WILLIAM OXLEY THOMPSON

A discussion of the portraits done of President Thompson can be found in the May, 1963 issue of The Ohio State University Monthly (alumni magazine) on page 6. Also includes bronze sculptures. bli/reg: 8/2002
Dear George,
Bertha left me a note that you visited the Archives in the week I was away.

The painter of the Thompson portrait in our hallway was Charles W. Hawthorne. Hawthorne, I am told, was a nationally prominent painter and has portraits in the National Gallery of Art.

The painting was restored by the Intermuseum Conservation Association at Oberlin.

Best,
Rai

* Library Book Depository Building: Archives Hallway
The longest serving of any OSU president (1899-1925), this gentleman was born in Cambridge, OH in 1855. The oldest of ten children, he put himself through Muskingum College, receiving his degree in 1878. Like three of his four predecessors, he was an ordained minister (Presbyterian). In 1891 he became president of Miami University in Oxford, OH and remained there until being selected for the presidency here. He saw OSU through World War I; served nine years on the Columbus Board of Education; and was president of the Columbus Centennial Commission. He was active in the drafting and the passage of the National Defense Act in 1915. In 1920, he was appointed by President Woodrow Wilson to serve on a special committee to settle the coal strike.

Known to all as "Prexy," he was hailed as "most beloved" by students, staff, faculty, and friends. He performed many marriage ceremonies for students and even buried some. He served as referee for the Cane Rush in hopes it would cut down on the severity of injuries as Freshmen and Sophomore male students fought over a four-foot cane each Spring. He had three wives, one died of tuberculosis in 1888, another as a result of medical negligence in 1890. He married his third wife, Estelle Godfrey Clark, in 1894. His daughter, Bessie, received two undergraduate degrees and his son, Lorin, one degree at OSU. He retired from the presidency at age 70 (mandatory) and died of a heart attack in 1933.
Merry Christmas
Porxy.

Dr. W. O. Thompson, at sixty, and his grandson, "Little Presy."
TO

WILLIAM Oxley Thompson

HUMANE EXECUTIVE, FORCEFUL PREACHER, WISE EDUCATOR
FRANK AND DIRECT IN SPEECH AND ACTION.
AN IDEAL PRESIDENT
WHO RECEIVED AND RETAINED
THE LOYAL LOVING SUPPORT OF THE TRUSTEES
FACULTY, STUDENTS AND EMPLOYEES OF THE OHIO STATE UNIVERSITY
THROUGHOUT HIS LONG ADMINISTRATION OF ITS AFFAIRS
THIS VOLUME AND VOLUMES THREE AND FOUR ARE RESPECTFULLY DEDICATED
This second Volume and Volumes Three and Four on the Physical Plant of the Ohio State University covers the Administration of President William Oxley Thompson, beginning July 1, 1899, ending November 5, 1925.

In those twenty-six years and more, the University had a marvelous growth. The number of students increased in that period from 1,149 to 11,460.

Many new buildings, walks, roads, service tunnels and a new Power Plant were built. One hundred and seven and nineteen hundredths acres were added to the estate.

A Railway Spur was built for delivering coal and building materials to the University.

The Janitor and Police forces were increased in numbers.

The Campus was beautified under the direction of Landscape Architects; hundreds of Shrubs and trees were planted about the Campus.

The Physical Plant was organized and a Business Manager placed in charge of its operation.

Appropriate rules governing the operation of the various divisions were adopted and put in force.

The whole period was one of change, and of progress, in which the Physical Plant had a large part in the successful growth and operation of the University.

W. C. McCracken
William Oxley Thompson entered upon his duties as the fifth President of the Ohio State University July 1, 1899. President Thompson was born at Cambridge, Muskingum County, Ohio, November 5, 1855. He had been a farm hand, school teacher and worked his way through Muskingum College, graduating in 1878, later graduating from Western Theological Seminary at Alleghney, Pennsylvania, in April 1881 and was ordained as a Minister in July 1882, his first work being Home Missionary Work in Iowa, covering a period of three years. From Iowa he went to Colorado where his real important educational work began, he having been appointed President of the newly organized Synodical College, Synod of Colorado (Presbyterian) at Piedmont.

In 1891 he was elected President of Miami University, Oxford, Ohio. His administration at Miami was very successful, so much so, that the Board of Trustees of the Ohio State University in June 1899 called him to the Presidency of the University due to the resignation of President James H. Caufield.

At the time President Thompson was being considered for the presidency of Miami, Mr. Alston Ellis, who had been a Trustee of the Ohio State University, and had gone to Colorado to engage in educational work, was an applicant for the position of President of Miami, later Mr. Ellis was elected President of Ohio University at Athens. In the years following Mr. Ellis was quite a thorn in the side of Ohio State administration officials who, however were able to check him at every turn.

President Thompson was well qualified for the position, a born executive a man in every sense of the word. A lover of men, human, he enjoyed a good horse race. A few days after his arrival at the University he learned that they were having a racing meet at the Livingston Avenue Driving Park. He spoke to Capt. Cope about the races and nearly caused him to have a stroke, when he suggested they go out to the races; the Captain soon recovered and President Thompson and he spent a very enjoyable afternoon at the races.

While the faculty were not as demonstrative over President’s Thompson’s coming to the University as they had been when his predecessor came, he soon won their esteem, confidence and good will, by his frank, open minded dealing with them.

With no “fuss and feathers” President Thompson began his work at the University, and brought about an era of better feeling toward the University by the private Colleges throughout the State, regardless of the great expansion of the University in students, buildings, equipment and financial resources.
NOTICE TO STUDENTS

The experiences with persons renting rooms has become so annoying that I send this notice as widely as possible among students.

The custom of frequent moving among students is unfortunate. When rooms are rented by the month a full month's rent is ordinarily due. I have advised all persons renting rooms to require written contracts and payment in advance. Frequently students have left small bills unpaid thinking that no obligation existed. If the future demands my time in settling such accounts, I shall regard it in the interests of the University to suspend such students rather than to be continually annoyed with the duties of a collecting agency.

Aug. 15th, 1911. W. O. THOMPSON.
I am a graduate of Night School. I wish you would write and tell me if you think this will be a good money-making project. The course

[Signature]

[Address]

3/11/30
THE MEANING OF THE WAR

ANNUAL CONVOCATION ADDRESS
SEPTEMBER 20, 1917

BY PRESIDENT WILLIAM O. THOMPSON

THE OHIO STATE UNIVERSITY
COLUMBUS
The circumstances under which we meet this morning are so unusual and the conditions in the world at large so unprecedented that our minds turn easily at this first public assembly of the year to a consideration of the significance of the times through which we are passing. The world is so disturbed by the war and the minds of people everywhere are so occupied with the problems arising out of it that little else comes to the front in our thinking and planning. What effect the war may have upon all our plans and hopes is the one question at present unanswerable. All the theories and prognostications of men about the war have proved inadequate. Even those best prepared for war stand back in amazement as the unparalleled record is unfolded before them. Men have nowhere had an experience that furnishes a standard by which the present world confusion may be measured.

Assembled as we are this morning in a peaceful way for beginning a year of academic peaceful work we are nevertheless touched and moved by the fact that many of our colleagues and students in the past year as well as those of recent years are now enlisted in the world’s army while our numbers here are depleted somewhat not only by these facts but also by the interruption of the plans of many others who but for this interruption would have been here today to join us in the pursuit of education.

REVIEWS FACTS

It may therefore be profitable for us to spend the hour in reviewing some familiar facts and in establishing in our minds some principles and conclusions to guide us in our experience here. The war has interrupted education and all the usual processes of life. We are beginning to realize that the world is thoroughly stirred and disorganized and that it can never return to the old order and established methods that obtained so recently. We shall not return to the old order. We must go on to the new world that is in the making and that will emerge when the fury of the contest is past.

Will the education of the past or the methods of the past suffice to meet the new world into which the freshmen and their successors must live and labor. Shall we be compelled to study anew all the problems of education with a view of preparing men and women for complete living in the new world? Or shall we assume that education is the one static force in the world that knows no change? Shall it be our plan to try to bring the world back to its old status by processes of education or shall we regard it our supreme duty to discern whether the school and daily life shall be so related that they shall be part of one continuous life—each day making its appropriate contribution to its successor.

INVESTIGATE EDUCATION

Merely as a matter of opinion I venture to say that education will in the next decade be the subject of the most searching investigation ever known and that the importance of an education as related to personal and national character will receive a new emphasis.

In presenting for your consideration this morning the significance of war and our relation to it let me first of all direct your attention to some obvious facts.

1. This is one of the so-called Land Grant Colleges. That is to say it was founded by the act of 1862 in which the nation in time of war sought to found in every state and territory in the union at least one institution that not excluding other subjects should teach the sciences relating to agriculture and the mechanic arts including military science and tactics.

Here was the first clear, definite movement for a nation-wide system of education to which the Federal Government should have a legally established relation and in which it should bear a share of the financial support. The control by the Federal Government has been confined to such oversight as would insure compliance with the fundamental law in the expenditure of funds. The important consideration for us this morning is that this is a distinctly national institution in its origin, its partial support, and that it can not be true to its larger mission and lose sight of the national origin, history and obligations growing out of that history. The fact that the nation is now at war puts upon all such institutions a peculiar obligation to guard and defend the country in its hour of conflict.

UNIVERSITY IS OBLIGATED

A second fact is, that this is a state institution with more than the ordinary obligations resting upon it. The University could
not have been here today but for the State. It was not foisted upon the state nor thrust upon it against the will of the State. By a solemn and deliberate act the State laid the foundations of this institution conscious of the fact that a new educational idea was being set up but more to the point, conscious of the fact that the State was entering into a relation with the Federal Government that would affect the life and character of both State and nation.

An ordinary state enterprise could be entered upon with a local horizon but an enterprise such as this involved both state and nation in a most important history. Today with the world at war the Ohio State University owes a supreme duty to guard the interests of all her students as sacredly as any college or university might, but in addition to this there is laid upon her by the solemn compact of both State and nation and by all the history of more than fifty years the supreme duty of aiding both State and nation in an hour of peril and of war.

At Service of State

It is because this obligation has had place in the thought of trustees and state authorities that the administration has said to every member of the Faculty and to the students that whatever contribution we can make to win this war for world righteousness and world peace should be freely made. This University is now as never before at the service of the State and nation. For the moment and until the war is over we shall be disturbed in our ordinary processes but we shall not by that experience lose our fervor or our usefulness. Nor will education droop because for the time some energies may be deflected to the arts of war.

The obligations arising out of the relations briefly suggested should not be weighed lightly. They suggest a most solemn trust and should be most sacrely regarded. In all the years we have heard much of the theory that education should look to the development of citizenship and public service. The justification of a well educated man or woman has been found in the fact that such a person was in no sense a private factor in our national life. The scholar, the scientist, the teacher, in brief the educated man or woman has always been supposed to be the representative of the highest and best ideals of his day and generation. In a supreme moment like the present when all

the world is in a cataclysm of chaos and a fratricidal contest unparalleled and unprecedented, is it not reasonable to assume that the weightiest obligations rest upon those of superior privilege and maximum intelligence. In brief we may say with new emphasis that education, scholarship, citizenship, leadership and power in our college-bred men and women all look to the common good and the welfare of the people. If in an hour like this the colleges should fail in loyalty or devotion or in the spirit of patriotic public service then condemnation would be both prompt and appropriate. An education or an educational institution that fails to be of service in a crisis may well inquire as to the reasons for its existence.

DID NOT START WAR

The interesting question as to the origin of this war I pass by for the hour. One or two observations may be kept before us. First, no nation has ever suggested that we had to do with the origin of the war much less has any one accused us of having started it.

On that question our hands are clean.

In the second place not even our enemies suggest that we hurried into it. Indeed the current opinion in Germany seems to have been that we were unprepared for war—would not enter into it and could not be of much service if we did. The Allies have criticized us for our tardiness in entering the war. In both cases our motives have been subjected to criticism and question. In our own country many sincerely thought we should have entered the war months before we did and that we should have been making preparation in advance. I shall not criticize our position but simply direct attention to the obvious fact that neither did we prepare for war between 1914 and 1916 nor did we hastily plunge into it. In fact we were thrust into war. We did not rush into it.

This fact profoundly affects our relation to the whole problem.

RECORDS BEING MADE

Another fact may be mentioned—the vast amount of record being made of this war. This has to do with the record of actual experiences from day to day but also with the large questions as to the reasons underlying the war, the discussion of the
methods of the war, the motives of nations in entering the war, and the adjustment of the problems arising out of the war. This abundant literature of the war will be the source material out of which the history of the war will, in the future, be written.

Everyone observes that the progress of the war has developed many questions not above the horizon when the war began. Instead of being a European war, it is now a world war. The questions now involved concern all the world in its future method of life and government. Men are now feeling that this war goes to the foundation of civilization and raises the most fundamental questions. It is well, therefore, that we review even for the moment some phases of this contest. Without any thought of being either logical in order or complete in enumeration, let me suggest a few considerations:

**ANNEXATION OF TERRITORY**

1. Obviously the problem of annexation of territory is involved. Shall the world longer recognize the right of a nation to annex forcibly the territory of another? Shall it even be in the thought of a nation as a possibility? Our President, in the Mexican imbroglio, took the high ground against any such intention or desire on the part of the United States, and in his declaration of war last April left the world clear on that point.

2. This involves the question whether a growing nation may emigrate and whether, in case its citizens or subjects do emigrate, the government may look to their colonization or forcible annexation in the destruction of existing governments.

The free emigration of German subjects to the United States and their free participation in our government would be one solution of the provision for an excess population. The inference that the mother country may follow them with ambitious desires or designs for domination is quite another question. Whether such populations may be used for purposes of sedition and disloyalty in time of war is also another issue. Territorial expansion of the existing governments of the world is an issue that must be met and is involved in this war.

**SHALL A NATION LIVE?**

Another issue is the right of national life. Shall a nation have a right to live, and if so, on what terms?

In our constitutional documents, both state and national, and in our Declaration of Independence the right of life is affirmed and clearly assumed as the basis of all our development. In our theory, Rhode Island may not be dismembered or destroyed any more readily than New York or Texas. It is a part of our national tradition that the right of life, liberty and the pursuit of happiness is not a local issue, but of worldwide application, and should be recognized in Belgium as really as in Russia or Austria, or anywhere.

This war must conclude upon this question for all the world.

A third issue is whether nations shall be regarded as natural enemies or as neighbors. Among the older writers it is not difficult to discover those who proclaim that every nation is the natural enemy of every other. Like Cain of old, whose hand was against every man, it follows that every man’s hand was against him. This attitude of antagonism is assumed by many in times gone to be the natural one, and therefore war was inevitable. The other view is that nations are or may be neighbors.

These theories are not only opposing but fundamentally opposing. They go to the roots of much of the life and activity of a nation. Such a philosophy of antagonism leads to selfishness, if not born of it.

If, as some have said, this is a war against war, then we shall be obliged to consider the issue between being neighbors and being enemies.

**GOVERNMENT BY THE PEOPLE**

Again, from the standpoint of political science, the issue will be whether government shall proceed from the people or be imposed upon them from above. This is not the question whether the people shall submit to what is given them or imposed upon them, but the more profound question as to the origin of government. There have been governments and states resulting from conquest and the issues of war. Such governments are military in origin and easily lend themselves to the ascendency of the military class and the development of militarism. Such governments readily lend themselves to the centuries-old theory of the divine right of the king to which theory the Bible is often made to contribute support, but they are essentially government by the few or by selected or recognized classes of the
people. They are usually associated with a certain lack of faith in the ability, competence and character of the people to rule themselves, and therefore assume a theory of philanthropy or benevolence in their dealings with the multitudes.

The essence of democracy is the government by the people and assumes their intelligence and competency. It is well to remember that the form is not of the essence. English democracy uses different forms of expression from those in use in the United States, but no one questions the genuineness of the democracy, although many do question its extent. In this war the evidence has been to the effect that it is not a people’s war. It did not arise from any revolt of the people or from any popular antagonisms between the people of different nationality or rule. The conviction cannot be escaped that the few—the rulers—have plotted to carry into effect their own designs and theories. The secret diplomacy of Europe, if revealed, would be an open scandal, if we may judge by the fragments of it familiar to the public.

**FUNDAMENTAL ISSUES**

All these things suggest the fundamental issues: whether the state shall serve the people or the people serve the state, and whether governments derive their just powers from the consent of the governed. A responsible government—that is, a government responsible to the people—will be the issue to be settled among others in this war.

It is an interesting observation that in all the revolutions of recent years, this has been a central issue. It is the old struggle of John of Runnymede when the Magna Charta was wrung from a consenting but unwilling king.

From the standpoint of economics, this is a war of greed versus good will. In his reply to the peace proposals from the Vatican, President Wilson has, with characteristic clearness and force, set out that the peace terms shall include the large question of trade and commerce. The economic theory underlying international trade will loom into larger proportions in the new world that is to be than in the world that now is. The war is the transition from the old to the new.

**CANNOT LIVE ON GREED**

We cannot build a permanent world on selfishness and greed.

Modern business in the United States has come to see this locally. There is more good will in American business today and more recognition of the rights of others than ever before. The economic theory of this country is more human today than it has ever been. The results are so obvious that no one now desires to return to the old order. May such an era of recognition and good will be hoped for in larger areas? That is one of the questions to be determined.

From the standpoint of society or sociology the issue takes the general form of hatreds versus friendships.

It has pained every American to read of the hatreds engendered by systematic conflicts between the Germans and the English, and now between the Americans and the Germans, not to mention the other hatreds that have been encouraged. Five years ago some of us believed war between this country and Germany impossible because of the many ties of friendship based on blood and comradeship binding the people of this country to the people of Germany. In spite of all these, war has come. We cannot trace it to a popular antagonism, but to official ambition and design. This ambition seems to have been willing to sacrifice the accumulated friendships of generations for “a place in the sun.” In the long processes of the years these peoples will be reunited, but meantime this horrible war of frightfulness, with all its cruelties and inhumanities, must put aside forever the idea that selfishness as the working basis of society expressing itself in hatreds and antagonisms can make even the aggressor happy. Let it ever be remembered that a false, vicious or mean theory cherished in the heart will wreck the aggressor even more completely than the one on whom is expended the wicked infamy. A false theory of society must eventually work the wreck of any people or nation.

**WHAT IS VITAL ISSUE?**

Once more, and finally for this address—although not finally or completely so far as the classification is concerned—let me add that in the last analysis the philosophy underlying this war brings us to the vital issue whether a Christian or a pagan system of ethics should underlie the civilization of the world. In a way, it is the last great stand of feudalism—of paganism—of physical force—of the powers of darkness against liberal government—against Christianity—against reason and against the
light of truth. A materialistic paganistic philosophy of force is now in contest with a spiritual Christian philosophy as the basis of the incoming civilization. Into that contest this country profoundly believing in the fatherhood of God and the brotherhood of man, and with full faith in democracy and humanity, has entered and will continue until reason has been enthroned and love rather than physical force will be recognized as the supreme power among men.

But now, in view of all these and other considerations that might be urged, I venture to say one or two things:

TO THE FACULTY

1. As to the faculty: This is a time for rational living, sober thinking, unquestioned loyalty and discreet utterance. The academic question of why the war is out of date. No one of us is now able to say the last word on this issue. I trust we see a world issue and not merely an issue between Germany and the United States. The doctrine of so-called academic freedom needs for the moment to lie in abeyance in view of the abundance of utterance in this country, well nigh if not quite, treasonable. We are free men, but we are also responsible men. In a time of war some issues are closed and others are paramount. It is well for us to remember that we are free, that we are responsible, that we sit in public places as teachers of the truth and that no treasonable or questionable utterance should ever escape our lips. In a solemn time like this, when for the first time the whole civilized world is in a deadly contest—the greatest contest of the centuries, involving issues of the most momentous character—it is well that the universities of the country and all their teachers be above the suspicion of reproach for disloyalty or anything that looks toward an encouragement of the enemy.

2. As to the students: Your first duty is your education in preparation for the service to which the years will advance you. This is to you a year of serious thoughtfulness and weighing of motives. It is no time for light and frivolous thinking or living. All the hopes and fears of the years crowd into the horizon this morning. You who are privileged to study this year should catch the world vision and relate yourself soberly to the oncoming years with their duties. Some of your former associates have offered their lives as their part in the program for the new world that is to be. One recently said to me that he was willing to be shot down, if need be, for the cause, but he would like to feel assured of a reward in the better world which others would live to enjoy. It may not be your high privilege to offer your lives as the price to be paid for truth, freedom and democracy, but I implore you to use your energies here as to make sure not only that this is God's world, but humanity's world as well.
A New Outlook
for Educated Citizenship

By
President W. O. Thompson
of Ohio State University

Commencement Address
At Iowa State College, Ames, Iowa
June 8, 1916
A New Outlook
For Educated Citizenship

By
W. O. Thompson

The congratulations that fill the hour emphasize the obvious fact that the month of June annually sends into the citizenship of America thousands of young men and women who have had the opportunity that comes to the few and to them but once in a lifetime. To spend four of the choicest years of youth in circles where freedom of thought, of opinion, and of expression abounds is a rare opportunity unparalleled in the ordinary callings of life. The significance of this carefree experience relieved from the perplexities of ordinary life is not always appreciated. We are an optimistic people. We seem to have an ineradicable faith that the world is growing better and that the educated person has good reason to believe the world a place of hope. Here is the opportunity for the forthcoming generation to make a calm survey of the world of thought and action into which it shall throw the energies developed through education. In a very profound sense, therefore, the period of higher education as represented at the university furnishes opportunity for organizing one’s life and thought and for a proper orientation of the enthusiasm of youth with the experience of age. The present chaos of public thought in these days of war and rumors of war suggest the theme for the morning.

From the beginning educated people have regarded themselves as called to leadership in the several circles where they have lived. Their intellectual life, their broadened vis-
ion, and their profounder conviction upon current problems has always led them into community leadership.

This theory of life has been encouraged by the educational institutions and indeed made a matter of some prominence by colleges and universities. They not only assume but directly affirm that one of the great functions of a college or university is to prepare its alumni for leadership. The older institutions made this fact quite prominent. The limited number of men and women who studied in the older type of college made it quite natural that these people should rise rapidly into prominent leadership. In these days when the few have been supplanted by the many and the "streets have gone to college" it is obvious that the tens of thousands of college graduates can hardly occupy the same relative prominence as did their predecessors of two generations ago, when only the children of favored families or of the specially ambitious found their way into college. Nevertheless we should not overlook the fact that the world while growing smaller as a neighborhood, has grown immensely larger as an industrial community. Japan and China are our neighbors. We feel toward them a sense of nearness. We have a similar feeling with regard to Europe and Africa. Meantime, the business, industry, and commerce of the world has multiplied by leaps and bounds. This has opened up new worlds of service in which educated leadership is in great demand. Since the Spanish-American war the United States and other governments on the two American continents have assumed a place of importance in the world's activities unforeseen and unanticipated by the fathers.

The completion of the Panama Canal was an event of world significance. It was expected that this triumph of engineering skill would develop and revolutionize ocean commerce; all the world would be brought a little nearer together and the consequent obligation of state leadership would fall more heavily upon the nation providing this new highway of traffic.

For this enlarged leadership we have been quietly making preparation. For generations we have believed in a manifest destiny for this great democracy. It has been the current belief that the United States of America was somehow under the leadership of a beneficent Providence to lead the world onward and upward to a better definition of human rights and human freedom. There has been singularly absent from this political theory any widespread belief that the United States should ever seek an enlargement of territory or be actively engaged in colonization. The freedom to renounce American citizenship and transfer to the citizenship of other countries has never been questioned. Consequently American citizenship is held only by those who desire to hold it. The result of this political theory has been to leave our citizens free to develop the fundamental ideas of liberty and freedom. Our people have desired, therefore, to see other people enjoy the same liberties which we prize so highly. It is easy to understand why there was universal rejoicing in this country when our President declared against territorial annexation in the Mexican situation, nor was the approval less enthusiastic when in the face of the great European struggle he declared that the United States would ask nothing for herself that she could not ask for humanity. Our political theories have, therefore, brought us face to face with the doctrine of International leadership rather than of international dominion. The United States desires for herself no dominion over the territory, the business, or the citizenship of any other country. She desires rather to lead the world toward more human government and a stronger allegiance to the interests of humanity.
Alongside the development of this political theory we have engaged our energies in an elaborate program of education. This has been due to a cherished belief that the perpetuity of a democracy is conditioned upon universal education. Democracy and ignorance cannot dwell together. A stratified citizenship means death to popular government. Popular government cannot be endured unless it is devoted to the public welfare. These things demand not only intelligent citizenship but educated leadership. Moreover, they demand that the leadership shall be in sympathy with, and devoted to, the fundamental ideals of democracy.

Our educational program has been in accord with these ideals for half a century. The enlarged place occupied by science and particularly by applied science in our modern education, has been paralleled by the introduction and development of economic and social science. The older humanities, while not abandoned, have been surpassed by the newer philanthropies. These new developments in education beginning with agriculture and running through the gamut to economic zoology, have furnished opportunity and occupation for educated men and women to render most beneficent service in the interest of public welfare. Curiously enough, in the midst of these activities our democratic government is rapidly becoming a government by experts. The United States Department of Agriculture in cooperation with the several states is rapidly developing expert service in every field of agricultural and horticultural production. In like manner the federal government and the states are uniting their energies in the promotion of applied science, of commerce, and of business. The public health service, to speak only of one, has put tremendous emphasis upon the importance of human life and upon national health as a great asset. All these activities have been under the direction and leadership of our educated citizenship. There is a long catalog of splendid leadership among our citizens who have used their talents and attainments for noble and uplifting purposes. We have rejoiced in our education because we have believed it was preparing men and women to build a better society and a better state.

Amid this rapid development we have seen the necessity of an ethical point of view and have continually urged upon the generation of students the importance of ethical character as underpinning our skill. For example, applied chemistry has made toxicology an important science. The state has stepped in and regulated the sale of poison in the interest of the public. The larger field of adulterated foods and drugs has led to general legislation intended to protect the public. It is obvious that we have not yet reached the place where the ethical standards of men having intelligence and education will prevent them from making criminal use of their knowledge. Nevertheless, public sentiment through educated leadership has set the current in the right direction. The regulatory and police powers of the state are being used as never before in the interest of the public welfare. This movement is due entirely to the educated citizenship of the country.

Amid all this evidence of progress there is one feature to which I would direct attention. It is not altogether complimentary to our civilization that we have not yet developed any great control over the tendencies developing from selfish or criminal impulses. The positive efforts in this direction have been manifested somewhat tardily and not with the universal enthusiasm we might expect from a generation with the wide vision brought by education. Some years ago President Eliot of Harvard directed attention to the fact that crime had not decreased as public education had increased.
The public school men came to the rescue of our system of education and stoutly presented some of the inferences drawn by President Elliot. Nevertheless, the fact remains that even among the more highly educated, criminal impulses and criminal conduct have been by no means suppressed. The practical issue is whether our educated citizenship has harnessed its energies as it ought to the corrective and reformatory results desired in our civilization. Grateful appreciation should be given to the movement looking toward prison reform, our philanthropists, and the new points of view given by modern psychology and sociology. It is to be observed, however, that these efforts have chiefly been made among the poor and dependent classes. The large area among the well-to-do in our generation has been almost entirely neglected. Education is not complete when it has developed skill or what men term efficiency. It is the direction of this efficiency which introduces the ethical factor determining in the last analysis the quality of the leadership.

In view of these considerations I raise the issue whether our educated citizenship has assumed its full responsibility. How far are we responsible for the organization of the world's thought and activities? Should both the form and the spirit of government be under the control of the political philosophy of our educated citizens? Is there an obligation on the part of such citizens to assume aggressive leadership in the world's affairs? We have been proceeding on the theory of freedom in initiative and subsequent control of such wrongs as were developed. Our corrective factors have, therefore, been introduced after the development of the wrong. Under this freedom almost any form of evil may develop and society has been content to provide a remedy as best it could. It is encouraging to note in certain limited circles that modern education believes in putting in the corrective before the criminal has been developed. This is education and leadership rather than reform. Is it possible to give this principle a wider application and reconstruct society and the state on the basis of the right and the true and thus relieve ourselves of a large amount of penal and reformatory service? Here, it seems to me, lies a great unexplored territory where the educated citizenship of the world could engage itself in the finest kind of pioneering. We must steadily advance into this unoccupied territory and fill it with right ideas if we are to protect the future against the calamities of error and selfishness. We have proceeded upon the theory that governments will be inefficient, corrupt, and expensive. Our remedy has been the temporary makeshift. My contention is that the educated leadership of the country has lacked in aggressive character and loyalty to its own ideals. If such men had rendered a more constructive service in the affairs of the world, there would have been less need of the penal and reformatory in readjusting conditions.

As illustrating this principle, let me direct your attention to the fact that we are today in the presence of a world war. True, only Europe is actively in the battlefield, but the entire world is so engaged intellectually and sympathetically with the conflict that we are halted in many of our activities. The thought of America is as much on Europe today as on the pressing problems of American life and democracy. The world is not only disturbed and distressed but paralyzed in the presence of this great suicidal effort of civilization. No nation has yet been willing to assume the responsibility for this war. They attempt to explain it but not to justify it. This situation is ample proof that history will never justify it. Whether the blame and responsibility will be satisfactorily located and accepted
is another issue. It has been pertinent— suggested that this is a scholars' war. Cer-
tainly it is no peasants' war. The multi-
tudes never invented it. The business in-
terests in the countries involved did not
petition for it. On the other hand, atten-
tion has been directed to the fact that
every crowned head of Europe has been
educated for his position. The leaders and
counselors of state are practically all men
of university training. Underneath all the
activities of two generations has been a
philosophy teaching that war was both nec-
essary and inevitable. This has been the
philosophy of the scholastic and not the de-
sire of the plain people. Moreover, science,
both pure and applied, has made a contri-
bution to this awful human slaughter as
never before in the history of the world.
The instruments of war have reached a
state of perfection which only the most ex-
act science could provide. The theatre of
war has been changed from the battlefield
of the meadow and the surface of the ocean
to the sky above us and the waters under-
neath the earth. The airship and the sub-
marine have added to the destructive im-
pulses of men. The inventive genius of the
chemist has provided a new weapon. Every-
where applied science manipulated by edu-
cated leadership has multiplied the horrors
of the war. This educated generation has
totally eclipsed the brutality of the savage
and stands unrivaled in its ability to sacri-
fice human life, to destroy property, to dis-
regard the sacred institutions of history,
and to trample under foot the finer senti-
ments for which our education and our re-
ligion have presumably prepared us. The
educated publicists and writers upon cur-
rent political history have told us for a
generation that this catastrophe was im-
pending. I do not assume that they knew
its awful dimensions. We have listened
to their counsels and have argued ourselves
into the belief that this condition was un-
avoidable.

In our own country today there are thou-
sands of educated citizens who are attached
to these same theories. They assume that
selfishness and human greed can neither be
suppressed nor controlled. Occasionally we
hear that war is necessary to prevent us
from a decline in national virility. Appar-
ently these men fail to realize that their
philosophy is responsible for the conse-
quences. After the adoption of our own
Constitution we parleyed about the institu-
tion known as human slavery. Compromise
after compromise was effected only to result
in the dreadful struggle of the Civil War.
Erroneous theory and false philosophy un-
derlay our political life. In Europe the
political philosophers have led on to a con-
dition where literally by the millions the
plain people are led to the slaughter as a
price to be paid for adherence to false
teaching. Who if not the scholars of Europe
are to be held responsible for the destruction
of civilization, the sacrifice of human life,
and the unmeasured suffering of the next
fifty years?

It is worth while to meditate upon the
fact that the organization of all the pro-
ductive industries of Europe for more than
a generation have been occupied in a prepa-
ration for war. This in itself is a terrible
indictment of civilization. Moreover, the
enormous expenditures of money have
made the burdens of the people almost un-
bearable. Add to these the uncounted mil-
ions of indebtedness now being piled moun-
tain high upon the people engaged in this
war, and we face either public bankruptcy
or a perpetual enslavement of the people in
business to the wickedness of war. We can
imagine what the results would have been
if all this intellectual power, this business
activity, this human energy had been de-
voted to a constructive program in the in-
terest of human brotherhood. Why have not these resources been so utilized? If the conditions had developed from the passion of the ignorant multitudes there might have been some glory in a readjustment by the educated men. It was not a quarrel between Abraham's herdsmen and Lot's herdsmen; but Abraham and Lot have been the chief offenders in this great strife. The educated men of the world stand today indicted before the bar of public opinion for having brought on a suicidal controversy in the heart and home of history, of tradition, of science, of philosophy, of religion, of education, and of civilization.

What then shall we say of the outlook for educated citizenship? What new opportunities or duties does the present day present? What equipment of mind and heart does the educated man need in order to meet adequately the problem of his day and generation? Manifestly in this great democracy we must have a safe and sane leadership by educated men to protect us against danger from whatever source. Ignorance furnishes only the material for foment and discord when aroused and led by the demagogue or designing men.

My first suggestion is that we need a sound underlying philosophy that shall grip our hearts. It should be constructive and thoroughly practical. We have spent a great deal of time in studying the philosophy of the ancients. This is well and furnishes the basis for intelligent scholarship and judgment. Unless I am mistaken too many of us have regarded our philosophy as pure theory. We have not looked to philosophy as a guide of life, nor have we regarded philosophy as a basis on which to reconstruct our business. In our eagerness to follow the dictates of science we have overlooked the importance of philosophy as furnishing the final reason for our civilization. We are today seeing the fruits of a philosophy born from materialism, cherished in skepticism and relying upon force, physical force at that, as the final test of all civilization. Out of this world contest we shall hear the death knell of materialism as the philosophy of life, and of physical force as the supreme assurance of contact. This great war is just now a war of ideas. When the war shall have closed, the real war will begin. That is to say the contest will be for the supremacy of a true philosophy of civilization and a definition of the true functions of government. The supremacy of the intellectual, the moral, and the spiritual will be the great issue. The world is now aroused on this question as never before. Unless all signs fall this war will be followed by widespread revival of interest in the simple doctrine of cause and effect. The world will want to know the significance of its own actions. National budgets will be subjected to a new interpretation. The burden bearers will cry out against a political philosophy that assumes the permanency of selfish interests. The law of the jungle will not control among educated people. Philosophy has hitherto been the resort of the scholars. From now on it will be the friend of man. The scholars and the university men of all nations will be called upon to lead in the direction of humanity and of public welfare. The false notes that have been struck in the past generation are now pretty well known. We shall ask the philosopher of the future to tell us, not simply what has been, or what must be, as the outcome of false premises, but what ought to be. We shall also ask him to join us in bringing things to pass. We have worked out, in America, in a fairly satisfactory way the doctrine of brotherhood. We need to give it new emphasis and lead in the organization of a brotherhood as wide as humanity itself. The cosmopolitan character of American citizen-
ship brings us into sympathy with all nations of the earth. Individuals may have their local prejudices, but as a whole American citizenship stands committed to the welfare of the whole world. Our political, social, and religious philosophy in accord with the truth above must be as broad as the needs of humanity. America will not therefore, take a position of antagonism, but one of cooperation. She will insist upon a broad and generous interpretation of fundamental truth as the basis for all international relations. The conception that war is the foundation of human progress will be eliminated. The older theory that governments are based on selfishness will be abandoned and a new theory set up that government is for the people. The spirit of Lincoln's Gettysburg speech will permeate the political philosophy of the future. The doctrine that the strong may rightfully dispossess the weak will give way to the law of love, and we that are strong will learn to bear the infirmities of the weak and not to please ourselves. The philosophy of conquest will be supplanted by the sacredness of contract. The right to live will not be a question of physical force, but a question of fitness to live.

A second suggestion is that the world will be reorganized on the basis of the truer and better philosophy. The activities of the world will be determined by the needs of the world, not by the ambitions of brute force. Business will be organized to meet the need of a growing and prosperous world. I am aware that a superficial philosophy teaches that an admittedly bad use of revenues can serve a good purpose. There are those who justify a spendthrift; there are those who believe that the manufacture of adulterated foods develops business; there are those who think a criminal court is a good thing simply because we have crime. To wrap the world's energy up in a cannon ball is said to make business in a prosperous country. It might be worth while to observe that private capital is not investing heavily in dreadnaughts to be rented to the government in time of war. The only agency foolish enough to make such investment is the government itself. In the modern city the traffic policeman is tenfold more useful than any other policeman. When the business of the world has been reorganized on the basis of human needs, the regulatory power of the policeman will supplant his criminal functions and greatly enhance his usefulness. It will take a tremendous revolution of mind and a long lapse of time to bring about this reorganization, but the world is already approaching the belief that the forces of this world should be organized in the interest of the things that are right. Righteousness alone exalts a nation. Sin is a reproach to any people. If the energy used in applying the truth of science to fraud and fakes were applied to the development of honest articles well adapted to meet human needs, we should greatly increase the sum total of human comfort and relieve the world of a vast amount of drudgery. The institutions of vice and crime all over our land could well be abolished and hopeful institutions substituted therefor with an equal amount of energy. The problem is one of sound theory and adequate organization. We have been the dupes of so many fallacious theories that our organization of business has greatly suffered thereby. The educated citizen must lead in this constructive reorganization. He is the man to point out to society why it should welcome a hospital and regret a penitentiary; why it should maintain an institution for the blind, and why it should legislate against causes producing blindness. His leadership must bring us a state whose chief function will be to serve the interest of the whole
people. It will protect the rights of life and property and make a highway for opportunity. If the educated man of the future shall take a narrow or selfish view and use of his talents for self aggrandize-
ment, our experiment in democracy will in so far fail. Our hope lies in the educated citizen who will lend his energy to the up-
building of the state organized in the in-
terest of truth and righteousness.

