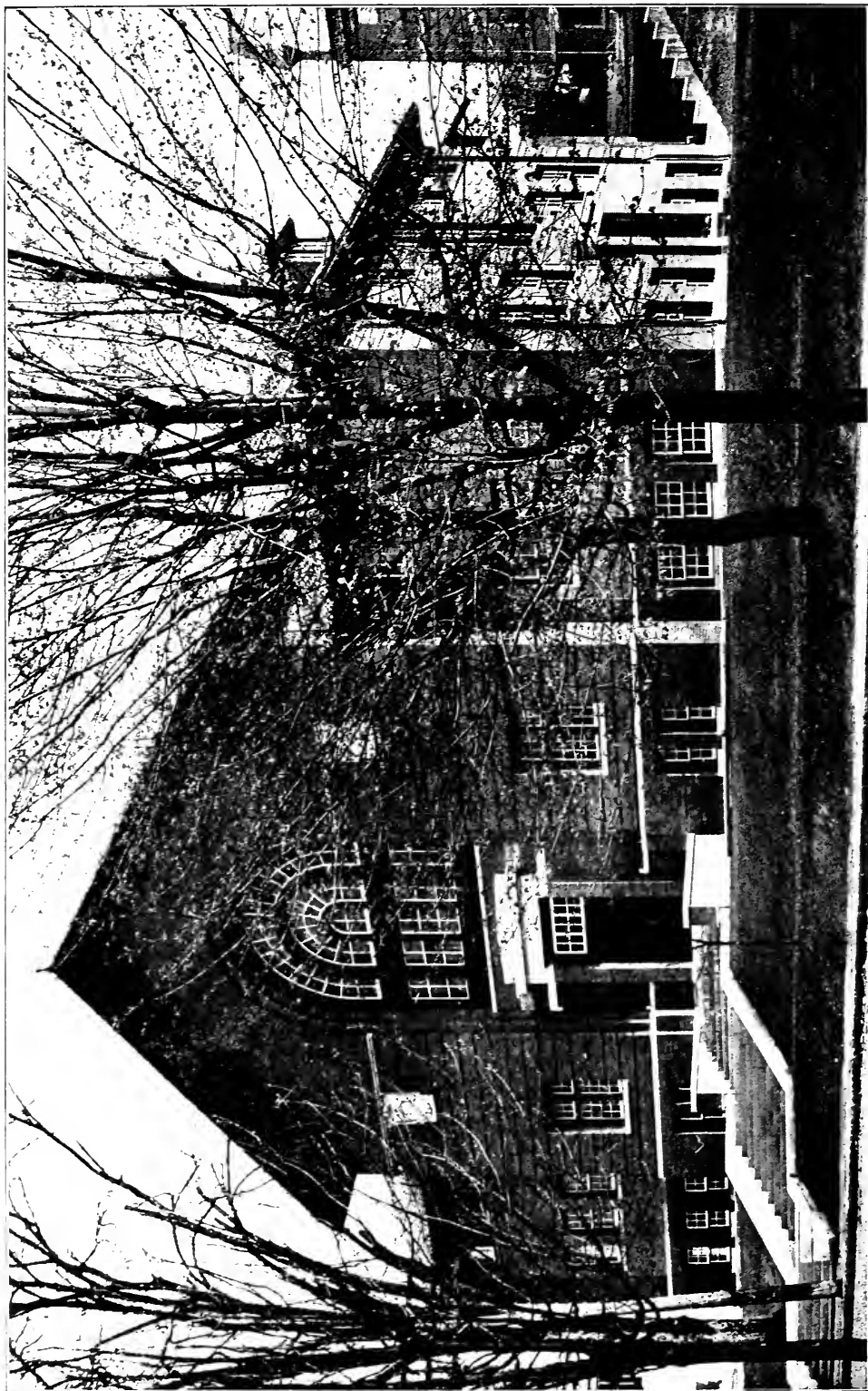


ARTHUR HOWE CARPENTER

A. M., pro honore, 1914

But on the fields of Cuba, where the Spanish bullets
 flew,
 And though he's drifted back to me and don't look
 very trim,
 I tell you he's a vet. who has the right stuff yet in him.
 Then "nonsense!" laughed a Sergeant and "nonsense"
 sneered the rest,
 And the bugler raised his bugle, saying "This'll be the
 test!"
 Then out upon the air there fell a dozen liquid tones.
 Like prophecies of glory, mingling with the ghosts of
 groans.
 That sound the soldier hears—and cheers—although
 its mellow breath

May send him where the cannon belch their black and
 bitter death,
 That sound which cries "Destroy! destroy! and let
 the list be large!"
 The ringing of the bugle as it blows the battle charge.
 And how the old horse heard it. Up flung his heavy
 head,
 Wide grew his nostrils, straight his ears, and quick
 the fever spread
 Through every nerve and muscle, as he forward
 plunged and pressed
 Straight up the hill, despite his load, and stood upon
 the crest!
 And were the soldiers laughing now? Not so. The
 scolding jeers



Gymnasium



HARRY MANSFIELD COULTRAP,

A. M. *pro honore*, 1914

Gave way to shame a moment and then burst forth
in cheers.

And the sergeant cried, "Attention, boys! fall in!
dress ranks! salute!"

Salute the gallant veteran—our comrade, though a
brute.

God send him oats and apples and the shelter of a
stall,

And grant we be as sturdy when we hear the battle
call."

But let it not be thought that the quality of
self-sightedness is valuable only in the usual
circumstances, in the dramatic moments of life.
On the contrary, it is applicable and I think it
is necessary every day of our existence.

The man who cannot see things for himself
always sees things as someone else sees them,
of course. And seeing through others' eyes, he
wants to be as others are, he wants what others
have, not because he really wants it, but because
others have it. In consequence he is always
discontented.

The man who sees with other men's eyes is
looking from that point out yonder to this, and
seeing what a poor, unthinking creature he is.
The man who sees with his own eyes is looking
outward and sees what a big, beautiful world
he's living in.

Sometimes, in wandering about this country



Manasseh Cutler Hall

of ours, I have come to places so unattractive that I have cried inwardly, "why does anybody live in such a place as this?" You, too, have seen such places and have felt the same thing.

And, then, perhaps I met the unconscious poet of the place, the man who saw with his eyes what I had failed to see with mine.

(Somebody Calls It Home^{††})

Country 'round is flat and dull. Town's a sort of match.

Landscapè needèd mendin', but the town's a blame poor patch.

'Ugly' is a ugly word, so I won't call it such,
But just a look'll tell you that the place ain't very much.

Streets is mostly wagon-ruts, Sidewalks hit or miss;
Up one step for that one and down two jumps for this;
Just a string of straggly stores and houses sprawled about;

First thing every drummer asks is "When's the next train out?"

^{††}From Mr. Cooke's volume "The Uncommon Commoner and Similar Songs of Democracy." Copyright 1903, Dodge Pub. Co.

Last place you might ever call a picture or a po'm
And yet, some of us like the place! some of us calls it home.

Oh, I've seen some bigger places, mebbe better, mebbe worse,

Seen some whoppin' residences, kept as careful as a hearse,

Just jammed full of doors and winders, with a tower—perhaps, to boot,

Sort of crossed between a hotel and some sort of Institoot.

No doubt they had some fixins on the inside, but I swear

I'd feel just about as homey in the court-house on the square.

Not that I'm reflectin' any, for I ain't the kind as pokes
Ridicule at anybody. I believe that folks is folks!

And I don't misdoubt them big-bugs are as far as I can see,

Just as human in their feelings and as good as you or me.

Why, there's human folks in Timbuctoo, there's human folks in Nome;

I mightn't like it either place, but *someone* calls it home.

It's a common sort of feelin', so I bet I'm not alone
In that notion that I got for things that I can call my own.



HON. A. P. SANDLES

Take my own place! it ain't so much to look at, after
all;

Most any other house has got a winder and a wall!
Some common things for comfort and some dearer
ones for looks,

A sprinklin' round of pictures and a little row of books
Some garden things a-growin' and a welcome home at
night

From a little bunch of babies, dancin' when you come
in sight!

It's all so sort of common that I couldn't make you
see

If you didn't have the feelin's that come bubblin' up
in me;

Sig. [4]

And as for me, there ain't no place beneath the big,
blue dome

That pulls me like it does, becu'z, oh well, I call it
home.

Surely there was a man with self-sight—and
with soul-sight. And being able to appreciate
that which he himself saw, surely that gave
him a possession of things which many a man
who merely *owns* things does not possess. Such
a man is rich, richer than the richest, richer than
John D.

Of course you all know who John D. is. He's
a neighbor of mine, but that isn't what makes
him famous. Everyone knows who John D. is,



Front View of Ellis Hall

just as everyone knew who John L. was. Each won his success by putting his rivals out of the ring. John L's ring was a square one.

Before John D. was very much in the ring himself, he was a book-keeper, a good book-keeper, though a slow one. He has been keeping books ever since with considerable success bank books and pocket-books, for example. At that time, however, a very small pocket-book would have held John D's. salary, which was \$500.00 per annum, a little over \$1.60 per diem. John D. saved half of it. Yet he thought it too small a salary for a first class man, so one day he asked for a raise of one hundred dollars a year. Perhaps he was worth it. Several men would give John D. six hundred dollars per annum now for his services, but at that time, his employer looked at John D., looked at the book-keeping, looked at the hundred dollars and said "No."

So John D. quit. Perhaps he was right in doing so. If you are looking for what is called worldly success, and we all are to a greater or

less extent, you may put it down as an apothegm,—Never work for less than six hundred dollars if by quitting you can accumulate six hundred million.

As I have said, John D. quit, went into the commission business, then into the oil business — and the country was saved.

Now, John D's. next door neighbor was named David. He worked in the same building, though not for the same man. He, too, was a book-keeper and his salary was five hundred dollars.

David spent it all. He believed in having a good time and he had it. When I say a "good time," I mean a *good* time, not what is ordinarily called a "good" time. He liked social pleasures, games, amusements, good books, entertainments, and the like.

I am not saying whether he was wholly wise or not. I am simply telling you the facts of the story. At the same time when John D. asked for a raise, David asked for one also. His employer granted it, so David didn't quit. Per-



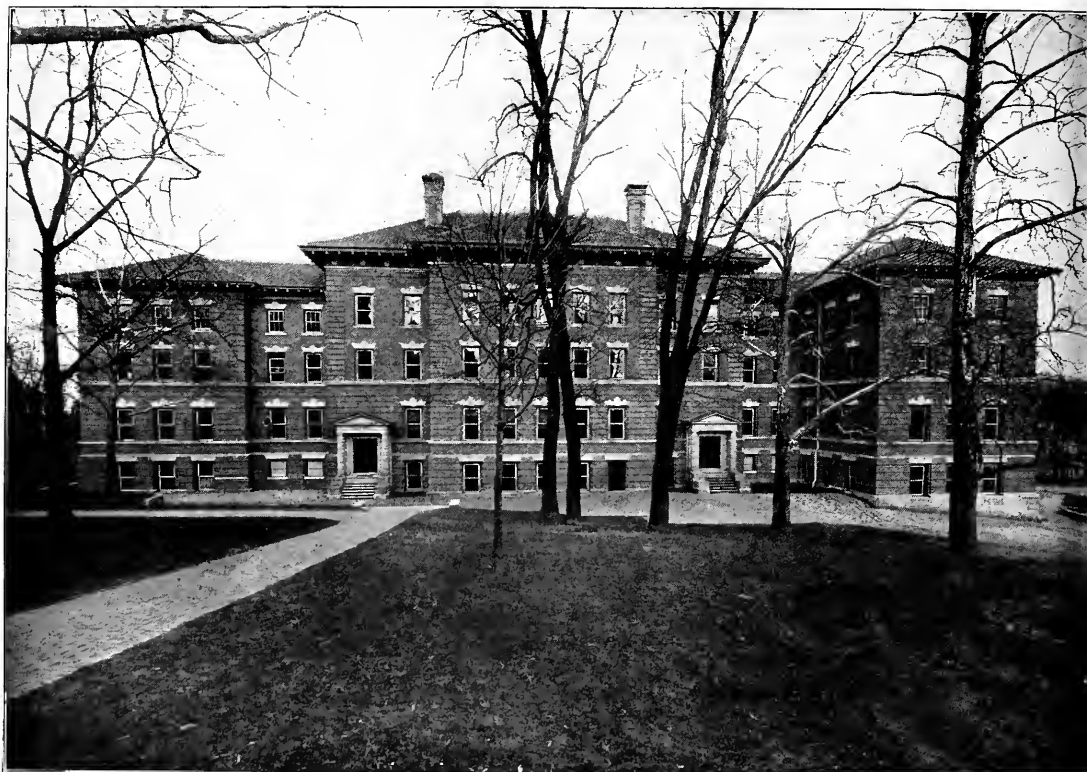
HON. FRANK B. WILLIS

haps that is why there is only one billionaire in Cleveland to-day instead of two—

The other day I met David again. He is a hale and hearty young-old man. His eye is bright and the laughing twinkles play in and out around the corners. He still likes a good time and he still has it.

Perhaps John D. likes a good time too, but can he get it? Can he get it? Sometimes I think perhaps he can, but I cannot help but recall that the last time John D. had the temerity

to express his simple preference for a presidential candidate, the said candidate and his presidential backer arose in their rage and shrieked "It's a trick. He's trying to discredit us. He's not for us at all. He's against us." I cannot forget that last month John D., if newspaper reports be true, installed a red, white, and blue electrical signal and that every time it is punched, every guard and keeper on the vast estate at Pocantico has to punch in his signal to show just where he is. Does that sound like a good time?



Rear View of Ellis Hall

Now, this is a true story and its moral is up to you. To-day John D. has a family, enough to eat, to drink, to wear, a home to live in, several hundred millions of dollars and a wig. David has all of these, except the wig. "What!" "you say." "Has he several hundred millions?"

Well, no, not in money. But do you not see that the man who has enough for his needs has just as much as the man who has too much? If you have just had your dinner and have a loaf of bread in the cupboard, you're just as full as if you owned a grain elevator. The quart cup at the bottom of the little trickling spring is just as full as the quart cup at the bottom of the ocean, when it's full, it's full, and the rest is slop-over! And all that John D. has is the slop-over.

He has less than little because he has so much too much. Sometimes I think he has less than that. I do not mean him in particular, but any man who has so much fame, or wealth, or

power that he is unable to be himself under the burden of it, that he is always conscious of the world peeping at him around the corner. What is worse, his friends, or those who would be his friends under similar conditions are unable to be themselves toward him.

Here is the same lesson, you see, from another angle. The man who is removed from the touch of his fellows, for any reason, loses his power to see them as they are, and they lose their power to see him with their own eyes. You would find it hard to associate with such a man and only to see who he was forgetting what he was.

(FAMILIARITY BREEDS CONTENT ***)

And yet you sometimes think you'd like to be
John D.
And scarce a man you know would dare
To josh you on your handsome hair,

*** From Mr. Cooke's volume "Impertinent Poems" copyright 1903 by the author, 1907 Dodge Pub. Co., N. Y. City.



HON. DAVID TOD

Or say "Hey, John, it's rather rude
To boost "refined" and jump on "crude"
To help Chicago University
And bull the doctrine of immersity."

You wouldn't care to be the Pope,
I hope,

With not one chum to call your own,
To hale you up by telephone,
With "Say" old man, I hope you're free
To-night. Bring Mrs. Pope to tea.

Let some one else lock up the pearly
Gateway to-night and get here early.

Perhaps you sometimes think the Czar
A star?

With not one palm in all the pack
To fetch its weight against his back
With "Say, old man, come out, come out,
And let us trot the kids about.
Tut, man! you needn't look so pale;
That red flag? That's an auction sale."

I'll bet even Shakespere's name was "Will,"

Until
He was so dead that he was great,
For fame can only isolate,
And better than "The Immortal Bard,"
Were "Hello, Bill," and "Howdy, pard!"
And would he have swapped his comrades' laughter
For all our praises, ages after?



East Wing

I think not. For, be it noted, it is not only desirable that we look at men and things with our own eyes, seeing them as they are, but we are never happy unless there are some people, at least, who are able to see us and take us for just what we are, nothing abated and nothing added.

But aside from all questions of success, or of happiness either, a man ought to look at the world with his own eyes, judge things with his own mind, strive with his own soul, and act of his own volition.

The prating Polonius spoke one great truth in the midst of his platitudes;—"To thine own self be true. Thou canst not then be false to any man."

If a man be himself, not even his Creator may ask more of him. If he live true to himself, his real self, his strongest self, who has a right to ask whether he failed or succeeded, whether he agreed or disagreed with us, whether he was what we thought he ought to be, or whether he wasn't?

In struggling for intellectual honesty, for moral fresh-sightedness, for personal soul-sufficiency, you will sometimes succeed and sometimes fail. But failure does not count, if you remember to continue to try not to fail. And in the midst of your struggle it may sometimes help you, if you remember:

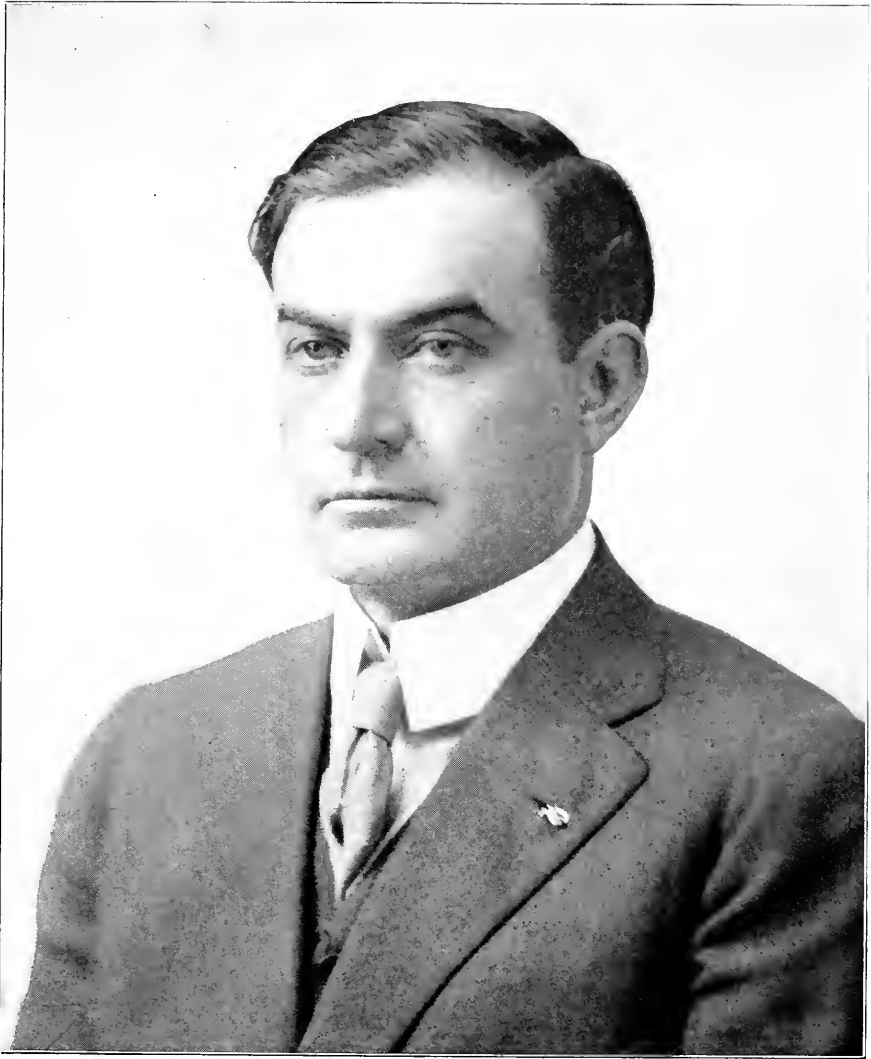
It isn't the fact that you're licked that counts;

It's how did you fight, and why?

This lesson was illustrated so vividly to me recently that I am going to pass the experience along to you, trusting that it may be a fitting conclusion.

I was on the train at Pocatello, Idaho, when a man came in and sat down beside me; without hands, but not without hope, crippled but courageous, blinded, but unbeaten.

I helped him in some simple ways and he thanked me, quietly, courteously not at all in the manner of a man hopelessly dependent upon others. As we journeyed together toward Black-foot he told me his story, and with a flash of what we call the "literary in-tinct," I said "I



HON. RALPH D. COLE

will make a thrilling story of this man's experience!" Then the experience itself mocked back at me, "what flimsy of fiction can you add to this fabric of fact?"

Again, I said "I will make an inspiring poem about this man!" But there sat the man himself. What inspiration could a poem add to him? And so I set down his story, just as I am telling it to you, in as few words as possible, fearing to spoil it by some attempt of personal adornment of my own.

His name is Hanks, N. C. Hanks, not that

his name makes any difference, but such it is. When Hanks was twenty-one years of age he was a strong, vigorous, out-door man. He and his partner were working a lead-claim near Nephi, Utah. They really had one of the richest lead mines in the West, but they never found it out.

One noon-day, they were washing up preparatory to "chuck," and Hanks was feeling as fine as a young man should, who is full of strength and vigor, is working a good claim, has a keen



West Wing

appetite for approaching dinner, and a letter from his sweetheart in his pocket.

Some one had brought the letter up the long, hard, trail the night before, and it *was* a long, hard, trail, for they were six miles from the nearest cabin and many more from a town. That letter was the last thing Hanks was ever to read with his own eyes.

Hank's partner finished washing, picked up his jumper and stooped to pick up a box of dynamite caps which lay open in the sun, as he did so, he noticed his gloves lying a few feet away and stepped over to get them first and to stuff them into his pocket. Just that close did Hanks come to escape being what he is. For, as his partner turned back to get the box of caps, Hanks called to him, "Hurry up to the cabin and get the grub ready. I'll attend to the caps." A moment later and he had picked up the box which had become over-heated from lying in the sun. The slight jar did the rest.

It was a wonder Hanks was not blown to pieces, for every cap in the box had a "kick" as the miners call it, of three hundred pounds. As it

was, he was hurled several feet. Within a minute he was up. The mountains and the sky had vanished. Where his hands had been was nothing but a dull pain.

Hank's partner looked at him, screaming and crying like a child, but Hanks himself was singularly calm. Recovering, his partner assisted him to the cabin, bound his arms above the elbows to stop the flow of blood and set off down the trail for help. And all that long afternoon Hanks lay there, with no company except a small dog which whined and mourned pitifully, knowing something was wrong and expressing his sympathy as best he could.

Help came, and they bore Hanks down the mountain, down to the hospital at Provo, where they tried to patch him up into some semblance of a man. His sweetheart came to see him and he broke the engagement. Then he felt better. It was the last duty he had left to do in life, he felt, and he had done it.

After a while, he was out again, but of what avail was that? What can a man see to do without eyes? What may he get without hands?



HON. TIMOTHY S. HOGAN



CLEMENT L. MARTZOFF, M. Ped.,
Alumni Secretary and Director of Extension
Work



Music Hall

There came to Provo, Byron King, a lecturer, a teacher. King's daughter had married a relative of Hanks's. Hanks went to King to study. Blessings be upon you, Byron King, you must be a teacher indeed!

Into this wreck of a man you put renewed hope. Bringing expression out of him, you put courage into him.

For the past few years now, Hanks has been a lecturer and reader upon the public platform. He goes back to the same audiences repeatedly, which is usually the test of a platform man's success. Think of it a moment! A man choosing as his life work, the interpretation of Shakespeare and lighter literature, without the aid of hand or eye as means of expression; traveling alone over strange routes, depending upon the nearest one to him for the thousand and one little uses we find for eyes and hands. And through it all keeping sweet, cheerful serene. Doesn't the dauntlessness of it hearten you a little?

Having told me of himself he asked me of my work. I did not intend to drag myself into

this story, but he dragged me into it and gave me the chance to pay him the tribute I was aching to pay, without awkwardness. "What's your line, friend?" he asked.

I told him that I, too was upon the platform, giving readings, like himself. "Whose do you give?" he asked. "My own," I replied.

"I wonder if I know any of them," he mused. I recalled that his teacher used a couple of my compositions and as a means of identification, I said "Did you ever happen to hear Byron King read 'How did you die?'"

"No, he answered, "no, but that was the first thing they read to me when I came to, in the hospital at Provo. They keep it there to read to the poor down-and-outers, and he quoted, giving it such praise as a man might who had heard it under those circumstances, and then added, "Did you write that?"

"Yes," I answered, "I wrote the verses, which was a small thing to do, but without any oath or byword, N. C. Hanks, you are the poem."

May I give you this poem, as Hanks heard it.



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

(HOW DID YOU DIE?) †††

Did you tackle that trouble that came your way
With a resolute heart and cheerful?
Or hide your face from the light of day,
With a craven soul and a fearful?
Oh, a trouble's a ton, or a trouble's an ounce,
Or a trouble is what you make it,
And it isn't the fact that you're hurt that counts,
But only how did you take it?

You are beaten to earth? Well, well, what's that?
Come up with a smiling face.
It's nothing against you to fall down flat,
But to lie there—that's disgrace.
Why the harder you're thrown, the higher you bounce.
Be proud of your blackened eye.
It isn't the fact that you're licked that counts;
It's how did you fight—and why?

††† from Mr. Cooke's volume "Impertinent Poems,"
copyright 1903 by the author. 1907, Dodge Pub. Co.
N. Y. City.

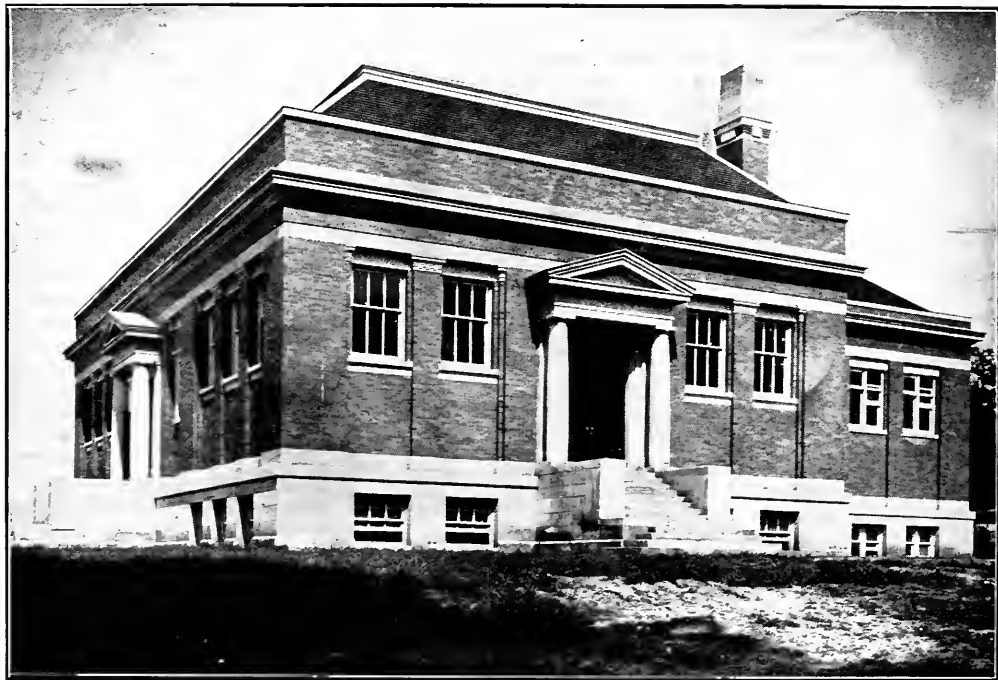
And though you be done to death, what then?
If you battled the best you could,
If you played your part in the world of men,
The Critic will call it good.
Death comes with a crawl, or he comes with a pounce
And whether he's slow or spry,
It isn't the fact that you're dead that counts;
But only How Did You Die?

**EXTRACTS FROM THE ANNUAL
SERMON**

By

WILLIAM F. ANDERSON, D. D., LL. D.,
Bishop of the M. E. Church,
Cincinnati, Ohio

*(For, see, saith he, that thou make all things
according to the pattern shewed to thee in the
mount.)* Hebrew VIII.-5)



East View, Carnegie Library

The Divine ideal becomes the model for the human enterprise and undertaking. The principle is capable of wide application. It is true in art, in science, in literature, in history, in law, in government, and in the building of educational, philanthropic, and religious institutions. Human excellence of any sort is an approximation unto the divine perfection. With these words as our text. I desire to discuss with you for a little time, "The Enthusiasms of the Modern Scholar."

It is to be hoped that your life will not be without enthusiasms. A life lacking in enthusiasm is without satisfaction to the man who lives it, and without significance to his fellow-men.

You are devoted to the discovery, the proclamation and the following of the truth. The finest and most comprehensive statement of the attitude of the modern scholar towards the great body of truth is in that Scripture of the Greatest of all Teachers,—“Ye shall know the truth, and the truth shall make you free.” The scientist is sometimes found relegating to himself an exclusive devotion to the truth. I have no quarrel with the scientist nor with science

properly understood. But before the day of modern science this striking passage stood at face value upon the pages of Holy Writ. It is no accident that the great day of the triumph of science follows upon the Reformation of the Sixteenth Century. The spirit of the Middle Ages was—before you announce your conviction as to the truth, you must hear what Pope and Council have to say upon the subject. The modern world accepts this teaching at full value. Traditionalism has sometimes been a bit fearful about the exercise of the freedom of investigation, but the Spirit of true Christianity is “prove all things, hold fast that which is good.”

But if the modern scholar is to be devoted to truth, he must likewise cultivate a passion for the personalities of the universe. An enthusiasm for man as man is a valuable element in the life of the modern scholar if he is to render his largest service to the cause of human progress. That fine utterance by Sam Walter Foss, “Let Me Live By The Side Of The Road,” embodies a great principle. The world has little use for the cynic. The spirit of Democracy has saved the modern world from the narrowness and stifling effect of the Middle Ages. This spirit

finds its highest and best embodiment in our Declaration of Independence, our Constitution, and the spirit of our Free Institutions. Other nations may point the finger of scorn at America and call her visionary and impracticable, but it is our glorious idealism, not yet fully attained, but being realized little by little, which makes us the envy of the entire world, and which causes the oppressed of every nation to point to America as "God's country."

with you to build your life, your character, your careers upon this great underlying, universal, dominant fact of God.

One of our standard poets has said: "The proper study of mankind is man." And proper enough, indeed, it is, but the glorious study of mankind, the inspirational study of mankind, the infinitely entrancing study of mankind is God. A great teacher of preachers in this country some years ago stated: "No man can become a really great preacher until he comes to the place in his experience where he literally revels in the character of God." I desire to give wider application to the principle, and to remind you that no man can become a really great man until he comes to the place in his experience where he literally revels in the character of God.

If these, young ladies and gentlemen, shall constitute the burning enthusiasms of your life, the earthly years will be radiant and the eternal years will be glorious.

A REPORTER'S ACCOUNT OF THE EXERCISES OF SUNDAY JUNE 14, 1914.

The Baccalaureate Address was delivered by Edmund Vance Cooke, of Cleveland. Mr. Cooke is a lyceum entertainer, writer of humorous verse, and reciter of stories.

His leading theme seemed to be the encouragement of thinking. He spoke of the work before the graduating class; of their two decades in school and their obligations to society; of Washington and Lincoln, the two greatest of American presidents who did not receive college instruction.

He recommended occasional self-examination to see if you are yourself; to find out if you are doing your own thinking or being controlled by the thought of others. He asked, are you somebody else or are you yourself? He declared that he who has not something of himself to offer, offers nothing. No man, said he, makes much of himself, makes a hit, but by being himself. As in base ball each player must have a style of his own, so, to do your best in anything you must be yourself and adopt the style best suited to you. Full results of conduct can only be realized long afterwards. History often approves what the present condemns. One who does not do as his ancestors did or as his neigh-



IRMA ELIZABETH VOIGT, A. M., PH. D.,
Dean of Women

I would not be true to the responsibilities of this hour if I did not point you in conclusion to the great Supreme Person of the universe. We may well be grateful that atheism as a philosophy is dead; that the postulate that the world simply happened as it is without intelligence is considered to-day about as ridiculous a proposition as a man could be invited to entertain. God is the great underlying fact of life; the Law behind all law; the Force behind all force; the Life behind all life; the Facts behind all facts.

I could say no more important thing to you on this eventful day in your history than to plead



A Portion of the Interior of the Carnegie Library

bors do, is derided, denounced and called a crank. There are fashions in dress for which no one can give a reason and so there are in eating. Why do we eat hogs, which are filthy, and refuse to eat horse, which is clean?

The speaker denounced war and said we boast of our ability to make hell, we sent sixteen battleships with 12,000 fighting men around the world flaunting our ability to fight in the face of the nations. We cultivate the war spirit. Our histories are relations of war. Our ancestors ate their grandmothers. We should examine our own intellectual mastication.

Old age pensions were approved as a method of solving the labor question. The age limit for workers will solve the problem of the unemployed. Don't eat your grandmothers because someone else ate his. Be pumps, not pitchers. You can prime a pump with any kind of water and it will bring up clean water, but the pitcher only gives up what you put in it. He who sees with others' eyes looks at himself. He who looks with his own eyes sees all there is outside of himself.

Referring to success, he said everybody knows who John D. is, as everybody did know who John L. was. Their method is the same. It is to knock the other fellow out of business. When John D. in the last presidential campaign declared himself in favor of a certain presidential candidate the party manager declared it was a trick to beat him. John D. has enough to eat, drink, wear, a house to live in, and a wig. Too much wealth, power or fame, isolates the individual and is to be deplored. Be yourself. See with your own eyes. Think for yourself. It isn't the fact that you're dead that counts, but only how did you die.

Bishop Anderson of Cincinnati, then preached the sermon, taking as his texts Matthew 7:21, 29 ending "For he taught them as one having authority and not as the scribes," and Hebrews 8:5, "See, saith he, that thou make all things according to the pattern shewed to thee in the mount."

The sermon, which throughout was a most scholarly, eloquent, and inspiring one on enthusiasm, opened with the proposition that the



WILLIAM F. COPELAND, PH. M., PH. D.,

Professor of Agriculture

divine ideal is the model for human enterprise and undertaking in religion, literature, science, philosophy, law, and government. In part the bishop said: Success in the worthy is an approximation to the divine ideal which must be applied to modern scholarship. Enthusiasm of the highest sort is needed by the modern scholar. The ideal attitude is that described by the greatest of all teachers "Ye shall know the truth and the truth shall make you free." No man has a better right to the untrammelled pursuit of truth than the modern scholar. The exclusive claim of the scientist is no longer accepted. The age owes a debt of gratitude to re-

ligion. The right of search for truth is based on the teaching of Jesus. The renaissance, the beginning of modern learning, following the dark ages of ignorance, followed the Reformation of the 16th century, which was simply a return to gospel ideals and the gospel standard. Before that time the theological dictum was, "You may follow the truth within certain limitations. The result of investigation and thinking must first be submitted to the judgment of popes and councils. If approved they may be taught if not they are forbidden." The Reformation declared the right of individual judgment and scientific freedom is based on that. The very



Rear View of Ellis Hall

basis of Christianity is freedom. "Ye shall know the truth." "Taste and see." "Hold fast that which is good," all the words of the Bible—Who then has a right to put limitations on your mind or heart? None has it. This is the ruling idea in modern progressive Christianity. That which rejects this is not Christianity. Objectors to the scientific method in religion are mistaken. Scientific investigation and religion help each other. The teaching of Paul in the epistle to the Romans is the basis of the Baconian method and none need be afraid of it. In the realm of faith there should be no fear of fact, for the more we know the more we realize that all truth roads lead to God, the center of all truth. Scientific methods have established the authenticity of the books of the New Testament, have demonstrated that they were all written between 63 and 100 A. D. and have overthrown the rationalistic claims of the last century. There is no demand now for books defending the authenticity of the Bible. The

questions now are only what is said and what does it mean. You are free to go to the fullest extent in investigation of truth. It will lead to God and Christ.

As the first part of the discourse dealt with enthusiasm for truth the second part dealt with enthusiasm of man for man. The age, said the eloquent preacher, has a passion for humanity. Some have enthusiasm for one only and that is self. That is a serious handicap in life. It is not the business of the scholar to look down on those who do not know as much, but rather like Sam Walter Foss to live in the house beside the road where men pass by. The prevailing spirit is the spirit of democracy, of brotherhood, which makes inquiry as to others' needs and desires to render service. It was this spirit that saved from the domination of the middle ages. Other nations speak of what they call our visionary ideas when they refer to our idealism. That has made our country what it is, a refuge for the distressed and oppressed of all peoples, who say

"Yonder is God's country." Our idealism is our most glorious heritage. It is the universal brotherhood of mankind. Michael Angelo carved his masterpiece out of a rejected block of marble. The possibilities of a man cannot be measured. This should be the attitude of the modern scholar. He should strive to develop the best in others. Christ when questioned as to the greatest commandment declared that the second, "Love your neighbor as yourself" was like unto the first which enjoined love for God.

Lastly, the Bishop spoke of enthusiasm for God. He referred to a man who once said, the fables men have made, have filched away the time I had for God. He said, the glorious, the inspirational study of mankind is God. No man can be a really great preacher until he comes to the place and time where and when he can revel in God—in the character of God as seen in Christ—neither can a man become truly great unless he can thus revel. Atheism is death. Things without God is an absurd postulate. They are unthinkable. The hidden principle of life is the spiritual presence of the great God. The fact of God is the underlying fact of all things, of progress in all lines of human development. God is under and back of all. If you start with any other idea you will have to go back, you will have lost time. Start with that idea and your progress will be continuous and your advance unimpeded.

After we have read all we can about God and his works we are only on the edge of truth. The reason why persons have not fallen in love with Almighty God is because they are not acquainted with him. He is love, the most loving and lovable. Jesus said "He that hath seen me hath seen the Father." Learn of him.
—*Athens Daily Messenger*.

UNIVERSAL PEACE

Alumni Address by

L. D. MCGINLEY, Hamilton, Ohio

Class of 1894

Great ideas seem incapable of extermination. The law of the survival of the fittest appears to apply not only to the product of nature but also to the product of the mind. Cast a handful of seed upon the softened clod of spring,—some will perish, others will struggle out a short-lived existence in the impinging pressure of their superior fellows. The few ultimately survive. Likewise throw out a mindful of ideas

on the fallow field of human life, submit them to the inevitable pragmatic test,—some will never be heard of again, they carry no vital germ of life with them; others will struggle out a short-lived existence, creatures of a day, of an hour, but the vital and valid ideal will fight its way through centuries of obscurity to larger light and ultimate historic expression.

It is interesting to trace in this manner the rise and predominance of the great ideals which to-day control mankind; both those which have become, and those which are becoming. Ideals of democracy, ideals of human brotherhood, ideals of science, faintly glimpsed, like morning's first gleams through the lingering mists of night, far off in the dim morning of human thought, but scientific ideals which are dominant and functional in current human life.



DAVID J. EVANS, A. M., LL. D.,

Professor of Latin

Take as an example of this persistence of ideals the dream of universal empire. Long before the time that the warhorses of Rameses leaped between the impossible aqueous walls of the Red Sea, man had conceived the idea of ultimate human unification. Then it was unification by force. Cyrus again conceived that dream, also Darius and Xerxes. Alexander of the wedged phalanx driven into the shattered heart of India, dreamed it also, and Caesar crossed this very Rubicon. The church of Rome re-dreamed it;



West Wing
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Music Hall
Manassch Cutler Hall

East Wing
Ellis Hall

Napoleon Bonaparte outstretched his arms to achieve it, clasped in fantastic embrace the world from Moscow to Sudan. Then the dream vanished, his weary arms fell down and oblivion overspread his sky. The British Empire continues to dream while yet she boasts of boundaries on which the sunlight lingers ever. And the vision will not die.

And by what method is this human unification to be achieved? Again we notice that the spirits of clearest vision have seen another and a better way. The attitude of Caesar said, "Blessed are the strong for they shall conquer the earth." A Holier Spirit gave us this idea: "Blessed are the meek for they shall inherit the earth." Bismarck boastfully avowed, "God fights on the side of the strongest battalions." A Nobler than Bismarck warned us, "They that shall live by the sword shall perish by the sword," and on that affirmation, history puts its indubitable stamp of validity. This new method of human unification sounds like a key-note from the far seer of ancient Israel, "They shall beat their swords into plow-shares and their spears into pruning hooks; nation shall not rise up against nation, neither shall they learn war anymore." And that far key-note, swelling like a pilgrim's chorus, sounds through all the purifying, prophetic voices of the ages down to our present day, clamoring with greater emphasis for universal peace.

That time however has not yet come. Nation is still lifting up sword against nation. The arts of war are still being taught. We shall take the position that modern warfare is an atavism, a barbaric atavism. While we shall modify to some extent this assertion in the concluding paragraph or two, thus taking the subject out of the clouds of impractical idealism, nevertheless, we shall endeavor to show you that the current martial method of all civilized nations needs revision, is unjustifiable, uncivilized, and un-Christian; first, because it is a menace to the world peace; second, because it is detrimental to the internal interest of the countries concerned; third, because it is unnecessary.

I lay down this proposition, that colossal armaments such as are now being upbuilt tend to international conflict. I know there are many who will try to combat this. There are those who hold that sabers and torpedoes, cannon and gatling guns are instruments conducive to the most profound pacification; that the only way to secure immunity from war is to

build up armaments so mighty as to effectuate a mutual international scare. The idea is that the heroism which drives men to perish for the right has been rendered extinct in the human soul, that the civilized man will fight for his ideals only if he has preponderance of military might with which to enforce his claims, that nations will enforce their claims only if like big boys they are able to hammer their opinions on the little fellows. It is mutual pugilistic national fist thrust under each others' noses that will keep peace.



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

Such an argument is untenable. Let the countries deliberately prepare for war and they will have war. Napoleon the Third prepared for war, so did Bismarck, war came: Does active hostile preparation make for peace?

May we not venture that the good-will between England and rival Germany would this day increase in inverse ratio to their naval preparations?

You will admit the frequency of murders in countries where men walk around with daggers and revolvers in their belts. I need but remind you of the conditions in Kentucky to-day. Two men thus accoutered in the heat of an angry moment may hack the life out of each other while, if they were unarmed, a moment's thought would have settled the dispute. So with nations. Exigencies may arise capable of being settled by sober deliberation, but with a colossal Navy and Army, with jingoism aflame for war, with a host of officers panting for distinction, and with whole people athirst for glory, who can tell the result?



Soldier's Monument, Ohio University Campus, Athens, Ohio

What a strange picture this race for armed supremacy presents. Look at the naval race between Germany and England, a race followed up by every other European country, even to the remote and obscure principalities. Europe is to-day being crushed by the weight of her armaments and the end is not yet, for no sooner does one state increase its forces than the others increase also. Fresh in your minds must be the recent utterance of Mr. Churchill, Britain's chief lord of the admiralty, when he frankly and with Anglo-Saxon bluntness informed Germany that to every dreadnought keel laid by the Kaiser's empire, England would place two. In other words, Britain proposed to maintain the status quo which she now holds in naval supremacy. Of course, the laugh of Germany to this astoundingly frank and unreserved expression savored rather of alarm and chagrin than genuine mirth. So the race continues. As one increases the others must increase, and to no advantage because the same relative proportions must at all cost be main-

tained; and so we build, and they build, and they build and we build, vying with each other in the mad race of naval supremacy until, as is more usually the case, the burden on the nation becomes so oppressive that the great national struggle for which such elaborate preparations were made has disappeared and in its place we see the individual struggle for existence.

Again, this present method of militarism is a hindrance to the cause of arbitration. Are there no means of settling international disputes but by carnage and rapine? Must Christian nations continue to slay each other like brute beasts? Our very civilization demands arbitration, and let me here point with patriotic pride to the leadership of America in the great cause of universal pacification. The peace treaties of our recent administrations will be reckoned by futurity among the greatest achievements of international life, and the present dignified self-restraint Washington is exercising toward Mexico is certainly an object lesson in international morality which the world of nations will never

be able to expurgate from the records of time. I repeat, what more fitting than that our country, respected and trusted as she always has been, should aid in leading the world in the paths of peace? Shall we ever again lend our influence to the fostering of the scourge of war? By a thousand battlefields, with their ghastly slain, by a thousand ocean waves, crimson with

Hundred and Three Million, an increase in that decade of more than four-hundred percent. At our present rate in another decade, our naval appropriation will exceed Two Hundred Million Dollars per annum. Now it is axiomatic that we cannot spend Two Hundred Million Dollars a year on a navy and use the sum for other purposes also. We must ask the question therefore, is this the most profitable use that could be made of Two Hundred Million Dollars per year? I would bring to your minds the need of improvement on our rivers and harbors, thus facilitating our commerce and increasing our wealth; of the need of fortifications along the Mississippi and its tributaries for protecting American life and property from the ravages of flood; of the need of forestry implantation and conservation from those annual fires of devastation that light our western skies with their lurid and costly flames; of the need of suitable roads knitting the farms and cities together in avenues of rural and civic intercommunication. I would bring to your minds the deserts of our barren West, waiting only for an adequate system of irrigation to rejoice and blossom as the rose. I have not mentioned the great social problems of our cities, the problem of scourging out diseases that infest our civilization, the splendid task of improving the facilities for education. This very year our appropriations for all these purposes have been cut down to make room for military and naval expansion.



FREDERICK TREUDLEY, A. M.,

Professor of Philosophy and Sociology

human blood, in the name of that common humanity, of which we are a part—indeed of that common humanity whose multiplex people of every kindred and nation and tribe make up the beautiful mosaic of our own international nationality,—by every temple of this land of the pilgrim fathers, bearing aloft the symbol of our faith — By all means *no!*

But in the second place, I am to show you that this current method of militarism is detrimental of the best interests of all the countries concerned. The best interests of any country may be considered under two heads, material and ethical.

Now let us localize the problem to the limits of the United States. Take our own navy. In 1895, our naval budget was Twenty-Five Million Dollars. Ten years later, it had reached One



The Old Beech in Winter Garb



A. E. WAGNER, A. M., Ph. D.,

Professor Engaged in Extension Work

And our local problem is much less acute than with other nations, for the very simple reason that they have not the resources of America. We can better afford expensive armaments than the European countries, and if these armaments are a detriment to us, what must they be to them? Think of England's poor of whom Tennyson sang.

"There among the gloomy alleys- Progress halts with palsied feet.
Crime and hunger cast out maidens by the thousand on the street.

There the master scrimps his haggard seamstress of her daily bread.
There the smoldering fire of fever creeps along the rotted floor.
And the crowded couch is incest with the warrens of the poor".

Read in Booker T. Washington's series of articles on the "man farthest down" in Europe and then ask honestly the question, what is the prime cause for that degrading, damning, and vicious poverty? Methinks, a nation would much more preserve its integrity by elevating the standard of its citizenship and making such



Campus View, Ohio University

internal economic adjustments as would foster happiness, contentment, and lofty morality, than in systems of taxation and the relinquishments of necessary internal improvements to maintain glorious armaments to ward off the hobgoblins of the nightmare of war. Better than navies and armies, let Russia lift up her peasants and Prussia her poor and Italy her criminal classes, and England her outraged mothers of the sweatshops and her waifs upon her streets. Oh, that the multiplied millions being spent to-day in preparation for war could be invested in that new humanity that shall usher in a greater to-morrow with waving palm and song of triumph!

But there is another aspect to this matter, as well. Navies and armies demand fighting men, and you are familiar with the problem America herself is facing in this respect to-day. You know how every device is being resorted to get men for the army and navy. The Secretary of the Navy recently reported nine cruisers out of service for lack of men. There are but two solutions to this problem. The first is to increase naval salaries and thus bribe men into service. The second is conscription. Now, I ask you whether it would be detrimental to the morals of American youth by bribery or compulsion to

take them from the occupations of peace and train them for fighting machines? Further, a study of any nation like Germany, Japan, or Russia, which makes insistence upon its martial life will show the promulgation of certain military ideas throughout that people which are far below the standards of modern civilization. Of Germany, it has been said, "Germany is an army that possesses a people". Need I remind you of the recent graft scandals of Japan? Of the iron heel of Russia? And of the flagrant outrages recently committed by Germany toward those sensitive provinces of Alsace and Lorraine, outrages, mind you, justified by the German courts of law, extolled by a military aristocracy and heralded with shouts by no less a personage than the coming emperor himself, the Crown Prince of Germany? That is the sort of moral condition which maintains in countries inoculated with a military spirit. Could all the military conquests of Napoleon atone for the incessant ferment which he injected into the life of France? A ferment which threatens to the present day to wreck her institutions. See how Bismarck has inoculated Germany with the same unbearable martial pride, an attitude for which the future Germany will doubtless have to atone. So much for the foreign nations;

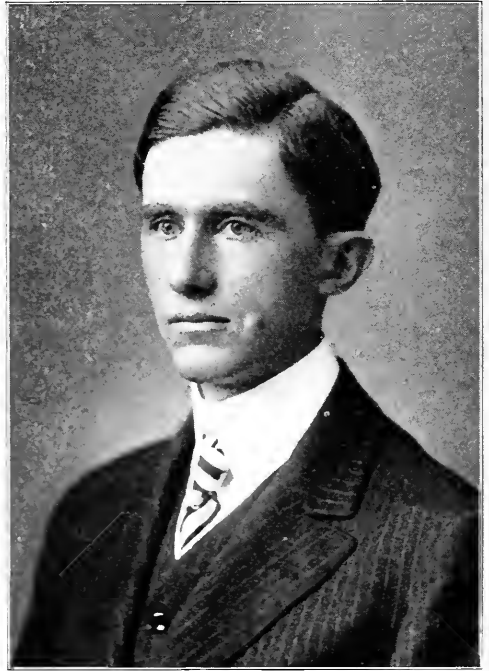
as for us, let us keep out of it. Let our armies be rows of standing corn; let our battle-flags be banners of life-giving cloud streaming from our verdant mountain peaks; let our conquests be conquests of science, art, and agriculture, and our battle-field the spreading prairies where manhood meets the emergencies of a nation's life. In behalf of the sacred memories of our past, in behalf of the pending destinies of our future, I appeal against the adaptation by our country of the military methods of the old world.

I have said this thing is unnecessary. If I could establish this solitary fact I would have proved my question.

First of all, it is unnecessary in its universal and international aspect. I wish I could run through the fallacy of war back to the time of Pharaoh. Doubtless, war has served some function, but as a whole it has been a huge mistake rooted in human ignorance and the lust of the human heart. At any rate, I want to show you the imbecility of modern warfare. Think for a moment of the coherency of modern civilized humanity. In the far periods of human history men lived independently. To-day men live *interdependently*. At that time, wipe out a community, and the rest of the world went on just the same. You need not know that anything had happened. To-day our civilized world is one world—not many. And to-morrow its inter-relationship, a thousand times more complex, will make its unanimity still more complete.

The fact is industry, not monarchy, is the real master of the world to-day. When a country is attacked by war, what material good does the victor derive? True, there are the trade advantages, but even these are small; for the commerce of the world depends upon the natural law of supply and demand. Our industrial warfare of the tariff may institute artificial and abnormal conditions in the world of trade, and nations may continue to discriminate and force unnatural industries into life, and create illogical commercial conditions, but as time goes on, more and more it will be seen that the trade of the world depends ultimately upon the natural laws of supply and demand. Industries will turn normally through channels that offer the most true and effective outflow. To-day is it not true that America reaps richer profits from certain British colonies than does England herself? When Germany took Alsace and Lorraine besides the change on the map, there

was no proportionate material good to the German empire. Let us consider a German invasion of England. Let us suppose that Germany crosses that strip of water which Napoleon could not cross (except as an exile) and lands a victorious army in the heart of London. What then? What would Germany do with London? In



GEOFFREY F. MORGAN, A. M.,
Professor engaged in Extension Work

reality, she would have a porcupine on her hands. Pillage London and what would happen to the rest of the world? Wreck the Bank of England, and what would happen to Berlin? Let Germany tamper with the bank of England and the business of the thousand German houses would be utterly ruined. And that is not even mentioning what would become of New York or Paris. But to bring the matter home to America, can you conceive of European nations attacking America? If they did, they would eat tomorrow's breakfast out of empty dishes. They bake their bread from our wheat, and if they kill the farmers, what then? The size of the loaf of bread on the British workingman's table depends on the size of the harvests in the Dako-



Manasseh Cutler Hall

West Wing

Ewing Hall

tas. Burn up those wheat fields and barns and grain elevators, what becomes of the Englishman's bread? Moreover it is their ships which carry our agriculture and mercantile products. Burn down, if you will, American factories, and farms, wreck American mines and what becomes of European ship-building enterprises? What becomes of the great ship-yards and dry docks; where are captains and the mates and the sailors? In short, we have outlived the economic usefulness of war and, from the standpoint of national prosperity, the thing is an absolute and tragic farce.

Now for the concluding word. Would I advocate the absolute and immediate abolition of all military and naval activity? I would not. We must temper our theories with the hard facts of life which confront us. I look forward to a future almost immediate when war between civilized nations will be a physical as well as a moral impossibility. This not only because of the ties of race and the emergencies of business, but because of the enlarging sympathies between man and man. As the intermingling of peoples increases the world daily grows smaller, the neighborhood of foreign nations becomes more immediate, and there is a resultant com-

munity of great ideals, shared alike by kindred minds of all nations. Men are no longer being horizoned and limited by mountains, rivers, and oceans; the boundary of the civilized world is the only boundary line of ideas. The new patriotism is becoming a loyalty not in relation to land and material institutions, but to principles which may be international in their range. My countryman is not necessarily always the man born under the familiar skies or abiding beneath the same laws, but my countryman is that other fellow who wherever his lot may be cast, loves what I love, shares my dreams with me, and sees the vision of the ideal from my viewpoint. Men are bound by sympathies, business, community of motives; and these men cannot kill one another. They are brethren.

But war yet has its function. I believe in an international police force for the purpose of keeping the peace of the world in general. You cannot control Zulus or dancing dervishes, or head-hunting savages, or even Mexicans, as has been demonstrated, by projecting lofty ideals. The strong mailed fist must do it. When the best intelligences, the most illuminated minds of civilization unite to tell a people uncivilized orinflamed by local passion, what their conduct

must be in order to inure to the welfare of the world, that people must be made to abide by that decision and very often the only method of compulsion that will be effective will be the strong arm and the big stick. A very simple

are not respected, then call in the international police and let the frenzied people feel that there is a bigger thing than a rebellious nation,— a bigger thing called Humanity. Thus shall be fulfilled that beautiful prophecy of our English poet,—

“Till the war-drums throb no longer, and the battle flags are furled,
In the parliament of man, the federation of the world,
When the common sense of most shall hold a fretful realm in awe,
And the peaceful world shall slumber, lapped in universal law.”