A third suggestion will be that the edu-
cated citizen will lead in the field of prac-
tical politics. As already intimiated, he
has been doing this in such a way as to
bring an indictment against himself. He
must be revolutionized in his political phi-
losophy, reorganized in his business admin-
istration, and then proceed in practical pol-
itics to supplant the law of hate and self-
ishness with the law of love and good will.
The whole purpose of government must be
stated anew and the world protected against
the war spirit and the fury of the jingo.
The primitive tribal instinct for war for
personal revenge, for controversy, has been
eliminated in good society. The duel is a
thing of the past. Our courts furnish a re-
dress for private grievance. It is only
when in attendance upon international func-
tions that civilized people are permitted to
carry guns and swords. When the ethics
of good society reaches the international
parties, we shall wear better clothing and
fewer weapons of defense. Is it not the
marvel of the age that wise men can see
the advantages of peace in small areas and
cannot understand it in larger areas? Is
it not beyond comprehension that men can
see the advantage of law and law enforce-
ment over all the world in spots, but cannot
see it for the world as a unit? We can erect
courts with a final word of authority in any
nation on the earth, but apparently cannot
erect one for all the nations. Every nation
is willing to affirm its own righteousness but
deny the righteousness of the other. This
is a remnant of the barbarian’s instinct of
unwillingness to trust anybody but himself.

This condition of affairs is probably due
to two things. First, we have assumed that
nations were the embodiment of selfishness;
and second, government officials have prob-
ably felt called upon to represent their gov-
ernments by acting the part. The folly of
this procedure is so obvious as to need no
comment. The only explanation upon which
we fall back is poor old human nature. As-
suming this to be true we should remember
that human nature is not past redemption.
The whole war spirit is a spirit of pessimis-
tic helplessness. The spirit of hope, of
faith in human institutions, of loyalty to uni-
versally accepted ideals, would drive away
many of these ghosts of fear and leave us
to live together as brethren.

A most interesting comment on this gen-
eral situation is found in the fact that the
men in the trenches bear each other no
hostility or enmity. When they meet in
the hospitals attended by the same nurses
and physicians, their brotherly kindness is
all that could be desired. It is rare indeed
that personal enmities are developed be-
tween soldiers in opposing camps. Even
the officers bear themselves with dignity
and politeness. The hatred is purely of-
icial due to a condition for which no one
will accept the responsibility, and the logi-
cal outcome of the theory bases on false
premises. Has the time not arrived when
the educated citizenship of the world can
organize itself into a brotherhood of hu-
manity? If the college bred men and women
of the world would stand together in a
cozenant of peace there would be no more
war. The truth is we have lacked the moral
courage of our convictions. We have com-
promised with the elementary truths so
simply stated by the Prince of Righteous-
ness and Peace. The call of the world to-
day is a mighty note of challenge to men of intelligence, of education, and of vision to be as true as they are intelligent and as wise as they are learned.

Into this great democracy saturated with cherished ideals of freedom and liberty, thousands of our young citizens with university diplomas are hastening each year. With what message shall we send them but with the obvious fact that freedom is freighted with responsibility and that the chief glory of the educated American citizen is in carrying that responsibility with dignity and grace.

President W. O. Thompson,
Commencement Address,
Ames, Iowa, June 8, 1916.
Shall We Have Enough To Eat Next Winter?

Address by W. O. Thompson, LL. D.
President of Ohio State University
With Introduction by John F. Cunningham
Chairman, Agricultural Development Committee

The Cleveland Chamber of Commerce
April 24, 1917
Remarks of Mr. Cunningham

Mr. President and

Gentlemen of the Chamber:

Regardless of what Congress may think about it, the Chamber of Commerce is firmly convinced that the draft is the thing, so I am here! I have been asked to say a few words about the agricultural development committee of the Chamber of Commerce and the work that it is doing at this time.

The agricultural development committee is one of the special committees of the organization, and, in brief, takes the position that even for no other reasons than purely selfish ones, it is our duty to assist in every way that we can to develop agriculture within a radius of fifty to seventy-five miles of the city of Cleveland. The city and the country depend so much on each other that we can easily see how it is to the interest not only of the consumers, but of the merchants and other business men of the city, to have the adjacent country populated with prosperous farmers. So in the long run we believe it is a good thing for the city of Cleveland to have the adjacent territory a prosperous, agricultural territory.

It may surprise you to learn that Cuyahoga County is quite an agricultural county. We are apt to think that the city of Cleveland extends to the limits of the county; that the city is the county and that there is very little farming done here. But, gentlemen, this is one of the leading agricultural counties of the state of Ohio. We have about 4,500 farmers in the county. The average production per acre is something over $26.00, and this is not altogether garden stuff, fruit, etc. This county produced in the last year of which we have record, over a million dollars worth of cereals—corn, wheat, oats, etc. Our production of vegetables ran up to $1,300,000.00, our production of dairy products ran $750,000.00, our production of fruits about $600,000.00, etc.

The county has taken up the work of preparedness years ago and is continuing it, by maintaining a fine system of brick roads, which assists greatly in bringing these products in from the farm.

Under this committee, as a part of a preparation for the present war, we have a sub-committee, the "committee of the food army", as we sometimes call it, which has mapped out a more or less definite plan to assist in the present emergency. After careful consideration, we took the position that the one big factor in the agricultural proposition, in the matter of output, etc., is the matter of supplying labor to the farmer. We have no quarrel with the garden-maker or the man who wants to plow up his lawn and plant potatoes in front of his house. But we do maintain that, as a man with a factory (when he wants to
increase his production) will engage extra labor or put on a night shift, so the farmer may increase his output with more help. Therefore, as we believe that practically all of our farmers have an insufficient supply of labor, the greatest duty we can render them is to supply the men to till the soil.

As an example of what may be accomplished, the state of Ohio has for the last few years conducted boys' corn-growing contests. Each boy is supposed to raise an acre of corn, and the average raised by the boys engaged in it was eighty-five bushels per acre; some of them raised as much as 150. Now, the average production of Ohio is 39.1 bushels. If by furnishing the needed labor we could increase the production of the state of Ohio five bushels per acre, it would mean about three and a half bushels of corn more per capita. We feel therefore that by encouraging our people to use more fertilizers, to apply more labor to their land, and then to get this labor to them, we would be doing the best service that we can render.

Now, in rendering this service we feel that first we must find out what the demand is, so we have already sent out through all the daily newspapers of the city and through the different agricultural papers, a call to the farmers to tell us what the need is. When we find out the need, we will try to fill it. At that time a call will be made for volunteers. Men will be asked to give of their time, their vacation time, it may be, employers will be asked to furnish men to meet this demand, and as soon as the same is known. The work in this county and this territory will need a little money. We have already started to make a survey of the needs of Cuyahoga County. The county is divided into sixteen districts, and we have men to investigate those districts and find out just what the farmers will need in the way of men, fertilizers, and so on. So, gentlemen, if any of you wish to help in this work you may have an opportunity to do so in the way of financial assistance.

In the duty that confronts me at this present minute, I feel somewhat like the sophomore at college, who, in showing a friend across the campus, spied the president coming along and offered to introduce him. Of course the friend said he would be glad to meet the president of the college. After the sophomore had introduced his friend to the president, the president turned to the young man who introduced him and said, "Well, now, what is your name, please?" We all know the speaker of the day. We all know him favorably. Those of us who know him real well love him. When the Governor of Ohio wanted to select the most efficient man to head the Agricultural Division of the Ohio Branch of the National Council of Defense, he selected the speaker of the day, President W. O. Thompson, of Ohio State University, whom it is my pleasure to introduce.

Address of Dr. W. O. Thompson

When one comes to a meeting of the Chamber of Commerce and finds the president in so happy a mood as Mr. Otis is today, he can understand very quickly the humor of the audience when he begins to talk about Sunday School meetings. I should very much enjoy going into a bit of pleasantries here for a half or three-quarters of an hour, if pleasantries were the order of the day. But I don't think it is, and therefore I shall come at once to the subject which the few minutes we have here will allow us to think and to talk about.

The question is whether there is a real emergency in this world and whether the United States is interested in it. The majority of the people of the United States don't think there is any emergency on us. I am surprised that a great many people in Ohio don't know that this nation is yet in war, and a great many people who are quite intelligent on other matters don't know what it means to be in a war. There are a great many people who say, "We have never been hungry," and that is true. The United States has never been hungry, and I hope she never will be. But her duty is not simply to look after her own stomach today, but to look after the stomachs of the fellows at the front. There is a sort of band-wagon patriotism going around the country with the idea that we ought to send an army to the front at once with all green men and green generals. It takes five men to stand behind every soldier at the front and maintain him. This is a question of organizing the world because it is a world war. Of course the strongest nation in the world has come in fifteenth or sixteenth, but it is a real question now whether we can re-enact Lincoln's Gettysburg speech. That means the organization of every man, woman and child to show whether democracy is fit to live. A war cannot be conducted in these days simply with bullets. We have a little open fighting around the Tigris River, where they can get out in the open and look at the fellow who is shooting or being shot, but chiefly it is in the trenches, it is all out of sight until after the fighting is done, and then the Red Cross comes to take care of the remnants. We don't know what is going on at the front, even when we are in it. Most of us cannot get into our minds, and I am rather glad we cannot, the tremendousness of this enterprise in which we find ourselves.

Now, figures don't mean anything. When I tell you that six million men have been killed—I get these figures from Washington, where they are most likely to be correct—that doesn't mean anything to anybody any more. When I tell you fifteen millions of men have been wounded, it makes no impression upon our minds. When I tell you that ten per cent. of those men are
made an average crop of 175,000,000 bushels, but last year they produced 75,000,000 bushels; less than half of an average crop. We know that Russia can't get rid of her wheat readily, but this country is to be the granary, and you can understand the rejoicing in France and England when America joins the war, because that means unrestricted opportunity, save the submarines, to make an attack on the wheat fields of America.

Now, if Germany gets over into Russia, as she is planning and hoping to do, that fact alone will enable Germany to fight for years longer. The wheat fields of Russia will support her, because, as has been said, in a somewhat unrefined way, armies travel on their bellies. Germany is in stress for food, and if the submarine system could be made effective by Germany, England would be facing starvation within ninety days.

Now, the situation is not at all hopeful to those who look at these things seriously. We don't know whether this war will continue five years or three, but we know that, having put our hand to the plow, we are not going to turn back if we fight for fifty years. And that fact being assumed, we must face the problem of organizing every pound of our energy in this country to back up our principles, to back up our men who go to the front.

Now, I am perfectly willing that we shall send men to the front if that is our duty, but I am not willing that they shall go there until, like England's soldiers, they have been made ready to go. At the beginning of this war England had a perfectly splendid army, small in numbers, and they made a perfectly splendid record for themselves; but they were overpowered by the first great dash of Germany and slaughtered in great numbers. But those of you who have read Beith's "First Hundred Thousand" know that that first hundred thousand were drilled and drilled and drilled for months and months before they got into the trenches, and now that England has been two years getting an army ready and has them ready, she is at the front and she is doing business steadily and on ward. That is simply because England was slow enough to get good and ready before she started, and with that persistent doggedness which characterizes the Englishman, she was waiting steadily to do that work.

The greatest need on the front today is not bullets, but bread, and what we need to do first of all is to see that our energies are so organized that the Allies shall not need to take a backward step because of being hungry. It is rumored that Germany has cut down the rations of her soldiers. If that is so, it is sure to result in a demoralization which will reduce their efficiency. The food question in this country today is the most acute question that we have got to face in the presence of this great war.
Now, when you look around you, you will appreciate that we have got to get the farming element of the country to recognize that fact. Kansas today is about 20,000 acres short in her potato planting. Kansas annually plants fifty to seventy thousand acres of potatoes, and it takes $35.00 an acre today to get the seed, at present prices, $35.00 an acre for the labor—$70.00 an acre to go into every acre of potatoes planted in Kansas. Now, the men who look at broad acres with that kind of investment have got to be men of faith, men of vision, men of some courage to do it, and so that situation becomes acute.

Now, that is the reason why we say that all over this country it is important that we do something to utilize ourselves and our energies. In the South—I speak now as of ten days ago, planting was more than thirty days behind because in large portions of the Carolinas and Alabama and some portions of Tennessee there had been so much rainfall as to make planting thirty days behind. This does not give promise of the greatest of harvests. And yet when we look the country over, we feel the necessity of urging the agricultural portion of the country to study its problems and so utilize its land and its labor that they may be made serviceable. Right here in Ohio I don’t know whether we are going to be able to plant our corn on time. The weather may interrupt it, and if it does, seeds are going to be very much more expensive, and the question is whether in certain emergencies we should not utilize our land for sorghums. We recognize, therefore, gentlemen, that this problem of taking care of ourselves is one that we have looked at rather carelessly, because we have always had full stomachs and warm beds, we have always been a land of plenty and we have become rich. As a man from Darke County said to me the other day: “You can’t make the Darke County farmer feel anything but comfortable, with the present prices of tobacco.” They are going to plant a larger acreage of tobacco, because sixteen cents is the call. Now, that makes fine land for wheat, and if we can get that tobacco land put into wheat this fall, that will make us good crops for another year. In other words, it is the practical application of good sense to farming that will be our first line of defense.

Now, a word as to the importance of city gardens. That is a good thing so far as it goes. Sometimes it goes a long way. One of the janitors in Ohio State University who is drawing a salary of only $55.00 a month—I hate to tell the amount—has a wife and four children. Last year he took occasion to plow up the rear end of two lots that a friend of his owned. On that land he raised enough potatoes to last him until two weeks ago. What a godsend it was for the janitor to have potatoes enough on his own labor to last from summer to summer, which he was able to do outside of his ordinary working hours. Do you know that with the eight-hour system we have now, the laboring forces of these cities of ours could, without hurting themselves, produce a tremendous amount for self-maintenance outside of their ordinary earnings. But the laboring man, like the farmer, won’t do certain things. You can’t get the average farmer to operate a garden. I couldn’t persuade my own farm hands to raise gardens on my time, for which I was paying them. Now, we are creatures of habit. We are not organized, like Germany, to be guided and told, but we have our freedom to do as we please seven days in the week, and then some. The result is that we have never been put to the test of finding out what we really could do.

Now, I suppose the war will do some good things. It has done one thing; it has broken up that miserable rule in the United States Senate, a great, most dignified body that couldn’t entertain a motion to allow itself to do business. Just think of it, it took the European war to get the most distinguished men of our nation able to introduce a motion to do business. Well, that is one thing. The other thing it may do will be to arouse in the American people a consciousness of their possibilities, and possibly a determination to develop those possibilities. And it may get the United States to put in another motion, that the priority rule is something like the House of Lords, a useless appendage with neither beauty nor grace.

These things come along slowly, gentlemen, but after all, the war, we must recognize the fact now, no matter where it started, is bringing before this world its very serious problem, whether democracy has any right to exist, of organized efficiency on the one side as represented by the German idea, and liberty on the other side, or democracy, as represented by ourselves, let us say. We are in a great world contest to see what principles, if there are any in the world, are lasting and perpetual and for which men can afford to live or to die, as the case may be, and to the settlement of these great problems we are summoning all the energies and all the capacities of the country.

We authorized a bond issue of $7,000,000,000,000 the other day, and we thought we were doing something. That is about one-third of what it costs England to run this war for a year. When we had gotten through with our little scrap in the sixties, after four years, we were in debt $2,800,000,000 in round numbers. If this war lasts three years, we shall need, instead of $7,000,000,-000, nearer $70,000,000,000. The patriotic spirit and the American spirit should be aroused so that we shall realize that the nation’s power to exist will be to feed itself and help feed the rest of the world.

So this agricultural problem is not a superficial problem but
a vital problem, vital to the city and vital to the country. Now, our country people turn around and say, ‘Well, we can’t do this business, we have enough for ourselves.’ Perhaps they don’t feel the obligation for the rest of the world. ‘We can’t get the labor’, they say, and that is quite true. The cities are drawing the labor today from the country. When the call for soldiers comes, there is a certain percentage of the country boys that are going. They are just as patriotic as anybody, and they will be disposed to enlist, and are going to; but that means a heavier draft upon the country. Forty-five per cent of all the boys of America who offer themselves for enlistment today are rejected for physical unfitness. I wonder if forty-five per cent of the German boys would be rejected for physical unfitness. If not, why not? Has democracy succeeded admirably when forty-five per cent of our young men are rejected for physical unfitness? I raise that issue very distinctly.

Now, suppose they are rejected, what is America’s duty in the circumstances? Shall we mobilize that forty-five per cent, put them where they belong, and let them render some service? They are not unfit for all service, but simply for military service. Has this democracy no right to say that the man rejected for military unfitness be enlisted for something else? Why shall we not say, as was said at the St. Louis meeting the other day, that all men should enlist for the service; if you can’t serve in the trenches, you can serve somewhere. Now, we have sent some hundreds of students away in the last few days, every one of whom has gone back to the farm. We have a printed card, and have entered into a contract with every boy that has gone, that he shall go into agricultural productive service, and unless he brings a certificate next fall that he was engaged in that service, he does not get his credit. In other words, we are not going to give men credit for sitting around on corner store boxes or on rail fences whittling. They have got to have a certificate that they have been rendering service. The university is a public service organization, and it enlists them all in public service, and we regard it as our supreme public service to put those young men where they can serve with efficiency. Some thirty or forty of our students who have enlisted have been made lieutenants. Some have enlisted in the navy and some in the cornfield. And we are just arranging that a little later at least three hundred of our women will be organized in the state to preserve and conserve the growing crops in the interest of our food. In other words, we will say to our young men as to our young women, your supreme duty is public service; if you may not fight at the front, you can fight at the rear, because we want you to be one of the five men or women standing behind the man at the front. We should like to have you show

Cuyahoga County and the Chamber of Commerce that every one that gives most of service to the country has enlisted for the public cause and there are no slackers among us. Let us stir our democracy from center to circumference on the supreme opportunity to serve our country as best we may.

Now, I recognize the fact that the time will come when bullets will be very much needed, when machinery of one sort or another will be very much needed; but I am quite confident that the manufacturing interests of this country are very much better organized than the agricultural interests are. I am quite confident that the labor needed for the city is very much more mobile than the labor needed on the farm. In other words, you can train men for city service very shortly, but you can’t take a man from the city and make him efficient on the farm in a short time. Farming is one of the fine arts, and it takes time and training to learn it. There is such a thing as a knack in pitching hay or milking a cow, there is such a thing as efficiency in hauling manure. I have done them all, and I know. A good many of you men here would not be worth your salt on the farm. In other words, the call for farm labor is for a highly trained efficient service. It is no eight-hour proposition, except that it is eight hours in the morning and eight hours in the afternoon.

Now, in view of this situation, let us be common-sense about it. Let us bring to every man his work, is a good fundamental principle, and some of us are not fit for service in some places, and some of us are not fit for places where we are. I have heard it said, but never mind that, it is an important factor now in this matter that we shall recognize our organization necessity.

We are apt to put the right man in the wrong place, and that is a matter where the efficiency of the country will be tested. Wars used to be fought between soldiers. This is a war between the peoples of the different countries, it is a question of the endurance of the people, and that means all their resources, and just so long as we can endure, our soldiers will fight, and that will be the situation. And this may be a ten or fifteen years’ war, it may take this world a long time to get her accounts in shape to say that autocracy will be wiped off the face of the earth, and we will put in the place of the autocracy people’s governments by the people, for the people. These things may take a long time, and in the meantime, we, the people, have got to do the work and pay the bills, and the people who organize us have got to be efficient men, and then the folks that fight for us have got to be supported and to be reinforced by all the resources we can command from soil and mine and head and heart. It is a world’s test we are in, and the fact that thirty-nine or forty millions are fighting
on the front, and that hundreds of millions at home are having their hearts wrenched and that another one hundred million have gone in, makes this the greatest scene of carnage and destruction and suicide, as we thought it in Europe, that the world has ever seen. Now, whether we shall save them and ourselves from death is the question. At all events, my friends, do not take it lightly. Take it seriously, soberly, courageously and say that our President has announced principles that are worth our lives, and if they are worth our lives, they are worth all our effort.

The clock has kept on ticking, and since the chairman didn't stop the clock, I will stop myself, and so I thank you, before sitting down, for your patient attention, and I hope my talk has inspired your faith in the great Republic for which we live, in the principles for which we stand, and taught you to respect more than you ever did before the man with a little mud on his boots. And I hope the chairman will be found sometime milking his own cows—he has been talking about his cows all the time I have been sitting here, and now I would like to see him on the job.
A Communication from the President to the Teaching Staff

November, 1923
INTRODUCTORY PARAGRAPH.

To Members of the Teaching Staff:

LADIES AND GENTLEMEN—In order that there may be in possession of all of us the same information and the same statements concerning conditions in the University the President submits herewith a printed letter containing a brief discussion of some of the problems in which the Faculty has a direct and immediate interest. In an effort to state with clearness certain situations the hope is expressed that the questions raised in the letter will be considered from the University point of view rather than from the College, department, or personal point of view. The object in presenting some of these issues is that they may have the benefit of free discussion among us. It is not assumed for a moment that we shall all agree upon the questions raised. It is hoped, however, that we shall keep an open mind until some discussion has developed clearness in our conclusions.

A WORD OF WELCOME

The University has grown so large in its teaching staff that it is practically impossible to have the mutual acquaintance and fellowship characteristic of the earlier and smaller faculties. This, however, should not be taken as evidence of any lack of interest on the part of the existing faculty in those who come from year to year as newly appointed members of the staff. Let me assure all such and their families of a very cordial and sincere welcome on the part of the existing University staff. No provision is made from time to time for social functions sufficiently comprehensive to bring us all together. That seems an impossible thing, except at great expense which renders the plan impracticable. It is hoped, however, that through departmental and other organizations the new members of the staff with their families will find an enjoyable association and a prompt acquaintance with their colleagues. The University welcomes all such people with cordiality, and expresses the hope that the new environment will be as pleasant as the welcome is cordial.
to provide instruction during the four quarters. The adjustment of the quarters in which individual persons will teach is primarily and almost entirely a question of departmental adjustment. The administration has little immediate interest save that the program shall carry sufficient teaching load each quarter as to fairly well balance the program for the year.

The old method of leave of absence on part salary for longer or shorter periods of time has been practically abandoned by the installation of the four-quarter plan. This does not mean that, in exceptional cases and for unusual reasons, an experienced member of the faculty might not be given favorable consideration for such a leave, but it would require special action of the Board of Trustees and would need an ample justification. It would also require that during such leave of absence, and perhaps for another period, no vacation credit could accumulate. In case such requests should be made occasionally, it would be necessary to develop some clear and definite principles as a guidance for all concerned. In the matter of remuneration, some cases of misunderstanding or misapprehension have arisen. The University will try to deal with such cases in the future clearly and definitely. The printed rules are available and the comptroller is able at any time to show any member of the faculty just how his own account is set up on the books. It is necessary to carry as a liability on the books a certain amount of money determined by the amount of absentee service, and also to have set up on the books the vacation credits earned by each person in the teaching force. Any uncertainty, therefore, concerning the situation should be taken at once to the comptroller. If his explanations are not clear, or if there is any principle involved, the President will deal with the question at that point. An examination of the teaching schedule for the Summer Quarter of 1923 raises an important question as to the balance of the schedule. Experience is our only guide in preparing the schedule. Mistaken judgments are therefore inevitable. It is important, however, to conserve both our money and our teaching energy by a careful adjustment of this program, so as not to provide excess instruction during the Summer Quarter, and to be short by practically that amount during one of the other quarters. It is obvious that the faculty in charge has made a sincere effort to meet this situation. It is not quite so clear that our judgment has been accurate.

This raises another question, whether for the Summer Quarter a special committee should be provided whose duty it would be to have immediate supervision of courses offered, omitted, or dropped, after the quarter has begun. The Administrative Council meets practically every week during the summer. The University faculty should meet once or twice each month during the Summer Quarter and pass upon certain questions that inevitably arise at that period of the year. Certain committees like the Publication Board, the Entrance Board, and others meet in session at frequent intervals. There is a sufficient number of the faculty engaged during the Summer Quarter to warrant the summer meetings and to have it understood that the University business will be carried on just as during the ordinary academic year. Some effort will be made early in the year to secure a reorganization looking toward more effective work during the Summer Quarter. The subject has already been under consideration by the Administrative Council and should be given further discussion by the University faculty.

THE TEACHING LOAD

My attention has been directed to the uneven teaching load during the Summer Quarter. This is important not simply for the Summer Quarter but as affecting distribution of the courses throughout the entire four quarters. The situation cannot be corrected by a resolution, but only after such study as the departments alone would give. I, therefore, suggest that so far as experience may guide us, an effort be made to distribute the teaching load a little more equitably than is now done, and that due regard be had for the equities in the case. It is not quite fair as between members of the faculty that a light teaching load with small classes shall earn the same vacation credit as the heavier burden of the Autumn Quarter for example. The interests of the faculty will be found involved in this question quite as much as the interests of the students. Meantime, the University fails measurably to present a well-balanced program to the students.

It is worth while to suggest to the faculty that accumulated vacation credit becomes an asset on the books of the comptroller. This involves in some instances a cash settlement, and ought to be regarded by members of the faculty as a matter of considerable importance. My feeling has been for some time that we have not yet come to a realization of the significance of
accumulated vacation credit, and therefore are not giving it adequate consideration in adjusting our programs and the offerings of courses. It is mentioned here simply as a matter of information and interest.

THE BUDGET AND SALARIES

The University budget and the distribution of available money for salaries would readily be recognized as one of the more important and perhaps graver issues confronting any administration. It is not improper to say that very few universities, if any at all, have worked out, up to this date, a satisfactory solution of the questions involved in budgets and in salaries. In the first place, aside from definitely assigned funds, there is always the question as to the division of the appropriations involving the amount of money that may properly be assigned to salaries, ordinary operation and maintenance, equipment, and expansion. In the case of Ohio State University, practically all of these questions are determined by the Budget of Requests presented to the legislature, and the action of the legislature on these requests. A certain misapprehension seems to have been circulated, in which people assume that the Budget of Requests is a standard from which the actual budget later on should be measured. As a matter of fact, the basis of comparison should be the existing budget of operation as in force for a given academic year. Acting upon this assumption, it may be well for us to understand that the budget for the year 1924-1925 will present no substantial difference from that of the current year 1923-1924. The appropriation from the legislature is the same for each of the two years of the biennium. The receipts from student fees and other sources may be a variable quantity, but the variation will be so slight as to make it a negligible factor. There cannot be, therefore, any expansion in the teaching force or in salaries for the second year of the biennium, unless there is some reduction in the existing force or some other adjustment within the budget. It is impossible ever to make a budget and operate it exactly. Some changes are bound to occur by reason of resignations and perhaps for other reasons. The temporary cessation of service sometimes releases a few hundred dollars. A change in the personnel sometimes changes the rate of salary and thus may release a certain amount of money, or it may make a slight increase in the demand on the treasury. Under these circumstances the faculty should not entertain any hope of any important changes in the teaching staff either in the way of increase of personnel or of salary, for the second year of the biennium. The element of student fees was estimated for the current year quite beyond the receipts of last year or of any preceding year. If the enrollment should remain static or decline, the University would inevitably face a deficit. If, on the other hand, the increased enrollment should justify the estimate which increased the expected revenues from that source by about $15,000, then the budget is on a safe foundation. This, however, does not furnish any prospect for increasing the total of the budget.

This furnishes the opportunity to say that the Budget of Requests for the next biennium must be prepared sometime between the first of June, 1924, and the first of September. The earlier the preliminary requests are prepared, the more certain they are to have the deliberate consideration to which they are entitled. The easiest possible thing is to make a mistake in a Budget of Requests. One of the most difficult problems is to prepare such a budget so that its justification before the legislature may be possible. Nothing could be more disastrous to the University than the presentation of a carelessly prepared Budget of Requests, which would probably be followed by a more or less indiscriminate reduction by the committees on finance. This announcement is made simply for the purpose of enlisting the interests of departments in preparing their preliminary requests for the consideration of the deans, and for the purpose of securing a reasonably well balanced Budget of Requests.

It is not at all easy to determine the question of increase in salaries. The general sentiment of the country is opposed to a horizontal increase of salaries. That sentiment is reflected in the judgment of legislators and of trustees. There are instances, however, where the increase of salaries has ample justification. There is a tendency, judged by the requests presented in the Ohio State University, for the past twenty years, to assume that an increase of salary is an annual event. There are those who feel that a failure to receive an increase in salary in some way reflects upon their standing or their efficiency. The truth is that no such conclusion is warranted, and that there never has been a sufficient sum of money available to do all that was requested by departments, recommended by deans, or desired by the President and Trustees. No assistance in the
solution of this problem is given when miscellaneous and horizontal additions are requested. The experience of the University before the legislature has been very gratifying so far as the spirit of the legislature is concerned. The appropriations may have been disappointing in the amounts, to many of us, but a glance at the increase of our budget, as shown in the Financial Report for more than a decade must convince us that there has been some progress made and that the distribution of money is perhaps the most difficult task confronting the Board of Trustees. It seems appropriate, therefore, for the President to say that many current opinions are without foundation in fact, and to assure everyone concerned that no group of the faculty could be more anxious about the salary question than a similar group in the Board of Trustees. The President’s judgment is that, for the next Budget of Requests, some discriminating judgment will be necessary when it comes to listing the salaries of a teaching force as large as that now in service at the Ohio State University.

**Tenure of Office**

It is well known to all experienced members of the faculty staff that, for legal reasons, the election of all members of the faculty, including the President, is an annual event. The declared policy of the Trustees, however, has been to assure the faculty of an indefinite tenure, subject only to the usual requirement of satisfactory service. As a practical matter, this situation has been satisfactory. In an experience of thirty years, very few instances could be cited where a tenure of office of a member of the faculty has been arbitrarily dealt with. As a matter of fact and experience, the appointments during a generation have originated within the department. The correspondence has usually been carried on by the head of the department or the Dean of the College, or both. The President rarely participates in this preliminary service looking toward the appointment of members of the staff. The result is that the teaching staff has been selected not by the faculty as a whole, but by the department interested, together with the approval and concurrence of the Dean and the President. For twenty-five years the Trustees have not taken the initiative in the appointment of a member of the instructional staff.

First: It may be well to consider whether an increase in the staff has been adequately considered from the standpoint of the University as a whole, or whether the departmental activity even with the supervision of a dean is not apt to leave out of consideration, to some degree at least, the significance to the University, rather than to the department, of appointments. It will probably be agreed that there is a tendency toward departmental or college expansion which lacks a little in what may be termed the University point of view. The President, by virtue of his office, might be expected to bring that point of view to bear upon the recommendations of departments and deans, but experience shows that it is difficult to secure a well-balanced judgment as to the relative importance or needs in considering new appointments.

A second result will readily be seen to be a certain departmental responsibility, both for the teaching of the subjects represented by the department, and for the character of any research work that may be undertaken, and for the general standing of the department staff in the larger circle of the University faculty. There are decided advantages in this plan that need not be recited in this connection. It is more important, perhaps, that we recite our disadvantages or difficulties, in order that we may direct our attention to the modification of our methods with a view of improving our conditions and eliminating our mistakes. The quality of the teaching staff is at the present moment of greater importance than the question of numbers.

**Expansion**

It may be well worth while for the faculty to consider whether any practicable means may be discovered by which the tendency toward expansion could be put under suitable supervision and control. From the President’s point of view, it sometimes appears that departments expand without much consideration of the relation of a given department to other departments or to the University as a whole. The result sometimes is that a considerable amount of practical duplication is provided, and that courses are announced for which probably an adequate educational justification would not be easy. Furthermore, in this expansion there is a tendency to fix salaries without much regard to salaries paid in other departments, and on the general theory that each department must face a situation altogether peculiar to itself. The President has some doubt whether the method of procedure now in vogue tends toward a wise distribution of resources, or a satisfactory state of mind in the faculty.
On a number of occasions some discussion of this topic has occurred, and the suggestion has been made that a committee on expansion might well be provided for the very definite purpose of supervising and controlling the expansion of departments and of the University in such a way as to produce a better balance in our educational offerings. It has been suggested that such a committee might be composed of both deans and members of the faculty other than deans so as to secure a wider point of view than is practicable when any one group of the faculty has a subject under consideration.

The committee on instruction was provided for, in the belief and hope that through the supervision of courses proposed there would be some instruction, some avoidance of duplication, and possibly some better organization of these courses into the several curricula. The experience with this committee has been on the whole very satisfactory. Certain defects, however, have been noted, arising chiefly out of the lack of authority on the part of the committee, or perhaps a lack of definition of its authority. It is not supposed that this committee would exercise the function referred to above, but it would naturally be a source of information to the committee on expansion, and should probably hold conferences occasionally for the very definite purpose of determining University policies. Unless the President is misinformed, there seems to be a weakness as suggested by the topic under discussion. I am hoping, therefore, that the University faculty will provide some means by which a further discussion of this topic will be provided, and some action be taken.

The expansion of the University in recent years especially in courses offered presents some important issues. The chief difficulty in colleges where by reason of the elective privilege departments serve a number of colleges and students avail themselves of the elective privilege is that courses have been offered, adopted, and put into operation apparently without much, if any, consideration as to the effect upon the university in general. Perhaps a better definition of the duties and powers of the Committee on Instruction would be of service. It has occurred to the President that it might be well to adopt the principle that no course should be given until it has been announced for a definite period, say two or three quarters. In support of such a suggestion it may be well to consider the fact that we now require students to make up their schedules quite a time in advance and further that many students use our catalogues when at home. This is especially true of those who for one reason or another have been out for one or more quarters. The four-quarter plan will tend to increase the number of such students. Further the transfer of students from other colleges makes the use of out of date catalogues a necessity. We should not overlook the fact that the University is not often on time with its publications. Students and others have a right to know what they can do if they enroll for a given quarter. The custom of chucking students into convenient sections or into subjects of Faculty choosing with but little consideration of the students’ desires is not worthy of the highest commendation. We should not entirely overlook the fact that the interest of the student is a primary one and that possibly the University might cease to exist if there were no students.

I shall not undertake to present this case in full but submit the matter for consideration with the suggestion that a suitable Committee on University Expansion, the more complete definition of the duties of the Committee on Instruction, and the requirement that a definite time shall elapse before a course announced in the catalogues may be given. It might be well to consider also the question of a time limit on the withdrawal of courses approved and announced.

Retirement

The question of retirement is always a perplexing one for every college or university. Faculty members who have given the strength of their lives to an institution have a certain attachment to it and a certain life interest, neither of which can be ignored. On the other hand, advancing years entitle a man to some release and relief. They also bring deficiencies or infirmities obvious to everyone save ourselves. Some provision, therefore, for an honorable and self-respecting retirement seems to have been in the mind of University Faculties for a number of years. The subject has never been publicly discussed, so far as I know, at the Ohio State University. The President, therefore, proposes in a rather frank but kindly way to offer a few suggestions. My own age will probably enable me to speak with as little prejudice in the case as anyone, and may furnish the opportunity for a consideration of these questions apart from the discussion of personalities.
Within ten years there will be in the University Faculty a considerable group of persons whose ages will be beyond sixty-five, which seems to be about the time for accepted retirement by certain official bodies. The Army and Navy, for example, provide for retirement at sixty-four. The Carnegie Foundation for a time set the mark at sixty-five. There is a feeling, however, that this is a little early in many cases and that the time of service might with distinct advantage be extended for a brief period. There are very few advocates of extending the time beyond the age of seventy. The very few exceptional cases of men efficient beyond seventy in the classroom would emphasize the importance of the rule, rather than otherwise.

It has seemed to me that a professor's life is naturally divisible into about three parts. First, the younger period when a man is developing his career and approaching maturity; Second, a period of twenty-five years or more which will cover the main strength of a man's service; and Third, a period perhaps somewhat briefer in which a limited service is the most that can be reasonably expected of men. It has seemed to me, therefore, that naturally salaries should increase during the first period and be maintained through the second period. There would seem, however, to be no good reason why the service of a member of the faculty should not be reduced in quantity, perhaps at the age of sixty or a little later, with a small but steady decrease in the salary until a definite period when a retirement on a fixed or given salary would be provided. There would be some reason for reducing the salary of a professor during this third period. This statement is based upon the opinion that what most men need or desire is not idle retirement, but a limited service with release from the exacting details of routine service. There would seem to be no good reason why a man in his advancing years should carry the same burden that he carried during the middle years of his life. In all fairness to everyone concerned, he ought to be entitled to select his work and to do that which will bring to students the benefit of his ripe experience while not imposing upon him the least desirable and most burdensome part of academic life. In some cases, men should be required to retire from teaching and to give their energies to other types of service. It will be recognized, I think, that as years advance, the demands upon men in other fields steadily decline, so that the expense of living and the demand for academic activities outside of the class-room will decline. Under these circumstances it would appear not to work a very great hardship if a well-defined policy could be established by which a man would receive, for a definite period in the strength of his life, his maximum salary. This would encourage the progress of younger men and would at the same time make it possible to provide a sliding scale that would not be so violent as the present method of a sudden cessation of salary or a sudden drop in its amount, so considerable as often to work hardships.