PRIZE AWARDS FOR ORATORY

The Fourteenth Annual Oratorical Contest at the Ohio University was held Monday evening, June 15th, in the Auditorium. It was a prize contest; three prizes and six contestants. James D. Brown furnished the money, amounting to \$100, and each of the three literary societies furnished two orators.

The prize winners and prizes were Samuel S. Shafer, Adelphian, first prize, \$50; Miss Frances McAuslan, Athenian, second, \$30; Carleton Blake, Philomathean, third, \$20. Thus each literary society got one prize. The judges were



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

illustration may be found in our own internal administration. At one time everybody took up his own gun to fight his own duel and settle his own dispute. To-day, the courts of law dictate the right and when the thug or the selfish man refuses to abide by the calm deliberate verdict of the law, then we call in the power of an organized police force to make the man understand that if he can't reason, he can be made to feel. This is the same method I advocate in the realm of nations. To-day, we are in the duel period. Every obscure Tom, Dick, and Harry of a nation takes up his own pistol to fight his own duel by the immoral principle that might is right, but to-morrow some great international court of arbitration shall dictate to a hostile people the straight and narrow way of international rectitude; and if such decisions



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

C. A. Radcliffe, Esq., Lancaster, Ohio; Dr. Frederick H. Kreckler, Marietta College; Superintendent F. J. Prout, Chillicothe.



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

The program as presented was:

Oration—"Slavery in the United States" . . .
.....Frances McAuslan

The slavery referred to was the employment of children of tender age in factories and in unhealthy occupations.

Oration—"The Waste of War"—E. E. Roberts, Adelpian. The war referred to was the war of nations, one against the other, and its horrors were vividly depicted.

Oration, "The Higher Call," Miss Christine Law, Philomathean. The call is for educated women, women of the highest type, to save the children from improper work, unfortunate women from their condition, and to assist in the proper education of the young.

Miss Mary Pelley sang: "In May Time" and "My Laddie." The young lady sang well and in very pleasing manner, Prof. Alan Kresge playing piano accompaniment.

Oration, "The White Man's Burden," J. G. Mosskoffian, Athenian. The orator is an Armenian, seriously handicapped by extreme rapidity of utterance and hampered by the foreign method of enunciation. The burden is to teach inferior people the things that make for peace, to bring about world harmony.

Oration, "Equalization of Bargaining Power," S. S. Shafer. It was a plea for the minimum or living wage to be fixed by legislation.

Oration, "A Dying Race," Carleton Blake. The race was the American Indian. The oration was partly historical and in part a plea for proper treatment of those remaining.

Miss Nelle Copeland sang "Happy Days," Sterlezki, with violin obligato by Miss Genevieve Thurlow and piano accompaniment by Prof. Alan Kresge. Miss Copeland sang well and her voice and manner show a very marked and growing improvement in all that goes to constitute good singing.

Personality*

By

HIRAM R. WILSON, A. M., Litt. D.

In the "Rime of the Ancient Mariner" Coleridge not only sings a song of the meaning of real charity, but he also gives us an insight into the nature of personality. This is the poet's great psalm of life.

You recall how the Ancient Mariner stoppeth one of three, the wedding guest, who listens to the story like a three-years' child. The ship



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

leaves its native shores for lands unknown. In the perilous strangeness of the remarkable voyage, the albatross comes to give the crew safe

*Address delivered on "Senior Coming-Out Day" by the Class Professor.

guidance. Believing the bird to be an ill-omen, the mariner in his blindness takes his crossbow and slays the albatross. By giving sanction to the deed, the sailors incur a part of the mariner's guilt. Later Death and Life-in-Death cast dice for the mariner and his crew. Death wins the crew; but the mariner is destined to live.

He begins a penance that drinks deep of the cup of horrors. In his efforts to pray, his words fall quickly to the earth, and evil thoughts steal away the piety of his heart. Not until a great change is wrought in his nature, not until through suffering do loathsome things look beautiful, not until he blesses the watersnakes unaware—out of the goodness of his heart—does the albatross fall like lead into the sea. His impious act is forgiven, but the deed and its results have made an ineffaceable impression upon his life. In his restlessness of spirit he is now compelled to wander from shore to shore to tell his story. Never doubting the man who is to listen, the mariner selects his audience with little concern for time and place. He knows the man that *must* hear him.

More interesting than the story is its meaning. The mariner symbolizes the human soul on its voyage of life. The wedding-guest is the conventional man, quite susceptible to a message of worth and wholly responsive to it. The bird is that fine spirit of love, which so often comes as a guide, and is alas! so often repudiated—the source of life's greatest tragedies. The spirits nine fathoms deep are suggestive of the guardian spiritual forces in life. The individual soul is thus nurtured throughout the vicissitudes of its career until its redemption is assured.

In a poem of this kind, there arise many questions of interpretation. Like Shakespeare, Milton, Hawthorne, and Browning, Coleridge felt a pleasure in showing the meaning of spiritual affinity and antipathy—how certain types of character are attracted by some and how repelled by others. But for our consideration this morning, the leading point of interest is that common, yet important, personal matter of personality.

Coleridge tells us that the mariner holds the wedding-guest with his skinny hand, then with his glittering eye. Yet plainly does he show us that the "ancient man" holds his listener with the fascination of a rich experience enforced by a powerful personality. After the most scruti-

nizing attempts at analysis, there still remains a touch of mystery in the nature and operation of personality as elusive as the "light that never was on land or sea."

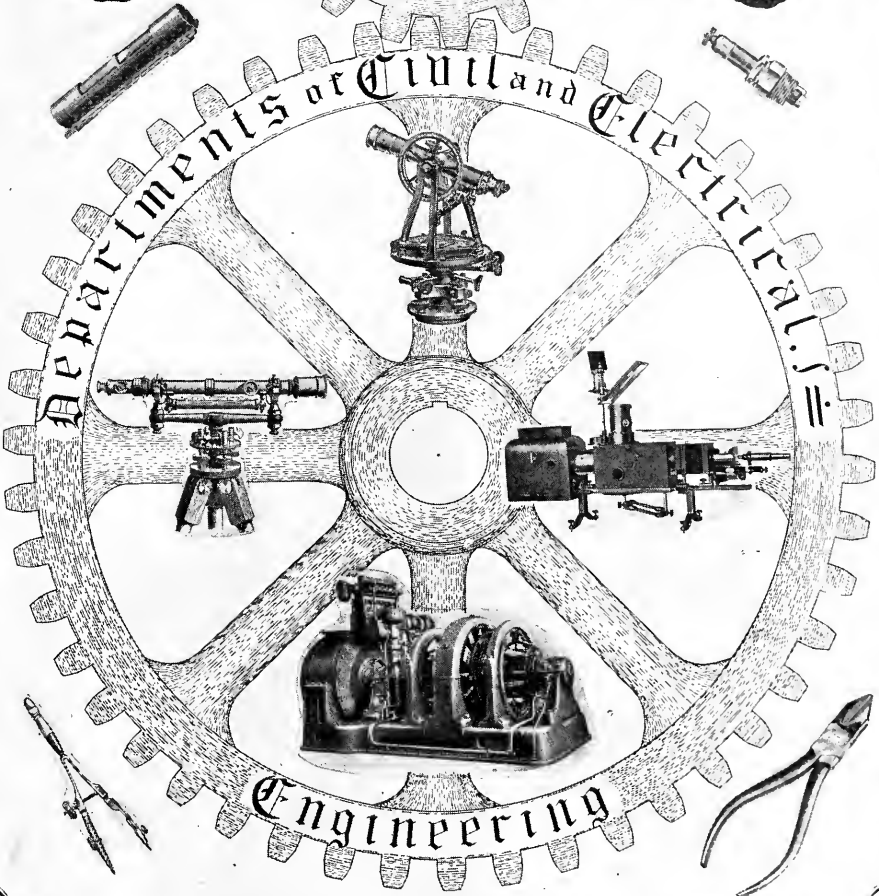
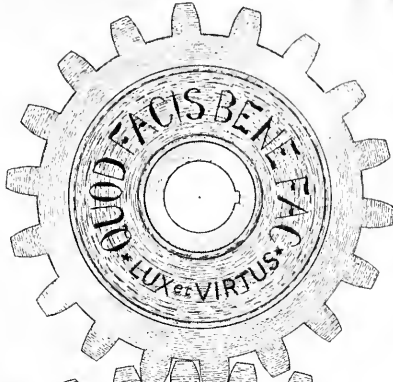
In one of his novels Dickens tells us that the sacred number is not three, not seven, but number one. We rarely fail to be interested in it. If we might see a photograph of our august procession, I am sure that each one would hardly look first for his neighbor's picture, however attractive it would, of course, be. Rather would



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

he search the picture for the sacred number—number one. It is the cultivation of this sense of oneness, or in other words, the growth of personality that I ask you to give brief consideration. There is nothing more important, more mandatory, than being a person,—than enlarging the influence of selfhood.

In our analysis of the personalities in biography and in present life that impress us most deeply, the first essential is sympathy. History depicts many personages distinguished for brilliancy of achievement. Through sheer intellectual force their deeds show like beacon-lights



E. G. H. 1900

on the mountain top. They have kindled fires that will illumine multitudes yet unborn. Whether or not they awaken from a distance mere admiration and wonderment, or touch the



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

heart-life of a people, depends entirely upon the bigness or the smallness of their sympathies. I grant you that some have risen to first place despite the absence of sympathy, but the memories of that type will never be cherished as influences potent for the greatest good. Such persons will become mere names to be wondered at, neglected, or abhorred. With that finer touch of sympathy the same personages might have redoubled their capacity to contribute to the total of world-influence.

By sympathy I do not mean that "weak-eyed maudlin sentimentality" ascribed by Carlyle to a modern English poet; not that gushing overflow usually present when the sun shines, but immediately absent when the shadow comes. It does not awaken suspicion nor arouse question as to whether or not its qualities are sterling. Rather do I mean that fellow-feeling, felt and not seen, whose music is the gladness of the world—that "one heavenly thing whereof earth hath the giving."

In this element of personality it is easy to be deceived. The exterior may be smooth or it may be rough. Some of the most truly sympathetic persons I have ever known have been

brusque in speech and manner. Should our first impression of them remain our final one, we should do them an irreparable injury. On the other hand anything but sympathy may parade under the masque of it, so goodly an exterior does falsehood oftentimes affect.

It is not a bad practice for you and me to attempt to understand the viewpoint of our fellow. One of the most engaging instances of a cosmopolitan personality is found in Whitman's "Crossing Brooklyn Ferry." The poet says that he feels in himself the manifold aims, desires, and aspirations of the countless thousands who cross and recross the ferry. He further asserts that he subsumes into himself the same inner life of the thousands yet to come. His sympathies were so keenly developed and so responsive to the different conditions of life that he never failed to find something which did not strike a kindred chord in himself. In a similar vein William James, in a charming essay entitled "On a Certain Blindness in Human Beings," insists upon a broad sympathy for conditions of life alien to our habits and knowl-



EMIL DOERNENBURG, PH. B., A. M.,
Professor of German

edge. He tells us how he passed by a dreary patch of ground, which the young farmer was clearing for his permanent place of dwelling. He admits his inability to enter fully into the enthusiasm of the workman, but recognizes the limitations of his mental experience in so far as he cannot do so. He especially expects the educated man to endeavor to improve his powers of seeing what appeals and what does not appeal to other people.

The absence of sympathy too often develops or degenerates into a critical attitude. In "The Honorable Peter Sterling," Ford tells us that to laugh at another is an assumption of superiority. The critical spirit is a two-edged instrument always most injuring him who wields it. Through the cultivation of this attitude one may find himself similar to the hero in Edith Wyatt's clever sketch, "Every One His Own Way." The Author shows how Richard Elliott and his "feminine counterpart" are so much out of tune with everything they meet that nothing at all pleases them. Their supercilious frame of mind, with its self-centered superiority, renders their lives narrow, provincial, isolated, and their outlook anything but pleasureable. It is an unfortunate thing for us if we habitually allow ourselves to dwell upon defects and faults rather than upon merits and virtues. The habit of the censorious type of mind only too often reacts to plague the inventor. In the sum total of most lives we know there is much to be admired and little to be condemned. Fortunate is he who thinks much of the entire circle of goodness of the life of his fellow and little of the arc of departure.

Cynicism is a poor philosophy. It never pays. No man who has ever felt deeply, suffered keenly, or lived intensely, can become a cynic. Mrs. Browning is right in her thought that suffering is knowledge. The Sacred writer put it: "For in much wisdom is much grief; and he that increaseth knowledge increaseth sorrow."

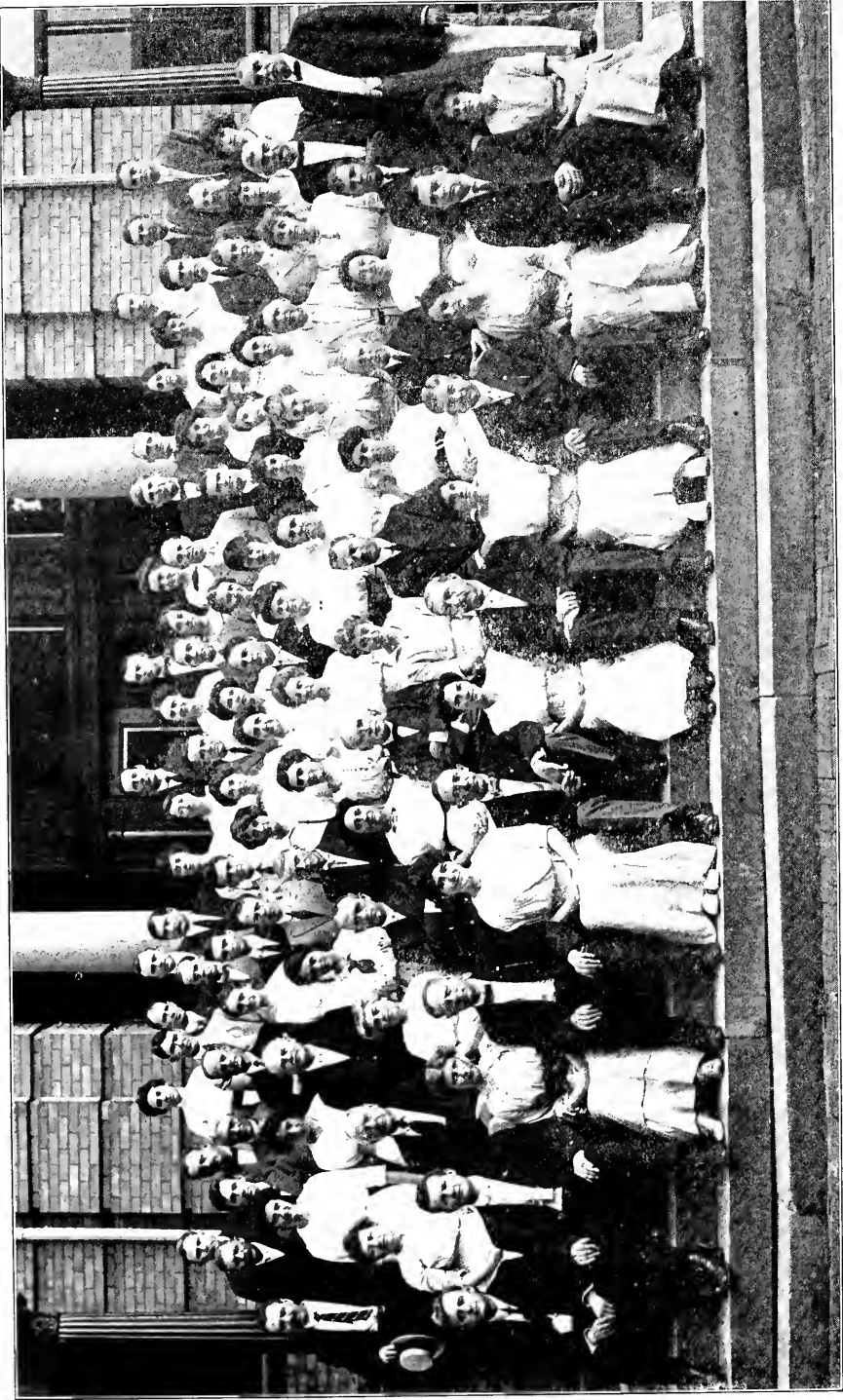
This sort of knowledge leads to the kind of sympathy that is never one sided. To you young men and women of the Senior class let me say that if you cannot really rejoice with those who rejoice, I fear you cannot truly weep with those who weep. I am always suspicious of the sympathy that can offer consolation in times of suffering and defeat, but cannot offer approbation in the few times of success. Let us learn to sympathize with our fellow in his failures, but above all let us cultivate the grace

to express our pleasure at his triumphs.

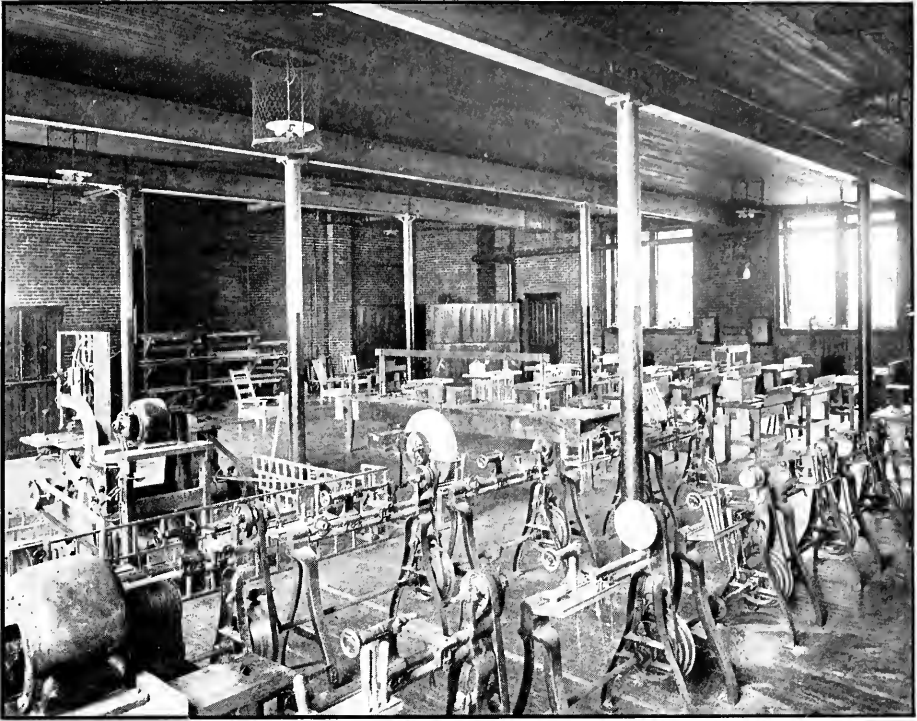
After sympathy the second important element in developing personality is to have definite, well-defined convictions. Some years ago when Lyman Abbott was giving an address to young men, he urged upon them the importance of having convictions on the issues of life. I remember that one significant statement he made was this: It is better to have wrong convictions about questions of moral, social and religious worth than to have none at all. As you recall the great personalities of history, you will hardly name one who did not have convictions so strongly implanted in his heart that he did not follow them at much cost and personal inconvenience.

It is necessary for these convictions to be the result of independence of thinking. If you are ever so fortunate as to attain to leadership, or are so ambitious as even to aspire to it, you will find yourself hopelessly dismayed unless you can think independently. No education, no training, should be looked upon as having produced anything like results should it fail to enlarge a capacity so to think. In his "Essays on Application" Dr. Van Dyke summarizes in these words what he considers the qualities of a trained mind: "To see clearly, to imagine vividly, to will nobly, and to think independently." The temptation is almost irresistible to cite names whose personalities are more than nine days' wonders because they had formed a habit for independence of thought. Have you ever noticed how easy it is for us to respect those who think independently even though their views may differ sharply from our own? Have you not then noticed how quickly we feel the force of personality? There are a great many echoes in the world, but there are few voices. Truly, we shall beware when God lets loose a thinker upon the earth.

After forming convictions, the next thing is a willingness to stand for them—the third element in our analysis of personality. This is the severe test. Youth imagines all sorts of martyrdoms for principle, but in the clash with life usually settles down to a meek-eyed and easy-going conformity. And in some cases it may be just as well. Society quickly whips the non-conformist with its displeasure. It is usually willing to tolerate convictions as long as these are pleasing. If it were not so grossly absurd, it might seem pitiable that one-half of society expects to tell the other half what standards to



Summer School Faculty



Metal and Wood-Working Shop Views, Department of Engineering

set up and follow. But the man of personality seeks from the light of others and from his own light absolute standards, then abides by his convictions. We are likely to be strong or weak in the proportion that we stand or do not stand for our highest sense of things worth while.

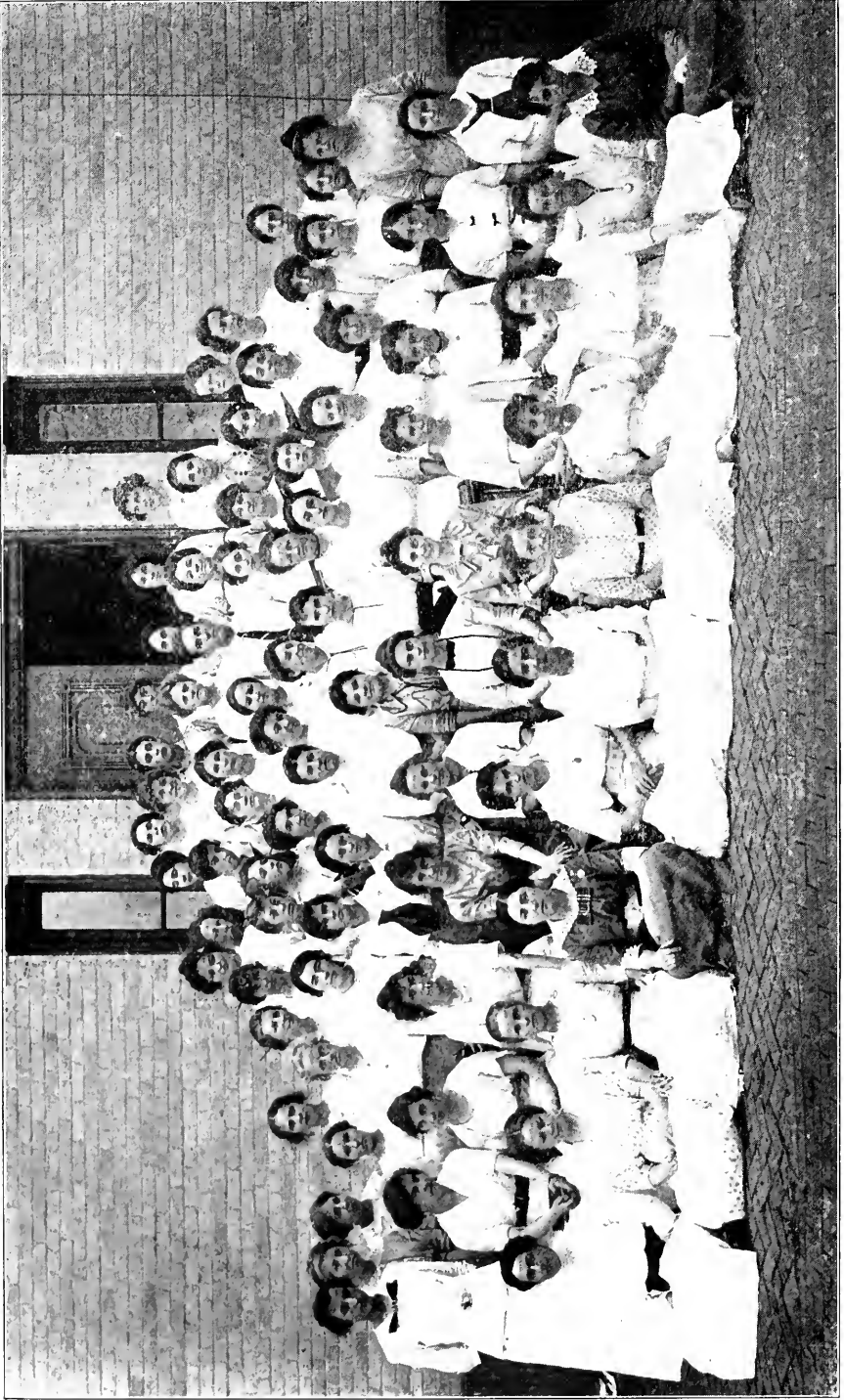
Now and then a generation will produce among the countless millions of the earth a rare, brave soul. First, let us hear the testimony of fiction. In Ibsen's drama, "An Enemy of the People," the principal character, Dr. Stockman, comes into conflict with the officers of a town over its leading industry—the public baths. Dr. Stockman discovers that the waters supplying the baths are polluted with deadly disease germs. With the idea of saving the honor of his place, he intends to make known the facts and then institute a campaign to rectify the defects. He is immediately informed that such a course would prove ruinous to the business interests of the town. He is warned, repudiated, threatened. His house is stoned, his friends boycotted, his family driven into isolation, all for the sake of his adherence to conviction. But in his external

defeat he feels himself triumphant, and says that the strongest man on earth is the man that stands alone. Yet he should have added, "Provided the man is right."

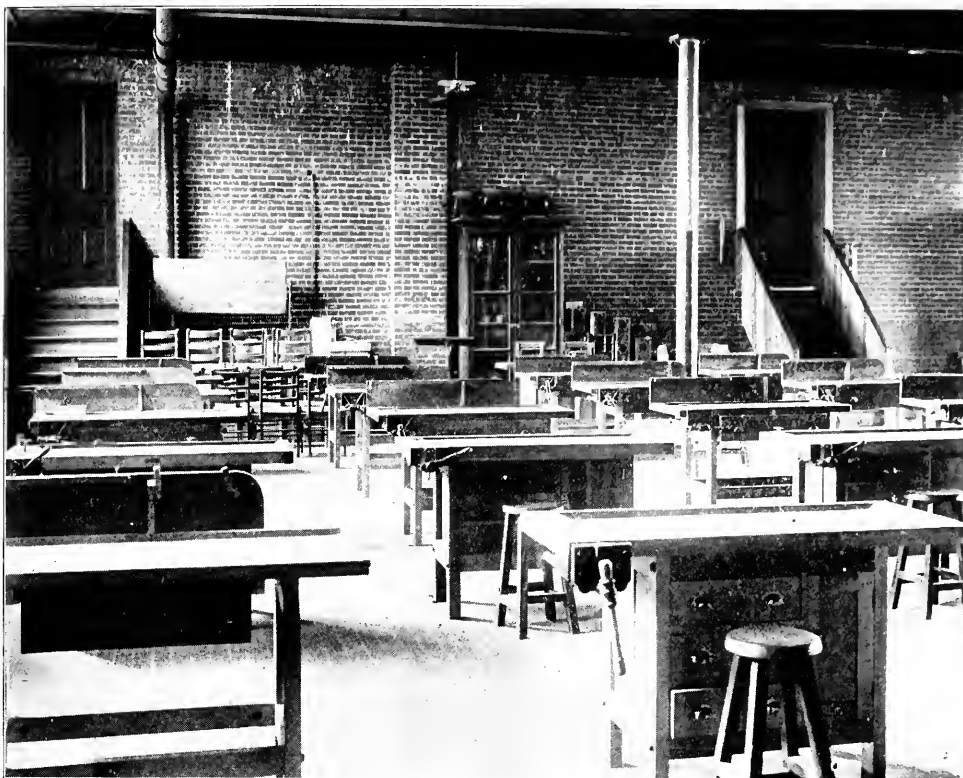
A second instance is from history. It is that of the late Marie-Georges Picquart, the French Minister of War. (I shall now quote the story



GEORGE E. McLAUGHLIN,
Instructor in Electricity and
Shop Work



Ward's Method Class



Some Equipment in Manual Training

more or less directly from "The Outlook," January 31, 1914.) Picquart was only fifty-nine years old at the time of his death, which occurred three or four months ago. While a youth he decided to devote himself to a military life. He graduated from St. Cyr's Military School, then later from the French War College. In both institutions he showed much distinction. At the age of thirty-three he was already a major. Later he became an instructor in the War College. One of his pupils was Alfred Dreyfus, a Jew. Unblemished in service, Dreyfus became a captain. But his fellow-soldiers hated him because he was a Jew. How could they prejudice the public against him? An opportunity came when the fragments of a document were produced, said to have been found in the overcoat pocket of the German Military attaché at Paris. Simply because the handwriting on the fragments bore a resemblance to that of Dreyfus, he was arrested, and was sentenced to expulsion from the army and to life imprisonment.



WILLIAM B. BENTLEY, Ph. D.,
Professor of Chemistry



Art Studio



Art Studio



Art Studio—College of Arts

In full uniform, carrying a naked sword filed almost in two Dreyfus marched into the court of the Military School in the presence of five thousand of his comrades. The adjutant of the Republican Guard read the sentence of the Court martial, took Dreyfus's sword, broke it, cast the pieces on the ground, cut the buttons and insignia of rank from Dreyfus's uniform and then threw them also on the ground. 'You have condemned an innocent man,' said Dreyfus; 'I swear that I am innocent.'

"Dreyfus was sent to Devil's Isle, a rock which had been considered too unhealthy for a convict settlement, off the coast of French Guiana. He spent five years there in solitary confinement, for a time being chained to his cot. He knew nothing of the effort of his wife and his friends to obtain another trial for him.

"Chief among those who took up the cudgels in behalf of Dreyfus was Picquart. When the latter learned that Dreyfus was condemned through forgeries, Picquart became very active. The anti-Jewish clique decided that they would also ruin Picquart. They succeeded in causing his arrest and imprisonment, and finally drove him from the army. Thus Picquart sacrificed his brilliant and certain prospects; he incurred degradation, imprisonment, and attempted as-

sassination for the sake of doing justice to a Jew."



MARIE LOUISE STAHL.

Instructor in Drawing and Painting



Auditorium—School of Oratory

In the end Picquart was triumphant. Through Labori, a Lawyer, and Zola, the novelist, he succeeded in having the case reviewed by a second court-martial. Picquart proved Dreyfus's most valuable witness. The result was that Dreyfus was pardoned, but not vindicated. He accepted pardon, but he and Picquart insisted upon vindication. They kept up the fight until the innocence of Dreyfus was acknowledged by the highest military court and he was restored to the army.

But Picquart's part was not ended. The premier returned him to his position in the army and later appointed him his Minister of War. Picquart, now powerful, could have punished those who persecuted him, but he showed his true greatness in his entire magnanimity toward a vindictive and altogether contemptible class. As a final testimony to his triumph, the official publications of France spoke of Picquart as the best war chief France ever had. This is a modern story of a man who stood for his convictions.

One further instance—one that should be forever enshrined in the patriotic affections of the American people. It is that of our great, lonely president, Abraham Lincoln. In those dark, bitter days of the Valley Forge time of the Civil War, the winter of 1862 and 3, this

man with the sad face, the exalted mind, the great heart stood alone. With violent dissensions in his cabinet, his party, his army, his country, he abided kindly, yet firmly, by his highest convictions. Probably at no other time has any man in public life been so sorely tried; probably has no other man in such circumstances showed himself so unswerving and has rung so true to the light that was in him. What was the cost? History tells you that ridicule, abuse, hostility of faction, estrangement of friends, and denunciation of enemies, all followed. What was the reward? History tells you in words inscribed with purest gold.

My last element in our brief attempt to understand personality is the power to take the initiative. President Butler speaks of a capacity for taking the initiative as one of the cardinal characteristics of the educated man. At least a man truly educated gives evidence of this quality. Through it he develops a dynamic force for making progress. It is not so much how far a student shows a power to do original work and thinking while under the immediate direction of his teachers as it is how much of an impetus he has to do this work when the stimulus is removed and he is thrown on his own resources.

Perhaps greater than any other Franklin displayed a capacity for self-education. It is another phase of his ability to take the initi-



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ative. His formal schooling forever came to an end when he was ten years old. Yet he stands pre-eminent as a financier, a writer, a scientist, a statesman, a philanthropist. Greatness in any one of these lines would satisfy the most of us. He knew how to bring about his own education. Harvard, Yale, Oxford, Edinburgh, and St. Andrews were all glad to bestow upon him their honorary doctorates.

The case of Edward Gibbon, the historian, is also interesting. He tells us in his autobiography that he was educated in spite of Oxford. We feel that he should have been ashamed to say so. In the same connection he tells us that the education a man gives himself is of greater importance than that other people give him. However this may be, it is well for us to recognize that a diploma should signify that the point has been reached where one may with safety begin his process of self-education controlled and invigorated through his own immediate directing.

Progress will be made in no other way. Professor James writes that most people are old fogies at the age of twenty-five; that only one in a hundred escapes. His antidote for this common affliction, his secret for overcoming the inertia, is to develop to the utmost through contemplation and action whatever potentialities we possess for individual initiative.

Thus we should recognize that being a person is in no sense an easy task. It is a serious obligation. Sympathy, the cherishing of convictions, the willingness to stand for them, and the power of initiative, are the steel upon which to try the soul's strength. Let him who feels that these are the issues of a manikin or of a mere sentimentalist, try them for one day. Rather will he find them call forth his keenest eye, his firmest nerve, his strongest arm. They will test him to the utmost.

In these student days that are rich in their opportunities for the cultivation of friendships, that are full in their suggestions for self-culture, that are rare, if you please, in their privileges of giving you contact with men and women of fine worth,—in these days that memory will halo with the delicate tints of dream life, it is best for us not to be oblivious to the fact that the flowering of a life well-used is a forceful, sympathetic personality.



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(Front View)

PRACTICAL IDEALISM AND THE COLLEGE MAN*

By

HIRAM R. WILSON, A. M., Litt. D.

Back in that mystic and dreamy period of song and romance, the Middle Ages, the institution called feudalism flowered into chivalry. With its flaws and with its excellences, chivalry came to absorb the interest and to hold the fore stage of that silent spell of time. Through the perspective of the lapse of years, we view it no longer as an isolated fact among the happenings of men, but as a well-defined epoch in the evolution of history. Whether the exponents of chivalry deserve our contempt, our pity, our admiration, or some what of each, it is not our purpose this morning to inquire. At this time it is sufficient for us to note that for three or four hundred years chivalry supplied the civilized world with standards greatly modifying the social, political, educational, and religious life of the period.

The training of the youth for knighthood was both unique and interesting. At the age of seven a boy of noble parentage was placed under the charge of some powerful baron, and shared the privileges of the life in the castle. Here his systematic, yet rather informal, education began. He was now called a page. Obedience, silence, courtesy, loyalty were among the leading virtues inculcated in him. It was his office to carve, to wait upon the table, and to perform a variety of menial tasks not then considered humiliating. In his leisure he was taught to dance and to play upon the harp. In the stories of Tristan, we read that his wonderful skill upon the harp could match the inordinate prowess of his redoubtable sword. Not only was the princess Isolde, the beautiful, thrilled with the daring strokes of her hero's arm but she was also enchanted by the ravishing harmonies that came from the strings of his lyre. The page was further instructed in the lore of the woods and streams—in hunting, fishing, falconry. He was trained in wrestling, in tilting, and in the performance of military exercises on horseback.

Yet through it all he actually manifested respect toward his elders and those in authority over him. In his rearing, his masters tacitly understood that should he rise to stations of command, he would succeed in so far as he had learned to obey; and should he be so situated

as to desire the loyalty of his inferiors, his early years should have trained him to merit it through loyalty to his superiors. One need never look to be loyal to those above him if he has insufficient grace of manhood to be loyal to those below him. This virtue is unfailingly active in two directions.

After his seven years' apprenticeship as page, the youth was promoted to the rank of esquire. Here his duties took a more serious turn. Most of his exercises he performed in regulation armor. Clad completely in a suit of steel, he must wrestle, scale a wall, spring over a ditch, vault a horse, and engage in many other physical feats equally severe. With the same heavy encumbrance he must wield the battleaxe a certain number of strokes without raising the visor to take fresh breath. On the whole he was sorely disciplined in those exercises, which would qualify him for the work of knighthood. He was now attached to some knight, whom he followed afield on certain quests, or whom he should accompany in the aimless wanderings of knight-errantry. Yet in and through this vigorous training the one enveloping virtue was courtesy. This grace, with its full implications, could not be over-emphasized. Since a nobleman's castle always contained a large retinue of young ladies of rank and quality, the esquire was encouraged at an early age to select some object of his affections with whom he should associate the deeds of his hand and the aspirations of his heart. Courtesy, which included all relationships of honor towards men and all chivalrous attitudes towards women, was the outward crowning, the richest expression, of the inward life of the youth. Finally, religion lent its cementing effect to loyalty, courtesy, and love; and knighthood, enforced and guarded by the approbation and ministrations of the church, became a desire to goad on the pride of emulous kings.

Following the preliminaries of page and of esquire comes the investiture of complete knighthood. The candidate appreciated the seriousness of the occasion. He spent long periods in fasting and many nights in prayer. He withdrew to the solemn haunts of seclusion to face the verities of his own soul—the real palladium of everyman's strength. After he had made confession and had been given the sacrament, robed in garments of purest white, he betook himself to the place appointed for the ceremonies. The priest in charge took a

* Senior Class—Day Address by the Class Professor.



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(Slide and Front View)

stately sword, hung loosely from the neck of the candidate, and having pronounced upon it a blessing, returned it. With folded arms, the youth then knelt before the officiating knight, who questioned, at some length, the candidate's intentions and his object in seeking such honors. Then the oath, with its impressive obligations, was administered. After arising, he received in turn from the hands of approving knights or from admiring young ladies, the spurs, the coat of mail, the hauberk, the armllet and gauntlet. As a fitting climax, he girded himself with the sword of knighthood. Again he knelt before the presiding officer, who gave him the accolade with these words: "In the name of God, St. Michael, and St. George, I make thee knight; be valiant, courteous, loyal." With this solemn initiation thus came to an end a long period of fourteen years' training and probation.*

This is one of the many throbbing, organic world-stories that might have been chosen as a working idea for our main thesis this morning. After the hasty summary of the era of chivalry, we wonder upon the sources of its success and of its failure. The story of humanity is replete with attempts to solve the sphinx-riddle of life—with plans, diverse and manifold, to educate man to compete with his environment and to overcome it. No age was ever so degenerate as to lose entirely its equilibrium, although, sad to tell, many have approached a perilous nearness to the danger mark.

The strength of the training for knighthood lay in its idealism; its failure in the lack of adequately responding to its idealism. Idealism may become too idealistic. It is well for young people to hitch their wagons to stars, but it is equally important for them to remember that at the same time their feet are on the earth. The Wordsworthian skylark that soared, but never roamed, that took its flight into the heavens, yet had its nest on the ground, is the type of mind that renders a proper and proportionate tribute unto both realism and idealism. It is this attitude that strikes the harmonious balance between the world of matter and that still greater silent world of spirit. As a great American statesman puts it, we should train ourselves to become "practical idealists."

This type of idealist is not vague nor visionary; he does not chase each fleeting phantom or dream forever of the land of Eldorado. He does

*Bulfinch's *Age of Fable*.

not fly far into the heavens as Shelley's skylark, more like a disembodied spirit than a bird, with no ulterior end in view but never to return. His is the philosophy of Epicurus, that drinks the wine of joy with Omar Khayyam; his, the self-suppression of the stoic; his, the unified harmony of Aristotle; and his the idealism of Plato and his Republic. Yet only in part is his philosophy made from these; his is a combination of the best and a rejection of the worst of these master thinkers. The practical idealist recognizes the great duality of all life, and sees behind the deceptive display of all appearance the one Divine Idea. With Fichte, Carlyle, and other great ethical forces, he realizes that it is his business to align himself with the reality of spirit—"to live completely within it."

The great mind always attunes himself to the higher realities. The life of the seen signifies much, yet that of the unseen infinitely more. You recall how Emerson, the most striking and original literary mind in American letters, accepted and even welcomed each opportunity to serve his village of Concord in the most humble capacity. While this Prince of Brahmins, this Emerson, directed the thought of a larger Concord, yes a citizenship of world-wide cosmopolitanism, with perfect willingness he filled, to the satisfaction of all, a small local office whose chief duty it was to keep the village streets clear of pigs and cows. Practical idealism! Well, indeed, was it said of Milton,

"Thy soul was like a star, and dwelt apart:

* * * * *
Pure as the naked heavens, majestic, free,
So didst thou travel on life's common way,
In cheerful godliness; and yet thy heart
The lowliest duties on herself did lay."

Here is another world-spirit whose thoughts were of things invisible to mortal sight, yet who was only too quick to respond to the call of his country. He who unselfishly serves man in the smallest estate contributes to the harmonious well-being of the World Soul.

The age of chivalry had its idealism. It prated glibly of loyalty, love, courtesy, religion. It did not allow its idealism to control it; it chose to submerge the high signification of its standards beneath a narrow, self-seeking, provincial loyalty, love, and courtesy. It is an example of practical idealism with most of the idealism left out. What is more symmetrical theoretically than to train the body, to inure it to withstand exposure and hardship, to cause it to overcome physical opposition; to train the mind

so as to avail itself of the advantages of the past and the present; and last, to train the heart to respond to the finer emotions and virtues? This is what chivalry purported to accomplish.



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It did seek to relieve the helpless, but it always discriminated as to who the helpless were. Likewise it championed the weak, but the weak were always distinguished by rank and beauty. True, it followed a code of honor where knighthood was concerned, but it might rob, plunder, and murder, without its pale.

Just as chivalry, as a method of education and as a means of complete living, is judged and is found strong or weak, so our modern system of education may be weighed and pronounced upon.

In the old days a young man received his spurs at the age of twenty-one. In the present educational plan, the youth enters upon his formal schooling at six, and lives the page period until he reaches the high school. His life as an esquire lasts on up through the high school and college. He is making ready for the serious considerations of the days to come. To-morrow morning each of you seventy-four members of the notable class of 1914 will receive at the

hands of our worthy president the academic accolade and the educational dubbing of scholastic knighthood. You will be admitted to a Round Table of fellowship whose deeds are courtly and knightly in no low degree. The youth will find himself unworthy of his spurs if in his antecedent training his mental life was never aroused to the value of idealism. Each attempt in his early career to circumvent his masters or to gain the praise without paying the price will serve only to invalidate his efforts in the future. A man trains for honest work through honest work.

When, in the days of story, one King Bagdemagus vowed he would carry the "adventurous shield" intended for Sir Galahad, he found to his great dismay that it gave him scant protection indeed. This wonderful shield was of purest white with a red cross in the center. It hung behind the altar in a famous white abbey. Many aspired to use it, but there was only one appointed to do so. In his hasty ambitions



EMMA S. WAITE,
Principal of the Training School

King Bagdemagus, admiring its remarkable beauty, took it out of the minster, saying: "I fear not to bear it, and that ye shall see tomorrow." In his venture he had ridden but a mile or two when he met a strange knight clad in armor of purest snow-white. Instantly both men prepared to give battle. Toward one another they rode at full speed. The spear of Sir Bagdemagus was splintered against the shield of the white knight; but the latter struck so effectively against Bagdemagus that the blow

colleges there are always found a band of workers among students and teachers striving in an unequal fight for the triumph of idealistic principles. Changes in college courses, new adjustments, the introduction of materialistic objects of study and attitudes of thought, all have contributed to the passing of idealism. But in reality the course of study may and should have little to do with it. College life is simply paying tribute to the age instead of directing it.

In vain do we look for a school of young writers to fill the places of our distinguished Cambridge and Concord groups. In the undergraduate days of these men—Emerson, Longfellow, Hawthorne, Lowell, Holmes, Thoreau, and others,—the spirit of idealism was in the air. Doubtless the young men of this time had their College short-comings, but they nevertheless lived in the realm of ideas and spirit rather than in one of crass materiality. Their thoughts and conversation did not characteristically gravitate around batting averages, field goals, the freshest sensations in social life. Their red blood naturally prompted them to care for all the sports of manly contest and for the companionship of their fellows, but it also prompted them to subordinate these to a life of culture. When the spirit of books, of culture, of scholarship, is the dominating one of the undergraduate, we may look for great writers in America and not until then.

A student becomes a student when he has experienced his intellectual renaissance, or rebirth. Until he is introduced to himself mentally and spiritually, he may remain indefinitely on the registry of an institution and not be a student. Sometimes a book, a landscape, a lecture, a symphony, a teacher, aids in getting a man acquainted with himself—his real self, and then he sees the meaning of education. Fortunate is the youth who has been formally or informally presented to himself. He becomes a practical idealist. He no longer works for the sake of marks, of diplomas, of teachers, but for life's sake. He is then qualified to join that small, yet significant, brotherhood known as the lovers of wisdom.

Members of the class of 1914, I trust that it may be yours to become the happy warrior, so graphically depicted by the poet; that you may be the generous spirit; that your law may be reason; that if should you rise to positions of command, you do it by open means; that your



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pierced the white shield, the mail, and all other protection, severely injuring him. Later when one worthy to bear this same white shield was discovered in the person of Sir Galahad, he found it to be impervious and invincible to the strongest blow. Whatever unworthiness attempts to conceal itself and look for safety behind the protection of a diploma, only deceives itself and sooner or later reveals to its antagonist its pathetic impostures.

The spirit of idealism is fast disappearing from the American college. For better or worse, ask you? The near future will answer. In some

master bias lean towards the simple things of home; and that through all the struggles of this inevitable tragi-comedy you may find comfort in yourself and cause, and may keep your

We, indeed, have leisure enough in old age to count the days that are past, to cherish in our hearts what our hands have lost forever.

The river runs swift with a song, breaking through all barriers. But the mountain stays and remembers, and follows her with his love."

For you the Fates are spinning the warp and woof of life; the colors are variegated and manifold. I would not have them all bright, though I should hope the happy tones to dominate. Before the final hour whereupon abhorred Atropos comes to "sever the thin-spun thread of life," my one sincerest wish is that your days will be rich in the fruitage of hard, honest work, broad and capable in the achievement of the intellect, free and joyful in the triumph of your practical idealism.

THE CHOICE OF A VOCATION

By

C. L. MARTZOLFF

Much is being said nowadays about the training for vocational life and the relation existing between such training and public instruction. It is argued that since the "bread and butter" side of life appeals universally to all, that this should be the very first function of the school; that in the organization of our schools there is



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idealism clear. You will always be tenderly attached to your Alma Mater. She may not have given you much, but in these simple words of the Hindoo poet Tagore, she gives you her parting words of blessing:

"I want to give you something, my child, for we are drifting in the stream of the world.

Our lives will be carried apart and our love forgotten.

But I am not so foolish as to hope that I could buy your heart with my gifts.

Young is your life, your path long, and you drink the love we bring you at one draught and turn and run away from us.

You have your play and your playmates. What harm is there if you have no time or thought for us?



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considerable lost motion; that much is taught which does not function into life; that a youth pursues studies which he will never have occasion to use—the implication of all being that the primal duty of a pupil when he enters school, is first to select his vocation and then to pursue only such studies as will tend to aid him in the particular calling which he hopes to follow as a means of livelihood.

Such a doctrine as a basis would mean no such thing as a general College Course. It would mean that High School Courses should also be differentiated. Indeed there are some very earnest advocates of the plan who insist that the differentiation should be as low as the Seventh Grade in the Elementary School.

Certainly, children in the Seventh Grade have the maturity of judgment to determine just what they are going "to be" when they "grow up." As if what a thirteen year old boy *wants* to be is any criterion as to what he *ought* to be. Or if the above is not to be the determinant factor in the selection of a vocation, then some "expert," who can fathom the hidden potentialities of the child-mind, can tell him what his life's work should be, and direct his studies accordingly.

It has even been promulgated that every institution should have a chair of vocational



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Kindergarten Play-Room

guidance, the chief duty of which is to tell young folks the work to which they are best fitted.

The trouble with the above propoganda is that it now marks the stage, reached by all "new things" which take hold of the people, viz., "gone to seed." The virtues of vocational training are lost in the vagaries of super-enthusiastic advocates, who fail to see anything worth while in anything else but their particular hobby.

The whole scheme is fundamentally wrong, because its tendency is to narrow rather than to broaden. It is putting the special training in front of the fundamental. Its ultimate result is to restrict one's activities.

The main purpose of education is to give a student an opportunity to discover himself. When he does this, the special training will follow. People do not come to themselves at the same period of life. Many students never knew of their latent potentialities until they found it out in High School or College Course. In other words, a general Course of Study dealing with the fundamentals spells opportunity to the student.

An example is that of the young man who came to college to pursue a Commercial Course.

He thought he would like to be a bookkeeper. He came to get "vocational training," but he soon discovered his limitations and concluded to take a general College Course. Here he got a taste of chemistry. He never knew that he even had any interest in the subject. Perhaps some "vocational guidist" might have discovered it and have put him on the right road. But there was no such functionary present, and he had to "stumble" around awhile. But the stumbling was good for him and he is now taking his "vocational training" subsequent to his getting a degree, which isn't hurting anyone so far as the writer is able to see.

The argument is advanced that it takes too much time to do all this; that the other method would put a man into the activities of life several years younger. Admitting the contention, it might be asked which is better, to have two or three years more in life to devote to your vocation, with a questionable preparation, or less time with ample equipment?

From a money point of view, it might further be asked, under which condition will the most money be earned?

The following is the result of a little investigation along the line of the relationship between a

college course and the selection of a vocation, conducted by the writer.

A Questionnaire was prepared containing the following questions:

Vocation?

As a boy, what did you expect to become?

At what age did you conclude to follow your present vocation?

Is your present vocation your first choice?

Did you decide on your vocation before you went to college, while in college, or after you left college?

If you decided during your college course, in what year?

Did any thing you studied in college influence your choice of vocation?

These were sent to fifty persons selected from the publication, "Who's Who," and fifty graduates from the Ohio University. Sixty-four replies were received, representing twenty-seven different vocations as follows:

| | |
|----------------|---------------------|
| Architect | Missionary |
| Author | Mechanical Engineer |
| Botanist | Meteorologist |
| Banker | Manager Coal Plant |
| Civil Engineer | Mathematician |
| Chemist | Naturalist |
| Editor | Publisher |
| Economist | Physician |
| Fruit Grower | Playwright |
| Geologist | Physicist |
| Librarian | Real Estate |
| Lawyer | Scientist |
| Minister | Surgeon |
| | Teacher |

Forty-five had as boys definite ideas as to what they were going "to be," but only eighteen of them ever realized their dreams.

The caprices of the boy mind ran the gamut from cow-boy and chicken-merchant to the polite professions. It is significant that the latter were more numerous. But one so-called specialist was in the lot, a Botanist. This shows that the great bulk of our successful men were not in youth trained for their especial callings, but they took them up either as the result of accidental general training, or from the necessity of doing something.

In the first class there were twenty-three who said that studies pursued in the College Course influenced them to pursue the subject further. Six of the eighteen who had made selection before going to college believed the work there strengthened them in their desire.

In the second class, thirty stated that what they studied did not determine their choice, but

the latter was due to force of circumstances, to do something to make a living, which was different from their preconceived choice.

The average age at which the decision was made to pursue present professions was twenty-three. The youngest was nine years, a physician; the oldest fifty, an editor.

Twenty-one reported having made their decision before entering college; eleven while in college; and twenty-eight subsequent to a college career.

No conclusions were reached in the Freshman year; but two in the Sophomore; three in the Junior; and five in the Senior.

It was quite noticeable that many volunteered the information of the influence of a particularly strong teacher while in college. This was especially true among the men who had graduated at Ohio University. Many had gone to college with other professions in mind, but when they came under the influence of Dr. J. P. Gordy, in Psychology and Pedagogy, they concluded to become teachers. The result was the development of many strong school men throughout the country.

There was a fair sprinkling who changed professions because they discovered their unfitness or the opportunities in the one selected were not propitious at the time, or they saw the possibilities in another field.

One particular case, seemingly ironical, was that of a young man who from early boyhood wished to study law. He had to earn his way through college and at the completion of his course found himself too poor to continue his studies, so he became a banker and has been eminently successful.

From a careful study of the replies sent in, it seems that the choice of a vocation cannot be reduced to a science any more than there is a science of history. So long as man is free to choose, no set rules can be laid down for anyone to follow. The fortunes and opportunities of life are so varied that only the exceptional man or woman is able to lay out a plan and be permitted to follow it. No one knows what the crises of life may be. No one can fore-see what seemingly trivial events may change the whole course of one's life. It seems, therefore, that the logical, practical method to pursue is to secure a good, all-around general education, so that whatever comes, there will be in readiness a mind capable of adapting itself to the conditions demanded.



Rural Training School, State Normal College, Ohio University



Interior of one of the Training Schools

IDEAS-EXEMPLARS

(An Address delivered before the Summer School Y. M. C. A., of Ohio University, July 3d, 1914, by ALSTON ELLIS.)

For what is a man profited, if he shall gain the whole world, and lose his own soul? Or what shall a man give in exchange for his soul?

For the Son of man shall come in the glory of his Father with his angels; and then he shall reward every man according to his works.

For God shall bring every work into judgment, with every secret thing, whether it be good or whether it be evil.—*St. Matthew.*

"What America Needs"

What America needs more than railway extension, and western irrigation, and a low tariff, and a bigger wheat crop, and a merchant marine, and a new navy, is a revival of piety, the kind father and mother used to have—piety that counted it good business to stop for daily family prayer before breakfast, right in the middle of harvest; that quit field work a half hour earlier Thursday night so as to get the chores done and go to prayer meeting. That's what we need now to clean the country of filth, of graft and of greed, petty and big, of worship of fine houses and big lands, and high office and grand social functions.—*Wall Street Journal.*

We are told that we are a part of all we have met, that we insensibly take on the characteristics of our surroundings, that our minds are dyed by our own thoughts, and that life looks mean if we consort with mean people. There is much of life's best philosophy embodied in the foregoing sentence. Emerson says that life with mean people is quite different from the life with which one comes in touch when he reads Plutarch. Another writer says: "Next to the fear of God implanted in the human heart, nothing is a better safeguard to character than the love of good books. They are the handmaids of virtue and religion."

The influence of good books has been felt in the lives of many of our noblest men and women. Someone has characterized a library as "infinite riches in a little room." Prospero said that, for him, his library was dukedom large enough.

Emerson says that the mind is improved by reading just as the body is made stronger and healthier by exercise. Commenting upon the illiberality of the mind that has not ranged far over the pages of good books, he says: "When I find in people narrow religion, I find also in them narrow reading." Addison felt that no reader could study the contents of a good book without mental and moral uplift. Of himself



Training-School Class in the School Garden

he leaves record, "It is not possible for me to read a page in Plato, Tully, and a thousand other ancient moralists without being a greater and better man for it."