Another phase of this retirement is the question of tenure in official position. From the academic point of view it has always seemed to me that the professorship was the important office about a college or university. My own judgment is that executive officers have usually been overestimated both as to their real service and as to the value of that service. A university or college is organized for the sake of students. A professor, however, is the next necessity. In theological circles the function of a president or a dean was never dreamed of for over a century, while some very effective teaching was done and some high order of scholarship maintained. We have grown into the habit of thinking that "once a president or dean, always a president or dean". This principle applies to the head of a department. We have somehow persuaded ourselves to believe that it is a humiliation or, to use the common word, a demotion, if we do not retain the academic positions to which we may have been appointed. It may be impossible to rid our minds of the notion that a member of the faculty cannot honorably surrender an academic position. We may be unable to see that our permanent position in the world of education is that of being a professor. This is a definite and permanent status. Our standing will depend upon the quality of our professorship, the breadth of our scholarship and learning, and the character we develop through the years. It may not be true, or it may not be possible for us to believe it to be true, that a deanship is an office and therefore a temporary service, or that the headship of a department is a temporary service, or that both of these could be surrendered without the loss of dignity or usefulness in the general field of University service and education. At all events it may be necessary for us to recognize the fact that members of the faculty have been continued in these relations longer than was for their own good or for the good of the University. In some cases the health
of men has been threatened or impaired. In other cases men have continued as heads of departments or as deans because they did not quite know how to get out of the service in such a way as to be comfortable about it, or to have their friends see or understand that such a change was in no sense a reflection upon their usefulness or capacity for service.

Without further discussion of the details which might be to some degree unpleasant, it seems clear that at the Ohio State University, within a decade, it will be necessary to face a number of these practical problems. It has seemed to the President, therefore, wise to give it some consideration before the time arrives. It would seem possible to develop some scheme by which the faculty could adjust itself to the changing conditions. The fact that I am a little more advanced in years than any members of the faculty, save two or three exceptions, may assist us in a rather free discussion as to whether it would not be wise to limit the time of service as heads of departments or deans to a period that should not permanently interfere with our status as scholars and teachers. There would be less embarrassment in discussing this proposal before my retirement than to pass it over to my successor. Personally, I should be glad to see a situation where the highest salaries of the University were not paid to presidents and deans, but to men of distinction, for their scholarship and their teaching power. I should rather see a high salary paid to a single scholar and teacher of eminence than to see the same amount divided up among three or four, more or less, indifferent scholars or teachers. I believe such a policy would strengthen the University and promote its ideals more than the mere multiplication of mediocre men.

THE RULES

It has been proposed from time to time to republish the rule book which was issued in 1912. During these eleven years a very large number of changes, modifications, and amendments have been passed and adopted by the University Faculty. The University is so constantly changing its rules and regulations that no book seems ever to be up-to-date. The situation, however, since the adoption of the four-quarter plan seems to require a publication of these rules. During the Summer Quarter it was found impracticable to take any authoritative action. As a result, we agreed to publish in a tentative way some revision, both editorial and otherwise, of the Faculty rules. Once these revisions have been published in such tentative form, they may without much difficulty be read, revised, amended, or dealt with as the faculty may desire. This explanation is offered in this connection in order that the faculty may understand that neither the Administrative Council nor the executive officers had any desire to impose any rules or principles upon the University. They had no desire to assume the authority of the faculty by ordering a practical necessity and therefore agreed to do a somewhat unusual thing and publish an unauthorized and somewhat revised edition of the rules, in order that as soon as the faculty could take the necessary action a new and authorized edition could be published later in the year.

A somewhat similar little booklet was prepared for the use of the faculty, simply as a guidance in the methods of procedure. Experience has demonstrated that there is no body of common information available for all persons, and that this lack of information brings some contradictory and confusing experiences. It is hoped that this little booklet may be kept always available and that its usefulness will be so apparent as to commend it to the faculty.

SALARIES FOR CANDIDATES, ETC.

An examination of the pay roll has disclosed an inequality that will probably surprise the Faculty as it did me.

There is a lack of uniformity in the salaries received by persons who have the same rank and who are at the same time graduate student candidates for a degree. This situation, I am sure, has grown up unobserved and without any intention on the part of any one to introduce a feature of irregularity. It does not quite meet the situation to argue from the law of supply and demand or from previous positions held or salaries drawn. The situation is that people of substantially the same education and experience are paid almost double the salaries received by their colleagues in other departments. Furthermore the status of such persons and the rank assigned to them often creates an embarrassment. These situations are probably due to oversight on the part of the President and in part to the lack of a formulated agreement among the heads of departments and the Deans. Mention is here made of this situation in the hope that where new appointments take the place of existing ones a corrective element may be introduced.
In this connection it may be added that occasionally misunderstandings arise from what appears to be a promise to the candidate. May I suggest that care be exercised in such matters and that no promise be intimated in the preliminary correspondence that cannot be clearly sustained by the rules.

**FINAL PARAGRAPH**

It will be obvious that some of the suggestions offered above imply other subjects not mentioned in this letter. Some of these subjects should have prompt, though not hasty, treatment. Others may be given more deliberate consideration. In my opinion some of them raise fundamental questions of University policy and should have thoughtful attention.

May I also add that the preparation of the Budget for 1924-1925 will be begun early in the Winter Quarter.

Respectfully submitted,

W. O. THOMPSON,
President.

The Ohio State University.
November, 1923.
The Small College
Its Work in the Past

An Address Delivered at
the Charleston Meeting
of the N. E. A.

BY

William Oxley Thompson
President Ohio State
University, Columbus

July 1900
There is no disguising the fact that there is a wide spread feeling that the small college has seen its best days. Within twenty-five years there has grown up a sentiment that the place to educate a boy is in a large crowd. It looks very much as if in the popular mind mere bigness was a virtue and littleness a vice. It will help us to understand this remarkable state of mind when we remember that a generation ago there was nothing but the small college in America. The development of the large college has come since 1870. The fact that the development is so recent may explain why we who have seen the genesis of the large college should regard it as precisely the thing. Otherwise we should not be loyal to the progress the world is making.

Let me remind you that in 1850 Yale had four hundred and thirty-two students and Harvard two hundred and ninety-six. These
were the largest colleges in the country. In 1860 Yale had five hundred and twenty-one and Harvard, four hundred and fifty-one. In 1870 Yale had five hundred and twenty-two and Harvard had six hundred and sixteen. As late as 1870 no other college in the country so far as I can learn had four hundred students.

In 1850 the whole number of students in American colleges was a little less than nine thousand. In 1860 a little over thirteen thousand. In 1870 a little over sixteen thousand and now not far from forty thousand. There has been a remarkable growth in the attendance at colleges during the lifetime of most of the members of this Association.

Prior to 1800 Yale and Harvard were pretty small colleges. In 1800 Harvard graduated a class of forty-seven. For the first ten years of the century the average was forty-four. This could not be called a very large college.

Yale shows a considerable increase about the beginning of the century. In 1800 she graduated thirty-six as against forty-seven from Harvard. The first ten years of the century Yale averaged fifty-two in a class as against forty-four from Harvard.

To get an average of some of the best colleges in the country for the period from 1850 to 1860 I have taken the best New England colleges with this result, viz: Bowdoin averaged for the ten years thirty-two. Amherst, forty-four. Williams, forty-eight. Dartmouth, fifty-six. Harvard, eighty-two. Yale, ninety-five.

It is interesting to note that Yale up to 1859 had graduated six thousand eight hundred and ten men, while in 1858 she had graduated twelve thousand four hundred and sixty-eight. That is to say from 1859 to 1898 she graduated five thousand six hundred and fifty-eight as against six thousand eight hundred and ten from 1702 to 1859. Or to put it another way, Yale graduated almost as many in the last forty years as in one hundred and fifty-seven years previous to that time. The average size of a class from Yale from 1702 to 1898 is sixty-four. From 1702 to 1859 it is forty-three. From 1859 to 1898 it is one hundred and forty-five. This shows very clearly where Yale's great growth has been. At Harvard the story is much the same.

In 1870 Yale's catalogue was a pamphlet of seventy pages. The library had fifty thousand volumes,
—the collection of one hundred and sixty-nine years. It shows that the college proper had nineteen professors including the president. The students numbered five hundred and twenty-two. The terms of admission were not beyond what would be standard in a good small college to-day.

It was specified that a freshman must be fourteen years of age. In those days college students were still boys. They are men now so far as I see in the newspapers. A bond was then required in the amount of two hundred dollars from all students. The work was nearly all prescribed. Certain concessions were made to German in the junior year but there was nothing that a modern student would call the privilege of electives.

The average class of Bowdoin for one hundred and fifteen years up to 1890 numbered nineteen. The average class at Amherst from 1821 to 1885 numbered forty-three. The class at Williams from 1795 to 1890 averaged thirty-seven. At Dartmouth from 1771 to 1890 the classes averaged forty-one.

I detail these figures out of a great array of statistics simply to enforce my statement that the history of higher education in this country prior to 1870 was the history of the small college, a fact often apparently lost sight of. Since 1870 there has been a rapid development in higher education and the country now has a considerable number of schools where great congregations of students are found and where catalogues are so bulky that a college faculty of fifty years ago would have been hopelessly lost in an effort to explain their contents.

It is within this period that the state universities have made their wonderful growth. In the same time have arisen such wonderful institutions as Cornell, Chicago and Stanford. The older institutions of the East, like Columbia, Harvard, Yale, Princeton and the University of Pennsylvania have in this same period made a phenomenal development both in resources and students.

Out of this condition of things has arisen a considerable debate about the college of the future. Many have thought that the great institutions were to be the only ones and that the small institutions would soon have no place in the educational economy. It were a hopeless task to undertake to settle the question but it is a very pleasant privilege to bring before
you a few truths concerning the past of the small college.

First of all I desire to emphasize the fact that the criticism often made of the small college by inference, if not by direct statement, is both unfair and untrue. It is not quite fair for us to cast a reflection upon the only institution that fostered higher education prior to the past thirty years. That institution as we have seen was the small college. Furthermore the test of greatness is the ability to meet, or the actual meeting of, the emergencies of the hour. The questions at issue therefore are whether the small college met the issues of its time and whether present small colleges are actually meeting an existing need. Presently I shall state the evidence in support of an affirmative reply to these questions. I remark in passing that the inference against the small college is not drawn from any facts that prove that the large college or modern university would have done the work then needed in any superior way. Indeed there is a lack of evidence that the modern idea would have been at all suitable to conditions fifty years ago, and we are not at all sure but the close of the twentieth century may see present universities so changed and modified as to be practically new.

The business of an educational institution is to meet the needs of the times. The fact that in our attempt to meet present needs we have developed a considerable number of great institutions does not at all prove that the small college has not had a place or that it is not now meeting a real need. The fact is the large college and modern university are rather new institutions. They are so young that their real value and efficiency are still problematical. The alumni of the modern large university have yet to win a distinction that will eclipse the glory of their fathers. It may yet develop into an eclipse of the son. However we hope for better things.

Let us now turn to a brief statement of the ideals of the small college. These will tell us something of its character and work.

First I remark that the small college was set for the development of manhood. In 1854 President William A. Stearns in his inaugural address at Amherst said: "The idea of education is the formation of men, men capable of high scholarship, of professional eminence and honorable achievement, but first of all, men."

This was neither new doctrine
nor unfamiliar statement. It was
the common and popular senti-
ment. The college of those days
was set for the upbuilding of char-
acter in men. Often it was de-
clared to be a Christian character
and manhood. The college recog-
nized that character and manhood
were the supreme needs of society;
The college curriculum was an in-
strument that men of lofty ideals
used to these great ends.

The measure of success that has
attended these efforts is but little
appreciated. To read the alumni
roll of Yale, Harvard and Prince-
ton when they were small colleges,
or the rolls of Amherst, Bowdoin
and Williams in New England, of
Hamilton in New York, or of
Washington and Jefferson in Penn-
sylvania, Centre College in Ken-
tucky and Miami in Ohio is an ins-
piration to any young man strug-
gling for place and usefulness in
his generation. I freely confess
that three hours with these rolls
gave me a new appreciation of the
splendid possibilities of American
manhood. These men have been
the embodiment of the best things
in civilization. They have stood
for the best things in religion, in
scholarship, in politics, in society
and the state. What the world
would have been without them I
don’t know not, but for what it has been
with them we are indebted to the
small college. That debt will for-
ever remain unpaid but is here
most gratefully acknowledged.

(Second, I remark that the small
college put an important emphasis
upon the personal contact between
the professor and the student as a
powerful influence in determining
character.)

The professor in the small col-
lege has always been a man of char-
acter who recognized his opportu-
nity. The heroic service that many
of these men have rendered is suf-
ficient testimony to their excellence.
Senator Hoar has recently said in
speaking of the Harvard of fifty
years ago, that men were then
called to professorships because
they had attained eminence in their
professions.) The result was that
young men were brought under
the instruction of men whose lives
were an inspiration and whose
characters were a most wholesome
influence.) These men recognized
the possibilities in their service.
Without offering any criticism
upon the modern professor I may
say that eminent men are not now
called to professorships. The con-
ditions have so changed that they
prefer another life. The modern
Longfellow or Holmes is not a
professor. The college of these days must train its professors up to eminence. They attain it as a part of their reward to patch out a meager salary. Moreover the modern professor with his specialty often looks upon his work as merely teaching and makes a rather narrow business of it. A broad education is looked upon as impossible or undesirable and broad and deep sympathy for the student as unnecessary. Just here the small college has always put its emphasis. It has always insisted that teaching is personal;—where inspiration and leadership are quite as important as instruction. To lead out into the larger world with a proper perspective requires a master workman. This leadership, I grant you, may be found in the larger colleges. If not, then something vital is wanting. That such work has been done and is still done in the small college is beyond any question.

Third, I remark that the small college has done a great work in cultivating a respect for scholarship. It may as well be conceded no very great scholarship is possible within the limits of a college course. One of the silliest fallacies in modern times is the frequent assumption that because a boy has graduated from a large college he is both a gentleman and a scholar. As a matter of fact he is often neither the one nor the other. The honest college has never made any pretensions in this regard. Scholarship is the ripe fruit of years of patient toil. It is to be kept in mind however, that the college bred man has been usually a man of broad sympathies, of a reasonably liberal culture and of sufficient intelligence to appreciate the scholarship of men who have been the pathfinders in the world's research.

The considerable body of such men in the country has made it possible for the scholar to hope for a reward in his labor. The college has been the bulwark of scholarship. In this field the college man has done a great service. The fact that his studies in the small college have widened his horizon and given him a bird's eye view of the knowledge and scholarship of his day is a reason for his readiness to appreciate scholarship. The elective principle has deepened the study of many a student but often at the expense of his sympathy for other men. The lack of unity in college life so often apparent in the larger schools is no doubt due in a considerable degree to the relative isolation of the student in his work. He does not know his class-
mate. There is no common feeling and but little that is common in their thinking and hence no fellowship in scholarship. I regard this appreciation of scholarship as a great help in the progress of the world. There is no man who should more appreciate the work of the small college than the man whose life is given to research and the development of critical scholarship. The small college is something more than and better than a feeder for the university. It is building and maintaining the foundation on which the university must rest. But for the work of the college the university would not have had a field in which to work. That it is now preparing the men who will in the future do the best things for scholarship is perhaps not too much to say. Whether the large college can do this work without the aid of the small college is at any rate a debatable question.

Fourth, I remark that the small college has done great service for its immediate vicinage. It is so evident as to need only a passing remark that all colleges receive the large portion of their support from the adjacent territory. Even Harvard still draws a considerable proportion of its students from the immediate vicinity. This has been

the history of the small college. It has done great things for its territory. Here young men have received an intellectual awakening that has been an intellectual regeneration to them. Many a so-called poor college has been the birthplace of a noble soul. It has brought within the reach of these boys an uplift that the larger school could not have brought. In this small college the individual more easily rose to a limited leadership. You may say the opportunities were limited but they were sufficient to arouse the boy to his own prophetic powers. My own native state has been sneeringly called the land of freshwater colleges. Men have spoken disparagingly of her numerous colleges. There is a justice in some of this criticism but quite as much injustice. The most luminous pages of Ohio's history have been made and written by men trained in her small colleges. Those trained at home have not fainted in the race with those who were able to go to more expensive schools outside her borders. Ohio would never have had her men or her leadership but for the small college. But aside from the men graduated from those colleges there is no room to doubt that the presence of such colleges
has done a great deal to give tone and character to the communities. They have been an object of pride to the citizens and something of an inspiration to the people. Of the four hundred and fifty colleges in the country a large proportion of them must be classed as small colleges. They are however, centers of life and light to hosts of people whom the greater schools do not and can not reach. They are constantly seeking out boys many of whom rise to eminence. These men more than justify the reason for existence. In the poorer grade of the small college there may be found much to criticise. No doubt the standard is often too low. Some harmful results do follow but it is a mistake to be too sweeping in our condemnation. The small college is winning to-day more than its proper share of the honors in our great universities. These facts persist and are very stubborn things. The self-denial, the hardship, the heroism still found in many of these colleges with the lack of some modern fancies are pretty useful ingredients in the coming man. The small college has usually been the poor man's college. It cultivated the habits of economy and has usually been free from the vices that accompany the liberal use of money. Its own poverty and economy have usually been an object lesson to the student. The democratic sentiment usually prevailing has bound the students in a close friendship. Here have been trained many of the recruits who have saved the interests of the people. Some of them have risen to eminence but more of them have quietly but efficiently served the community which supported the college. The unwritten history of the small college is liable to be overlooked and forgotten in the annals of the great but there are a thousand hillsides and as many fruitful valleys in our country where the service is gratefully recognized. What Webster said of Dartmouth many a man will say of others—"She is small but there are those who love her."
Extracts
from
The President's Report
for the year
Ending June 30, 1903.
Ohio State University.
To the Honorable Paul Jones, President of the Board of Trustees of the Ohio State University.

Dear Sir:

I have the honor to present to you, through the Board of Trustees of the Ohio State University for transmission to the Governor, the annual report of the President for the year ending June 30, 1903.

The Faculty.

The transfer of Professor Thomas Forsyth Hunt to Cornell University was a matter of sincere regret. Professor Hunt has won for himself a national reputation in agricultural circles and it must be confessed that it is a matter of some humiliation to see men of such grade called to other institutions while the Ohio State University is left unable to retain them simply for financial reasons. Professor Hunt had been for eleven years professor of agriculture and Dean of the College of Agriculture and Domestic Science. His eminent fitness for this work and the progress of the University made his services beyond ordinary money values. The fact, however, that the statutes of Ohio provide that not more than $2500 may be paid to a professor, puts the institution always at a disadvantage. At present the University is not able to pay up to this limit. The growth of the institution has been so rapid and the demand for teachers so great that it has been necessary to multiply teachers and put salaries at the lowest possible point. The Board of Trustees of the Ohio State University is the only Board of Education in the State of Ohio which is limited in its power to provide what its own judgment thinks is right in the way of salaries for instruction. It is hoped that the experience in the case of Professor Hunt will awaken the legislature of the State of Ohio to the importance of giving the University not only the liberty it should have but the money necessary to keep in the service of the State men whose reputation and efficiency are absolutely beyond question.
During the year Professor Thomas Corwin Mendenhall and Professor Robert White McFarland were elected as Professors Emeritus. These men were in the services of the Institution in its early history and helped to lay the foundations that have given both name and place to the Institution. It seemed to the Board eminently proper that the names of these two gentlemen whose best years had been given to the University should be perpetually associated with its history.

Enrollment.

The enrollment of the University for the year has been the largest in its history. For some years the students have been gathered substantially from every county in the State. The year under consideration has been no exception in this regard. The general summary of the attendance will be found on pages 212 and 213 of part second of the thirty-third annual report. The enrollment for the year closed is inserted herewith and also a comparative statement for the past five years. This statement shows not only the totals but the attendance in the several colleges of the University.

General Summary for the Year ending June 30, 1903.

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</tr>
<tr>
<td>Total</td>
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<td>1286</td>
<td>1481</td>
<td>1528</td>
<td>1757</td>
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<tr>
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<td>29</td>
<td>16</td>
<td>16</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Net total</td>
<td>1149</td>
<td>1252</td>
<td>1465</td>
<td>1516</td>
<td>1755</td>
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The above statements show the very rapid and substantial growth of the University in the matter of enrollment. During this period the State has provided a considerable amount of money for the erection of buildings but no corresponding increase for current expenses has been provided; so that the growth has been an embarrassment of a very serious nature to the institution. The College of Engineering, for example, has made a noted increase during this time of 318. When it is remembered that these students demand a large outlay of money in order to provide the necessary laboratory privileges, the necessary instruction in shop work and other features of a technical education, it will be recognized that increasing revenue for current expenses is absolutely necessary in order to maintain the high grade of instruction on which the University has built its reputation.

The College of Agriculture has also shown a considerable increase. These two colleges of the University more than any others demand an annual outlay of considerable money aside from the revenue needed for instruction. The friends of the University are highly gratified at the increased enrollment. It is sincerely hoped that they will be equally enthusiastic in making provision for the increasing needs as they come.
The University and High Schools.

It has been the aim of the University for a number of years to relate itself to the high schools of the State in such a way as to make it easy for graduates of approved schools to enter the University. From year to year the faculty has sought to make the requirements for entrance substantially such as have been recommended by the National Educational Association and the Northwestern Association of Colleges and Secondary Schools.

In order to make this more effective the Board of Trustees during the past year appointed Mr. W. W. Boyd as High School Visitor. Mr. Boyd is a graduate of Marietta College and for some years served as a high school teacher at Marietta. He afterwards served as superintendent of schools at Marietta and later at Painesville, Ohio. His intimate acquaintance with the conditions in high schools and his accurate knowledge of a college education make him an efficient officer. The University aims through the services of the High School Visitor to cooperate with Boards of Education, superintendents, principals, and teachers in adjusting the work of students so that those desiring to enter the University or go to other colleges may do so with the least possible loss of time and preparation. Experience for the past five years has proved beyond controversy that students may not be enrolled safely upon such reports as are possible from the schools. The usual certificates received from high schools give a very incomplete return of the actual conditions and are of little value as a testimony of the ability of a graduate to proceed with work of a college grade. It has not been practicable to examine all applicants for entrance and the University is following in the lead of other Universities in the west in making an effort to come into closer acquaintance with the work done in the high schools. The increasing number of young men and young women graduating from these schools make it certain that our colleges ought to have larger enrollments in the future. It is of the highest importance that the quality of the education shall be maintained. The State University deemed it a duty to render such service in this particular as would be agreeable to the high schools. During the year Mr. Boyd has visited 151 high schools and his work has not only been appreciated by the schools but has been of great service to the students and to the University. It is confidently believed that this method of visitation will increase materially the number of young men and young women who will go to college—a portion of which will enroll at the University and a considerable portion of which will be found in other colleges throughout the State.

The Colleges.

The College of Agriculture and Domestic Science.

The past year has shown an increase of forty-five students. The vacancy caused by the resignation of Professor Thomas Forsyth Hunt was filled by the election of Professor Homer Charles Price, a graduate of the Ohio State University in the class of 1897, who received his master's degree from Cornell in 1899. He then came to the University as assistant in the department of horticulture and later was in charge of that department in the Iowa State College of Agriculture and Mechanic Arts.

The most important advance during the year has been the election of Professor Charles S. Plumb to the Department of Animal Husbandry. Professor Plumb's efficiency in the department to which he has been elected here is so well known that the animal husbandry interests of the State are confidently expecting a great advance in these lines. A limited amount of work has been carried in this line for some years but the coming of Professor Plumb is an indication of a distinct development in the lines of animal husbandry.

The College of Agriculture is organized and prepared to teach in the following lines, viz: (1) rural economics or farm management; (2) animal husbandry; (3) agronomy; (4) dairying; (5) agricultural chemistry; (6) horticulture and forestry; (7) botany. In addition to these a number of lines of science, mathematics and other subjects are provided for in the faculty. It is desired to add the department of rural engineering as soon as the funds will permit.

The needs of the College of Agriculture have been presented repeatedly to the President and it seems imperative that some added provisions shall be made to equip properly the existing departments to aid the work demanded by a scientific agricultural education. There is need of a building of considerable size that would accommodate the departments of horticulture and forestry and of botany. The University farm needs better provision for animal husbandry. The dairy school needs some new equipment and the replacing of material already worn out. The University farm should have a barn of adequate dimensions
and equipped in such a way as to make the work of the College of Agriculture of the highest service to the students. These needs would cost not far from two hundred and fifty thousand dollars. It is not the purpose of this report to narrate in detail these needs but to suggest that the growth of the work in the last few years has made it imperative that the equipment shall keep pace with the demands of education.

The College of Arts, Philosophy and Science.

The enrollment in this college for the current year has been 528. Of these 38 were graduate students and 490 undergraduates. The recent revision of the work in this college is noteworthy. The work of this college is now arranged on a most liberal basis. About one-third of the work is prescribed, although there is considerable liberty allowed even in the selection of this portion. Reference is here made to the outline of this work as seen on pages 80-84 of part second of this report.

One of the pressing needs in this college at present is extended provision for higher commercial education. In some respects the Ohio State University has been a pioneer in this work but through lack of funds the Institution has not been able to carry on the plans hitherto under consideration. The State universities throughout the middle-west recognizing the importance of such education are reorganizing to give instruction in the processes of modern industry and commerce. The work usually covers such subjects as economic geography; commercial and industrial history; an extended study of money, banking and finances; a study of the resources of the country, especially in its extractive industries and its manufactures; the problem of foreign trade, commerce and transportation; of statistics; of diplomacy; and of commercial law in addition to courses in the modern languages. Such an education bears much the same relation to public life that technical education does to the industries.

The graduate school has within the past year been more definitely organized by the provision for an administrative board, consisting of the dean and four other members chosen from the faculty. The development of graduate work is always a matter of years but the University aims to meet these demands as rapidly as possible consistent with the money available for graduate instruction. The library facilities are the most important element in the development of the College of Arts—
either in undergraduate or graduate study. The University library is well selected but inadequate.

The College of Engineering.

This College has suffered perhaps more than any other in the University from the rapid growth in numbers. The requirements of a technical education are imperative and expensive. From year to year the annual reports have called attention to the inadequate provision in the way of buildings. Recently provision has been made for the erection of a physics building and during the current year the first building for the College of Engineering is in process of erection. This will make provision for the departments of civil engineering and of architecture and drawing. In the immediate future imperative demands will be made for the departments of mining engineering, ceramics, electrical engineering and mechanical engineering. There should be $250,000 provided in order to erect necessary buildings and equip them for the accommodation of students. If the present rate of growth increases it will not be long until there will be a thousand students studying in the several lines of engineering now offered. This technical education is of such importance that we cannot afford to neglect it. The young men of the State have few opportunities for such an education and must have it provided at home or at a much greater expense abroad. There is no sufficient reason why the State of Ohio should not make provision ample to meet the needs of the young men who are asking for such training as shall enable them to develop the wealth and resources of the country.

The College of Law.

During the year Page Hall for the College of Law has been completed. The dedication exercises occurred on Tuesday, June 23, during commencement week. The provision for this building was made by the legislature in 1900. The building is a substantial structure entirely adequate to the needs of the College of Law and is a source of great satisfaction to the friends of legal education. The cost of this building was approximately $100,000.

The College of Law has raised its requirements for entrance so that they are the same as the requirements for entrance to the College of Arts, Philosophy and Science. In addition to this the degree of Bachelor of Laws is not granted to students unless
they have had in addition to their entrance requirements at least two years of work in a literary college or its equivalent. This high standard has caused temporarily a decrease in attendance. Students find it easier to enter other colleges and also find it possible to secure the degree from other colleges of law not requiring any education beyond that of the High School. It is believed, however, that the College of Law is on the right basis and that its stand for a higher grade of legal education will commend itself not only to members of the bar but to the young men desiring a legal education.

The College of Pharmacy.

This college, though small in numbers, is performing an important work in the education of pharmacists. Public sentiment in the country has not yet demanded a superior training and education for many of its valued servants. It is the work of colleges of this character to train a few men who shall be able to lead public sentiment to so improve the profession as to create a demand for a higher education of those who are to serve in such important relations. The equipment and provision for pharmaceutical education in the Ohio State University is believed to be of the very best quality and the results already reached are very gratifying.

The College of Veterinary Medicine.

During the current year a much needed building at a cost of about $35,000 has been erected for the College of Veterinary Medicine. This will make provision for the needs for some time. The growth of this college indicates increasing interest in veterinary science. In the new building the department of bacteriology will be located and when the equipment is provided Ohio will have one of the most progressive colleges for the study of veterinary medicine in the country. The close relation of the work in this college and that of the College of Agriculture and Domestic Science is not always understood by the public. All students in the College of Agriculture receive instruction in the College of Veterinary Medicine. The building is but partially equipped. The enlargement of the work occasioned by the erection of this building makes new and expensive equipment necessary. It is hoped that within the next year the funds of the University will provide for pressing needs.

General University Needs.

There are needs of a large and growing institution that cannot be listed under particular colleges. Among these I make mention of the importance of an independent water system. For the current year the University has paid to the city of Columbus a little more than $2600 for water that is not fit for ordinary uses. The University needs in its dairy department pure water. It needs a good quality of water for use in its heating apparatus; besides the high rates charged are such as to make it profitable to provide an independent water system for the University. It is hoped that the next legislature will give this matter careful consideration. A report has been submitted to the Board of Trustees by a committee after experiments have been made with driven wells upon the campus. It seems unwise that the State's needs should be dependent upon the uncertain and unsatisfactory supply of a local municipality.

Another pressing need of the University at large is provision for a library. At present accommodations are found in a portion of Otton Hall. The increasing attendance and the increase in the number of books from year to year make it impossible to provide either comfortably or adequately for the demands as they are at present. It is of little use to buy books unless we are in position to care for them. The fact remains that there is no library in Ohio today where the material can be found for writing a history of our own commonwealth. Men who do such work must go to large libraries in the western states or in the east. The Ohio State University ought to have an adequate library building and the State ought to spend enough money for books to make the library adequate to the needs of the University and of scholars who wish to consult a library. Reference is here made to the librarian's report for the current year for information as to the organization and equipment of the present library.

Another pressing need is some provision for the accommodation of young women. Originally the institution was organized as an agricultural and mechanical college. That of course anticipated a large attendance of young men. With the development of the University idea young women have come in increasing numbers and would come in much larger numbers if any provision was made for their comfort. There is no legitimate argument that can be used against the State's making provision
for its young women. They are denied to a large degree the privilege of the University by the lack herein suggested.

In the reports of previous years reference has been made to the desire for a teacher’s college. The fact that the State has already organized two normal schools only adds to the argument for some provision for a higher education of teachers. The Department of Education, organized some years ago in the College of Arts, Philosophy and Science, has attempted something in this direction. This, however, is but a partial provision. With comparatively little expense this department could be expanded or a new organization effected that would offer to the teachers in our high schools and colleges an opportunity for a scholarly investigation of the problems of higher education. The scope of the University will not be complete until some provision is made.

The experience of the past four years of the present administration has emphasized the necessity of increasing the salaries of teachers. At the founding of the institution salaries were larger for heads of departments than they are at present. It is a matter of common justice that the State should pay its servants approximately what they are worth. The commercial demand for young men with a college education is making it increasingly difficult from year to year to secure competent men for college professorships. These positions require extensive training and a large investment of time and money in order that the men may be fitted for the positions. It is extremely discouraging after years spent in preparation to find the services of educated men less valuable in educational work from a money point of view than they are likely to be in commercial lines without the education. The college bred man even without graduate study is often paid much larger sums of money than any University can offer. The cost of living and the necessary investments that men must make in libraries unite to emphasize the importance of adequate salaries for men who devote their lives to the profession of teaching.

The year just closed has been characterized by unity in the faculty; earnestness in the students; and the hearty cooperation of the Board of Trustees. The problems before the University are the problems of its own growth and development. The demands are usually in advance of the supply. It is not to be expected that the State will make adequate provision for the students but it may be hoped that the future will recognize more fully the importance of a better support of the State University. It is a matter, however, of sincere gratification, to know that the institution is serving efficiently the public and meeting a demand that increases from year to year.

The statistical tables as required by law are submitted as an appendix to this report.

Respectfully submitted,

W. O. Thompson,
President.
A Decade of Prospect

The Ohio State University
An Extract from the President’s Annual Report

This extract from the annual report submitted to the Governor is made for the purpose of putting into circulation among the alumni, members of the legislature, and other interested parties, the statements upon which the appeal to the legislature will be made during its coming session.

The facts concerning the enrollment speak for themselves. The appropriations hitherto made, as set forth in this report, commend the generosity of the state. The request for maintenance and development aims to set forth the fact that no annual appropriation is quite sufficient on which to build a university. A deliberately adopted plan extending through a decade seems to be vital if we are to develop symmetrically, economically, and wisely. The University has so far exceeded the expectation of its most enthusiastic friends in attendance, in general utility to the state, and in its effects upon public education, as to warrant increased confidence and support.

No effort is made in this report to express preferences for particular lines of development needed or to attempt a discussion of the comparative merits of different types of education. Every line of education now established in the University is meeting a real need. The problem is whether with better equipment the needs would be met in better fashion. Education is always a matter of growth and at the University every new departure has had its day of small things. The time arrives when enlarged provision for existing needs must be met or the work seriously limited. With a reasonably true vision, it is hoped, an effort is made herein to show the possibilities of a decade. Meantime the needs for the first year require careful attention in order that the larger vision shall not lead to neglect of immediate necessities.

THE ENROLLMENT.

The total enrollment for the year ending June 30, 1909, as shown by the summary below, was 3050. The enrollment for the year previous was 2686. The increase in enrollment has affected practically every department of instruction in the
University. At the Commencement in June, 1909, 333 degrees were granted as against 281 in 1908. In addition to these, six degrees have been granted during the year to persons who for one reason or another had fallen a little short of completing the necessary requirements at Commencement. Twenty-one persons received certificates for having completed the courses in Veterinary Medicine and in the College of Law; thus making a total of 360 persons whose educational work was completed. The summary is submitted herewith.

SUMMARY OF ENROLLMENT AND OF DEGREES GRANTED.

<table>
<thead>
<tr>
<th>College</th>
<th>Graduate students</th>
<th>Undergraduates (degree courses)</th>
<th>Undergraduates (certificate courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture and Domestic Science</td>
<td>24</td>
<td>864</td>
<td>43</td>
</tr>
<tr>
<td>College of Arts, Philosophy and Science</td>
<td>107</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>College of Education</td>
<td>26</td>
<td>175</td>
<td>760</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>29</td>
<td>192</td>
<td>192</td>
</tr>
<tr>
<td>College of Law</td>
<td>38</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>College of Veterinary Medicine</td>
<td>28</td>
<td>93</td>
<td>28</td>
</tr>
</tbody>
</table>

Total                                             | 2,549             | Names counted twice             | 13                                    |

Net Total                                         | 2,530             |

Lake Laboratory, summer 1908                      | 32                |
Summer Term 1908                                  | 459               |
Summer Civil Engineering, 1908                     | 15                |

Total in summer work                              | 503               |

Winter Course in Dairying, 1909                   | 31                |
Winter Course in Agriculture, 1909                | 180               |
Winter Course for Home Makers, 1909               | 39                |
Saturday Courses in College of Education          | 6                 |

Total                                             | 256               |
Names counted twice                               | 245               |
Grand net total                                   | 2,050             |

DEGREES.

At the Commencement held on June 23, 1909, the University granted a total of 333 degrees. These were distributed as follows:

<table>
<thead>
<tr>
<th>College</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture and Domestic Science</td>
<td>39</td>
</tr>
<tr>
<td>College of Arts, Philosophy and Science</td>
<td>128</td>
</tr>
<tr>
<td>College of Education</td>
<td>12</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>100</td>
</tr>
<tr>
<td>College of Law</td>
<td>10</td>
</tr>
<tr>
<td>College of Veterinary Medicine</td>
<td>28</td>
</tr>
</tbody>
</table>

Total                                            | 333     |

In addition to the degrees granted, certificates for the completion of courses not leading to degrees were granted as follows:

<table>
<thead>
<tr>
<th>College</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Veterinary Medicine</td>
<td>10</td>
</tr>
<tr>
<td>College of Law</td>
<td>11</td>
</tr>
</tbody>
</table>

Total                                            | 21      |

Degrees granted during the present academic year | 6       |

Total number of degrees and certificates granted for the year ending June 23, 1909 | 360     |

SUMMER SCHOOL—1908.

The summer term for 1908 showed an enrollment as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students doing strictly entrance work</td>
<td>20</td>
</tr>
<tr>
<td>Doing college work—</td>
<td>90</td>
</tr>
<tr>
<td>Engineering shopwork</td>
<td></td>
</tr>
<tr>
<td>Regular O. S. U. students</td>
<td>85</td>
</tr>
<tr>
<td>Other students</td>
<td>61</td>
</tr>
<tr>
<td>Superintendents</td>
<td>23</td>
</tr>
<tr>
<td>Principals and Supervisors</td>
<td>20</td>
</tr>
<tr>
<td>Teachers</td>
<td>118</td>
</tr>
<tr>
<td>Artisan Course Students</td>
<td>36</td>
</tr>
<tr>
<td>Civil Engineering Students in Camp</td>
<td>18</td>
</tr>
<tr>
<td>Students at Lake Laboratory</td>
<td>32</td>
</tr>
</tbody>
</table>

Total                                            | 503       |

Persons attending Superintendent's Institute and not included above | 50

Total Summer Term enrollment                     | 553       |

The summer term for 1909 showed an enrollment of 642 students distributed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students doing entrance work</td>
<td>20</td>
</tr>
<tr>
<td>Shopwork students (including 40 taking some other work)</td>
<td>112</td>
</tr>
<tr>
<td>Other Undergraduates (exclusive of artisans)</td>
<td>106</td>
</tr>
<tr>
<td>Holders of degrees</td>
<td>325</td>
</tr>
<tr>
<td>Artisans</td>
<td>25</td>
</tr>
<tr>
<td>Civil Engineering (Survey)</td>
<td>14</td>
</tr>
<tr>
<td>Lake Laboratory</td>
<td>36</td>
</tr>
</tbody>
</table>

Total Summer Term enrollment                     | 642       |
GROWTH IN ATTENDANCE.