Whipple describes the delight of the scholarly reader in reading the masterful writer's thoughts after him. To read a classic like *Macbeth*, he says, "is an escape out of all the conditions of your daily life, and you feel ten times the man you were before the sting of the dramatist's genius sent its delicious torment into your soul."

Lowell knew the imperishable nature of the influence of a scholarly love of literature. "The riches of scholarship, the benignities of literature defy fortune and outlive calamity. They are beyond the reach of thief, or moth, or rust. As they cannot be inherited, so they can not be alienated."

To the one who is seeking companionship that is wholesome and undefiled, Thackeray gives sound advice: "Might I give counsel to any young hearer, I would say to him, 'Try to frequent the company of your betters. In books and life that is the most wholesome society; learn to admire rightly; the great pleasure of life is that. Note what the great men admired; they admired great things; narrow spirits admire basely and worship meanly.'"

One of the finest tributes to the "friendship of books," to be found in any language, is that

paid by Irving in the following words: "The scholar only knows how dear these silent yet eloquent companions of pure thoughts and innocent hours become in the season of adversity. When all that is worldly turns to dross around us, these only retain their steady value. When friends grow cold, and the converse of intimates languishes into vapid civility and commonplace, these only continue the unaltered countenance of happier days, and cheer us with that true friendship which never deceived hope nor deserted sorrow."

Reading and thinking should go hand-in-hand for any lasting good to result from the reading habit. Desultory reading weakens rather than strengthens the mind. Some of us are too practical to read about things that are not intimately connected with our material interests. We want to mint our reading products into coin of the realm. Holmes says that it takes a long apprenticeship to train a whole people to reading and writing. The temptation of money and fame is too great.

Says Hamilton Wright Mabie: "A nation at work with grimed hands is a noble spectacle; but if such a people are to get anything out of life after it has secured comfortable conditions, it must not only make room for poets and scholars and thinkers, but it must reserve for them its highest rewards. One of the greatest

privileges of the average man is to recognize and honor the superior man; because the superior man makes it worth while to belong to the race by giving life a dignity and splendor which constitute a common capital for all who live."



SAMUEL K. MARDIS, Ph. B., Ped. D.,
Associate Professor of the History of
Education and Supervisor of Rural
Training Schools

There are some things that money cannot buy; some things that cannot be measured by the world's yards-stick or price-marked in the world's markets. Mind growths and spiritual growths cannot be computed with mathematical precision. They defy any kind of analysis known to science.

Says Lowell: "If beauty were in use, the factory would add grace to the river, and we should turn from the fire-writing on the wall of heaven to look at a message printed by the magnetic telegraph."

Peter Bell, Wordsworth's unimaginative character, did not feel that "we hold all the deepest, all the highest satisfactions of life as tenants of the imagination."—

"A primrose by the river's brim,
A yellow primrose was to him,
And it was nothing more."

"How very small a part of the world we truly live in," says Lowell, "is represented by what speaks to us through the senses compared with that vast realm of the mind which is peopled by memory and imagination, and with such shining inhabitants."

The same writer speaks of *Art* as something we love all the more that her usefulness cannot be demonstrated in dollars and cents.

Peter Bell's cousin was the young man who, with the girl he was visiting, was standing at the front gate. The girl directed the attention of her companion to the clouds drifting in the sky above and said, "I wonder where those clouds are going?" The prosaic, matter-of-fact fellow by her side replied, "They look like they were going to thunder."

In the presence of Niagara, amid the roar and thunder of its waters, a crowd of sight-seers moved, under the direction of a guide, from one vantage point of view to another. One with outstretched hand pointed to where the vast volume of water was hurling itself over the crest into the depths of one hundred and sixty feet below, and said, in an awed voice, "What a grand scene it is! What a mass of water falling with resistless power from such a height!" "Why" said one who had stood looking on with unappreciative and unimaginative eyes, "What's so wonderful in it all? What's to hinder the water from falling?"

One of the characters in a one-time popular novel of Bayard Taylor—*Hannah Thurston*, I think—was described by her lover as a person of such practical view of things that she desired to see every mountain stream harnessed up and made to turn the wheels of some kind of mill. The lover regarded this as a defect in her otherwise attractive makeup. He said that he was willing to see that stream dash itself to pieces over the rocks for the sake of the spray and the rainbow.

This rather unfeminine character of the novelist could receive no lesson from Scott's description of the *brook*:

"Murmurer that thou art! Why chafe with the rocks that stop thy course for a moment? There is a sea to receive thee in its bosom; and there is an eternity for man when his fretful and hasty course through the vale of time shall be ceased and over. What thy petty fuming is



Summer-Garden Students in the School Garden

to the deep and vast billows of a shoreless ocean, are our cares, hopes, fears, joys, and sorrows, to the objects that must occupy us through the awful and boundless succession of ages."

The story of the lovers as related by the author, and as I remember it, brought them to a union of hearts and hands with a decided change in the girl's materialistic view of things. This change had to come before it could be said of her, as it was said of the Lady Elizabeth Hastings, that "to have loved her was a liberal education."

"In this ship of humanity," says Lowell, "*Will* is the rudder and *sentiment* the sail." The roughest exterior may cover a mind open to exalted influence and a heart beating in sympathy with the great throbbing heart of humanity.

One who has read the pages of the writings of "Ian Maciaren" will have formed a more generous estimate of the Scotch character than that usually accepted by those who do not penetrate below the surface of things in estimating the national characteristics of people. Thackeray was not a Scotchman, but visits to Scotland

gave him a new insight into the workings of the Scotch mind. He says: "At a Burns Festival, I have seen Scotchmen singing Burns, while the drops twinkled on their furrowed cheeks; while each rough hand was flung out to grasp its neighbor's; while early scenes and sacred recollections, and dear and delightful memories of the past, came rushing back at the sound of the familiar words and music, and the softened heart was full of love, and friendship, and home."

Bulwer speaks of the great sea of human toil and passion into which men plunge and in which they soon wash away all zest for innocent enjoyments and appreciation of the higher things of life. "What once was a soft retirement," he says, "will become the most intolerable monotony; the gaming of social existence—the feverish and desperate chances of honor and wealth, upon which the men of cities set their hearts, render all pursuits less exciting utterly insipid and dull."

Ruskin gave testimony that the English people—and he might have included the people of our own country—in their insanity of avarice, in their haste to add the gambler's fury to the

laborer's patience, had become incapable of understanding any thoughtful writing. He adds: "Above all, a nation cannot last as a money-making mob; it cannot with impunity—it cannot with existence—go on despising literature, despising science, despising art, despising nature, despising compassion, and concentrating its soul on pence."



WILLIAM A. MATHENY, A. M., Ph. D.,
Professor of Civic Biology

There was a time when I thought the rich man, made the subject of a parable in St. Luke, showed a commendable degree of worldly wisdom when, having no room to bestow his fruits and his goods, he decided to build greater bars for their housing. True it is that his view of things is the one which prompts many people to definite action to-day. These people devoting themselves to the getting of things that perish in the using, things which however obtained—at whatever sacrifice—can never follow their earthly possessor from *now* to the not distant *then*, yet think they are in wisdom's ways when they say, "Soul thou hast much goods laid up for many years; take thine ease, eat, drink, and be merry."

Men may pay homage to success measured by such a standard, but the highest authority

uses two words in describing one of the class referred to—"thou fool." It is well to learn at the beginning of a life career that "a man's life consisteth not in the abundance of the things which he possesseth."

To influence a life is a matter as momentous in its result as to be influenced by a life. Action and reaction in such cases are the same in their effect upon character. A great responsibility rests upon him who holds a position of influence and power. Some responsibility surely rests upon him who selects voluntarily the surroundings and personalities by which he seeks to develop a life, whether worthy or unworthy.

The important thing is to recognize the universal truth, that we are molded into that which we are to become by the ideas and things that direct our activities, be they physical, mental, or moral. If we build the ladder by which we rise, we also pave the way down which we slide. In other words, we are the architects of our own fortunes. Freedom of the will exists for all of us in the matter of selecting the books we read, the companions we choose, and the thoughts we think. "Evil communications corrupt good manners." Temptation to choose the wrong path comes from below. "Let no man say when he is tempted, 'I am tempted of God;' for God cannot be tempted with evil, neither tempteth he any man."

This sentence is taken from Bacon's essay on Great Place: "In the discharge of thy place set before thee the best examples, for imitation is a globe of precepts." Archbishop Whateley, whose texts on Logic and Rhetoric I studied when a student in college, in commenting upon some passages found in Bacon's essay, uses the following language: "It is proverbially true that men become assimilated to the character (that is, what they *think* the character) of the being they fervently adore. It matters not what the object is a man aspires to be worthy of, and proposes as a model of imitation, if he does but *believe* it to be excellent."

Most young men desire to be known, whether worthy or unworthy of the title, as *gentlemen*. In striving to gain this title they almost insensibly choose some model. The apparel doth oft proclaim the man, it is true, but fine clothes and a plethoric purse, and even outwardly agreeable manners, are no sure criterion by which to judge the true manliness of any one. It is not exhaustive in details—much might be



Training-School Pupils in the School Garden

added—but Thackeray's definition of a *gentleman* is worth reading more than once. He says: "What is it to be a gentleman? Is it to have lofty aims, to lead a pure life, to keep your honor virgin; to have the esteem of your fellow-citizens and the love of your fireside; to bear good fortune meekly; to suffer evil with constancy; and through evil or good to maintain truth always? Show me the happy man whose life exhibits these qualities, and him we will salute as a gentleman whatever his rank may be."

"He that loveth maketh his own the grandeur he loves." This is the lesson conveyed by Hawthorne in that American classic known as "The Great Stone Face." The story of Ernest may become the story of aspiring, right-minded youth the world over. Ernest studied the features of the titanic face set in solemn grandeur on the perpendicular side of the mountain until his own face took on its majestic yet benign appearance. In the years of patient, soul-opening watching, Ernest learned that Gathergold, Old Blood-and-Thunder, Old Stony Phiz, and others of their class had none of the personality that would make them worthy of being ideals or exemplars for manhood aspiring to the heights where the sublime in character can be found; for sublimity of character must come from sublimity of motive.

The story of the "Bluebell" was written for children, but it conveys a lesson to young and old alike. The little flower grew at the bottom of a ravine where nature was not shown at her

best. It pined for more congenial surroundings. It wanted companionship. It looked up during the day and caught only occasional glimpses of the sun; but at night a single star looked down from the vault above upon the lonely flowret in the ravine. Gradually the transformation came. The flowret loved and admired the star and gradually took on some of its radiance and beauty. The Author of this little story concludes it as follows:

"Now, little people, sweet and true,
I find a lesson here for you
Writ in the flowret's bell of blue.
The patient child whose watchful eye,
Strives after all things pure and high,
Will take their image by and by."

Choose you this day the ideals which, if realized, will make life worthiest, happiest, and most in harmony with the best teachings of sacred and secular writers. With it all, learn the duty and wisdom found in the advice of Edward Everett Hale:

"To look up and not down
To look forward and not back
To look out and not in
and
To lend a hand."

PREXY TALKS ABOUT POPULAR EDUCATION

Rural Training Pupils Listened to Dr. Ellis, last Monday

President Alston Ellis, in the absence of Governor James M. Cox, addressed a large concourse of people in Ewing Hall Auditorium Monday afternoon, July 13th. The audience



Science Hall

was made up largely of those who are interested in the work of rural education.

The address was closely listened to throughout and dealt with "Some Phases of Modern Education." The doctor cited several instances in which adverse comment had been made upon the public-school system of to-day.

Special mention was made of the articles of

Edward Bok, and others, in the Ladies' Home Journal, Fall numbers of 1912, wherein the public-schools are characterized as "the most momentous failure in our American life to-day" and as "utter and absolute failures."

Emphatic denial of this charge was made. The authors were sensationalists hungry for a little public notice. Reference was made to a



Some Churches of Athens

- 1 Zion Baptist Church,
Rev. B. A. Mitchell
2 The Christian Church,
Rev. Geo. J. Owen, B. D.

5 M. E. Church,
Rev. C. E. Chandler, Ph. D., D.D.

- 3 Presbyterian Church,
Rev. H. Marshall Thurlow, D D.
4 St. Paul's Church,
Rev. Father James A. Banahan

modern tendency, in some quarters, to advocate something new and sensational.

Eighteen hundred and sixty years ago, St. Paul visited Athens and noted conditions there existing. He found a restless people striving for what they knew not: "For all the Athenians and strangers which were there spent their time in nothing else than either to tell or to hear some new thing."

Mention was made of a sensational address made by one of the speakers at the National Education Association held recently at St. Paul. Quotation from St. Matthew was taken: "For there shall arise false Christs, and false prophets, and shall show great signs and wonders; insomuch that, if it were possible, they shall deceive the very elect."

The speaker referred to, vigorously attacked the present school system and denounced the inefficiency of the average teacher: "Our public-schools of to-day are namby-pamby places to which we go because it is the custom and some of us become good citizens in spite of them."

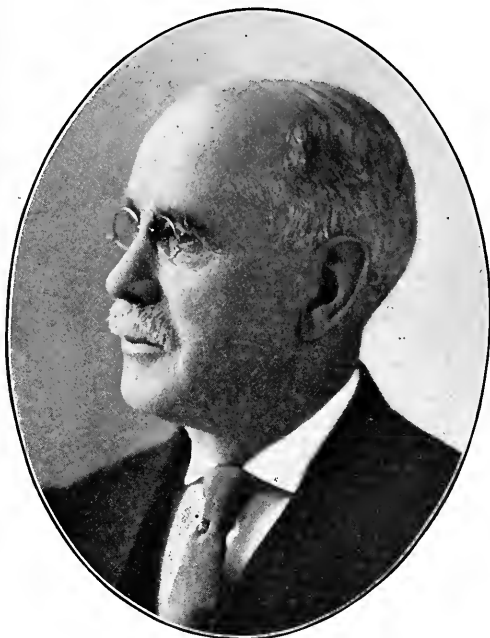
"We are dragging out souls of our boys and girls by telling them to learn so many pages a day of matter that means nothing to them in practical life."

"God bless the girl who refuses to study algebra—a study that has caused many girls to lose their souls."

"Nine-tenths of our immorality is caused by damage done to boys and girls by teachers."

The sad, the discouraging thing connected with these unreasonable, intemperate utterances,

said Dr. Ellis, is that they are unthinkingly applauded by some good people who ought to know better. In the presence of the 2,400



FLETCHER S. COULTRAP, A. M.
Principal of the State Preparatory School

students' attending this Summer School, how would the remarks of a speaker be received who would assert our school system to be "a menace to society"; our schools to be "namby-pamby" places of instruction; our average teachers to be "inefficient" and the cause of nine-tenths of the immorality" existing to-day?

Such expressions merit contempt rather than approval. Of a like kind were the utterances of a woman speaker in a "good health address" recently delivered at Ann Arbor, Michigan.

"Tell the true story of sex to children before they have reached their fifth year and make them familiar from the first with the nude of each sex."

Again: "Children of both sexes, and adults as well, should bathe and dress freely and frankly and without prudish apology."

After quoting and commenting upon these and other freak suggestions for the betterment of our school system, as an introduction, President Ellis launched forth into the main address which appears in full:

The school and the college are not alone responsible for all the "education" which the youth of this land are receiving. There are potent influences outside of private and public institutions of learning, whether of high or low rank, acting upon and molding the characters of the young. It is a grand thing to have youth and strength—to see the future with hopeful eyes and glad anticipations:

"How beautiful is youth, how bright it gleams
With its illusions, aspirations, dreams!"

Those of us who have passed life's meridian know full well that men reap what they sow, that grapes do not grow from thorns nor figs from thistles, that youth's opportunities must be rightly improved else the after life is bound "in shallows and in miseries." Lowell compares human life to a piece of white paper whereon may be written but a few characters before the night cometh. There are chemical agents wherewith ordinary ink mark can be removed from paper, but the soul's tablets, when once written upon, are not easily made clear. The soul's dark records can not be effaced by any "expunging resolution." The angel tear of pity, described by Sterne, can but make a *blot* when it



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

falls upon the record of sin. No alchemy can wholly obliterate the marrings of sin, much less transmute them into characters of light.



The "Old Beech" and its Environs

The most wholesome, vital, eternal lesson to be taught all, especially the young, is the exceeding sinfulness of sin, the boundless possibilities, for good or evil, of right and wrong. They are the great antipodes of human life and mark a chasm which neither human nor divine power has ever spanned. They are as wide asunder as heaven and hell. The great gulf that yawns between the rich man and Lazarus is not more

fixed, unfathomable, and impassable than that which runs for time and eternity between the domains of right and wrong. More than fifteen hundred years before the time of Christ, Job questioned:

"Where shall wisdom be found? and where is the place of understanding?"

Five hundred years later Solomon queried:

"Who is the wise man? and who knoweth the interpretation of a thing? a man's wisdom maketh his face to shine and the boldness of his face shall be changed."



BERT McCUNE THOMPSON, B. S. in Ed.,
Professor of Physiography

known phase of education is now adequately supported at the expense of the tax-payers. We have learned that education is the cheap defence of nations, that the public-schools are the people's colleges, that it is better to spend money in support of schools and colleges than in building jails and penitentiaries, and that the seeds of what we would have to grow into the public life must be planted in the public-school course.

" 'Tis education forms the common mind,
Just as the twig is bent, the tree's inclined.

Our educational statistics show the phenomenal growth of our system of public education. Educational statistics for the year 1912 show the number of enrolled pupils in the public-schools of the United States to be 18,182,937; daily attendance of pupils, 13,302,303. This vast body of youth was under the instruction of about five hundred and fifty thousand (547,289) teachers, and the cost of operating the school machinery was more than Four Hundred and Eighty millions of dollars (\$482,886,793) annually. The sum the tax-payers contributed to erect and equip school buildings reached the vast aggregate of \$1,266,382,277.



ELIZABETH H. BOHN,
Principal of the School of Domestic Science

An education of the right kind transforms one, eliminates what is low and bestial in his nature and turns his face to the stars. It was a beautiful and significant custom of the Romans by which the face of the new-born child was turned to the stars. According to Bacon, man was "made for the contemplation of heaven and all noble objects." Education brings humility and a consciousness of the littleness of things present and the greatness and majesty of the universe. When the oracle declared Socrates to be the wisest man in Greece, the philosopher explained that his wisdom, above that of his fellows, was his knowledge of his own ignorance. When intelligence lights up the countenance, when a true soul looks from the eyes, there is a display of beauty almost divine.

The public mind is favorably disposed liberally to support schools and colleges. Almost every

Higher education is regarded by the people with scarcely less favor than the elementary work of the common schools. The entire property holdings of the universities and col-

leges of the United States—grounds, buildings, and equipments—were, in 1912, valued at \$412, 115, 628. In addition, these institutions hold endowment funds of \$350, 038, 287 face value.

negie gave \$1, 250, 000 to the Foundation to be devoted exclusively to the endowment of a division of educational inquiry. The Trustees of the John F. Slater Fund, of the Phelps-Stokes Fund, and of the Peabody Education Fund have large incomes with which to foster certain phases of educational and philanthropic work. In a single year, 1913—the following-named institutions of learning received benefactions amounting to millions.

Here are some suggestive figures:

| | |
|-----------------------------|-------------|
| Harvard | \$2,095,451 |
| Columbia | 1,421,804 |
| Yale | 1,418,936 |
| Chicago | 1,307,928 |
| California | 1,245,962 |
| Trinity | 1,203,145 |
| Mass. Tech | 1,071,608 |
| Rochester | 947,355 |
| Princeton | 769,403 |
| Coe College, Iowa | 563,051 |

What shall the harvest be? What is to be the return to society, to the state, for the vast expense and effort required to perpetuate, and wisely to improve, our educational systems? The statistics quoted are satisfactory, even gratifying in themselves. Our national vanity and pride are touched to the quick when we



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

The collegiate instruction given cost \$93, 545, 381. It cost \$24, 962, 139 to support the agricultural colleges established under the provisions of the Congressional Acts of 1862, 1890, and 1907.

The normal-school instruction received by 94, 455 persons fitting themselves for teaching, in the public and private normal schools, involved an outlay of \$15,064,360 in 1912. The same year, there were 356,179 young men and women receiving educational advantages in our colleges universities, normal-schools, theological seminaries, lawschools, medical schools, and schools of dentistry and pharmacy.

The property of the tax-payers, levied upon by law, does not bear all the financial burdens of educational support. Generous, liberal-minded men and women, all over the country, are making large gifts to promote the educational well-being of the people. The aggregate of sums donated by private persons to foster higher education, in some of its varied phases, was more than \$25,000,000 in 1913.

The General Education Board controls nearly \$33,000,000. The Carnegie Foundation for the Advancement of Teaching has an endowment of over \$14,000,000. Early in 1913, Mr. Car-



CHARLES G. MATTHEWS, Ph. M.,
Librarian

look at the vast educational force that our intelligence and liberality have set in motion. There is an unwritten history of public education in this country. Figures and tabulated

statements do not record all that is worth knowing about the education of the masses.

The education of the intellect is well; the education of the conscience is better. To train the physical being is not amiss, but it must not be forgotten that a well-developed brain is rarely found in the form of a giant. As Emerson says, a pot-belly denotes one thing, a dome of brow another. The wide-reaching influence of any agency for good cannot be adequately measured by its cost in money. Americans are proud of their country and point with complacency to its wide-reaching territory and its teeming population. "The true vitality of a nation," says Whipple, "is not seen in the triumphs of its industry, the extent of its conquests, or the reach of its empire; but in its intellectual dominion. Posterity passes over the statistical tables of trade and population to search out the records of the mind and heart." "We justly pride ourselves on our marvelous material prosperity," says Theodore Roosevelt, "and such prosperity must exist in order to establish a foundation upon which a higher life can be built; but unless we do in very fact build this higher life thereon, the material prosperity itself will go but for very little."

"You cannot make a republic out of muscles, and prairies, and rocky mountains; republics are made of the spirit," is the terse statement of Sidney Lanier.

"The moral and intellectual pre-eminence of its people is the true glory of a nation," exclaims Sir John Lubbock. Says Ruskin: "We are continually assuming that nations become strong according to their numbers. The strength is in the men, and in their unity and virtue, not in their standing room; a little group of wise hearts is better than a wilderness full of fools; and only that nation gains true territory which gains itself." Epictetus, who lived about the time of St. Paul, said that one would do "the greatest service to the state not by raising the roofs of the houses, but the souls of the citizens." "It is better," he continues, "that great souls should dwell in small houses rather than for mean slaves to lurk in great houses."

James A. Garfield in an address before the Historical Society of Geauga County, Ohio, September 16, 1873, said: "The three great forces which constitute the strength and glory of a free government are the family, the school, and the church. Where these three combine in prosperous union, the safety and prosperity of

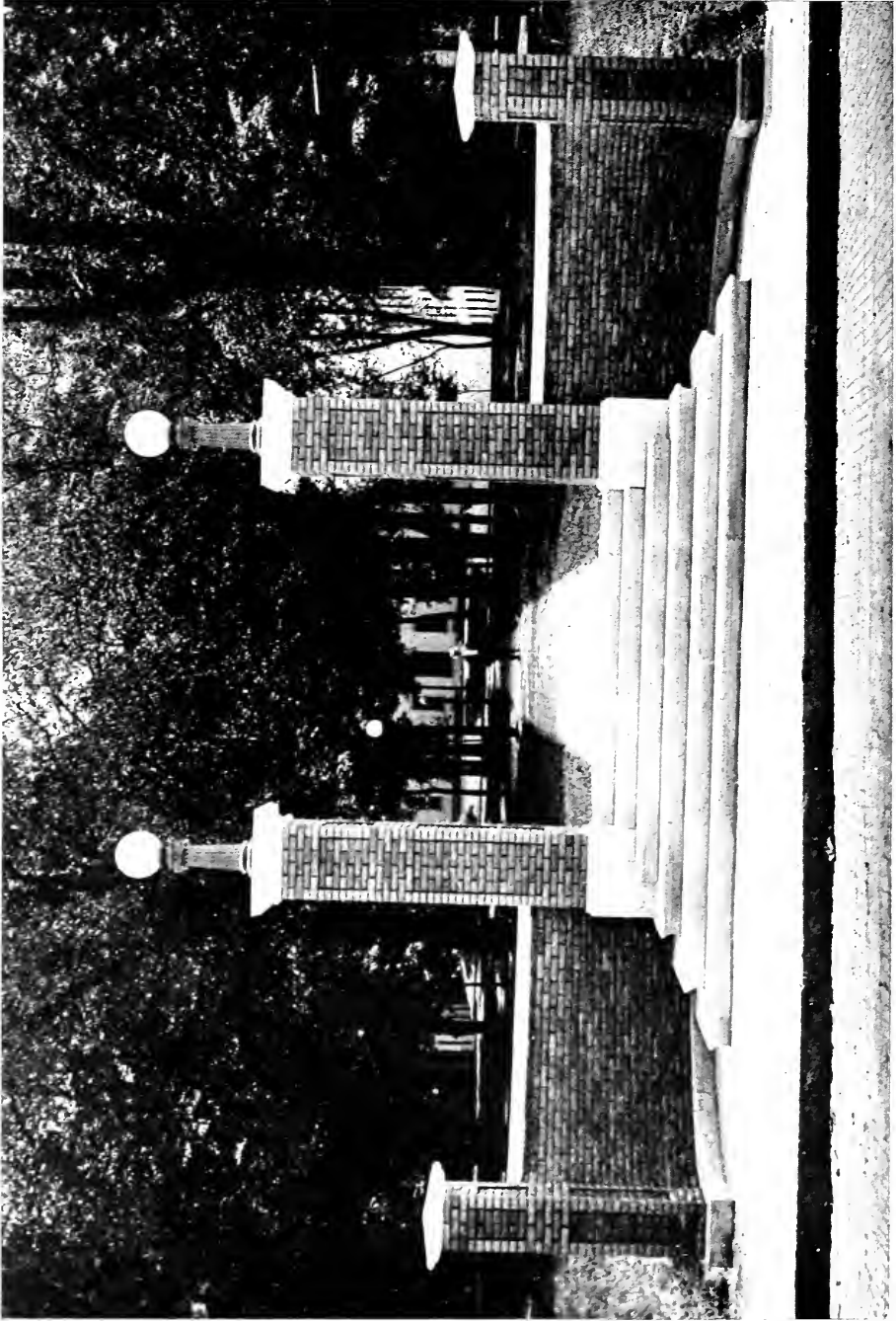
the nation are assured. The glory of our country can never be dimmed while these three lights are kept shining with an undimmed luster."

Schlegel, a German thinker, says there are five essential and eternal elements in human society,—the home, the school, the guild, the church, and the state. Let these elements work in harmony in a community, or state,

"And sovereign law, that state's collected will,
O'er thrones and globes elate,
Sits empress, crowning good, repressing ill."

St. Peter enumerates the Christian graces; Shakespeare names the graces that best become a king; Cicero recounts the cardinal virtues; and Burke summarizes the great and masculine virtues. Patrick Henry asserted that the great pillars of all government and social life are virtue, morality, and religion. "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged," is language quoted from the famous "Ordinance of 1787" and to be found in the Constitution of Ohio. What is gained by naming the great virtues and graces that the great and learned writers and thinkers of the ages have recognized and eulogized? Simply this: we see the unanimity of sentiment entertained by them regarding the great possibilities of the human soul. Wisdom, temperance, justice, courage, magnanimity, patience brotherly love, faith, hope and other soul-endowed qualities go, when rightly developed and directed, to the building up of that name which, Emerson says, is the highest at which philosophy has arrived—Character. How wise and true it is that sublimity of character must come from sublimity of motive!

The origin of man prefigures his destiny. "What! know ye not that your body is the temple of the Holy Ghost, which is in you, which ye have of God, and ye are not your own? For ye are bought with a price; therefore, glorify God in your body, and in your spirit, which are God's." Emerson says that the termination of the world in a *man*, seems to be the last victory of intelligence. Education must make known and active the living truths of the Bible—truths as pertinent and vital to-day as they were in the times of Solomon and Christ. Would you have advice with which to seek to reach the mind and heart of the child; where can you go with more confidence



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than to the songs of David, the wisdom of Solomon, and the teachings of Christ? "Where-with shall a young man cleanse his way? By taking heed thereto according to thy word."



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

"A sound heart is the life of the flesh." "Let us hear the conclusion of the whole matter: Fear God and keep his commandments; for this is the whole duty of man."

What is done in our homes, our schools and colleges, our business circles, our Christian organizations, and in the discharge of public functions, is as important to individual and public weal to-day as it ever was. The home is the grandest and noblest factor in the life and civilization of a people. Let the influence of a Christian home—one in which God's word is law, in which children are taught to respect and obey their parents, in which *right* is stronger than *might*, though the right be compelled by might, if need be,—go with a young person into any field where life's efforts are put forth and he has with him a strong safeguard against temptation and a high bulwark against the approach of sin in any of its multiplied forms. To the one whose soul has been thus fortified against the blandishments of evil, the words of the poet will never be wholly sentimental or meaningless.

"How dear to my heart are the scenes of my childhood,

When fond recollection presents them to view;
The orchard, the meadow, the deep-tangled wildwood,
And every loved spot that my infancy knew."

Sig [8]

The difficulty with child training in the home is that parents sometimes allow their affection to undermine their judgment. The notion is current that it is cruel to restrain, by anything like *force*, the young child's inclination, soon to grow into determination, to do any act; provided it does not tend to apparent bodily injury. A mother will use sudden force to withdraw her child from the flames, the wheels of a vehicle, or the teeth of some animal, but will hesitate to use other influence than words, spoken in a tone in which the child recognizes irresolution and weakness, when dealing with some moral delinquency which is hastening into a habit.

Solomon didn't know all that was to be known about children, but his admonition to parents to train up a child in the way he should go, with statement of result, is sound to the core. The youngest children in some modern households "rule the roost," sway a tyrant's scepter over all within reach, and become objects of contempt and aversion to all, not connected with them by blood ties, before they can stand



MARK BEAL BANKS,
Director of Outside Athletics



Permanent Quarters of The Y. M. C. A.

alone. This is not good soil in which to plant the seed of a lovely and worthy character.

Children undisciplined at home go to church entertainments and social gatherings and spread dismay and consternation on all sides by their rude, boisterous, and ill-bred antics; and all the while doting parents will look on humiliated, perhaps, but thoroughly subdued. Some delude themselves with the thought that age will set right what parental cowardice or ill-judged affection leaves to go wrong; but the awakening from this delusion will produce a shock that will strain and wound many heart fibers.

Those pedagogic minds that are now intent on "vocational training," the latest educational "fad," will do a practical service to the present and the future if they shall succeed in making it clear, to those most concerned, that the child is father to the man, that wholesome suppression of a child's bad tendencies can not begin too early, and that the greatest kindness to a child, in the way of ministering to his present and future well-being, is evinced by placing his feet resolutely in the right path and persistently seeing that they continue therein.

Christ loved innocent, bright-eyed, tractable children. Of such, he said, is the Kingdom of



MARY T. NOSS, A. B.,
Professor of Romance Languages



Permanent Quarters of the Y. W. C. A.

God. "Except ye become as little children," in his voice of expostulation and warning. It is hard to imagine Christ in some modern homes or church assemblies where impudent childhood is displayed in all its varied forms, speaking in the midst of a babel of infantile shrieks and yells, "Suffer little children to come unto me, and forbid them not."

The school with some of its crudeness as to discipline clinging to it, is doing much to correct some of the glaring faults in parental management of children. It is notorious that children, as a rule, behave better at school than they do at home. The worst behaved children, under instruction at public expense, are those enrolled in the first years of the school course. The after training under capable, experienced, and conscientious teachers shows marked results in the improvement of the manners and habits of the children.

The work of the church must necessarily articulate closely with the work of the home and the school. Those who do God's work among the homes of the degraded and vicious well know at what a great disadvantage their labor of reclaiming souls and leading them to the right is prosecuted. In many respects the work of the Sunday school is retarded by the presence



CLINTON N. MACKINNON, A. M.,
Assistant Professor of English



A Campus View

of demoralizing elements that are drawn into it from sources unfriendly to virtue and religion.

Christian agencies there are of many forms. God's church is, or ought to be, the storage-house of the force which vivifies and spiritualizes them. The church establishes missions, home and foreign, it disseminates religious literature, it throws its protectorate over Endeavor Societies and Christian Associations, and has given a *quasi* recognition of the peculiar proselyting methods of the Salvation Army.

Philanthropists are giving immense sums of money to be used in the service of God through church instrumentality. To an over-sanguine or superficial observer all seems well and the promise of an increased harvest appears more than reasonable. Look more closely into the church pews, and they are found to be occupied by women, children, and men on the confines of the grave. The crying need of the church to-day, is men, persons who have the ability and willingness to render service to God—good men and true both in the pew and in the pulpit. The outside world laughs Christianity, religious profession and practice based on God's word, to scorn. Within the pale of the church, under

the drippings of the sanctuary, are those who demand from the minister in the pulpit, whose mission it is, if truly in God's service, to hold up Christ by word and example, a liberality of view that makes him tolerant of the wrong-doer, forgetful of the divine commission under which he serves, and popular among the people by the sacrifice of honest convictions.

Religious liberality is, sometimes, but another name for infidelity. Preachers, professors, and others engaged in the work of uplifting their fellows must not be convicted of illiberality of opinion else they are the recipients of sneers, sarcastic remarks, or open denunciation.

Some years ago Presbyterian Princeton had a professor who signed a petition for the establishment of a saloon on the university campus. Good church people felt shocked, but their righteous indignation was brushed aside by the statement that the "culprit" exercised a liberal spirit in standing sponsor for the dram shop within the classic shades of old Princeton.

Some Christian Associations of young men are degenerating into sporting clubs. There is something incongruous, to my mind, in using buildings and rooms solemnly dedicated to the

worship of God and Christian service, as gymnasiums where boxing, wrestling, fencing, and training for football contests are the star attractions. "Take these things hence; make not my Father's house an house of merchandise."



ALLEN L. CARTER, A. M.,
Instructor in German

I'm a doubting Thomas as to the sincerity and efficacy of this muscular Christianity. There are some who wear the livery of Heaven in order that they may render the devil more efficient and acceptable service.

Secular instruction is not at war with religious profession; hence, the advisability of instructing the members of Christian Associations in any of the branches of a school or college course is not questioned by thinking people. The standard by which to measure the value of such instruction should not be a low one. If the management of one of these organizations countenances vivisection, as is reported, it should meet with the stern rebuke of right-minded people everywhere. If vivisection is necessary for the weal of humanity, which I most emphatically disbelieve, the operation

ought not to be performed by every smatterer in science or witnessed by every young man who possesses a morbid curiosity.

If liberality of opinion is required of him who preaches the Gospel, how much more does public sentiment demand that office-holders, "the people's servants" as they with becoming humility are at times pleased to term themselves, show liberality in executing any public trust confided to their keeping. Those holding official positions must not have beliefs that they believe too hard. Pat sin on the back, dally with iniquity, be not too swift to make just laws effectual, stand in with "the boys," wink at offenses against the peace, dignity, and well-being of society, and your official head may remain glued to your shoulders beyond the next election. Make laws that bear mildly upon the wrong-doer, abolish the death penalty for atrocious murders and unnamable crimes, have milk-sop pardoning boards to release criminals after their conviction in our courts, have some lachrymose, hysterical women with bouquets and vinaigrettes in every court-room



ALLIE MARSHALL HINES, A. B.,
Instructor in Kindergarten

where a red-handed criminal is put on trial-- and the teachers in your schools, the professors in your colleges, and the ministers in your pulpits will labor in vain to demonstrate that "righteousness exalteth a nation, but sin is a reproach to any people."

Good citizenship means more than to obey laws, respect a neighbor's rights, and pay taxes. The duty of good people is to uphold truth and right, everywhere, with all the strength they possess. It is their business to live clean lives and help actively to repress whatever uncleanness may seek to force its way into the social or political body.

Teachers need above all to come to their ministry with clean hands, pure hearts, and exalted characters. They stand before the youth of the land as exemplars, as lights set on a hill, as living epistles to be read of all men. "If you would lift me, you must stand on higher ground; if you would liberate me, you must yourself be free," said Emerson.

It has been said that what is everybody's business is nobody's business, but the saying is not applicable to all the affairs of life. There are things which concern everybody and for that reason they are just subjects for every one's helpful thought and effort. A writer in an educational journal made these pertinent inquiries:

"Is it your business that right is trampled in the dust and wrong prevails? Is it your business that lying, deceit, and robbery are on every hand? Is it your business that the rich grind the faces of the poor? Is it your business that the ministry are catering to criminals and dare not denounce crime? Is it your business that the church talks of sin and crime as vague, imaginary, and far-off evils, but dare not even whisper a rebuke against the drunkard, the libertine, and the hypocrite within its doors? Are you in the world to let others do the unpleasant tasks, to allow others to fight the devil in his many cunning and hideous forms while you sit by and eat of only the pleasant fruits?"

"Give us men," is as urgent an appeal to-day as it ever was in our history. This is a great age; the next one may dwarf it by the character of coming achievements.

"God give us men! A time like this demands strong minds, great hearts, true faith and ready hands:

Men whom the lust of office does not kill:

Men whom the spoils of office can not buy:
Men who possess opinions and a will;
Men who have honor; men who will not lie;
Men who can stand before a demagogue
And damn his treacherous flatteries without winking:

Tall men, sun-crowned, who live above the fog
In public duty and in private thinking.
For while the rabble with their thumb-worn creeds,
Their large professions and their little deeds,
Mingle in selfish strife, lo! Freedom weeps,
Wrong rules the land, and waiting Justice sleeps."

—Green and White, July 16, 1914

WHY NOT INDUSTRIAL PEACE

The following letter was sent in reply to this question: "What more can public educators do to bring about better relations between employer and employee, and to lessen the tremendous waste resulting from strikes and lock-outs?"

ATHENS, OHIO, May 4, 1914.

MR. M. L. WILLIAMSON,

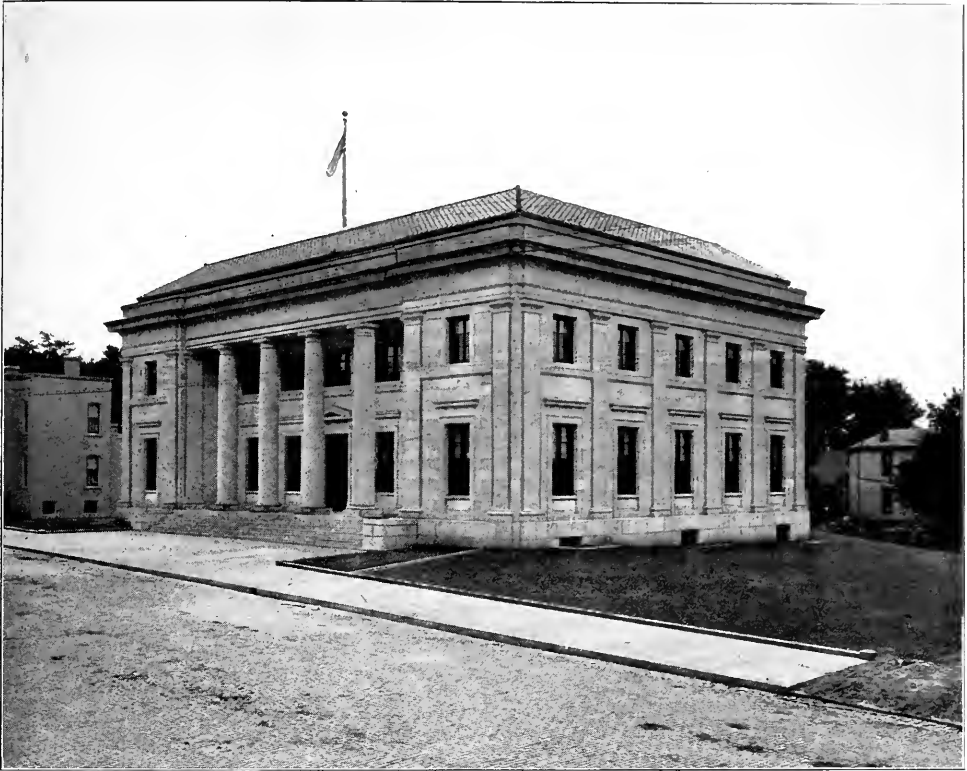
Manager Research Department,
The Industrial News, Washington, D. C.

Dear Sir:

In reply to your request of May 2, I am here-



ROBERT GROVER WEBBER, B. S.,
Instructor in Physics



Athens Post-Office

with sending you a few sentences which have some bearing upon the general question upon which you desire me to give brief expression of my views:

The greatest question before the people of this country to-day is how to bring about better relations between labor and capital. We talk about political freedom, individual rights, academic freedom, industrial freedom, and the like, but these are meaningless terms to many of our people.

Greed pushes capital to exploit labor, and ignorance impels labor to war against capital—sometimes against anyone who has acquired that which could be converted into capital. Thinking people, all who love their country and wish well to our cherished institutions, look with serious misgiving upon the constantly accentuated strife between labor and capital.

What is the remedy for the condition of industrial anarchy that exists in different parts of the

country? Legislation is all-powerful if it is backed up by a strong public sentiment. A law is no panacea for every specific ill that creeps into our body politic or into our industrial fields. Our people must be taught to become right thinkers and in the process of gaining this end take on enough moral ballast to make them willing to transmute right thinking into right acting.

It may be a homely suggestion to make, but I offer that a little reverent attention to the content of the "*Golden Rule*" on the part of laborers and those who employ labor would go a long ways towards a satisfactory solution of our industrial problems.

Schools and colleges, public and private, should co-operate in giving force, in their teachings, to the principles of right and justice and the "square deal." People must be taught the importance of framing good laws and rec-



ALEXANDER S. THOMPSON, Mus. D.,
Director of the College of Music

ognizing the necessity of yielding obedience to them. "Put yourself in his place." is another direction that should be held up as a sign-board before capitalist and laborer. The altruistic element in the education of the oncoming generation should be emphasized more than it is. Possibly some restriction of immigration, until we can better assimilate an ignorant foreign element now too large for our industrial and political well-being, may be necessary. No agency used to bring about industrial peace and fair play will prove effective that ignores legal individual rights, whether on the part of the one who has money with which to buy labor or on the part of him who has his labor to sell.

The best condition brings capital and labor into peaceful and helpful relationship. Each has rights that the other ought to recognize and respect. No one with money to invest wants

to put it into a business controlled almost absolutely by others. One who gives his money for service he needs likes to see in front of him an open field. The demand for the "closed shop" is not in harmony with the ideas of some of us regarding individual rights. The right to buy and sell labor in an open market is an inalienable one that no law, or good citizen reverencing law, should question.

Strikes and lock-outs are evidences of something radically wrong in our industrial world. A "getting-together," or attempts at getting-together, should not be confined to political activities. In union there is strength, and industrial agreement must come if our industries are to thrive and if the products of these industries are to be in greater demand in the markets of the world.

Very truly yours,

ALSTON ELLIS.

THE COLLEGE FRATERNITY

(William C. Levere, Secretary of The College Reference Bureau, Evanston, Illinois, recently requested President Ellis to make brief statement of his attitude towards the Greek Letter Fraternities that have existence in so many educational institutions of higher rank. The reply sent is given in full.)

I became a member of the Phi Delta Theta fraternity, Miami University, Oxford, Ohio, early in 1866. Ever since that date, I have felt a special interest in my own fraternity and a general and friendly interest in all organizations of a like character.

The fraternity question, like all other questions, has two sides. Advocates unduly exalt; opponents unduly denounce. "To be or not to be," is a question which yet includes much debatable territory. While I, with numerous others, recognize the short-comings of the Greek fraternities, as organized and conducted to-day, I also am of opinion that more can be said in their favor than can be said truthfully against them.



Athens County Court House



CLARA D. THOMPSON,
Instructor in Voice Culture

In my college days, fraternity life was not expensive. Social activities were not frequent enough to interfere with legitimate college work. Scholarship ranked higher in the estimation of fraternity members than good clothes and a plethoric pocket-book.

I am free to say that I do not think fraternity life means so much of good to the student now as it did forty years ago; but, perhaps, this view of mine is but another instance where "distance lends enchantment to the view."

Fraternity life in college was a decided help to me. It prompted me to definite and continued effort to stand well in my classes; it led me to take an active part in the exercises of the college literary society to which I belonged; it made me an embryo student of human nature inasmuch as I was observant of the desirable and undesirable qualities of some of my fellow-students who might be proposed for membership in the fraternity to which I belonged; and, finally, but not to exhaust the benefits that might be named, it gave me a congenial body



SIOUCHEE T. ARPEE, A. B.,
Instructor in Advanced Piano



HELEN WORTH FALLOON,
Instructor in Voice Culture

of young associates with whom strong ties of friendship were formed.

Some influences the college fraternity had upon me defy analysis and description. I have always felt that contact with my fellows in the close bonds of the fraternity gave me a feeling that something of worth was expected of me; in other words, that I was expected to "make good" while in college and after leaving college. These impressions and influences can not be described in set forms of speech. They become a part of one's mental being just as assimilated food becomes a part of his physical.

Yes, there is good and there is bad connected with everything that is of human origin and under human control, and the Greek fraternity is no exception to that rule. Were every church member to live up to his obligation and opportunity, the world would be a better place to live in than it is and church membership would mean more to the individual and the community than it does. The church is not to be judged by the shortcomings of some of its members, but by the united and uplifting influences it brings to bear upon its membership

and the outside world in vital touch with it. That some fraternity members regard their obligations as such with indifference—that there are some black sheep in the fraternity fold—is no reason why reasonable people who desire to be just should indulge in indiscriminate, wholesale denunciation of the college fraternities. These organizations are here, and they are here to stay, and the act of wisdom, on the part of all directly and indirectly concerned, is to emphasize their many excellencies and make persistent and successful effort to eliminate their objectionable features.

ALSTON ELLIS,
President Ohio University.

Athens, Ohio, Jan. 29, 1914.

THE WORTH OF A COLLEGE EDUCATION

The following request came to the office of the President of Ohio University, under date of July 13, 1914:

"Will you not mail to the Examiner your estimate of the value of a college education or



View of the Campus



MAC SLATOR BETHEL, A. B.,
Instructor on the Piano and Organ

some allied expression of your views so that the institution of which you are the head may be represented among those who favor the effort to bring to college young men and women who otherwise would go from High School directly into business life?"

In answer to this request, the following letter was dictated and sent:

ATHENS, OHIO, July 15, 1914.

EDITOR CHICAGO EXAMINER,
Chicago, Illinois.

Dear Sir:

Some one has said that it is the aphorism of the blockhead that education, whether of school or college grade, unfits one for the practical affairs of life. The progress of a people, in all direction worth while, is not the result of ignorance.

A few years ago the Massachusetts Board of Education made an extended investigation of the wage-earning power of persons who had left school at the end of the eighth year and at the end of the twelfth year of the school course. Upon leaving school, the weekly wages of the two classes were \$4.00 and \$10.00 respectively. When the eighth-year people had been out of school *eleven* years, and the twelfth-year people,



University Terrace, Athens, Ohio

eight years, their comparative wage-earnings, per week, were \$12.75 and \$31 respectively.

About the time the Massachusetts investigation was in progress, one of our leading magazines was publishing a series of articles showing, by statistics carefully gathered and compiled, that the wage-earning power of the college graduate over that of the high-school graduate was even greater than that of the latter over the eighth-year quitter.

There is part of what goes to make up the school and college courses that is not of high practical value as viewed from the standpoint of those who measure success in life by the amount of money one collects while in the flesh. In the ultimate analysis of things, it is not easy unerringly to tell what is, and what is not practical among the subjects taught in school and college.

My experience tells me that almost any subject of study, pursued with alert mind, will bring mental power which can be made a factor in a successful life. Mental power, power that suggests ability to initiate and carry forward something of service to self and others, should be an important aim in all educational processes. My thought is that the cultural and the practical are so closely blended in right-ordered educa-

tional processes that the line of demarcation between the two is not very clearly defined.

Mental power, and physical power as well, is not worth much if permitted to remain unused. When an educated man fails in life, his failure is so unusual, seemingly so unnecessary, that it attracts early and wide attention; when the uneducated man drops by the wayside and allows the tide of human life to pass by, his failure seems to have excuse, for it is considered that he was not well equipped for life's journey.

The possession of a college education, if it represents the kind of training it should, may not be a sure passport to worldly success, but it is universally regarded, by people of experience and thought, as an important help to that end.

Finally, a college education is worth much more to its possessor than the dollars and cents it will help him to gather. There is such a thing as the higher life—the life lifted beyond and above the sordid aims which are kept in view by so many people. The higher the life, the more exalted the pleasures connected with it; the higher the life, the more distant the approaches of age.

Life means shelter, raiment, food, and the like. It means all these and much more. It is



JOSHUA R. MORTON, M. S.,
Associate Professor of Chemistry



JAMES DeFOREST MURCH,
Ohio University Y. M. C. A. Secretary

right for education to look to the present and future welfare of those by whom it is gained; but let that *welfare* be defined, in part at least, by the saying: "Man does not live by bread alone."

Educational agencies of all kinds are on trial now as much as ever they have been. Questionings and doubts expressed are heard on every side. Despite the criticism of certain sensational writers and speakers, the thoughtful, well-informed people of our country are strong in the belief that our schools and colleges are, in their products, the most vital agencies for the upbuilding of what is best in government and social life—that they are break-waters against a tide of infidelity and anarchy that threatens the submersion of good government and a desirable social order.

Very truly yours,

ALSTON ELLIS.

THE INVADING ARMIES OF THE EAST

Commencement Oration

By
SAMUEL S. SHAFER

In the Fourth century of the Christian era, the people of southern Europe were suddenly

terrified by the appearance of a great army unexpectedly darkening their eastern borders. A whole nation of Tartar barbarians was entering Italy. The helpless inhabitants beheld the seemingly countless thousands of horsemen, armed with bows and arrows; they saw the herds and household possessions; and stranger yet, they saw women and children swelling the marching columns. The Huns had come to stay.

Fifteen hundred years have left their impress upon civilization since that calamitous day; and at the end of these years history is recording another invasion, vastly greater, yet more peaceful. Each week throughout the entire year a new army of 28,000 human souls appears upon our eastern coast, and marches into the borders of the United States. These fifty-two armies combined are the invading armies of the East, annually almost a million and a half, a non-descript and motley throng of immigrants, of every race, of every religious faith, of every type beneath the sun.

Dissatisfaction with forms of government and modes of living, dissatisfaction with their possessions and with the land of their birth are the



South College Street, Athens, Ohio

factors influencing this great exodus from the nations to our east. Dissatisfaction is the secret of progress. When man grew dissatisfied with his barbaric social relationships, the sanctuary of the home was established. When man grew dissatisfied with ancient government and the rule of tyrants, the evolution of democracy had begun. Civilization would still be sleeping in stygian darkness had not some great master mind become dissatisfied, and inspired his times to better and higher ideals. Men should not indulge in the folly of condemning a people because they have grown dissatisfied with existing conditions and have immigrated into a promised land. Our whole concern should be: How will these strangers affect our institutions, our homes, our form of government and our civilization?

A nation must not allow immigration in excess of its power to assimilate and nationalize. America has failed in an effort to assimilate the Red Man, and after four hundred years of contact with civilization he is a stranger within his own doors. The southern planter imported the African slaves for commercial purposes. He made his fortune by their toil. The importer of these human souls is but a name in the dust, but he has bequeathed to this nation an unsolva-



ALICE C. SMITH,
Instructor in Domestic Science



MARGARET FARNAM,
Instructor in Domestic Science



MARY ELIZABETH HERROLD,
Instructor in Domestic Science

ble race problem. It is just as difficult to assimilate the Japanese people. The Japanese statesman who investigated for his country has undoubtedly found the solution when he advises citizenship for the 100,000 Japanese now in this country and total exclusion hereafter.

The other invading armies from the east can probably be more easily assimilated than these last named. America can rise to the occasion if they do not come too rapidly. Are they coming too rapidly? During the last ten years the immigrants entering the United States have been in numbers sufficient to displace the population of all New England and Ohio combined.

The immigrant of to-day is no longer the hardy type of northern and central Europe, but seventy-five per cent. of them come from southern and eastern Europe and western Asia. The Scotch Highlander and the Irish are giving place to the Hungarian and the Italian. The Greek, the Slav, the Pole: These are the people who are displacing the Netherlander, the Welshman, and the German. He who wishes may spend his days in arguing that the new are of as high a type as the old. He may assert that they are just as easily assimilated and that

they will in time make just as good Americans. Be not deceived; America can not assimilate this enormous foreign element, unless their number is reduced by radical legislation. They could not be assimilated and Americanized were every one of them from northern, western, and central Europe.

They are coming too rapidly. In this year of our Lord, nineteen hundred and fourteen, the living foreign-born population and their children constitute almost one-half of the population of continental United States. True citizenship should stand appalled at these facts. Fewer than two-thirds of the men of voting age in our nation are native born. Reflect upon this. More than one-third of our male population of voting age were born in foreign lands, but half of these are not yet naturalized. Think you that the "Stars and Stripes" will stand for American principles in twenty-five years, if this invasion is not checked? The challenge of the centuries is being hurled at America, to assimilate and Americanize this great army, marching under the multiform flags of the nations.



Park Place, Athens, Ohio



A View in the State Hospital Park



A View in the State Hospital Park

These ideals and standards of living must be placed upon a higher level if we are not to be foreignized, and this cannot be done when they come so rapidly that they almost equal the native element.

The northern states are being covered by this vast invasion, while the South is comparatively free from it. In Atlanta, Georgia, seven men from every eight have American parents; in Nashville four out of five. Voters of Ohio! patriotic American citizens! Shall we believe the truth? In Cleveland, Ohio, only one man in five has American parents; in Chicago and New York City, only one man in six; in Milwaukee, one in seven; and in Fall River, Massachusetts, only one man in nine has American parents. Still this never-ending army marches peacefully into our country, and annually these foreign born mothers are giving to America two children where American motherhood gives but one.

Tariff, canal tolls, trust legislation! these are absorbing the interest of Congress, while the immigration bill is being held up; and why? It is because our President does not believe in the literacy test. Ex-President Taft vetoed a similar bill because of the same provision, and the Senate passed it over his veto by an overwhelm-



CHARLES EDWARD SKINNER, B. S. in Ed.,
Instructor in Paidology and Psychology



Lovers' Lane, State Hospital Park

ing majority. In the House his veto was sustained.