The net attendance at the University, not including the enrollment of the summer term, beginning 1899 for eleven years, is as follows:

<table>
<thead>
<tr>
<th>Year Ending June</th>
<th>1899</th>
<th>1900</th>
<th>1901</th>
<th>1902</th>
<th>1903</th>
<th>1904</th>
<th>1905</th>
<th>1906</th>
<th>1907</th>
<th>1908</th>
<th>1909</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,149</td>
<td>1,252</td>
<td>1,463</td>
<td>1,516</td>
<td>1,717</td>
<td>1,563</td>
<td>1,855</td>
<td>2,014</td>
<td>2,052</td>
<td>2,286</td>
<td>2,586</td>
</tr>
</tbody>
</table>

This shows an increase of 1202 students in eleven years, or an increase of 121%, or an average of 11% per annum for a period of eleven years.

The enrollment for the summer term which was begun in 1905, is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>1905</th>
<th>1906</th>
<th>1907</th>
<th>1908</th>
<th>1909</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>266</td>
<td>389</td>
<td>425</td>
<td>503</td>
<td>642</td>
</tr>
</tbody>
</table>

This development of the summer school, as shown by these figures, is one of the most encouraging features of the University's work.

The net grand total since 1905, including the summer term, excluding names counted twice, is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>1905</th>
<th>1906</th>
<th>1907</th>
<th>1908</th>
<th>1909</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,870</td>
<td>2,197</td>
<td>2,277</td>
<td>2,886</td>
<td>3,030</td>
</tr>
</tbody>
</table>

This shows an increase of 1180 students for the five years during which the summer term has been operated, or 63%, being an annual increase of 12%.

There has been no effort in the past decade to do anything more than to take care of the students who presented themselves. The entrance requirements have been enforced with increased rigidity. It seems, therefore, entirely reasonable to assume that the attendance will continue to increase at substantially the same ratio for the next ten years as for the past ten years. This means more than 6,000 students within a decade. These figures are so large as to raise a doubt as to their realization. However, we cannot be blind to the fact that other universities have made similar growth and that if one-half of the prospect is realized the University would have an attendance ranging from 4,500 to 5,000 and would be poorly prepared to take care of such a student body without seriously sacrificing the quality of education. A little consideration of these statistics will lead any thoughtful person to the conclusion that the time has now arrived when some large and comprehensive scheme of providing for the education of our young men and our young women must be provided.

Table A, as inserted in last year's report, revised to date, is again included in this report in order that those interested may have before them a brief statement of revenues covering a series of years. The items for the current year are estimated so far as possible. Interesting comparisons could be made with the revenues of other state universities; but it is sufficient, perhaps, to offer the simple statement that The Ohio State University has made very rapid progress in the last decade but has not yet reached the efficiency of similarly situated universities. A study of this table in connection with the other facts set forth in this report will suggest that an annual revenue of one million dollars is now needed to carry the work already established in the University.
## Appropriations

The legislature for the two years previous has made the following list of special appropriations:

### (1908)

- Tunnel to School of Mines Building: $5,500.00
- Repairs, Chemistry Building: $15,000.00
- Equipment and Heating Women’s Dormitory: $125,000.00
- Equipment of Engineering Laboratory: $20,000.00
- Equipment Agricultural Building: $5,000.00
- Equipment School of Mines Building: $9,000.00
- Equipment of Chemistry Building: $30,000.00
- Equipment Agricultural Chemistry Laboratory: $4,000.00
- Equipment Bacteriological Laboratory: $1,000.00
- Equipment Veterinary Medicine: $3,000.00
- Equipment of Power House: $12,500.00
- Veterinary Clinic Building and Equipment: $90,000.00
- Tunnel to Engineering Laboratory: $6,300.00
- Fireproof Chemical Store Room: $10,000.00
- Encouragement and Improvement Dairy Industry: $2,500.00
- Construction and Equipment Students’ Building: $75,000.00
- Electric Wiring and Connections for Agricultural Buildings: $500.00

Total: $379,800.00

### (1909)

- Equipment and Heating Women’s Dormitory: $7,500.00
- Equipment Engineering Laboratory Building: $20,000.00
- Equipment School of Mines Building: $7,500.00
- Equipment Chemistry Building: $20,000.00
- Equipment of Power House: $25,000.00
- Repairs and Betterments of Buildings and Grounds: $20,000.00
- Scientific Apparatus—Laboratory Equipment: $20,000.00
- Railway to Grounds: $40,000.00
- Sewer System: $12,000.00
- Library—for Books: $25,000.00
- Live Stock: $5,000.00
- For Agricultural Extension: $20,000.00
- Fire Doors and Escapes: $710.00
- Improvement Dairy Industry: $2,500.00

Total: $210,210.00

A careful examination of the two lists of special appropriations will show a very generous consideration of the University and a great advance in the equipment of many of the departments. Among these appropriations special mention should be made of the provision for the railway, the sewer, and the addition to the Power House equipment. These three groups together in providing power, transportation, and protection to the plant. Some further appropriation for these items will be needed. The appropriation for the sewer system was not quite...
sufficient to do all that was originally anticipated, owing to the expense made necessary by the extraordinary depth of the sewer in portions of the distance. This extension, however, may be delayed until additional buildings are constructed. The railway was contracted for within the appropriation but its highest efficiency will result only after provision has been made for scales and a system of tipples for unloading the coal. A further increase in the Power Plant will be needed as the plant is enlarged and the extension of the hot water heating system is made.

The fact that no buildings were granted by the last legislature makes the demand more imperative at the present and accounts for the increase in the requests now made of the legislature. A detailed list of these requests has been furnished to the Auditor of State for circulation to the legislature and the use of the Finance Committees in making up the Appropriation Bill. This list is included in this report for reference and a brief statement made. Detailed discussion of the items is reserved for the Finance Committees.

UNIVERSITY NEEDS.

Reference to the President's reports for the past five years will reveal repeated statements concerning certain specific needs of the University. Many of these are yet unprovided. Meanwhile, the growth of the University in numbers and the development of new phases of the work, like the Winter Course in Agriculture and the undertaking of work in Agricultural Extension as provided by the last session of the legislature, have developed certain new needs not hitherto mentioned. This change of condition may cause a slight difference in the accent or emphasis that might be put on certain requests but could not eliminate those needs from present consideration. Moreover, the fact that the legislature at its last session did not provide any new buildings only serves to render more emphatic the present needs: The University can no longer live by years. It should live by decades. A single building granted each year, or even two buildings granted, might in a series of years furnish a complete set of buildings. Meanwhile important interests would suffer and thousands of students would be denied the facilities to which they are justly entitled. With the present system of providing buildings under the pressure of special interests influential with the legislature it is impossible for the Board of Trustees to make provision for a symmetrical development of the University. No one knows what may be done the following year. More important at the present time than any building or buildings is a plan that would run through a period of ten years in which the Trustees might have sufficient revenues to erect and equip buildings. A majority of the buildings on the campus have been inadequate for their need within three years of the time of completion. A distinguished alumnus said at the last Commencement that there was not a single permanent structure on the campus. The fact remains, however, that the buildings now erected will probably be in service for half a century or more. Some of these buildings need enlargement now, and others will need it in the near future. The state has never provided for the University funds enough to erect as large buildings as most of the larger state universities have erected for similar purposes. This policy has kept the buildings crowded and has made expensive adjustments necessary. The inability of the Trustees to lay any plans beyond a single year is a serious embarrassment in the development of the University. Under these conditions it is exceedingly difficult, if not impossible, to determine what single building is most needed or is most vital to progress. In the attempt herein made to set forth the needs of new development, too much emphasis should not be given to the order in which these needs are named.

There is general agreement in the University that an adequate building for the work in zoology and botany should be provided. The work in zoology is now associated with physiology in a building entirely needed by physiology alone. In fact the laboratories for zoology are being operated in the basement of the building occupied by the College of Law where suitable provisions are impossible. The work in botany is done in a building badly out of repair, originally constructed at small cost, and now neither safe nor adequate. The building itself is not worth as much as its contents, to say nothing of its unsatisfactory provisions. The work in horticulture and forestry can not be put into satisfactory shape or developed until a suitable building shall be erected. The present structure, erected in the
early days when the Experiment Station was located at the University, is both small and ill-suited to the work. It was originally intended more for the work of the station than for college instruction. Its construction was so cheap that it would be a waste of money to attempt any repair or extension of the building.

The original building of the University, now known as University Hall, contains all the offices of administration and is occupied by more than fifty teachers. A relief to this building should be provided in which at least two of the largest departments should have a permanent home. Moreover this building has been criticized by the inspecting authorities and should be made safe and modern. Its floors, stairways and electric wiring should be replaced. A system of ventilation should be installed and the building generally overhauled. It has served thirty-seven years with but temporary repairs.

No provision has ever been made for the work of educating teachers, although some years ago the legislature decided upon a policy of developing one University, a part of which should be the professional training of teachers. It is time now that the work of providing adequate professional education for teachers in the University should receive cordial support. The need of such education is nowhere more manifest than in the lack of preparation for teaching, of professional spirit and of appreciation of educational principles to be found in college faculties. The assumption that college professors or college graduates are superior teachers is often without foundation in fact. The universities of the country need a revival in the interest of effective teaching. The waste of time in our education so bitterly complained of is often traceable to the quality of teaching. One of the functions of a college of education is to stimulate a zeal in the art of teaching as a condition precedent to the development of scholarship.

The College of Agriculture in response to recognized needs should develop the work of Rural Engineering. This work should have a building or an enlargement of the old Electrical Engineering Laboratory. This would not only provide for Rural Engineering, but make some needed provision for the Winter Course in Agriculture. These two phases of agricultural extension require a large floor space and some recitation rooms.

Brown Hall, now used for Civil Engineering, Architecture, and Engineering Drawing, was constructed at a cost of $80,000. At the time it was expected that this building would soon need enlargement. There are now more than 800 students studying engineering drawing. The building also provides for the work in architecture and civil engineering. Economic administration requires that the students of engineering drawing should have all their work in one building. At present this is impossible. Moreover, the legislature has provided that the road testing laboratories shall be at the University. The Highway Commissioner’s office needs considerable space and this could be provided at relatively small cost by the enlargement of Brown Hall. When the building was erected there was no thought of the road testing laboratory or of the work of the Highway Commissioner. It is proper that this work should be done at the University. However, rooms and floor space must be provided.

The work in physics, now occupying a building recently completed, over-taxes the capacity. The original plan contemplated a wing on either side of the building. One or two of these wings should, if erected at once in order to provide for existing needs.

The University Regiment now numbers 1100 men. The work in physical education numbers more than 1,000. The Armory and Gymnasium is the only provision for these needs. A Drill Hall is very much needed in order to make this work effective. This building, as stated last year need not be of expensive construction but ought to be large in area in order to provide suitable facilities. At present every foot of space in the gymnasium is occupied and it is not possible even to find space for the gun racks to protect the arms furnished by the Federal Government. The work in the Winter Term is practically abandoned, since it is impossible to engage in military exercises on the campus during that season of the year. Such a building could be readily used for the purpose of large assemblies. There is not now any place on the campus where the entire student body can assemble.

There is a group of buildings that must have consideration at one and the same time. The University shops occupy a portion of Hayes Hall. A new building for shops must be constructed before the present ones can be abandoned. Hayes
Hall should be devoted to the uses of the young women of the University, provide them a gymnasium and such work as is taken only by the young women. By the time this adjustment could be made, the needs of the young men would require the exclusive use of the present gymnasium.

In general it may be observed that educational work requiring laboratories also requires large floor space. There is a limitation set upon the hours in which a laboratory may be used. An increase in the number of teachers does not in such subjects meet the problem as completely as in subjects where laboratory exercise is not required.

In the first place, laboratory work must be for at least two hours at a time, and frequently for three hours. This limitation itself distinguishes a laboratory from an ordinary lecture room. The University has always been marked by the large amount of work in science. The modern development of the laboratory method in such subjects as History, Economics, and others, makes the number of buildings and the size of them a problem not existing in the earlier college experiences.

In the near future an Administration Building should be constructed that would provide the necessary facilities for the offices, for the registering of students, and for the work of the several faculties.

The University is making request for a building for the Ohio Archaeological and Historical Society. For ten years quarters have been furnished for this society. The University is glad to render this service to an important enterprise of the state. The society, however, needs a building for its own uses. The University needs the space now occupied in Page Hall. It would be pleasing to see the society with a permanent home on the campus.

The University Library has for a number of years been located in Orton Hall, the only fire proof building on the campus; a building which was originally intended for geology and its kindred work. A Library Building would probably be the most expensive building required, since it would need to be fire proof and of large dimensions. The present crowded quarters do not provide adequate shelving for the books, nor adequate work rooms, reading rooms, or seminary rooms so important in connection with all library work. There are several Ohio colleges with smaller libraries, fewer students, having much ampler and better provision in the way of a library building.

In the presence of these needs it is probably useless to suggest that further provision in the way of dormitories for both men and women is urgent. Oxley Hall was occupied to the limit as soon as opened, and three such buildings would have been filled last September if they had been provided. Provision for such needs is important as a factor in protecting students against the excessive cost of living. It need not be added that such sanitary and safe quarters for a reasonable number of students would greatly increase the efficiency of the educational facilities.

The College of Agriculture for some years has been renting a considerable acreage of land (approximately seventy acres). The portion thus rented is along the Olentangy River and should be the property of the State for agricultural purposes. A very much needed addition would be an ordinary farm within easy access, chiefly devoted to pasture, that could be used for the maintenance and care of live stock especially during the summer months.

The above summary of the University's needs makes it manifest that if the University is to serve the state efficiently along already established lines of education, some policy of growth and development reaching through a series of years should be authorized. No wisdom can foresee the new needs that may be developed within a decade. No wisdom is needed to see the ones already existing. No serious differences of opinion would exist as to the present needs in any group of men who would make an intelligent investigation as to the work now being done by the University.

REVENUES.

The University has several sources of revenue. First, fees from students; second, interest from endowment; third, direct appropriations from the Federal Government; fourth, proceeds from the levy authorized by law; fifth, special appropriations made from time to time by the legislature.
Concerning these revenues it should be said that the Federal revenues are expended in accordance with law and report thereon made to the Federal Government. The special appropriations made by the legislature are expended for the purpose named in the Appropriation Bill. All other revenues are subject to the discretion of the Trustees. These revenues provide for the ordinary fixed charges but do not admit of much expansion, save what is provided through the increased grand duplicate from year to year. There are just two methods, therefore, by which the needs of the University may be met, namely:

First: By increasing the special appropriations from the general revenue fund of the state. The condition of the state’s revenues is such at present as not to warrant the hope of any considerable relief from this direction. Moreover, since no legislature can bind its successor or make appropriations beyond its own term of office it is impossible to give the University any assurances upon which it may develop a plan of expansion such as is intimated above.

Second: An increase in the rate of the levy. The present state levy is practically all for education. There is a very deep-seated sentiment against the increase of this levy. This sentiment is chiefly in the cities and is due to the fact that municipal governments have so increased their expenses as to make the local tax rate in the cities a source of constant debate. However, the University should not be required to limit its usefulness because of such sentiment against the levy or because of the inability of the state to secure sufficient funds in its general revenues to provide for the needs of education. It is not the province of the University to provide the funds, nor perhaps to suggest the method by which they should be provided, but it cannot escape the responsibility of presenting its needs to the legislature. The Trustees have no power to incur any indebtedness and must therefore confine their obligations within the funds authorized by law.

The purpose in presenting these suggestions in this connection is to bring public attention to the needs of the University and to the sources from which these needs must be supplied.

The list of items approved by the Trustees is herewith submitted. The order in which these items are presented does not express any preference of the Trustees. That question can be settled when the legislature has intimated what its policy may be.

<table>
<thead>
<tr>
<th>ITEMS LISTED IN THE ESTIMATED APPROPRIATIONS FILED WITH THE AUDITOR OF STATE.</th>
<th>1910</th>
<th>1911</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grounds and Repairs</td>
<td>$30,000</td>
<td>$30,000</td>
</tr>
<tr>
<td>Equipment for Engineering Laboratory: Mechanical Engineering</td>
<td>$15,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Power House—extending hot water system</td>
<td>$25,400</td>
<td>$27,500</td>
</tr>
<tr>
<td>Apparatus and Equipment</td>
<td>$20,000</td>
<td>$30,000</td>
</tr>
<tr>
<td>Uses and Purposes of Library</td>
<td>$25,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>Live Stock and Maintenance</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Agricultural Extension</td>
<td>$30,000</td>
<td>$30,000</td>
</tr>
<tr>
<td>Equipment for Veterinary Clinic</td>
<td>$20,000</td>
<td>$15,500</td>
</tr>
<tr>
<td>Fire Escapes Etc., and Remodeling Univ. Hall</td>
<td>$30,290</td>
<td>$30,000</td>
</tr>
<tr>
<td>Poultry Building—for Instruction and Equipment</td>
<td>$10,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Farm (to be bought)</td>
<td>$20,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>Increase of Salaries and New Instruction</td>
<td>$25,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>Total</td>
<td>$274,000</td>
<td>$179,000</td>
</tr>
</tbody>
</table>

BUILDINGS.

1. Zoology and Botany and Equipment | $120,000 |
2. Brown Hall—Enlargement and Equipment | $120,000 |
3. Old E. E. Laboratory—Enlargement and Equipment | $20,000 |
4. Drill Hall and Assembly Hall and Equipment | $100,000 |
5. Hall for English and Economics and Equipment | $100,000 |
6. Building for the Ohio Archaeological and Historical Society and Equipment | $100,000 |
7. Horticulture and Forestry and Equipment | $125,000 |
8. Enlargement of Physics Building and Equipment | $60,000 |
9. Library Building $600,000—two Appropriations each | $300,000 |
10. College of Education and Equipment | $150,000 |
11. New Shops and Equipment | $75,000 |
12. Remodeling Hayes Hall and Equipment | $75,000 |

Total | $1,345,000 |

CONCLUSION

It is proper to state that the accounts of the University are kept by a system approved by the Bureau of Public Accounting. These accounts are examined annually upon request of the University. This system was begun in 1899. The books have been so admirably and accurately kept that considerable attention has been drawn to them by persons examining accounting systems of universities. A comparison with several of the leading state universities during the past year has revealed the fact that the University's accounting system is probably the best in the middle west.
It is also worth while to call attention to the inventory system which was inaugurated some years ago and which has served as a model for other universities. This system was completely installed before the recent movement in the state to provide an inventory system for all public institutions.

There has been installed also during the year a carefully-worked-out system of purchasing through the Secretary of the Board of Trustees who acts as Purchasing Agent. This has brought competitive prices and better values. Representatives of other universities have visited The Ohio State University with a view of installing this system elsewhere. This intelligent, careful and experienced management of the state's revenues has added to the general efficiency of the University and has brought its administrative side to a degree of perfection where its accounts may be clearly understood and easily grasped. Much credit is due to Mr. Carl E. Steeb, the efficient Secretary of the Board for the details of this system.

The President would record his high appreciation of the spirit of unity and co-operation which has marked the action of both Trustees and Faculty during the past year in the administration of the University. The spirit of service abounds both in Trustees and Faculty. They stand ready to aid the state not only in educating young men and women, but in any other public service which it would be the pleasure of the state to desire. Already considerable public service has been rendered by members of the Faculty, and this may be taken as a prophecy of a yet larger service in the future.

The statistical tables and other reports, as required by law, are submitted herewith as a part of this report.

Very respectfully,

W. O. THOMPSON, President.

November, 1909.
THE LAND-GRANT COLLEGE
AND AGRICULTURAL
EDUCATION

By President William Oxley Thompson, D.D., LL.D.

An Address Given on the Occasion
of the Semicentennial Celebration of the Ohio State University,
October 14, 1920
THE LAND-GRANT COLLEGE AND AGRICULTURAL EDUCATION

By President William Oxley Thompson, D.D., LL.D.

The first thing is an explanation. Some people need explanations. Others do not. But in this particular instance the speaker needs an explanation, and he himself alone shall give it.

It was the desire when this program was conceived to do what we are trying to do this afternoon, and we have succeeded very admirably up to this point. We relied upon our friends to aid us. We began this work in August, and that was the busy opening of the year. We relied upon people who tarried for weeks before they could reply. The result was along the latter part of last week it was known that we were to be disappointed, and I felt perfectly happy about it, because I said to Mr. Rightmire: "There is Dean Vivian, than whom there is no better man in the country to speak on agriculture, and he will come into this breach, because he is that type of man, and our program will go right on." Mr. Rightmire felt greatly cheered and refreshed at my enthusiastic assumption. But for some unknown reason, which has not yet been entirely disclosed, Professor Vivian made the confession that he was trying to speak on a subject that he did not know anything about, and was due to speak just as this celebration was pending, and not knowing anything about the subject he had to learn something, and he found it very trying. So he just had to sit and dig it out. He, therefore, declined, and I understand he gave the President of the University a most excellent recommendation, and upon that recommendation Mr. Rightmire appointed me to fill this vacancy the last day of last week.

For that reason, and because of certain other occupations in which I engage at sundry times and places, such as
meeting the Trustees, I have not had time to reduce to writing what I should like to say, but have just taken an opportunity between occasions to think upon this subject slightly and to bring together a few remarks, for you this afternoon, which I hope will not detain you at great length.

The Land-grant College and agricultural education has been one of the distinct things in the history of American education. Speaking modestly, no other type of institution could lay claim to having been more distinct and more unique in its place than the Land-grant College.

And I wish now to say that we are indebted for that fact to a man in Ohio whom most of us have forgotten. We often refer to this Land-grant Act as the Morrill Act, which it is, and it ought to be so regarded. But Mr. Morrill had come to a place in his experience, having had the bill passed and vetoed by President Buchanan and brought up again in the midst of our great Civil War, where existed one of those positions in which members of the Congress often find themselves blocked by a parliamentary tangle. Nothing could be done. He found himself utterly unable to bring the bill out of Committee. He was quite assured that the bill would pass if it could get out. But, as frequently happens, in Congress the bill that everybody would pass is not passed because the organization of the Committee prevents its being brought out on the floor. A small committee, therefore, often the Committee on Rules, composed of three men, chiefly of one, the Speaker, could prevent absolutely the consideration of a measure, if it so desired. This bill was in that situation. For some reason or other, which I need not now explain, Senator Ben Wade of Ohio put his shoulder to the wheel, and with enthusiastic support put this bill through, as Mr. Morrill had in the House by a vote of 70 to 32. Having put it through the Senate, he notified Mr. Morrill that it was coming over, and Mr. Morrill being ready and being a good tactician, a good parliamentarian, immediately moved to have the bill considered without reference to the Committee, as the same bill was in the Committee anyhow. He succeeded at that point from the parlia-
mentary point of view, because he had a majority of the House with him, and they had it in their hands. They said: “We will pass it.” They went to its consideration and passed it, and the Committee that was holding the same bill in the secret clasp of its own hand kept on holding it until it faded away. Senator Wade has never been given quite the recognition to which he is entitled in this matter, and I am speaking of it now and here in Ohio because we are in Ohio, and because he was an Ohio Senator and because most of us have forgotten that he had any relation whatsoever to that great Act.

Passing that for the moment, however, let me say that the Land-grant Act was the beginning of a great stimulus, as I conceive it, to the financial support of higher education. It would be very interesting to you to discover that the passing of that Act brought to the Commonwealths of this country considerable amounts of money and that those amounts at this day are almost negligible in the budgets of these colleges called Land-grant Colleges. States have been stimulated to give to this form of education until the amount that comes to us through the Federal Government as the direct result of this Act is almost negligible in any of our large colleges. I have no doubt that in the States where the Land-grant College is separate from the State university it has received larger appropriations than it would have received but for the stimulus of the Land-grant College.

In the States like Ohio, where the two institutions are combined, the result of the Agricultural School, around which the University has been built up, has been to make it easier to secure liberal grants of money because of that combination. So that if money is at all important as to education, I should say that in the great field of education these institutions have been effective appeals for appropriations from the people.

Now, the reason for that is perfectly obvious. First of all, they have made their appeal to the masses of the people as other institutions did not make their appeal in the earlier days. In the earlier days the college was conceived of as the
institution for the few and favored persons of a community, and even within my generation I have known educators to say to college boys and girls that “you are the favored few of the community.”

I suppose from the percentage plan, with which educators are very much enamored at this day, the percentage is still small, but the truth remains, friends, that the College of Agriculture, for one reason or another, has aided the movement by popularizing with the masses of the people some form of education beyond the limits of the grammar school and the high school, and by reason of that popularizing of education has been able to stimulate an interest and, therefore, to make support more likely.

The action and reaction of institution upon institution is a perfectly normal thing, a perfectly natural thing, and a desirable thing. So this particular institution here, I have no doubt, has stimulated gifts to our colleges round about us. And I am quite sure that their gifts, received from their friends, have stimulated the Legislature to assist us. There is a sense in which education begets a desire for education, in which the giving of money to education stimulates other people to give to education. It becomes a sort of an infection in the community. I have no doubt, therefore, that the future will do larger things for education than the present, because that habit of giving is one that is liable to grow and cannot be very well resisted. This action and interaction, one upon the other, has had its place in education, and the Agricultural College has been of large service through this appeal to the masses of the people to stimulate gifts to education.

A second remark I have to offer is that the College of Agriculture has been a serviceable agency in universalizing the field of study. The old idea of the three R’s in elementary education persisted in higher education. It will interest you to go back to see the curriculum of a very reputable college seventy-five or a hundred years ago, and to discover how narrow the field of education was as conceived by those who prepared the
catalogue. If a Professor got very far from the text of the catalogue, he was roaming abroad.

Now, I cannot at this moment repeat the words of Ezra Cornell, and I am not sure that I can tell you his exact idea, but he wanted to found a university where any person could study anything. That was one of the Land-grant Colleges. Ezra Cornell co-operated with the land-grant idea.

It has come to pass in these years that it is perfectly proper and entirely scientific and professional for a woman to study meats and flowers, as has been suggested here this afternoon. It has come to be perfectly proper for a scientific gentleman to study the question of the soil, the dirt of the earth, and be respectable in doing it. It is perfectly proper now for us to study any of the human activities, and we study them because they are human. Science now is classified knowledge, not simply of the laws of the universe as we think of them, but of the laws of human action and the laws of action as we see them in vegetable life or plant life or anywhere else. So that the broad field of investigation and of study and of instruction has come upon us in these years until most institutions can ill afford to pay the postage on the catalogue that the Faculty can develop, so broad is the field of study.

That suggestion of the widening of the field of study has brought to the American college thousands of people that otherwise would not have been interested. The result of bringing those thousands of people that would not have been otherwise interested is that they have become students and that they have become men and women of attainment, because they were students. It has opened up to all types of men and women doors to pursue their studies along the lines for which they have some capacity and in a direction where there is some improvement possible.

I am not, therefore, in sympathy, and I am sure you are not, with the cry of “Backward to the three R’s.” It is forward to the interpretation of this great universe and the study of the men and women who live in it.

A Land-grant College was one of the institutions that had no fetters. Nevertheless, it had a development and a very nat-
ural growth to which I am now, in the third place, bringing some attention. In the first place the fundamental argument with the average Legislator began with George Washington, because in his day it was discovered that the fertility of the soil was liable to be very seriously menaced, and that this country would face poverty because of the inability to produce. The result was that the Agricultural College made its original appeal because it could point out the way to conserve and maintain the soil, its fertility, its productive power. Originally it was quite natural that the Agricultural College should make a study of soil, and what soils could produce and under what conditions they could produce, and what would help to maintain their power to produce; actual, serious problems, arising from questions of soil fertility.

It was soon seen that no country had ever preserved its soil fertility without having associated with itself domestic animals. So the problem of livestock was just as natural a development as could be, because the maintenance of soil and the maintenance of livestock were two things that went hand in hand. There came about in all these departments of the College of Agriculture a department of livestock.

I shall not follow that further except to say to you that the large question of dairy cattle and beef cattle and horses and all the problems around the production of livestock became a field of study which was introduced into the Colleges of Agriculture, and which engaged the attention of our teachers and Professors in the way of research.

When we had gotten to that stage, we entered the stage of farm machinery. Very naturally farm power came before us, and these colleges found that they must address themselves to the fact of farm power in some form. The plow and the mower and the reaper and the use of water power and of steam power and any other form of power on the farm became the great problems. That is what we think of as agricultural engineering. The whole range of problems which lie around the use and adaptation of farm machinery became another large field that was not in the mind of Mr. Morrill or George
Washington at all, but which is now one of those large fields that finds its expression in the tractor as well as all the other forms of farm machinery, the use of water power, and the transportation agencies associated with the forms of the automobile, the bringing of water into the barn and into the house, the improvement of the machinery that goes into the home as well as into the barn. This whole question of utilization of machinery and of power other than the human hand became a problem of the farm and therefore of the College of Agriculture.

Then we saw very distinctly in these Colleges of Agriculture in the next place that, while all this was true, there was still an economic trend toward the cities, and this economic trend toward the cities was an experience of the American people that was worthy of study. We ought to know about it. We ought to understand why it was. So it came about that the College of Agriculture felt it must go into the question of economics; it must go into the question of sociology; it must go into the problems of rural life; it must find out why it was that these trends of population and growth were toward the city. That was the rural man's problem at that time. There developed in all these colleges just that necessity. It came out of the development of the necessities of the case, to do something to try to understand why it was that these great cities were growing and why it was that this trend from the farm had set in.

The development of that problem—and I cannot dwell upon it—was the large area of rural economics and rural sociology, as we call it as a matter of convenience. There is in reality no rural economics. There is no such thing as rural sociology from one point of view. We simply mean economics as we see it in the country, sociology applied to the rural situation. But we had to study that problem as students of agriculture. Nobody else had studied it for us. The man who had been studying economics had been thinking of banking and free silver and tariff issues and other things. He had forgotten absolutely the great importance of the American home.
But our Colleges of Agriculture very soon saw in their study of these problems in the most elementary way that an unstudied situation existed. I saw very clearly when abroad at the time of the war that the European peasant on the farm was the European peasant on the farm, because of certain traditions for centuries. But here it was the American citizen on the American farm. Our problem, therefore, is to protect the American farm against the peasant idea and to make it the home of an American citizen. As I say, we could not avoid the study of rural problems as involving the whole question of the American farm, the American home, and the American citizen.

Not to dwell too long on that phase of it, another phase came up, and that is the economic question involved in transportation, involved in buying and selling, involved in the markets. So we had to have before us somehow or other the question of our relation to the markets. That at once brought us into acquaintance with the city and the city’s problems. The modern young man or young woman educated in the College of Agriculture, with its larger vision, comes at once to see the fundamental relationship sustained and maintained between the producing portion of the people as represented by the farm production, the producing portion of the people represented by the shop and factory, the producing portion of the people as represented in the great fields of commerce and trade and business, and the fundamental relationship to be maintained between the man on the farm and the man in the bank or in the store or anywhere else. In other words, he soon sees that while he has helped to universalize the subjects of study, he must now universalize himself in relation to all the rest of the men and women in the world.

So the student in the College of Agriculture today cannot think of himself as a rural citizen, as a farmer. He is bound to think of himself in economic terms, as an American citizen, as a part of the great activities of this great world of ours.

But, to take another distinct phase, we found after a little while that we had to take up the problem of farm manage-
ment as a distinct study. That problem was referred to by
President Orton years ago. He referred to farm accountancy
and farm management. But it came slowly, although later of
necessity. This is why it came. It was discovered that the
practice of modern business is to specialize a man. A man
goes into the shop, if it is a shoe factory, and becomes a heel
trimmer. He trims the heels of shoes so that the lady will
wear the shoe, or he goes into the factory making automobiles
and he stands doing one thing while a part of the automobile
goes by. He does not even see it until after the day is over
when he walks out and sees it running on the street. There
is no one now who does everything in the modern manufactur-
ing establishment. He simply does one thing. But it was
found that the farmer was not a specialist in that sense. He
had to do everything that was done. He had to be a farm man-
ger, a farm superintendent, a farm hand, a producer, a con-
sumer, a merchant, a manufacturer, an industrial man, a busi-
ness man. In other words, it took more kinds of preparation
to put a man on a good farm to manage and operate it than
any other kind of business that he could do.

Now, that problem may not be acute, but it is approach-
ing acuteness. For example, here in Ohio in 1910 we had
272,000 farms. The average size of the farm was about 80
acres. We now have 256,000 farms, or a decrease of about
16,000 farms. Now, these 16,000 farms have not been covered
by city lots altogether. The action going on now is for the de-
velopment of some very large farms, and some very small ones,
and, of course, the elimination of some entirely. Now these
larger farms are presenting very acute problems. On the ordi-
nary smaller farm, where the farmer himself during his work-
period of life is able to do all his own work as we ordi-
narily express it, is a rather simple problem if you have a
competent man there. But when you come to have a large farm
and recognize it as a big investment of money, with machinery
and power and problems, that going concern will either make
or break a man. There is a tremendous business risk. These
managers of large farms are finding themselves confronted
with very serious industrial, financial, and economic problems.

The College of Agriculture has had to face the study and discussion of these questions. When we go away from home up into the Red River Valley of the Northwest, where we have great areas of wheat, we come to know that that producing power is not maintaining itself. I happened to see in an agricultural journal the other day that the Rothamstead Experiment Station in England, concerning the famous Broad-brook field, the unfertilized portion of that field had come to a certain level of production. The statement followed that it was about the average yield of the country. That is to say, the average yield of the country is all you can expect unfertilized areas to produce. The amount beyond the average was produced through the stimulus of fertilizers.

When you stop to think about it, you cannot go into those broad acres of the Red River Valley and ever hope, while they are broad acres in that form, to engage in commercial fertilization. The investment is beyond the power of any man who is able to own the land. In other words, the productive power of this country is presenting a problem to the Colleges of Agriculture, to the students of rural economics, to the students of production. These are the only institutions that have dealt with this larger problem.

In order to meet that situation, as the colleges saw it, the Smith-Lever Agricultural Extension Act, to which reference has been made, which I think is one of the three great epoch-making Acts of the last seventy-five years passed by Congress, was a proposal to carry the message of the farm to the farmer. For a hundred years we had been sending children, boys and girls, to school, and we thought we had done our full duty when we sent the children to school. Then we conceived the notion that we would send the school to their parents. It was found that agriculture was one of those subjects that appealed to the parents, because it was a subject they were working with. If we could go out to that farmer with a message that would benefit his farm and him, we could make a student of that farmer. That is precisely what is going on over this country
today. Even in this Commonwealth of ours there is a budget of more than half a million dollars annually now expended on agricultural extension and demonstration, more money by half than was spent on the University when I came here, and we have in forty or fifty counties, depending upon how rapidly they resign and how soon we can get them reappointed, men who represent this institution and men who represent the Farm Bureaus, going out to carry to these farm homes and these farmers and their wives, the parents of the boys and girls, the message in suitable form that we are trying to teach to their sons and daughters. Moreover, we are carrying to them as the process of education something that must be done in this Great Republic, if we are to preserve at home our productive power.

But it is not simply that. Do you see that with this process of the meeting of minds, this process when you get a county agent or a woman in home economics going into the homes and on to the farms of the country, that you have an educational process of the very highest value upon the mature population of the country in such form that they themselves can do the work? I do not think I ought to neglect when I speak of Land-grant Colleges and education, to make mention of the contribution the Faculties of these schools have been making through the agricultural press. I am a constant reader of four or five agricultural papers every week, and I see in every one of them contributions from men in this Faculty here and that Faculty there and from all over this country, column after column after column of contributions by teachers of agriculture. These papers are read in large majority, of course, by the farmers and their families. In other words, this matter of extension through the agricultural press has been largely aided by the organization of our Colleges of Agriculture.

But aside from the extension work itself, which carries correspondence courses and introduces the county agent and home demonstration agent to the farm and rural home, we have the especially equipped men to aid these in bringing to the service of the farmer and his wife the teachings of agri-
cultural science. These people are not out exploiting their theories, but are, in accord with the most scientific methods, trying to carry to the people what the college approves as the best in agricultural science and practice. The agricultural specialist puts at the command of the farmer the latest and best the college knows. He is trying to extend the teachings of the college to the practical, busy people on the farm.

Let me say then for a moment that there is no other such movement in the world. I was impressed in both France and England with the inadequacy of the agricultural educational idea. In the heart of Paris there was an agricultural institution which I visited, with its Faculty, but it was so far from what I could find in thirty or forty States in this Union that I was amazed at its inadequacy. I think there lies the secret of the French peasant and the English peasant, and right here in this College of Agriculture will lie the perpetuity of the American citizen on the American farm as we have seen him and know him.

It is because of this human interest in these Land-grant Colleges and because of the appeal they have made to human interest, so clearly set out by my long-time friend and neighbor, President Stone, in the engineering field, and so long set out in this agricultural direction and so recently made effective in the field among women, suggested by the address of Miss Bevier, that this activity of the Land-grant Colleges in these two great fields is one of the experiences of modern education that it would be well for us to give heed to, as one of the most distinctive phases of modern education.