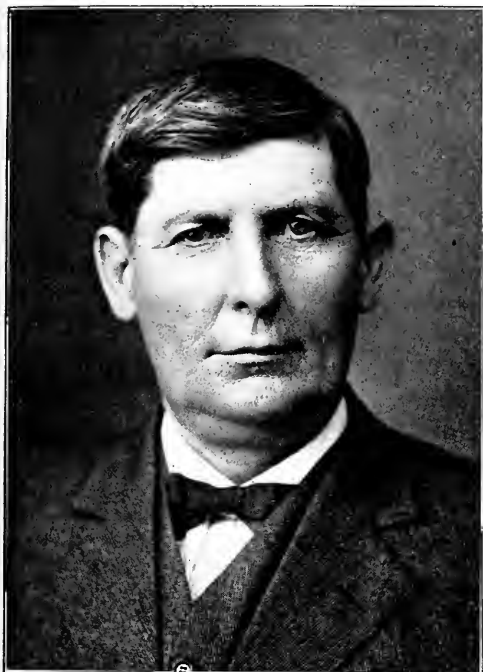
The literacy test merely requires that all immigrants of more than sixteen years of age shall be able to read a paragraph in some language of their own choosing. It is objected to, and this objection comes in the face of the fact that fifty-four per cent of our southern Italian immigrants can not pass this test, while only five per cent of the German immigrants and ten per cent of the English are illiterate.

This test alone is not sufficient. They should be examined for admittance before they have left their own country. This would relieve our government from the necessity of annually refusing admittance to 200,000 after they have crossed the Atlantic. But above all the number coming should be radically restricted, and perhaps almost all should be prohibited until we can adjust those we have to American ideals.

It may be well for idealists to cry, that the ghost of the Mayflower pilots every immigrant ship, and that Ellis Island, the New York port of entry, is the modern Plymouth Rock. We know rather that the sign of the American dollar pilots the majority of immigrant ships, and that Ellis Island is an open door, and the master sleeps within. Forty per cent of our



HOMER S. HOPKINS,
Assistant in Engineering and Draughting



OSCAR E. DUNLAP, M. S. in Ed.,
Assistant Professor of Agriculture



JESSE ALFRED PLACE, A.B.,
Instructor in Biology

peasant immigrants return to their native land, bearing with them annually \$300,000,000. In our contact with them we have touched a lower civilization. Then, where is the gain? The United States has an inalienable right to protect her civil, religious, and political foundations.

It is an injustice, however, to stigmatize these strangers within our gates as a people unworthy of our association. They are knocking at our doors, and we bid them enter. Then we greet them on the threshold as "Dago" and "Hun-ky." Once they have entered, the duty of hospitality should be clear.

Immigration should become a campaign issue, until this vital question is solved, until these invading armies of the east have dwindled to true home-seekers in a land whose people speak one great language and serve the one great God of Revelations.

O. U. SUMMER SCHOOL

June 22, 1914—July 31, 1914

Enrollment of students by states and countries:

| States | No. Students |
|--------------------------------------|--------------|
| Indiana..... | 4 |
| Kansas..... | 1 |
| Kentucky..... | 7 |
| Michigan..... | 2 |
| Missouri..... | 1 |
| Ohio..... | 2,355 |
| Pennsylvania..... | 6 |
| Virginia..... | 1 |
| West Virginia..... | 22 |
| Brazil..... | 1 |
| China..... | 1 |
| Egypt..... | 1 |
| Scotland..... | 1 |
| Sumatra..... | 1 |
| Grand Total..... | 2,404 |
| Men, 607; Women, 1,797; Total 2,404. | |

OHIO COUNTIES REPRESENTED

| Name | No. Students |
|----------------|--------------|
| Adams..... | 41 |
| Allen..... | 3 |
| Ashland..... | 3 |
| Ashtabula..... | 13 |
| Athens..... | 408 |
| Auglaize..... | 4 |



A View in the State Hospital Park

| Name | No. Students | Name | No. Students |
|------------------|--------------|------------------|--------------|
| Belmont | 90 | Harrison | 39 |
| Brown | 8 | Henry | 2 |
| Butler | 0 | Highland | 1 |
| Carroll | 1 | Hocking | 77 |
| Champaign | 6 | Holmes | 0 |
| Clark | 2 | Huron | 9 |
| Clermont | 13 | Jackson | 58 |
| Clinton | 24 | Jefferson | 25 |
| Columbiana | 9 | Knox | 33 |
| Coshocton | 6 | Lake | 0 |
| Crawford | 3 | Lawrence | 26 |
| Cuyahoga | 3 | Licking | 51 |
| Darke | 2 | Logan | 8 |
| Defiance | 6 | Lorain | 5 |
| Delaware | 19 | Lucas | 7 |
| Erie | 18 | Madison | 47 |
| Fairfield | 69 | Mahoning | 6 |
| Fayette | 40 | Marion | 30 |
| Franklin | 59 | Medina | 3 |
| Fulton | 0 | Meigs | 94 |
| Gallia | 41 | Mercer | 6 |
| Geauga | 0 | Miami | 2 |
| Greene | 10 | Monroe | 8 |
| Guernsey | 48 | Montgomery | 3 |
| Hamilton | 14 | Morgan | 42 |
| Hancock | 18 | Morrow | 18 |
| Hardin | 10 | Muskingum | 80 |



OLIVE S. DeLUCE, B. S.,
Instructor in Public-School Drawing



OLIVE ALEXANDER ROBENS,
Instructor in Public-School Drawing

| Name | No. Students |
|------------------|--------------|
| Noble | 21 |
| Ottawa | 22 |
| Paulding | 4 |
| Perry | 109 |
| Pickaway | 47 |
| Pike | 31 |
| Portage | 2 |
| Preble | 9 |
| Putnam | 0 |
| Richland | 25 |
| Ross | 82 |
| Sandusky | 7 |
| Scioto | 38 |
| Seneca | 10 |
| Shelby | 16 |
| Stark | 10 |
| Summit | 4 |
| Trumbull | 7 |
| Tuscarawas | 32 |
| Union | 11 |
| Van Wert | 4 |
| Vinton | 52 |
| Warren | 1 |
| Washington | 97 |
| Wayne | 0 |

| Name | No. Students |
|----------------------|--------------|
| Williams | 5 |
| Wood | 24 |
| Wyandot | 4 |
| Total for Ohio | 2,355 |

**SUMMER SCHOOL, OHIO UNIVERSITY
ATHENS, OHIO**

June 21, 1915—July 30, 1915

General Information

ATTENDANCE STATISTICS—The attendance of students at the Summer School of Ohio University for the last thirteen 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 |



A Scene in the State Hospital Park

| Year | Men | Women | Total |
|------|-----|-------|-------|
| 1907 | 236 | 442 | 678 |
| 1908 | 236 | 387 | 623 |
| 1909 | 214 | 517 | 731 |
| 1910 | 260 | 516 | 776 |
| 1911 | 302 | 581 | 883 |
| 1912 | 306 | 696 | 1,002 |
| 1913 | 345 | 793 | 1,138 |
| 1914 | 607 | 1,797 | 2,404 |

The figures for 1914 do not include the pupils enrolled in the Graded Training School (156); the Rural Training School (77); the Kindergarten School (13); or persons attending the special lectures on Agriculture, Home Economics, and various other educational topics.

In 1914, the students came from all sections of Ohio and represented eighty-one counties of the State.

NEEDS CONSIDERED AND COURSES OFFERED
 —In arranging the courses of study for the Summer School of 1915, 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 seventy courses are offered, and that number of classes will recite daily. Teachers and others seeking review or advanced work should plan early to

attend the session of 1915, which will begin June 21st and continue six weeks.

FACULTY—A Faculty of eighty-five 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 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.

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 and certain laboratory work.

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 \$2.75 to \$3.00; in restaurants the usual rate is \$3.50;



MARY EMMA WAGNER,
Assistant Librarian



ELIZABETH G. GARBER,
Assistant in Public-School Music

in Boyd Hall and Women's Hall, \$2.75. A student may attend the Summer School six weeks and pay all expenses, except railroad fare, on from \$27.00 to \$33.00. 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 \$1.50 a week. It is safe to say that four-fifths of the rooms rented to students are rented at \$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 \$3.75 to \$4.00 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, Matron of Boyd Hall, or Miss Mary Edith O'Dell, Matron of Women's Hall. Students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located*. Twenty-seven hundred 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 1914 every student had been eligibly located. Accommodations for at least 300 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



View in State Hospital Park

University within the period covered by the Summer term.

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 unless followed by a thorough examination successfully passed. 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. Students preparing to teach, or preparing for any advanced

examination, or to meet provisions of the new School Code, will find excellent opportunities at Athens.

SPECIAL SPRING QUARTER—The second semester of Ohio University will open Monday, February 1, 1915, and close Thursday, June 7, 1915. On Monday, April 26, 1915, *new review classes* will be found 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 to meet the new educational conditions brought into being by recent legislation and who are looking forward to the inevitable examination. A clear knowledge of the content and intent of recent school legislation and acquaintance with the nature of the *uniform examination questions* used in Ohio



AMY M. WEIHR, Ph. M., B. Ped.,
Teacher in Graded Training School



CORA E. BAILEY, B. Ped.,
Teacher in Graded Training School

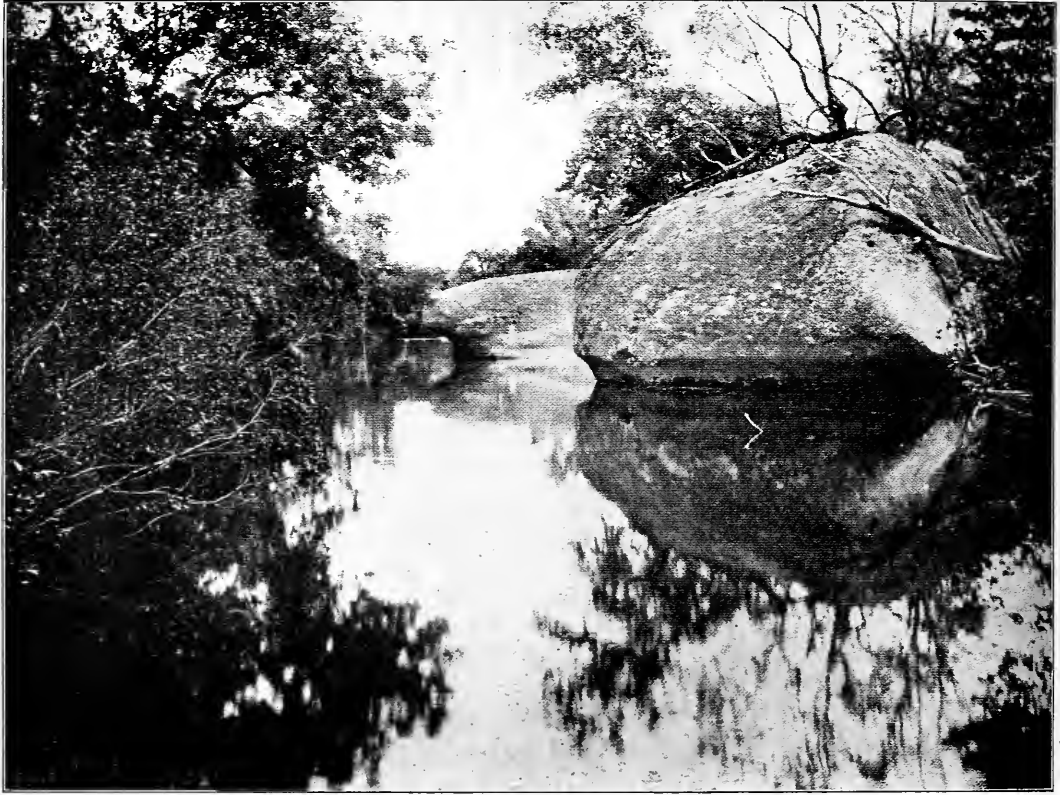
will guide those giving instruction. Those teaching or expecting to teach will appreciate the value of such favorable opportunity for required work. These classes can be entered to advantage any time prior to May 18, 1915. Only a *just portion* of the usual semester fee of \$9.50 will be charged students who enter at the time of the forming of these special classes or later.

Regular college classes in the following subjects will be organized; Principles of Education, School Management, Elementary Course of Study, Primary Methods, Elementary Psychology, Methods in the Rural Schools, and such other subjects as may be desired by the students entering at that time. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Chemistry, Latin, German, and some other subjects.

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 (three schools) 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 instruction in the best method of teaching as applied to all grades of rural schools.

ADVANTAGE OF SUMMER STUDY—Thousands of teachers have learned that they may do much during their summer vacation to advance their professional standing and efficiency by study at a Summer School, if they select an institution of recognized standing, prepared to train teachers for the various lines of work in the public schools. The Summer School of Ohio University and State Normal College gives students the same kind of training offered during the regular collegiate year. Our graduates are recognized all over the country as men and women of superior training. A teacher may take regular systematic work in any of the courses of the State Normal College and receive credits that will count toward graduation from one of the diploma courses or one of the regular degree courses. We discourage work of a promiscuous



Scenic View Near Athens

character on the part of students and urge them to select a course and work each year systematically toward the completion of it. Boards of Education and superintendents are learning to place more and more value upon the work done here by their teachers during the Summer terms, and are usually ready to give teachers substantial recognition for all work done in them.

Many boards of education pay \$5.00 per month in addition to the regular schedule of salaries to all their teachers who present certificates of attendance at a Summer School. This is enough to pay all expenses at a Summer School. To merit such recognition, the teacher should be required to produce certificates certifying work completed in the Summer term. A teacher who attends one Summer session should resolve to continue a systematic course from year to year until a diploma is obtained.

LABORATORIES, ETC.—The laboratories, mu-

seums, 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 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—Elsewhere in this Bulletin is given a list of nearly all the branches of study in which provision for instruction was made in the Summer term of 1914. This list shows that hundreds of students took certain of the branches therein named. Demand for some of these branches varies from year to year. It is the aim of those making preparation for the Summer term of 1915 to meet the known wants of prospective students just as far as they can be ascertained. In this connection, it may be said

that the list of studies for 1915 will, in most respects, duplicate that for 1914. A few subjects which experience shows are not much in de-

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.

Prior to 1912, the College of Music, the School of Oratory, and the Kindergarten School did not offer any portion of the work scheduled for the Summer School. Hereafter 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



FLORENCE BERYL FISHEL,
Teacher, Graded Training School

mand will be dropped; others not heretofore given will be listed if there seems to be good reason for so doing. In any event, *large* classes will be the *exception*. The teaching force will be large enough to do all the work scheduled, and to do it well. If changes or additions are made to the list of branches, they will be clearly set forth in a Special Bulletin to be issued in January, 1915. 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



ELIZABETH MUSGRAVE,
Teacher, Graded Training School

almost any study desired, under the direction of those regularly employed in this work, the student of the Summer School enjoys the ad-



The Hock-Hocking River as seen from the South Bridge

vantages of the acquaintance, friendship, and council 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 de-

sire 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 Director of Extension Work conducts *free of charge*, a bureau for teachers, and is always glad to aid worthy teachers in this way.

In the matter of assisting worthy students and teachers in securing desirable positions, the Director of Extension Work will be assisted by the President of the University, the Dean of the State Normal College, the Principals of the Training Schools, and the heads of the different college departments.

UNIVERSITY EXTENSION CLASSES—For several years past, the Dean of the State Normal College and the Field Agent of the University, have organized a number of College Extension Classes at various centers within reasonable distance from Athens. This work has expanded until a



Spring in State Hospital Park



WINIFRED L. WILLIAMS,
Teacher, Graded Training School

dozen professors in the University and the State Normal College were recently conducting such classes. This popular and needed work will be still further extended in the near future. Prospective students, especially teachers, desiring to take up work in an extension class should write to the Director of Extension Work for information and advice. See what is said on the pages immediately following.

CONCLUSION—The President will cheerfully answer *any questions*, relating to the University and its work, that 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 here. For the year ending March 15, 1914, the total enrollment was 2,276 different students. The total enrollment of different students for the college-year ending June, 1915,



MARGARET L. TILLEY,
Teacher, Graded Training School



WILLANNA M. RIGGS,
Matron at Boyd Hall

will not fall below 3,000. For latest catalogue, other printed matter or special information, address

ALSTON ELLIS,
President Ohio University, Athens, Ohio.

**EXTENSION DEPARTMENT
OHIO UNIVERSITY**

Faculty

ALSTON ELLIS, Ph. D., LL. D.,
President

CLEMENT L. MARTZOLFF, M. Ped.,
Director of Extension

ALVIN E. WAGNER, Ph. D.,
Instructor

GEOFFREY T. MORGAN, A. M.,
Instructor

JULIA L. CABLE,
Stenographer

The Ohio University, keenly alive to the needs of the people of the state, has organized a new Department, that the advantages which its

students have enjoyed for more than a hundred years may be shared by even those who do not come to college halls.

This service offered by the Ohio University ought to be highly appreciated by the citizenship of southeastern Ohio, for whose especial benefit this new feature of University activity has been effected.

The Extension idea originated at the Ohio University in the autumn of nineteen hundred and ten, when the present Director of Extension Work was permitted by the President of the University to go to Logan, Ohio, and organize the first Extension Center, with twelve members in it. About the same time other organizations were effected at Nelsonville and Pomeroy, and taught by other members of the Faculty. At the end of the first year, seven Centers were in operation, with a total enrollment of seventy-nine students as shown in the table below.

| Center | Subject | Instructor | No. of Students |
|-------------|----------------------|--------------|-----------------|
| | | | 1910-11 |
| Logan | Methods in Geography | Mr. Martzoff | 12 |
| Nelsonville | Sociology | Mr. Treadley | 9 |

| Center | Subject | Instructor | No. of Students | Center | Subject | Instructor | No. of Students |
|-------------|----------------------------|--------------|-----------------|---------------|-----------------------------|-------------------|-----------------|
| Pomeroy | History of Education | Mr. Gard | 11 | Athens | School Management | Mr. Landsittel | 7 |
| Logan | Elementary Course of Study | Mr. Williams | 16 | Parkersburg | German | Mr. Von Riethdorf | 16 |
| Jackson | Methods in Geography | Mr. Martzoff | 16 | Jackson | Agriculture | Mr. Copeland | 23 |
| Pomeroy | Methods in Geography | Mr. Martzoff | 8 | St. Marys | Elementary Course of Study | Mr. Williams | 18 |
| Nelsonville | History of Education | Mr. Gard | 7 | | 1913-14 | | |
| | | | | Athens | Sociology | Mr. Treudley | 21 |
| | | | | Athens | English Composition | Mr. Mackinnon | 9 |
| | | | | Stewart | Ohio History | Mr. Martzoff | 10 |
| | | | | Athens | Home Economics | Miss Farnam | 21 |
| | | | | Nelsonville | History of Education | Mr. Gard | 12 |
| | | | | Byesville | Ohio History | Mr. Martzoff | 10 |
| | | | | N. Lexington | Economics | Mr. Elson | 24 |
| | | | | Jackson | Social Methods in Education | Mr. Landsittel | 13 |
| | | | | N. Marshfield | Civic Biology | Mr. Dunlap | 7 |
| | | | | Athens | German | Mr. Doernenburg | 2 |
| | | | | Circleville | Methods in Geography | Mr. Martzoff | 15 |
| | | | | Frankfort | Rural School Diactics | Mr. Richeson | 12 |
| | | | | Junction City | Public School Drawing | Miss Brison | 16 |
| | | | | Athens | Social Methods in Education | Mr. Landsittel | 16 |
| | | | | Athens | Agriculture | Mr. Dunlap | 6 |
| | | | | Nelsonville | Sanitation and Hygiene | Mr. Mercer | 21 |
| | | | | Crooksville | Contemporary Civilization | Mr. Elson | 18 |



MARY EDITH O'DELL,

Instructor in the Department of Domestic Science and Matron at Womens Hall



GRACE MARIE JUNOD, Ph. B.,
Instructor in Typewriting

| Center | Subject | Instructor | No. of Students |
|--------------|----------------------------|----------------|-----------------|
| | 1911-12 | | |
| Nelsonville | Agriculture | Mr. Matheny | 19 |
| Nelsonville | German | Mr. Claassen | 11 |
| Glenford | History of Education | Mr. Landsittel | 13 |
| Wellston | Methods in Geography | Mr. Martzoff | 15 |
| Logan | Agriculture | Mr. Copeland | 21 |
| Baltimore | Agriculture | Mr. Copeland | 12 |
| Nelsonville | German | Mr. Claassen | 5 |
| Nelsonville | Nature Study | Mr. Matheny | 8 |
| Thurston | Agriculture | Mr. Copeland | 9 |
| | 1912-13 | | |
| Logan | Ohio History | Mr. Martzoff | 13 |
| Nelsonville | American History | Mr. Hoover | 13 |
| Athens | Physiography | Mr. Richeson | 6 |
| | | | |
| N. Lexington | Medieval Civilization | Mr. Elson | 18 |
| Portsmouth | Elementary Course of Study | Mr. Williams | 33 |
| Portsmouth | Science of Education | Mr. Williams | 12 |



Fountain in front of State Hospital

| Center | Subject | Instructor | No. of Students |
|-----------------------|--------------------------------------|-----------------|-----------------|
| West Union | School Management and School Law | Mr. Williams | 27 |
| West Union | School Administration and School Law | Mr. Williams | 7 |
| Winchester | School Management and School Law | Mr. Williams | 19 |
| | No. of Centers | No. of Students | |
| First Year | 7 | 79 | |
| Second Year | 9 | 113 | |
| Third Year | 7 | 96 | |
| Fourth Year | 23 | 367 | |
| Total | 46 | 655 | |

to pursue a part of a college course at home. This is intended for four classes of people: 1.



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

During the last year the demands were so great that the members of the Faculty could not take care of them. This led the President of the University to bring the matter before the Legislature and a special appropriation to further the work was secured. This has enabled the University authorities to organize a special department, with its own staff of instructors, who will devote their entire time to carrying on this line of effort.

With this force, it is believed that the Ohio University will be able to take care of all those who wish to avail themselves of the opportunity

Those who have never had and perhaps never will have the opportunity of college training. 2. Those who have had some work in college, but from force of circumstances, were compelled to drop out before completing a course. 3.



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

Those who hope to go to college some time, but for some reason must postpone the day. 4. Those busy people who like to study as a recreation, while performing their regular means of livelihood.

This arm of the service will find expression along two lines: First, regular class work conducted by a member of the teaching staff. Wherever a suitable number of people interested in one subject can be gathered, an Extension Center will be organized, and recitation of two hours, once a week, will be held. This work will be the same as that given in the regular classes of the University. A term will cover a period of twelve weeks. A registration fee of \$5.00 for each student will be required. Upon evidence that the student has completed the prescribed studies in a satisfactory way, a credit of two semester hours will be given upon the College records. These credit hours may be applied on any course given in any department of the University on the same basis as if done in residence.

Second, Extension Centers will also be organized where no study is required, or credits

Sig. [10]

given. These will consist of courses of lectures, concerts, etc., given by members of the Faculty or student organizations. A course may consist of a number of lectures by the same person along a certain line; or it may be made up of different persons on various subjects. There will be offered informational addresses, popular lectures, illustrated talks, elocutionary entertainments, concerts by Glee Clubs, quartets, orchestras, etc.

The only cost to the people served will be the necessary traveling and hotel expenses of the parties sent to them.

The following are the courses offered for the year 1914-15. For description of the same, see the Annual Catalogue, which may be obtained upon application, at the office of the President of the University.

- 1 Agriculture
- 2 Ancient Civilization
- 3 British Empire
- 4 Civics, Advanced
- 5 Contemporary Civilization



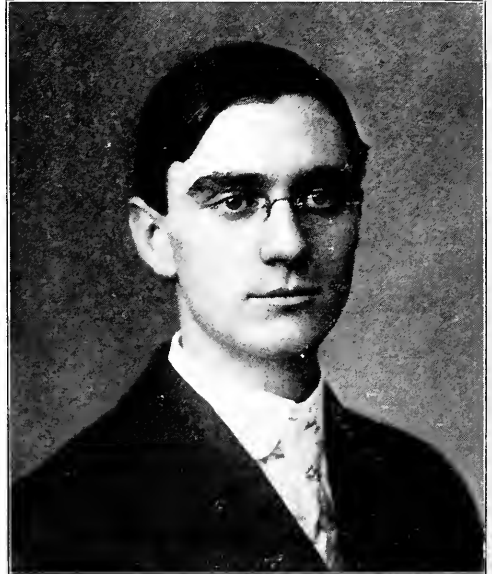
GEORGE C. PARKS, Ph. B.,
Assistant Professor of Accounting and
Business Administration

- 6 Constitutional Law
- 7 Civic Biology
- 8 Composition, Freshman
- 9 County, District, and Village Supervision
- 10 Ethics



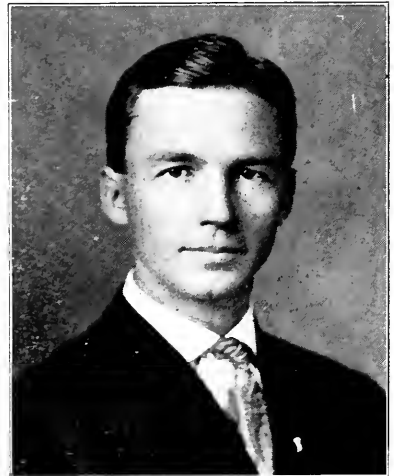
EVAN JOHNSON JONES, A. M.,
Assistant Professor of History and Civics

- 11 Economics
- 12 Elementary Course of Study
- 13 Geography, Methods of Teaching
- 14 Grammar Grade Methods
- 15 Greece, History of
- 16 Hygiene and Sanitation
- 17 History of Education
- 18 History of Elementary Education
- 19 History, American
- 20 History, Methods of Teaching
- 21 History, Ohio
- 22 History, European
- 23 High-School Methods
- 24 Home Economics
- 25 Medieval Civilization
- 26 Money and Banking
- 27 Modern School Systems
- 28 Principles of Education
- 29 Physiography
- 30 Psychology
- 31 Physiology
- 32 Rural-School Didactics
- 33 Rural-School Course of Study
- 34 Rome, History of
- 35 School Administration
- 36 Secondary Course of Study
- 37 Supervision and Criticism
- 38 Sociology
- 39 Science of Education



CHARLES OWEN WILLIAMSON, M. S.,
Instructor in Manual Training

- 40 School Management
- 41 School Law
- 42 Shakespeare
- 43 Tennyson and Browning
- 44 Theory and Practice



WILLIAM R. CABLE, B. S. in Ed.
Assistant Registrar



View From The Commercial College Rooms

The second form of Extension work is what might be called the Social Center phase.

There is appended herewith a list of speakers available, together with their subjects.

ALSTON ELLIS, Ph. D., LL. D.,
President of the University

- (1) Reading for the Home
- (2) Treaties: How Made and of What Force
- (3) The Formation of the United States Constitution
- (4) Some Principles of Taxation

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

- (1) Our Western Neighbors*
- (2) The Holy Land*
- (3) Iron and Steel*
- (4) The Divine Comedy
- (5) Interpretations
- (6) The Ministry of Books
- (7) Beauty

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

- (1) Popular Astronomy

WILLIAM F. MERCER, Ph. D.,
Professor of Biology

- (1) Heredity
- (2) Evolution

- (3) Insect Life*
- (4) Volcanoes and Earthquakes*
- (5) Structure and Physiology of the Human Body*
- (6) The Life of Christ*

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

- (1) The Right and the Wrong Way
- (2) The Boys in Blue
- (3) The Ideal Teacher
- (4) School Examinations: What Shall We Do About Them?

ALEXANDER S. THOMPSON, Mus. D.,
Director of the College of Music

Organized programs given by students and members of the faculty of the College of Music.

BEVERLY O. SKINNER, Ph. B., M. S. Ed.,
Superintendent Athens Public Schools

- (4) Some Characteristics in the Individual Worth While
- (2) New Ideals in Rural Education

Thomas N. Hoover, M. Ped., A. M.,
Professor of History

- (1) Monroe Doctrine
- (2) The Abolition Movement
- (3) State Constitution Making

- (4) The Initiative, the Referendum, and the Recall
- (5) Government by the People
- (6) Abraham Lincoln

IRMA ELIZABETH VOIGT, A. M., Ph. D.,
Dean of Women

- (1) The Servant in the House
- (2) The Passing of the Third Floor Back
- (3) Everywoman
- (4) Vocational Education for Women



C. M. DOUTHITT, M. D.,
Resident Physician and Director of
Physical Education

ELIZABETH H. BOHN,
Principal of the School of Domestic Science

- (1) The Home and its Relation to Community Life
- (2) Home Nursing and Emergencies
- (3) Needlework in the Home
- (4) List of Home Economics Subjects

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

- (1) How Play Educates
- (2) Stories for Little Children
- (3) The Kindergarten and the Community

JOSHUA R. MORTON, M. S. Ed.,
Associate Professor of Chemistry

- (1) Popular Chemistry



CARRIE ALTO MATTHEWS, A. M.,
Assistant Librarian



CALLA E. COOLEY, Ph. B.,
Assistant Librarian

OSCAR E. DUNLAP, M. S. Ed.,
Professor of Agriculture

- (1) The Department of Agricultural Education

MARIE LOUISE STAHL,
Head of the Department of Drawing and Painting

- (1) Famous Paintings of European Artists*



Lake Scene on the State Hospital Grounds, Athens, Ohio

- (2) Famous Paintings of American Artists*
- (3) Rookwood Pottery*

MARY J. BRISON, B. S.,

Head of the Department of Drawing and Handwork

- (1) American and French Art*
- (2) Italian and German Art*

LEWIS J. ADDICOTT, B. S., C. E.,

Professor of Civil Engineering

- (1) Public Water Supply*
- (2) Progress in Engineering*

WILLIS L. GARD, A. M., Ph. D.,

Professor of the History and Principles of Education

- (1) Training for Citizenship
- (2) Our Greatest National Resource
- (3) The Role of Nature and of Education in Human Life
- (4) Rousseau—The Prodigy of the Pedagogical World
- (5) Pestalozzi—The Social and Educational Reformer

FLETCHER S. COULTRAP, A. M.,

Principal of the State Preparatory School and Professor of the Art of Teaching

- (1) Object of the Men and Religion Forward Movement
- (2) Training for Citizenship
- (3) The American Boy
- (4) Mission of the Sunday School

WILLIAM F. COPELAND, Ph. M., Ph. D.,

Professor of Agriculture

- (1) School Agriculture
- (2) Farm Homes
- (3) The Small Farm
- (4) The Cost of Agricultural Traditions

WILLIAM A. MATHENY, A. M., Ph. D.,

Professor of Civic Biology and Botany

- (1) Home Sanitation
- (2) Insects of the Household
- (3) Studies in Bird Life*
- (4) Farm Homes*
- (5) Common Plant Diseases
- (6) Problems of Modern Biology
- (7) Insect Problems



LILLIAN E. TERRELL,
Teacher, Rural Training School

- (8) Bee Keeping
- (9) The School as a Community Center

HARRY RAYMOND PIERCE
Head of the School of Oratory

- (1) How to Speak in Public
- (2) Ourselves as Others See us (With Illustrative Impersonations)

Sections of the Ohio University Dramatic Club, under the direction of Professor Pierce, will furnish for entertainment short plays, readings, impersonations, and sketches.

JOHN J. RICHESON, B. Ped.,
Dean of the State Normal College

- (1) Education in Rural Schools
- (2) Rural School Needs
- (3) Centralization
- (4) Temperature as a Controlling Factor in Geography

CLEMENT L. MARTZOLFF, M. Ped.,
Alumni Secretary and Director of Extension

- (1) The True Aristocracy
- (2) Ohio and the Ohioans
- (3) The Afterglow of Judaism
- (4) The Function of the High School



RUTH ELEANOR HALL,
Teacher, Rural Training School

- (5) The Passing of the Republic
- (6) Silas Marner
- (7) The Drama of the Ash Heap
- (8) The World Movements of History
- (9) The Relation of the States to the Federal Government
- (10) The Impeachment Trial of Andrew Johnson
- (11) The Trial of the Christ
- (12) The Trial of Aaron Burr
- (13) Andrew Jackson
- (14) What the Ice did to Ohio
- (15) The New Education and the New Teacher
- (16) The Growing Teacher
- (17) The Battle of the Lakes
- (18) The Trial of John Brown
- (19) Some Great American Orations

FREDERICK C. LANDSITTEL, M. S. Ed.,
Professor of Education Methods and Management

- (1) Community-Building
- (2) The Schools and the Vocations
- (3) The Human Cryptogram
- (4) Rural Life
- (5) The Maid of Orleans
- (6) The Peace Movement



The Hocking River



LULA WILHELMINA REITER,
Teacher, Rural Training School

C. M. DOUTHITT, M. D.,

Resident Physician and Director of Physical Education

- (1) Physical Efficiency
- (2) Physical Education in the Schools

GEORGE E. McLAUGHLIN, B. S. Ed.,
Instructor in Electricity and Workshop

- (1) Manual Training in Education

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

- (1) New Interest in Education

Subjects followed by the asterisk (*) will be illustrated with stereopticon views.

In addition to the above, we can announce that during the year the following attractions from the College of Music will be available:

After November 18th, the Choral Society can render "Fair Helen Bruch," an operetta.

After January 18th, the Men's Glee Club will be able to produce "Paul Revere's Ride," by Buck, and an operetta, "Box and Cox."

The Girls' Glee Club, after February 11th, the opera—"Japanese Girl."

After May 11th, the Choral Society, "The Creation."

All communications relative to this feature of the University work are to be addressed to

C. L. MARTZOLFF
Director of Extension, Athens, Ohio.

PUBLIC LECTURES*

The semi-public lectures during the Summer School terms of 1912 and 1913 were seemingly not satisfactory, for lectures of the character given then are not being given during the present term. They were in part literary and at-



HELEN FLOWERS LOTT, A. B.,
Instructor in Voice Culture and
Musical History

tendance at some of them was exceedingly slim. Others were connected with the agricultural and domestic science departments and there again results were not satisfactory. These lectures were during the day time and it generally happened that a large number of students could not stay to hear them through because they had classes to attend, either during the first or last part of the lecture. The literary lectures were in the evening and the numbers present were never great. So it was decided to discontinue them and have the time so used for class instruction.

There is however a special course of lectures given by the Department of Rural Training and Agriculture which students in those departments are expected to attend. They are announced for each Monday afternoon in Ewing Hall Auditorium at 3:10.

*It is unfortunate that no stenographic notes were taken of some of the evening addresses. These were delivered in the University Auditorium and were well attended by teachers and others despite the heated term and the fact that the daily scheduled work made such a drain upon the time and energy of the Summer-School students. The brief notices of some of the lectures delivered, as herewith published are taken from the columns of the *Athens Messenger*, whose reporter attended most of the public exercises and took long-hand notes of what was seen and heard.

The first was given by Dr. Ellis on Monday and the hall was tightly packed with students. The address was a historical discussion of matters relating to United States history and it showed a remarkable memory of events related, and dexterity in handling the subject. Figures relating to dates, square miles of territory, and amounts of money paid were reeled off as though statistics were as easy to talk about as eating breakfast.

Beginning with the formation of the government with the thirteen British colonies, which became the same number of states in the Union, the learned doctor told the number of square miles of territory they contained and then gave the names and dates of treaties through which, from time to time, great acquisitions of territory were made, and the cost of each, the result being that now the total area of the United States and her islands, is 3,692,125 square miles.

Passing on from this he told, in brief, the stories of treaties and wars with other countries and the results for the United States. Referring to the war of the Revolution he said the result would probably have been different if England had not been engaged in war with France and Holland at the same time. The boundaries of acquired territory were hardly ever well defined. This led to disputes and in the case of Mexico to war which was purely an aggressive war on



ALLEN R. KRESGE,
Instructor in Piano, Organ, and Theory

the part of the United States. The purchase of Alaska came twenty-one years after the settlement of another boundary dispute in 1846.

Though our disputes with England for the last one hundred years have been the cause of some war-like talk they have all been settled by the better method of arbitration.



NELLIE H. VAN VORHES,

Instructor in Piano and Virgil Clavier

The doctor then passed on to a consideration of the Panama Canal, the greatest engineering feat of the 20th century, so far. He said the idea of cutting the continent in two and making the oceans one is not new or modern. Balboa spoke of the strait in 1513 and Cortez later said a canal could be made there but the Catholic monks objected to the scheme, that what God hath joined no man should put asunder, and as he made the North and South America one it would be sacrilege for man to divide them.

For transportation across the strait the Panama railroad was built which was open for traffic in 1855. It was in 1877 that Ferdinand de Lesseps, the great French engineer, after successfully engineering the Suez Canal suggested a canal across the isthmus of Panama. His idea was a sea level canal and he estimated its cost at \$250,000,000. In 1887 the sea level idea was given up and a canal with a lock system decided on.

The French Panama Canal Company was formed, an agreement was entered into by Colombia and the Company, and the work of

constructing the canal begun. Years of work were done, thousands of lives lost because of the unhealthy climate and yellow fever, and millions of dollars spent, and then the Company failed.

The Spanish-American war awakened the people of the United States to the need of an inter-oceanic waterway for the passage of war ships, and negotiations were begun for the taking over of the rights of the French Company which eventually ended in the United States government buying the Company's rights and all it had done and all it possessed there for \$40,000,000. In 1901, the Hay-Pauncefote treaty was entered into by which the Clayton-Bulwer treaty of 1850 was abrogated and the United States obtained the sole right, under certain specified conditions, to build the canal.

In this matter the doctor declared that England showed a very conciliatory spirit. Panama at that time was a state of the republic of Colombia, a republic that had 57 revolutions in 53 years and sometimes two in one year. The United States offered Colombia \$7,000,000 and a big rental after a lapse of a few years. This offer was increased to \$10,000,000 and a rental of \$100,000 a year after nine years. Still



JOHN S. HIZEY,

Instructor on Violin

Colombia dilly-dallied with the apparent purpose of delaying any settlement till the French Company's time for completion of the canal ex-



The Old Swimming Hole

pired in 1904, so that Colombia would take everything over on the ground of non-fulfillment of contract.

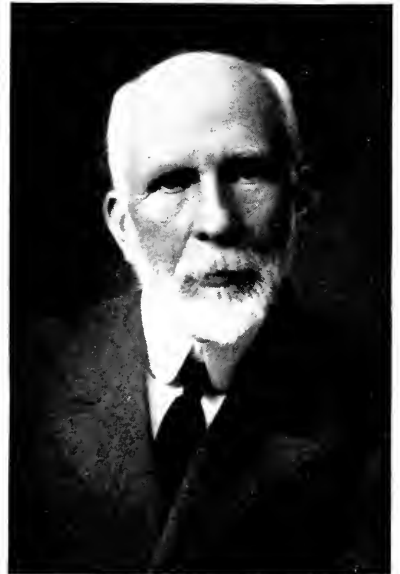
The Panama revolution was vividly described as was also the sending home of 450 Colombian soldiers and the seduction, by feasting, of fifteen officers who had been sent by Colombia to put down the rebellion in Panama.

Reference was made to the present administration's proposed treaty with Colombia by the terms of which the United States is to express regrets and pay Colombia \$25,000,000; and the language used in denouncing the proposition was severe and sarcastic.

In regard to tolls, the doctor said he believes in the English interpretation of the Hay-Pauncefote treaty; that the spirit of the treaty requires it and that if there was no such treaty he would oppose free passage for anyone, as it would not benefit the people of the United States in general but would go to enrich ship owners. He also declared he was opposed to paying Nicaragua \$3,000,000 for an option on the Nicaragua route for another canal. He does not believe Germany wants to build another trans-oceanic canal in America.

The second of the special weekly lectures in connection with the Rural Training and Agri-

cultural Departments of the Normal College, was delivered in Ewing Hall Auditorium by Dean Henry G. Williams.



HON. E. J. JONES, Athens, Ohio,
Vice-President of the Board of Trustees



LULA FAYE ELLIOTT,
Secretary, President's Office



JULIA L. CABLE,
Stenographer, President's Office

The Dean was at his best, talked for forty-five minutes and fired with enthusiasm for his subject talked with double quick delivery. His topic was rural-school education, a subject in which he is better versed and better qualified to talk than any other man in Ohio.

In part the Dean said: Just now in Ohio the attention of the people is largely occupied with the matter of education, school legislation, and redirection of rural schools. A survey was ordered and made of the condition of school matters in the rural districts of Ohio and upon the report and recommendations of the commission having the survey in charge and by the advice of experienced teachers the new school legislation was enacted.

Rural schools form a live topic of discussion in every state. In thirty states, during the last four years, laws have been enacted revising laws affecting rural schools. It is taken for granted that all here will teach though not all will teach in country schools, but even the superintendent of city schools should be interested in the matter. Seventy-five per cent. of the teachers in all summer schools come from the country and to get certificates.

The rural-school problem involves the social and economic sides of life as well as the educational. Of late there has been a steady advance in the cost of living. In the last twelve years, according to reliable statistics, this has been thirty-four and one-half per cent. on a list of 384 articles which include food, clothing, and shelter. The causes that have led to this are the growth of great industries and the formation of new ones carried on in towns and cities; the drain of population from country to town; and the decrease in farm production consequent on the decreasing soil fertility. To restore the balance, the cost must be reduced or earnings must be increased. As Dr. Lee Coulter has said the country is facing the danger and menace of hunger. The population of the country has increased twenty-one per cent. in the last ten years, but the product of labor has not increased in the same proportion. The agricultural product has increased only 6.4 per cent. The increase of wheat has been 6.8 per cent., orchard products 3.6 per cent., and corn has decreased 1.8 per cent.

This condition of affairs has aroused interest in rural affairs and rural schools. Scientific



A River Scene

agriculture must and will be taught in rural, village, city and normal schools. The result will be increased production, increase of income, and increase of comfort and leisure for the farmer and his family. The rural school should be the best of all schools, have the best teachers who will be the best paid, and the whole of the people of the state taxed for their support.

The schools everywhere will teach agriculture. A few boys are leaving the cities to practice agriculture, but more go from country to town to work there. Eighty-five per cent. of men in professional life are country reared and got their elementary education there. In the country there is a better preparation for city life than there is in the city. No fence should be built around the rural districts to keep people in or out and both elementary, advanced, and scientific instruction should be obtained in the rural schools. This will cost more money; teachers must be better paid and they must teach more of the practical, that which is directly applicable to the affairs of everyday life, agriculture and domestic science being the principal studies. If the teachers of Ohio could by their instruction bring about an increased production of five bushels of corn to the acre, it would result in addition of \$9,000,000 annually to the income of Ohio farmers. Dr. Holden of

Iowa, by means of his campaign of education increased Iowa's corn crop 45,000,000 bushels and added \$22,500,000 to the farmers' profits.



HON. R. E. HAMBLIN, Toledo, Ohio,
Oldest Member, in Point of Service, of the
Board of Trustees



Athenian Literary Society

In Wisconsin \$150,000 was spent by the state in giving instruction in dairying with the result that there was a \$5,000,000 increase in dairy products in one year. Money spent in this way is not a waste or an expense, but an investment on which there are big returns. In this sort of work teachers would earn far more than their salary. Prosperity makes happiness. When a teacher is really valuable to a community there will be no question as to pay. In consequence of teaching in the schools of California and instructions from the U. S. Department of Agriculture, especially in regard to the white scale, the orange crop was increased between \$5,000,000 and \$10,000,000 in one year. For money invested in schools where these things are taught there will result better crops, better homes, and better surroundings. Farmers' homes should have the same conveniences and appliances as city homes. One has a gasoline engine, furnishing power to run various implements and to light the house at a small cost.

County and district superintendents of schools may in the future be agricultural experts and advisers, having themselves taken a full agricultural course. The time may come when

there will be agricultural engineers who will live in the country and hang out their shingles as doctors and lawyers do now, and will give advice on farming in general. They will do for general farming what the veterinarian does for domestic animals. Why not?

Counties will have experiment farms and the schools should be connected with them through the superintendents.

The schools of the future are to be graded rural schools first and second, consolidated schools first and second, and high schools. The pupils will be graded under supervision of county and district superintendents. Instructions will be given on the organization of county libraries and advice given in teachers' meetings. Each county will have at least two educational experts. Rural schools will be made more attractive and the excuse of some farmers for moving to town to educate their children will be taken away.

One hundred and thirty-five graduated from the Ohio University this year in normal courses and the majority of them were from the country, yet few will teach in the country. The city is preferred for its supposed social advantages.

Millions will be spent in the coming years for improved county schools and roads. Ohio is a



Philomathean Literary Society



MR. J. D. BROWN
OF Athens, Ohio, who makes an annual
gift of \$100 for Prizes in Oratory



Adelpian Literary Society

veritable land of promise. There are greater relative rewards in the country than the city. The city lures like the candle does the moth and too often with the same result, injury and death. People of the rural districts must regard themselves as communities having interests in common. The teachers should live where they teach and not in towns.

School buildings must be reconstructed, should be made community houses, for use by the men and women as well as the children. Lectures for all should be given there. There should be the meeting places for literary societies and social clubs. Construction should be such that two or more rooms could be made one where needed. Moving pictures should be shown there. The farmers should meet there and discuss their own problems as to stock, crops, and marketing.

The result of all this would be larger bank accounts for farmers, more leisure and more pleasure with resultant contentment.

A mass meeting of summer student girls was held in the University Auditorium at which Miss Irma E. Voigt, Dean of Women, gave a most excellent talk.

This is the first year that there has been such an official at the Summer School as the college year 1913-1914 was the first year that such a one was employed.

Miss Voigt teaches advanced grammar and now has a class of 200, divided into three sections, receiving instruction from her in that branch of learning. She also has a class in interpretative reading. It is however as Dean of Women that Miss Voigt is particularly distinguished among the ladies of the faculty. In this capacity she has general charge of, and takes a great deal of interest in, the general welfare of the girls as a whole. When she came here last September she found the girl students divided in all directions socially, into sororities, societies and cliques. Some of the girls lived in the dormitories and some roomed in private houses. Some belonged to families living in the city but most of them were from elsewhere. Feelings antagonistic were engendered thereby which even the Y. W. C. A. could not overcome. Miss Voigt has done wonderful work among the girls since her coming and there is better feeling amongst the girls toward one another than ever before. There is a better *esprit de corps* and the general love for the institution and all con-



Board of Control



Green and White Staff

nected there-with is greater than ever before. As one person said to her, "Miss Voigt knows how to reach a girl's heart and how to be a disciplinarian, without being a martinet. She is a woman who remembers enough of young girlhood and retains enough of its spirit to be in full sympathy, but has had enough experience to be able to advise impulsive girls as to what is proper and what is questionable, and do it in such a way that the girls feel Miss Voigt is their friend and is all right."

She is in her office in Manasseh Cutler Hall (the old Central Building) from 10.30 to 11.30 each morning and from 2 to 4 each afternoon.

Something of this was told the girls at the meeting yesterday and they also received a whole lot of good advice in regard to conduct and personal habits. "As you are teachers or expect to be teachers and know what is right, you know what is expected, what you should be, and how you should conduct yourselves at home and abroad, with relatives and friends and with strangers, in such a way as is commendable," she said. "You will be looked up to and talked about more than others and will have to be careful in all you do or say."

She spoke of three habits to be cultivated so that life may be more enjoyable and useful.



Athena Staff

"Cleanliness of body is necessary for health and without health work is burdensome and effort ineffective. Cleanliness of body makes for clean thinking and acting. Cleanliness is said to be next to Godliness. It certainly is closely allied to pure thinking and good morals. Dirt is an ally of disease, demoralization, and death. Be clean, strong, healthy, happy and useful.

Eat enough to sustain yourselves. There is no need to starve yourselves. The insufficiently nourished body cannot furnish blood for the mind to think as it should. A starved body makes a starved brain. So eat enough but be sure it is of the right kind of food. A sound mind in a sound body, is sustained and kept in action by proper food. But don't eat too much. Eat regularly and don't indulge in piecing.

Lastly, get enough sleep. At night every girl should be in her bedroom by 10:30 or earlier. The earlier the better. Remember that the body rests when not in active exercise, the mind rests only in sleep. Don't think the best of all ways to lengthen your days is to steal a few hours from the night. The burning of too much midnight oil sometimes puts the lamp of life out."

Hon. A. P. Sandles, President of the State Agricultural Commission, addressed a large audience, in Ewing Hall Auditorium, which was made up almost entirely of the Summer School students.

A show of hands revealed the fact that though he has spoken to students here before a number of times, very few were in the big audience who had previously heard him. There were but few

who were here last year. A further show of hands demonstrated that many of those present will teach rural schools next year; that a goodly proportion have never taught school yet but desire to teach.



JULIA BAKER,
Instructor in School of Oratory



The Torch

Mr. Sandles said in part that he approves the new school legislation. Putnam county, where he lives, has raised teachers' salaries \$5 per month, but the board of education will insist on having good teachers who will earn the money. Ohio thinks more of her schools and teachers than ever and will pay more for them. When teachers spend weeks in such schools as this during the hottest weather it means that they are more interested in properly qualifying themselves for their work than teachers have been hitherto.

They will be paid probably \$5 per month more because they have attended Summer School. Attending here will not only give them increased knowledge, it will also impart vim and vigor for their work. "It will be the 47th anniversary of President Ellis's wedding tomorrow," said Mr. Sandles, "and you must pat him on the back and he will work all the harder for you. He does not know any better than to do just that very thing." Uncle Sam has done much for the benefit of the Philippine Islands but he never did anything so good as sending them a ship load of 1,000 school teachers. The school house and the school teachers should be incubators of patriotism. The lecturer referred to our army in Mexico and said we may yet have to fight there. Jefferson said we should have a war once in twenty years at least to keep the fires of patriotism alight.

Mr. Sandles praised President Wilson's Mexican policy, wisdom and patriotism and said we don't want to fight down there but will if it is necessary. He declared he would not give one Ohio boy for all the bull-fighting Mexican greasers south of the Rio Grande. He eulogized the

American flag and said it should be everywhere, in government buildings, schools, churches, business houses, stores, shops, factories, and homes. Patriotic songs should be sung oftener in the schools and elsewhere. The music of America, The Star-Spangled Banner, Columbia, and Dixie is far better than the strains of tango



MAYME D. CABLE,
Assistant in Registrar's Office



Cresset

and turkey trot. He made reference to a speech of Henry Ward Beecher's in which he referred to the firing on the flag at Fort Sumter which began the four years of civil war and called attention to the fact that not one star had been shot out of the flag.

He advised the teachers to do more than ring the school bell, teach school, and draw their salaries. He said it is worth something to have something doing in your community. He told of 50 or 60 places in Ohio where there will be farmers' institutes this year where there never has been one before and this will be largely because of the influence of school teachers.

No teacher, said he, ever earned the exact amount of his salary. It was either less or more. He advised the teachers to interest themselves in everything of benefit to the communities in which they teach. Lecture courses may be secured in country places at little or no cost; you can put a new dress on the state of Ohio; have farm homes painted and farm surroundings made beautiful. Remember paint is a preserver as well as a beautifier and that it preserves better feeling in the owners as well as the buildings it covers. The people in well-painted houses are more contented and are not such kickers as those in the neglected, unpainted ones. When teachers work for home and community improvement, they are looked on as benefactors.

Many teachers never get acquainted with the

people of the district in which they teach. Use your influence in the right place. Every farm home should have a farm name. If it has it will be better taken care of. New roofs will replace old ones, and there will be better home surroundings and barnyards. Farmers should have printed letter paper with their names and the names of their wives and children printed on them so people could know who they are and what they are doing. If there are a dozen children so much the better. Farmers should have such paper to write on as other business men have.

This year there are 3,400 boys in the junior contests and there will be 2,000 girls. This is partly the result of the teacher's influence.

Mr. Sandles talked of the State Agricultural Commission, its membership and work of the live-stock business in Ohio, the falling off in farm products during the last twenty-five years, and of the students in the Agricultural Schools where nearly half are from towns and cities and are the sons of business men.

He denounced short terms for state and county officials and also frequent elections and re-elections. For the Governor, he favored a four-year term and then out.

One of the series of lectures on "Rural Education" was delivered by Superintendent Richard Park, of Sullivan County, Indiana, the topic being "Duties of County and District Superintendents."



Men's Glee Club

President Ellis presided and first made announcements, concerning the lectures to be delivered.

Dean J. J. Richeson introduced Superintendent Parks as a man who has had twenty years experience as a county superintendent of schools and a much longer experience as a school teacher. His talk was especially intended for supervisors and superintendents and had reference largely to their duties and the manner of their performance though many of his remarks were good for the ordinary teacher.

He emphasized the necessity for that quality generally known as common sense in the teacher, a quality which is too often lacking in those who set themselves up to teach others. He said that he was a township trustee for a number

of years before he became superintendent of schools. As such he had a certain control over roads, bridges, schools, etc. When first elected he told everybody what he was going to do and how he intended doing it. This served to arouse criticism and opposition. For instance there was a bridge to build, and he told just where and how he would build it and nearly everybody had some fault to find with his plans. After that, when there was something to be done, he let others give their ideas of what ought to be and received their suggestions. He took their advice and adopted as many of their ideas as possible and when the work was completed, everyone could see something of his own in it, was gratified, spoke well of it accordingly. So the superintendent should seek to know the



Women's Glee Club



Electrical Association

mind of the teachers, to find the good and praise it, and try to find as few faults as possible. Get into sympathy with each teacher, commend that which is praiseworthy and lay emphasis on it. Make the teacher feel you are her friend, whose only object is to assist her with suggestion and advice, so make her feel you are her friend and she will be yours. Speak well of her before the school children and, if you have a chance, before their parents as well. In so doing you will help to increase her influence and help to make her more efficient and the school more successful.

Do all things as well as you are able. Don't think so much of the number of dollars you get for teaching and then only do as much as you think the money is worth. A really good teacher such as Dr. Ellis, if teaching a country school, would teach a good school and not a \$40 one, even if that was all he was paid. You should realize that the main object the teacher should have in view is not the salary but the proper instruction of children and that not merely in secular matters.

Boys and girls have their characters very largely determined by the moral influence brought to bear on them in school. Therefore the character of the teacher should be irreproachable, and the consequent influence of the highest type. Remember that in a few years the boys

and girls will be men and women, managing the homes, the business, and affairs of the country, so, by example as well as instruction, imbue their minds with the best ideas of character and deportment, such as becomes Christian citizens of the greatest country on earth.

Superintendent Park, of Sullivan County, Indiana, gave his second lecture to the Summer Students in Ewing Hall Auditorium, his topic being "Efficiency in School Supervision." During the course of his lecture he quoted freely from poetry and indulged in such illustrative anecdote as served more clearly to bring out and drive home the truths he regards as of most importance. In part he said there is no such thing as rank among teachers, but all are servants and as with God there is no first, no last. So there should be no envy among teachers, no wishing for the others' job. To succeed the teacher must be optimistic. She must be able to see the best in everything and the greatest possibilities in the human materials she has to work with and must see in each pupil an ideal man or woman and act toward him as if he were such. It is an easy matter to see such in the bright clean-faced, well-dressed child of opportunity and to love and work with those who quickly respond to your interest so manifested in them. It is not a difficult matter to do the utmost for such or to see in them the greatest



Chemical Society

possibilities and act accordingly, but to see in the dirty, ragged, unkempt backward child a successful or ideal man or woman and act accordingly, requires a real teacher with genuine love for the child and the work. Duty, the sense of obligation, should be strong in the teacher as that sense will incline to do, will compel to act properly toward another, even if at first there is no pleasure or real heart-satisfaction in so doing. Duty discharged will engender love where it did not exist before and we love those for whom we work and sacrifice. So each should have equal welcome and equal service. Overcome inclination and do the best you can for the least attractive.

The problem of the school with the foreign born is to make them Americans. Teaching the English language does more than anything

else toward that. They must learn American history and become imbued with American spirit by contact with American books written by American authors and the sympathetic contact with American men and women.

There is too much of a tendency to look at another fellow's job and to think it is easier than the one you have, to think of what you would do if you had it, and this tendency serves rather to unfit you for the one you have. It is doing your own job in the best possible way that fits you for a better, a higher, a more responsible one. You may think the other fellow's job easier than your own, but if your own is well done you will have your hands full. Work well done is always honorable, no matter how lowly it may be. There is no first no last with God in true service. The teacher mus



Science Club



Y. M. C. A. Cabinet



Y. W. C. A. Cabinet

have real love for the work. Do well the least, if you cannot do the great, grasp the lowliest opportunity and make the best of it. Don't stand idly waiting for larger work. Prepare for more than you have to do. This will better fit you for the work you have. Exercise common sense, be optimistic, have initiation and cultivate love for your work. Take the broom and show the janitor how the room should be swept. Encourage the backward scholar, take special pains with the one of little opportunities, develop the possibilities of the least encouraging. Put your heart into your work and the children will love you and do more and better work just to please you. As is the teacher so is the school. Love for the work will raise the standard of conduct as well as learning.

Teachers should visit the homes of the

scholars. The lecturer told of the reformation of a bootlegging miner following the visit of a teacher. He emphasized heart power very strongly declaring its possession to be the supreme characteristic of the successful teacher and superintendent.

He spoke of the necessity for words of encouragement from the teacher. Praise even the least that is commendable and be slow to blame, harshly criticize, find fault, or blame. Seize all opportunities, discharge all duties, accept all responsibilities. Be always ready with the touch of sympathy and encouragement for when the teacher's hand rests on the scholar's hand or head, words of cheer will be more encouraging. Such contact is assurance of sympathy and friendship.



May-Pole Dance

Prof. John Phelan, of Stevens Point, Wisconsin, gave a lecture in Ewing Hall Auditorium to the students on "The Work of the Country School Teacher." He said that he had been connected with the schools all his life and most of the time with country schools. Just three months he was tempted away to study law but went back again and has ever since remained in the school work.

In part he said: Remember the child. Don't devote the greater part of your time to books. The child is of the most importance in this world and most attention must be given to its care and proper training. The children, the little children, should be the special object of your thought and labor. The lessons they learn from you go with them through life. The lessons taught in country schools exercise more influence over the world's affairs than anything else. From those schools go out the leaders

in all departments of life and the lessons learned there have more to do with the formation of character than any given elsewhere. The influence of the country school is greater than that of the higher institutions of learning.

Children in such schools come full of fresh, strong, young life, eager for knowledge, and the lessons they learn are never forgotten nor do they ever cease their influence.

When you go to your schools in September think, say, and do the right things, with a due sense of your influence and responsibility. There is a democracy in the country school that is the heirloom of early America. It comes from the pioneers who when settling the new country made such careful provision for the education of the young by laying the foundations for public schools and churches. Early conditions were hard, methods of instruction were crude, and education was obtained under



May-Day Exercises on the Campus

difficulties. Conditions have improved as the years have gone by, but the country school has not kept pace with that of the town. Now the country child is coming to his own and the best is none too good for him.

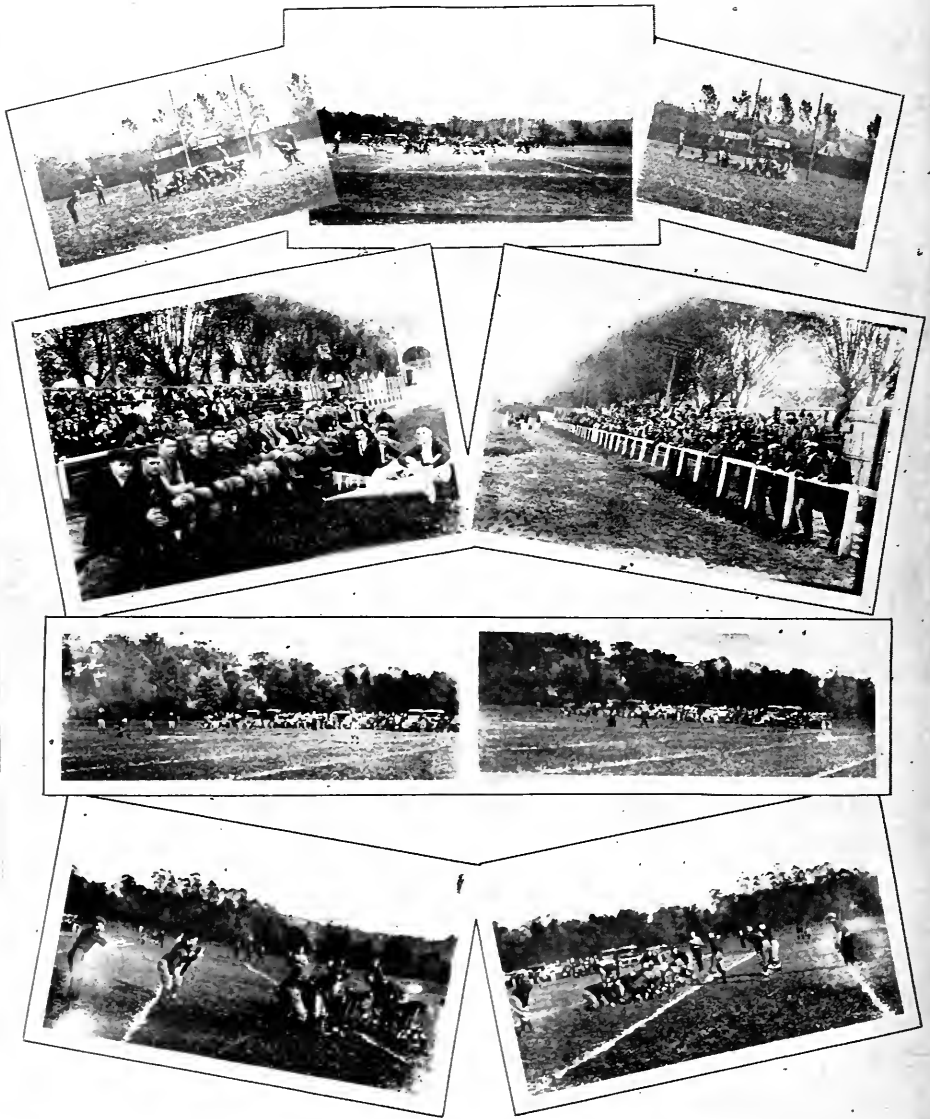
So with country dwellings; the country child with its parents should be as well housed and the farm house should have the same conveniences as the city dwelling.

That which seems unnecessary and extravagant to the old people has become a necessity for the younger ones. There are new problems to solve along all lines of human endeavor and there are new and better ways of teaching than ever before.

One purpose of the schools is to develop proper habits, to form desirable characteristics. To be successful in life, a strong, healthy, vigorous body is needed, and the child must have it to succeed in school. The teaching of anatomy, physiology,

and hygiene is all right and necessary, but they should not be taught in close, stuffy, ill-ventilated rooms where children cannot keep a wake or study because of the poisoned atmosphere of the place. There must be open windows. Cold is preferable to warm, foul air. There must be pure air and sun light in the school room and plenty of it. Pure water and pure food are necessities of life, but they are not more important than pure air and sunlight. Summer complaint in hot weather is attributed to indigestion, caused by improper food, but flies are probably more to blame for it than anything else. Be clean, live in clean surroundings, and swat the fly.

We hear much nowadays about efficiency and standards of work. Most people have to work for a living, so children must be taught how to work. Manual and domestic training have been taught for a long time in city schools and now



Views on Athletic Field

country children will receive such instruction as will prepare them for their life's work. Children must stay longer in school and learn more before they leave. A boy is taken out of school when he is in about the third or fourth grade and put to work. Put in a livery stable he knows only the horse and whip, whereas if he had been in school a few more years he might have been a business manager.

Punctuality should be emphasized. The world's work must be done on time. Give children subjects for composition that they know something about, as raising corn, making bread, and so on. Require accuracy in all things. Teach the children how to think, talk, spell, and write correctly by setting the example yourself. Teach them accuracy in figures and get them into the habit of testing. Don't have them try everything in the book, but give them a few examples and see that they are properly worked out and thoroughly understood.

Don't imagine you know more than you do. The average farmer knows more about practical agriculture than the teacher whose information is derived solely from books.

Another important thing that must be taught in the schools is moral conduct, conscience, and duty. Teach and enforce pure standards. Lessons in conduct should be taught every day. Courtesy should be inculcated and the taking off of hats by the boys as an act of courtesy to the teacher should be taught till it becomes a habit with them. Teach agriculture, beauty, and art.

Dr. Elizabeth Campbell, of Cincinnati, lectured to women in the First M. E. Church. The lecture was very largely attended, the main Auditorium and gallery being filled, part of the Sunday school room being occupied, and chairs being brought into requisition.

The greater part of those present were lady students of the Summer School for whose especial benefit the College Women's Club procured Dr. Campbell to deliver the lecture. Miss Voigt presided over the meeting and introduced the speaker.

The lecture was similar to one given by the same lady in Ellis Hall sometime ago, which gave those privileged to hear it so much satisfaction by its scientific treatment of matters pertaining to women. These are so little known that these ladies of Athens were desirous that the young women of the Summer School should also hear this lecture.

The lady spoke of the women for her coming

here and for her lecture which was to tell the things that every girl or woman, single or married, should know about themselves, but of which too many are entirely ignorant. She deplored this ignorance which results in much unnecessary suffering on the part of women and weakness, suffering and mortality among infants and young children. No knowledge is of more importance than how to preserve the health of the girls of this generation as upon this depends the health, the vitality, and strength of those to be and to save them from the unnecessary pain and suffering endured by too many mothers of the past.

The lecturer spoke of the proper instruction of girls and boys in regard to sex functions, quietly and gradually to instil into their minds proper knowledge of themselves. She spoke of the baneful effects of ignorance which can only be overcome by correct knowledge properly imparted. Even partial knowledge, is often a dangerous thing, while full knowledge is saving. One should not be self conscious when instructing girls and boys nor give instruction when not in proper mood. If full knowledge is not properly obtained by the child it will get the dangerous partial knowledge from an improper source, from persons not teaching from proper motive.

Dr. Campbell insisted very strongly on the necessity for absolute cleanliness of body and associated it very closely with purity of thought and good morals, as well as with health of body. Filth is allied to vice, and dirt to disease. Filth engenders disease and fosters vice. Generally boys are better cared for and take better care of themselves than girls do. They live more out of doors and are oftener in the water or in contact with it. Their play and work out of doors is such that it tends more to health and bodily vigor than does that of girls. Much of the suffering of girls is because their mothers have concealed from them what they should know and there is no more proper person to instruct girls than their mothers. It is false delicacy thus to conceal, in many cases it is cruelty.

The lecturer spoke of marriage and its importance and the necessity for young people being well acquainted with each other before entering into the marriage relation. She discussed marriage and love, making distinction between love and fancy, declaring that true love grows between two as they live together, learn more of



Men's Classes in the Gymnasium

each other, and do more for each other. The pedigree of these entering into the marriage relation is of first importance and each should know of the family of the other as to bodily health and strength and moral quality.

In this connection the illustration, used so often by eugenicists when talking or writing on the subject of heredity, of the Edwards and Jukes families, was used.

The lecture was intensely interesting as well as highly instructive and in one sense it might well be considered as a special Summer School lecture of unrivalled importance.

The best meeting of the Summer School Literary Society was held in Ewing Hall Auditorium on Monday evening of the last week.

Professor C. L. Martzoff gave his lecture on "Ohio and Ohioans". Like all his lectures it was a scholarly one, showing diligent research and very extensive knowledge of Ohio history and Ohio's famous men and their achievements. According to the professor, who evidently was keyed up to concert pitch when he, having by long and patient endeavor got the material together, welded the facts and fancies into a lecture, and who was keyed up to the same or a higher pitch last night, Ohio was unnumbered eon in formation and Ohioans have been thousands of years evolving. There is no place like Ohio, no place quite so good and there never was, is not now, and never will be such people as first came to Ohio and as those who have since been born in the Buckeye state. The best people in the world came from the best countries in the world and they and their descendants have achieved the greatest things ever achieved by mortal man in any age of the world. Ohio has been the mother of the greatest men in all walks of life. In war and in peace they have been alike great. Ohio is the prolific mother of great presidents, great soldiers, great statesmen, great educators, and great lecturers. If you are in doubt about these things you should hear Martzoff's great lecture on "Ohio and Ohioans", and your doubts will vanish like the morning mists before the rising sun.

After listening to that lecture one feels, (and the feeling is irresistible) that to be born in Ohio is preferable to being born rich; and luck such as they have in other parts of the world is not to be compared, is not in it, as compared with the marvelous privilege of being born a Buckeye. It is better to be a Buckeye bald-

head than an Asiatic or European crowned head. The F. F. V's, the first families of Virginia, are no where compared with Ohioans, for here the women are all fair, the men are all brave. Buckeyes are all intelligent and the smartest of the smart. Hear Martzoff tell the wonderful story and you know these things must be so. It can't be anything else. To hear that lecture with its overwhelming statements and its gorgeous rhetoric, its choice language and smoothly rounded phrases, makes one feel that neither Cicero nor any other ancient orator ever orated like the Ohio product can. Unfortunately some of our mothers didn't know enough to come to Ohio just before we were ushered into this weary world, but we certainly have reason to be thankful that we live in Ohio. Ohioans who never heard this lecture certainly should by all means hear it.

Hon. Frank Willis, M. C., addressed the 2500 students and members of the college faculty from the balcony of the West Wing. He was introduced in a few eulogistic remarks by President Ellis and he seemed almost overcome as he looked at and spoke to what he declared was the biggest bunch of good looking teachers any where in the state of Ohio. He said he had been a teacher and associated with teachers all his life. His associations with them had always been pleasant, and, said he, I may have to go back and be a teacher again as the only honest way to make a living after the Democrats get through with their legislation. He congratulated the teachers on their splendid opportunities to receive the best instruction at the Ohio University and said it is too big an institution for a tail to any other state institutional kite. It stands on its merits and is big enough to stand alone.

He said he wished to impress the minds of all with the supreme necessity of thorough preparation for life's work, to get ready for something bigger than you ever expect to get, to be prepared for larger opportunities when they come along. He alluded to James R. Mann who is the real leader in Congress and is consulted by the Speaker, not because he is great as an orator or conversationalist but because he knows and is known to be honest.

In conclusion, he advised hard work, honesty, and hope as essentials to success.

Announcements were made to the Summer Students from the balcony of the West Wing by



Women's Classes in the Gymnasium

Dr. Ellis, who before doing that introduced Prof. John J. Richeson, as the new Dean of the Normal College. The announcement was very heartily applauded and the Dean applauded after the statement that he was not to make a speech. He was serenaded by students last night. Other matters were referred to among which was a rural school picnic which will be held on the fair ground.

Dr. Ellis then introduced Hon. Timothy S. Hogan, Attorney-General of Ohio and one of the candidates for United States Senator from Ohio, and in doing so spoke of him in the highest terms, saying that if he could say one-tenth of the good things he might say about him it would take three or four times the length of time allowed for all the morning. He declared him to be one of the very best friends the Ohio University has, he being also an O. U. graduate always true to his alma mater and one of the straightest and strongest of Ohio's State officials: "Hon. T. S. Hogan, Attorney-General of Ohio, our Tim."

Mr. Hogan who was extremely hoarse spoke of that and said he was a student at the Summer School here in 1886 when there were but 150 or 200 students. There was then one instructor here who was greatest and best and whom all loved to honor and Mr. Hogan said he was glad he was still here and at his back. It was Prof. D. J. Evans, who also was from Jackson county. The speaker said he was glad to observe the wonderful progress made since then and the immense number of students present now. He declared he believed that old O. U. had done more good than any other educational institution in the Commonwealth and that it would do more in the future. He said he had visited many other institutions of learning but did not know of any other where the spirit was better or so good as the O. U. spirit; that he hoped those attending the Summer School will not be content with what they have but will take advantage of the regular university and normal courses. He declared that a greater interest is now being taken in matters educational than ever before and that the public is willing to pay more money than ever for schools. For himself he asserted that he had repeatedly gone before the finance committees of the legislature and asked for the greatest appropriations for the Ohio University. He assigned as reasons why so many students come here to get an education, because it is as good,

if not better than can be got elsewhere; that its graduates have a greater reputation for success and the education is obtained at less cost. Students are sent to some colleges, they come here, they are workers who mostly pay their own way. The young men or women who get up early and sit up late to study will succeed, the loafer will not.

Referring to the larger number of women students he said that is as it should be for women will vote before long and then there will be something doing. He spoke of danger to the state from men who preach doctrines inimical to the republic who are abusing the rights of free speech by inciting to lawlessness, under red and black flags.

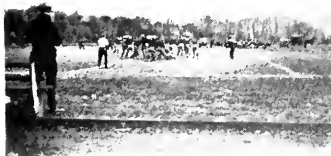
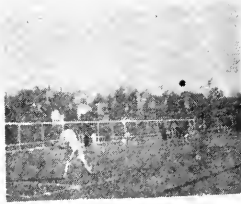
Hon. Ralph D. Cole, Republican candidate for United States Senator, was in this city seeing old friends and making new acquaintances. The Summer School students heard him this morning as he stood on the balcony of the West Wing with President Ellis and a few others. The 2400 students assembled below on the campus heartily applauded the speech and merrily laughed at the funny allusions and suggestions contained in it.

Before he began President Ellis made some announcements, one of which was that the bulletin relating to extension work is now ready and copies may be procured by any desiring them and that Prof. Martzolf will be in charge of that work next year and will devote most of his time to it.

A letter from some students has been received inquiring what they can do if they fail. Dr. Ellis said that while the professors will not be too exacting with those who have done their best, those who have not done what they ought will surely get left.

Dr. Ellis then introduced Mr. Cole, who spoke briefly. He said in part that he was there through the courtesy of President Ellis and Prof. Mills by whom he was taught mathematics. At examination time the professor gave him a grade of 100 in calculus. He then thought he was at the head, but when a little blue-eyed girl with whom he studied showed him her examination paper he found it was graded 100 per cent. *plus*.

He then found he would have to look up to the ladies and has been doing so ever since. (The girl is now Mrs. Cole). He congratulated the assembled students on their glorious opportunities. He said that when he was young



Athletics at the Ohio University

there were about five young men to each girl but now it looks as though there are ten girls for each young man. He especially congratulated the young men on their splendid opportunities and hoped they would take proper advantage of them.

He spoke of the O. U. before the advent of President Ellis; of his dream of a much greater university which has been realized through his faithful work and indefatigable efforts and which will be a more lasting memorial to him than marble. He spoke of himself as once a country-school teacher, who had never taught anywhere else, and declared that teachers are the greatest factors in modern civilization, deserve and should have better pay.

In concluding he said:

A few years ago I was in Salt Lake City, Utah, the home of the Mormons or Latter Day Saints. There are two great buildings in the city belonging to the Mormons, the Temple and the Tabernacle. You cannot visit the former but are allowed to go into the Tabernacle.

I went into it and was met by a man in a long robe. He asked me where I was from and I answered "Ohio."

"You have had some great Presidents from there," he said.

"Yes," I replied, "and we still have some good men in the course of preparation," but he did not look upon me with any degree of suspicion.

"I suppose you are a musician?" he inquired.

I replied that I was, which I was not. Then I sat down at the great and wonderful organ in the Tabernacle with its array of pipes, stops, and keys and ran my fingers over the latter. Soon there came forth the most discordant sounds which could enter into the realm of noise.

The next Sunday I again went into the Tabernacle. A young lady sat down at the organ. There were the same pipes, the same stops, and the same keys but as her hands played upon the latter the most beautiful melody burst forth until the great building was filled with harmony. It was not the organ which made the change but the one who played it.

So it will be with you young people when you play upon the heart strings of life. If your hand is skilled you will bring out the fullest development of soul and mind and mould those under your instruction into noble men and women. If the hand is unskilled the opposite

is true and the great and splendid work you have undertaken will have been a failure. I wish for you all the greatest measure of success.

Honorable David Tod, one of the candidates for the Republican nomination for Governor of Ohio, and who, some years ago, was a member of the Ohio State Senate, was in Athens for a short time the fifth week of the Summer School. He and his wife, who accompanied him, were shown over the grounds and buildings of the University by President Ellis and taken through some of the principal streets and roads in Athens and vicinity. He came at a time when all the classes of the Summer School were in session, and so it was that, owing to this fact and the shortness of his stay in Athens, he did not have opportunity to address the students as a body. However, he visited a number of the classrooms, met many of the instructors and a large number of the students, and went away with a very favorable impression of the institution itself and the wide range of educational work which is carried on in connection with it.

Two of the lecturers who gave acceptable service and made many friends during their brief stay in Athens, were Dr. W. C. Ryan and Dr. A. C. Monahan, both connected with the National Bureau of Education, Washington, D. C. Dr. Ryan's talk was full of practical things, presented in a clear and convincing manner. Dr. Monahan gave an illustrated lecture in which were shown school buildings and grounds located in nearly every section of the United States.

It is to be regretted that the reporter who usually attended the series of lectures was not present at either of the lectures delivered by the speakers named.

DEPARTMENTAL WORK

(Taken, with few variations, from the columns of the *Athens Messenger*.)

The largest class at the Summer School is that of Prof. J. J. Richeson who is Professor of Physiography and Supervisor of Rural Training Schools in the Normal College. The number of Students is about 800. It is so large it has been divided into fourteen sections, the Professor taking four, Dr. S. K. Mardis two, Mary J. Morris three, and Pearley Gaskell two.



"O" Association

This morning Prof. Richeson was giving instruction to a class of about a hundred and thirty in the Auditorium of Ellis Hall. His subject was "Methods of Reading" and he devoted the time to first grade teaching, giving instruction to those who had received no teaching before as to words or letters. The method is what is called the word—sentence method. During the lecture a show of hands indicated that only about twenty of the teachers present had ever used it and that every one of them regarded it as the best method. The word method of teaching was shown by writing on the blackboard, in column, ball, see, apple, mamma, an, I. According to the ordinary method, those would be learned one at the time and spoken all in the same tone, and there would be no connection in the mind between them. Rearrange and put the words in line as a sentence said the Professor. I see an apple mamma, or mamma I see an apple, and the improperly instructed child will speak each word in a disjointed manner and in the same tone. The child should be taught to

read as he speaks in conversation, emphasizing some words more than others. The voice should not be high keyed but a talking tone should be used.

There are four things to teach about words: Recognition by sound, how to speak, how to read, and how to write them. Your motive should be to get them interested in the words they know and words they see in books. Get the child to think. A teacher asked a pupil, as an arithmetical question, "If I had six oranges and gave you one, how many would I have left?" and the boy answered, "You wouldn't give me an orange." He did not think as the teacher wanted him to. It was something else than arithmetic with him. It was his idea of the teacher's disposition.

Say to the pupils without showing them anything: "What is this? It is round, not very large, and I can roll it along on the ground." He does not know, though he may guess it is a marble or ball. Give a fuller description as to its size, material, that men and boys use it, that



Tennis Association

it is thrown from one to another, that it is pitched and struck with a stick, and the boy knows it is a base ball. Then write the word on the blackboard, describing the different parts of the letters as they are made without naming the letters. Then have the boy go through the motion of writing in the air with his finger and then have him try to write it on the blackboard.

Use action words early, as run, jump, sing, and have them to do the thing indicated by the word. Use couplets in which certain words occur. In this way children learn to think, to write, to read properly, and to know the meaning of words.

Another set of words was put on the blackboard. They were, like, good, round, red, to, eat, top, and a talk made on them and then came a lesson on apples, in which sentences were used to be read as before described. See the apple. See the apple is red. See the apple is round. See the apple is good to eat. I like apples. My mamma likes apples. Emphasis may be variously placed in reading these short sentences. To test the children other words may be spoken than those written as green for red, not good to eat, don't like, and so on.

Encourage good reading by giving praise. A

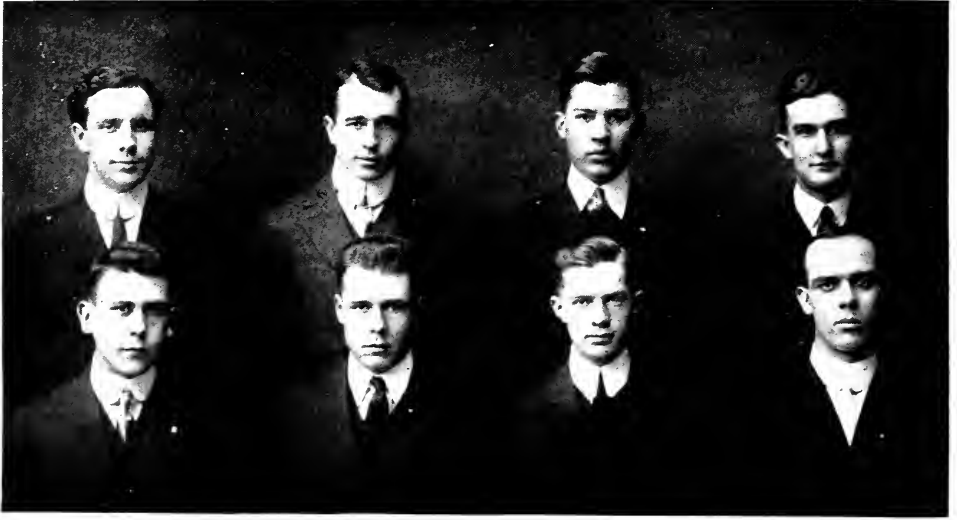
child's reading may be ruined in the first grade. Another illustration in proper and improper reading was given on the sentence, "Grandma, where are you?" the proper being in tone of inquiry, anxiety, or fear, the other expressive of no feeling, not even being questioning.

As to impressing the child's mind with knowledge, if you give a lesson on the ball one day it may be remembered the next day, but some repetition at near intervals is necessary, but to frequent repetition must be avoided or the child will lose interest. The same words should be used but in a different arrangement.

Another method of word placing was suggested than on a line. It might be a flight of steps with a word on each step or a ladder with a word on each rung, introducing the idea of climbing for some purpose as I took the apple to mamma. I at the bottom, mamma at the top. This might also be used to represent coming down or falling. So outlines of fish or stepping stones might be used with words on each.

All this sort of work must be done with the blackboard and after writing on it the child may write the same thing in a book.

The newest of the departments in the Normal College is the School of Home Economics of



Inter-Collegiate Debaters



English Club

which Miss Elizabeth Bohn is the very capable head. It is but three years old but has already obtained quite a reputation mostly because of that lady's work as instructor, manager, and lecturer at farmers' institutes. One hundred and fifty of the Summer School students are in attendance at this School of Home Economics and in addition to Miss Bohn there are three other instructors, two, Miss Margaret Farnam, Miss Mary Edith O'Dell, regular instructors, and Miss Elizabeth Reeves a graduate of the Class of 1914.

Miss Annabel Thomas, a this year graduate of the School, has been elected director of Home Economics at Oswego College, Oswego, Kansas.

She will introduce the work there and her salary will be \$1,000 a year.

Miss Gladys Danford, another of this year's graduates has been selected to teach sewing in the State Normal School at Florence, Alabama, at a salary of \$750 per year.

This week Miss Bohn gave a very interesting lecture to the Agricultural Students in the laboratory and lecture room of Ellis Hall on "A Plea for Permanent Rural Architecture." The hall was crowded and her remarks were very attentively listened to. In part she said:

"Did you ever see a house that looked like a farm house?" I have seen a few, but most of the houses we see about the country would look



Civics Club



German Club

just as much at home in any village or suburban section of any city in this country. I believe a man's house should be as carefully adapted to his particular needs as are his clothes or anything else, which is for his personal use. Usually the average man lets some contractor do the large part of the planning, and does very little thinking about the matter; almost the whole plan is made up according to some house which the farmer has seen or which the contractor has built. Architects do not plan houses for farmers, there is not enough money in such work; besides, farmers as a rule have not thought enough about their houses to wish for expert planning.

There are certain characteristic features which

every farm house should possess. It should be low and broad on the ground rather than narrow and tall, both because land is cheap and because this style makes work easier. This house should have on the first floor a large living room, an office for the farmer, a dining room, a nursery or rest room for the wife and mother, a kitchen and one or two bed rooms, if possible, and a wash room where the men may wash and change their outer working clothes before sitting down to meals. The second floor should contain additional bed rooms a bath room and plenty of closet and storage room.

The living room in this house should have as the central feature a large fire place in which real wood may be burned, and plenty of windows one at least on two sides of the room.



Home Economics Club

The office or den for the farmer should be a medium sized room with one entrance directly from the outside, so that business visitors need not pass through the other rooms of the house to get to it. The farmer's library, desk and safe should be in this room. The dining room, nursery and wash room should be located adjacent to the kitchen, and should be furnished with the necessary fittings for each. The wash room should if possible, be so located that the men will not have to pass through the kitchen to get into the dining room. A little kitchen is better than a large one, because it can be more compactly arranged, so that the necessary walking in order to do work will be less and it should be provided with plenty of cupboards for storing dishes and cooking materials. The location

of the sink, range, and work tables should be as close and compact as possible to save steps. A pantry for storage of supplies opening from the kitchen and a toilet and lavatory out of the nursery should not be neglected.

A place out of doors, where the women may sit and work in the shade during the hot weather, as a porch or clump of trees near the house, should by all means be provided. The cellar and wood house should be conveniently near the kitchen and such a thing as floors on different levels between much used rooms should not be tolerated.

No farm house should be without a good system of water supply and sewage disposal; both may be installed for \$300 or less. One of the pressure tank systems is best for water supply



Booklovers' Club



Dramatic Club



Kindergarten Club

where a sufficient head cannot be readily secured.

With gasoline and oil engines in such a variety and so reasonable in price there is no excuse for any farmer being without a good supply of pure water. For sewage disposal in the country nothing is better than the septic tank.

The selection of the materials of construction for the farm house is very important and one which should not be left to chance or to ill-advised economy. Wood is too expensive when you consider how easily it rots and burns and how much paint it takes to protect it.

As a rule, farmers have not the facilities for

fire protection, so that their buildings are more likely to be destroyed by fire than those of village or city dwellers. Bricks make a good building material, but are expensive and are subject to dampness and decay from the action of water unless the best grades are used. Hollow, vitrified tile make an excellent wall when used alone or with brick facing. They are readily plastered on both sides thus making a finished wall without the use of lath, and are thoroughly fire proof; they are also cheaper than brick and are warm and dry. Being of large size they are easily and cheaply laid and reinforcement may readily be had through the holes and lengthwise in the joints between courses.



Oratorical Association

To my mind this is the best building material which a farmer can buy.

In all construction, the foundation is of most importance for a poor foundation will ruin the best construction ever built. Settling will cause cracks to start and a cracked wall will let in cold and dampness, thus causing decay of the wall. One of the primary laws of art is simplicity. Too many houses we see about the country have a lot of gimcracks about the porches and in the gables. Such decorations do not add beauty, but take away the finer richer look from a house; besides this sawn frillage work and turned spindles take much paint and time to keep them in shape.

Good proportion in a house is of more value than any decoration.

One of the departments of learning that has attracted many students and much favorable attention at the Summer School is that of Public School Music. It has 350 enrolled students. Miss Eugenia May Liston, an accomplished singer and very capable teacher, critic, and manager, is at the head of the department and she is assisted by two graduates of the college, Miss Elizabeth Garber and Miss Fanny Cochran, who are also fine singers and teachers.

Of the whole number of students 185 are in the beginners' class studying notation and sight singing. They are divided into four sections, two being taught by Miss Liston and one each by the Misses Garber and Cochran, though the instructors exchange classes at regular intervals, Miss Liston thus giving some instruction to all. There is a class of 27 in advanced notation and

sight singing taught by Miss Garber. One class of 25 is instructed in methods of teaching music by Miss Liston. These pursue a regular course of study for all grades and high schools in which methods are taught and discussed relative to the presentation of different phases of music to children and all problems the music teacher encounters, first by the instructor and then by the students, the last two weeks being given to the teaching of singing games and folk dances. The class in observation visited the training school classes where the children were being taught. There the students took notes and afterwards reported the results of their observations. These reports handed into the teacher at set times were graded and corresponding credits in regular college course given. Last there is a choral class of 103 which meets in Music Hall. Here they learn to sing together such songs and choruses as will be useful to them in public-graded and high-school work.

One of the Messenger staff on a recent morning visited some of the classes and saw and heard the work done by the beginners' class under Miss Liston. The work being done was in chromatic scales. At call members of the class would write these out in different keys on the blackboards, which showed that in five weeks, from knowing nothing in notation and sight singing, they had made good progress in the knowledge of the musical staff, signatures, and note placing, and also the placing of syllables, do, ra, mi, etc., with corresponding numbers 1 to 7 and the places of the letters A to G on the staff. Some were working out the same problems in exercise books.



Athens County

In Miss Garber's class of advanced notation and sight singing work was being done in major and minor scales, pretty much in the same way as in the beginners' class, the scales being written on blackboard by students as relative melodic of A flat major; relative melodic minor of B major; E major, original C sharp minor; A major harmonic G sharp minor, etc.

Questions were asked and answers given relative to musical intervals and then the class sang several pieces first by syllable without piano accompaniment and then the words of the songs.

This class has been furnishing the music for the Summer School literary society and leading the weekly songs on the campus and every one of the college songs have been learned by most of the students who get the tunes by hearing the choral class sing them.

The same department in the regular college course for graduation, in which a diploma is given, had about 180 students during the first semester of the last year and 160 during the second semester. The beginning class had 276. In this course the training is very thorough, consisting of, during the freshman year: First Semester; voice, piano, notation and sight-singing, harmony, methods, history of music, psychology, observation, ear-training, one-half semester, chorus and conducting one-half semester.

Second Semester: Paidology comes instead of psychology, school management and school law is taught, while methods, one-half semester, and advanced sight singing, one-half semester, take the place of ear training and conducting, the other studies being the same.

In the second year, in addition to the continuation of other work as done in the first year, students take an elementary course of study and principles of education.

The number of pupil teachers who do practical work teaching in the training school classes is usually 15 or 16 in each semester, each being required to teach one class a day for one year. Half of this teaching is done in the primary grades and half in the grammar grades. In this way each one has such a varied experience as fully to prepare her for work immediately on graduation. In other words instead of being students without practical experience when they graduate, they are teachers with a year's experience. The teaching work they do here is carefully criticized by Miss Liston and that again is an advantage that the ordinary student does not usually have. If any method they may use is defective that is pointed out and a better way is shown.

Methods of teaching singing have been much improved in Athens during the last few years. In our public schools, elementary and high, in



Belmont County

teaching singing, the method was for the teacher to sing songs and the pupils to imitate. Singing was by ear and high-school graduates knew nothing about singing by syllable. Even some of the voice teachers in the College of Music knew nothing about it. They could play the piano and sing with it but to take up a new piece of music, get the key note, and sing correctly without a musical instrument was beyond their ability. Even Miss Theobald, who taught voice and led a choir, had to learn that art from Miss Sweet, in the Normal College after she came to Athens. Happily matters musical are in better condition in Athens now, thanks to Miss Hodgson and Miss McKay in the public schools, the Department of Public School Music in the Normal College and Dr. Alexander S. Thompson and Mrs. Clara B. Thompson in the College of Music who all insist on pupils learning to sing by syllable, instead of imitating sounds made by others or a musical instrument.

Another improvement that is noticeable is the lessening number of tremolo singers, whose voices sound as if they were old and worn out, or spoiled by severe strains. Still another is the clearer pronunciation of words. There always will be slovenly singers as there are slovenly writers and workers of all kinds, but

with proper standards and instruction singers will do much better. Those with good, well-preserved voices will improve; those with voices ruined by wrong methods of singing, due to bad training or no training, will go to the discard.

There is no department of learning at Ohio University with its regular courses of study, the State Normal School, or the Summer School for teachers, more important than that of Paidology and Psychology, which has as its very competent head Oscar Chrisman, A. M., Ph. D. and for assistant during the Summer term two exceptionally bright graduates of the Ohio University, H. J. Bishop and Samuel Renshaw.

The word paidology cannot be found in the older text-books or dictionaries, it being a word of recent coinage whose origin is with Dr. Chrisman for it was he who first used the word which was accepted and used by all American and European scholars. It is found in all the latest dictionaries, and so widely extended is this branch of learning that there is an International Congress of Paidologists and many authors have written on the subject. One author says, "It was in 1893—to be exact, on Wednesday morning, April 26, that a pupil of Hall, Oscar Chrisman, invented the word, paidology, (from *paidos*, child and *logos*, science) to



Clinton County

designate this new branch of the science, having for its object the child regarded from every possible point of view. This new word proved a happy hit."

Pope long ago said "The proper study of mankind is man" and a much older writer said "Man know thyself." It remained for modern times to feel that the knowledge of man must begin with the study of the child; that knowledge of the child must be obtained by scientific process of observation, comparison, and reasoning; that child study and child knowledge are as necessary for the proper education, best development, greatest efficiency, and highest happiness of the child as to know the nature of metals in order to work with them properly and make use of them successfully. Metallurgy is a useful science. Paidology is more so. Of the millions of children born no two are normally alike, and so gradually are changes going on that no person is the same at any two hours of life.

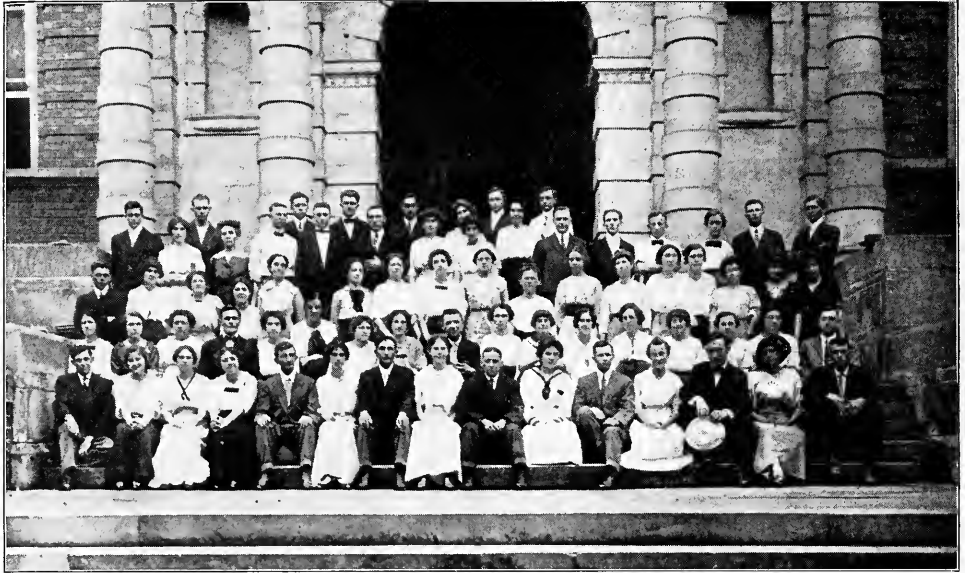
In teaching there is the thing learned and the individual taught and as a person's education begins with earliest childhood, scientific or exact knowledge of the child is absolutely necessary as the very foundation of human learning. The teacher must know the child even better than the book to be successful as a teacher of children and it is to supply this knowl-

edge that this department exists at the Ohio University in its Normal College.

Its importance is shown in another way by the large number of students taking this branch of learning; 650 in the Summer School, 250 in the first semester of the college year and 330 in the second semester of the college year. In the Summer School class in paidology, 53 have been studying childhood, 33 boygirlhood, and 26 the exceptional child. In psychology, 490 were studying introductory and 43 experimental.

During a morning spent in the classrooms last week the *Messenger* representative found the rooms used by this department full of bright, intelligent, alert students hard at work in laboratory and class work.

Samuel Renshaw giving a lesson in psychology was lecturing on the emotions in class professor style. He told how the ancients located the seat of emotions in the viscera and had the mind related to certain organs and parts of the body. They thought that the mind went away from the body during sleep and that it was therefore dangerous to wake a person too suddenly lest the mind not being able to return quickly enough, fatal results might follow. He then went on to speak of bodily action and its connection with various emotions as most persons run when they are afraid. Does fear cause them to run, or does running make them afraid,



Fairfield County

or does it intensify their fear? Certain emotions are accompanied by certain actions; which is the cause and which the effect? You see a snake, you fear, you run. Why? A person sees blood and faints. Why? A person is suddenly accused, there comes a blush to the face and some emotion is experienced. Why? The memory of past creates feeling. Looks are as expressive as words. Outward expression of emotion may be simulated. Drugs effect the emotions. Man is distinguished from all other beings by his emotions. Man eats when he is not hungry and drinks when he is not thirsty. He laughs and sometimes cries when there is nothing naturally to cause one or the other. Emotion arises within. Impulse is first self-centered and arouses to activity and movement is the expression of impulse. There are compulsive acts over which individuals seem to have no control. The impulse is greater than the will. This is the case with the kleptomaniac who steals though he knows it is wrong to do so and has no need of the thing taken. The kleptomaniac is a subject rather for the psychologist and the pathologist than for criminal courts, for the hospital rather than the jail or penitentiary. No two persons are exactly alike and consequently each needs different treatment.

Mr. Bishop, in talking to his class about emotions and of the control of emotions, spoke

of the basis of education, of instinct, ideas, images, sensations, and the ability of the individual to produce or induce them by the power of willing; of the banishing of one set of feelings by thinking of something else and of adaptability to circumstances. He spoke of different persons seeing the same things or witnessing the same occurrences and of the different sensations and feelings experienced by different persons according to their various natures and dispositions. Some see the funny side of an occurrence and laugh, others see the serious side and show it in their faces and utterances, if not tears. In a contest onlookers are in sympathy with one person or the other, with one group or the other engaged in the contest, and what causes exultation and joy in one creates a feeling of depression, disappointment, sorrow, and, perhaps, anger in the other.

So there are words which effect emotions and what pleases at one time displeases at another time. Fashions too have much to do with emotions and certain kinds of dress excite feelings of opposite character in different persons or different feelings in the same persons at different times.

From this on was a review of a previous lesson in which the instructor questioned and further explained while the students as called on gave



Guernsey County

replies. These related to sensations and sense phenomena.

In Dr. Chrisman's class some time was occupied in giving out references to certain books, with page, for special study in a phase of paidology. After this the students one after the other as called on, came down, faced the others and spoke very briefly on some phase of the feeling of children toward animals.

One spoke of the general love of the young children for the bird and animal pets in general.

Another spoke of the probable cause of first attraction being sense impression, the pleasure caused by feeling the soft fur.

Another of the difference in choice of pets and why boys love dogs and make playmates of them while the girls show a decided preference for cats.

Another, of the care of pets which as the child grows include horses and other domesticated animals.

The next one spoke of the relative progress made by the girls and boys both physically and mentally.

The next spoke of the child's interest in pets in captivity, of birds, eggs, and chickens.

Another talked of the normal child and its action at different ages in caring for pets.

Another spoke of the food of the child of varied diet and of the development of the child's will.

One spoke of children's dreams; another of the effect of weather on conduct; another of the dangers of the age of adolescence; and still another, of the age of leaving school.

The students gave evidence of lesson well learned and ability to tell what they know in well chosen language and in short order.

Dr. Chrisman spoke of the work of a child. It is natural for children to play just as it is natural for the young animal to play. For the child, work must be made play as much as possible. The child who is good at play, who is energetic, quick, and persistent will be a good worker. Don't try to make a child do what it regards as work. If you make work play for the child it will enjoy it and do more of it. If the child thinks it does a thing voluntarily it will do better than if it thinks it is compelled.

A few minutes in a class room showed Mr. Bishop had been giving a lesson in experimental psychology, in which apparatus had been used in illustrating color combination.

The next thing listened to was some talks by members of Dr. Chrisman's class. The subject was *truancy*. In this, students spoke, as in the other class already referred to, on the law-breaking inclination, the defiance of parental



Harrison County

authority and rules, the breaking of state laws, the demoralizing effect of the truant habit, stories of crime and poverty, of adenoids and physical defects, tramp stories, of boys enticed from their homes, of the reasons given by tramps for their running away, and of juvenile delinquency as a result of truancy.

Some gave statistics which went to show that from 70 to 80 per cent. of truants invariably lie to parents and teachers; that so far as home conditions are concerned, most of the truants are from families of the medium classes. In some cases the truants are insufficiently clothed and fed, and many are degenerates. As to time truancy prevails, most is in the spring when weather is most favorably and there seems most to lure out of doors. Truancy frequently proves something wrong in homes and schools.

Dr. Chrisman talked about the abnormal child and in doing so referred to the Boys' Industrial School at Lancaster and the Girls' Industrial Home at Delaware. In doing so he spoke of an eight-year old boy who said he was in the Lancaster School for playing hookey and of a girl at Delaware, who had been sent from Athens as an incorrigible and was doing well, that declared she didn't want to go back to Athens. He spoke of hill tops, as the proper places for school and out-of-doors as the best place for study. He referred to the fact that nurses are

out giving instruction to mothers on how to take care of babies and said if mothers knew more there would be less work for doctors and undertakers. He declared that boys and girls are the most precious things on earth; that the world is not yet finished; that the schools will be vastly improved; that better care will be taken of children in schools and homes as we get to know more about them and what to do with them.

No part of the training of a teacher in the two or four-year course at the State Normal College of the Ohio University is of more importance than that received in the Training School; and the same thing is true of the instruction received in the Summer School. A teacher student or a student intending to become a teacher may learn from reading books and from lectures and class instruction given by professors in different branches of learning, but as it is one thing to learn and another and very different thing to teach it is necessary that the teacher should learn how to teach properly by seeing it done by experts and working at it herself in the presence of critic teachers who are able to point out faults and commend that which is good.

This is accomplished in the Training School here, and there is no other school in the state which is as well equipped, has as many children to work with, or has as many competent teach-



Hocking County

ers as the Athens Training School. The Summer Schools connected with state universities according to rank reckoned by numbers in attendance are Columbia, N. Y., Chicago, Ill., and Ohio, Ohio. Really Ohio is as good as the best.

A large Normal School should have a large number of children and classes to observe and the best of instructors to give model lessons and to lecture when needed and that is just what we have here.

Miss Emma Waite is the very capable principal and she has a corps of teachers that rank high in their profession. One hundred and fifty six children of different ages from four years up attend every morning and they are a bright, intelligent set. This number is much larger than at any other Normal School in Ohio.

Every day, two model lessons are given by one or another of the high class critic teachers in the large Auditorium of the Training School, one by a grammar-grade teacher, to a grammar-grade method class, which numbers 210 and receives instruction from Prof. Landsittel and two assistants, the other lesson is given by a primary-method teacher to the primary-method class of 465. This class is divided into sections for afternoon work and all are taught by Miss Waite. The arrangement of seats in the Auditorium is such that all can see and hear.

On Wednesdays and Fridays the doors of all class rooms are open and all students or others interested have an opportunity to observe the teaching done by critic teachers.

Yesterday, a representative of the *Messenger* spent the morning in the school. Beginning soon after eight o'clock, he visited the classes and took observations and notes and now reports.

First grade was taught by Miss Elizabeth Musgrave. She writes words and sentences, on the blackboard, which the children read at once without hesitation. Next, words denoting action are written and the little ones cry, sing, fly, or rather run and move their arms as if they were wings, and then they hop. Thus they get exercise and amusement while learning. Next, the teacher writes the word *while* on the blackboard in a bold round hand describing each part of each letter made as it is done, the children go through the same motions in the air with the forefinger as a pencil and then write the word on the blackboard with the chalk.

Second grade was taught by Miss Amy Weihr. The lesson is one in history and is a story of the lake dwellers. On the wall are some pictures of houses built on piles in the lakes, and Miss Weihr is telling the story of a captive son of a chief of some other tribe which demands a lot of bronze for ransom. The children are



Jackson County

asked questions as to what the captive's tribe will do and why. The children think and have to solve questions in ethics and give reasons why they think certain things will be done.

The third grade was taught by Miss Carrie A. Cowden. She is giving a language lesson and has written a number of sentences on the blackboard which lack words and the children try to supply the missing ones. They are generally singular or plural verbs and the child giving the word must tell if it is singular or plural, what singular or plural is and why that word is the proper one to use.

Fourth grade was taught by Miss Winifred L. Williams. She is giving a lesson on pets, domestic animals, and is telling about horses. The particular horse is the Arabian and she tells of the fine-bred animal, its power of endurance, its beauty and its intelligence. She speaks of its master and his love for his horse and describes the Arab tent under which the horse and its master and family are housed, though in separate compartments. She speaks of horses to be seen on Court street, some of them look half starved, over-worked, and unfit. Some men are so unkind to their horses that there has to be a man, an officer employed by the state, to arrest men for ill-treating horses and these men are punished. The teacher asks what would the Arab think or how would he

feel if he knew about this. One child says he would be angry. One incidental lesson taught is that we should be kind to horses because they have feeling and can suffer, the other is because they are our helpers.

Fifth grade was taught by Miss Margaret Davis. The lesson is one in reading. The subject the children have been studying is the Death of Baldwin, a mythical story. The children are asked all sorts of questions about it and the answers give evidence that they really studied and mastered it. At the conclusion one of them reads the story from the book.

Sixth grade was being taught by Miss Fisher. The children had been studying spelling and were working problems in interest on the blackboard.

The seventh and eighth grades were taught by Margaret L. Tilley. Miss Elizabeth Garber of the Public-School Music Department was teaching the children singing and the children were singing well. This over, Mrs. Tilley put the class through a number of exercises in mental arithmetic. At first each boy and girl was given a number on a card. The teacher had a number of cards in her hand each one with a different number on it. A scholar's name was called by the teacher, a number shown by which the number in the child's hand was to be multiplied. The answer generally came quickly



Jefferson County

and correct. Then other problems were given in which a number was given and then followed addition, multiplication, subtraction, and division. Following that, were problems in squaring and cubing. The children showed great capacity for rapid and correct mathematical calculation.

The next room visited was the Training School Auditorium, a fine room with a stage, and a seating capacity on main floor and galleries of about 700. Here Miss Margaret Davis gave instruction to a class of twelve children in the presence of the class of 210 in grammar-grade methods. Teacher and children with two movable blackboards were of course on the stage, and the lesson giver was on the division of decimals. The explanations were given by the youngsters in answer to questions put by the teacher. Problems in long division worked out on the blackboard as, if 25 acres of land cost \$58,125 what would one acre cost? Decimal placing for the purpose of multiplication was shown and explained and some problems were worked out by the children alone.

By far the most interesting event of the morning was a language lesson given through the agency of a lot of little children from the first grade. Miss Elizabeth Musgrave conducted the work in the presence of the 465 students composing the class in primary methods. The

object was to teach the correct use of language and, incidentally, ease of manner, graceful action and childlike dramatization.

Miss Waite spoke briefly and said that in the first grade the children are taught by means of games. That mistakes in language are there corrected and the difference between such words as come, came, sit, set, lay, lie, etc., are explained. She said that correct form is only a part of language. Language is expression and there must be something to express. We do not use dead language which is mere form but we use living words to represent living things. There is a language period every day for each class because of its importance. The lesson to-day will be oral and presented in the dramatized form. It will be what we may learn from a Mother Goose party.

Miss Musgrave then began with a number of the little tots, a small table, two small chairs, and a little more of appliances. Every character was represented by a child and each performed his part exceedingly well. Mother Goose, the leading character, a little star actress came on first and told why she thought she should have a party. Then came Mother Hubbard and her dog, a little boy on all fours, Georgy Porgy, Mary and her little lamb, another boy on all fours, Old King Cole, Little Bo Peep with her shepherd's crook, Little Boy Blue with his horn, Margery



Knox County

Daw, Little Jack Horner, Mistress Mary quite contrary, and Jack and Jill with the famous pail. As each came on he was welcomed by Mother Goose and the well-known rhymes were repeated. Then a lawn party was decided on and children's games were played, they formed a ring, they danced and sang, one song being a motion song. Then they all sat down to eats as the older folks do at picnics and they had a pretty free all around conversation in which each held on to the character represented and was so addressed. The play over, each left the stage bidding Mother Goose good-by and she in turn hoping they had enjoyed the doings. One little girl artlessly said she had had a "thankful time."

Next came a lesson on the proper use of the words *lay* and *lie*. One little girl on the stage called another from the floor and told her to lie down, which she did. Another was asked to lay a bean bag on the piano and that was done.

Then came a lesson on the correct use of the words *learn* and *teach*. One child said to another, "Will you teach me how to make a cake?" The other answered I will teach you how to make a cake but you cannot learn how to do it except you have (the materials which the child named.) The words were used also in connection with *pie* and *wash*.

The last of the lesson was an illustration of the correct use of the words *was* and *were*.

At the close of the lesson, all in the hall were pleased and manifested their appreciation of the work of Miss Musgrave and her little pupils by the most hearty applause. All, children, teacher, and students were delighted.

GENERAL NEWS NOTES

A general assembly of students was held twice a week, at the close of the second morning period. The first meeting was held in the University Auditorium. The room did not hold one-half of the registered students, and adjournment was had to the campus in front of the West Wing. From the balcony of this building the students were addressed by those conducting the various exercises held. 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.

The Kindergarten Department of the State Normal College has recently had important



Lawrence County

additions made to the equipment. Two well-furnished rooms give accommodations for about thirty Kindergarten children, formed in different classes. The Kindergarten Department is managed in a highly efficient manner, being under the supervision of two teachers of liberal scholarship and special training for their 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 Training School of the State Normal College is one of "*the best ever.*" There is not another school for the practical and theoretical training of teachers in Ohio that is its superior in plan of organization and efficiency and range of service. The school occupies a building of fire-proof construction and large enough to afford quarters ample for all possible needs. This building, put up at a cost of \$70,000, is a model in every respect. It has ten regular classrooms, twelve practice rooms, an auditorium large enough to seat 350 people, playrooms, and offices and restrooms. It stands within a stone's throw of Ellis Hall, the home of the State Normal College.