Now, Mr. President, the turning on of these lights I understand thoroughly. I appreciate your patience and your courtesy to the President of this University, and I shall relieve the Chairman of the afternoon by saying that we are happy to have had you here and thrice more happy than you can possibly be on being relieved.
Our New Moderator

Dr. W. O. Thompson, D.D., LL.D., was elected moderator of the General Assembly of the Presbyterian Church in the U. S. A., in session at Baltimore, May 27 to June 2. Dr. Thompson is a graduate of Western Theological Seminary and was ordained into the Presbyterian ministry in 1882. He was made president of Ohio State University in 1899 and is now President Emeritus of that institution.
A group of delegates to the teachers' convention is shown in the above pictures. The upper picture shows, from left to right, Miss Rachel Caldwell of Morgantown, president of the Ohio chapter of the American Home Economics Association, president of Ohio State University; and Miss Clara Wasson, supervisor of Household Economics in the public schools of Dayton. The lower picture shows a group of teachers, with President Thompson in the middle of the assembly.
THE OHIO STATE UNIVERSITY

Columbus, Ohio, U.S.A.

September 12, 1910.

To the University of Berlin:

The Ohio State University, Columbus, Ohio, through its Board of Trustees and Faculty, congratulates the University of Berlin upon the successful completion of one hundred years of service to the cause of education. The distinguished men who have served the university have attracted the attention of the world by their scholarship and scholarly methods. The Ohio State University with many other universities gladly and gratefully acknowledges its indebtedness to German scholarship and to the University of Berlin for its service in the promotion of science, philosophy and literature.

The University has the honor to appoint Professor Dr. Charles B. Morrey, head of the department of Bacteriology in The Ohio State University, as a delegate to attend the Centennial exercises in October 1910.

Very truly,

President.
PRESIDENT W. O. THOMPSON
Ohio State University
1917
October 12, 1917.

In reply to yours of October 9th asking for a brief biographical sketch of myself.

I was born in Cambridge, Ohio, November 5, 1856.

Grandfather David Thompson, came from the North of Ireland in 1813 and settled in Guernsey county.

Maternal grandfather, Joel Murray Oxley, was of English origin, living in Eastern Ohio, as a wool carder in the earlier days.

My father, David Glen Thompson, was one of eight children, five sons and three daughters. All the other children were born in North of Ireland, my father being born on the way over.

My grandfather was an Irish weaver and a pioneer farmer in Guernsey county. All the sons became farmers save my father, who went into business and failed in the panic of 1857, and served as a shoe maker the rest of his life save the short interval in the civil war.

Being the oldest of ten children I was thrown on my own resources at the age of twelve and began to earn my way by odd jobs of one kind and another and working on the farm by the month. I saved my money as best I could, went to Muskingum College at New Concord at intervals and finally was given a degree in 1878, having earned my own education in full.

I taught school as an undergraduate at intervals in central Illinois and in Guernsey county, Ohio, and after graduation from College spent one year more in the village school of Lawn Ridge, Peoria county, Illinois.
I entered the Western Theological Seminary, Allegheny, Pennsylvania in 1879 and graduated in 1882. The summer vacations were spent in teaching and preaching in Indiana county, Pennsylvania. After graduating from the Seminary I went as home missionary to Odebolt, Iowa, where I spent three years. From there I went to Longmont, Colorado where I spent six years. From there I went to Miami University, Oxford, Ohio, where I was President for eight years - from 1891 to 1899. I was elected President of the Ohio State University in 1899 and have since held that position.

Muskingum College, where I graduated in 1878, conferred upon me the degree of Doctor of Divinity in the year 1891.

The University of Pittsburgh conferred the degree of Doctor of Laws upon me in 1897.

Oberlin College conferred upon me the degree of Doctor of Laws in 1908.

The University of Vermont conferred upon me the degree of Doctor of Laws in 1911.

The University of Michigan conferred upon me the degree of Doctor of Laws in 1915.

I was licensed to preach by the Presbytery of Zanesville, Dresden, Ohio, in April 1881; ordained by the Presbytery of Fort Dodge, Iowa, July 1882, and a little later installed as pastor at Odebolt, Iowa.

I wrote the address referred to simply because meeting Bishop Anderson down town one day, along with District Superintendent Courteny asked me to appear on the program of the Ohio conference.

I am enclosing you my latest photograph taken by our department here a couple of weeks ago. You are at liberty to use it as may seem best to you.
October 12, 1917.

I am not sure that I have met your desires in the matter as I read the letter a second time. It is possible that you expected me to write a brief biography rather than to furnish you the data. If that is your desire perhaps I could do that a little later. However, I think that someone who knows me could take these facts and write a little better statement than I could be likely to do myself.

Yours very truly,

Wot/S
Thompson, William Oxley, educator and minister, b. in Cambridge, Guernsey county, O., 5 Nov. 1855. His grandfather, David Thompson, came from the north of Ireland and settled near New Concord, O., in 1814. David had a son, David Glenn Thompson, born in Pennsylvania in May of that year while enroute to Ohio, and William Oxley Thompson is the son of David Glenn. His mother was Agnes Miranda Oxley. The father, who was a shoemaker, lived most of his life in New Concord. He served as a substitute at the age of 49, in the 160th Regiment of the Ohio National Guard, called for one hundred service in 1864.

The childhood of William Oxley Thompson was spent in Cambridge, New Concord, Zanesville, Brownsville and a year in Perry county. Like most of the country he early learned to work; before he was ten years old he served as helper in one of the old potteries of Brownsville in Licking county. Then he took a turn on the shoemaker's bench with his father and when he was twelve years old he was working for $7.00 a month for a farmer. The stirrings of ambition for an education soon led him to a summer school taught by W. A. McDonald, afterwards a chaplain in the Soldiers Home at Dayton, and from this schoolmaster he had his first lessons in Latin. During the winter of 1869 when he was but 14 years of age he was enrolled in Muskingum College at New Concord. But it was not until nine years later that he received his degree, for he had to pay his own way to an education, working on the farm and teaching school. Immediately after graduation in 1878 he went to Lawn Ridge, Ill., where he farmed during the summer and taught school in the winter.

While still in college he felt the call to the ministry, but it was not until the fall of 1879 that he was able to enter the Western Theological Seminary in Allegheny City, Pa. His theological education, too, was made possible by school teaching and preaching, having been licensed by the presbytery of Zanesville at Dresden, O. in 1881. He was graduated from the Seminary in May, 1882, his first work in the ministry being that of a home missionary at Godebolt, Sac County, Iowa, where he remained until April, 1885, when he became pastor of the Presbyterian Church at Longmont, Col. While here the project of establishing Longmont College
When it was opened in 1885 he was elected president and served in that capacity in addition to looking after his pastoral duties. At the end of three years he resigned as president to devote himself to the pastorate until 1891.

His success as an educator brought him new honors, for while attending the Presbyterian General Assembly in Detroit a committee of the trustees of Miami University at Oxford, O. met him, with the result that he was elected president of Miami, entering upon his new position that same summer. This institution, one of the oldest in Ohio, founded in 1809, had been living precariously for a number of years, although drawing support from the state. It was entirely closed from 1873 to 1885 and for the six years preceding the election of President Thompson passed through a troubled period, with a handful of students and a divided faculty. Under such discouraging conditions the new executive began his administration, which continued for eight years, brought an increased enrollment, a better faculty, and higher standards to the institution.

The Ohio State University called Dr. Thompson to the presidency in 1899. The enrollment of the University was at that time scarcely more than 1200, a figure that the president was destined to see reach 6000, with a faculty of nearly 500. His vision of a university to rank among the greatest in the United States, not alone in enrollment, but in scholarship, has been realized. Its graduates, numbering thousands, have brought fame to their Alma Mater and to themselves. Its teachers have been true to their dual duty of instruction and research.

Dr. Thompson's activities have extended far beyond the confines of the campus. As an educator he has a nationwide reputation. As a member and officer of the National Educational Association he has been conspicuous and efficient. He has been president and chairman of the executive committee of the National Association of State Universities. He has been president of the Association of Agricultural Colleges and Experiment Stations, and for the past ten years has been chairman of the executive committee, the most important office in the association. He was instrumental in the passage of the Nelson amendment to the second Morrill act by which the National appropriation to agricultural colleges was increased from $25,000 to $50,000, a year.
He was influential in the passage of the Smith-Lever agricultural extension act by which large sums are appropriated annually for agricultural colleges. By this law instruction in agriculture and home economics is carried to those who are unable to attend the colleges. This yearly appropriation began with about half a million dollars and at the end of nine years will amount to $4,580,000. Few have done as much for the cause of agriculture as has Dr. Thompson.

The great European War brought the supreme test to the American Universities and Colleges. No other president was quicker to perceive the opportunities and necessities, nor was anyone more prompt in grappling with the extraordinary conditions. He led Ohio State University in the campaign of preparation, offering all the resources of men and equipment and indicated by the following letter:

April 3, 1917.

Honorable Woodrow Wilson,
The White House,
Washington D. C.

Mr. President:

By authority of the Faculty of the Ohio State University in session April 2nd, and of the Trustees in session April 3rd, I have the high privilege of assuring you of their recognition of the lofty ideals and the patriotism actuating you in the present crisis; of their unswerving faith in your integrity of purpose and of the righteousness of your stand for humanity and for political freedom of all nations, including the people of Germany.

The Faculty and Trustees pledge you their loyal support in your leadership. The resources of the University in scientific and research laboratories and in men will be at your command. They will count it great joy under your leadership to serve the cause of humanity and to aid in ushering in the day when true government by treachery will be impossible, when diplomacy shall be synonymous with truth and honor, and when righteousness shall be the foundation of government and the maintenance of justice the object of its administration.
Be assured, Mr. President, of the loyal support of the Ohio State University.

With great respect,

(Signed) W. O. Thompson.

President Thompson was appointed a member of the committee on engineering and education of the Advisory Commission of the Council of National Defense and also a member of the Ohio Branch of the council. He has consistently encouraged and aided students and faculty as they have been called to military and civilian service in the war. Individually and as president he has made good the pledge of April 3, 1917. He has seen thousands of Ohio State University students, teachers and graduates take their appointed places in the various arms of the service, giving him the assurance that the Ohio State University has met the test of service.

Not the least of President Thompson's contributions to war preparations was the part he played in having the University selected as one of the half dozen universities of the country to give instruction in aviation. Hundreds of young men were given this training by the regular instructors of the University.

Since the foundation of the Ohio State University military training has been required of all male students, and all through his administration Dr. Thompson has given hearty and consistent support to the military department, with the result that the students and graduates were far advanced in training over those of many other institutions.

As a citizen of Columbus, of Ohio and of United States, Dr. Thompson stands high. Neither an office seeker nor an office holder he has given unreservedly of himself for all worthy public movements. He has served for nine years as a member of the Columbus Board of Education. He has been prominent in the State Sunday School Association and the State Young Men's Christian Association. He was
president of the commission that managed the centennial celebration of Columbus.

He was chairman of the city charter convention.

When the Midland Mutual Life Insurance Company was organized in Columbus
in 1905 Dr. Thompson was persuaded to accept the presidency. He is a director also
of the City National Bank of Columbus.

Dr. Thompson has been heard to say that if he had to choose between a
University president and a minister of the gospel he would choose the latter.
As a preacher and public speaker he has few superiors. Earnest and forceful in his
manner, drawing on a large store of experience, reading and study, a keen observer
of economic, social and religious conditions, he speaks wisely and well.
In addition he has that rare ability to state a question clearly, fairly, compro-
hensively and concisely, with all that a keen sense of humor that has saved many
a difficult situation.
OUR WAR TIME PRESIDENT
This is 3 year old William Oxley Randall, grandson of "Prexy" sounding the reveille for him. Although still a little young to join the army he is doing his "bit" by waking his grandfather.
Columbus Academy of Medicine

Membership Certificate
Honorary

This is to Certify, that WILLIAM O. THOMPSON, M.D., of Columbus, O., is a member, in good standing, of the Columbus Academy of Medicine, has paid his Annual Dues for the year designated hereon, and is entitled to all the privileges of membership.

James S. Sney-Thirman.
COLUMBUS, OHIO.
November 7, 1923.

J. L. Morrill, Sec'y
Alumni Association,
Ohio Union Bldg.,
Campus.

Dear Mr. Morrill:

Herewith is a fairly complete sketch of the life of President Thompson which we believe you will find valuable for future reference and use.

Yours very truly,

J E Pollard
EDITOR NEWS SERVICE
Educator, agricultural expert, missionary - Dr. William Oxley Thompson at an early age showed a bent for education. Before he was five years of age he was master of the second reader and had entered the village schools at New Concord, Ohio. When he was only 15 he matriculated at Muskingum College and at 16 was granted the right to teach. At 25 he was licensed to preach and was ordained a year later as a Presbyterian missionary in Iowa.

At the rather tender age of 30 he became president of the newly organized "Synodical College of the Synod of Colorado," at Longmont, where he had removed because of his wife's health. In 1891 he returned to his native state as president of Miami University and remained there for eight years. In June 1899 he accepted a call to the presidency of the Ohio State University, in which capacity he served for more than a quarter of a century. During the world war and the years immediately subsequent to he was appointed on a number of important commissions.

But the way was long and arduous and the young scholar endured many hardships enroute. In the spring of 1869 when less than 14 years of age the boy worked as a "hired hand" on a farm at Brownsville, Licking County, Ohio, to attend a summer school in order to advance himself. In the summer of 1870 he again worked on the farm, receiving $8 a month for his services. That fall he entered Muskingum College. His stay there was brief as he had to earn the money for his education. In the spring of 1871 he was again employed as a "hired hand." The following year was spent in the same way: winter in college and summer at work on a nearby farm.
When only 16, in the summer of 1872, the lad passed an examination for a teacher's certificate at Zanesville. Failing in his efforts to obtain an appointment as a teacher near Brownsville, his home, the youth went to Marshall County, Illinois, where an uncle secured a place for him to teach in a country school. Since the school term did not begin for some weeks, the young man found employment husking corn, earning enough to pay for his board during the four months' school term for which he was engaged. This was followed by another summer on a farm and another winter as a schoolmaster.

In 1875 the young man, now nearly 20, re-entered Muskingum College. With the aid of the money he had earned and saved in Illinois, eking out by a slender wage for his services as janitor of the college building, he was enabled to finish his course. He also tutored a little. He was graduated in 1878.

Following his graduation he again returned to Illinois where he taught and also worked once more in the harvest fields. In the fall of 1879 he entered the Western Theological Seminary at Allegheny, Pa. In April 1881 he was licensed to preach by the Zanesville Presbytery.

Graduated from the Theological Seminary in the following spring he went to Iowa where he was ordained at Fort Dodge in 1882. He preached in many pulpits after the fashion of the home missionary of that time. Three years later he removed to Colorado where his important educational work began.

Dr. Thompson was the grandson of David Thompson, an immigrant from the north of Ireland who in 1814 came to the United States with his wife and seven children. An eighth child, David Glenn Thompson, father of Dr. Thompson, was born in Pennsylvania while the immigrant
family was enroute to Guernsey County, Ohio. Dr. Thompson's father became a shoemaker. In 1854 he married Agnes Miranda Oxley, the daughter of a wool carder. To them ten children were born of whom the eldest was the future president.

Dr. Thompson was the recipient of the degree of Doctor of Divinity from Muskingum in 1891. The honorary degree of Doctor of Laws was conferred upon him by the Western University of Pennsylvania in 1897 and subsequently by Oberlin in 1908, the University of Vermont in 1911 and the University of Michigan in 1915.

He served on a number of important commissions during and since the world war. He was chairman of an agricultural commission sent to Europe in the summer of 1918 to make a study of possible sources of food supply for the allied nations. He was a member of the industrial commission appointed by President Wilson to consider relations between labor and capital in 1919. He also served on the anthracite coal commission appointed by President Wilson in 1920 for the arbitration of disputes over wages and conditions in the anthracite field.

In the spring of 1918 with the country confronted with the problem of production, conservation and distribution of food for the maintenance of the allied armies, Dr. Thompson was sent by the secretary of agriculture on a speaking tour of the Northwest to appeal to the people of that great food producing area.

Always active in the Presbyterian church, Dr. Thompson found time for more than 40 years to preach and to serve actively in its church work. He was mentioned a number of times for national moderator of the Presbyterian church. Under his wise guidance the Ohio State University grew from a struggling institution to one of the great
Despite his arduous University duties he found time for various other interests. He was president of the Midland Mutual Life Insurance Company, and a bank director and interested in other enterprises. He served for some years on the Columbus Board of Education and took an active part in many charitable organizations.
A graphic view of the development of the Ohio State University under the presidency of Dr. A. O. Thompson is afforded by the following figures:

<table>
<thead>
<tr>
<th></th>
<th>1899</th>
<th>1924</th>
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</thead>
<tbody>
<tr>
<td>Buildings on campus(exclusive of residences)</td>
<td>15</td>
<td>63</td>
</tr>
<tr>
<td>Number of departments of instruction</td>
<td>35</td>
<td>72</td>
</tr>
<tr>
<td>Number of colleges</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Members of faculty</td>
<td>98</td>
<td>734</td>
</tr>
<tr>
<td>Number of students in academic year</td>
<td>1149</td>
<td>10,200(approx.)</td>
</tr>
<tr>
<td>University income</td>
<td>$277,575.06</td>
<td>$8,000,000 (approx)</td>
</tr>
<tr>
<td>Number of bound volumes in library</td>
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<td>243,453</td>
</tr>
<tr>
<td>Degrees conferred in academic year</td>
<td>99</td>
<td>1500</td>
</tr>
<tr>
<td>Graduate degrees conferred in year</td>
<td>7</td>
<td>172</td>
</tr>
<tr>
<td>Total number of degrees conferred</td>
<td>1044</td>
<td>15,500(approx)</td>
</tr>
<tr>
<td>Land owned by University</td>
<td>543 acres</td>
<td>1100 acres (approx)</td>
</tr>
<tr>
<td>University endowment</td>
<td>$560,483.27</td>
<td>$1,076,519.01</td>
</tr>
<tr>
<td>Income from endowment</td>
<td>$35,028.15</td>
<td>$129,000 (approx)</td>
</tr>
</tbody>
</table>

The graduate school and the colleges of medicine, dentistry, commerce and journalism, and education have been established under Dr. Thompson.

The University battalion, consisting of 351 cadet officers and men in 1899, has increased to a brigade consisting of 2700 cadet officers and men.
HUBS O. S. U. AS EDUCATION ‘MILL’

Plain Dealer Writer Studies Ohio Institutions of Higher Learning.

EDITORS’ NOTE—How are the universities and colleges of Ohio educating the thousands in their care? What are the problems the colleges face today, and how are they facing them? What new methods of education are being tested in Ohio? The Plain Dealer has sent Fred Charles on a tour of important colleges and universities to describe Ohio State University beginning the year’s work. Stories from other Ohio campuses will follow.

BY FRED CHARLES.

(Night Correspondent)

COLUMBUS, O., Oct. 12—Ohio State University is to education what Ford’s flivver factory is to manufacturing.

The youth of the state come here—this year the number will be around 13,000—and climb into the hopper for high school, college and church, and each June a part of the finished product comes out.

There are art schools, music schools, division, or colleges, each produces a different type of product, each armed with certificates of competency in the fields of law, engineering, teaching, the arts, and so on.

Everything that comes to the machine goes into the hopper. There is no hair splitting over quality or dimension. No attempt is made to sort out some bodies considered “worth educating”, from the others whom nobody considers not worth educating.

No Trick Test.

Every graduate of a standard high school in Ohio is a candidate for the university. There are no trick tests designed to eliminate Nordics or Jews or Presbyterians or any other one class. The aim, and the result, is mass education.

When Farmer Brown’s boy arrives from the Brownsville High school and steps into the hopper, it’s up to Farmer Brown’s boy to look out for himself.

There is nobody to send him to bed or to get him up in the same for his little colon school. Oftentimes, nobody cares whether he wears bell-bottom trousers, whether he spends at a restaurant or eats in his room and “bromes.”

John Brown’s diploma is entirely personal. True, if he doesn’t do a fair-running job of his work, he may not graduate, but he doesn’t look over his shoulder, and turn his back on the old man.

The university maintains an elaborate bookkeeping department with adding machines and calculating machines to keep track of “credits” and points. When the ledger shows that John Brown has the proper number of credits out, John Brown’s diploma, with nearly automatic precision.

The university is prepared to continue this process so long as there are young men and women in the state requiring its services. If the enrollment mounted to 130,000, the machine would expand to meet the requirements and keep on grinding.

The state of Ohio’s stand on the mill.

The average yearly cost to the students last year in tuition was 41.25.

The cost to the state for each student was 425.

The student puts himself in the selection of his living quarters. Most of them live in rooming houses near the campus and pay from $10 to $20 a month for board and lodging from $5.50 to $8 a week.

I should like to make it clear that I am not cynical, but simply trying to indicate the nature of this great state supported institutions.

The beauty of this machine is that it works and that its product meets practically every test that modern life makes upon it. Ohio State alumni are scattered throughout the world, and if the purpose of education is to enable men to shape their environment to their will, these alumni are succeeding as well as any.

The “slack or swim” method to alter the metaphor a little often confuses the freshmen. With all restrictions removed, he may do what he pleases. With all restrictions removed, he may do what he pleases. But eventually, with the right stuff in him, he pulls himself up and his character is the stronger for having had to master his temptations.

Not Childish.

In an event, the Ohio State theory is that college students are not childish. They have, however, the watchful care of a super-nurse, but men and women capable of making their own decisions.

James E. Pollard, editor of the Ohio State news service, today gave me a pamphlet in which some outstanding facts about the university are enumerated, and they indicate its size:

Ohio State is sixth among universities of the country. It has more than 16,000 alumni in all parts of the world.

The physical plant and equipment is valued at $12,000,000. State appropriations make available more than $3,000,000 annually.

The campus proper covers more than 400 acres and contains 160 buildings.

The library has 250,000 volumes. A radio broadcasting station, WEAO, sends out Ohio State repetitions and talks on educational subjects.

The center of the athletic system is the $1,000,000 stadium which has a seating capacity of 40,000.

Need Guide.

I got another measure of size when picking my way among a maze of buildings. I asked a student for directions to the administration building.

"Let me see," he pondered. "I think it’s over there to the left, but I’m not quite sure. I don’t get over to that part of the campus very often when I need a book." He knew a few Ohio State students, I inquired, if he also knew them.

He had never heard of them. He knew the boys in his own rooming house and a few in his classes, but he spent his college days mostly going from his room to the building in which he had classes. There was no college chapel, and the students never meet together unless it be at a football game.

There are religious exercises at Easter and Christmas under university auspices, but a very small part of the student body gets into the halls where they are held. Yet the halls are crowded, and the religious lives of their communicants.

Some of the larger religious denominations maintain student pastors who try to give direction in the religious lives of their communicants.

President William O. Thompson took me to luncheon at the Faculty Club. He inquired about a man sitting at a near-by table. This man was a member of the faculty, but the president didn’t know him.

The president hopes to be able to retire Nov. 6, which will be his seventy-fifth birthday. He is celebrated for his homely philosophy and good common sense. In speaking about the university he seemed more concerned with its effect upon society as a whole than upon the destiny of individual students.

Society has a "way" of resisting when you try to do good to it," he added. "A shoe, told me the other day there were more than 800 shoe factories in the United States, of that 300 children only could supply the needs of the entire country. Another 360 could manufacture all the shoes needed for export. Constant change of styles is responsible for the rest of the factories and keeps up the price of shoes.

"There is a situation that you would suppose education could handle, but it hasn’t been solved. Now, I’ve worn these shoes four years. These pants," snapping his knee, "for three years. This coat, seven years at least and it’s still good.

"That wouldn’t satisfy the ordinary college boy. He would need a new pair of pants or a new pair of shoes every time the fashions change. Most of the students spend too much money.

"It’s true that student morals are lax in some instances but not as lax as in the rest of the community. They forgive more checks, kill more people on the streets. More money downtown in Columbus than we do out here around the campus.

"You can’t expect standards of conduct from the children than you find among the parents. If the mother goes to bed at 2 in the morning, why should you expect less of the daughter? Public education has justified the expenditure of every cent put into it. The level of intelligence in the United States has gone up by little since the beginning and it is still going up. No other country can show anything like it. Through Germany, we are the world’s leader in that direction.

Dr. Thompson, who is 71 years old, and graduated from Western Reserve University. From 1892 to 1899 he was president of Miami University. He has been president of Ohio State University since 1899. He announced his resignation several months ago. His successor has not yet been joined.
FRIENDS HONOR
DR. THOMPSON

University President Hailed
As Ohio's First Citizen.

"A First Citizen of Ohio degree" was conferred upon Dr. William Oxley Thompson, president of Ohio State University, at a testimonial dinner Friday night at the Scioto Country Club, commemorating his 25 years of service as president of the University.

It was conferred by the presence of 426 friends, by three hours of eulogistic speeches, and by the gift of a subscription book setting forth his accomplishments in citizenship.

Dr. Thompson was described as a university president with "vision, program and power" by Judge Benjamin F. McCann of Dayton, speaking for the trustees.

"OHIO'S GREATEST ASSET."

"Dr. Thompson is the one man who can be called Ohio's greatest asset," said former Governor James E. Campbell, who stressed the versatility of Dr. Thompson which has made him a leader in so many building activities.

Dean David T. White spoke for the faculty; Benjamin Wade Jenkins, for the undergraduates; Dr. Galen Gleim Atkins of Detroit, for the Alumni; President Henry Churchill King of Oberlin; for Ohio Colleges, and Dr. Frank Pierpont Graves of New York, for education. Lowry Sater presided. He read messages of congratulation to Dr. Thompson from Herbert Hoover, Newton Baker, James M. Cox, scores of college presidents and others.

HIS LIFE VISION.

That his life vision was of better citizenship was stressed in Dr. Thompson's response. Thanking his friends for this silver testimonial, Dr. Thompson said, "This has been a distinct and signal honor to a man who little deserved it, but your love and affection, your love for humanity and education, have moved you to do this because I have been permitted to serve."

Mrs. Thompson, who received with the president, preceding the dinner, was presented a jeweled wrist watch. At the same time she was given the book hailed him as the "First Citizen of Ohio."

WORK OF ART.

That book, done in the style of the fourteenth century illuminations, is a work of art, done in gold and water color by William Davis Turner and Thomas Evenson French. A portrait of Dr. Thompson, done by James H. Hopkins, professor of art, occupies one page. Scattered on the border decorations of the other pages are 52 miniatures of campus scenes. Alice Robinson did the tooled Russian calf cover. Alma Knauber and Ralph Panning also assisted in the book's production.

The text, recounting the accomplishments of Dr. Thompson for the university, state and nation, was written by Lowry Sater and appended are appreciations by Governor Harmon, Cox, Willis, Davis and Donahue.
A Summer Institute For Rural Ministers

The Ohio State University contemplates holding next year a Summer Institute for country ministers, at which, in particular, the Rural Church Problem will be discussed by experts of authority in that field. President Thompson believes that if the ministers on country charges will attend this Institute, learn what special investigators have done and are doing, and get inspired by practical suggestions and ideals, they will go back to their parishes with a wisdom and a vision that will prove distinctly serviceable to the communities upon which so much thought and concern are now being concentrated. The Church and all Social Welfare organizations have awakened to the fact that the problem of the country is quite as insistent to-day as that of the city, and demands the most careful study and attention. The Western has published much that we trust has helped toward its solution, and we shall continue the suggestions. The Ohio Conference, in its late session, commended President Thompson's proposal, and we hope a goodly number of our rural pastors will be enrolled next summer in this institute, listening to the lectures, and themselves contributing out of their own experience to the working out of needful reforms.
OHIO STATE'S HEAD SINGS 'SWAN SONG'

Dr. Thompson Reviews His 34 Years at Helm of an Ohio University.

COLUMBUS, O., Oct. 11.—President W. O. Thompson of Ohio State University sings his "swan song" in his annual official report, made to Gov. V. Donahue through the board of trustees.

The report, dated July 31, has just been printed.

Full of praise for the co-operation of the men who have worked for the university, Dr. Thompson reviews his presidency here.

"The year ended June 30 marked the completion of thirty-four consecutive years at the head of one or another university maintained by the state of Ohio.

Citing the growth of state universities in Ohio in those years and the increasing interest of the public in higher education, he adds, "whatever progress has marked these twenty-six years was due to the spirit of co-operation of the people of this state, the state's board of education and the university.

"Conscious of the limitations in all men and in my own service," he adds, "I am thankful to a kind providence and to all my colleagues and helpers and to the citizens of the commonwealth for the untrammelled opportunity for service given to me."

And for his successor, whoever he may be, he says, "I can offer no more sincere prayer than that he may be accorded an equal love and loyalty in his inviting task."

Legislature Is Praised.

In laying down the duties of the office, Dr. Thompson expressed the profound gratitude and appreciation for the splendid and cordial reception all these years given to the university by the legislature. "Thompson and myself."

"No finer treatment," he adds, "has ever been accorded to any college president and his family. For this I am more grateful than my words can express."

The legislature, he says, "has been increasingly generous. The trust on my shoulders, "he adds, "have not been too heavy, but rather lightened by the highest ideals of the people of the commonwealth."

Devotion of the faculty to the highest interests of the institution, he adds, "is probably not exceeded, either in number, anywhere in the country."

The student body, he continues, "has been incredibly free from advantages and willingness to conform to all reasonable regulations and to co-operate freely in all university activities."

"As for myself," he explains, "In all that could be desired. My retirement is due to a long cherished belief that public officials should retire while they can do it without the bitterness that often accompanies to a situation when men seem not conscious of growing infirmities of body or mind or both."

A second reason lies in the fact that I believe that the eighth decade is not a period when the service requirements of heavy administrative duties and responsibilities should be carried.

But Dr. Thompson knows that the burden of his duty must come to an end and he looks forward to the retirement he has planned for himself and his family."

Of the thirty-four years he has spent as president of Miami and Ohio State universities, Dr. Thompson says they "represent the best years of my life given to the cause of higher education." He then proceeds to review the reasons which led to his desire to retire on Nov. 6, next, when he will be 70.
Dr. Thompson, president of the Ohio State University, spoke on Friday morning at Bombaeger Park on the relation of domestic science to the secondary schools. "Interest and enthusiasm is growing in this phase of education," said the speaker, "but enthusiasm is not enough. There must be some underlying principle of truth, and, if this I shall speak this morning. It is 15 years since domestic science began to be taught in the Ohio University, and it is since that time that it has been introduced into the public schools. Each year has seen progress. The beginning-of things are easy because they are new. Appropriations are easily made in the enthusiasm of a novelty. It is time which shows success."

What it includes.

"Domestic science includes chemistry, dietetics, bacteriology and sanitation. The related sciences all come in any study of household conditions. The problems of the home, of the kitchen, of the nursery, must be worked out in the laboratory. They cannot be solved in the home, but must be presented there. Little, by little, they will be worked out in actual life. Domestic economy is applied science and social hygiene, bacteriology, etc., which are being worked out at Washington in the federal laboratories. The laboratory method is the only one which should be used. Even in the lower schools the pupils should be taught by doing and living."

The old idea was that any girl who could sew and cook could teach domestic science. Now it is well known that this special branch of knowledge can be taught by specially trained teachers. You cannot pick up a knowledge of domestic science.

"The enthusiasm of teaching is not so much as knowing as in imparting knowledge and with much larger result than the mere technical branch. Your enthusiasm in teaching domestic science will come not only from knowing how to turn a beet and meat, but from knowing the science of history, language, mathematics, etc. Enthusiasm is the teacher's greatest asset and it arises from the 'something more' in your own education. If you have not the 'something more' you make a trade of your work instead of a profession."

College faculties need teaching on this subject. The courses of study which will carry the pupil on from elementary to advanced work in domestic science. It is one of the greatest importance because it regards the conservation of human life, the maximum of all conservation. The life and health of future generations depend upon the teaching and research work of the present generation. More teachers are needed at all times. Standards must be set by our intelligent people to keep the standard high. The question of the girl who, after some training in a manual training high school, goes out to teach domestic science is a great one. There will always be half-trained teachers. The word 'domestic' is not a happy one. The same difficulty has been met in teaching agriculture. People look up to it just as they do upon domestic science, with surprise. But both have come to stay because they have their place in the education of the people, and it is a problem with increasing importance."
W. O. Thompson Calls on 38-Year Experience as Head of Ohio State

COLUMBUS, Oct. 16—Out of the rich experience of 38 years as a college executive, President W. O. Thompson of Ohio State University in his last annual report rises to defend the modern college generation.

The superficial and artificial phases of youth, he maintains, are taken too seriously while the good in the younger generation often is not even suspected. The modern student, he predicts, will justify himself.

"Too many parents and professors," President Thompson points out, "seem to assume that all responsibility rests with the youth. Public men, including faculties, spend their energies in social diagnoses and spiritual whining."

Elders Uninformed

The belief of the past decade that modern students are below par intellectually, morally or socially, he asserts, "is more chargeable to a poor memory or a lack of information as to what conditions really were, than to an accurate comparison."

The modern student, he admits, is no angel, but he observes that "the moral standards of conduct prevailing two generations ago would not be tolerated today either in college or out of it."

"Students come to the university with higher hope and genuine enthusiasm. The superficial and artificial phases of youth are taken too seriously. Chameleon-like, they reflect promptly their environment. The fashion plate and the mirror have lost none of their charms or enfeebles. Our children, as we once were, are imitators. This is not the basis for condemnation but a golden opportunity for educational leadership."

Race On Up Grade

"Why should this generation," he adds, "complain of their own children, 'better cared for physically than their parents ever were, better informed and matured in judgment than their parents at the same age and quite as talented.'"

The race, he insists, is not degenerating. The problem with the present generation, he concedes, is the more exacting "just because of the progress in ideals and the more exacting standards. We now see clearly, where our fathers did not comprehend."

The average student, he concedes, may be a conundrum to the professor, but he is also an opportunity.

President Thompson insists that "if this generation meets its opportunity the next will be able to take care of itself. It should always be kept in mind that a generation of youth is vastly better than its follies or vices may suggest."
Ohio State President College Head 38 Years Defends Modern Student

Columbus, O., Oct. 16, (A. P.)—Out of the rich experience of 38 years as a college executive, President W. O. Thompson, of the Ohio State University, in his annual report takes to defend the modern college generation. "Dr. Thompson is to retire Novem-ber 6, after 26 years here as president, when he will be 70 years of age."

"The superficial and artificial phases of youth, he maintains, are taken too seriously while the good in the younger generation often is not even suspected. The modern student, he predicts, will justify himself."

"Too many parents and professors," President Thompson points out, "seem to assume that all responsibility rests with the youth: Public men, including Faculties, spend their energies in social diagnosis and spiritual whining."

The belief of the past decade that modern students are below par intellectually, morally or socially, he asserts, "is more chargeable to a poor memory or a lack of information as to what conditions really were than to an accurate comparison between the youth of two generations." The modern student, he admits, is no angel, but he observes that "the moral standards of conduct prevailing two generations ago would not be tolerated today, either in college or out of it."

"Students at Ohio State University, as elsewhere, he contends, are a selected group. They represent, he insists, "the best youth of the state, both from the standpoint of opportunity, leisure and privilege, and from their antecedent experiences and traditions."

"They come to the University with high hopes and genuine en-thusiasm. The heart searchings of the majority of these students in the hours of reflection are not always understood or even suspected. The superficial and artificial phases of youth are taken too seriously. Chameleon-like they reflect promptly their environment. The fashion plate and the mirror have lost pone of their charming enticements. Our children, as we once were, are imitators. This is not the basis for condemnation but a golden opportunity for educational leadership."

"Why should this generation, he asks, complain of their own children, "better cared for physically than their parents ever were, better informed and more mature in judgment than their parents at the same age and quite as talented."

The race, he declares, is not degenerating. The problem of the present generation, he concedes, is the more hectic "just because of the progress in ideals and the more exacting standards. We now see clearly where our fathers did not comprehend."

"No generation he observes, has been without its beneficent leadership of great souls. "But the brilliant light of modern days," he adds, "has revealed conditions hitherto unknown. The modern student lives under this light, His weaknesses and his vices are more readily seen and are made a matter of comment."

The modern student, he concludes, is the basis for "an enthusiastic faith in the future."

No other prospect, he declares, is so bright. Industry, the social order, the great philanthropes, the world-wide movements in religion, and, to an encouraging degree, our political activities, he points out, are showing the refining influence of the college-bred man and woman.

The average student, he concedes, may be a conundrum to the professor. But he is also an opportunity. President Thompson insists, declaring that "if this generation meets this opportunity the next will be able to take care of itself. It should always be kept in mind that a generation of youth is vastly better than its feres or vices may suggest."
A Witness to Heed

President William O. Thompson, long the head of Ohio State University, who is to retire on his seventieth birthday, November 5, is a witness to be heeded with attention and respect on any subject he cares to discuss. He is not a man to speak carelessly or without adequate knowledge on any topic.

Especially is President Thompson an authority on the moral and mental state of young men and women, students of the colleges and universities, and the tendencies they show toward changes of standards, habits and ideals. On that subject he speaks with the weight of long experience as the head of a great university, a trained and careful observer who has had altogether exceptional opportunities for learning the truth.

It means much when such a man declares, in the most emphatic and public way, that intellectually, morally and socially the students of today are above those of the "old days." As Dr. Thompson puts it, the moral standards of two generations ago would not be tolerated today either in college or out of it.

In the opinion of this eminent authority the reason the existing conditions that measure the mental and moral status of the youth of the period are so sharply criticized and so sweepingly condemned is that the present generation is "more exacting because of the progress in ideals and the more exacting standards."

There is a tonic for faith in the future and reasonable joy in the present in such testimony, from so convincing a witness, of the movement of the time and the progress of the country.