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 the other buildings on the campus. 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 Training School now includes all the elementary grades—from the kindergarten to the high school. Summer School students for 1915 will find all 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 pool is lined with porcelain-faced brick, thus making it easy to keep in good sanitary condition.



Morgan County

The Summer School for 1915 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 School-masters' 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 students.

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 personal touch with the instructor, who is, in nearly every instance, a member of the University Faculty.

In 1914, the Ohio University graduated a total of 213 students from all departments, the largest class of graduates ever sent out from the University.

Ohio University enrolled the past year 2,276 different students.

The State Normal College, at Athens, graduated a class of 137 well-trained teachers this year. Thirty-three of these graduates completed the regular four-year college course and received the degree of Bachelor of Science in Education; four completed the course leading to the degree of Master of Science in Education; one hundred and four completed the elementary courses, consisting of two and three years.

The school law gives the holders of these diplomas special recognition by accepting them, under easy condition, as temporary or permanent certificates authorizing the holders to teach in the public-schools of Ohio.

The State Normal College has made a long stride forward in establishing Training Schools



Morrow County

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 of the three schools. No professional Training School in the country can offer better advantages in the training of rural teachers.

The new building at Mechanicsburg, a cut of which is shown elsewhere, was put up under careful supervision. The surroundings are about all that could be desired.

The money used to support the Summer School is now derived from two sources—an incidental fee of \$3 paid by each student enrolled, and a special appropriation made by the Legislature of Ohio. The cost of carrying on the Summer School for the last ten years is shown as follows:

| Years | No of Students | Cost of Instruction* |
|-------|----------------|----------------------|
| 1903 | 423 | \$ 2,448.50 |
| 1904 | 557 | 3,121.85 |

*The sums given, save for the years 1913 and 1914, do not include payments made to University and Normal College employes, rendering service in the Summer School, who are employed by the year and for that reason have their annual salaries divided into twelve payments.

| Year | No of Students | Cost of Instruction |
|------|----------------|---------------------|
| 1905 | 650 | 3,676.50 |
| 1906 | 656 | 3,855.00 |
| 1907 | 678 | 4,256.00 |
| 1908 | 623 | 4,214.00 |
| 1909 | 731 | 5,200.00 |
| 1910 | 776 | 5,646.00 |
| 1911 | 883 | 6,270.00 |
| 1912 | 1,002 | 7,115.00 |
| 1913 | 1,138 | 12,018.41 |
| 1914 | 2,404 | 10,424.65 |

Fees were paid by the students, attending the O. U. Summer School of 1914, as follows:

| | |
|----------------------------------|------------|
| Registration and laboratory fees | \$8,622.75 |
| Room rents at Boyd Hall | 567.00 |
| Room rents at Women's Hall | 495.00 |
| Swimming-Pool Lessons | 158.50 |
| Room rents at East Wing | 12.50 |

Total \$9,855.75

This total has been deposited with the State Treasurer, Columbus, Ohio, and by him placed to the credit of Ohio University to be applied to "uses and purposes" of the institution.

Herewith is shown the annual pay-roll of Ohio University and the State Normal College under salary schedule adopted by the Trustees in June, 1914:



Muskingum County

| | |
|--|-----------|
| Professors and Instructors in Ohio University and the State Normal College | \$127,845 |
| Board Officers..... | 9,984 |
| Engineers and Janitors..... | 3,850 |
| Total..... | \$141,679 |

The Green and White, the student publication of Ohio University, made its appearance five times within the date-limits of the Summer School. The continuation of this creditable college publication throughout the weeks of the Summer term was due to the enterprise of two O. U. students, James De Forest Murch and Charles Don McVay, the former having charge of the editorial matter and the latter looking after the business end of the venture.

The wisdom of the State of Ohio in fostering three Universities, four with Wilberforce, is apparent to all who believe that education is for the many and not for the few. During the last collegiate year 2,276 different persons came to Ohio University. Many of these would have been deprived of educational opportunities had there been but one central institution of learning.

All women students attending the Summer School of 1915 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 educational 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



Perry County

enough to accommodate the hundreds of students who attended the well-planned exercises.

The academic procession on Commencement Day, June 18th, was an imposing affair. It started from Ellis Hall promptly at 8:30 o'clock, being formed in five divisions, namely, graduates from the four-year courses of the College of Liberal Arts and the State Normal College; members of the Faculty, University and Normal College; degree students—Masters—in course and honorary; diploma students from the Normal College, College of Music, School of Oratory School of Commerce, and Departments of Civil and Electrical Engineering; and members of the Board of Trustees and the Alumni Association. The line of march was from Ellis Hall north on University Terrace to Union street, west on Union street to Court street, south on Court street to the center walk, thence following the walk to Ewing Hall, in the Auditorium of which the graduating exercises in all their details were held. The procession was headed by a band of music.

The Summer School of Ohio University and the State Normal College, for 1915 will begin Monday, June 21st and close Friday, July 30th. No effort will be spared to make the work offered of wide range and of a high order of

academic and professional excellence. All departments of the State Normal College will be in session, and teachers who desire to prepare for professional recognition under recent legislative requirements will find advantages of superior excellence in the Summer School at Athens. Many students in the Summer School of 1914 were doing regular work in some one of the courses in the University and the State Normal College. Teachers are strongly urged to prepare now for that professional recognition which a diploma from the University or the State Normal College carries with it.

This is the second summer that any attempt has been made to give teachers a systematic course in physical training. The purpose of this course is not to give exercises for the benefit of the health and physique of the college pupil, as the gymnasium work in the regular session does, but rather to train teachers in the art of instructing their pupils in physical culture and hygiene.

While only a little over fifty are enrolled in the two sections, those who are taking the work are deeply interested and doubtless many more would be enrolled if they properly realized the value of the work given. This is evidenced by frequently hearing such remarks as, "This is the very thing I've been wanting," coming from



Pickaway County

teachers who have been out on the firing line and know something of the needs of the pupils under their care.

This course covers both the theory and practice of physical training. The latter is given in the gymnasium and the pupils are given practical demonstration of just how to conduct classes in physical exercises, games, etc., adapted to the school-room and play-ground.

In theory, the course takes up gymnasium nomenclature, best methods of teaching gymnastics, school and personal hygiene, and as much physiology and anatomy as time permits.

The present state mill-tax support of the University and State Normal College is as follows: Ohio University .0085 of a mill; State Normal College, .005 of a mill; Total .0135 of a mill. Realty and personalty in Ohio were assessed at \$6,481,959,158.00 in 1913. The authorized tax on this sum would give the University an annual income of \$55,089.00 and the Normal College, \$32,405.30—a total of \$87,494.30. A legislative act authorizes the Auditor of State to draw warrants on the State Treasury to increase the mill-tax support enough to give the University \$62,500 and the Normal College \$37,500—a total of \$100,000. Expectation is that the increased valuation of personalty in Ohio will cause the mill-tax to produce an annual revenue

of not less than \$100,000. The mill-tax will produce the \$100,000 of income when realty and personalty in Ohio have a total assessed value of \$7,407,407,407.

The total tax rate in Ohio, for all state purposes, is .450 of a mill, divided as follows:

| | | |
|--------------------------------------|-------|-----------|
| State Highway Improvement. | .3000 | of a mill |
| Common School..... | .0550 | “ “ |
| Irreducible Debt Interest.... | .0025 | “ “ |
| Ohio State University..... | .0535 | “ “ |
| Ohio University..... | .0085 | “ “ |
| Ohio University, Normal College..... | .0050 | “ “ |
| Miami University..... | .0085 | “ “ |
| Miami University Normal College..... | .0035 | “ “ |
| Bowling Green Normal School | .0050 | “ “ |
| Kent Normal School..... | .0050 | “ “ |
| Wilberforce University..... | .0035 | “ “ |
| Total..... | .4500 | of a mill |

The 80th General Assembly of Ohio made appropriation, approved by the Governor, for Ohio University as follows:

| 1914-1915 | |
|------------------------------|--------------|
| Personal Service | \$ 11,513.60 |
| Maintenance | 125,117.00 |
| Insurance | 369.40 |
| Tunnel Construction..... | 39,000.00 |
| Direct Radiation in Training | |
| School | 3,800.00 |
| Addition to Library..... | 11,300.00 |
| Total | \$191,100.00 |



Richland County

Mr. Andrew Carnegie adds \$13,700 to the State appropriation of \$11,300, thus giving a total of \$25,000 for the addition to the building. The contract for putting up the addition was awarded to Charles P. Kircher, of Athens, Ohio, at his bid of \$22,750. Architect's fees and extra construction will take up the remainder of the \$25,000 appropriated.

If there is a gala week in Athens any time during the year, Commencement Week is the time. Athens socially revolves around and dates to and from this important week in her yearly experience. Guests are invited for the week because everything socially is in a flutter. Every home is burnished and brightened inside and out for this event. The new clothing of the season is bought for, prepared, and worn on this occasion. It is a democratic affair. Aside from organization doings everything is open to the public and as a result the Auditorium is inadequate in nearly every instance. No other time of the year is the loyalty of the city for the big institution so manifest and it is a high commentary upon both the institution management, and the city as well, that this is so. Citizens generally appreciate what the Ohio University means to them from an educational and commercial viewpoint. And the sentiment for the institution as well as the institution itself is

growing, rapidly growing. Next week there will be over 1,000 students from all over the state and from adjoining states, flocking here for the six week's Summer term. It is to the interest of every citizen to give these young people the glad hand of welcome and assure them comfortable entertainment. Ohio University is the biggest asset of Athens from whatever standpoint you may view it.—*Athens Messenger*.

An editorial in a recent issue of the *Ohio Educational Monthly* has the following about the Ohio University:

The Summer Session of Ohio University enrolled over 2,400 students. The remarkable growth of this school is simply a part of the equally remarkable growth of the University in all its departments. When President Ellis entered upon his phenomenally successful administration twelve years ago, the outlook was not promising and even the most hopefully ardent friend of the institution could have had no vision of what the next few years were to bring about. The large, well-equipped buildings now in use and in process of erection, the beautifully kept campus, the united and earnest faculty, and the large and earnest student body all united to tell the same story—the story of success achieved in the midst of difficulty by intelligent, persistent, painstaking, and well directed effort on the part of President Ellis



Ross County

and those associated with him in the administration of the affairs of this historic university. In too many instances, the president of the modern college or university has little or nothing to do with the direction of its affairs, except in the most general way, each member of the faculty being a law unto himself and doing practically as he pleases. Ohio University, under the presidency of Doctor Ellis, furnishes a concrete example of a thoroughly supervised institution of higher education, by a president who is "on the job," all the time and who has thorough knowledge of what is going on.

The new Department of Home Economics made a very favorable impression on Fair visitors by its exhibits. A display exemplifying the needle arts was shown which served to correct the idea that domestic science means just cooking and that of the fancy expensive sort. But the cooks and the impromptu kitchen with furniture supplied by Athens merchants were the most attractive show in the new brick building. There day after day the young lady students used the oil heated range and the fireless-cooker in cooking the various kinds of food they mixed and prepared in the presence of visitors and when completed handed out to them. The appetizing odors drew crowds who ate up the different kinds of bread and cake made;

ate sandwiches and crackers, tasted delicious soups and drank buttermilk fresh from the creamery. People who saw, heard, felt, smelled, and tasted there wished they had a few more senses to be gratified and went home with the feeling that the domestic girls who make such things are all right, that the teachers are all right and that old O. U. is all right too. It is the boast of Athens that it doubled its population in ten years. The department for home effectiveness has doubled in one year and that advertising scheme will double it again in less than another year.

As the days grow shorter and the nights cooler, social activities along various lines begin to multiply. Conventions, fairs, and public gatherings of different kinds will come with increasing frequency during the next few weeks. Some of these will be events of general interest and much importance. But the event of greatest significance to Athens is always the opening of college. The second week in September will find faculty and students with us again and the town will take on the appearance which has come to be its normal one.

With two imposing buildings under way, the building for the Department of Agriculture and Domestic Science and the large addition to the Library, there will be conspicuous evidence of



Scioto County

the increasing greatness of the University. The people of Athens fully realize the city's greatest asset, and they are delighted with its growth during recent times. There are some however, who are perhaps not fully aware of the extent to which the University has spread out during the last eight years. A simple statement of the amount of real property which the President and Trustees have acquired for the use of the institution during this period casts much light on this point.—*Athens Messenger*.

Ohio University has a hospital which is exclusively for the "co-eds." This hospital is modern in every respect and is in charge of the Department of Home Economics.

The plan for its use, as outlined by President Ellis, is as follows: When any girl, who is a student in college, becomes ill and the illness appears to be an emergency case, Dr. Douthitt, the University physician, will be summoned, and he, if there is any doubt, will call the health officer into consultation and the patient will be removed to the hospital where she can be better taken care of than if left in a dormitory or a private home.

This hospital will be in direct charge of a competent head who has had experience in this kind of work and is highly capable of taking care of the hospital which is to be in the old

Welch residence moved to the rear of the lot to give room for the new "Ag." building now in course of construction on University Terrace. This residence has been remodeled and is entirely new as far as interior equipment is concerned.

Athens socially and commercially regrets that this is the last week of the Summer School. The twenty-four hundred students who have been here for the past six weeks have proven themselves to be a fine lot of young men and women of serious purpose and of industrious intent. It is no reflection on the high quality of students of former terms to say that the present student body is superior in many ways. The average is greater and many, having been here before, located themselves earlier in the work and have therefore kept themselves down to business better. The faculty speaks enthusiastically of high efficiency attained in classes and from the standpoint of accomplishment this has been the banner term not only in numbers but in quality of work performed. The Summer students represent the flower of the profession, because they appreciate their lack as teachers and come here determined to improve, consequently go back to their schools better equipped in every way for their work. Athens is indeed fortunate to have the privilege of taking care of these people during the heated season and the



Tuscarawas County

students are equally fortunate in having a school of such high classed instruction to attend. We welcome them back to succeeding summer terms and to the regular university course, with the assurance that a more capable or more efficient faculty of instructors cannot be found elsewhere in the state.—*Athens Messenger*.

The Ohio University at Athens by a large majority leads in the number of Summer School students this year. At Athens at the time of the local report there were 2,395 enrolled. The large attendance at the Ohio Colleges and Normal Colleges this summer is due to the fact that the new school laws require normal training. In the entire state the normal school students this summer number 9,527. Of this number 1,305 are taking agricultural work, and 616 domestic science.

"*The Green and White*," the official organ of the students of the Ohio University and the State Normal College, is a college publication that ranks among the best of its kind issued in this country. It represents the college life of Ohio University in all its phases, and is a true exponent of college spirit as exemplified in the life of the student body of the institution. Its pages are filled with original matter of a high order of merit, and all the news of happenings

that are incident to college life. This publication is now on a solid basis financially and is in the hands of a staff of writers whose names are a promise of better service than has ever marked the preparation and issue of the publication in the past. I most heartily commend it to the favorable consideration of all students, both old and new, and to the earnest members of the University Alumni scattered all over the country. One manner of attesting loyalty to the University is in the support of a paper which reflects university life and which stands as an advocate of university integrity and the up-building of the institution in all features essential to its welfare and uplift.

Dr. Alston Ellis, who has been the executive head of the Ohio University since the fall of 1901, was Wednesday re-elected president of the institution by a unanimous secret vote of the Board of Trustees. Dr. Ellis has often made the statement that he will not quit "Old Ohio" as long as there is not peace between the three state-supported institutions of higher learning.

President Ellis was re-elected for a term of five years beginning September 1, 1915, at a salary of \$6,000 yearly. He is to continue to live in the President's home on South Congress street.



Vinton County

In addition to re-electing Dr. Ellis the board unanimously adopted a very flattering resolution asking him to remain in the service of the Ohio University instead of retiring to private life in the new home he has erected near Cincinnati.—*Green and White*.

The alumni, students, faculty, and friends of the Ohio University everywhere are mightily pleased with the action of the Board of Trustees of the University when it re-elected Dr. Ellis president for a period of five years or until September 1919, an extension of three years of his present term. There can be little said that has not already been said of the efficiency of Dr. Ellis at the head of the University. It is a matter of common knowledge that the old institution has taken on a new life under his administration and that he has laid a foundation for still greater growth within the next decade than has been experienced in the past. It is fitting and proper that he be continued at the head, surrounded with such assistance as to conserve his strength and usefulness for many years to come. He has worked hard and diligently in the past, perfected his organization and placed the University on such a basis that the next ten years will be but child's play for him contrasted with the past ten. It is more a matter of direction now than initiation and Dr. Ellis can handle the affairs now with less

effort and with more efficiency than any man who might be selected in his stead. That is the thought the board had in mind when taking the action. Dr. Ellis has frequently announced that he would retire at the end of his present term but now that the board has unanimously requested him to continue, we believe that if his health remains good he will yield to the board's wishes, and remain so long as he may be of service to the University.—*Athens Messenger*.

According to action taken by the Board of Trustees of the University during the week of Commencement the building known as Center Building has had its name changed. In the future the structure will be known as Manasseh Cutler Hall, in honor of the man who was one of the leading spirits in the founding of the college. The structure was built in 1817 and is the oldest college building in the "Old North-West."

Professor D. J. Evans, the "grand old man" of the Ohio University faculty, is having a happy commencement, having received word of his recognition by Lenox College, which has conferred the honorary degree of Doctor of Laws upon him, and from the fact that the Ohio University bestowed the honorary degree of Master of Arts upon his son-in-law, Mr. Arthur Howe Carpenter, of Crafton, Pa.



Wood County

Lenox College, which is located at Hopkinton, Iowa, is among the leading Presbyterian colleges of the country, and before this institution bestows a degree *pro honore*, a most careful investigation is made as to the scholarship and record of the recipient.—*Athens Messenger*.

Miss Mary J. Brison, head of the department of drawing and hand-work in the State Normal College, has just been elected President of the Art Teachers' section of the Ohio State Teachers' Association, which recently closed its annual convention at Cedar Point.

This morning, from the West Wing balcony, President Ellis made a lot of announcements to the students congregated on the campus below.

Referring to the Extension Department of the University, he said that the Ohio University was the first in the state to have such a department, and that increased appropriations have been made by the legislature for its support. During the coming year the extension instructors will reach a thousand students who cannot attend the University, and credits will be given them for their work the same as if the work was done at the University.

Referring to the near approach of the end of the school he said he had no doubt some were

getting weary and did not feel like attending all the lectures. All cannot for there is not space to accommodate them, so he emphasized the necessity for attending to class work before anything else. "Secure your credits," he urged, "you get none for attending lectures, and no material benefit from anything outside."

Dr. Ellis said that next summer the new building will be completed and that accommodations for boarding 250 or 300 students could be had there. Complaints as to undesirable quarters will be investigated and due preparation made for rooming the 2700 students next year. The cost of this Summer School has been \$16,424.65. As to the future of Normal Schools, county and other, he said the Ohio University will recognize all Normal Schools and Summer Schools under state supervision and accept credits given by them, but others will be regarded as mere side-shows and will not be recognized.—*Athens Messenger*.

Miss Irma E. Voigt, Ph. D., Dean of Women, has begun a systematic visitation of houses where the women summer students are expected to room during the Summer School next year. All persons who are willing or who wish to have roomers next year should so inform Miss Voigt by phone and she will visit the persons so getting into communication with her and look over



Northwestern Ohio

the rooms and accommodations offered and get all necessary information. There is no doubt but there will be a greater number of students here next summer than have been here during the last few weeks. Twenty-seven hundred will probably be here, perhaps more, and preparations for them must be made early so that all may be properly accommodated. Miss Voigt begins a year ahead. There will be plenty of rooms offered so those wishing to make some pleasantly earned money next year should apply at once.

Merchants report a noticeable increase in business since the arrival of the summer student throng. We don't mean the grocers and meat markets who have practically doubled their sales, but the dry goods, clothing, furnishing, and shoe merchants. Our summer visitors are keen to take advantage of the summer bargains offered by the class of stores mentioned, and furthermore, citizens who are furnishing rooms to these students have more pin-money than usual. Every little helps. Eighty odd thousand dollars brought in here and spent during the six weeks helps every body.—*Athens Messenger*.

Fully 2,000 persons attended the joint reception given on the University campus by the Christian Associations in honor of the Summer

School students. The affair was the "greatest" in the history of the University and the greater portion of the front of the big campus was required to accommodate the "received." The students were divided into county groups with stunt leaders for every group and the result was a conglomeration of fun and noise which has never before been equaled in Old Athens.

The Department of Home Economics in the Ohio University has been steadily growing ever since its beginning, now nearly three years ago. During the first week of the Summer School 110 students enrolled and received instruction in the domestic arts and sciences. Last year at this time the number was 65. The growth is an indication of need on the part of students and the admirable instruction given by the teachers. Thirty-three young ladies graduated from this school in June in the two-year course, receiving diplomas that are regarded as evidence of ability and skill, of having learned and being able to teach. At least one-third of these graduates have already obtained good positions as teachers at salaries ranging from \$55 to \$60 per month during the school term of nine months. The instructors during the summer term are Miss Elizabeth Bohn, principal, who has been here ever since the department was instituted and has managed, taught classes, and lectured here



Southwestern Ohio

and at Farmers' Institutes with great success; Margaret Farnam, Alice C. Smith, and Elizabeth Reeves, the last named being a graduate of the Class of '14. These young ladies give instruction in plain and fancy cooking and in food study, plain sewing, model sewing, art needlework, and dressmaking; home nursing and emergencies, including care of babies and older children; household management; home adornment; observation and practice teaching. When a girl graduates from this department she is admirably prepared to become a teacher and earn a good salary, giving instruction in a line of work that is daily becoming more popular and for which teachers are in increasing demand at good salaries, or she is ready to enter at once as a model home keeper in the discharge of domestic duties if a proper partner is available.

In a few short weeks the bulk of the Summer School students will be back in the school room—some in the country, some in the city—teaching.

What will they teach? Readin', 'Riten' and 'Rithmetic, possibly a little agriculture, physiology, and Geography? Is that all? If it is, there's not much good done by teaching.

The true teacher should teach a life. Books have their place, but they are not all of life. They are only a phase. Some folks say that

the church should teach the moral code, but the day has passed when we conceive a life from paper pages and chiseled stone. The teacher in any school anywhere can make more real men and women by living true himself than teaching hundreds of books well and living a life filled with bad examples.

We sometimes think that a large part of this Summer School instruction goes for little or nothing because the professors put the science of teaching so far above the science of living. Why wouldn't it be practical to establish a chair in the Normal College to teach prospective teachers how to conduct themselves in the school room and out of it; to tell them how a kindness here, a smile there, and a life all the time would double the effectiveness of their teaching?

Books are much but not all—a life is greater! There will be much more pleasure in after life to hear a former pupil say: "I owe my life and what I am *to-day* to my teacher," than "That old codger certainly did know his books." —*The Green and White*.

At the University swimming pool an exhibition and contests were held by the Summer School pupils of Dr. Douthitt, who have been taking lessons this summer. The majority of



Calvert Club

those who entered the events were those who have learned to swim this summer.

A great crowd was in attendance and enjoyed the affair thoroughly. The pupils of Dr. Douthitt have made wonderful progress this summer.

So great was the influx of students for the summer term at the Ohio University that the Commercial Club came to the rescue of the University authorities in order to assist in locating the newcomers. It is impossible to ascertain this afternoon how many are here. No one can tell how many will come.

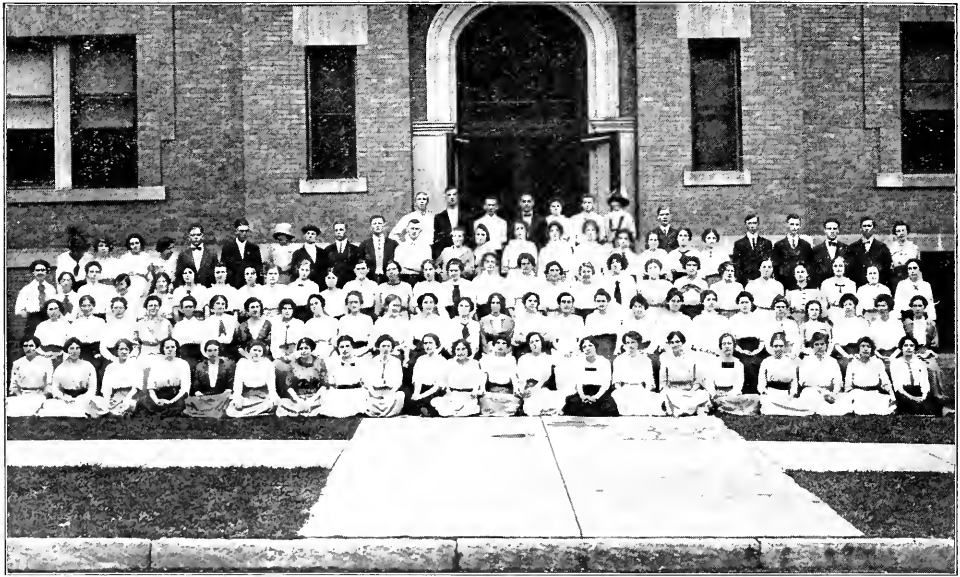
Yesterday afternoon a committee from the Commercial Club got busy with automobiles and hauled scores of new students to their quarters. In addition a committee assisted Secretary Sam Shaffer in locating more rooms. Up to late this afternoon all the students had been located suitably, but there is no doubt that it will be necessary to open up many homes to the students which have never before been used for this purpose. In no other manner can they be cared for.

The streets are filled with new students, hundreds of homes are entertaining them, and the eating houses have all they can do to feed them.—*Athens Messenger*.

The Farewell Reception on the campus was a great affair. The space in front of Ewing Hall, where the Athens band was placed, was brilliantly lighted by big lamps specially hung, so that it was almost as light as day there. About 400 Japanese lanterns hung on light wires stretched from tree to tree about the campus shed dim light under the great overshadowing trees, making a peculiar oriental effect. Such a sight was never seen on the green before. The nearly 2500 students and members of the faculty with hundreds of the town people probably 4,000 in all, stood around in groups and masses engaged in conversation. The Athens Band played in delightful style filling the air with inspiring strains. Miss Liston's pupils stood on the balcony of the West Wing and sang college songs that set the atmosphere into tremulous vibrations that found sympathetic chords in the ears and hearts of everybody within reach.

Then came the ice cream in cones. Sixty gallons of ice cream and 2,400 ice cream cones were rapidly served and disappeared on their cooling mission down the thirsty throats of the passing students.

The "studes" were greatly pleased with the treatment received from the college authorities and the town people for this last and all expressions of good will toward them. They seem to



Masonic Boarding Club



Adams County



Marion County

think Athens is one of the best towns on earth and the "O. U. S. S." the best school.

The affair was made possible by donations from the business men of the city through the activity of the Athens Commercial Club. Dean Irma E. Voigt was in active direction of the reception in all its details.

Ohio has the biggest Summer School in the State—that is ancient history; and the biggest thing in Summer School and therefore in the State is Professor Richeson's class in Rural School Didactics. This class enrolls seven hundred and sixty-three. It is in fourteen sections. This class studies methods of teaching in the rural schools, in addition to some work in school management and school law. The method work is given by Professor Richeson in all sections and the Rural Training School at Mechanicsburg gives a practical demonstration of the methods taught in class.

One of the features of the work in this class was the dramatization of the stories of *The Three Bears*, *Spring*, and *Three Little Grandmothers*, in Ewing Hall Auditorium by the pupils of the Rural Training School. The Auditorium was crowded to its capacity and the children took their parts in a manner that delighted the

audience. None of the work presented was too difficult to be given by the children in a one-room country school. The aim of the Department is to give practical work, that the teachers can carry home with them and put into use in their school rooms every day, as well as to inspire them with higher ideals for their work.

In addition to the big class there is in this Department, and taught by Professor Richeson, a class in County, Village, and District Supervision, in which there are twenty-eight students, and a class in Rural School Course of Study, enrolling forty-eight students.

If each teacher in these classes has twenty pupils in his school next year, the instruction given here this summer will reach and benefit nearly seventeen thousand children.

Another Report—There were between 3,500 and 4,000 people on the campus last evening in attendance at the farewell party to the 2,400 summer students. It was a most imposing and unusual assemblage in point of numbers for a city the size of Athens. Citizens from all classes circulated freely showing their good will and good wishes to our summer visitors from all over the great State of Ohio. Such affairs can result in nothing but good for the University.



Franklin County



Gallia County



Licking County

the city, and the students themselves. Cordial treatment of the students will encourage many to come back and complete some of the numerous courses here offered even if such an idea was the farthest from their minds when they came. It is good for the city to loosen up and play the host to such a host. It argues for concerted action and community welfare. It is a practical illustration of the much needed get-together spirit. So on the whole, and speaking generally and particularly, the affair last evening was a wholesome success.

The directors of the Masonic Temple company leased to the University its banquet room and culinary equipment to be used as a boarding club for students during the summer term of the University. A well-known caterer had charge of the enterprise.

The University authorities were having difficulty in finding accommodations for the great influx of students who came and while the citizens responded patriotically to the demand for rooms, the question of boarding facilities seemed insurmountable until the plan of engaging the Temple dining room was hit upon and satisfactory arrangements were made with the directors.

Dr. Henry G. Williams, Dean of the State Normal College at Ohio University, Athens, was to-day appointed Supervisor of Ohio Normal Schools, at a salary of \$4000 a year. He is one of the best-known normal-school men in the United States. Extensive experience as a writer, lecturer, editor, teacher, public speaker, and administrator has made him known to teachers and educators throughout the country. He will in all probability accept the new work and begin his new duties very soon. Who his successor here will be is not known, but it is understood there are several aspirants in the faculty.

Dean Williams has been a teacher and administrator for 33 years, teaching in all grades of the public schools, rural, village, and city. He has been a high-school principal, for six years was school superintendent at Lynchsburg, occupied a similar place at Bellaire two years, and at Marietta four years, and has been professor of School Administration and Dean in the State Normal School since June, 1902. For more than 11 years he has been editor of "The Ohio Teacher." He is the author of "Outlines of Psychology" and "A Course of Study for Elementary Schools," and now has in preparation a work on Helen Keller and a treatise on "The Science and Art of Teaching."



Ottawa County

The new position of Dean Williams is a real promotion in an educational sense, as there are very few normal school directors in the entire country. Real recognition is made of his work, as no man has done more than Dean Williams to standardize the work of the schools of the United States.

Dean Williams has been at the head of the Normal College here for twelve years. He organized the Normal College and wrote its course of study, which was the first course of study for teachers in Ohio. When Dean Williams first took charge of the Normal College there were 47 students in the courses and at the end of the year there were 101. The wonderful growth is shown by the fact that at this spring course alone there were 830 Normal College students, and to-day there are 1,000 more than in any other Summer School in the entire state. The entire Summer School is now working smoothly, as by last Wednesday all classes had been divided, teachers had been provided, etc. Some classes are now divided into twelve and fourteen sections. All this was done with nearly 1000 more students than were expected.

Dean Williams will start his work with the State very soon. The first year's work, while requiring the presence of the Dean in Columbus,

will be a strenuous one. The supervision of the normal schools of the state under the new laws means the arrangement of the courses of study. New normal schools must be located and training schools in each county organized.

Announcement of the successor of Dean Williams will likely be made soon. The hiring of a new Dean of the Normal College has been referred to President Ellis by the Board of Trustees.—*Athens Messenger*.

Yesterday morning the committee on teachers and salaries of the Ohio University board of trustees, composed of President Ellis, E. J. Jones, and C. C. Davidson, appointed Prof. Richeson as Dean of the State Normal College to succeed Dr. Henry G. Williams, resigned. He will be paid \$3,000 a year and will assume his new duties at once.

For the past four years Prof. Richeson, who is a young man full of vigor and educational enthusiasm and intensely popular among the students of the State Normal College as well as the College of Liberal Arts, has been at the head of the rural education department of the Normal College. He is a native of Champaign county where he began his career as a teacher. He came to the Ohio University from Lee's Creek, Clinton county where he organized the central-



Union County

ized schools which became famous for their efficiency all over the United States and were long a model for centralized rural schools. He was at Lee's Creek for five years, and before going to that place he organized the centralized schools at Westville, Champaign county. He graduated from the Ohio University in 1910 receiving the degree of B. Ped.

It is understood that there were several members of the O. U. faculty considered for this position and applications were received from educators in many parts of the county. Prof. Richeson has been intimately associated with Dean Williams in his work, which he will carry on from to-day, having plunged into the thick of it at once upon his appointment. He is regarded as an extremely efficient educator with a personality which has gained favor in all his life work.—*Green and White*.

A memorable event in the life of Dean Henry G. Williams occurred at his home yesterday evening. When President Ellis and the faculty of the Normal College visited him in a body, presented him with a handsome large, black leather, traveling bag and silk, folding umbrella and his private secretary Miss Nelle Scott, with a beautiful hand mirror and silk umbrella.

Prof. Edson M. Mills made the presentation speech in which he spoke in glowing terms of the high regard in which the Dean is held by every member of the faculty, his high ability as an educator and organizer, his unflinching courtesy, uniform kindness, and exalted character. He said "we rejoice in your advancement and feel your worthiness and hope that the present whenever used will revive pleasant memories."

Dr. Ellis spoke of his intimate acquaintance with the Dean during the twelve years since he first got the Dean in the position he has ever since held as head of the Normal College. He congratulated Mr. Williams on his successful career at O. U., extended best wishes for his success in his new field of endeavor for which he felt the Dean well qualified.

The Dean accepted the presents and good wishes in a short speech full of feeling. He spoke of his twelve years work at O. U. of which he said he was not ashamed. He said he felt the new work afforded enlarged opportunities in educational helpfulness; that he had refused to accept the appointment for several weeks, and will have indirect communication with the college in his official capacity as State Supervisor. When he first came to Athens twelve years ago a state normal college was an experiment, a new



Washington County

thing but it had proven a success. The number now in attendance and the number of graduates in the last twelve years proved the need for and success of such a college. Of the graduates few have been failures and many have met with marked success. He announced that he will leave Athens next Wednesday to assume his new duties.

Prof. J. J. Richeson spoke of his indebtedness to the Dean; of the new era in education and the vast influence over the young that goes out from teachers who receive instruction and inspiration at the normal college from members of the faculty, especially its head. In conclusion he said: "We all wish Dean Williams God speed."

Prof. F. S. Coultrap declared he could not express his feelings of admiration and respect for the Dean who had always been so efficient, courteous, and kind but that he knew he had the love and best wishes of all. He also said that the Governor of the State could not get a better man for the place than Dean Williams and he thought it would be difficult to secure a successor who will not be at a disadvantage because of his predecessor's ability.

Prof. Treudley spoke in the highest terms of his respect, admiration, and love for the Dean

and he also spoke in very complimentary language about Miss Scott.

Miss Emma S. Waite, Principal of the Training School presented the mirror and umbrella to Miss Scott with words of praise for her faithfulness, fidelity, and diligence.

Prof. H. R. Wilson spoke in eulogistic terms of the Dean as did also Prof. T. N. Hoover who said he was not a candidate for the vacancy left by the Dean's promotion.

Others who spoke in honor of the Dean were Prof. F. C. Landsittel, Dr. Chrisman who also spoke of Miss Scott's work in the Sunday School, and of President Ellis leaving a man alone with out interference when he knew he was competent and he did not pester a man about little things. Others who spoke were Miss Elizabeth Bohn, Dr. S. K. Mardis, Dr. Willis L. Gard, Dr. W. F. Copeland, and Dr. W. A. Matheny.—*Athens Messenger*.

About twenty-five students of the Normal College went to the home of Dean H. G. Williams Monday evening and presented him with a handsome gold watch on behalf of the students in his department. The affair was a complete surprise to the Dean. Miss Fishel presented him with the watch and he responded



Western Reserve

in a speech full of good things. Prof. C. C. Wood acted as chairman of the meeting, and talks were made by Bert Thompson, Miss Dowd, Messrs. Franz, Lyle, Blumenthal, and others. Dean Williams left Wednesday for Columbus to take up his new work as Supervisor of the Normal Schools of the entire state. He continued his teaching here until evening. Miss Nelle Scott, who has been his efficient secretary for the past eleven years, accompanies him to Columbus to continue in his employ in the *Ohio Teacher* office. The *Ohio Teacher* will have offices in Columbus where Supt. George W. Tooill becomes managing editor. Dean Williams began his work in Columbus yesterday morning at nine o'clock.

In his talk to his students Monday evening he spoke of the Normal College and the high standards which have been maintained, speaking of the part the Normal College has played in establishing the standard in the entire county. The graduates of the Ohio Normal College are accepted at any of the large graduate schools in the country without conditions and graduates are now working in Columbia, Harvard, Cornell, Clark, Chicago, and other schools.—*Green and White*.

The Summer School Students' Literary Society

had a great meeting last night. Notwithstanding the sweltering heat the Auditorium of Ewing Hall was crowded to the limit, every seat being occupied and all the standing room along the side walls and back as well. The great attraction was a short address which it was understood was to be delivered by Prof. J. J. Richeson the newly installed Dean of the State Normal College. The applause with which he was greeted by the students every time he stood up gave evidence of the love the young people have for the Dean as well as of the enthusiasm with which they seem chock-full. He seems to inspire it.

Miss Clara Leydorf was in charge and the program consisted of songs by a mixed chorus led by Miss Liston, the new song written in honor of the Dean, sung to the inspiring tune of *Marching Through Georgia*, sung by all, a piano solo by Mr. Bower, a reading by Miss Maynard, and two readings by Prof. Morgan, a new member of the faculty, who will be in the extension department.

When Dean Richeson rose to speak, he was greeted with the Chautauqua salute and then hand-clapping applause.

He expressed the gratification with his reception which was beaming from his face and was



K. of P.'s and Pythian Sisters

apparent in every motion and tone. He said he thanked the students from his heart, and that seemed close to his mouth, that the occasion was bound to bring forth something, and it certainly did; and he asked how it was possible for him to fail with such a feeling manifested toward him by students and faculty. It was this feeling which had caused him to decide to accept the onerous duties of the position and he could think only of success. "The Summer School is dearer to my heart than anything in the world except my family," he avowed.

Speaking of the school he said the influence of the teachers receiving instruction here this summer will go out to thousands of schools and through them to hundreds of thousands of persons and the influence of old O. U. goes every-where for good. He commended the diligence and working qualities of the students by saying it was the best working bunch that ever came to Athens and that among them all was not one he would not go out of his way to assist. The manifestations of others, however, do not make a successful Dean and work is needed, for human life is not cast in the same mold as anything else and each individual is different from all the others. Hard work is the secret of success. Every teacher is a half trainer.

Life itself is passing more and more from parents to teachers who have the greatest opportunities to influence the children in their care. He told the hearers to be faithful and do their work, even if their salaries were low, and better pay will follow.

To be able to teach requires training as well as knowledge and natural ability. The doctor and the veterinarian require special training and so do people in other professions and so do the teachers. No man or woman is too big to teach a country school nor can anyone know too much to teach even ten or twelve children. Get ready for more, better, and greater work. Be equal to the next opportunity. Make a reputation by doing all things well. Don't take a position you are not equal to. Better occupy a small place and succeed than a larger one and fail.

The Dean illustrated his plea for diligence and faithfulness by Christ's parable of the talents and other Scripture.

He concluded by saying that he hoped the interest in him manifested by the students would inspire him with a similar interest in them.

The song dedicated to the Dean is as follows:



Masons and Eastern Stars

(Tune: Marching Through Georgia.)

WORDS BY P. G.

- I. We're the O. U. Normal crowd,
 We drink at O. U.'s fount;
 Watch us and you'll see us
 Up the hill of learning mount;
 For our new Dean Richeson
 Is one on whom to count
 When students battle for vict'ry.

CHORUS

Hurrah! Hurrah! We'll sing his praises loud;
 Hurrah! Hurrah! We are the jolly crowd;
 And we'll lift Ohio's schools
 That now the clouds enshroud
 With such a leader to help us.

- II. He can be depended on
 To lead each student right;
 For his rich experience
 Will flood the way with light;
 And his every heart throb
 Is a high appeal to right,
 Duty and noblest endeavor.

- III. We gladly have our Normal School
 In his tried, trusted hand;
 For we're sure he'll keep it up to
 Any in the land.
 And its students forth will go
 A strong and winning band,
 Boosters for him and our Normal

CHORUS

- IV. Our keen-visioned President
 Gives proof of honor due;
 We will make the welkin ring,
 His choice was wise and true;
 His great personality
 Is felt the whole school through,
 All honor to him and Ohio.

CHORUS

—Athens Messenger

An institution training so many students as does the Ohio University would quite naturally be called upon to recommend suitable applicants for various positions. The Ohio University has always tried to meet this demand, and as a consequence, hundreds of teachers have found lucrative employment. This has always been done on the recommendation of the President, Deans, and Heads of Departments. Much of this work would necessarily fall upon the Dean of the Normal College.

The Ohio University does not promise positions to its graduates; but no graduate, it worthy, has ever failed to secure a place commensurate with his ability.

The rapid growth of the Ohio University in attendance necessitates the organization of a Bureau or Clearing House, where Boards of Education and Superintendents may come and secure information concerning candidates for positions. The President believes the Alumni and Extension Department is the logical place for such a Bureau. It will be the policy to collect and keep on file such data that a teacher's fitness may be readily learned. Estimate certificates from Class Professors, Superintendents and Boards of Education will be procured. The Bureau wishes to establish confidence in its rec-



Bishopsonian Club

commendations and will, therefore, not give extravagant praise to teachers in order to enjoy the prestige of having filled numerous places.

Its policy is to get the right teachers in the right positions, and with this as an aim, it stands ready to be of real service to the schools of Ohio.

How many are aware that O. U. has one of the finest college electric plants in the state? It is located under the hill beyond the government building and at the foot of the tall metal stacks. It cost fifteen thousand dollars and provides for more power than the city of Athens is now using, or than its plant is capable of furnishing. It is now completed, with the exception of connection of the cables from President street to the power house which will be made as soon as the tunnel is completed. This will be done in time for the use of electricity in the college buildings at the opening of fall semester.

The plant was designed and the plans and specifications were drawn by Professor A. A. Atkinson assisted by Prof. G. E. McLaughlin who, as engineers, represented the university; also for bids, superintending the letting on November 5, 1913 and supervising the installation of all machinery in the power house, the laying

of the lead covered cables in underground conduits, and the placing and connection of the transformers. They also issued the estimates from time to time for the payments on the various contracts, and conducted the final tests on the machinery when installed. It has been fortunate for the university that it could have its own engineers thus to design its electric plant and superintend its construction. They have not only been able to provide a plant exactly adapted to the requirements of the university for the present and future but have saved the institution between \$3,500 and \$4,500 in its construction. The specifications were drawn in eight sections and bids were asked on the separate sections of the work, thus enabling manufacturers to bid directly to the institution for college use, under which conditions the very lowest price was obtained. Had an architect's engineer drawn the specifications the plant would have been let as a whole, which would have eliminated the manufactures of the various machinery and appliances as bidders, since they are not general contractors, and thrown it into the hands of engineering contractors who would exact a nice profit from every item going into the plant and to whom the manufactures' prices would themselves be considerably higher than



Madison County

if made to the college direct. The above named saving has been carefully estimated and is correct.

The plant is modern in all details and as complete as the money appropriated for it by the legislature and the time and thought of its designers could make it. Steam is to be generated in the four water tube boilers which have already been used to supply heat to the various college buildings and dormitories. Two 120-horse power Skinner engines are each to drive a direct connected General Electric generator and exciter furnishing together 150 kilowatts of three-phase alternating current electric power at 2,300 volts. A Bruce-Macbeth 100-horse power four cylinder gas engine is directly connected to a 65 kilowatt generator and exciter similar to those already mentioned. This is to be used in the spring and summer when less power will be needed and when the boilers are not fired for heating purposes. The steam engines will be run during that part of the year when heat will be required in the buildings and the boilers would be fired for heating. The exhaust steam is to be sent either into the heating system thus saving what would otherwise be lost or when not so needed, through an open feed water heater from which water is supplied to the boilers. The switchboard is a model of compactness and

completeness. It consists of seven panels carrying all the up-to-date instruments and appliances for indicating the phase, power factor, grounds, instantaneous watts, volts, and amperes, recording the total watt hours and furnishing means of regulating and control of the various generators, exciters, and the voltage of the power lines and protection against overloads and shorts. A special panel is provided for a 25 KW. direct current generator also located in this room which furnishes direct current power for experimental testing work in Science Hall. This will be at 150 volts. The college already has a 40-horse power two cylinder gas engine within the east area wall of the gymnasium which provides direct current power for the shops and manual training department.

The plant is arranged so that any one of the four units may be run at any time and any two or all three of the alternators in parallel when necessary to provide for large loads. The power is carried to the various buildings through underground cables. The final tests conducted by the engineers in charge of all the work showed remarkable flexibility as well as overload capacity of all the machinery. Not only could the two steam driven alternators be thrown into parallel smoothly on any load even 25 to 50 per cent. overload, but the gas engine unit

paralleled nicely with either or both the steam units on any load. The gas engine when running alone was loaded up to 25 per cent. more than rated load. An auxiliary gas engine drives an air compressor to supply storage cylinders with compressed air for starting the large gas engine. The total capacity of the plant is nearly 400-horse power including the direct current unit, and at overload, of course, will exceed this. A tile floor adds to the appearance of the power house, and to the comfort of the operators. Call and see it when college opens next fall.—*Athens Messenger*.

One of the busiest places in the entire city in the past day or two, is the faculty room at the university which has been converted into a union railroad ticket office. All three of the local railroad lines have ticket agents at work preparing transportation for the students the majority of whom will leave Athens to-morrow afternoon upon the completion of their six-weeks' work.

Both the K. & M. and Hocking Valley will run special student trains out of Athens Friday afternoon. Both will be Columbus trains. The Hocking train will leave at 12:30 and will make stops at Logan and Lancaster, junction points. The K. & M. train will leave at 1:30 and will make stops at Rendville, Corning, New Lexington, and Junction City. All local passengers on these roads must take regular trains.

So far about 1500 tickets have been sold to the students at the University office and the end is not yet. Prof. T. N. Hoover is in general charge of the transportation plans which embrace baggage, an information bureau, etc.—*Athens Messenger*.

The exodus of summer students took place yesterday and to-day and will continue to-morrow. A comparatively few were among

the early birds in the preliminary flight and like the main body which left to-day they went in every direction. Nearly 2,000 left to-day on special trains and on special cars attached to regular trains. Those staying over to-night will nearly all leave to-morrow and Athens will resume the condition that always prevails in August. The young people who have been here for six weeks are an extra good class of worthy young people who made an excellent impression on the people of the city with whom they came in contact and they have gone away with feelings of respect for Athens citizens on account of their kindness toward them and a feeling of satisfaction with the school and their instructors. The majority of the students were here for the first time though some were here before and preferred coming again rather than attending the State Normal College nearer their homes. Many have expressed their intention of coming here to Summer School next year, and some who were here for the first time this summer are so pleased with their teaching and treatment that they will come back in September and take up a regular college course. All the trains out to day were packed to suffocation but all arrangements for their departure were well-planned.—*Athens Messenger*.

When you come back next year, Ohio University will be bigger and better than ever, to use the circus poster language.

The new Agricultural building will be completed, the new Library addition will be occupied, and the campus will look better. Athens will be a better college town. Better rooming facilities will be offered.

There will not be a better-equipped University in Ohio to entertain a Summer School. Not a year in the last twelve has passed but that Ohio was bigger and better. You'll want to see the bigger and better Ohio next summer.