DOCTOR THOMPSON SINGS 'SWAN SONG'

Reviews His Thirty-four Years as Head of Ohio University

COLUMBUS, OHIO.

President W. O. Thompson of Ohio State University sings his "swan song" in his annual official report, made to Roy A. V. Donahue through the board of trustees.

The report, dated July 5, has just been printed.

Full of praise for the co-operation and support he says he has had on both hands, Dr. Thompson reviews his presidency here.

The year ended June 30 marked his completion of thirty-four consecutive years at the head of one or another university maintained by the state of Ohio.

Citing the growth of state universities in Ohio in those years and the increasing interest of the public in higher education, he attributes "whatever progress has marked these twenty-six years" as "due to the fine spirit and co-operation that has steadily developed through those years."

Of the thirty-four years he has spent as president of Miami and Ohio State universities, Dr. Thompson says they "represent the best years of my life given to the cause of higher education."

DR. THOMPSON TO FILL PULPIT

Retiring O. S. U. President Will Preach Indefinitely in Denver Church.

COLUMBUS, OHIO, Oct. 22.--(AP)--President W. O. Thompson, who retires November 5 as head of the Ohio State University after 34 years in that capacity, has accepted an invitation to fill the pulpit of Central Presbyterian church, Denver, Colo., for an indefinite period. It became known today Dr. Thompson expects to preach his first sermon there November 22.

In going to Colorado, Dr. Thompson returns to the scene of his early labors for he was a home missionary at Longmont, Colo., 40 years ago. He was pastor there from 1886 to 1889, and was president of Longmont College from 1886 to 1889.

Dr. Thompson will fill the Denver pulpit until, that church obtains a permanent minister. He and Mrs. Thompson eventually plan to return to Columbus to live.
primitive Early Schooling.

The interim being passed, there is William Ockey Thompson, a little boy. "It was the custom in school," Dr. Thompson said, "to chase an imaginary squirrel up a tree by long and short runs. In that way was addition and subtraction taught." There were amusing tricks for multiplying the multiplication table and for square root, and Dr. Thompson figured in later life that those primitive studies helped him greatly. They gave a basis for a knowledge of mathematics that was not at all primitive.

Years again may be omitted, and then in 1863, the boy worked as a hired hand on a farm for Joseph Boge, some distance south of Brownsville, and at the close of the harvest, entered the summer school taught by Rev. H. L. Atwood at Brownsville, being the youngest and smallest in the school. Here he learned his first Latin and continued his study of advanced arithmetic and algebra. In the summer of 1870, he worked on the farm of D. C. Hamilton for $5 a month and board. It was then that he went first to Muskingum College, working as a laborer on a farm.

Got Bonus of $8.

At the close of one of the school period of farm labor, under a contract of $10 a month and board, he was told he was an extra $1 a month. That extra dollar, he used to say, seemed the largest sum he had ever known, and was quickly added to his other means of accumulating to meet his expenses at Muskingum College. When necessary, he made him to labor in the farm work, he was able to command a wage of $2 a month and board.

In 1872 he was examined at Zanesville and granted a certificate to teach and later obtained, through the influence of his uncle, a school near the town. Adams, Muskingum County, Ohio, where his father was a schoolmaster, and it was decided that he would seek a job in order to meet his expenses. In 1875 he found himself $100 short of the amount necessary to graduate, despite his good efforts.

Friends to the Rescue.

When his brother, a young farmer, heard of his predicament, he availed one evening to come to the house of another farmer, Jacob Clemmer, with the news, asking all Harry's help. "We are out of money and need $100 in order to graduate." Neither of the men had any money but they knew a neighbor who had it. So on their joint note they borrowed the $100 and sent it to the impoverished student, asking no security, it was a test of friendship and loyalty that any young man might well prize.

When he was graduated at last from Muskingum College Dr. Thompson returned to Illinois, where the two schools in which he previously had taught were offered to him without solicitation. He chose the one at McLeansboro and again worked in the hospital, fields and having paid with interest the note for $100, left for the Western Theological Seminary at Allegheny to prepare himself for the ministry.
TWO—AA

When he had completed his theological course, he offered himself as a missionary to Siam, but instead found himself, in May, 1882, a few weeks after his graduation, located as a home missionary at Odell, Stu County, Iowa, with no assurance as to salary or other conditions. He acquiesced himself so well there, however, that he soon had ended the hesitation which had caused the vacancy he filled, and was on a regular salary. He was ordained by the presbytery of Fort Dodge, July 13, 1882, and installed as pastor of the church at Odell, at a salary of $900. He remained in charge until March, 1887.

Six Years in Colorado.

A call from the Presbyterian Church at Longmont, Colo., took him there in the spring of 1883. He served in this church until July, 1889.

In 1891, Dr. Thompson was elected a commissioner to the General Assembly of the Presbyterian church at Detroit. Before leaving for that meeting, he received notice from the late Bishop David M. Moore, then editor of the Western Christian Advocate, that he had been recommended for the presidency of Miami University at Oxford.

A short time later, while in Columbus as a spectator at the Republican state convention, he was notified of his election to the presidency of Miami. He began his service there Apr. 1, 1891. He held that office for eight years. While there he also was elected president of the Ohio State Sunday School Association. He served in that capacity for six years.

Dr. Thompson was elected to the presidency of Ohio State University in June, 1899, during the observance of the seventy-fifth anniversary of Miami University. He accepted the new post and came to Columbus in midsummer of that year.

Many Honors While Here.

Of his service at Ohio State University there is no better record than is found in the development of the institution, its excellent morale and the continuing esteem of faculty, alumni, students and the general public.

When he became president the institution was entering upon the last stage of the college in the completed period. When he completed a quarter of a century as its head, Ohio State had grown to be one of the largest institutions of its kind in the country. It had an enrollment of 10,000.

Dr. Thompson's leadership of the institution and his achievements while its president have been held responsible in great measure for its growth. No other individual was given more credit for the expansion of the university.

Muskingum College has conferred upon him the degree of Master of Arts and Doctor of Divinity, and the Western University of Pennsylvania, Oberlin College, the University of Vermont and the University of Michigan honored him with the degree of Doctor of Laws.

Service in the Great War.

During the war, Dr. Thompson was an active member of the State and Federal Councils of National Defense. He was designated by the agricultural department for a speaking and inspection tour through the Northwest with special reference to the production and conservation of food, and he was chairman of an agricultural commission sent to England and France to report the

President Wilson, in the period following the war, signally honored him twice—first by appointing him a member of the second Industrial Commission charged with devising a program for the just and friendly co-operation of capital and labor, and, second, by naming him as one of the commission to adjudge the difference between the arithmetical and calendar years.

For both of these high services he was temporarily released by the board of trustees from his duties at Ohio State University. It was during this period of exacting public service that Dr. Thompson tendered his resignation as president of the university, later withdrawing it when the trustees, faculty, student body and general public refused to permit him to retire.

Extra University Activities.

Dr. Thompson had been a member of the Ohio Teachers' Association since 1891 and a member of the National Education Association since 1894. He served as president of the Association of American Agricultural Colleges and Experiment Stations, and for a number of years was chairman of the executive committee of the National Association of State Universities. He was a member of the board of the Ohio State Society of New York, the Cosmos Club of Washington, D. C., and an honorary or nonresident member of various clubs here and elsewhere.

Dr. Thompson had been four times a delegate or associate to the general assembly of the Presbyterian church, served as a delegate to the assembly and also as a delegate to represent the church in the Federal Council of Churches of Christ in America. He was president of the International Sunday School Association, in which he was elected in Buffalo, June, 1914.

In local business affairs Dr. Thompson was active and successful and was for many years a director of the City National Bank. He was one of the organizers and incorporators of the Midland Mutual Life Insurance Co., and was its first and only president.

Sept. 21, 1887, Dr. Thompson married Rebecca J. Allison of Indiana, Pa., who died at Longmont, Colo., May 15, 1896, leaving one daughter, Beatie. In October, 1887, he married Helen Starr Brown of Longmont, who bore him two sons, Lloyd and Redger, and died Dec. 27, 1899. Redger also died several years ago.

June 25, 1894, he was united in marriage with Estelle Geoffrey Clark of Cleveland, who has presided over his home on the campus, and whose qualities have won her an esteem which parallels that of her distinguished husband.

Dr. Thompson, while president of Ohio State University, had many offers to take up other work. Twice he was invited to a pastorate in Kansas City and he was asked to consider the presidency of several other universities, but all these and many other opportunities for high service he has declined.

He held, and rightly, that his work in preaching over the formative years of The thousands who attend the university yearly was of the greatest importance. He loved that work and in return the university loved him.
Columbus was preparing, Saturday, to pay final tribute 
Dr. William Oxley Thompson, university president and 
vice leader, educator and business man, who died of heart 
sease earlier in the day at White Cross hospital.

Although arrangements for the funeral services have not been 
completed, it is probable that they will be held at 10:30 a.m. Tues-
day in Indiana Presbyterian church, with which Dr. Thompson 
long been associated as supply pastor and member of the con-
gregation. The Schoedinger company is in charge.

Although he had been in failing health, Dr. Thompson was stricken 
suddenly Tuesday evening at his home, 55 Woodland avenue, and 
moved to the hospital, where he died Saturday morning.

Dr. Thompson's last public service was chairman of the 
R. A. compliance board, which he resigned several weeks ago.

For 26 years Dr. Thompson was president of Ohio State univer-
sity, resigning on his seventieth birthday, Nov. 5, 1925. His services 
the Presbyterian church, in which he was ordained in 1882, reached 
climax in 1927, with his election as moderator of the Presbyterian 
genral assembly.

He is the story of the son of a poor country cobbler, who through 
his own efforts rose to a high place in the council of state, nation, 
church and education.

The oldest of 10 children, he put himself through Marietta 
college by working on a farm and doing odd jobs. He was graduated 
from that school in 1878 and three years later was granted a mas-
ter's degree there.

In 1882 Dr. Thompson was gradu-
cated from the Western Theological 
ministry, Pittsburgh, and was or-
cained to the Presbyterian minis-
try in which he later rose to na-
tional prominence.

For his first charge, the young 
minister became missionary and 
astor in Iowa, which was then 
parsely settled. He remained in 
that capacity at Odebolt for three 
ears. In 1895, at the age of 30,

Dr. Thompson was active 
until the last may be gleaned 
from the fact that while a mem-
ber of the local compliance board 
asked to be excused from one 
ession of the body to address 
the Eastern Ohio Teachers' con-
vention at Zanesville.

He delivered an address before 
members of that body in the 
orning, shifted to New Con-
cord where he addressed the 
student body of Marietta col-
lege at 1:30 p.m. and returned to 
Zanesville for another address 
before the teachers' group at 3 
p.m. the same day.

Two days later, Dr. Thompson 
preached at a local hilltop 
chuch, and during the past few 
onths has filled numerous 
speaking engagements through-
out central Ohio.

Dr. Thompson was called to Long-
mont, Colo., in the dual capacity of 
pastor and president of Long-
mont college.

It was the first of three college 
ancies he was to hold. He 
ained as head of Longmont 
college until 1889 and as pastor 
til 1891, when he returned to his 
ativ Ohio.

Miami University Head

Dr. Thompson became president 
of Miami University in 1891, hold-
ing that post for eight years. In 
1899 he was summoned to the 
presidency of Ohio State uni-
versity, where he was to remain at 
the helm for more than a quarter 
of a century.

He found Ohio State a small, 
struggling institution with an 
enrollment of 1200, its name 
known beyond the boundaries of 
the state, and with limited facili-
ties and buildings.

When he retired from the presi-
dency in 1928, the university had a 
national reputation. Its campus had 
grown during his tenure from 340 
aces to more than 1100, its student 
ody to more than 12,000, its faculty 
to 600 and the value of its plant 
equipment to about $15,000,000.

Dr. Thompson's attempt to resign 
in 1919 was met with such vigorous 
protest by the faculty, alumni, 
continued on page two, column 2.
William Orson Thompson for many years has been one of the best known and most respected residents of Columbus.

A native of Ohio, he served successively as president of two universities in his home state, nine years at Miami and 26 years at Ohio State. Prior to his return to Ohio in 1899, he was for six years president of Longmont, Colo., College.

In 1915, at his own request, he was relieved of active duties as president of Ohio State University, being elevated at that time to the position of president emeritus.

The rest for which he and his family had hoped failed to materialize, for almost immediately after his retirement from the university post new calls to public service were made upon him—calls which he could not refuse.

MADE MODERATOR.

In 1939, at Baltimore, Md., he was elected general moderator of the Presbyterian churches of America, and to that office he devoted a year with his customary energy and vigor.

When the depression came on, Dr. Thompson was called once more to serve in important positions where the public interest demanded a man of unquestioned integrity. One of these offices was the presidency of a Columbus' building and loan association, and in the efforts to solve the difficulties of that institution Dr. Thompson gave many hours of time and thought which brought a severe strain on his health.

Again in 1933, over the protest of family and friends, Dr. Thompson accepted the chairmanship of the national recovery administration compliance board for Columbus. After a few months, he found it

Continued on Page Two, Col. 2.
As the Trustees, the Faculty, the Alumni, the Students, and the Friends of Ohio State University, we hail you, William Oxley Thompson, the first citizen of Ohio.
FORECASTS UNITY FOR PROTESTANTS

No Uniformity; However, Says Dr. Thompson, Spokane Guest Today.

Protestant churches are tending toward unity, but not toward uniformity, and this desire toward union can not be accomplished by resolution, but by steady growth, said Dr. William Oxley Thompson, moderator of the general assembly and president emeritus of Ohio State University who is Spokane’s distinguished guest today.

"In his room in the Davenport hotel," he spoke freely on a number of subjects, but not on politics. He had read Governor Al Smith’s letter on his religious convictions, but would not comment. "This is a matter of politics, and I do not discuss politics," remarked the 73-year-old "young" religious leader and famous educator.

He is spending the day quietly, with no receptions or banquets. With Dr. Frank C. McKee, moderator of the First Presbyterian church, and his possible successor as moderator, acting as a buffer, he will visit the Reverend Dr. Thompson was the guest of Dr. McKee and early students of Ohio State at a luncheon this noon in the hotel, and he will meet ministers from the Spokane and Coeur-d’Alene presbyteries at an informal dinner tonight, also in the hotel. He will advise with them as workers in the $15,000,000 pension fund campaign for aged ministers, which is to have its opening in this section Thursday. At 7:30 tonight, he will speak at the First Presbyterian church on ‘Presbyterianism: Its Place in Protestantism,’ and will also touch on the fund matter.

"We are not fighting. There is no fight today among Protestant bodies. We are not all of them, practically, a ‘sect’ for a closer union," said Dr. Thompson.

Locally, there is no fighting between the Presbyterian and Methodist churches, for example. A unity of purpose unites them, Forbes believes. In the same body, in the same pulpit, the same Christ, it would be absurd for a Baptist to become a Presbyterian, he said. But one who believes in the same Lord and Savior, the same Christ, cannot be stained by heresy. We have the same traditions, national and family ties which we are hard to change, and a unity of doctrine and a diversity of gifts.

"If it will take time to accomplish union, as in the case of the northern and southern Methodist and northern and southern Presbyterian Churches, for example, there is no question in my mind that they will come together, and I do not think the time should be forced.

"One of the unions which I expect to see soon is that of the United Presbyterian church and the Presbyterian church. A number of the United Presbyterian leaders have come to us, and there is not much separating us. We are like the two approaching lines of the letter ‘A.’"

If we go too fast, we will cross each other and make a letter ‘X’ and pass the point we are focusing upon.

"We see individuals changing from one church to another, but it is not usually because they have changed any fundamental belief, but from a new situation due to marriage or change of location, or because of personal reason not given.

Protestantism is holding its own in this country and one can verify this by looking up recent statistics. Protestantism is in the early part of my ministry, there were only 600,000 Presbyterians, now there are about 1,500,000.

Dr. Thompson, in spite of his age, is a big man of potential energy, with a strong face, which does not slip into a smile lest to be amiable. His eyes, wide apart in a broad-shouldered look, are quite penetrating. He has what is termed, a lion’s head, with the locks now cut conventional.

In a speaking of the experiment of the three Canadian churches, Presbyterian, Methodist and Congregational, forming a union, recently, a resident, mostly Presbyterians, outside, he remarked:

"It is only natural that all people cannot agree, and there will always be those who conscientiously feel they cannot join a union. However, after from three to five years left out by themselves, and finding it hard to keep up a separate organization and inviting in a miscellaneous and unattached following, it will look different than it does now. Three overlapping outside groups will find it difficult to maintain separate organizations.

"Patience, sympathy and understanding will bring the result which I believe all forward-looking Protestants are working for—union, but not uniformity. A church the same as an individual can not change its color or thought overnight.

Ohio President 25 Years.

For 25 years Dr. Thompson was president of Ohio State university and now president emeritus, and is still actively engaged as moderator of the Presbyterian church in boosting for the success of the big fund for aged ministers and their dependents. His term as moderator will expire in May at San Francisco, when the general assembly meets, and a new moderator is elected. He has been a minister for 45 years and has been identified with higher education for 25 years, having held presidencies in two other universities before taking up his quarter of a century’s work at Ohio.

Dr. Thompson will be in Walla Walla tomorrow in the interest of the fund campaign and from there will return to Chicago to attend a meeting of the general educational council."
Following are some extracts from a remarkable address entitled "Some Major Issues Of Life" delivered by Dr. William Thompson, president emeritus, to the graduating class of Ohio State University, June 11:

"There is a tendency to worship at the shrine of wealth or public achievement. Success is urged so strongly upon young men and women that they pay too high a price for their attainments," he declared, making the statement the keynote of his address.

In speaking to the graduates he said, "Let me at the outset congratulate you upon having been born, reared and in part educated in what seems to be the most brilliant opening quarter of any century for a long period.

"A democracy like ours cannot be made permanent upon selfishness or disregard for the rights and privileges of others. We have been disposed, as I think, to listen too eagerly to the destructive criticism of the existing social order. Too much of our discussion proceeds upon the theory of individualism rather than that of public welfare.

"The conservative mind tends to be enslaved by the documents of authority and particularly by the authoritative tradition. The radical mind pressing its freedom, not recognizing its own moral responsibility, is apt to be iconoclastic rather than constructive. It seems impossible for a certain type of mind to realize that moral restraint is the only door opening the way to the most perfect freedom.

"In the ultimate analysis of conduct and of institutions the human interest will be found always present. No educated man should ever forget that he is still human in spite of his education. Our theologians frequently forget that, but religion flourishes in spite of them.

"We have a constant struggle between quality and quantity. No matter what field you enter this issue emerges. A factor of common observation is that we are more interested in quality rather than quantity. This is not altogether the American spirit.

"The present-day issue has stressed the importance of success. Young men are thrown into a keen and sometimes violent competition. They have said to me that in order to win that it was necessary to compromise with their ethics or ideals. I cannot believe that those young men who have expressed themselves to me are dishonest or unworthy. Such a situation need not exist.

"In the present day we are inclined to put undue emphasis upon the standards of life from the point of view determined by luxury and ease. Physical comforts, pleasures and the life of ease all tend to produce an indifference to the intellectual and spiritual challenge of the day. Debate as we will, the leadership of the world such as it is will be found among those not the most favored by wealth and leisure. The soft-handed do not often fight our battles or win our victories.

"The modern city state calls for the spirit of sacrificial service and intelligent cooperation. In this service our best people from the standpoint of education, practical experience and organizing talent must enlist their lives as truly as any soldier ever went to war, if the city of the next century is to be able to solve the problems of human poverty.

"Our jury system has broken down partly because a man is not tried by a jury of citizens representing the whole people but by a jury of inferiors. It is well nigh impossible to obtain a jury having the confidence of the people especially for criminal cases. People of good standing shun such service or are arbitrarily challenged.

"We need an occasional Moses to make our laws—an Isaiah to call us back to truth and duty—a Lincoln to liberate us from the bond age of small mindedness and prejudice, but we also need educated men and women by the millions who will find their happiness in the King's highway to right business."
Mr. J. D. Marrill,
Alumni Secretary,
Columbus, Ohio

I hereby certify that I received your letter of June 14th informing me of the action of the Class of 1878 in electing me as honorary member on June 9th, 1928.

Permit me to express my appreciation of this honor and to thank...
June 22, 1928

Mr. Charles H. Dietrich,
149 Bell Court West,
Lexington, Ky.

My dear Mr. Dietrich:

I am very happy to enclose the acknowledgment from Dr. Thompson of his gratitude for the distinction conferred by your action in electing him to honorary membership in the Class of 1878.

Sincerely yours,

J.L. Morrill,
Alumni Secretary.
Thompson, William O'Tley

Personal Information

Address: 55 Woodland Avenue, Columbus, Ohio
County: Franklin
Occupation or Profession: President Emeritus
Business Address: None

Date of Birth: November 5, 1903

Religion: Presbyterian

Marital Status: Yes, Date: June 28, 1924
Catherine Godfrey Clark

University Record

Where Were You Prepared for College: Muskingum
College: Kent, Ohio

Date of Entrance to University: September 1870
Date of Leaving or Graduation: June 1878

Bachelor Degree: B.A. 1878

Advanced degrees in courses, or honorary degrees, from Ohio State or other Colleges or Universities. Please specify, stating institutions and dates:

Princeton 1924

Undergraduate Honors and Offices Held: None

Membership in Social Fraternity or Sorority: None

Honorary Fraternities and Societies (undergraduate): None

Names and Addresses of Relatives Who Have Attended the University:
My daughter, Agnes Stella Thompson
Mrs. Agnes Thompson
2040 Tremont Road, Upper Arlington, Columbus, Ohio
1904 - 1906, 1908

(Over)
PERSONAL INFORMATION
SINCE LEAVING THE UNIVERSITY

War Record
Spanish-American and World Wars
Date of Enlistment and Place: No Enlistment.
Date and Place of Discharge:
Branch of Service:
Office or Private:
Promotions:
Where Did You Serve:
Honors and Citations:
Civilian Service:
Other Military or Air Service:
Other Items of Interest:
Give Name and Address of Two Persons Who Will Always Have Your Correct Address:

Note: If above space is not adequate please use an extra sheet.

(OVER)
DR. THOMPSON QUITS AS HEAD OF NRA BOARD

Work Taxes Him and His Time, Chairman of Compliance Body Explains

OTHERS TO CONTINUE

Labor Head’s Letter, Protest Extension of Hours, Is Ignored.

Dr. W. O. Thompson, chairman of the local NRA compliance board since its organization Sept. 18, will resign today, he announced yesterday.

Dr. Thompson, in effect, will refuse assured reappointment to the board, the term of which was to have ended today but will be continued indefinitely, according to Washington reports.

The president-emeritus of Ohio State University, he said, the work had taxed him and his time and he would not be able to continue.

WORK TO GO AHEAD.

The compliance board, originally appointed for 45 days, will be notified today whether it should continue to function, J. C. Lucas, secretary, stated.

Several other members had declared they would accept new appointments. Business will be carried on as usual, Lucas said.

The board yesterday ignored a letter by President Homer T. Hamilton of the Columbus Federation of Labor criticizing members for approving the petition of a die tool machine company seeking for a 48-hour week instead of 40 hours.

FIRM FOUND GUILTY.

The board instead approved the petition of a second similar company requesting the same hours on a like pick there is a scarcity of skilled die tool workers in the city and a large amount of work.

Hamilton requested the board to rescind its former action and to permit a representative of the labor federation to be heard on future petitions for extension of working hours.

A manufacturing firm will be notified by the board Friday it has been found guilty of intimidating employees and interfering with their organizing. This followed hearing of four employees who complained.

Son of Ex-OSU President Gives Books to Library

COLUMBUS (AP)—The Ohio State University has received a $52-volume collection of books from the library of the late William Oxley Thompson, university president from 1899 to 1925, donated by his son, Lorin Q. Thompson of Alexandria, Va.

The university also reported receipt of $100,000 for fundamental research from the Ohio State University Research Foundation.

Committee Will Make Thompson Resolution

Three members of the Board of Trustees, Julius F. Stone, chairman, Newton D. Baker, and Lawrence E. Laybourne were named as a committee to draw up a resolution of respect for the late Dr. William Oxley Thompson by the Board, Monday.

President Rightmire was authorized to arrange a suitable memorial service for the former president emeritus of the University to be held on the campus at an early date.

Dr. Thompson suffers severe heart attack.

Dr. William Oxley Thompson, president emeritus of the University, was removed from his home to White Cross Hospital at 7 p.m. Tuesday following a heart attack earlier in the evening.

Dr. Thompson’s condition was reported as “fair” by attachés of White Cross Hospital at noon today.

Although he has not been well for some time, the former University president was suddenly stricken with the attack and was reported as being in a serious condition when taken to the hospital.

Dr. Thompson served as president of the University from 1899 to 1925 and was made president emeritus November 5, 1925.

Community Fund Aid Is Given in Memory Of Dr. Thompson

YESTERDAY'S audit of Community Fund pledges in the recent campaign showed a total of $595,963.

This included $20,20 as a pre-campaign contribution from the officials and employees of the Columbus Building & Loan Co.

This contribution was accompanied by the following letter addressed to R. L. Dickinson, executive secretary of the fund, and signed by Mrs. W. F. Wheaton, in charge of liquidation:

"The Columbian officials and employees entertained with profound respect and affection the glowing friendship and association of Dr. W. O. Thompson while acting as their president.

"An expression of this respect, commemorative with their regard, cannot be set forth in words or floral tribute. His stalwart characteristics and his elevated soul will not have permitted of such; but we know that as you have done it unto the least of these, you have done it unto me, was enthroned in his heart's core.

"No other tribute could we pay to his memory than to turn over to the Community Fund the money which has been contributed as a token of high respect."
The News Unbiased and Unbossed

THE OHIO STATE J

WEATHER: Fair Saturday; snow or rain Sunday.

ESTABLISHED 1811. COLUMBUS, SATURDAY MORNING, DECEMBER 9, 1893

DR. W. O. THOMPSON

OURNAL

FINAL

VOL. CXXIII. No. 294. THREE CENTS.

PASSES AWAY
CAMPUS MOURNS DEATH
OF DR. THOMPSON

“Prexy” -- Minister, Educator,
Agricultural Expert, and Business Man

The above pictures show Dr. Thompson first, as a Presbyterian minister before he became president of Miami University; second and third, as president of Ohio State; fourth, in 1918 as a member of President Wilson’s Agricultural Commission. The last photograph shows him as president emeritus and business leader in recent years.
NOTED EDUCATOR'S LIFE ENDED AT 78; ILL FOR ONE WEEK

Was President Emeritus of Ohio State University and Outstanding Citizen and Leader in Columbus Quarter of Century.

HAILED AS "MOST BELOVED"

Dr. William Oxley Thompson, president emeritus of Ohio State University and one of the leaders of Columbus' educational, business and religious life for the last quarter of a century, died early this morning in White Cross Hospital.

He had been in the hospital since Tuesday after suffering a heart attack.

His condition improved somewhat at first, but his death had been expected for the last two or three days.

Several members of his family were at his bedside at the end, at 1:15 a.m., hospital attaches said.

He was 78 years old. He was taken to the hospital in his last illness a month after his birthday anniversary, Nov. 5.

The body was taken to the Schoedinger Co. mortuary. Arrangements have been made.

Dr. Thompson's home was at 55 Woodland Ave.
The President reported the death of President Emeritus William Oxley Thompson, which occurred Saturday, December 9th, 1933.

Upon motion of Mr. Baker, seconded by Mr. Kaiser, the Chairman was directed to appoint a special committee to prepare a suitable resolution and to present same to the Board at its next meeting for action. The Chairman appointed Mr. Stone as Chairman, Mr. Laybourne and Mr. Baker to serve on this committee.

This committee was also authorized to serve with a Faculty Committee to prepare for memorial exercises which will be held at a later date.
Tribute is Paid
To Dr. Thompson
By Dr. Lichliter

Passing of “Loyal Friend”
Mourned by Congregational Pastor.

Tribute to Dr. W. O. Thompson as an educator, minister and public-spirited citizen was paid by Dr. M. H. Lichliter at First Congregational church, Sunday morning.

After recalling that Dr. Thompson, while himself a Presbyterian, was a loyal friend of First Congregational church, often worshipped there and on many occasions filled its pulpit, and that there had been a “fine heritage of friendship between” him and the ministers of First Congregational church from Dr. Washington Gladden down to the present minister, Dr. Lichliter said:

“We shall remember him as a great mediator. He had profound convictions of his own, but he always respected the sincere convictions of others. And it was his mission to find the middle ground.”

Service Is Stressed

“This was, perhaps, his greatest service to his own Presbyterian church in its national problems. When there was danger of a split between the conservative and liberal groups, it was Dr. Thompson who helped to find the formula of understanding and co-operation.

“A prince and a great man is fallen this day in Israel. We shall miss his presence—but he will live with us always. And we shall be better men and women because we knew him.”

University Tributes

Among the many tributes paid to Dr. Thompson was one from Carl E. Stebb, Ohio State university business manager, who was associated with Dr. Thompson 27 years.

“I had the opportunity to observe at first hand his fine, wholesome philosophy of life. He did a great work. He was a great man,” Mr. Stebb said.

Alumni Secretary John B. Fullan, on behalf of the association, said the “hearts of the alumni all over the world are at half mast for Prexy. It isn’t only that we regarded him affectionately, it is that most of us appreciate that Ohio State university is today what it is because Dr. W. O. Thompson came on the scene in 1899. For 34 years he has been its spokesman, its warrior, its genial and lovable ‘Prexy’ and president emeritus.”

James Donaher, president of the Ohio State Alumni association, expressed his sympathy in a telegram received Saturday evening. “We extend,” the message read, “sympathy and condolences in your bereavement.” There were also messages from President Rightmire of Ohio State university, and from Dr. Wilcox, formerly coach there.

“He would be sorry to see us daunted or discouraged in this hour. His own courage did not waver and his thought was always for what is ahead,” said Vice President J. L. Morrill.

Tribute of the students was voiced by Alexander Gaal, Jr., president of the student senate, who spoke of his sympathetic attitude toward student ideals.

The following message to the bereaved was telegraphed by Mr. and Mrs. E. F. Keer. Mr. Keer was one time Moderator of the Presbyterian Assembly, “Heaven is more attractive now since Dr. Thompson is there."

“We join in the sorrow of the entire United States on the passing of one of our foremost citizens,” wired Mr. and Mrs. Henry Nelson Rose, of Lancaster.

Dr. Edmund S. Soper, president of Ohio Wesleyan university, sent the following message of condolence, “Ohio Wesleyan mourns the death of its great and good friend, Dr. Thompson.”

The son of the deceased, Lorin O. Thompson, is on his way here from Miami, Fla., where he received the news of his father’s death.
EVER IN OUR MEMORY

WILLIAM OXLEY
THOMPSON
HIS WORK FOR GOD
AND
HUMANITY
Dr. Thompson’s Death Comes Soon
After Memorial to M. B. Hammond

Death of Dr. William Oxley Thompson, president emeritus of the University, came Saturday only a few hours after faculty memorial services had been held for Professor Matthew B. Hammond, who died recently. Dr. Thompson’s death brings to a score the number of persons prominent in the University’s activities who have passed away in the last two years.

Deaths during 1932 included those of Brigadier General Edward Orton, Jr., son of the first president and himself an educator, and George Wells Knight, department of history, who died the same day; William E. Keyser, College of Pharmacy.

Curtis C. Howard, member of the first class and later on the medical faculty; Lewis F. Anderson College of Education; Clarence E. Andrews, department of English; Loa E. Bailey, education librarian.

Even more numerous have been the deaths in 1933. They include Olive B. Jones, librarian for many years; Egbert H. Mack, retired Trustee; Lydia Clark Benedict, department of physical education; Joseph R. Taylor and Gertrude L. Robinson, department of English.

Alvin Broerman, Veterinary Medicine; Francis L. Landacre, anatomy; Albert M. Bleile, physiology; Matthew B. Hammond, economics; Evelyn Brewster, College of Education, and Wilhelmine Werdelmann, night supervisor of nurses at University Hospital.

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Prexy’s Retirement, Seventieth Birthday Celebration Are Recalled

“President Thompson today had a birthday party such as perhaps no man ever had before,” thus the Lantern of November 5, 1925, described Dr. Thompson’s seventieth birthday, when he retired as President of the University.

Seventy-three of the leading campus organizations united in helping stage the celebration. At 1 p.m. Dr. Thompson addressed these groups, and many others, assembled at the Armory.

Following the meeting, he was presented with a birthday cake seven feet in diameter and three feet high at the Administration Building.

The athletic department awarded him a Varsity “O” to which were attached five gold stars, each denoting five years of service as President of the University.

A portrait of Dr. Thompson, painted by Professor James R. Hopkins of the department of fine arts, was unveiled and presented to the University.

He was given the degree of “most beloved man” by students, faculty, and friends and was guest of honor at a banquet given by the Trustees.

Following the “party,” Dr. Thompson worked on the Community Fund drive for a week, and then accompanied by Mrs. Thompson, went to Chicago to attend a conference of the National Association of State Universities.
Again in 1925 Dr. Thompson submitted his resignation and this time it was accepted with regrets. The title of president emeritus was conferred upon him November 5, 1925, so that the University might continue to have the benefit of his experience and counsel:

Although he was thus relieved of a great burden of responsibility, Dr. Thompson was destined to continue as a prominent public figure. Speaking engagements took him to all sections of the country. Business activities also claimed a part of his attention.

William Oxley Thompson.

LITTLE can be added to the deserving tribute public and private, that have been paid to that unusual man, religious and educational leader, distinguished and influential citizen, Dr. W. O. Thompson.

For a full generation he was a resident of Columbus, active in various business enterprises and many civic betterment movements, known to and respected by the entire public.

A little less intimately, perhaps, and yet just as cordially and favorably, he was known throughout the confines of the state of Ohio, and, notably in church and college circles, his sphere of influence was nation-wide.

Endowed by nature with a strong physique and, until recently, blessed with good health, he crowded into his 75 years a volume of labor and diversity of interests of which few men are capable. His outstanding achievement, however, was his successful stewardship of Ohio State University, whose president he was for more than a quarter of a century, and for this service his memory will live forever in the history of his native state.

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"Prexy's" Picture Given New Place in Gallery of Janitor

Dust-Covered Likeness of Dr. Thompson Moved From Among Living in Little Office Occupied for 33 Years by Friend, Charley.

In the quiet of a cold, gray Saturday morning, before other folks were stirring, Charley Hicks was moving a dust-covered picture of Dr. William Oxley Thompson.

For 33 years it had hung "among the living" in Charley's little office in the basement of University hall on the Ohio State university campus. This morning Charley hung it at the head of his collection of pictures of campus veterans who have died.

Dr. Thompson gave Charley his first job at the university as janitor of University hall in 1890, just a year after Dr. Thompson became president of what was then a small college.

To his janitor, and all who worked for him, "Prexy" was a friend.

Charley hung his picture above those of a score of Ohio State veterans for whom he has worked.

New Resting Place

As they died, he moved them one by one to the opposite wall. This morning Dr. Thompson's kindly face looked down at his old friend from his new place of honor in the dingy old building which housed his first office.

Dr. Thompson prompted his janitor to a position in the maintenance department before his retirement. He will always be heard making Charley's office "where only two pictures, of theest!"
FLAGS LOWERED TO HALF-STAFF; BURIAL TUESDAY

Classes Will Be Dismissed and Business Offices Closed in Morning.

Flags on the campus flew at half-mast today in honor of Dr. William Oxley Thompson, president emeritus of the University, whose death of heart disease occurred early Saturday morning.

Classes will be dismissed and business offices will be closed Tuesday morning so that students and University employees may attend the funeral services which will be held at 10:30 a.m. in the Indianapolis Presbyterian Church of which Dr. Thompson had long been a member and reserve pastor. Arrangements are being made by the Schoedinger Company. Burial will be in Green Lawn Cemetery.

Honorary pallbearers will be President Rightmire; Herbert S. Atkinson, chairman of the Board of Trustees; Governor George White; Dean William McPherson of the Graduate School; Carl E. Steeb, bursar; B.

John D. Mack, Sandusky, will act as honorary pallbearer, in place of Dr. Wishart, who is unable to attend. Mack is a son of the late John T. Mack, who was for 21 years a Trustee of the University and a brother of the late Egbert H. Mack, who was a Trustee from 1924 to 1932.

Gwynne Huntington, first vice president of the Midland Mutual Life Insurance Company, of which Dr. Thompson was president for 19 years; Foster Copeland, chairman of the board of directors of the City National Bank, of which board Dr. Thompson was a member.

Dr. Charles F. Wishart, president of Wooster College of which Dr. Thompson was once a trustee; W. N. King, Cleveland, president of the alumni association; Dr. A. H. Up- ham, president of Miami University and president of the Ohio College Association; J. L. Morrill, vice president of the University, and Federal Judge Benson W. Hough.
When Dr. Thompson became president of Ohio State in 1899—the same year that the American Association for the Advancement of Science held its meeting on the Ohio State campus—the University graduated a class of 90. By 1925, the year of Dr. Thompson's retirement, the annual number of graduates had passed the 1500 mark. In that period the University's annual income had also increased from a half million dollars to six million dollars.

**Increased Services**

The old antagonism had been overcome... A building program had been developed and carried out. The number of colleges had increased from seven to 10, and the summer school and Graduate School had been definitely established as important branches of the University's activities...to cover the entire state. Ohio State had become one of the largest American universities.

Dr. Thompson was born at Cambridge, O., November 5, 1855. He was the oldest of the 10 children of David Glenn and Agnes Miranda Oxley Thompson. His father, a shoemaker, was one generation removed from Ireland, and the mother was of Irish-English stock.