SUMMER SCHOOL OF 1914

| | | | |
|----------------------------------|--------------------|--------------------------------------|------------------|
| Acton, Muriel | Westerville | Barnes, Harry | Athens |
| Adams, Louise Viola | Short Creek | Barnes, Vernon Wellington | Summerfield |
| Adams, Mary Elizabeth | Beaver | Barnett, Edie Olive | Hartley, W. Va. |
| Addicott, Cora Elizabeth | Williamsfield | Barnhill, Amy Gertrude | Gaysville |
| Addicott, Harold Brown | Athens | Barnhill, Clara Daisy | Gaysville |
| Albert, Homer Clark | Somerset | Barnhill, Lulu Anna | Gaysville |
| Albright, John Grover | Athens | Barnhill, Walter Everett | Gaysville |
| Albright, Mabel Grace | Verona | Barringer, Alma Ozilla | Rockyridge |
| Alexander, Hope | Sitka | Barrows, Edith Louise | Athens |
| Alexander, Margaret | New Straitsville | Barstow, Harry | Athens |
| Allen, Carrie Ocella | Sayre | Bartholomew, Othniel Ode | Union City, Ind. |
| Allen, Effie Ida | Haydensville | Bartlett, Helen Marie | Marietta |
| Allen, Ella Marie | Glonster | Bartlett, Shirley Clyde | Crooksville |
| Allen, Lora Rebecca | Norwich | Barton, Ernest | Reedsville |
| Allen, Myrtle Frank | Wellston | Barton, George Marshall | Ashland |
| Allen, Nina Marie | Milledgeville | Basom, Florence | Athens |
| Allison, Eliza Maude | Toronto | Bauer, Emory | Waverly |
| Allison, Howard C | Cumberland | Bauer, William | Mansfield |
| Alspach, Anna Ione | Canal Winchester | Baugh, Josephine Mildred | Nelsonville |
| Alspach, Chester B | Canal Winchester | Baughner, Donald Alden | Danville |
| Amerine, Arthur T | Creola | Baughin, Maude | Summerfield |
| Amerine, Ivan Robert | Creola | Baughman, Kathryn Laura | Bellville |
| Amerine, Minnie | Lancaster | Baughman, Vergil Guy | New Mansfield |
| Amerine, Sara Leota | Summit Station | Baumgardner, Mildred Katherine | Lancaster |
| Anderegg, Amy Magdalena | Tippecanoe | Baumgarten, Neva Mildred | Newark |
| Anderson, Glen | Summerfield | Bates, Ethel | Shawnee |
| Anderson, Isabelle Bessie | La Rue | Battan, Bessie | Thornville |
| Anderson, Lena M | Newark | Battan, Nell | Thornville |
| Anderson, Edith Kingsbury | Williamsfield | Bay, Blanche A | New Plymouth |
| Andrews, Edna Ethelyn | New Straitsville | Bay, Rufus | Roxah |
| Applegate, Vesta | Goshen | Bayley, Anna May | Elyria |
| Archer, David Everett | Laurelville | Beach, Joseph Paul | Martel |
| Archer, Eva | Racine | Beam, Floyd Guyton | Athens |
| Armintrout, T. Olney | Piketon | Beam, Nelson Clifford | Patakala |
| Armstrong, Clarence Edward | Bellville | Bean, Fannie Cozette | Athens |
| Armstrong, Lyman Walter | Bellville | Beattie, Nellie | New Straitsville |
| Armstrong, Sabra Ellen | Glonster | Beatty, Hazel Mae | Jeffersonville |
| Arnold, Beulah Ellen | La Rue | Beatty, Elizabeth Grover | Franklin Furnace |
| Arnold, Frank L | Canal Winchester | Beatty, Harry Taylor | Portsmouth |
| Arnold, Leo F | R. D. 1, Waterford | Beaver, Alberta | Amanda |
| Artherholt, Floy Frances | Garrettsville | Beavers, Goldie | Kingston |
| Asher, Ethel Marie | New Holland | Beavers, Myrtle Louise | Orient |
| Ashley, Anna | Jackson | Behout, John William | St. Louisville |
| Ashley, Flossie | Letart Falls | Beck, Ernest Ray | Junction City |
| Ashley, Maude | Letart Falls | Beck, Ethel Louise | Roseville |
| Ashley, Nina B | Letart Falls | Becker, Edna Elvira | Sandusky |
| Ashworth, Golda | Athens, R. D. 1 | Beckett, Averal | Gaysville |
| Atkinson, Helen Raoul | Zanesville | Beckett, Bertha Mae | New Lexington |
| Atkinson, Mattie | Salina, Kansas | Beekham, Carl Mereer | Black Run |
| Ault, Adda Hazel | Bridgeport | Beckle, Ellen Elizabeth | Pomeroy |
| Ault, Mary Ruth | Franklin Furnace | Beckley, Clara Marie | Bladenburg |
| Axline, Helen Grace | Roseville | Bedell, Marguerite Ruth | Mt. Vernon |
| Babb, Roy Leslie | Circleville | Beekman, Grace Estella | Elm Grove |
| Bachman, Alva William | Dunbridge | Beekman, Ivalde | Elm Grove |
| Bachman, Florence | Dunbridge | Beekman, Latha Editha | Elm Grove |
| Baer, Leah Carrie | Minersville | Beeks, Grace | Newcomerstown |
| Bailey, Anna Margaret | West Liberty | Beem, Hollis Smith | Patakala |
| Bailey, Arthur Clifford | Wamsley | Beever, Eva | Mt. Vernon |
| Bailey, Cora Bella | Coolville | Begland, Samuel | Gnadenhuetten |
| Bair, Hazel Lena | Mt. Vernon | Belcher, Anna Laurie | Stout |
| Bair, Mary | Mt. Vernon | Bell, Bruzella Catharine | Crooksville |
| Baird, Cora May | Mt. Vernon | Bell, Bryce | Jeffersonville |
| Baird, Don Otto | Wilmington | Bell, Coral | Bristol |
| Baker, Anna May | Zanesville | Bell, Enid Rose | Athens |
| Baker, Clara Mae | Jewett | Bell, Georgia Susannah | Rainboro |
| Baker, Esther Viola | Amherst | Bell, Helen | Newark |
| Baker, Mary Mahala | Jewett | Bell, Ida Jane | Dixie |
| Baker, Morris Sharp | Washington C. H. | Bell, John Moore | Cumberland |
| Baker, Wyona | Wellston | Benedict, Bess Mae | Greenwich |
| Balderson, Mary Emily | Amesville | Benedict, Doris Doll | New Albany |
| Baldwin, Gladys | Swift | Benedict, Esther Leona | Fleming |
| Baldwin, Harley Eugene | Athens | Bennett, Jessie Hope | Crooksville |
| Baldwin, Harry Donald | Swift | Bennett, Lillie Florence | Lucasville |
| Ball, Ford | Brokay | Bennett, Lucile | Athens |
| Ballintine, Ruby | Mansfield | Bennett, Nona Izetta | Lucasville |
| Ballmer, Ula Mary | Lancaster | Benson, Harold Jay | Carroll |
| Balthaser, Lillian Marie | Lancaster | Bentley, Harold Jackson | Athens |
| Banker, Ray Orella | Jackson | Bentley, Margaret Peay | Belmont |
| Bankes, William Lang | Portersville | Beringer, Mabel Mae | Marion |
| Banton, Esther Lucille | Newark | Berkshire, Esther Mabel | Nashport |
| Barbee, Bettie Lenore | Cadletsburg | Berry, Ethel Alice | Barnesville |
| Barbee, Hazel | Logan | Bethel, Mae Slator | Athens |
| Barker, Charles Francis | Logan | Bevelhymor, Neva Leona | Westerville |
| Barker, Isabella | Logan | Bewley, Alice Myrtle | Bridgeport |
| | | Billler, Neal A | Baltimore |

OHIO UNIVERSITY BULLETIN

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|-----------------------------------|---------------------|------------------------------------|------------------|
| Biddle, Clinton Poston..... | Athens | Buchanan, Elizabeth Phoebe..... | Woodsville |
| Biddle, Josephine..... | Parkersburg, W. Va. | Buell, Charles Townsend..... | Athens |
| Bidwell, Sadie..... | Marysville | Bullock, Helen..... | Cadiz |
| Bienz, Neva Blanche..... | Willshire | Bumgarner, Ora Mae..... | Given |
| Bierer, Martin Ellsworth..... | Adena | Bundy, Amy..... | Barnesville |
| Billet, Gayle..... | Edison | Bundy, Anna Mary..... | Tacoma |
| Billett, Ione..... | Edison | Bundy, Zelma Marie..... | Barnesville |
| Billiter, Jessie Oral..... | Hudson | Bunger, Anna Mae..... | Union City, Ind. |
| Bills, Stella May..... | Elyria | Bunshaw, Jessie..... | Haverhill |
| Binder, Mary Lucile..... | Fostoria | Burdett, Edith Colric..... | Jacksonville |
| Bingham, Effie Lucy..... | Watertown | Burg, Isabel K..... | Oak Harbor |
| Binns, Ivah Othella..... | London | Burger, Edith..... | Sandusky |
| Birney, Wilma Florence..... | Jewett | Burgess, Elizabeth Gaynor..... | Cutler |
| Bittrolf, Lila Virginia..... | Evansville, Ind. | Burkhardt, Austa Naomi..... | Martel |
| Bitzer, Gladys Kathryn..... | Adelphi | Burnell, Gladys Mae..... | Nelsonville |
| Black, Alice..... | Bremen | Burnfield, Gertrude Ellen..... | Vincent |
| Black, Anna Lee..... | Mt. Vernon | Burns, Dana Thurlow..... | Guysville |
| Black, Leola Elizabeth..... | Zanesville | Burns, Loretta Virginia..... | Cleveland |
| Blackburn, Elma May..... | Malta | Burns, Marie Caldwell..... | Guysville |
| Blackman, Ella Virginia..... | Lancaster | Burns, Warren Leilon..... | Belmont |
| Blackman, Ethel Rosella..... | Lancaster | Burrell, May Sel..... | New Albany |
| Blackman, Phyllis Burns..... | Lancaster | Burrell, Ruth Gladys..... | Black Lick |
| Blackstone, Harry Holmes..... | Cumberland | Burson, Eva Leota..... | Barnesville |
| Blackwood, Faye Fern..... | Coolville | Burson, Geraldine..... | Athens |
| Blackwood, Linnie Ethel..... | Coolville | Burson, Gladys..... | Athens |
| Blackwood, Theresa Amelia..... | Athens | Burton, John Robert..... | Clarksville |
| Blasey, Elvena Doratheia..... | Pemberville | Burton, Otis Austin..... | Leesburg |
| Blaugher, Joseph Daniel..... | London | Busby, Audrey Beatrice..... | Jewett |
| Blum, Bessie Winifred..... | Logan | Busby, Bessie May..... | Jewett |
| Blum, Hazel Estella..... | Logan | Butcher, Margaret..... | Beaver |
| Blum, Clara..... | Logan | Butterfield, Lucy Anna..... | New London |
| Blumenthal, William Raphael..... | Cleveland | Butterfield, Naomi..... | Sabina |
| Boarden, Nellie..... | Logan | Buxton, Burnem Cevigna..... | Merwin |
| Bobo, Estella..... | R. D. Athens | Buxton, Fannie Elizabeth..... | Merwin |
| Bohl, Bessie Lucille..... | Hamersville | Byrne, Irene..... | Shawnee |
| Bolon, Dallas Sinclair..... | Bethesda | Byrne, Monica..... | Shawnee |
| Bolton, Francis Earnest..... | Athens | | |
| Borchardt, Lena Albertina..... | Castalia | Cable, Rena Nancy..... | Sandyville |
| Border, Clara Viola..... | Sidney | Cagg, Miles Herbert..... | Nelsonville |
| Border, Mabel Iva..... | Sidney | Cair, Eva Chestora..... | Comly |
| Borham, Elva May..... | Reedsville | Caldwell, Naomi..... | Urbana |
| Bork, Stella Mae..... | Gibsonburg | Cameron, Albert F..... | Carroll |
| Borror, Marguerite Lucile..... | Grove City | Campbell, Edith..... | North Baltimore |
| Bostick, Lulu Edna..... | Patriot | Campbell, Florence May..... | Centerburg |
| Bouts, John Edward..... | South Webster | Campbell, Flossie Blanche..... | Nelsonville |
| Bouts, John Harry..... | South Webster | Campbell, Luna Anne..... | Brilliant |
| Bower, Ruby Emma..... | Findlay | Campbell, Mabel Violet..... | Pataskala |
| Bowers, Clyde Emerson..... | Albany | Campbell, Margaret Frances..... | Athens |
| Bowers, Edna Marie..... | Newark | Canfield, Freda Marie..... | Fleming |
| Boyd, Florence Edna..... | Newark | Canfield, Lillian Elizabeth..... | Rockbridge |
| Bradbury, Horace Bion..... | Kyger | Canfield, Mary Eleanor..... | Rockbridge |
| Bradfield, Addie..... | Rutland | Cameron, John C..... | Barborton |
| Bradfield, Bessie Gladys..... | Chauncey | Carl, Alma Frances..... | Hilliards |
| Bradfield, Rhoda..... | Rutland | Carl, Marie..... | Camp Chase |
| Brafford, Pearl Cornelia..... | Vincent | Carlson, Ruth..... | Cambridge |
| Bralley, Elsie Maria..... | Athens, R. D. 1. | Carney, Maude..... | Neff |
| Braley, Mack Rolin..... | Athens, R. D. 1. | Carper, Laura Marie..... | New Petersburg |
| Brammer, Cora Myrtle..... | Givens | Carpenter, Averil Marie..... | Sharpsburg |
| Brammer, Esta Lola..... | Trimble | Carpenter, Cecil Elizabeth..... | Mt. Sterling |
| Brammer, Lela..... | Chesapeake | Carpenter, Ina Grace..... | Sharpsburg |
| Brandon, Maree Abbie..... | Kansas City, Mo. | Carr, Florence Esther..... | Athens |
| Breining, Winifred Katherine..... | Sandusky | Carr, Frances E..... | Athens |
| Brestel, Perry C..... | Cincinnati | Carr, George Eldon..... | Stoekport |
| Brill, Ravenna Mae..... | London | Carr, Marie..... | Athens |
| Brimmer, Edith..... | Logan | Carson, Ethel..... | Middleport |
| Britton, Belle..... | Hilliard | Carter, Etta..... | Marion |
| Britton, Florence Viola..... | Hilliard | Caruthers, Teresa L..... | Middleport |
| Britton, Jessie Brown..... | Martinsville | Cassatt, Anna Aurora..... | North Kenova |
| Brock, Glenn May..... | Shawnee | Cassell, Anna Mae..... | McArthur |
| Brodie, Helen Louise..... | West Union | Cassil, Clara Louise..... | Mt. Vernon |
| Brooker, Ruth Carma..... | Murray City | Cassil, Madge Marie..... | Mt. Vernon |
| Brooks, Helen Charlotte..... | Marion | Caster, Lovina..... | Carpenter |
| Brooks, Margaret..... | New Straitsville | Cave, Myrtle..... | South Perry |
| Brooks, Nellie..... | Athens | Cenna, Marguerite..... | Black Run |
| Brooks, Ollie..... | Mt. Vernon | Chamberlain, Willard Jason..... | Milledgeville |
| Brothers, Daniel Raymond..... | Delaware | Chambers, Millie..... | Galena |
| Brothers, Ethel..... | McConnelsville | Chandler, Jane..... | Athens |
| Brough, Kathryn Irene..... | Rockyridge | Chaney, Hazel Marie..... | Fostoria |
| Brown, Bessie..... | Bainbridge | Chapman, Tracie..... | Coolville |
| Brown, Charles Wesley..... | Waverly | Chapman, Frieda F..... | Plain City |
| Brown, Cora Estella..... | Somerton | Chappellear, William Kenneth..... | Zanesville |
| Brown, Elton Mae..... | Sedalia | Chase, Lowell Henry..... | Albany |
| Brown, Herbert Francis..... | Beckett | Cherrington, Edith Mabel..... | Athens |
| Brown, Idabel..... | Waverly | Cherrington, Hattie Elizabeth..... | Thurman |
| Brown, Nancy Matilda..... | Rose Farm | Cherrington, Homer Virgil..... | Athens |
| Brown, Ray McClure..... | West Manchester | Cherrington, Jessie Marie..... | Athens |
| Brown, Theodora Garnet..... | Roseville | Chevalier, Willis Sheridan..... | Long Bottom |
| Browning, Lida Mildred..... | Portland | Chilton, Irene Enola..... | Rendyville |
| Bruning, Marie..... | Pemberville | Choguil, Harold Herman..... | Zanesville |
| Bryan, Goldie..... | Sugar Grove | Christman, Anthony Blaine..... | Broadwell |

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|------------------------------------|---------------------|
| Christman, Frank Joseph..... | Athens |
| Christman, Jacob Branch..... | Athens |
| Christy, John Russell..... | Amanda |
| Christy, Mary..... | Amanda |
| Christy, Mazie Leone..... | New Holland |
| Chu, Tso Wa..... | Canton, China |
| Church, Verlie Hazel..... | Pomeroy |
| Chute, Edith Louise..... | Carbon Hill |
| Clark, Almon Lorenzo..... | Bidwell |
| Clark, Blanche Marie..... | Delaware |
| Clark, Helen L..... | Marietta |
| Clark, Mildred Irene..... | Carbon Hill |
| Clark, Minnie May..... | West Union |
| Clark, Myrtle Belle..... | Sugar Grove |
| Clark, Opal Ellen..... | Waverly |
| Clark, Paul McKinley..... | Pleasant City |
| Clark, Ruth Anna..... | Cambridge |
| Clark, Samuel Rudolph..... | Logan |
| Clarke, Florabel..... | La Rue |
| Cleary, Vivian Juanita..... | Caldwell |
| Claypool, Leon Albert..... | Cambridge |
| Clemens, Grace..... | Greepoint |
| Clement, Pearl Mae..... | Proctorville |
| Clement, Verna Pauline..... | Kenton |
| Clements, Earl Murray..... | Waverly |
| Cleveland, Walter James..... | Vickery |
| Clever, Clara..... | Bellville |
| Clever, Lucy..... | Bellville |
| Cline, Faye..... | Albany |
| Clossman, Christine Marie..... | Bethel |
| Clouse, Lela Viva..... | Black Lick |
| Clum, Samuel James..... | New Philadelphia |
| Clyburn, Sadie..... | Greenfield |
| Cobb, Lorena..... | Marion |
| Cochran, Fannie Helena..... | Dresden |
| Cochran, Francyl..... | Athens |
| Cochrel, Clara Belle..... | Philo |
| Cochrel, Julia Freeman..... | Philo |
| Coe, Frank Russell..... | Ostrander |
| Coen, Seigle Roy..... | Gaysville |
| Cohagan, Fanny..... | Carroll |
| Cohagan, Dow..... | Carroll |
| Colaw, Zoe..... | Washington C. H. |
| Cole, Fern Lelah..... | Hartsville |
| Colgrove, Jennie..... | Sayre |
| Coleman, Charles Dewey..... | Stout |
| Colhoun, Pearl..... | Ostrander |
| Collins, Anastasia Teresa..... | Athens |
| Collins, Lauretta Patricia..... | Athens |
| Coleman, Grace..... | Canal Winchester |
| Comeans, Myra Erena..... | Waverly |
| Conaway, Edna Smith..... | Arcadia |
| Conaway, Otho Basil..... | Zanesville |
| Cone, Harvey Austin..... | Athens |
| Conley, Katherine..... | Portsmouth |
| Connell, Gladys..... | Summit Station |
| Conner, Iva Ermel..... | New Plymouth |
| Connett, Elizabeth Brown..... | Athens |
| Conrad, Anabel Shilling..... | Newark |
| Conrad, Granville L..... | Amanda |
| Cook, Beatrice Ethel..... | Nelsonville |
| Cooksey, Frances Jaue..... | Athens |
| Cookson, Thomas J..... | Athens |
| Cooley, Ethel May..... | Richmondale |
| Cosley, Merrill Finley..... | East Liverpool |
| Cooper, Bertha Alice..... | Orland |
| Cooper, Ethel Raymond..... | Ray |
| Cooper, G. Floyd..... | McConnelsville |
| Cooper, Marguerite..... | Thornville |
| Cooper, Russell Ray..... | Carroll |
| Cope, Mary Ella..... | Barnesville |
| Copeland, Charles Herbert..... | Hamden |
| Copeland, Dean..... | Athens |
| Copeland, Lucile Ernestine..... | Stewart |
| Copeland, Nellie E..... | Athens |
| Core, Olive Blanche..... | Cadiz |
| Core, Charles B..... | Sherwood |
| Cotner, Marie Shank..... | Dayton |
| Cotner, Robert Arthur..... | Athens |
| Cotner, Wilbur Charles..... | Lima |
| Cottrill, Cary Ward..... | Bladensburg |
| Cotterman, Homer Ray..... | Glenford |
| Cottrill, John William..... | Harrisonville |
| Coulas, Thora Lucile..... | Quaker City |
| Coursen, William Marshall..... | Youngstown |
| Couymdjopoulos, Constantine J..... | Beni Suef, Egypt |
| Covey, Emmett William..... | Belpre |
| Cowger, Cleo..... | Circleville |
| Cox, Anna I..... | Gillesville |
| Cox, Frank M..... | South Perry |
| Cox, Gall Washington..... | Richwood |
| Cox, Godfrey Earl..... | London |
| Cox, Roy Allal..... | Cambridge |
| Cox, Russell Irving..... | Cambridge |
| Crabb, Lois..... | New Holland |
| Crabbe, Earl Edward..... | London |
| Crabbe, Faye..... | London |
| Crabtree, Cecil Augusta..... | Nelsonville |
| Craig, Alta Ledra..... | Cambridge |
| Craig, Cora Susan..... | Dundas |
| Craig, Hazel Isabella..... | Jacobsburg |
| Cramer, Clarence Edward..... | Athens |
| Cramer, Katherine..... | Iberla |
| Cranmer, Lucy Aretha..... | Athens |
| Crawford, Coral Mildred..... | Adelphi |
| Crawford, Isla..... | New Paris |
| Crawford, Lola Dale..... | Barnesville |
| Crawford, Sara..... | Shawnee |
| Crawmer, Christine..... | Zanesville |
| Creamer, George Fulton..... | Bridgeport |
| Crissman, Eva Fenton..... | Winchester |
| Crissman, Helen Horace..... | Winchester |
| Cromley, Edythe Baker..... | Athens |
| Cronacher, Henrietta Violet..... | Ironton |
| Cronin Hazel Eska..... | Graysville |
| Cronin, Helena Mabel..... | Graysville |
| Crooks, Hazel Marie..... | Grove City |
| Cross, Carrie Louise..... | Canton |
| Cross, Raymond Dennis..... | Waterford |
| Cross, Tirzah..... | Portsmouth |
| Cross, Viola Beatrice..... | Dresden |
| Crossen, Zura Constance..... | Athens |
| Crothers, Daniel..... | Beaverpond |
| Crouse, Forest Rose..... | Newark |
| Cruise, Ida Aurelia..... | Newark |
| Cruise, Mary Louvilla..... | Newark |
| Crum, James Le Roy..... | Coal Run |
| Cubbison, Gertrude Helen..... | Cumber-land |
| Cuckler, Earl..... | Radcliffe |
| Cuckler, Grace..... | Radcliffe |
| Cuckler, Kathryn..... | Athens |
| Culberson, Clair..... | Milledgeville |
| Culberson, Otho..... | Milledgeville |
| Cullum, Doris Mae..... | Nelsonville |
| Cullum, Opal Wilma..... | Nelsonville |
| Cullum, William Price..... | Athens |
| Cunard, Mildred..... | Bethesda |
| Cunningham, Mae Belle..... | St. Clairsville |
| Curry, Bess M. Todd..... | Columbus |
| Curry, Myrtle..... | Parkersburg, W. Va. |
| Cushing, Anna May..... | Warren |
| Custer, Ruth Lucinda..... | Lisbon |
| Cutright, Jennie Eldora..... | Lisbon |
| Dailey, Dorothy Wilson..... | Bainbridge |
| Dailey, Elsie Jean..... | Athens |
| Dailey, Lloyd..... | Athens |
| Dailey, Lulu..... | McConnelsville |
| Dailey, Margaret Foster..... | Athens |
| Daines, Georgiana..... | Athens |
| Dallas, Elsie May..... | Barnesville |
| Danford, Charles F..... | Trimble |
| Daniel, Shirley Pauline..... | Catletts-burg, Ky. |
| Daniels, Mabelle..... | New Lexington |
| Daugherty, Jessie..... | Marion |
| Daugherty, Imogene..... | Sabina |
| Davids, Agnes..... | Marion |
| Davis, Ada..... | Coalton |
| Davis, Allen Roy..... | Dexter |
| Davis, Beatrice Jennie..... | Locust Grove |
| Davis, Bonnie..... | Reynoldsburg |
| Davis, Frank Alman..... | Pennsville |
| Davis, Donald DeWitt..... | Tarlton |
| Davis, Edwin J..... | Cincinnati |
| Davis, Gotha Belle..... | Glouster |
| Davis, Katherine..... | Athens |
| Davis, Laura Anne..... | Grove City |
| Davis, Mabel Irene..... | Glouster |
| Davis, Margaret..... | Jackson |
| Davis, Margaret..... | Athens |
| Davis, Mary Winnie..... | Oak Hill |
| Davis, May Amy..... | Blazer |
| Davis, Nora..... | Oak Hill |
| Davis, Pleasant Irene..... | Stewart |
| Davis, Rachael..... | Gallia |
| Davis, Stella..... | Jackson |
| Dawley, Bertha..... | Carbon Hill |
| Dawson, Florence..... | Plain City |
| Day, Obert Leslie..... | Lyndon |
| Day, Gertrude Ethel..... | Roseville |

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|-----------------------------------|------------------|
| De Lano, Mary Lavina..... | Belpre |
| De Long, Grace..... | Kingston |
| De Vore, Anna Elizabeth..... | Coolville |
| De Vore, Edith Leota..... | Coolville |
| De Witt, Ann Evelyn..... | Amlin |
| De Witt, Benigna..... | Amlin |
| Dean, Minnie Foster..... | Athens |
| Dearford, Genevieve..... | Hanging Rock |
| Dearth, Miles..... | Summerfield |
| Dearth, Otto Art..... | Summerfield |
| Deaver, Roy Lincoln..... | Roseville |
| Deer, Bessie Josephine..... | Nelsonville |
| Deer, Evelyn Veronica..... | Nelsonville |
| Dehn, Clara Henrietta..... | Trowbridge |
| Demorest, Nelle Rosamund..... | Orient |
| Demorest, Olive Jamime..... | Orient |
| Dennis, Alissa Caroline..... | Hemlock |
| Dennis, Edna Leota..... | Hemlock |
| Dennis, Fred Edwin..... | Marietta |
| Dennis, Ida May..... | Hemlock |
| Devitt, Celia..... | Little Hocking |
| Devitt, Ray Willis..... | Stockport |
| Devlin, Irene Lucile..... | Athens |
| Devlin, Margaret Loretta..... | Athens |
| Devlin, Margaret Mary..... | Athens |
| Dexter, Kathleen May..... | Frankfort |
| Dhume, Ruth..... | Lyndon |
| Dick, Ethel Gail..... | New Holland |
| Dick, Inez Rebecca..... | New Holland |
| Dick, Lulu Mae..... | Fostoria |
| Dickason, Erell Carmen..... | La Rue |
| Dickason, Gladys Marie..... | Coalton |
| Dickson, Bessie Belle..... | Athens |
| Diehl, Laura Lavinia..... | Kingston |
| Diller, Goldie Mabel..... | New Lexington |
| Dilley, Edith Marian..... | Crooksville |
| Dillon, Clarence Bertram..... | Franklin Furnace |
| Dillon, Mrs. E. F..... | Franklin Furnace |
| Dinsmoor, Constance Faye..... | Shade |
| Dinsmoor, Gwendolyn Lelia..... | Carbondale |
| Dirks, Henrietta Caroline..... | Sandusky |
| Dishong, Lena..... | Hoytville |
| Dixon, Ethel, Loretta..... | Beaver |
| Dixon, Fahy Campbell (Mr.)..... | Zoarville |
| Dixon, Gertrude Alice..... | Gillespieville |
| Dixon, May..... | Shiloh, N. J. |
| Dodds, Bessie..... | Union City |
| Dodds, Odo..... | Monday |
| Doll, Mary Inez..... | Lucasville |
| Doll, Ruth Evelyn..... | Lucasville |
| Doll, Zelma Jewell..... | Lucasville |
| Dondelinger, Henrietta Helen..... | Arcadia |
| Donley, Gerard Vernon..... | Nelsonville |
| Donoghue, Grace Regina..... | Murray City |
| Donson, Anna Catherine..... | Murray City |
| Donson, Esther Marie..... | Murray City |
| Doolittle, Jessie Alice..... | Carbondale |
| Dornan, Edith..... | Marietta |
| Dorsey, Herman..... | Shortcreek |
| Downey, Earl Clifton..... | Shade |
| Dozer, Mary Jane..... | Philo |
| Draise, Lelia..... | Mt. Sterling |
| Drake, Goldie Jean..... | Athens |
| Drake, Howard Clifton..... | Richwood |
| Drenan, Bertha Lee..... | Manchester |
| Dressel, Elizabeth..... | Belpre |
| Drury, Bertha Belle..... | New Lexington |
| Duffee, Mary Lucile..... | Athens |
| Dufur, Clara..... | Little Hocking |
| Dulaney, Ernestine..... | Stockport |
| Dumaree, Arthur..... | Athens |
| Dumbauld, Grace Estella..... | Gnadenhutten |
| Dumbar, Elizabeth..... | Cutler |
| Dumbar, Myrtle..... | Cutler |
| Duncan, Helen Eveline..... | Chicago Junction |
| Duncan, James Link..... | Athens |
| Dunn, William Ross..... | Ripley |
| Dupler, Guy Darlington..... | Sugar Grove |
| Durbin, Alice Gwendolyn..... | Danville |
| Durbin, Henrietta Juno..... | Bellville |
| Durbin, Mary..... | Bellville |
| Durham, Orna Muriel..... | Waverly |
| Durke, Belle Dane..... | Columbus |
| Durkee, William Henry..... | Wilkesville |
| Durker, Mabel..... | Coalton |
| Durr, Carrie..... | Pioneer |
| Dustin, Cecil Rome..... | Pioneer |
| Dustin, Cleveland Ray..... | Pioneer |
| Dutton, Pearle Proctor..... | Zanesville |
| Dutton, William Stanley..... | Bremen |
| Dyar, Loretta Elizabeth..... | Lowell |
| Dye, James Arlington..... | Torch |
| Dye, Joanna..... | Coolville |
| Dye, Mary..... | Rutland |
| Dyer, Nellie Augusta..... | Bidwell |
| Dyson, Elizabeth Jane..... | Jackson |
| Eachus, Ben..... | Gallipolis |
| Ebersloe, Belle..... | Arcadia |
| Eccles, Charles M..... | Athens |
| Eckhard, Kenneth Vachel..... | Athalia |
| Echman, John Roy..... | Winchester |
| Eddy, Helen..... | Trimble |
| Edgell, Minnie..... | Carbon Hill |
| Edmunds, Catherine..... | Youngtown |
| Edwards, Clara..... | Shawnee |
| Edwards, Edward Wesley..... | Rio Grande |
| Edwards, Effie Caroline..... | Proctorville |
| Edwards, Elsie..... | Shawnee |
| Edwards, Everett Clinton..... | London |
| Edwards, Harvey..... | London |
| Edwards, Lottie Ruth..... | Pataskala |
| Edwards, Mary Ethel..... | Syrause |
| Eisaman, Austin Marion..... | Napoleon |
| Eiselstein, Grace K..... | Chester |
| Eisenbrey, Mary Ruth..... | Atlanta |
| Elfers, Helen Edith..... | Kelley's Island |
| Elias, Golden Edith..... | Wellston |
| Elliott, Dora Mae..... | Bellaire |
| Ellis, Earle Delmont..... | Creola |
| Ellis, Goldie Mae..... | New Vienna |
| Ellis, Jennie..... | Glouster |
| Ellis, Musa Myrtle..... | Chillicothe |
| Ely, Lewis Bernard..... | Pioneer |
| Emmons, John E..... | Bethel |
| England, Naomi Lucile..... | Chanucey |
| England, Osie..... | Chillicothe |
| England, Ruth Brown..... | Chanucey |
| Engle, Carl Arthur..... | Logan |
| Enlow, Garrett Cook..... | Athens |
| Enochs, Edgar Earnest..... | London |
| Essex, Grace Althea..... | Caldwell |
| Evans, Anna Mae..... | Vinton |
| Evans, Clara..... | Oak Hill |
| Evans, Cleve E..... | Shade |
| Evans, Cora May..... | Shade |
| Evans, Frances Della..... | Shade |
| Evans, Granville Hywell..... | Athens |
| Evans, Margaret Ellen..... | Portsmouth |
| Evans, Myrtle..... | New Straitsville |
| Everett, Bertine..... | Athens |
| Everson, Mary Leota..... | Rayland |
| Eves, Edward Holt..... | Athens |
| Ewing, Charles Bushnell..... | Pomeroy |
| Ewing, Frances Rachel..... | Ewington |
| Ewing, Rachel Frances..... | Ewington |
| Ewing, Roberta Myrl..... | Wellston |
| Eyman, Relna Merle..... | Lancaster |
| Eyre, William Estel..... | Seaman |
| Fagaly, Elsie..... | Harrison |
| Faler, Harley Vernon..... | Lithopolis |
| Farmer, Dan Henry..... | Pike-ton |
| Farmer, Lulu..... | Mingo Junction |
| Fast, Albert..... | Laurelville |
| Fausnaugh, Iva Myrtle..... | Amanda |
| Fawcett, Frieda Mae..... | Chesterhill |
| Fawcett, Marie..... | St. Clairsville |
| Fawcett, Minnie Ellen..... | St. Clairsville |
| Feasel, Virgie May..... | Amsden |
| Featherstone, Thomas Arlow..... | Stewart |
| Fedderson, Estella Pearl..... | Toledo |
| Fedderson, Laura Mabel..... | Toledo |
| Fee, Cloyne..... | Gallipolis |
| Fell, Elsie May..... | Crooksville |
| Fell, Lenora Virginia..... | Tyrrrell |
| Fenner, Bessie Olive..... | Galloway |
| Fenton, Bettie Jean..... | Zanesville |
| Fenton, Blanche Margaret..... | Winchester |
| Fenzel, William Henry..... | Athens |
| Fidler, Lavida..... | Shiloh |
| Fields, Amy..... | West Jefferson |
| Fink, Adah Claire..... | Arlington |
| Fink, Mamie Zoe..... | Arlington |
| Fink, Maude..... | Arlington |
| Fink, Minda Rose..... | Arlington |
| Fink, Verda Gertrude..... | Arlington |
| Finkbone, Floris Evelyn..... | Basil |
| Finkle, Mary Elizabeth..... | Marietta |
| Finlaw, Helen Electa..... | Pomeroy |

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|---------------------------------|--------------------|--------------------------------|--------------------|
| Finley, Edna..... | Marion | Gladden, Inez Charlotte..... | Clouster |
| Finley, Winfred Vernon..... | Glenford | Glancy, Bertha May..... | Athens |
| Finsterwald, Elmer Wilfred..... | Athens | Glancy, Ruth..... | Orbiston |
| Finsterwald, Herbert J..... | Athens | Glass, Floy..... | Sablin |
| Finsterwald, Nelle..... | Athens | Glass, Mary Adelia..... | Moxahala |
| Fish, Ethel Marie..... | Guysville | Glassburn, Florence..... | Blkwell |
| Fisheh, Waite Philip..... | Pleasant City | Glendon, Dana Elizabeth..... | E. Conenau |
| Fisher, Alice Bertie..... | Arcadia | Goddard, Augusta Maria..... | Amesville |
| Fisher, Ella Louise..... | Bellville | Goddard, Ethel Eleanor..... | Barlett |
| Fisher, Ethel Barker..... | Barnesville | Goddard, Harry Hull..... | Cutter |
| Fisher, Ola Marie..... | Postoria | Goddard, Helen Lane..... | Amesville |
| Fitzer, Ferieda Marie..... | Millfield | Goddard, John Rodney..... | Amesville |
| Flaherty, Nellie..... | Belpre | Gold, Lena..... | R. D. J. Athens |
| Flanagan, Mary M..... | New Lexington | Gooding, Mary Estella..... | Gardenluthen |
| Fleckinger, Anna Marie..... | Bellefontaine | Goodno, Marguerite..... | Belpre |
| Flegal, Jay Carl..... | Chillicothe | Goodwin, Alice..... | Clarksburg, W. Va. |
| Fleming, Josephine Agatha..... | Sugar Grove | Gorden, William W..... | Leaven |
| Fletcher, Marie..... | Pinegrove | Gordon, Burdelle..... | Beaver |
| Flood, John William..... | Rushville | Gordon, Emma Maude..... | Marion |
| Floyd, Ada Leota..... | South Perry | Gordon, Fern..... | Someport |
| Floyd, Homer Samuel..... | Athens | Gordon, Rose Louise..... | Junction City |
| Floyd, Leafy Gretelle..... | South Perry | Gossett, Ruth Jeannette..... | Greenfield |
| Fobes, Emily Bingham..... | Williamsfield | Gotshall, Elizabeth Marie..... | Jewett |
| Fogle, Charles Dent..... | Mt. Vernon | Grabill, Lottie Gertrude..... | Williamsport |
| Fogle, Ester..... | Marietta | Graham, Jessie Elizabeth..... | Dunbar |
| Folden, Atta Vida..... | Langsville | Graham, LaVina Jean..... | Merert, Pa. |
| Foley, Louis..... | Zanesville | Graham, Mildred Carlyle..... | Mineral City |
| Follis, Hazel Marie..... | Good Hope | Gramm, Golda Belle..... | Jackson |
| Foltz, Laura Edith..... | North Baltimore | Gray, Mabel Clare..... | Wilkesville |
| Ford, George William..... | Millfield | Gray, Minnie..... | Sunbury |
| Foster, Bertha Gladine..... | Thornville | Grear, Florence Odessa..... | Jeffersonville |
| Foster, Grace Diana..... | Belmont | Greathouse, Mabel Alta..... | Walston |
| Foster, Jennie Viola..... | Scio | Green, May..... | Zanesville |
| Fouts, Ida Irene..... | Stockport | Greene, Ada Aldora..... | Zanesville |
| Fouty, Naomi Edith..... | Buchtel | Greenlee, Zelda..... | Mansfield |
| Fouty, Ruth..... | Buchtel | Griffin, Carrie..... | Carbon Hill |
| Fox, Agatha Elizabeth..... | Logan | Griffin, Thelma..... | Coolville |
| Fox, Marguerite..... | Smithfield | Griffith, Laura Belle..... | Belmont |
| Fox, Marie Helen..... | Smithfield | Griffith, Walter Ray..... | Logan |
| Fox, Willetta May..... | Chillicothe | Grimm, Helen..... | Marietta |
| Frampton, Burl..... | St. Marys | Grones, Dow Seigel..... | Athens |
| Frampton, Edgar Clark..... | New Plymouth | Grover, Brandon Tad..... | Luhrig |
| Francis, Mary Olive..... | Haydenville | Grover, Freda Orlu..... | Barnesville |
| Franz, George Frederick..... | Cincinnati | Grover, John Watt..... | Luhrig |
| Frazier, Maude..... | New Richmond | Growdon, Clarence Holmes..... | Bourneville |
| Frazier, Elza Douemma..... | Maynard | Growdon, Ruth Margaret..... | Chillicothe |
| French, Edna Dell..... | Washington C. H. | Grubb, Don D..... | Arcadia |
| French, Fern..... | Mineral | Gruber, Stella..... | Edison |
| Freck, Mable Laura..... | Convoy | Grueser, Freda Rozena..... | Minersville |
| Fri, Ethel Celia..... | Creola | Guiler, Ethel Mary..... | Whigville |
| Fri, Olan Euzeda..... | Athens | Guiler, Lela Mae..... | Whigville |
| Fribley, Fannie Iren..... | Mt. Vernon | Guiler, Lucy Ingram..... | Summerfield |
| Friedland, Gertrude Marie..... | Coalton | Gulau, Maud Elsie..... | Oak Harbor |
| Friend, Myrtle May..... | Groveport | | |
| Frost, Zoia Maude..... | Croton | Haas, Edna Gertrude..... | Zanesville |
| Fulton, Mary Lawrence..... | Athens | Haas, Walter McKinley..... | Orland |
| Fulton, Norman..... | Shade | Hackett, Mary Patton..... | Jewett |
| Fults, Cora Louise..... | Jeffersonville | Hadley, Florence..... | Wilmington |
| Fults, Helen Marshall..... | Jeffersonville | Hagely, Agnes..... | Ashville |
| Fultz, Fern..... | Rushville | Haight, Mabel..... | Goshen |
| Fultz, Grace Gormley..... | Charleston, W. Va. | Halbirt, Lucy Keturah..... | Canaanville |
| Fulwider, Alberta Paul..... | Athens | Hale, Charles Cunningham..... | McConnellsville |
| Fulwider, Percy Renfrew..... | Athens | Haley, Maud May..... | McComb |
| Fulwider, William Elbert..... | Athens | Hall, Ada Beal..... | Nova |
| Funk, Roy Benjamin..... | Logan | Hall, Bertha Sophronia..... | North Fairfield |
| Furness, Ruth..... | Duval | Hall, Blanche Beulah..... | Blue Rock |
| | | Hall, Carrie Florence..... | Lowell |
| Gabel, Rena..... | Neff | Hall, Clara..... | Footmont |
| Gabriel, Mary Catherine..... | Logan | Hall, Dessa Mae..... | Footmont |
| Gallimore, Ilone Gladys..... | Sabina | Hall, Emily Anna..... | Newark |
| Garber, Elizabeth Gertrude..... | Bellville | Hall, Frances..... | Coalton |
| Garberick, Mary Mildred..... | Galion | Hall, Hazel Mary..... | Newark |
| Gardner, Homer..... | Athens | Hall, Helen Mary..... | Newark |
| Garman, Winona..... | Defiance | Hall, Jesse Charles..... | Chauncey |
| Gaskill, Pearley..... | Athens | Hall, Ormsby Snyder..... | Proctorville |
| Gaston, Sarah..... | Byesville | Hall, Virgil Truman..... | Proctorville |
| Gates, Ruth Anna..... | Marietta | Halley, Ross..... | Dexter |
| Gatton, Bessie Marmalee..... | Bellville | Halliday, Mary Gladys..... | McConnellsville |
| Genheimer, Harry Edward..... | Pomeroy | Hamilton, Howard P..... | New Marshfield |
| Gibeant, Grace..... | Spratt | Hamilton, Martha Thelma..... | Chillicothe |
| Gibson, Andrew Mabel..... | Dayton | Hamm, Ethel..... | Savage |
| Gibson, Elza Goodspeed..... | Mineral | Hammond, Julia Merle..... | Dexter |
| Gibson, Florence Emma..... | Toledo | Hampton, Walter Hartley..... | Ostrandter |
| Gierich, Marguerite..... | Lilly Chapel | Hanawalt, Bertha Burette..... | Athens |
| Gifford, Minnie Margaret..... | Xenia | Hancher, Louise Eleanor..... | Athens |
| Gilbert, Lucille Curfman..... | Rockland | Handley, Cecil Worth..... | Stony Ridge |
| Gilden, Paul Francis..... | Gibson | Haney, Chester Franklin..... | Wellington |
| Gillen, Roy..... | Wellston | Hanning, Elva M..... | Canby |
| Gilliland, Ada Lucile..... | Pomeroy | Hanna, Mary Isabel..... | Delaware |
| Gilloly, Ethel Gail..... | Short Creek | Hanning, Maurice Francis..... | Delaware |

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|-------------------------------|---------------------|------------------------------|------------------|
| Hannum, Minnie Lee | Long Bottom | Hoak, Hazel Claire | Carbondale |
| Hansel, Anna Viola | Logan | Hobstetter, Helen Marie | Minersville |
| Harden, Bundy Arthur | McArthur | Hodgson, Alice Nixon | Hemlock |
| Harden, Monna Hazel | McArthur | Hoffhines, Nellie | Ashville |
| Harbing, Marie | Belpre | Hoffmeister, Alex C. M. | Athens |
| Hardtla, Violet Brooks | Philo | Hogue, Frank Lorin | Newcomerstown |
| Hare, Ada Marie | Fincastle | Hoisington, Jessie May | Stewart |
| Harkins, May | Hamden | Holcomb, Ernest Andrew | West Alexandria |
| Harkins, Paul Franklin | Ashland | Holcomb, John Stanley | Moxahala |
| Harmon, Lulu Belle | Dexter | Holdt, Clara W. | Cincinnati |
| Harmon, Maud Ethel | Charleston W. Va. | Holland, Earl Clifton | Athens |
| Harmon, Pearl June | Prairie Depot | Holland, John Joseph | Lilly Chapel |
| Harper, Lillie | Jackson | Hollis, Irene Courtney | Marietta |
| Harris, Alice Glenna | Bailey, Mich. | Holmes, David Updegraff | Cadiz |
| Harris, Luna Coell | Zanesville | Holsboy, Harvey Leroy | Mineral City |
| Harris, Mayme | Shawnee | Hooklet, Lucy Claire | New Straitsville |
| Harrold, Floyd Owen | Nelsonville | Hoopman, Hallie Belle | Black Lick |
| Harsh, Florence Effie | Grove City | Hoover, Benjamin Franklin | New Salem |
| Hartinger, Nellie Marie | Williamsport | Hoover, Gladys Leota | Beaver |
| Hartley, Goldie Mabel | McArthur | Hoover, Mabel Belle | Jamestown |
| Hartley, Jessie Mary | Quaker City | Hoover, Sylvia | Middlebranch |
| Hartley, Maude | Sabina | Hopkins, Homer Smith | Marengo |
| Hartman, Edwin L. | Parkersburg, W. Va. | Hopkins, Nettie McVickar | Belpre |
| Hartman, Roy Briggs | Blue Rock | Hopkins, Rufus Carpenter | Athens |
| Harvey, Blanche | Jacobsburg | Hopstetter, Bertha May | Buchtel |
| Harwick, Curtis John | Athens | Horn, Guy Coleman | Howard |
| Harwick, Melba | Athens | Horn, Lenore | Chesterhill |
| Hastings, Carrie Alida | Fort Recovery | Horseman, Mary Lucile | Marion |
| Hastings, Katherine Elizabeth | Castalia | Horton, Dorothy Irene | Oak Hill |
| Hatfield, Glenn Wilson | Georgetown | Hoshor, Lillian Bell | Carroll |
| Hauger, Ethel Edith | Nellie | Hostotle, Wallace Pratt | Athens |
| Hauger, Inez | Leesburg | Houser, Edith Aldine | Lancaster |
| Haight, Clarie | Hartley, W. Va. | Hover, Fred Rex | Harrod |
| Hawk, Matthew Edson | Athens | Howard, Clarence Edward | Athens |
| Hawkins, Bertha A. | Allensville | Howard, Gale | Kenton |
| Hay, Dan | St. Marys | Howard, Helen | Millfield |
| Hay, Lela Lorie | Canton | Howard, Neil W. | Amanda |
| Hayes, Everett Raymond | Guysville | Howard, Ruth Agnes | Williamsport |
| Hayes, Hazel | Jackson | Howell, Bertha May | Christiansburg |
| Hayman, Clarence Byron | Hazel | Howell, Bertrand Clermont | Nelsonville |
| Haymond, Mary Mildred | Newark | Howell, Ian Farley | Carpenter |
| Heaston, Lillian Margaret | Conotton | Howell, Ralph Moore | Carpenter |
| Hechler, Anna Clara | Barnesville | Howells, Grace | Oak Hill |
| Heckler, Christian Robert | St. Marys | Howland, Edna Marie | Manchester |
| Hedrick, George Ray | Canal Winchester | Hower, Sara Princess | La Rue |
| Hefley, Bertha Blanche | Canal Winchester | Hoy, Marie | Lancaster |
| Heim, Ralph D. | Amanda | Huf, Clara Margaret | West Jefferson |
| Heiner, Muriel Lu Winna | Byesville | Huf, Florence Margaret | West Jefferson |
| Heinlein, Earle | Orland | Huffman, Ada May | Bowersville |
| Heinlein, Leafy Pearlwood | Bloomingsburg | Huffman, Cora Esther | Westboro |
| Heinlein, Luemel McKinley | Orland | Huffman, Gene Eva | Bowersville |
| Heister, Viola Josephine | Canal Winchester | Huffman, Mary Audra | Bowersville |
| Heitkamp, Louise Dorothy | Cincinnati | Huffman, Verne | Westboro |
| Helman, Matilda Jane | Lishon | Hughes, Charles Clarence | Vinton |
| Helriggle, Bertha Ruth | Roseville | Hughes, Clarence Joshua | Lancaster |
| Hemphill, Winona | Barberton | Hughes, David Ellsworth | Oak Hill |
| Hempleman, Alvie | Carroll | Hughes, Marie | Washington C. H. |
| Hem-ley, Nell | Glouster | Hughes, Mary | Oak Hill |
| Henderson, Ivah Jane | Prairie Depot | Humphrey, Katherine Isabelle | Nelsonville |
| Henderson, Myrtle Angeline | Fairpoint | Humphreys, Agnes Rachel | East Liberty |
| Henderson, Ruth | Jewett | Hunt, Anna | Stewartsville |
| Henery, May | Stockport | Hunt, Eva Gertrude | Barnesville |
| Henkleman, Cora Elizabeth | Bloomingsburg | Hunt, Marie | Sabina |
| Henness, Ruby Margaret | Frankfort | Hunter, Alma Muriel | Jackson |
| Hennessy, Bessie | New Lexington | Hunter, Blanche L. | Martinsville |
| Hensel, Clara Belle | Anna | Hunter, Lela Florence | Barnesville |
| Herbert, Mary | Glouster | Hunter, Martha Vallie | Athens |
| Herr, Ross | Malinta | Hunter, Ora Dell | Mt. Sterling |
| Herrold, Russell P. | Athens | Hupp, Glenna Mae | Somerset |
| He-kett, Gertrude Lois | Bethesda | Hupp, James Lloyd | Hemlock |
| He-kett, Harrison Allison | Bethesda | Hurbough, Florence Emma | Newark |
| Hess, Ona Ellen | Buckeye City | Husted, Ella | Bourneville |
| Hesse, Myrtle Lucile | Roseville | Huston, Grace Alberta | Brilliant |
| Hesser, Anna Rhoda | La Rue | Huston, Louise Mae | New Straitsville |
| Hewitt, Bessie Mae | New Marshfield | Hutchins, Flora Estella | Nelsonville |
| Hewitt, Estella Faye | New Marshfield | Hutchins, Hildred Hazel | Nelsonville |
| Hewitt, Grace Elizabeth | New Marshfield | Hutchins, Lew | Logan |
| Hewitt, John Cecil | Athens | Hutchinson, Eva Alice | Buchtel |
| Hibbard, Julia Kathryn | Barnesville | Hutchinson, Luella | Helena |
| Hickman, Elsie Vesper | Nelsonville | Hutchinson, Bernice May | Salem |
| Hickman, Georgia Estella | Nelsonville | Hutchinson, Edna Eldora | Etna |
| Higgins, Bertha Helen | Nelsonville | Hutsinpuller, Edith Jeannett | Gallipolis |
| Higgins, Elmer Wood | R. D. 1, Athens | Hutsinpuller, Garnet Louise | Gallipolis |
| Higgins, Gail Forest | Coalton | Hyatt, Mary Wood | New Paris |
| Higgins, Leight Monroe | Athens | Hyde, Evelyn Eunice | Oak Harbor |
| Hill, Flossie May | Ray | | |
| Hindley, Marjorie Jo. | North Fairfield | | |
| Hipsley, Frances | Caldwell | Imler, Elsie Ellen | Lancaster |
| Hite, Mary Ruth | Marietta | Imler, Golda | Kingston |
| Hoagland, Rita Frances | La Rue | Imler, Grace | Kingston |
| | | Ingersoll, Minnie Catherine | Brunswick |

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|-----------------------------------|---------------------|----------------------------------|--------------------|
| Ingram, Helen..... | Milford Center | Kerner, Beulah Ruth..... | Zanesville |
| Irion, Roy Alden..... | Eureka | Kerr, Kathrine Cox..... | Chesapeake |
| Irwin, Mary Louise..... | Tarleton | Ketcham, Laura Page..... | Williamsfield |
| Jackson, Blanche Mabel..... | Hales Creek | Keyser, Mary Nevada..... | Key |
| Jackson, Prudence Brown..... | Lancaster | Kibbey, Hazel Ruth..... | Pleasant Hill |
| Jackson, Willa Helen..... | Zanesville | Kibble, Lucy..... | Reedsville |
| Jacobs, Lettie Frances..... | Conneaut | Kibble, Nat Croker..... | Reedsville |
| Jacoby, George William..... | Willshire | Kieffer, John Conrad..... | Arcadia |
| Jago, Esther Ellen..... | Vincent | Kieffer, Emma Louise..... | Dayton |
| James, Gaynell Eleanor..... | Nelsonville | Kielman, Bertha M..... | Portsmouth |
| James, Gwendolyn..... | Athens | Kilgore, Ada Driskell..... | Catlettsburg, Ky. |
| James, Jeanette..... | Athens | Kilgore, Birdie..... | Catlettsburg, Ky. |
| James, Margarette Elizabeth..... | Steubenville | Killey, Florence Abigail..... | Dunbury |
| James, Myra..... | Steubenville | Kilpatrick, Bertha Ellen..... | Payne |
| James, Nellia May..... | New Straitsville | Kilper, Leola Ruth..... | Greenwich |
| Jardine, Sarah Margaret..... | Chillicothe | Kimble, N. C..... | Pennsville |
| Jay, Edith Mary..... | Gibsonburg | Kindade, Nora Estella..... | Coolidge |
| Jenkinson, Phoebe Virginia..... | Pomeroy | King, Carrie..... | Wilkesville |
| Jennings, Anna Margaret..... | New Albany | King, Dana M..... | Glenford |
| Jennings, Mildred Marie..... | Athens | King, Flossie Darling..... | Black Lick |
| Jester, Mae..... | New Holland | King, Frances Florence..... | Pomeroy |
| Johannes, Matilda..... | Wellsville | King, Rhea Marguerite..... | Marion |
| Johnson, Clara R..... | Batavia | King, V. Marie..... | Glenford |
| Johnson, Forrest Earl..... | New Marshfield | Kinney, Alice..... | Gillespieville |
| Johnson, Gladys Marguerite..... | Basil | Kinney, Dale..... | Belmont |
| Johnson, Goldie May..... | Basil | Kinney, David Nicholas..... | Stanton, Va. |
| Johnson, Irma Leota..... | West Liberty | Kinney, Grace Marion..... | Nelsonville |
| Johnson, Katie..... | Nelsonville | Kinney, Robert Ellis..... | Gillespieville |
| Johnson, Lenora..... | Jackson | Kinsel, Audrey Grace..... | New Lexington |
| Johnson, Lillian..... | Ashville | Kinsey, Bertha Lee..... | New Philadelphia |
| Johnson, Oretta Viola..... | Eureka | Kirby, Nelle..... | Martinville |
| Johnston, Reed Seth..... | Glenford | Kirk, Lily Marie..... | Bethesda |
| Jones, Bessie Mae..... | Nelsonville | Kirkbride, Wanda..... | New Matamoras |
| Jones, Bircie Ethel..... | Nelsonville | Kissane, Esther Lucile..... | Newark |
| Jones, Dorcas..... | Oak Hill | Kistler, Rollie E..... | Lithopolis |
| Jones, Earl Leslie..... | Nelsonville | Kling, Stephen Jay..... | Chillicothe |
| Jones, Edith Viola..... | Vanatta | Knab, Esther..... | Washington C. H. |
| Jones, Electa B..... | Belmont | Kneller, Ada..... | La Rue |
| Jones, Florence G..... | Shawnee | Kniffin, Nina Helen..... | New Baltimore |
| Jones, Freda Helen..... | Burghill | Knoble, Carl Edgar..... | Alliance |
| Jones, Hazel..... | Lancaster | Knoll, Elsie Leota..... | Alliance |
| Jones, Helen Ruth..... | Gibsonburg | Knoll, Zella..... | Quaker City |
| Jones, Irene Love..... | Felicity | Knorr, Roy Alvin..... | Albany |
| Jones, John W..... | Monelova | Knowlton, Arch..... | Lexington |
| Jones, Lulu Belle..... | Seaman | Koehheiser, Melvin..... | Roseville |
| Jones, Marcia Samantha..... | Williamsfield | Koehler, Clara..... | Marietta |
| Jones, Mary Ernestine..... | Glouster | Koon, Nellie Blanche..... | Put-in-Bay |
| Jones, Mostyn Lloyd..... | Athens | Koonce, Bertram E..... | Put-in-Bay |
| Jones, Olwen Elizabeth..... | Athens | Koonce, Flora Dell..... | Stout |
| Jones, William Dale..... | Athens | Kopp, Mary Ruth..... | Ashville |
| Jordan, Ray..... | Albany | Kraft, Carl W..... | Ashtabula |
| Jordan, Mabel Varre..... | Adamsville | Kramp, Marguerite Christina..... | La Rue |
| Josten, Marie..... | Athens | Kraus, Blanche..... | Harrison |
| Judd, Stella..... | Lowell | Krause, Mabel Edna..... | Zanesville |
| Jungerman, Elsie..... | Corning | Kruetzfeld, Alma Catherine..... | Port Clinton |
| Jungerman, Ida..... | Corning | Kruetzfeld, Lore Marian..... | Port Clinton |
| Jurden, Wilda Kathryn..... | Marietta | Kuhn, Floyd..... | Waverly |
| Jury, Eunice May..... | Greenfield | Kuhn, Ruth Margaret..... | Gallipolis |
| Justice, Glenn Leroy..... | Ashville | Kunkel, Iris Clio..... | Mt. Vernon |
| Justice, Helen Mary..... | Ashville | Kurth, Louise..... | Neff |
| Kackley, Grace..... | Pleasant City | Lacy, Marguerite..... | Edison |
| Kagay, Mabel..... | Baltimore | Lafferty, Lacey Leora..... | Cadiz |
| Kahnheimer, Josephine Amelia..... | Cardington | Lamb, Marie Helen..... | Short Creek |
| Kaltenbach, Edith Fern..... | Dexter | Lane, Freda..... | Pickerington |
| Kampf, Grace..... | Rockford | Lane, Wilbur Clayton..... | West Lafayette |
| Kardel, Osa May..... | Waverly | Lang, Fern Leona..... | Gallipolis |
| Karr, Edna Juliet..... | Kinsman | Lange, Caroline Helena..... | Sandusky |
| Karr, Lucile..... | Minersville | Langley, Mabel..... | Corning |
| Kasler, Fredericka..... | Nelsonville | Lantz, Goldie Winona..... | Portsmouth |
| Katzenbach, Adda Lenore..... | Nelsonville | Lash, Henry Franklin..... | Wheeling, W. Va. |
| Katzenbach, Edward Lee..... | Nelsonville | Latham, Flo Dean..... | Plain City |
| Katzenbach, Iva Loree..... | Nelsonville | Lauterbur, Anna Pauline..... | Sidney |
| Katzenbach, Mabel..... | Nelsonville | Lavine, Anna Claire..... | Steubenville |
| Keck, William Henry..... | South Bloomingville | Law, Christine E..... | Chauncey |
| Keckley, Gail R..... | Vanatta | Lawless, Emma Clare..... | Bidwell |
| Keeler, Marie..... | New Straitsville | Lawrence, Ada Belle..... | Monroeville |
| Kees, Mildred Huldah..... | Sparta | Lawton, Anna Mabel..... | Barlow |
| Kehl, Edwin Deming..... | Lower Salem | Lawton, Helen Elizabeth..... | Barlow |
| Kelham, Elizabeth Browning..... | Sandusky | Lawwill, Nellie Alice..... | Manchester |
| Keller, Ora..... | Cove | Lawyer, Pearl Carl..... | Steubenville |
| Kelley, Anna Savilla..... | McComb | Layland, Ethel Edna..... | Rockford |
| Kelley, Bertha Ceelia..... | Ironton | Layman, Cloyd Wilfred..... | Quaker City |
| Kelley, Henry..... | Athens | Le Favor, Ella..... | Alfred |
| Kelley, Lewis Nelson..... | Seaman | Le Fever, William Errett..... | New Lexington |
| Kemp, Lottie..... | Bridgeport | Le Master, Daisy Beatrice..... | Charleston, W. Va. |
| Kennedy, Dennis Vinton..... | Gnadenhutten | Le Master, Grace Bellah..... | Charleston, W. Va. |
| Kepler, Edith..... | Nelsonville | Le Roy, Bernard Reamy, Jr..... | Athens |
| Kern, Laura Louise..... | Athens | Le Roy, Bernard Reamy, Sr..... | Athens |
| | | Le Roy, Frank Coats..... | Athens |