Completing his common school education at the age of 15, young Thompson entered Muskingum College. He attended classes there for two winters, working in the summers as a farm hand. In 1872, when he was not yet 17, he passed an examination at Zanesville and received his certificate to teach.

**Class of 1878**

He was aided by an uncle in securing a school in Marshall County, Ill. Teaching in the winter and working on a farm during the summer, he continued there until 1875, when he returned to Ohio and re-entered Muskingum College. Here he was graduated in 1878. He then returned to Illinois to teach for a short time before entering the Western Theological Seminary, Allegheny, Pa. In 1882 he was graduated from that school and went immediately to Iowa. There he was ordained to preach and entered upon his work as a home missionary.

In 1885 Dr. Thompson went to Colorado, where his career as a college president was to begin, through his appointment to the newly organized “Synodical College of the Synod of Colorado,” at Longmont. He returned to Ohio to become president of Miami University, Oxford, a position in which he continued until his acceptance of the presidency of Ohio State.

During the World War, Dr. Thompson was entrusted with a number of important missions. He was chairman of the agricultural commission which visited England and France in 1918, to study the food supply; early in the same year he was selected by the secretary of agriculture to make a speaking tour of the Northwest, urging farmers there to do their part in providing a larger food supply.

**On Arbitration Board**

After the war he was appointed by President Wilson on a commission to consider relations between labor and capital, and later on a commission to arbitrate disputes regarding wages and conditions in the anthracite coal region.

For some years, Dr. Thompson was president of the Columbus Board of Education. On a number of occasions he was mentioned for positions in the president's cabinet, as well as in the senate. Although a life-long Republican, Dr. Thompson numbered many Democrats, among them President Wilson and William Jennings Bryan, as personal friends.

Although his work in education took him away from the active ministry early in his career, Dr. Thompson continued to be a prominent figure in religious circles.

**Had Many Degrees**

In addition to his A.B. and A.M. degrees earned at Muskingum, and a degree from the Pennsylvania seminary which he attended, he was given the degree of D.D. by Muskingum and Princeton, and that of LL.D. by Western University of Pennsylvania (now the University of Pittsburgh), Oberlin, University of Vermont, University of Michigan, Miami, Ohio Wesleyan, Heidelberg, Wilberforce, Western Reserve, Occidental College, Ohio State University, and Oregon State Agricultural College.

In 1919 Dr. Thompson submitted his resignation as president of Ohio State, but he yielded to the requests of the Trustees, alumni, and friends of the University, and withdrew the resignation. The following year he was the central figure in the University's semi-centennial celebration. In 1924 appreciation was again shown Dr. Thompson when ceremonies were held honoring the silver jubilee of his acceptance of the Ohio State presidency.
O. S. U. Throng Rites for Dr. Thompson

COLUMBUS, O., Dec. 12—(AP)—Columbus today said sorrowful fare-
well to one of her most distinguished citizens—Dr. William Oxley Thomp-
son.

On a mound in snow-covered Green Lawn Cemetery, overlooking the city
and university, Dr. Thompson, president emeritus of Ohio State was laid
to rest with all the ceremony befitting one of his rank. The victim of
a heart attack at his residence a week ago, he died Saturday in a
hospital.

A river of humanity flowed silently past the flower-banked bier in In-
dianola Presbyterian Church for half an hour before the services. Ohio
was represented officially by Gov. George White.

Brief talks were made by Dr. Lewis Mudge, stated clerk of the
Presbyterian General Assembly, of
which Dr. Thompson was once mod-
erator; Dr. J. Harry Cotton, of the
Columbus Presbytery and Dr. Robert
R. Reed, pastor.

"As long as Ohio State University
exists," said Dr. Reed, "it will be
possible to say of Dr. Thompson 'if
you would see his monument, look
around you.'"

The great bronze casket was borne
by six members of Sphinx, senior
honorary society at Ohio State, and
the cortège wended its way across
the campus, packed with thousands
of students and faculty members who
stood with bared heads as chimes
from Orton Hall tolled a solemn re-
quiem.
"Prexy" Makes Last Visit
To University He Governed

DR. THOMPSON
FUNERAL RITES
THIS MORNING

President Emeritus Buried
At Greenlawn After Pres-
byterian Services.

While the chimes of Orton Hall mournfully tolled, the fun-
eral procession of Dr. William Oxley Thompson, president
emeritus of the University, circled the deserted, snow-covered
campus at 11:30 a.m. today on the last journey of the noted
educator, statesman, and religious leader through the institu-
tion over which he governed 25
years. Burial was at Green-
lawn Cemetery.

Services were held in the Indiana-
ola Presbyterian Church at 10:30
a.m. Dr. Lewis S. Mudge, stated
clerk of the Presbyterian General
Assembly; Dr. Robert S. Reed, pas-
tor of the church, and Dr. J. Harry
Cotton, pastor of the Broad Street
Presbyterian Church presided.

600 Attend Services

More than eight hundred faculty
members, students and friends
jammed the University district
church for the services. Classes
were dismissed during the morning,
and as the cortège moved around
the Oval under a police motorcycle
escort, flags on the campus hung at
half-mast.

Six members of Sphinx, senior
men's honorary, acted as pallbearers.
They were Lawrence E. Laybourne,
Carl F. Cramer, John L. Gushman,
Alex Gaal, Josiah T. Herbert, and
Mason Blair.

"He rests from his labors but his
works will follow him," Dr. Mudge
said, during the services at the
church.

Every Man a Church

"Dr. Thompson believed every man
should have a church, but that it
must be under the banner of Christ.
We shall not see his light again, but
God will carry the torch which he so
nobly held aloft to someone else," Dr. Mudge eulogized.

"Dr. Thompson was massive, dig-
nified and real," he concluded. Dr.
Thompson and Dr. Mudge were close
associates in the national workings
of the Presbyterian Church.

Services opened with the ninetieth
Psalm and readings from the four-
teenth chapter of St. John. The or-
can played softly at intervals as the
huge assembly sat in reverent
silence.

Life Read Like Romance

Dr. Reed, church pastor, praised
Dr. Thompson for his work in the
church and school. "His life reads
like a romance," Dr. Reed said. "And
he died with his sword in his hand."

Dr. Reed pointed out that Dr.
Thompson had delivered nine ser-
mons at the various Presbyterian
churches in the city this summer
while their respective pastors were
on vacation leave. "Dr. Thompson
also preached in a tent on Fifteenth
Avenue while this church was being
erected," Dr. Reed explained.

A poem by the late Dr. Young,
Alaskan missionary, close friend of
Dr. Thompson, was read. Rev. Har-
ry Cotton closed the services with
prayer and the benediction.

Governor White Precedes Coffin

Governor George White and Pres-
dent Rightmire preceded the coffin
as it moved out of the church, as did
members of the immediate families
and the deans of the various col-
leges and other University officials.

Dr. William H. Scott, the only liv-
ing ex-president of the University,
attended the church services, but did
not go to the cemetery.

Dr. Thompson, president of the
University from 1899 to 1925, died
Saturday morning in White Cross
Hospital, following a heart attack
in his Woodlawn Avenue home a
week ago today.

"If he had discontinued his work
when he retired from the University,
Dr. Thompson might be with us to-
day," Dr. Reed remarked, "but Dr.
Thompson was too active. He be-
lieved his work was not done. We
all know he was active physically
and mentally until his death."
On Saturday morning when one of the city papers called asking for a statement about the passing of Dr. William Oxley Thompson, I sat down and wrote these words: The news of Dr. Thompson's death makes me feel as I have felt when a great tree on our University campus has been cut down. With it disappears something splendid and stalwart, something of long, steady, sound growth, something that flowered in foliage of beauty and healthfulness, and filled the landscape, making the other trees near it seem stunted and insignificant. One must be simple and sincere in what one says about President Thompson. He was a great man. Strong in mind and body, he was generous and tender of heart, and full of warm human sympathy. It is a fine thing that he should have been able to work vigorously and effectively with no diminution of his natural powers, right up to the last weeks of his life.

None of us expected many more years of activity for Dr. Thompson. His continued strength and ambition, his positive and intelligent energy, in a man nearly eighty years old, was a standing marvel in this community; and yet, now that the end has come for him, we somehow feel that his death is a calamity, while at the same time we realize it as the fitting culmination of a ripe and fruitful career. At the time I write, I am still more or less bewildered as my memory travels back over the many years of acquaintance we older faculty men have had with him, and think of the thousand ways in which he touched the life of the University and city population. One cannot at this stage even attempt a computation of the value of such a life as his; but what comes just now most vividly to my mind is the recollection of the human, not the official side of his career, and of the many ways in which his friendliness and humor and sympathy and service became a part of other peoples' lives. One thinks of the scores of times he married young Ohio State graduates, performing, as no one else could, the ceremony on graduation day, perhaps, or traveling far to share and serve on such occasions. One thinks of the many times he has tried to say the final word in every made certain by death. Always hopeful, understanding, sincere, reassuring
J. A. JUBILEE SONG

To Henry Thompson
An '93 Dixie

Oh, we're all come home to Alma Mater,
Every loyal Ohio State,
Look away, look away,
Hip-hooray! Look away!

And we find our Pheky, a jubilation,
Twenty-five years of Ohio State!
Look away, look away,
Hip-hooray! Look away!

Chorus:
Then here's a cheer for Pheky,
Hoo-ray! Hoo-ray!
With shout and song,
Both loud and long.

"We'll show our love for Pheky:
Hoo-ray! Hoo-ray!
A hip-hip, hip for Pheky,
Hoo-ray! Hoo-ray!
A great big check for Pheky!"

Ohio State keeps growing and growing,
Pheky's the man to whom it all goes,
Look away, look away,
Hip-hooray! Look away!

And if Pheky is as good as he is reckoned,
Mrs. Pheky is a mighty good second,
Look away, look away,
Hip-hooray! Look away!

Chorus

W. L. Graue, '93
PRAISED AS CHRISTIAN.

"Dr. Thompson was a great churchman because he was a great statesman, a great educator and a great Christian," he said.

"It is not of his public life and achievement that we wish to speak," said Rev. Mr. Reed. "Today we are thinking of the great educator, the ecclesiastical statesman, the man called into the council of the national administration.

"It is a great memory that he leaves behind and a great heritage to the grandchildren who loved him so dearly and of whom he was so proud."

BODY CROSSES CAMPUS.

Seated at the altar with Dr. Reed and Dr. Mudge was Dr. J. Harry Cotton, moderator of the Columbus presbytery, and a close friend of Dr. Thompson, who gave the prayer and benediction.

After the services, the funeral cortège moved slowly through the nearby university campus where flags were placed at half mast and "Taps" at Otton Hall were sounded. Trinity Episcopal Church chimes also were played.

Dr. Reed conducted a brief committal service at the grave. Dr. William H. Scott, only living ex-president of the university, attended the services.
FAREWELL TO CAMPUS

'REXY'S' WORK IS EULOGIZED

All Walks of Life Join in Last Rites to Dr. W. O. Thompson.

Dr. William Osler Thompson, president emeritus of Ohio State University, was buried yesterday in Green Lawn Cemetery after funeral services in Indianapolis Presbyterian Church attended by 800 persons representing all walks of life in Columbus.

Every part of the church, of which he was a member and one of the founders, was filled when Rev. Robert R. Reed, pastor, began to read the scriptures.

"A better earth with men and women better educated—that was his ideal," Dr. Louis Seymour Mudge stated, clerk of the Presbyterian general assembly, who came here from Philadelphia as a representative of the denomination, said.

LAST TRIBUTE—Near the bronze statue erected during his lifetime, the body of Dr. William O. Thompson, Ohio State president emeritus, was carried yesterday as shown above. At the casket was borne by students from Indianapolis Presbyterian Church, right; Governor George White and Herbert S. Atkinson, president of the university board of trustees, stood with bowed heads, left. Dr. William H. Scott, president from 1883 to 1885, center, President George W. Rightmire, and President Edmund D. Soper of Ohio Wesleyan, lower right, were among the 800 of high and low degree who filled the church.

Journal Photos.
The special committee, consisting of Mr. Stone, Chairman, Mr. Laybourne, and Mr. Baker presented the following resolution on the death of President Emeritus William Oxley Thompson:

"The Trustees here formally record the passing of a great figure in the history of this University. Yesterday it was his laboratory; today it is his monument.

"Always cherishing high ideals of rectitude, Dr. Thompson in his daily life translated them into reality and undeterred by criticism as well as unconfused by praise, he gave the world the best he had to give in every time and place.

"There was, there is, no finer, braver man."

Upon motion of Mr. Kaiser, seconded by Miss Campbell, the resolution as presented was upon roll call unanimously adopted, and the Secretary was directed to have a copy properly engrossed and sent to the family.
A tribute to Dr. William Oxley Thompson, presented before the University Women's Club, March 5, 1934, by a committee appointed by Mrs. John W. Wilcox, President of the University Women's Club of the Ohio State University.

Members of the Committee:

Mrs. William McPherson                     Mrs. Alma Patterson
Mrs. William Lloyd Evans                   Mrs. George L. Converse
Mrs. Wilbur H. Siebert                     Mrs. James R. Withrow
Miss Edith D. Cockins                      Mrs. Alfred D. Coles

Mrs. Samuel C. Derby, Chairman
It is especially fitting that the University Women's Club, over which Mrs. William Oxley Thompson, as president and honorary president, presided so efficiently for a long term of years, should honor the memory of her husband, Dr. William Oxley Thompson, for a quarter of a century the distinguished president of this, the Ohio State University. For the growth of the University Women's Club has been coincident with the development of this great University. As, under the fostering care of this remarkable administrator, the material side of the University, its acres, buildings, and funds grew apace, the instructional force increased in like proportion. From every section of the country Dr. Thompson brought to the University able teachers. And with these highly trained men came wives no less highly trained, to add to the University Women's Club their gifts of mind and character.

Some of us, now the elder members of the University Women's Club, had the marked good fortune to know Dr. Thompson in his habit as he lived. There were giants in those days, and he was of their race. His outstanding quality was friendliness. He was the wise counsellor. No one will ever know how many of his University family sought his aid in illness, or doubt, or despair. For those in trouble there was something healing in the very presence of this vigorous, kindly man. He radiated helpfulness and good will. When he appeared troubles grew small. Despair fled. His sympathetic understanding of each individual problem brought healing on its wings.

It was this deep understanding of human nature which made him
so responsive to the needs of youth. His convocation addresses were said by those who had heard many such addresses in other universities to be models of their kind. Youth, like the elders, sought his advice in many personal difficulties, remote from the curriculum. In his office the boy in overalls was as welcome and treated with as great consideration as the important member of an important fraternity.

To the solution of all problems, whether the small problems of the individual or the larger questions involved in the administration of a great University, Dr. Thompson brought a penetrating mind, — a mind which, brushing aside minor, distracting issues, went straight to the basic question and found what seemed an inevitable solution. This power of resolving seemingly irreconcilable points of view, early manifested in his own faculty, soon gave him a reputation far beyond the bounds of his own University.

His high place as an educator and his service to the cause of education will be celebrated more fittingly elsewhere. But no transcript of his life, however brief, would be complete without the record of his enduring belief in free, public education as the one binding force in a democracy. Co-education and woman suffrage were to him axiomatic. Men and women should be trained side by side to be life companions and good citizens.

His was a life of astonishing variety of interests. Sent on many important educational missions, he made wearying journeys, met many difficult situations. That he returned from these long journeys not spent but refreshed often seemed to his friends inexplicable. The answer lay deeper than the material world in which
he moved. In that fact world he was sustained by a profound belief in an unseen world, - the world of faith. This faith was not a matter of doubt or question. He was a pastor before he became an educator. Above all else, so he told many of his friends, he liked to preach.

In the pulpit, in simple direct speech which carried conviction to his hearers, he poured forth his deep conviction in faith, the evidence of things unseen. No one left his congregation without a deeper sense of the spiritual verities. The hungry sheep looked up, and were fed.

His monument is here in these great buildings, these many colleges which came into being under his wise and far-reaching administration. But he has left a more lasting monument in the lives of hundreds of young men and women scattered not only throughout our own country but to the far corners of the earth. In these lives touched to finer issues by his high ideals of work and service lies the enduring memorial of Dr. Wm. Oxley Thompson.
MEMORIAL SERVICE FOR
WILLIAM OXLEY THOMPSON
IN THE CHAPEL OF THE OHIO STATE UNIVERSITY AT HALF PAST THREE O'CLOCK SATURDAY AFTERNOON, THE NINTH DAY OF JUNE, NINETEEN HUNDRED AND THIRTY-FOUR
GEORGE W. RIGHTMIRE, PRESIDENT OF THE UNIVERSITY, PRESIDING

OHIO STATE UNIVERSITY
ORDER OF SERVICE

INVOCATION
Dr. Charles F. Weather
President, The College of Wooster

PRESIDENT THOMPSON AND UNIVERSITY ADMINISTRATION
President George R. Rightmire

PRESIDENT THOMPSON AND THE ALUMNI
Mr. Lawry V. Sater
Ohio State University, 1895

PRESIDENT THOMPSON AND STATE EDUCATION
Dr. David Kinley
President Emeritus, The University of Illinois

PRESIDENT THOMPSON, CITIZEN AND COMMONER
Men: Theodore Tengeman
Director of Commerce, State of Ohio

PRESIDENT THOMPSON, A PERSONAL TRIBUTE
Dr. W. M. Scott
Emeritus Professor of Philosophy and former
President of The Ohio State University

BENEDICTION

Ohio State University
MUSKINGUM COLLEGE TO CELEBRATE CENTENARY

Next Thursday and Friday the college in New Concord, Ohio, will observe its 100th birthday anniversary. The college, from a modest beginning has had a steady growth, keeping pace with the times by addition of modern buildings and up-to-the-minute equipment. It is co-educational, has extension courses and maintains a summer school.

A GLIMPSE OF THE MUSKINGUM COLLEGE CAMPUS.—The picture shows two of the school's 13 buildings. The structure at left is Montgomery Hall (administration building); the one at right is Cambridge Hall (science building).
DR. WILLIAM OXLEY THOMPSON (1855-1933), for years president of Ohio State University, like Dr. Harper, was graduated from Muskingum. Prior to going to Ohio State, Dr. Thompson had been president of Miami University, Oxford, Ohio. This picture was taken when Dr. Thompson, then 44, the head of the great university in Columbus, O.

HARPER LOG CABIN, the oldest remnant of former days on Muskingum's campus. It has been restored and will be dedicated next Friday. Dr. Harper was born in this cabin and, later, Dr. Thompson lived in it when a boy.
Two Noted Educators

MUSKINGUM
(Continued from Page One)

founding a university in the city of Chicago. It was not long till the industrious Harper had the necessary plans for the institution of which he became the first president in the year 1890.

The great work of this man was crowded into a short span of 60 years. He died in 1906 but before death called him, he had given the world a new line of educational thinking. Harper was the originator of summer school, extension school, correspondence courses, the university press, faculty supervised athletics, and advocated affiliated institutions which is one of the major thoughts being considered by educators today.

The other great educator raised in the cabin was William Oney Thompson. Although he was not born in it, he spent many years of his early life there. Perhaps it was the simplicity of the environment of this cabin which prepared the man for the work in education which he was destined to do in the future. Opposite his front door was the college from which he was graduated in 1872. He immediately became a teacher and was employed in many different schools in the next few years. In 1879 he entered Western Theological Seminary at Allegheny, Pa., and was graduated in 1882. During his life he was president of the Synodical College of the Synod of Colorado, Miami U., at Oxford, Ohio, and finally Ohio State University at Columbus.

The little log cabin has been restored through the aid of the wife of Harper and one of his most intimate friends, Jack Gault, a resident of New Concord. During the educational conference being held in honor of Harper and Thompson, on Oct. 21-22, the cabin will be dedicated to the lives of two of Muskingum's own, as well as two of the world's greatest educators. At this time there will be approximately 150 of the nation's educational leaders gathered on the campus of Muskingum College in an attempt to solve the great problems facing liberal arts colleges of the present day. The conference is being held in connection with the centennial celebrations of Muskingum College which was founded in 1857.

Muskingum Will Honor Two Illustrious Sons
William Oxley Thompson

1855 - 1955

President of the Ohio State

University 1899 - 1925
PROGRAM

Invocation, the Rev. Dr. Raymond V. Kearns Jr., Broad St. Presbyterian Church.

“Build Thee More Stately Mansions,”—Mark Andrews, the Ohio State University Symphonic Choir, Prof. Louis H. Diereks, directing.

“William Oxley Thompson, the Administrator,” President Howard L. Bevis, The Ohio State University.

“William Oxley Thompson, the Man,” Freeman T. Eagleson, '07, Columbus.

“William Oxley Thompson, the Citizen,” James E. Pollard, '16, School of Journalism, The Ohio State University.
Thompson Centennial Committee

PROF. LEWIS C. BRANSCOMB  
Director of Libraries

JOHN B. FULLEN  
Secretary, The Ohio State University Assn.

EMERITUS PROF. WILBUR H. SIEBERT

CARL E. STEEB  
Secretary, Board of Trustees

WILLIAM G. WILCOX  
Public Relations

PROF. JAMES E. POLLARD  
Chairman
July 18, 1955

Professor Adolph E. Waller  
Department of Botany and Plant Pathology  
Botany and Zoology Building  

My dear Professor Waller:

I have the copy of your letter to President Bevis concerning the exhibit of the bust of Dr. Thompson in the Main Library in connection with the centenary of Dr. Thompson's birth next Fall.  

Since I was instrumental in bringing up this matter in the first place, I hope my position will not be misunderstood. While it is true that the heroic statue of Dr. Thompson stands in front of the Library, and Dr. Thompson's name is inscribed on the building itself, it still seems to me appropriate for the bust to be placed in the Library. The heroic figure, after all, is more than 125 feet east of the Library, and the features of the two works of art—the statue and the bust—are quite different. Further, while the Library possesses three oil portraits of Dr. Thompson, they are in such a bad state that they cannot be exhibited; the Hopkins portrait, moreover, which is probably the best of the lot, is in a vault in Hayes Hall, if I am not mistaken.  

At the very least, if it is finally decided that the Saville bust is not to remain in the Library, it ought not to be "expected that it will again be placed where it now is located." Unless it has been changed, and I have not heard of it, "where it is now located" is in a box in the attic of Pomerene Hall. I feel sure that the donors of the bust would be most unhappy if they knew this, and in any case, it is most inappropriate to have such a fate befall it. As an alternative, if I may suggest, it would still be appropriate to find a niche on the second floor of the Administration Building as a suitable resting place for the bust.  

Very sincerely,  

James E. Pollard  
Director  

JEP:gh  
cc: President Bevis  
Dr. Branscomb  
Mr. Fuller
July 25, 1955

Professor Adolph E. Waller  
Department of Botany & Plant Pathology  
Botany & Zoology Building  
Campus  

Dear Professor Waller:

I share Jim Pollard's concern about the disposition of the Thompson bust, executed by Saville.

It seems a shame that it should be repose in a box in the attic of Pomerene Hall. Not only the donors, but all friends of Dr. Thompson would feel bad about this.

It seems to me that the committee could find some appropriate place for it and I see no reason why that couldn't be the Library, itself. But if not there, certainly the Administration building.

Sincerely yours,

John E. Follen

JEB:dg

cc: Dr. Howard L. Davis  
Dr. Lewis C. Branscomb  
Dr. James E. Pollard
WILLIAM OXLEY THOMPSON: CLERGYMAN
AND EDUCATOR

To Tom
With best regards.

Francis P. Weisenburger

FRANCIS P. WEISENBURGER

Reprinted from JOURNAL OF PRESBYTERIAN HISTORY,
Vol. 49, No. 1, Spring, 1971
Francis P. Weisenburger

Mr. Weisenburger is a professor in the Department of History at Ohio State University. He is the author of ORDEAL OF FAITH.

William Oxley Thompson: Clergyman and Educator

William Oxley Thompson was for forty years a college and university president and during his later years one of America's outstanding Christian leaders in the field of education. His biographer tells us: "To the last he was sure of three things: the essential worth of the common man, the elemental rightness of the Christian faith," and the need for public support of the state universities. To Thompson this meant that, in spite of all of his academic and civic responsibilities he was a minister first and then an educator. In 1914, in a series of sermons to students at the Ohio State University he stated the position to which he adhered throughout his years of academic leadership, "I am essentially and always a preacher of the gospel of Jesus Christ. Incidentally, I am president of the university. . . ." 3

He was a steadfast Presbyterian. When an officer of a leading eastern publishing firm wrote to him, thinking him to be a primary representative of Methodism he replied: "For three generations, I have been an old fashioned orthodoxed [sic], dyed-in-the-wool Presbyterian. I am bound to confess that my behavior has been such as to justify the suspicion that I was a Methodist, but I have been true to the faith just the same. . . ." 4

Thompson was born in Cambridge, Ohio in 1855 in the heart of an area settled in large part by Scotch-Irish Presbyterians from Pennsylvania and Virginia. There was much of the Scotch-Irish religious heritage in his ancestry, and his mother, Agnes Miranda Oxley Thompson, was a potent influence in the molding of his personality. 5 When not quite fifteen he enrolled at a conservative institution of United Presbyterian affiliation, Muskingum College, at New Concord, Ohio, from which he was graduated in 1878. In September of the following year he entered Western Theological Seminary (Presbyterian) at Pittsburgh and was graduated in 1882. In the meantime (1881) he had received a master's degree from Muskingum and was licensed to preach by the Zanesville Presbytery. 6

At Western Seminary he was deeply influenced by Benjamin Breckinridge Warfield, a professor from 1878 to 1887 who was to continue the conservative Calvinistic tradition, as he succeeded Archibald Hodge as Professor of Didactic and Polemic Theology at Princeton Theological Seminary, 1887–1921. 7 Thompson had felt a strong compulsion to become a foreign missionary, but upon finishing seminary no opening abroad was forthcoming, so on the advice of Warfield he turned to the home missionary scene to become pastor of the faction-torn Presbyterian church at Odebolt, Iowa. He was ordained to the ministry at Fort Dodge, Iowa, July 12, 1882. 8

Three years later his wife had contracted tuberculosis so the family moved to Colorado, hoping to benefit her health. 9 Thus, he became pastor of Central Presbyterian Church, a union of two congregations in Longmont. Sixteen months later he assumed an additional responsibility as president of the new denominational Longmont College. 10

5. Apparently at first she wished him to become a lawyer.
6. Pollard, pp. 5–9. Western then was located in the area known as Allegheny City.
8. The ordination sermon is in long hand in the WOT Papers.
9. In September 1882, he had married Rebecca Jane Allison.
10. The first Presbyterian college projected in Colorado was Evans College in the vicinity of Greeley, but it never actually opened its doors. Another was founded in 1883 at Del Norte in the southwestern part of the state, but it never overcame financial problems.

Journal of Presbyterian History, 49: 1 (Spring, 1971)
Longmont had been set up so as to provide a Presbyterian institution of higher learning in northern Colorado. Local citizens offered $15,000 and a grant of free land and water. Senator Henry M. Teller, the well-known "free silver" senator who had been President Chester A. Arthur's Secretary of the Interior, provided the gift of land. The synod had promised $10,000, but only $3400 was actually raised, so the people of Longmont had to provide the balance that the institution might open.

Like many so-called colleges of the time, Longmont was essentially an academy. It opened in November 1885, with the college building being erected the next year. The first class was made up of six young women and nine young men, but all did not complete the term. Serious financial difficulties soon developed. Thompson in 1887 received only $500 for the year as president, the work of which involved much time and effort in endeavoring to raise money, and the responsibilities as a teacher who spent four hours a day, five days a week, in the classroom. It was finally decided to continue the school as an academy with the Reverend George T. Grissman as president, while Thompson devoted his time principally to the duties of pastor of the Longmont church.

In the spring of 1891, Thompson was a commissioner to the General Assembly meeting in Detroit. While there he was informed that the trustees of Miami University at Oxford, Ohio, had chosen him as its president, and his Colorado ministry was brought to a close on July 19, 1891.

It was not strange that the Miami presidency should be offered to a dedicated Presbyterian minister. During the early decades of Ohio's history, Presbyterians (as distinct from the United Presbyterians who had established Muskingum College in 1857) had utilized existing colleges to such an extent that a synodical college, Wooster, had not been founded until 1870. Although originally created as a result of a land grant for education developing out of the Symmes Purchase, Miami early had been deeply imbued with Presbyterian influence. Indeed, Lane Theological Seminary at Cincinnati at first was to have had a literary department as well as a theological school, but soon an arrangement was made encouraging collegians to take preliminary work, especially in Hebrew and systematic theology, at Miami. As a result, "from Miami in the early years went a steady stream of Presbyterian ministers. The old Oxford Presbyterian church . . . the Mother of Ministers, was for thirty years a resounding center of doctrinal controversy." A majority of the early Miami faculty had been Presbyterian clergy, and many of its trustees were Presbyterian ministers and laymen. President Robert Hamilton Bishop, a prominent denominational leader, was long chairman of a committee which bestowed scholarships on worthy students. A Miami University historian has remarked that although the institution was established by the Federal Congress and the state of Ohio, "it could not have been more Presbyterian if founded by John Knox." 16

Presbyterians, priding themselves on their educational standards, had dominated state-created colleges elsewhere—in North Carolina, South Carolina, Kentucky, Tennessee, and Indiana. In 1884, Indiana Methodists had demanded the conferring of a state professorship upon a Methodist. A member of the Indiana legislature whose father had earlier been president of the trustees of Miami University responded with the statement that there was not "a Methodist in America with sufficient learning to fill a professor's chair if it were tendered to him." 10

By 1839 Miami had reached a peak in its early history, with its enrollment being surpassed by only three American colleges, Harvard, Yale, and Dartmouth. But the very erudition of the Presbyterians helped to involve them in rancor over orthodox Calvinism and slavery issues which divided the church into Old and New School branches. The Civil War and Reconstruction, followed by the Panic of 1878 brought distress and decline to Miami, and its doors were closed for twelve years—from 1878 to 1885.

In 1885 the university was reopened, with the winds of secular
ism obvious to all observers. For the first time Ohio provided state support for current expenses and the repair of university buildings. The new president, Robert W. McFarland, a mathematician, was the first lay president of Miami and the first non-Presbyterian. Reared a Methodist, his assuming a freethinker posture had aroused ideological suspicion and disapproval from many. He ended compulsory chapel and was therefore accused of shaking the religious foundations of Miami. At Oxford it was rumored that he encouraged infidelity among the students by asserting, “boys, you know we don’t take stock in Moses like our fathers did.” McFarland abandoned any idea of seeking church support for the college and concentrated his efforts on increased state aid. In opposition to McFarland was Andrew Dorsea Hepburn, professor of English language and literature, who returned from the presidency of Davidson College. Hepburn became virtually the college chaplain, conducting voluntary morning prayers and preaching Sunday afternoons. Although McFarland labored hard at his duties, discord and opposition led to his ousting in 1888.

Once again the trustees turned to a Presbyterian, Ethelbert Dudley Warfield, of a distinguished Kentucky family. His mother was a Breckinridge. Aristocratic, with degrees from Princeton and Columbia universities and study at Oxford, England, Warfield maintained social relations with prominent Cincinnati families. The new president was soon criticized for his seeming extravagance, his easy-going discipline, and his vacations in Europe. In 1891, he became president of Lafayette College at Easton, Pennsylvania, where he served until 1914.

When Thompson became president of Miami he was nominally Professor of Political Science, but did little teaching. Only sixty undergraduates and sixty-two preparatory and special students were enrolled when he assumed office. An orthodox minister, Thompson would not be accused of skeptical views as McFarland had been. He had been a hard-working Ohio farm boy and knew well the virtues and prejudices of middle western Americans. Accordingly, he was to make countless visits to churches, county fairs, and institutes for farmers and teachers. In his inaugural address Thompson discussed the aims of the college, declaring that there was “no room in a college for the spirit of anarchy and hoodlumism, for it was not a reform school nor an asylum for incapables.” A college should aim to produce strong men, inspired by high ideals and trained to master themselves and their environment, and developed in their moral and religious natures. He was an unabashed defender of the Christian tradition, asserting, “it remains yet to be proved why a student may consult Plato and not Paul; why Confucius and not Jesus.” The exclusion of biblical truths would be to “take a sectarian position quite out of harmony with professed liberalism.” Moreover, self-preservation required that the state be interested in the religious culture of its college men, for the college years were four of the most important ones in a man’s life. “History has no record of the perpetuity of culture and greatness in an irreligious people,” he maintained. “The watchword of religion has been progress. The doom of religion has been decay.”

The new president then announced his personal commitment:

I now give my heart and my life in a consecrated devotion to the interests of Miami University... I am here afforded an opportunity to sympathize with and help young men with the same problems with which I have struggled since my childhood, and because here is afforded an opportunity to foster and increase the forces of that higher Christian education which is of supreme value in all the world’s thought and life.

Thompson closed with the confession that he entered upon his new duties, “relying wholly upon Him who alone can give needed wisdom and strength.”

In 1895 Thompson rejoiced that a small state tax levy for Miami University and Ohio University (at Athens) brought additional financial support. But his religious spirit was constant, and in his last report to the university trustees (for the year 1898–99), he stated, “A kind Providence has brought us to its close with abundant reason for gratitude and praise. The outlook for the future grows brighter. I rejoice with you in what has been accomplished and look to God for His guidance and blessing in the future.”

A student paid tribute to him as one who treated freshmen as men and as one to whom students responded. He declared that Thompson “didn’t seem like a preacher,” although he was “such an uncommon good preacher.” The same individual felt that in Thompson “the man looked larger than the preacher and his manliness gave an added power and dignity to his sacred calling.” During his years at Miami Thompson had indeed been a preacher-president. Sunday chapel was compulsory, and Thompson’s ser-

21 Havighurst, pp. 142f.
22 Ibid., pp. 143–8.
24 Pollard, p. 87.
25 Inauguration of William O. Thompson, D.D., as President of Miami University (Oxford, Ohio, 1891).
26 Pollard, pp. 59f.
27 Miami Student, Nov. 1891, quoted in Pollard, p. 39.
mons were termed by the student paper as "interesting and valuable." Outside of Oxford he could be depended upon for frequent discourses or inspirational addresses, such as a Christian Endeavor talk, an address before a congress on missions, or a series of lectures on home missions at Lane Seminary (in 1888).28

In June 1899, Thompson resigned to become president of the Ohio State University. He was succeeded at Miami University by David Stanton, another Presbyterian minister.29 At Ohio State Thompson followed James H. Canfield who had resigned to become librarian at Columbia University. The first president of Ohio State (from 1873 to 1881), Edward Orton, was the son of a Presbyterian minister, and he had received Presbyterian ordination, but because of his views, especially in relation to the New Geology which raised questions as to the Genesis story of creation, he had earlier been charged with heresy. Accordingly, he had resigned a teaching position in order to avoid public scandal.30

Orton had been succeeded by Walter Quincy Scott, a graduate of Union Theological Seminary and a one time pastor of the Arch Street Presbyterian Church, Philadelphia. More recently he had served as a professor at the College of Wooster. Unquestionably his selection "was due to the fact that he was an ordained minister of the Gospel" and one who would quiet the fears of Ohio church people because of the previous lack of formal religious services.31 Rather remarkably Scott lost his position partly because he failed to carry out the trustees' instructions to institute daily chapel services. Having served from 1881 to 1883, he was succeeded by William Henry Scott, a Methodist minister, who was president from 1883 to 1895, and who instituted daily chapel services.32

As the new president, Thompson took a practical view of his

28 In Oxford during this period there were two Presbyterian colleges, Western College (of relatively liberal tendencies) and Oxford College (of a more conservative stance). Thompson served as a trustee of the former, 1895 to 1906, and as chairman of the Board from 1898 to 1906. Letter of President Herrick B. Young to James Pollard, Feb. 18, 1895, quoted in Pollard, p. 297. While at Miami, Thompson married Estelle Godfrey Clark, a teacher of dramatics at Western College, in 1894.

29 In the same year the former Miami president, Ethelbert D. Warfield, then President of Lafayette College was ordained to the Presbyterian ministry. Who's Who in America, 1920–1921, XI (Chicago, 1920), 2969. Thus, until after the beginning of the twentieth century, McFarland was the only Miami president who was never ordained a Presbyterian minister.


31 Alexis Cope, History of the Ohio State University, 1870–1919, I (Columbus, 1920), 876f, 78–84.

32 Ibid. He had been president of Ohio State University at Athens from 1872 to 1883. He was not related to Walter Quincy Scott.

ethical and religious responsibilities. In 1899, the daily chapel service was replaced by a weekly convocation, held each week on Wednesday mornings at eleven o'clock during the regular school term. These became an "institution," as Thompson generally spoke, discussing religious and ethical topics like, "The Importance of Religion," "Manners and Morals," "Why I Believe in Certain Prohibitions," and "Some Twentieth Century Creeds," but also secular subjects like "Choosing a Career," "Student Problems," and "Athletics." Students who attended once out of curiosity often felt a desire to hear Thompson regularly.33 This was partly due to the fact that the president was a dynamic speaker and partly to his efforts to meet the practical needs of the students. A discourse given from time to time on "Sex" contained a plea for the young people to restrain a "too eager" desire for indulgence that they might find, as he said that he had done, more rewarding years of matrimonial satisfaction.34 Distinguished visitors such as William Jennings Bryan were also invited to address the assembly.