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|-----------------------------|-----------------------|-----------------------------|---------------------|
| Leach, Loretta Mae | Somerset | McCormick, Mary Loretta | Alice |
| Leazer, Elizabeth | Athens | McCoy, Dessie | W. Jefferson |
| Lee, Iva Edith | Barnesville | McCoy, Hugh Stanley | So. Solon |
| Lee, William V. | Murray City | McCoy, Mabel Juanita | Jeffersonville |
| Leech, Helen | Athens | McCracken, Bertha | Cambridge |
| Leech, Mary Alice | Athens | McCracken, Pearl Marshall | Cambridge |
| Leech, Mary Rae | Newcomerstown | McCreary, Melvin Leslie | Freeport |
| Leete, Constance Grosvenor | Athens | McCurdy, Grace J. | Canal Dover |
| Lefever, Effie Ruth | Glouster | McCurdy, Jessie L. | Canal Dover |
| Lehman, Samuel George | Sherwood | McDaniels, Velma | Basil |
| Lehman, Seber Beginous | Logan | McDonald, Belle | Glouster |
| Leighty, Ryan | South Point | McDonald, Belle | Norwood |
| Lentzey, Flora Blanche | Mansfield | McDonald, Minnie M | Glouster |
| Lepley, Sylvia Ellen | Howard | McDorman, Lawrence Franklin | Delaware |
| Leslie, Ethel Bernice | Upper Sandusky | McElhiney, Helen Rosamond | Malta |
| Lesser, Vanelle | Jackson | McElhiney, Maggie Blanche | Rokey Lock |
| Levering, Clara Maud | Wellston | McFee, Edna Augusta | Dresden |
| Lewis, Beatrice Marie | Quaker City | McGee, Flora Inez | Caldwell |
| Lewis, Clarence Dana | Thurman | McGee, Martha | Kingston |
| Lewis, Dorothea | Graytown | McGee, Nellie Foreman | Caldwell |
| Lewis, Flora E. | Cadiz | McGeehon, Vista | Canton |
| Lewis, Freda Jeannette | Toronto | McGill, Alice Pauline | Barnesville |
| Lewis, George Washington | West Rushville | McGill, Bertha Myrtle | Barnesville |
| Lewis, Gladys Alberta | Higby | McGrady, Alice | New Straitsville |
| Lewis, Helen Bard | New Lexington | McGreevey, Alma Louise | Versailles |
| Lewis, Mary Powell | Stuebenville | McGregor, Juanita Ellen | Chandlersville |
| Leydorf, Clara Catherine | Perrysburg | McIlroy, Lura Vale | Raymond |
| Lienard, Bessie | Lancaster | McIntosh, Mrs. Alma | Chillicothe |
| Lienard, Nettie | Lancaster | McKay, Della | Fleming |
| Liggett, Thomas | Athens | McKay, Nora Reid | Mt. Vernon |
| Lightle, Mona Merle | Mt. Sterling | McKee, Effie | Nelsonville |
| Lim, Wee Kim | Bencoolen, Sumatra | McKee, Grosvenor Stewart | Athens |
| Linn, Alton | Pleasant Valley | McKee, Lester | Caldwell |
| Linscott, Fred Otto | Millfield | McKee, Mary Arizona | Nelsonville |
| Lipley, James Bryan | Howard | McElvey, Lucille | Shadyside |
| Lively, Ina Mabel | Albany | McKibben, Hallie Ruth | Zaleski |
| Lively, Sarah Joanna | Albany | McLain, Elsie Ruth | Athens |
| Llewellyn, Orpha May | New Marshfield | McLaughlin, Edith | Arbaugh |
| Lloyd, Edith Mariah | Marengo | McLaughlin, George Ephraim | Wilkesville |
| Lloyd, Louise McLane | Cadiz | McLaughlin, Henry Max | Wilkesville |
| Logan, William Henry | Athens | McLaughlin, May | Shawnee |
| Lollis, Mollie | Gallipolis | McLeod, Constance Trueman | Wyoming |
| Longerbone, Oral | Mt. Sterling | McMahon, Irene Gertrude | Newark |
| Longsdorf, Dora Mae | Mansfield | McMillian, Lewis Arthur | Delaware |
| Lonsbury, Arlene Louise | Sidney | McMullen, Edith M | Barnesville |
| Lonsbury, Ruth Rachael | Sidney | McNaughton, Birdie Lillie | Bucyrus |
| Lonsinger, Lucy | Walhonding | McPherson, Mary Viola | Millport |
| Lorback, Gayle | Stockdale | McPherson, William B | Jasper |
| Lott, Herman | Minas, Geraes, Brazil | McRae, Donald Greene | Scio |
| Love, Cary Clinton | Versailles | McVay, Don | Athens |
| Love, Carl Howe | Athens | McWade, Florence | Ostrander |
| Love, Minnie Ethel | New Lexington | McWhorter, Carrie Drusella | Mineral |
| Lovell, Hazel Josephine | Glouster | Maddy, Clarence Allison | Chillicothe |
| Lowmiller, Edna Grace | Unionport | Maglott, Frieda | Lexington |
| Lucas, Ethel Eldeda | Lisbon | Maher, Anna | Fayetteville |
| Lucas, Nellie Edna | West Jefferson | Mallen, Mary Ann | Nelsonville |
| Luce, Maud Esther | Marseilles | Mallow, Edith Francis | Atlanta |
| Ludlam, Lucy Ruth | Mineral City | Mann, Cora Anne | Cedarville |
| Ludy, Vera Grace | Zanesville | Mann, Samuel David | Athens |
| Lusher, John Russell | Mercersville | Mansfield, Vergil | Athens |
| Lutz, George Wayne | Bidwell | Mariner, Daisy Belle | Athens |
| Luyster, Helen Pearl | Barnesville | Maris, Mary Juanita | Crooksville |
| Lyle, Joseph Wilson | Cincinnati | Markley, Willa May | Conotton |
| Lynch, John William | Barnesville | Marmon, Ferol | La Rue |
| Lynch, Verne Haddow | Fleming | Marquis, Carroll B. | Amesville |
| Lynn, Burdena | Thornville | Marsh, Ella Flo. | Marion |
| Lynn, Wallace | Clintonville, Pa. | Marsh, Luna Anita | Sabina |
| | | Marsh, William McKinley | Sabina |
| McAfee, Roky Lucille | Stewart | Martin, Clio Florence | Fleming |
| McCall, Edith | Hamden | Martin, Elma | Rising Sun |
| McCann, Mabel S. | West Union | Martin, John William | Santoy |
| McCann, Margaret Helen | Zanesville | Martin, Mae Gertrude | Albany |
| McCarroll, Rose Gertrude | Stuebenville | Martin, Mildred | Parkersburg, W. Va. |
| McCarty, Etta Mabel | Lucasville | Martin, Ray Warney | Albany |
| McClain, Emma Mae | Toronto | Mason, Bertha | Hicksville |
| McClain, Helena Martha | W. Lafayette | Mason, Enid | Bradner |
| McClay, Ruby Belle | Piketon | Massar, Ivan E. | Long Bottom |
| McCleary, Harriett A. | Newcomerston | Mast, Katherine | Newark |
| McCloud, Manetta | Powell | Matheny, Clarence Albert | W. Alexandria |
| McClure, Harriett Clendenin | Allensville | Mathias, Anthony Ottis | Athens |
| McClure, Oscar Earl | Cherry Fork | Matson, Mabel Mae | Millfield |
| McCollister, Besse Gail | Derby | Matteson, Sibl. | Athens |
| McConkey, Arley Earl | Athens | Matthews, Marie | Roxbury |
| McConn, Teresa Catherine | St. Martin | Mauk, Marie | E. Fultonham |
| McConnell, Eva Lucille | Willow Wood | Maurer Christine Wilhelmine | Sidney |
| McConnell, Garnett Mildred | Willow Wood | May, Alice Ramsay | Athens |
| McCord, Hazel | Washington C. H. | May, Ida | Athens |
| McCormick, Alma | Rayland | May, Ida Alice | Cireleville |
| McCormick, Helen Lucile | Pataaskala | May, Ruth Lily | Van Buren |
| McCormick, Helen Thyrsa | Wellston | Mayer, Martha Esther | Newark |

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| Maynard, May Louise..... | Lima | Mott, William David..... | Princeton, Ky. |
| Meadows, Christine G..... | Ray | Motz, Lester Letroy..... | Breece |
| Mechling, George Vernon..... | Somerset | Mowbray, Forrest Burton..... | So. Salem |
| Meinke, William Gottlieb..... | Oak Harbor | Mowrey, Bessie Mabelle..... | Logan |
| Melick, Fay Rachel..... | Roseville | Mowrey, Grace Vyola..... | Logan |
| Menkel, George Edward..... | Scio | Mowrey, Russell Donaldson..... | Logan |
| Merced, Belle Eddy..... | Athens | Mowry, Elma Lucile..... | Gelina |
| Meredith, Jennie Belle..... | Freeport | Mowry, Frances Marie..... | Gelina |
| Merrill, Fawnie Celeste..... | Cutler | Mulligan, Flossie Anna..... | Athens |
| Merriman, Ada Belle..... | Kingston | Murch, DeForest..... | Athens |
| Merry, Iva..... | Ostrander | Murphy, Anna..... | Westboro |
| Merryman, Helen Eliza..... | Quaker City | Murphy, Ella Cecelia..... | Nelsonville |
| Merwin, Margaret Blanche..... | Athens | Murphy, Harry Freeman..... | W. Rushville |
| Mesenburg, Louisa..... | Sandusky | Murphy, Kathryn..... | Cyrenet |
| Metcalf, Verner Ethelbert..... | Waterford | Murphy, Margaret Elizabeth..... | Nelsonville |
| Mikesell, Lena Ruth..... | Jewett | Murphy, Naomi..... | Amunda |
| Miller, Alfred Ellmore..... | Magnetic Springs | Murray, Jessie Jeannette..... | Corning |
| Miller, Anna Barbara..... | Fremont | Murry, Melvina Grace..... | Democracy |
| Miller, Bertha Charlotte..... | Pomeroy | Musgrave, Elizabeth..... | Clarksburg, W. Va. |
| Miller, Edith Mae..... | Basil | Musser, Mame..... | Portsmouth |
| Miller, Emma Mae..... | St. Clairsville | Muth, James Benedict..... | New Matamoras |
| Miller, Frances..... | Kelley's Island | Myers, Anabel Ruth..... | La Rue |
| Miller, Freda..... | Pomeroy | Myers, Henrietta..... | Augusta |
| Miller, Hazel Lee..... | Frankfort | Myers, Martha Mae..... | Lyndon |
| Miller, Hazel Marie..... | Pataskala | Myers, Nina Nadine..... | Baltimore |
| Miller, Irene..... | Green Spring | Mylus, Lillian Malvina..... | Zanesville |
| Miller, Lulu Belle..... | Bellaire | | |
| Miller, Nellie Marie..... | So. Salem | Nabb, Irma..... | Hendrysburg |
| Miller, Norma Lois..... | Station L, Cincinnati | Nafzger, Bertha May..... | Guhanna |
| Miller, Oliver Lenley..... | Ringold | Napier, Gertrude Marie..... | Crooksville |
| Miller Mrs. Ora Dwyer..... | Mt. Gilead | Napier, Margaret..... | Crooksville |
| Miller, Ray..... | Little Hocking | Naylor, Zella Lucile..... | Pennsville |
| Miller, Stella..... | Hamden | Nease, Sierra Nevada..... | E. Liverpool |
| Miller, Velvia Rose..... | Quaker City | Neel, Lotta Belle..... | Cherry Fork |
| Miller, Visie Alice..... | So. Salem | Neff, Sarah Elizabeth..... | Derby |
| Milligan, Rita Mary..... | Athens | Neighbarger, Alta..... | St. Louisville |
| Mills, Ruth Lorena..... | Tiffin | Neiswander, Clay F..... | Marysville |
| Milner, Marie Lucille..... | Swift | Neiswander, Florence..... | Marysville |
| Milnor, Perley Clark..... | Pickerington | Neiswander, Leah..... | Columbus |
| Minderman, Helen C..... | Danbury | Nelson, Mrs. Blanche Eleanor..... | Dexter |
| Minshall, Minnie Grace..... | Derby | Nelson, Emmett Gerald..... | Carpenter |
| Mischal, Essie Mae..... | Chillicothe | Nelson, Florence Elizabeth..... | Athens |
| Mitchell, Nellie Marie..... | Mt. Sterling | Nelson, Florence W..... | Kyger |
| Mitchell, Sylvia May..... | Shawnee | Nelson, Marguerite..... | Nelsonville |
| Mock, Alice..... | Lancaster | Nelson, Miles Ewing..... | Dexter |
| Moler, Estella Dora..... | Radcliffe | Neville, Chassie Ann..... | Peebles |
| Moler, Harley Edwin..... | Athens | Newberry, Flo Inez..... | Blue Rock |
| Monks, Anna..... | Nelsonville | Newberry, Hawley DeWitt..... | Corning |
| Monnette, Hazel A..... | Marion | Newland, Ina Elene..... | Bainbridge |
| Monroe, Bernice Hazel..... | Cumberland | Newland, Louise..... | Portsmouth |
| Montgomery, Amanda Luella..... | Quaker City | Newman, Antye Mae..... | Hamden |
| Montomay, Hazel..... | Rio Grande | Newman, Leo Herman..... | Pedro |
| Moon, James LeRoy..... | Jamestown | Nice, Frederick Riley..... | New Marshfield |
| Moon, Oscar Clifford..... | Bowersville | Nichols, Edith Margaret..... | Alexandria |
| Mooney, Alice Marie..... | Nelsonville | Nichols, Faun Winters..... | Bladenburg |
| Moore, Arthur Ray..... | Athens | Nicholson, Ruth Secrest..... | Buffalo |
| Moore, Charma Marie..... | Zanesville | Nickel, Julia..... | Portsmouth |
| Moore, Clarence Ernest..... | Blacksville | Nihart, Cora S..... | Edgerton |
| Moore, Cora Edna..... | Athens | Nisely, Helen Marie..... | Selden |
| Moore, Dorothy Leonard..... | Wilkesburg, Pa. | Nixon, Hugh Henry..... | New Plymouth |
| Moore, Edna Wahnetta..... | Roseville | Noble, Blanche Susan..... | Orient |
| Moore, Eunice Eileen..... | Ironton | Noble, Elsie Belle..... | Mt. Gilead |
| Moore, Galena Rose..... | Barnesville | Noe, Winona Rebecca..... | Portsmouth |
| Moore, Grace Cleo..... | Crooksville | Noel, Garnet..... | Stewart |
| Moore, Helen Elizabeth..... | Demos | Norris, Eva..... | W. Lafayette |
| Moore, Ila Winifred..... | Atlanta | Norris, Leha Maude..... | Milford Center |
| Moore, Irvie Mechem..... | Vincent | Noyes, Bertha..... | Ostrander |
| Moore, Mattie..... | Hendrysburg | Nunamaker, Lottie Mae..... | Logan |
| Moore, Vesta Caroline..... | Hoytville | Nunamaker, Grace Thelma..... | Logan |
| Moore, Wayne..... | Mineral City | | |
| Morgan, Anna Ernestine..... | Oak Hill | O'Connor, Anna..... | Athens |
| Morgan, Cora Ethel..... | Williamsport | O'Dea, Mary..... | New Paris |
| Morgan, Katherine Jane..... | Oak Hill | Oberlin, Nora Gladys..... | Mineral City |
| Morris, Dorothy Catherine..... | Magrew | Ochs, Clarence Martin..... | Lancaster |
| Morris, Harry Lee..... | Mt. Sterling | Ochs, Helen..... | Lancaster |
| Morris, Hattie Ellen..... | Carroll | Oetzel, Cecelia..... | Milan |
| Morris, Helen Marie..... | Athens | Ogan, Opal Anna..... | Williamsport |
| Morris, Josephine Inez..... | Barlow | Ogden, W. Roy..... | Carpenter |
| Morris, Julia May..... | Mt. Sterling | Ogg, Verda Lenora..... | Ethel |
| Morris, Laura Alma..... | Cutler | Ogle, Mada..... | Good Hope |
| Morris, Lucy Edith..... | Newcomertown | Orr, Walter Freeman..... | Jacksontown |
| Morris, Nelle Abigail..... | Magrew | Ortman, Carrie Mae..... | Washington C. H. |
| Morrison, Grace..... | Claylick | Osborne, Ethel Mae..... | Waldo |
| Morrison, Margarette..... | London | Outenault, Iona Mae..... | Basil |
| Morrison, Robert Byron..... | Newark | Outland, Vivian Beatrice..... | Payne |
| Morrow, Minnie Gertrude..... | Zanesville | Ovorn, Mary Margaret..... | Waverly |
| Morton, Bernard Carlton..... | Mt. Sterling | Ovornmyer, Mary Louise..... | Athens |
| Morton, Elizabeth V..... | Mt. Sterling | Owen, Ruth Edna..... | Lowell |
| Moseley, Nina Lillian..... | Ostrander | | |
| | | Page, Juanita Marie..... | Roseville |

Padgett, Flossie Waterford
 Paeltz, Gladys Armilda Bethel
 Pake, Edward Howe Bainbridge
 Pake, Ida Merle Bainbridge
 Palmer, Mary Pataskala
 Pancake, Mary Frankfort
 Pangratz, Mamie Maumee
 Parfitt, Blanche Ruby Athens
 Park, Glenn Eugene New Lexington
 Parker, Elizabeth Maxine Gloucester
 Parker, May Margaret Athens
 Parks, Florence Nelsonville
 Parlette, Jeanette Viola Short Creek
 Parmiter, Evva Arminta Amesville
 Parry, Lulu Marie Nelsonville
 Partridge, Mrs. Rose Gayman Columbus
 Passmore, Alta Bell Key
 Patterson, Carrie Vye Wellston
 Patterson, Clarence Osborn New Lexington
 Patterson, Emily Julia Amesville
 Patterson, Emmett Bridgeport
 Patterson, Lena Estella Athens
 Patterson, Marjorie Bridgeport
 Patton, Alice Utica
 Patton, Anna Mae New Straitsville
 Patton, Minnie Maud Belpre
 Patton, Myrtle Utica
 Patton, Waite McKee Trinway
 Paul, Hazel Pauline W. Mansfield
 Paul, Iva Mt. Vernon
 Payne, Bessie Margaret Reno
 Paynter, Grace Portland
 Paynter, John Portland
 Peale, Alberta Martinsville
 Peale, Viola Mae Martinsville
 Peart, Ella Shawnee
 Peer, Margaret Blanche Carroll
 Pellett, Mabel Lucile W. Liberty
 Pelley, Lura Mingo Junction
 Pelley, Mary Vance Mingo Junction
 Pemberton, Letha Zane Roseville
 Penrose, Viola Mae Pennsylvania
 Peoples, Helen Athens
 Peoples, Mary Athens
 Pepple, Anna Madge Bainbridge
 Perkins, Alice Lucile Marietta
 Perry, Ethel May Salesville
 Perry, Eurie Pennsylvania
 Pettibone, Eliza Lakeside
 Pflaumer, Cora Etta West Union
 Pflaumer, Pauline Winchester
 Pfuderer, Elsie Parkersburg, W. Va.
 Pheerplage, Bessie Elien Wilkesville
 Phillips, Grace Louise Chillicothe
 Phillips, Leslie Demis Beckett
 Phillips, Ruth Marie Chillicothe
 Pickens, Ivan Urie
 Pickering, Anna Katharine Athens
 Pickering, Mrs. Grace G. Athens
 Pickering, James Theodore Athens
 Pickering, Joe Linville Athens
 Pickett, Fred Lloyd Athens
 Pierce, John Harley Shade
 Pileh, Anna Catherine Franklin Furnace
 Pinckney, Mary Starr Columbia Sta.
 Pinkerton, Hattie Belle Washington C. H.
 Plants, Mary Wilma Philo
 Plummer, Florene Williamsport
 Plummer, Hazel Zanesville
 Plummer, Thomas Herbert Athens
 Poling, Alpha Ellen Laurelville
 Poling, William McKinley Logan
 Porter, Anna Ethel Marengo
 Porter, Anna Laura Plattsburg
 Porter, Edith Leora Vincent
 Porter, Ethel Harriett Vincent
 Porter, Frances Hannah McConnellsville
 Porter, Isabel New Straitsville
 Potts, Doris Melvina Murray City
 Potts, Pearl Lucile Athens
 Power, Eva Inez Nelsonville
 Powers, Anna Leone Paulding
 Powers, Mabel Charlotte Hoytville
 Price, Aaron Sumner Athens
 Price, Anna Klostermeyer Athens
 Price, Arthur U. Orient
 Price, Clarence Wilford Nelsonville
 Price, Hazel Imogene Bowersville
 Price, Jennie Lovina Athens

Price, John Robert Magrew
 Price, Marie Louise Athens
 Prinn, Edna Ironton
 Pritchard, Clara Elizabeth Nelsonville
 Pritchard, Helen Nelsonville
 Proctor, Milton Dean Barlow
 Prouty, Floyd Emerson Ostrander
 Pruden, Coral Eletha Black Lick
 Pryor, Minerva May Lnog Bottom
 Pugh, Cecil Carl Jacobsburg
 Pugh, Ethel Leota Fostoria
 Putnam, Harriett Lamb Athens
 Pyers, Bessie Athens
 Pyers, Grace Athens
 Pyle, Bessie Austin
 Pyle, Corinne Leta Manchester

Quinn, Catherine Marietta

Rader, Edna Pataskala
 Rager, Bryan Whittier Groveport
 Rainier, Mary Grace Pomeroy
 Ralston, Bernice Catherine Peoria
 Ramsay, Elizabeth Pearl Milan
 Ramsay, Martin Newell Shadyside
 Randolph, Amelia Marengo
 Rank, Edward Gnadenhuetten
 Ratcliff, Ernest Mahlon Gillespieville
 Rathburn, Margery Elizabeth Gallipolis
 Ray, John Watson Oil City, Pa.
 Ray, Lillie May Mt. Sterling
 Ray, Mary Alice Oil City, Pa.
 Reed, Carrie Dell Bradner
 Reed, Cleveland Belle Valley
 Reed, Edythe Lucille McConnellsville
 Reed, Frieda Marion McConnellsville
 Reed, Lemuel Grove Wilkesville
 Reed, Mary F. Hamden
 Reed, Mary Gertrude Ashville
 Reed, Mildred Kimball
 Reed, Orpha Alta Howard
 Rees, Byron Taylor Winchester
 Reese, Athens Bennett Youngstown
 Reese, Ethel M. Gloucester
 Reeves, Mary Elizabeth New Burlington
 Reeves, Olive Marie Shade
 Reeves, Wilbur David Shade
 Reeves, William Luster Zaleski
 Reichelderfer, Gladys Ruth Kingston
 Reid, Roscoe Adolph Tarton
 Reinhart, Grace Genevieve Mansfield
 Reinsette, Lucetta Milly Logan
 Reisinger, Hazel Keturra Beaver
 Rettig, Anna Mansfield
 Reusch, Julia Groveport
 Reynolds, Alta Maude Addison
 Reynolds, Estelle M. Nelsonville
 Rhodes, Clifford John Minersville
 Rice, Mary Mildred Stewart
 Richards, Ruth Marie Zanesville
 Richardson, Fannie Deucher
 Richardson, Lucie Kathryn McConnellsville
 Richeson, Marian Cromwell Athens
 Richmond, William Porter Manchester
 Richter, Marie Elizabeth Milford Center
 Ricketts, Helen Marie Sugar Grove
 Ricketts, Howard Benjamin Shawnee
 Rickey, Edna Athens
 Rickey, Naffa Eckhart Scioto
 Ridenour, Chauncey Owen New Lexington
 Ridenour, Margaret New Lexington
 Riker, Olive Marie Parkersburg, W. Va.
 Riley, Harry W. Athens
 Riley, Raymond Clifford Peebles
 Rinehart, Bernice Estella Gnadenhuetten
 Rinehart, Lulu Bladensburg
 Ring, Florence A. Valley City
 Rittenour, Lillian Jane Kingston
 Ritter, Julia Anna Hanging Rock
 Roach, Bernice Maud Athens
 Roach, Edith Marie Athens
 Robbins, Henry Oscar New Marshfield
 Robe, Thurlow Scott Quaker City
 Roberts, Bartholow Lubieund Belfast
 Roberts, George Shannon Gloucester
 Roberts, Georgia Etta May Harris Sta.
 Roberts, Grace Greenwood Nelsonville
 Roberts, Grover Cleveland Blue Rock
 Roberts, Jessie Marie Sidney
 Roberts, Mabel Sidney

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| Roberts, Mildred Gray..... | Nelsonville | Schreiner, Estelle..... | Chillicothe |
| Roberts, Olive Jane..... | Sidney | Schryver, Bernice Agnes..... | Bloomington |
| Robey, Florence Lulu..... | Logan | Schroeder, Wallace Vernon..... | Jacobusburg |
| Robinette, Ruth Anstein..... | Hebbardsville | Schubert, Pearl..... | Sardinia |
| Robinson, Anna Elizabeth..... | Newark | Schuh, Belle..... | Grove City |
| Robinson, Harold Clinton..... | McComb | Schultz, George Cortright..... | Lithopolis |
| Robinson, Lorraine..... | Philo | Scott, Anna Quinn..... | Mingo Junction |
| Robinson, Maud Jane..... | Institute, W. Va. | Scott, Edward Buell..... | Portsmouth |
| Roe, Virginia Matilda..... | Quaker City | Scott, Jennie Edna..... | Jasper |
| Roebuck, Anna Jean..... | Rockford | Scott, John Maxwell..... | Hamden |
| Roeder, Adeline Marguerite..... | Rocky Ridge | Scott, Lulu Grace..... | White Cottage |
| Rogers, Delphia Dot..... | Cardington | Scott, Mattie..... | Roxbury |
| Rogers, Edna Grace..... | Westerville | Seegy, Ina May..... | Athens |
| Rogers, Everett Clarence..... | Cambridge | Seerst, Edna C..... | Sarahsville |
| Rogers, Kathrene Austa..... | Newcomerstown | Seerst, Harry Edwin..... | Pleasant City |
| Rogers, Laura Ann..... | Jackson | Seerst, Marlie..... | Senneville |
| Rogers, Thomas Jefferson W..... | Ashland, Ky. | Seerst, Ruth Olive..... | Buffalo |
| Roman, Myra Phoebe..... | Sidney | Seidenfeld, Rosa..... | Murray City |
| Root, Alexander..... | Stewart | Zell, Mary Lillian..... | South Solon |
| Root, Mary L. M..... | Kinsman | Sevall, Lura Leona..... | Chandler'sville |
| Rose, Dwight Leslie..... | Buffalo | Severe, Carrie..... | Vanatta |
| Rose, Louise..... | Coal Run | Severe, Jessie..... | Vanatta |
| Rose, Mae..... | Caldwell | Seward, Donald Krypt..... | Athens |
| Rose, Mayme Florence..... | Mt. Sterling | Sexton, James Cornelius..... | London |
| Rose, Triba DeLong..... | Adelphi | Shackleford, Effie Ethel..... | Oak Hill |
| Roseborough, Linna..... | Newcomerstown | Shafer, Lawrence Augustus..... | Athens |
| Ross, Carrie Brewster..... | Duncan Falls | Shafer, Nellie..... | Athens |
| Ross, Mattie..... | Bartlett | Shafer, Samuel Sullivan..... | Athens |
| Rossetter, Howard Monroe..... | Athens | Shaffer, Birdie..... | Gillespieville |
| Roush, Ada Florence..... | Racine | Shaffer, Hattie Viola..... | Bellville |
| Roush, Clifford..... | Minersville | Shain, Ruth..... | Bushan |
| Roush, Lester L..... | Racine | Shamp, Lova Marie..... | Toronto |
| Roush, Ross Raymond..... | Racine | Shane, Florence Winona..... | Stuebenville |
| Rowan, Nell..... | Washington C. H. | Shaner, Elmer..... | Glouster |
| Rowe, Clara F..... | Portsmouth | Shannon, Alice Magdalene..... | Athens |
| Rowland Edith Mary..... | Cutler | Shannon, Ella Veronica..... | Athens |
| Rowland, Florence Ruth..... | Cutler | Sharpe, Carl..... | Bainbridge |
| Rowland, Mattie Beatrice..... | McConnellsville | Sharritt, Chloe Wilda..... | Newark |
| Rowles, Anna F..... | Pleasantville | Shaw, Clarence Victor..... | Danville |
| Rowley, Nellie Clara..... | Harrisonville | Shaw, Dorothy Lelo..... | Cardington |
| Ruble, Doris..... | Logan | Shaw, Rose Dorothy..... | Cardington |
| Ruble, Ruth..... | Logan | Shea, Mamie..... | Zaleski |
| Rucker, Robert Elliott..... | Rapsburg | Sheffler, Vivian..... | Rising Sun |
| Ruffing, Clara Rose..... | Camp Chase | Shegog, William George..... | Lore City |
| Rush, Clyde..... | Stewart | Shell, Sophrona Ellen..... | Williamsport |
| Rush, Eva Lena..... | Hamden | Shelton, Kate..... | Springfield |
| Russell, Greta Mildred..... | Pomeroy | Shenault, Cecile Elizabeth..... | Gillespieville |
| Russell, Esther Marion..... | Coolville | Shenault, Georgia..... | Gillespieville |
| Russell, Garnet May..... | Washington C. H. | Shepherd, Clara Lu Ellen..... | St. Clairsville |
| Russell, Mary Luella..... | Sarahsville | Shepherd, Edward T..... | London |
| Russell, Millie Lenora..... | Pomeroy | Shepherd, Frederick Emanuel..... | Edinburg, Scotland |
| Russell, Tiny Pearl..... | Bridgeport | Sheridan, Helen Frances..... | McConnellsville |
| Rutherford, Olive Kathryn..... | Clyde | Sheridan, Laura H..... | McConnellsville |
| Rutledge, Ethel Cora..... | Athens | Sherman, Alice Louise..... | Wilmington |
| Rutledge, Mayme..... | Athens | Sherman, Grace Lucile..... | Buckeye City |
| Saffell, John Schuyler..... | New Lexington | Sherwood, Edgar Lee..... | Mt. Victory |
| Saiser, Ethel Leah..... | Racine | Shields, Joseph Stillman..... | Jackson |
| Salers, James..... | Athens | Shields, Linnie..... | Torch |
| Salyers, Hazel Rua..... | Murray City | Shields, Mary..... | Crooksville |
| Sands, Edna Lee..... | London | Shilliday, Clarence Lee..... | Buffalo, N.Y. |
| Sands, Howard Hastings..... | Stewart | Shilt, Noble Crawford..... | Verona |
| Sands, Willis Fuller..... | Athens | Shiple, Minnie Margaret..... | New Holland |
| Sanford, Robert Mason..... | Defiance | Shirley, Della Miriam..... | Jacksonville |
| Sargent, Leona..... | Pomeroy | Shirley, Elmer Wesley..... | Guysville |
| Sauber, Elsie Isabel..... | Defiance | Shoemaker, Elfreda..... | Chillicothe |
| Sauers, Bernice..... | Hicksville | Shoemaker, Elmer Elsworth..... | Seloto |
| Saunders, Arthur Clair..... | Findlay | Shoemaker, Etza Eugene..... | Chillicothe |
| Saunders, Earnest Osman..... | Hemlock Grove | Shoemaker, Harry Roy..... | Bainbridge |
| Sause, Nellie..... | Youngstown | Shoemaker, Jessie Agnes..... | Waverly |
| Sawyers, Ruth Elise..... | Gallipolis | Sholl, Clarence Andrew..... | Bremen |
| Sayre, Etta Katrina..... | Roseville | Shoof, Florence..... | Reynoldsburg |
| Schieber, Clara Eve..... | Bucyrus | Shriver, Mary..... | Hilliards |
| Scheierer, Louise..... | Plain City | Shry, Bertha..... | Belmont |
| Schiermeyer, Ada..... | Pemberville | Shumaker, Alma Elizabeth..... | Winchester |
| Schilling, Anna Helen..... | Lowell | Shumaker, Milton Denver..... | Winchester |
| Schilling, Cora Elizabeth..... | Galloway | Siders, Cecil Franklin..... | Seaman |
| Schilling, Elizabeth..... | Lowell | Sikora, George Paul..... | Robins |
| Schilling, Minnie Caroline..... | Galloway | Silvus, Ellie..... | Athens |
| Schloss, Belle Elizabeth..... | Athens | Silvus, Paul..... | Athens |
| Schmalze, Frieda Margarete..... | Twinsburg | Simkins, Richard..... | Laurelvilth |
| Schmeltz, Elizabeth..... | Rocky Ridge | Simmerman, Anna Edna..... | Gallipolis |
| Schmeltz, Esther Anna..... | Rocky Ridge | Simms, Evelyn Berenice..... | Athens |
| Schmeltz, Lillian Katherine..... | Rocky Ridge | Simon, Eva Blanche..... | Bloomdale |
| Schmeltz, William Herman..... | Rocky Ridge | Sindlinger, Charles A..... | Gnadenhuetten |
| Schooler, Evaline..... | Blandenburg | Siniff, Anna..... | Carthton |
| Schooley, Ethel Mae..... | Creola | Sipe, Harry..... | Morristown |
| Schottelkorb, Margaret..... | Corning | Skinner, Anna Florence..... | Wilkinsburg, Pa. |
| Schrader, Carrie May..... | Logan | Skinner, Cornelia Tarlton..... | Chillicothe |
| Schreck, Leo Munoz..... | California | Skinner, Faye Lulu..... | Newark |
| | | Skinner, Harley Clay..... | Newark |

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|-----------------------------|---------------------|-------------------------------|--------------------|
| Skinner, Lela M | Barnesville | Stinchcomb, Judd Thomas | Sycamore |
| Skinner, Lillian Mae | London | Stine, Elsie Ora | New Plymouth |
| Skinner, Margaret Catherine | Logan | Stitt, Sarah Ethel | Buchtel |
| Skinner, Mary | Barnesville | Stivers, Verma | Cherry Fork |
| Slater, Marjorie | Coal Run | Stobart, Ina Elizabeth | Minersville |
| Sleeth, Lenora | Dyessville | Stobart, James Edgar | Racine |
| Smallwood, Rayman Harold | Gillespieville | Stockman, Emma Pearl | Crooksville |
| Smart, Ray Wylie | Peebles | Stockman, Josephine Catherine | Crooksville |
| Smith, Alma Elizabeth | Jackson | Stoker, Edith M | St. Marys |
| Smith, Augusta Olive | Willowood | Stone, Fannie Dorcas | Logan |
| Smith, Beatrice | Westerville | Stone, Rufus E | Waterford |
| Smith, Bertha Lucile | Bethesda | Stone, Vernon Lee | Belpre |
| Smith, Christopher Ira | Congo | Stokey, Viva May | Frankfort |
| Smith, Clara Anna | Hoytville | Storer, Bertha Saberna | Ray |
| Smith, Clea Marie | Basil | Story, Ernest Edgar | Pratts Fork |
| Smith, Elinor | Henderson | Story, Frank Dustin | Pratts Fork |
| Smith, Ethel Libby | Amesville | Stoyle, Kate | Shawnee |
| Smith, Georgia Vernon | Cumberland | Strate, Ida May | Lyra |
| Smith, Gladys C | Pleasantville | Stratton, Darrell Raymond | New Vienna |
| Smith, Goldie Blanche | Gillespieville | Strausbaugh, Elsie Mae | Cadiz |
| Smith, Harry N | Canal Winchester | Strausbaugh, Mabel Ann | Wilkesville |
| Smith, Jesse Edward | Beaver | Strausbaugh, Mabel Christina | Chillicothe |
| Smith, Louisa Leola | Fremont | Strawn, Hazel Blanche | Mineral City |
| Smith, Mae | Gillespieville | Strickler, Ray | Coolville |
| Smith, Mary Louisa | Sharon | Stringfellow, Garnet | Gallipolis |
| Smith, Mino | Lockwood | Stringfellow, Myrtle | Gallipolis |
| Smith, Morgan Bates | Bridgeport | Strode, Hazel Dean | Chesterhill |
| Smith, Nellie L | Newark | Strohmeier, Helen Ruth | Glouster |
| Smith, Paul Haddon | Byesville | Stuart, George Washington | Nelsonville |
| Smith, Vernon V | Lancaster | Stump, Verne Eugene | Gibsonville |
| Smith, William Andrew | Dexter City | Sturgill, Susie Sufy | Carbondale |
| Smittle, Edwin | West Union | Sudlow, Lovina Ellen | New Plymouth |
| Smythe, Ramona | Belmont | Sullivan, Dallas | Mt. Victor |
| snad, Lillian | Gallipolis | Sullivan, Paul Wesley | Mt. Victor |
| Snell, Ruth Myrvil | Crooksville | Sutton, Ruth May | Chandlersville |
| sniff, Ella Rebecca | Zanesville | Swaim, Ethel Grace | Tiptecanoe |
| soles, Agnes | Guysville | Swaim, Hannah Marie | Athens |
| soliday, Edith | Thornville | Swaim, Marybelle | Athens |
| sollars, Mae | Good Hope | Swan, Edna Basha | Athens |
| Sommer, Franklin | Dundee | Swartz, Ada Marguerite | Bellville |
| sommers, Lulu | Greenfield | Swartz, Clara Bernice | McArthur |
| souders, Myrtle J | New Plymouth | Swartz, Katy Mae | McArthur |
| sparks, Ruth | Sabina | Swearingen, Mildred Fleming | Parkersburg, W. V. |
| spellman, Jessie Gay | Jeffersonville | Sweeney, Harry William | Logan |
| Spencer, Zelda Ann | Tupper's Plains | Sweeney, Mary A | New Lexington |
| Spencer, Catharine Dean | Nelsonville | Sweet, William | Carpenter |
| Spencer, Nellie Etta | Belmont | Swindler, Velma | Tupper's Plains |
| Spies, Erma Marie | Canal Dover | Swinehart, Ross Poorman | Somerset |
| Spracklen, Arloa Janiza | Kenton | Swingle, Luanna | Zanesville |
| Spracklen, Myrtle Pearl | Kinton | Swiss, Phemie M | Jeffersville |
| Sprague, Harriett Kathryn | Athens | Swishhelm, Lucile | Portsmouth |
| Spriggs, Clara Clytice | Lucasville | Switzer, Lela B | Forest |
| Spriggs, Irma | Lucasville | Tannahill, Bertha Ann | Logan |
| Sproul, Hilda | Tiptecanoe | Tannahill, Ethel Beatrice | Logan |
| Sprouse, Lloyd | Hamersville | Tatman, Lorena | Bethel |
| Sprowl, Zoe Lenore | Huron | Taylor, Eunice Loa | McArthur |
| Spung, Orr Nickun | Sayre | Taylor, Halbert Morris | Nashport |
| Stabler, Mary Belle | Bellefontaine | Taylor, Lola Bernice | Good Hope |
| stage, John Edward | Athens | Taylor, Susie Taliafero | Middleport |
| Stager, Nellie | Canton | Teeters, (Mr.) Madge Martin | Loudonville |
| Stankard, Katherine | Toledo | Teeters, Ruth Charlene | Washington C. H. |
| Stanton, Flora May | New Marshfield | Teeters, Virginia Margaret | Stubenville |
| Starkey, John Harrison | South Bloomingville | Teel, Oneida | Holloway |
| Starnor, Charles | Sugar Grove | Temple, Clarence Overman | Winchester |
| Starr, Everett Murch | Athens | Temple, Minnie Etta | Plain City |
| Starratt, Lydia Blanche | Malta | Templin, Susie Alice | Washington C. H. |
| Steadman, Inez Edith | Clouster | Tennant, Myrtle | Ray |
| Stedwill, Dorothy Helen | Carbon Hill | Thoburn, Jessie Emeline | Martins Ferry |
| Steele, Effie | Washington C. H. | Thomas, Adena Marie | Chillicothe |
| Stein, Florence | Circleville | Thomas, Andrew Ulom | Marietta |
| Stein, Mary Ethel | Circleville | Thomas, Effie | Fay |
| Steinbrook, Nina Mae | New Lexington | Thomas, Ethel Fern | Cardington |
| Stemple, Edna Lois | West Lafayette | Thomas, Grace | Belmont |
| Stenson, Agnes Ann | Congo | Thomas, Helen Irene | Bloomington |
| Stenson, Mary Lauretta | Congo | Thomas, Margaret Anna | Bloomington |
| Stephens, Arthur James | Fleming | Thomas, Pearl William | London |
| Stephenson, Vera | Athens | Thompson, Amy Lizzie | Pennsville |
| Stevens, Frances Folsom | Newark | Thompson, Bert McCune | Byesville |
| Stevens, Jennie May | North Fairfield | Thompson, Edna Elizabeth | Washington C. H. |
| Stevens, Kenneth Thomas | Gillespieville | Thompson, Ella Rebecca | White Cottage |
| Stevenson, Grace Marie | Piketon | Thompson, Goldie Mae | Dundas |
| Stevenson, Gus | Cherry Fork | Thompson, Jean Louise | Athens |
| Stevenson, Lena Mae | Cherry Fork | Thompson, John | Ashville |
| Stewart, John W | Lucasville | Thompson, Lola | Short Creek |
| Stewart, Lola Vay | Sidney | Thompson, Margaret Mae | Dunbridge |
| Stewart, Mary Agnes | Athens | Thompson, Marie Louise | Mansfield |
| Stewart, Mattie Marie | McArthur | Thompson, Mary Elizabeth | Shadyside |
| Stewart, Verna Chyla | Long Bottom | Thompson, Maude Ethel | White Cottage |
| Sticklen, Anna F | Cove | Thompson, Minnie Ellanora | Athens |

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| Thompson, Nelle Celeste..... | Wamsley | Walker, Gertrude..... | Athens |
| Thornburg, Mayme Blanche..... | La Rue | Walker, Grace Lillian..... | Green Springs |
| Thornhill, Gertrude Permelia..... | Wellston | Walker, Greta..... | Athens |
| Thurlow, Greeley Gordon..... | Athens | Wallace, Freda W..... | Roseville |
| Thurlow, Paul Edward..... | Athens | Wallar, Elsie Gertrude..... | Jackson |
| Tidrick, Neva Jane..... | Newcomertown | Waller, Oscar Ermine..... | Cumberland |
| Tilley, Margaret L..... | Traverse City, Mich. | Walpole, Branson A..... | Malta |
| Tilton, Harry Whiting..... | Claysville, Pa. | Walpole, Milton Eber..... | Malta |
| Timmons, Benjamin Finley..... | Gillespieville | Walsh, Edward Ambrose..... | Vincent |
| Timmons, Bertha..... | Gillespieville | Walsh, Josephine..... | Vincent |
| Timmons, Mae Estella..... | Chillicothe | Walter, Clara Louisa..... | Carroll |
| Tinney, Kathryn..... | Conneaut | Walters, Maud..... | New Straitsville |
| Fisher, Phoebe Emeline..... | Hannibal | Wamsley, Osa..... | Ottway |
| Tobin, Helen Marie..... | Canal Winchester | Ward, Mary..... | Athens |
| Todd, Elsie Claire..... | Flushing | Ward, Theron William..... | Athens |
| Todd, Fannie Deborah..... | Maumee | Warden, Leona..... | Chesterhill |
| Todd, Frances Willard..... | Flushing | Wardlow, Nelle Lue..... | Winchester |
| Todd, Velma..... | Holloway | Warfield, Mac..... | Belpre |
| Tom, Hazel Olive..... | Chandlersville | Warner, Esta..... | Harrisonville |
| Tom, Lena May..... | New Concord | Warner, John Frederick..... | Port-mouth |
| Tomlinson, Cecil Roy..... | Adelphi | Warner, May Rolf..... | Port-mouth |
| Tomlinson, Denny..... | Adelphi | Warner, Minnie C..... | Ironton |
| Tompkins, Meade Emmett..... | Vincent | Warren, Josiah..... | Seloto |
| Toner, Alice..... | Edon | Watkins, Chas..... | Athens |
| Toops, Ada..... | Chillicothe | Watkins, Margaret Jane..... | Pleasant City |
| Touchman, Lottie Amelia..... | Piqua | Watrous, Pearl Nettie..... | Chesapeake |
| Trautzel, Jennie..... | Vincent | Watson, Carrie Mae..... | Athens |
| Trautman, Faye..... | Belpre | Watson, Hazel Mildred..... | Lore City |
| Trempe, Mary Irene..... | Sidney | Watson, Inez..... | Lowe City |
| Tresham, Jessie May..... | Harrisville, W. Va. | Watson, Ralph Hiram..... | Salisbury |
| Treudley, Mary..... | Athens | Waxler, Ora Emma..... | McArthur |
| Treudley, Ruth..... | Athens | Wear, (Miss) Blake..... | Belmont |
| Tribbie, Grace Marguerite..... | Cambridge | Weaver, Arrie Mae..... | Williamspport |
| Tripp, Anna Lurea..... | Wellston | Webb, Susie Izora..... | South Point |
| Tripp, Luella Estelle..... | Wellston | Webb, Wesley Howe..... | Hamden |
| Tripp, Nellie Mae..... | Hamden | Webber, Ada Vaun..... | New Matamoras |
| Troth, William Larry..... | Vinton | Webster, Ruby Lorraine..... | Jewett |
| Trout, Elizabeth..... | Findlay | Weber, Maude Antoinette..... | Dexter City |
| Trout, Elwilda..... | Duncan Falls | Weber, Noma Luda..... | Long Bottom |
| Tudor, George Edwin..... | Harrisonville | Webster, Anna..... | Jewett |
| Tullis, Blanche..... | Bloomingsburg | Webster, Bisha Edna..... | Torch |
| Turner, Annie..... | Oak Hill | Webster, Nellie Alice..... | Jewett |
| Turner, Emma..... | Barnesville | Webster, Winnifred..... | Jewett |
| Turner, Fannie Virginia..... | Zanesville | Weed, Grace..... | Jackson |
| Turner, Flossie..... | Dexter | Weida, Pearl..... | Cygnot |
| Turner, Fernie Mae..... | Dexter | Weidner, Amelia..... | Toronto |
| Turner, Lenna Freida..... | Athens | Weik, Waldo Harrison..... | Mt. Healthy |
| Turner, Orville Arminius..... | New Holland | Weisenberger, Edna..... | McArthur |
| Turner, Queen Marie..... | New Straitsville | Welch Eibel May..... | Glen Roy |
| Turner, Sara E..... | Circleville | Welch, Mary Elizabeth..... | Beloit |
| Turner, Stella..... | Chillicothe | Welker, Adriel..... | Albany |
| Turner, Violet Mary..... | Chillicothe | Welker, Will Wilson..... | Vinton |
| Ulrich, Cordelia Adeline..... | Port Washington | Wells, Constantine..... | Arbaugh |
| Ulrich, Victoria Helena..... | Lewisville | Wells, Mamie..... | Arbaugh |
| Underwood, Mell G..... | New Lexington | Wells, Ora Frances..... | Parkersburg, W. Va. |
| Upp, Inez Mae..... | Rainsboro | Welsh, Martha Lovenia..... | Carpenter |
| | | Welsh, Mary Emeline..... | Carpenter |
| | | Wessel, Elizabeth Helen..... | Ironton |
| VanDemark, Clara Pearl..... | Canal Winchester | West, Ferne L..... | Marion |
| VanDyke, Helen Lenora..... | Albany | Weygandt, Josephine Lois..... | Grove City |
| VanFosson, Audrey..... | Lowell | Whalen, Mary Kathryn..... | South Solon |
| VanScoyoc, LeVaughn..... | Williamsfield | Whaley, Raymond Earl..... | Pratts Fork |
| VanScoyoc, Margueriette Addie..... | Williamsfield | Wharton, Edith..... | New Marshfield |
| VanVoorhis, Alma..... | Mt. Vernon | Wharton, Florida Edna..... | New Marshfield |
| VanVoorhis, Bessie Lee..... | Mt. Vernon | Wherley, Edith Gertrude..... | Mineral City |
| Vanderford, Eliza Lidora..... | Zaleski | Whetstone, Edna Elizabeth..... | Ulrie |
| Verner, Ella..... | Black Run | Whitacre, Foster Elijah..... | Graysville |
| Verner, George E..... | Nashport | Whitacre, Nina..... | Graysville |
| Verner, Kyle William..... | Black Run | White, Arlie Ernest..... | Rock Bridge |
| Verner, Nettie Luella..... | Cutler | White, Clara Louise..... | Beverly |
| Vanghan, David Evans..... | Shawnee | White, Everett..... | Albany |
| Vercoe, Herbert James..... | Athens | White, Lily May..... | Chandlersville |
| Verity, Jeannette Virginia..... | Nelsonville | White, Mary Luanna..... | Chandlersville |
| Vermillion, Montie..... | Kenton | White, Nellie Murl..... | Manchester |
| Vernon, Mary E..... | Pleasantville | White, Otis Leo..... | Hemlock Grove |
| Vickers, Bessie Jemima..... | Fleming | White, Rena Alice..... | Zanesville |
| Vickers, Harry..... | Fleming | Whitmore, Althea..... | Buchtel |
| Vincent, Elsie Vere..... | Van Wert | Whitney, Fern..... | Marletta |
| Voelker, Nllzah Edna..... | Waverly | Whitsey, Marian Leone..... | Put-in-Bay |
| Vogelsang, Nell..... | Wellston | Wiggins, Ina Hazel..... | Moxahala |
| Voigt, Marie..... | Athens | Wikoff, James Lee..... | Bentonville |
| VonSchriltz, Ruth Marie..... | Chillicothe | Wilbur, Nina..... | Millan |
| Waite, Katherine Eileen..... | Conneaut | Wilbur, Olive E..... | Millan |
| Wadley, Vaughn..... | Athens | Wilcox, Julia I..... | Cleveland |
| Waggoner, Clada Ruth..... | Jewett | Wiley, Elna..... | Barnesville |
| Walburn, Letitia..... | Athens | Wiley, Nathaniel..... | Kimball, W. Va |
| Waldron, Mary Frances..... | Sunbury | Wilhelm, Agnes..... | Galloway |
| Waldron, Myrtle Adele..... | Sunbury | Wilkes, Ernest Constantine..... | Athens |
| Walker, Edith Juanita..... | New Marshfield | Wilkes, Faith..... | Athens |
| Walker, Esther Lucile..... | Green Springs | Wilkes, Marle..... | Athens |

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|--------------------------------|--------------------|-----------------------------------|------------------|
| Wilkin, Atta..... | St. Louisville | Witchey, Mary..... | Bellaire |
| Wilkin, John David..... | St. Louisville | Witherspoon, Howard W..... | Kensington |
| Wilkinson, Leota May..... | Hilliards | Witherstay, Treva Marguerite..... | Garrettsville |
| Wilkinson, Mae Belle..... | Mansfield | Witt, Charles Edward..... | Athens |
| Will, Floss Lucille..... | Pomeroy | Wolf, Ida O'Dessa..... | South Solon |
| Will, Galen Oderkirk..... | Pomeroy | Wolf, Jennie..... | Newark |
| Will, Roland, Gage..... | Pomeroy | Wolfe, Blanche Philene..... | Athens |
| Williams, Bertha Edna..... | Glouster | Wolpert, Flora Marie..... | Hilliard |
| Williams, Carrie Emmiline..... | Athens | Woltz, Effie Almira..... | Rockridge |
| Williams, David Burle..... | Syracuse | Woltz, Ellen Virginia..... | Rockridge |
| Williams, Ethel Faye..... | Zanesville | Wood, Austin..... | Athens |
| Williams, Eva..... | Lebanon | Wood, Cary C..... | Highland |
| Williams, Floyd..... | Galloway | Wood, E. R..... | Albany |
| Williams, Grace Evadne..... | Martins Ferry | Wood, Helen Caroline..... | Greenfield |
| Williams, Gwilym I..... | Glouster | Wood, Oliver Lee..... | Lyndon |
| Williams, Isaac..... | Athens | Wood, Roda..... | Rutland |
| Williams, Jennie..... | Steubenville | Woodell, Lawrence..... | Piketon |
| Williams, Jessie Ethel..... | Sharpsburg | Woodie, Elma Amelia..... | Alfred |
| Williams, Martha..... | Martins Ferry | Woodland, Ellen Elizabeth..... | Washington C. H. |
| Williams, Okey..... | Buffalo | Woodroof, Lillian..... | Washington C. H. |
| Williams, Roger Eugene..... | Guysville | Woodruff, Chloe Larilla..... | Coalton |
| Williams, Vinnie Dixon..... | Felicity | Woods, Esther Martha..... | Webb Summit |
| Williamson, Charles Owen..... | Athens | Woods, Lucile Emma..... | Webb Summit |
| Wilson, Adah M..... | Amanda | Woods, Sevah Adryene..... | Ironton |
| Wilson, Albert Harry..... | New Paris | Woodward, Blanche..... | Hamden |
| Wilson, Arthur Lowell..... | Whealersburg | Woodworth, Gladwyn Anson..... | Cortland |
| Wilson, Carl Henry..... | Conneaut | Woolery, Jennie Florence..... | Nelsonville |
| Wilson, Da Lee Belle..... | La Rue | Worden, Maude Josephine..... | Logan |
| Wilson, Elva Ruth..... | Washington C. H. | Wooley, Sara Vivian..... | Logan |
| Wilson, Francis Ray..... | Harrisonville | Worden, Alta Edith..... | Glouster |
| Wilson, Margaret..... | Cincinnati | Worman, Clara Emma..... | Gallipolis |
| Wilson, Margaret Isabelle..... | London | Worrall, Edith..... | Chesterhill |
| Wilson, May..... | Sidney | Worrall, Paul Clifton..... | Chesterhill |
| Wilson, Mollie Lee..... | Warner | Wright, Evelyn..... | Sidney |
| Wilson, Rhoda Annette..... | St. Albans, W. Va. | Wright, Maude..... | Sidney |
| Wilson, Thelma..... | Columbus | Wyckoff, Mabel Mary..... | Elm Grove |
| Wilson, Ursel..... | Mt. Sterling | Yockey, John Louis..... | Manchester |
| Wilson, Walter H..... | London | Yocum, Icel Ann..... | Glouster |
| Windnagel, Cora Mae..... | Oak Harbor | Yost, Emma Marie..... | Youngstown |
| Windon, Edna..... | Pomeroy | Young, Frieda May..... | Belmont |
| Winget, Annice..... | Gillespieville | Young, Lura Belle..... | Freeport |
| Winger, Roscoe J..... | McCutchenville | Young, Virginia Charlotte..... | Athens |
| Winkler, Ida Alice..... | Canal Dover | Zangmeister, Harvey..... | Lithopolis |
| Wirth, Viola..... | Shawnee | Zehm, Freda Elizabeth..... | Pomeroy |
| Wirth, Katherine Margaret..... | Sandusky | Zerkle, Elva Oda..... | Bellefontaine |
| Wise, Leo Deemer..... | Marysville | Ziegler, Mary Isabelle..... | Roseville |
| Witchey, Bessie..... | Bellaire | Zumbro, Carroll Denny..... | Chesterhill |