In his first commencement address at Ohio State, in 1900, Thompson made a notable exposition of the theme, "The State and Education." He stressed the role of the land grant colleges which had fostered "new ideals and broken down old barriers." To those who had feared "the secular and [allegedly] godless character of the state schools," he contended that the motive of the state was ethical while that of the church was Christian. The state was spurred on by duty, while the church was motivated by love.35 In countless ways Thompson elaborated his views and proved to be a great conciliator, defending the state university against its critics while affirming unequivocally his devotion to the values and even some of the ideology and practices of institutions developed out of the Jewish-Christian tradition. In his day many leaders were not concerned about a firm "wall of separation" between church and state, but rather feared that the state university would be too secular and not infused enough with a religious spirit. After his retirement Thompson summarized the reflections of a lifetime in an address to the Department of Elementary School Principals at the National Educational Association Convention at Minneapolis in July, 1928. Three views regarding religious education were analyzed: 1) that it is wholly the function of the Church; 2) that it is wholly the function of the state; 3) that education is the responsi-

33 The WOT Papers include outlines of many of the talks.

34 Information given the present author by the late Paul Bucher, who was a student at Ohio State, 1914–1918 and long a Professor of Mechanical Engineering there.

35 Ibid.

36 WOT Papers.
In season and out Thompson emphasized what he believed to be the broad religious consensus in the country. In addressing the Religious Education Association in Nashville, Tennessee, in 1910, he declared:

... the most important issue before the country is and always will be the supremacy of our religious ideas and ideals. Every question of political, financial, economic or social importance becomes eventually a moral issue. ... The colleges and the universities of the country resent the imputation of being godless or irreligious. In expressing their appreciation of the supreme importance of religious ideals they are by no means disposed to force them upon people nor to use unfair or indirect means to establish a propaganda. ... The civilization of our country is profoundly religious. ... Among the great majority of our people who have no formal membership in the religious bodies of the country there is often times a clear vision as to religious truth and a profound conviction as to the value of religious organizations in promoting the public welfare.

The colleges and universities of the country desire to put their emphasis upon the religious unity of the nation rather than upon its diversity. They recognize the importance of both unity and diversity and recognize that their business is to emphasize the unity, ... 43

Since Thompson consistently affirmed that basically religion and education were inseparable, inevitably he was asked to be more specific as to how religious education might be given attention in a state university. In 1925, A. Howard Johnson, Secretary of the Christian Associations of the University of Tennessee, wrote to him, asking his reaction to the view of President David Kinley of the University of Illinois: "To my mind no education is complete which does not include religious education." 44 Thompson replied that he cordially agreed with President Kinley and added:

I believe also that the Faculties in State Universities generally are recognizing the importance of the ethical and spiritual in education and are expressing some regret that we have not yet found the way to do what everyone seems to think would be desirable. ... 45

Some people at the time were urging the establishment of non-denominational departments of religion at state universities, but Thompson was far from seeing this plan as a panacea. In answer to a query from one interested in such a project at the University of Iowa, he acknowledged that specific religious teaching was difficult because Catholic, Jew, and the various Protestant sects could reach no agreement. To try to teach "the irreducible minimum" would not be satisfactory to most people, and the strength of the fundamentalist movement was evidence of the controversy which might develop if a teacher was thought to be too much of a higher critic, or lacking in evangelical fervor, or unsatisfactory for some other reason. Furthermore, Thompson said, "the assumption that some people make, that if you get rid of the controversial phases you still have a residuum that may be taught is in my judgment a delusion." 46

To Thompson, these difficulties, together with court decisions affirming separation of church and state, meant that formal religious instruction could not be undertaken at state expense. He consistently emphasized the broad aspects of the question. In an address in 1905 at Urbana, seat of the University of Illinois, he said:

There seems in these later days, however a steady development among Christian people toward the conclusion that religion is greater than any of its doctrines and that there are some vital things in religion upon which all agree. The essentials of religious sentiment such as reverence, faithfulness, faith in the unseen, duty of worship, obedience to the law of love as set forth in the New Testament and many other of the great principles of religion seem to be agreed upon. Furthermore, it is asserted that unless a teacher can arouse this sentiment in his pupil, he is lacking in complete preparation for his work. So long as the American people are a religious people it may be assumed that teachers in state universities will be representative of our common religious life. ... Religion will there after be taught by example rather than precept. ... 47

Thompson had little use for narrow sectarianism and felt that a spirit of free inquiry was necessary for both vital religion and effective education. He believed that Darwin had brought into the world a desirable emphasis on the scientific spirit. Inevitably problems arose, as when it was reported to Thompson that a psychology instructor asserted that Jesus had paranoid tendencies and that God and Heaven were mere theories. Thompson referred the complaint to the appropriate departmental officer who replied that he knew of no such teaching in the department. Thompson then replied reassuringly to the faculty member who had expressed the complaint: "I should feel very much distressed if our Faculty or any considerable number of them undertook to set out in a positive way the doctrine of materialism as a basis of a philosophy of life. That philosophy was completely demolished in the Nineteenth Century. ..." 48

43 Thompson, "The Relation of the Churches to the Colleges and Universities," March 10, 1910, WOT Papers.
44 Letter of Johnson to Thompson, Knoxville, Tenn., Feb. 7, 1925, WOT Papers.
45 Thompson to A. Howard Johnson, Columbus, Ohio, Feb. 10, 1925, WOT Papers.
46 Thompson to H. L. Scarlees, Columbus, Ohio, Dec. 4, 1923, WOT Papers.
47 "What Religious Education May the State University Properly Undertake?" Address at Urbana, Illinois, Oct. 16, 1905, WOT Papers.
48 Thompson to O. C. Hooper, Columbus, Ohio, Dec. 19, 1921, WOT Papers.
When a student of very conservative views was disgruntled because, as he said, his biology instructor had taught evolution and had stated that he hoped that he had shaken the students’ faith in God, Thompson referred the matter to Professor Raymond C. Osburn of the Department of Zoology. Osburn replied that evolution, of course, was taught but that the student wholly misrepresented the instruction in the department. He explained:

The accumulation of new ideas is often unsettling to the younger generation, and I remember well my own experience. My primitive, and as I now see them, childish views had to be shaken very hard in order that they might be settled on a better basis. . . . I try to carry such students over into the theistic interpretation of nature and its laws, and I know the same to be true of others of our staff.49

Thompson well knew that occasionally a young instructor sought to shock his students by some extreme view or sensational utterance, and he regretted that the university administrator then had the problem of dealing with freedom of teaching not accompanied by a reasonable sense of responsibility. In an address to the National Association of State Universities in Washington, D.C. in 1910, Thompson summarized his attitude:

Freedom represents ‘the high water mark of progress, but responsibility goes along with freedom.’ Individuals often assume freedom without assuming any responsibilities for their utterances, leaving that to the institution that supports them.50

The university should serve the state in every way practical, Thompson believed, so when a Methodist minister in the hill country around Piketon, Ohio sought Thompson’s help in dealing with the high degree of illiteracy in the area, Thompson turned for aid to the Agricultural Extension Department of the University. A specialist in Rural Life Organization, Lee O. Lantis, went to Piketon to see what could be done, but the funds for a school for illiterates were not available.51 Thompson, however, helped in the holding of Summer Schools for Rural Pastors, the university Extension Department providing the printed program, the meeting place, and many of the speakers. The pastors attending seemed highly pleased with the arrangements.52 Thompson had long defended such procedures. In his contribution to a book prepared in 1913 by a member of the College of Agriculture, he had asserted:

49 Raymond C. Osburn to Thompson, Columbus, Ohio, Sept. 25, 1925, WOT Papers.
50 “In What Sense and To What Extent is Freedom of Teaching in State Colleges and Universities Expedient and Permissible?” Nov. 1910, WOT Papers.
51 E. J. Lewis to Thompson, Piketon, Ohio, Sept. 2, 1919; Landis to Thompson, Columbus, Sept. 23, 1919, and Ottawa, Ohio, Oct. 6, 1919, WOT Papers.
52 J. I. Falconer to Thompson, Columbus, Ohio, June 29, 1920, ibid.

Notwithstanding the objection that has persisted in the minds of many again having anything to do with religion, it may well be contended that the problems of the agricultural college have to do with the fitting of men for efficient rural living. In no spirit of narrowness or sectarianism the college may urge the importance of the rural church as an institution related to the happiness of the people.53

In an address given in 1915 to religious leaders attending a Conference on the Church and Country Life, Thompson discussed the way in which the United States government was helping rural life through the Morrill, Hatch, and Smith-Lever Acts. In these enterprises, Thompson asserted the one thing needed was to avoid the sectarianism with which the state could have no part. Hence, he made the appeal: “Let us, therefore, regard this great opportunity as one freighted with splendid possibilities, provided we lay aside the differences, however important they may be, and put our emphasis upon the things upon which we agree. . . .” 54

Since he was the graduate of a Presbyterian denominational college and had been the president of one in Colorado, his conception of the role of the church-related college is significant. The church college, he held, must “stand for sound ideals in education and scholarship. . . . The college is primarily an institution of education, not an institution of religion, otherwise it would be a church and not a college.” In view of the separation of church and state, the “state universities will never be the centers where the teaching of the highest form of religion will be the characteristic feature,” so the church colleges have a splendid opportunity “to demonstrate to the world the value of Christianity as a vitalizing force of civilization.” Unlike the state universities the church colleges can be centers where “the truth concerning religion shall be free and unhampered” and where the application of Christian principles can be freely applied in the fields of economics, sociology, and ethics.55

Thompson realized that church colleges could not avoid religious controversy, as there might be violent contention in relation to biblical criticism, evolution, and other questions.56 This

54 Address at the Conference on the Church and Country Life, Central Presbyterian Church, Columbus, Ohio, Dec. 8, 1915, WOT Papers.
55 “The Place of the Church College In Our System of Education,” an address at the inauguration of President J. Campbell White, College of Wooster, May 12, 1916. A similar address was given at De Pauw University, Greencastle, Indiana, at the inauguration of President George P. Gross, April 25, 1918.
56 For detailed discussion of the problem see, Francis P. Weisenburger, Ordeal of Faith: The Crisis of Church-Going America (New York, 1959).
was pointed out to Thompson in an emphatic way in 1924, when members of the faculty at the Baptist-sponsored Baylor University at Waco, Texas, were engaged in a heated fight over the teaching of evolution. The head of the School of Commerce wrote Thompson, asking him if Ohio State University used textbooks presenting evolutionary concepts, and, if so, whether the students were more or rather less religious on account of such instruction. Thompson replied that personally he did not believe that the withholding of books from students as a general principle is wise. . . . For the life of me, I do not see how a university can hope to escape a discussion of questions involved in modern science, the interpretation of history, and in general questions of economic importance. They do succeed in running away from strictly partisan questions in politics and from religious issues, but in general the university must face the situation.57

Thompson’s basic religious orientation was clearly demonstrated at the observance of the semi-centennial of the university in 1920, when on “Jubilee Day” an outstanding address was given by Thompson’s long time friend, Dr. Robert E. Speer, Secretary of the Board of Foreign Missions, on “Some Ideals of the New Citizenship.”58 At the same celebration the cordial relations which Thompson had helped to establish with church-related colleges were illustrated by the tributes which their leaders paid to Thompson. Thus, the Dean of Bluffton College (the Mennonite college in Ohio) expressed thanks “to the state university for the great help you have been to us in the early years.” Thompson responded by declaring that the university “rejoiced in the prosperity of neighbors” around it and was “happy in the splendid influence that the church and Christianity have exercised in the cause of higher education in the State of Ohio.”59

His firm views regarding the place of the religious and educational leader in the life of the time caused him to serve in many important posts including the presidencies of the Association of American Agricultural and Experiment Stations (1903–04), the Ohio Educational Association (1905–06), and the National Association of State Universities (1911–12).60 Fully aware of the relation between economics and churchmanship, he was chairman of the United States Agricultural Commission sent to Europe to make observations on the food supply in England, France, and Italy in 1918 and was chairman of the United States Anthracite Coal Commission in 1920 to endeavor to settle a bitter dispute between the operators and miners.61 He was a leader and frequent speaker in connection with many interdenominational organizations and often paid his own expenses to attend their meetings.62

In the midst of his numerous duties Thompson might easily have shunned responsibilities within the Presbyterian denomination, but he was active in assisting with the work of the campus area Presbyterian churches, Northminster and Indiana. He preached frequently at their services and aided greatly in finding a new pastor for each of them when a pulpit became vacant.63 Tireless in accepting presbytey and synod responsibilities, on six occasions he was a commissioner to the General Assembly. In 1891, at Detroit, he was a member of the “Committee on Aid to Colleges;” in Pittsburgh in 1895 he was a member of the “Committee on Church Polity;” in 1907, at Columbus, he was on the “Committee on Bills and Overtures” and that on “Ministerial Relief;” in 1918, again at Columbus, he was on the “Committee on Education;” in 1922, at Des Moines he was a commissioner; and in 1926, at Baltimore, he was elected moderator.64 Thompson also served as a member of the General Assembly’s Executive Committee, 1918–21; as a member of the General Council, 1926–29; as a committee to visit the theological seminaries, 1921, 1922; as one on a special commission to study spiritual conditions in the church, 1925, 1926; as chairman of the committee on marriage and divorce, 1926, 1927; as a member of the Department of Church Cooperation and Union; and as chairman of a committee to study the situation at Princeton Theological Seminary, 1926 in the midst of the Fundamentalist-Modernist controversy.65 As a result, in 1928 he concluded a survey of the four leading Presbyterian theo-

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57 Charles D. Johnson, Waco, Texas, to Thompson Oct. 13, 1924; Thompson to Johnson, Columbus, Ohio, Nov. 5, 1924, WOT Papers.
58 Thomas C. Mendenhall, ed., History of the Ohio State University, III (Columbus, 1922), 74–84.
59 Ibid., 69.
60 Pollard, pp. 293 f.
61 See, e.g., Thompson to Charles Stehle, Scranton, Pa., July 10, 1920.
62 Representative of them were the Federal Council of Churches, Federated Churches of Franklin County, Interchurch World Movement, International Council of Religious Education, International Sunday School Association, Men and Religion Forward Movement, Methodist Missionary Centenary, Ohio Council of Churches, Wesley Foundation, Y.M.C.A. (at various levels), and the Lord’s Day Alliance. As to expense matters, see Thompson to Frederick E. Lumley, Columbus, Nov. 11, 1920 and other documents in WOT Papers.
63 Files in WOT Papers.
logical seminaries, undertaken at the invitation of the denomination’s Department of Christian Education.\textsuperscript{56}

In June 1924, as Dr. and Mrs. Thompson were feted in recognition of his completion of twenty-five years as president of Ohio State, his various accomplishments were highlighted by the toastmaster who commented on his religious commitment:

As a minister of God, he has attested with joy and gladness to the things that are true and honest and just and pure and lovely and of good report, and with sympathetic spirituality and helpfulness has ministered graciously to all who have come within the spirit of his influence.\textsuperscript{57}

During his presidency at each commencement there had been a baccalaureate service with a sermon by a distinguished Protestant, Catholic, or Jewish clergyman. Beginning in 1911 and continuing through 1925, the sermon had been given by Thompson, except in 1913 and 1923. He took such themes as “Unselfishness,” “Democracy and Christianity,” “What Is Man That Thou Art Mindful of Him?,” “Christian Citizenship,” and “The Two Great Commandments.”\textsuperscript{58} Frequently Thompson gave sermons such as “Where there is no vision the people perish,” based upon Scriptural texts.\textsuperscript{59} His baccalaureate sermons abounded in scriptural references. His basically Christian orientation was perhaps no more definitely expressed than in a talk to Ohio State University students, February 15, 1914, when he said:

My appeal to you, this afternoon, is not as a Presbyterian or as a Baptist, or as a Catholic; but my appeal is for that religion, that moral excellence, that shall make us free men and women, like unto the Father. . . .

I want to make two or three suggestions here without reference to any creed. There is a common acceptance of Jesus as the captain of our salvation. There is a common view among men that Jesus is the revelation of God to man and that we can learn of God chiefly through him. . . .

What I want this afternoon and what I desire is that you should recognize your moral obligations and that you should be what you ought to be and that you should live so that you will measure up to the standard of conduct recognized by all men. The universal sway of the moral law of God puts all men under it; but the man who recog-

\textsuperscript{56} Numerous files are found in WOT Papers. See also \textit{A Report on a Survey of the Theological Seminaries and the Assembly’s Training School, July 1928} (Louisville, Kentucky, 1928).
\textsuperscript{57} \textit{Ohio State University Monthly}, XV (June 1924), 3.
\textsuperscript{58} WOT Papers.
\textsuperscript{59} WOT Papers. Such sermons he often preached on one or more occasions with minor adaptations.

notes the source of this obligation is the man who takes a Christian position.\textsuperscript{56}

On occasion his zeal became essentially that of the evangelist. On one occasion in the university chapel, he declared:

By common consent—let me say almost universal consent in Christendom—there are some things to be believed, and one of them is that Jesus . . . has brought to the world the most beautiful conception of God the world has ever known. . . .

[Some people] have never confessed Christ. Perhaps you are one of them. Don’t you realize that standing in that non-committal attitude toward Christ often times you are embarrassed that you haven’t any unquestioned allegiance to what is known to be the best thing in the world?\textsuperscript{57}

Many today would find in his statements assumptions which are not “held by all men.” Some people would feel that he was breaking down the wall between church and state. But, in the instances just mentioned attendance was wholly voluntary, and Thompson surely looked upon his utterances as a personal testimony rather than official pronouncements of dogmatic statements. At any rate in his day he was a sturdy defender of both popular education and religion, and it is no accident that the plaza in front of the Ohio State University Library is dominated by a hero-sized statute of Thompson, (the library itself being named for him), and the imposing educational unit of the nearby Indianola Presbyterian Church is appropriately named “William Oxley Thompson Hall.”

\textsuperscript{56} Thompson, one of \textit{Five Sermons Delivered to the Students at University Chapel} (Feb. 15, 1914).
\textsuperscript{57} \textit{Ibid.}, Feb. 19, 1914.
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(b) Place of Publication:
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William Oxley Thompson
And the League to Enforce Peace in Ohio

A Seminar Paper

Steven P. Gietschier
History 866

June 4, 1971
Mr. Bremner
Chapter 1

ORIGINS OF THE LEAGUE TO ENFORCE PEACE

The eruption of World War I in 1914 prompted, in the United States, a rise in sentiment for an international agreement of cooperation by which disputes between nations could be settled short of war using conciliation and, perhaps, arbitration. Lodged between the pacifists on one side and the imperialists on the other was a small group of internationalists who clearly feared the horrors which World War I would inflict and just as clearly foresaw the necessity of preventing future wars. Surely, the proposals they offered to eliminate war were not new--plans fostering such an idea could easily be traced back to Rousseau, Kant, or even Henry of Navarre--nor were they confined to the internationalists--Theodore Roosevelt, speaking in Christiana, Norway, had suggested international cooperation to preserve peace. Just as surely, none had been very successful. Nevertheless, when Hamilton Holt, editor of The Independent, and others met in the offices of the New York Peace Society on October 7, 1914, they discussed a proposal which would result eventually in the creation of the League of Nations.¹

The participants in this conference considered "the idea of having the society declare its support of the establishment of an international peace force in connection
Marburg, former United States Minister to Belgium, as Vice-Chairmen. William H. Short, Secretary of the New York Peace Society, took the same position with the league. The New Republic characterized the tone of the debates as open, scientific, and realistic:

The Philadelphia conference was extraordinarily sensible because it recognized so clearly its own limitation. It did not propose to stop war. . . . It did not try to stampede our government or any European government into some theoretical program. It tried merely to focus the ideas which have been common in England and America during the last ten months.

In this spirit, the conference crystallized its ideas into a specific proposal with four general objects. Of these, Lowell wrote later in 1915:

The first is that before resorting to arms the members of the league shall submit disputes with one another, if justiciable, to an international tribunal; second, that in like manner they shall submit non-justiciable questions—that is, such as cannot be decided on the basis of strict international law—to an international council of conciliation, which shall recommend a fair and amicable solution; third, that if any member of the league wages war against another before submitting the question in dispute to the tribunal or council, all the other members shall jointly use forthwith their economic and military forces against the state that so breaks the peace; and fourth, that the signatory powers shall endeavor to codify and improve the rules of international law.

In the wake of the Philadelphia meeting, the league was confronted with the objection that it was a pacifist organization. Lowell answered this charge by insisting
the league announced. 'It is understood that within a short time the temporary State Chairman will call together all the members of the league [i.e., all those who, by December, had informed the league of their sympathy] who are residents of this State, for the purpose of forming a regularly constituted State Committee and electing a permanent State Chairman.' In Ohio, former governor and Ambassador to France Myron T. Herrick was invited to be Temporary Chairman.
Chapter 2

THE WAR TO WIN THE PERMANENT PEACE

William Oxley Thompson, President of the Ohio State University, joined the League to Enforce Peace late in 1915. How Dr. Thompson first contacted the league is unknown, but he was informed by Secretary Short that "Your sympathy with the proposals of the League to Enforce Peace is valued highly and we gladly enter your name on our membership roll with the understanding that you will not be able to give active cooperation." It was not surprising that the league valued Dr. Thompson's name for he was not only a prominent educator but also an exceedingly active member of his community.

Thompson was born in Cambridge, Ohio, on November 5, 1855. Early in his life, he showed proficiency in both education and religion, graduating first in his class in 1878 from Muskingum College and with honors from Western Theological Seminary (Presbyterian), Allegheny, Pennsylvania, in 1882. After three years as pastor in Odebolt, Iowa, and six more in Longmont, Colorado, as both pastor and President of the newly-established Longmont College, Thompson returned to Ohio in 1891, having been elected President of Miami University. Thompson's chief biographer asserts:

Throughout his life William Oxley Thompson
deeply involved with the league. Myron Herrick refused the Temporary Chairmanship of the Ohio Branch, and this post was offered to Dr. Thompson.7 Despite a personal invitation from Taft, Thompson declined the position. He wrote:

Under ordinary circumstances I should be very happy in accepting this appointment. My sympathy is with this and any other movement toward the aim sought in this League. My time, however, at the present is so fully occupied with duties from which I cannot escape, and I have so many outside official duties taking me away from home that I feel I ought not to accept this appointment.8

Within three months, Thompson was persuaded to reconsider his decision. In the interim, Frederick H. Rike was named Temporary Chairman, and Arthur E. Morgan of Dayton, a member of the National Executive Committee, became Executive Secretary. At a state organizational meeting, Thompson was asked to become Permanent Chairman, and he consented. He wrote Short: "I accepted the Chairmanship of this organization because I was in sympathy with the end sought. Mr. Rike, however, assured me that he and Mr. Morgan would carry the burden of the work and relieve me in a large measure."9

Before the state branch could accomplish much beyond this rudimentary organization, the national headquarters announced the First National Assembly to be held in Washington, May 26-7, 1916.
sion, to stop wars from beginning, and to maintain freedom of the seas.\footnote{14} The President's speech also meant that the league now had bipartisan support. Since most of its founders were Republicans, Wilson's appearance clearly made the league idea acceptable to Democrats. Senator Henry Cabot Lodge of Massachusetts, ranking Republican on the Committee on Foreign Relations, also addressed the Assembly, and he, too, endorsed the principles and proposals of the league.\footnote{15}

Other speakers at the Washington meeting reaffirmed the importance of the state and local branches of the league. William Short wrote later in 1916: "The agencies which have been established to carry on our work throughout the States are the State and County Leagues, to which we look to carry out our campaign of education, to accomplish our legislative program and to bring about an official conference of the Powers to establish a league of nations."\footnote{16}

The Ohio branch had already begun its work in the legislative and educational areas. Arthur Morgan labored to secure the adoption of a plank endorsing the league in the State Republican platform and, through the efforts of Senator Warren G. Harding, he was successful.\footnote{17} Dr. Thompson, for his part, began to work actively for the league. Speaking at Western Reserve University, he used this quotation of former Secretary of State Robert Bacon as his
every community. Dorland returned to his district and organized a successful meeting in Dayton, Ohio, where Taft was introduced by Governor-elect James M. Cox, a Democrat. This assembly actually began the league's work in Ohio.

In the wake of Wilson's victory in November, the league could claim that a majority of the people had accepted its ideas. Branches had been organized on paper in all but three states. Other peace organizations were embracing the league's principles. Perhaps, most important, outside of William Jennings Bryan, a pacifist, the league faced no concerted opposition. This situation changed, though, as Wilson's search for peace in Europe intensified. The President's diplomatic note of December 18, asking each side for concrete terms for peace, was attacked by both Lodge and Senator William E. Borah, the staunch isolationist from Idaho. Former President Theodore Roosevelt denounced the league in *Metropolitan Magazine*. When Wilson detailed more vociferously his dedication to a league of peace, Lodge again spoke in opposition. By 1917, the league had become a partisan issue.

The situation in Ohio reflected this new divisiveness. Thompson wrote dejectedly to Short:

I am also distressed a little about the attitude toward the League to Enforce Peace.
William F. Wadham of the Court of General Sessions of New York. Thompson had hoped for a crowd of one hundred but only sixty-five attended. Because of this sparse attendance, the Ohio Branch appealed for and received an additional loan of $150. Austin was dismissed after a conference on April 20, 1917. 29

The financial situation distressed both Morgan and Thompson. Morgan wrote to Short that the banquet results meant a termination of state activities for the present while Thompson clearly admitted that the state branch had not met his expectations. He also refused to take a place on the National Executive Committee until the Ohio predicament could be resolved. 30

Both the national program of the league and the situation in Ohio deteriorated further after the entrance of the United States into the war in April, 1917. The league had to confront a new attack, namely, that it was a pacifistic organization specifically seeking an immediate peace. To counteract the thrust of this argument, the league developed and publicized its War Program, pledging itself to winning the peace by winning the war. 31 The official league stationery now carried this statement:

By the entrance of our country into the war on the basis declared by President Wilson on April 2, such a League of Nations to maintain the peace of the world as the League to Enforce Peace advocates has become a reality. It remains now to
The league also in 1917 became more fully aware of the eventual need for a treaty and its ratification by the Senate.\textsuperscript{37} Despite the urging of the Executive Committee to continue efforts at developing a public opinion supportive of this goal, the Ohio Branch maintained a low profile throughout the year. The only substantive action taken after the banquet was the establishment of a booth to promote the league at the National Dairy Show in Columbus, October 18-27.\textsuperscript{38}

If the league was facing a certain indifference or complacency among the public, Dr. Thompson's attitude did not betray it. He became more active than ever on behalf of the league and the war effort. He was selected as a member of the Ohio Branch of the Council of National Defense and later was named to chair the Food Supply and Conservation Committee of the Council. In 1918, he was appointed to the special Americanization Committee of this Council.\textsuperscript{39} While continuing to administer the University and its wartime activities, he twice left the campus at the request of the Federal government. Both of these trips were special agricultural missions, one to the Pacific Northwest to encourage agricultural production and the other to Great Britain and France in order to report on agricultural conditions there.\textsuperscript{40}

In addition, the war was often the subject of Dr.
situation and a possible reimbursement for Thompson.
In light of this situation, Morgan suggested that he be
replaced by someone who could devote more time to the
project.\textsuperscript{43}

On the national level, despite inclusion of the
league idea in Wilson's Fourteen Points Address of Janu-
ary, 1918, the league still found it difficult to identify
its program with the war effort. Only twelve states had
passed resolutions favoring the league idea,\textsuperscript{44} and, in
some quarters, the league was still considered pacifistic.
One Ohio newspaper editorialized:

The universal training policy and the league
of nations are two incompatible ideas. If
we get the league of nations, there will
be no need of universal military training,
and if we don't, God pity us all. The
league is a preparation for peace and
universal training is a constant invita-
tion to war. In the future, war cannot be
averted by arms.\textsuperscript{45}

To counteract these problems, the Executive Committee de-
cided to hold another national convention, in Philadel-
phia, to be called the "Win the War for Permanent Peace"
convention. Its purposes were to sustain the war effort
until victory could be achieved, to oppose a premature
peace, and to gain support for a league of nations.\textsuperscript{46}

3,500 delegates, including 100 from Ohio, assembled May
16 and 17 and adopted a Victory Program, which embodied
these principles. The Ohio delegation was not led by
Dr. Thompson, who had committed himself previously to
The leaders of the Ohio Branch believed that the key to a successful conference was the presence of William Howard Taft. Originally, an attempt was made to schedule the Ohio convention in Cleveland since Taft was scheduled to appear there on September 28. Governor Cox preferred a Columbus meeting and began to prepare for one there. Taft was reluctant to change his itinerary, but after several letters from various people, he was persuaded to do so. The Ohio "Win the War for Permanent Peace" convention was scheduled for Thursday, October 24, 1918, 2:30 p.m., in Memorial Hall, Columbus.53

Governor Cox assembled a list of prominent Ohioans, one from each county, and from each of them he requested the names of twenty-five interested persons. This request explained the purpose of the convention and urged its receivers to suggest persons who could direct public sentiment, represent various groups, and who were well-informed on the public issues of the war.54 To this larger group, Cox issued invitations.

During the preparations for the convention, plans were also going forth to restructure the Executive Committee for the Ohio Branch. Morgan proposed Professor Stephen F. Weston of Antioch as the new Secretary, but Governor Cox preferred Daniel J. Ryan, former Secretary of State of Ohio. Cox also favored Myron Herrick as the new Chairman and President Henry C. King of Oberlin as
that President Wilson, in the Pre-Armistice Agreement, had included the indispensibility of a League of Nations. When Wilson left for Europe, several members of the league accompanied him to assist in this part of the treaty.

17 WOT Papers, Morgan to Thompson, May 17, 1916.

18 William Oxley Thompson, "A League of Nations to Enforce Peace," an address delivered at Western Reserve University on June 26, 1916. The program for this conference is catalogued as: League to Enforce Peace, American Branch, Miscellaneous Publications (New York, 1915-1918), no. 5.

19 WOT Papers, Morgan to Thompson, June 8, 1916.

20 Bartlett, pp. 57-60.

21 WOT Papers, Short to Thompson, August 3, 1916; C. C. Michener, Director of Field Work, League to Enforce Peace, to Thompson, July 27, 1916; September 15, 1916.


23 Bartlett, pp. 61-2, 65, 68-9, 84-5.


25 WOT Papers, Thompson to Short (carb.), January 11, 1917.

26 Ibid., Short to Thompson, January 13, 1917.

27 Ibid., Short to Thompson, April 28, 1917.

28 Ibid., Morgan to Austin (carb.), March 14, 1917; Thompson to Morgan (carb.), April 6, 1917; Thompson to Austin (carb.), April 6, 1917.

29 Ibid., Thompson to Morgan (carb.), April 16, 1917; April 19, 1917; Thompson to Short (carb.), April 17, 1917; Austin to Thompson, April 20, 1917. League to Enforce Peace, American Branch, Miscellaneous Publications, no. 6. The Ohio State Journal reported on April 15 that this meeting was called to organize the Ohio Branch. Actually, it was called to review the branch's financial status, the branch having been founded, as it were, months before.
to Enforce Peace, to Thompson, June 19, 1918.

48 WOT Papers. Short to Thompson, March 26, 1918.

49 Bartlett, pp. 96-7.

50 League to Enforce Peace, American Branch, Win the War for Permanent Peace, May 16-17, 1918 (New York, 1918), p. 192.

51 WOT Papers, Boyd to Morgan (carb.), June 19, 1918.

52 Ibid., Morgan to Cox, July 5, 1918; Thompson to Cox (carb.), July 5, 1918; Cox to Thompson, July 25, 1918; Clarence D. Laylin, Secretary to Governor Cox, to Boyd (carb.), August 16, 1918.

53 Ibid., Boyd to Laylin (telegram), September 9, 1918; Laylin to Boyd (telegram, copy), September 10, 1918; Boyd to Laylin, September 25, 1918; Laylin to Boyd (carb.), October 2, 1918.

54 Ibid., Cox to ____ (carb.), October 4, 1918.

55 Ibid., Morgan to Cox, October 10, 1918; Laylin to Morgan (carb.), October 15, 1918.

56 Cleveland Plain Dealer. October 10, 1918, p. 5.

57 Ibid., October 11, 1918, p. 6.

58 WOT Papers, _____ to Morgan (carb.), October 19, 1918; Wendell W. Mischler, Secretary to Taft, to Cox (telegram), October 21, 1918.


60 Ibid., pp. 113, 116.
tion is forever buried beneath its own rubble. The terms of the armistice make it impossible to renew hostilities.⁴

Republican Warren G. Harding confronted the war and the league issue through the eyes of a rising politician with Presidential aspirations. As one of his biographers writes, "Like most Ohio politicians, Harding never let his personal convictions stand in the way of political survival."⁵ Harding lost the gubernatorial race in 1910 to Judson Harmon, but on the strength of a speech nominating Taft in 1912, he was nominated for, and won a Senate seat in 1914. That election was the first time that Ohio chose its Senator by popular election under the recently enacted Seventeenth Amendment.⁶

Harding was continuously at odds with Wilson's policies. Like Pomerene, he did not approve of the peace overtures in 1916. He also was critical of the Liberty Loan: "I say to you that America, with ability to buy $17,000,000,000 of bonds on any day, is reluctant to buy because of its lack of confidence in the present administration."⁷ The end of the war enabled Harding to become more vociferous in his Wilson-baiting. As Randolph Downes, another biographer, writes, "In the process, Wilson's war for world democracy became a lie, the Fourteen Points for a permanent peace became a promotion of Bolshevism, and the Wilson League of Nations became a threat to American independence."⁸ When Wilson left the peace conference,
Taft addressed the Congress and called for a resolution of unrestricted support for President Wilson as he fought for a League. The delegates adopted such a platform, declaring that a League of Nations was essential for an enduring peace and that Germany should be made to pay the full penalty for all her violations of international law.\(^1\)

Time and again President Wilson thanked the league for its help and support. This appreciation was well-founded because, when the text of the League of Nations Covenant was published, the league immediately approved it, Taft calling it the "great covenant of Paris."\(^2\)

Senator Pomerene, too, was very enthusiastic:

> This is a great step in the advancement of civilization. It will appeal to every civilized nation, and every nation will hesitate to go counter to the wishes of such a League after a full and impartial investigation of any international dispute. It means that all nations will be in closer alliance. It may mean the loss of certain elements of sovereignty with individual nations, but the great purpose of the League, to avert another world cataclysm of war, I believe will be accomplished.\(^3\)

Senator Harding hardly felt the same way. He accused Taft of using the league issue to return to the White House, and he dismissed Wilson's idealism by writing, "Of course, I have always felt if we had been making war for democracy's sake, we would have gotten into it from the very beginning."\(^4\)
was constituted, headed by William A. Julian, a wealthy manufacturer of Cincinnati, as Chairman and Felix Held, who was to begin in that year a long career as Secretary of the College of Commerce and Administration at the Ohio State University, as Corresponding Secretary. Dr. Thompson was named President of the Ohio Branch, but clearly some of the burden had been lifted from his shoulders.19 An office was opened in Columbus, new stationery was printed, and a membership list of 209 was published. Senator Pomerene’s name was on that list.20

A new membership drive began, and the financial problems of the previous year received attention. In addition to special appeals to local granges and labor unions, Julian and Ryan invited five people from every county to join the league as county representatives or organizers. Each of these people was sent literature and membership blanks.21 The Ohio Branch was also able to stop a conflicting membership drive in Ohio by the national headquarters.22 The league also began to show a surplus of receipts over expenditures. Ohio residents had been sending monies to the national headquarters, and some of this was now returned to Columbus. Governor Cox made a personal contribution of $200. At this time, Arthur Morgan revealed to his successor the incompetence of L.L.H. Austin:

The National Organization made rather a bad piece of work in endeavoring to organize in Ohio. Very much against my
state convention at Taft's convenience, but these plans were altered when the league decided to hold a ratifying convention in Ohio.27

The Ohio Convention was held on Tuesday, May 27, 1919, in Memorial Hall, Columbus. In the call for the convention, Dr. Thompson emphasized a theme which would run through all of these gatherings, namely that the Covenant must be ratified as it stood, without further alteration:

The Covenant for a League [sic] of Nations, in the amended form adopted by the Paris Peace Conference, should satisfy all except those who oppose any League whatever. It is now a thoroughly American instrument—thoroughly American and thoroughly non-partisan. Recent amendments include the more important changes proposed by the leaders of the Republican Party... The old argument—"we are for a League, but not the League"—will no longer serve. The issue now is—"The League or None." While the Senate has power to ratify, to amend, or to reject it, to amend it is to require a reconsideration by all the nations parties to it and to postpone peace indefinitely.28

The convention met in two sessions, afternoon and evening, both presided over by President Thompson. At the first session, 200 people listened to President Lowell, Captain Thomas G. Chamberlain, and Dr. Anna Howard Shaw, foremost proponent of women's rights. At night, Taftkeynoted a meeting addressed also by Rabbi Stephen S. Wise, Herbert S. Houston, and John H. Walker. On a motion by attorney Lowry F. Sater of Columbus, the assemblage of 1800 adopted a resolution calling for the prompt ratification of the
which had been organized in March, 1919. This movement was an attempt to bring the League issue into every community; the bureau assembled a list of speakers, accepted invitations from local gatherings, and distributed the speakers accordingly. Most of these speeches were delivered in connection with Fourth of July celebrations, and all of them emphasized the necessity of adopting the Covenant without further change. 34

President Wilson submitted the Treaty to the Senate on July 10. The league knew now that its task focused specifically on the ratification issue. When Wilson had returned from Paris, he stressed the necessity of adoption without any changes. Senator Lodge opposed ratification but recognized that it would be hopeless to try to defeat an unamended treaty. He conferred with Senator Borah, who led a small group of isolationists dedicated to the defeat of the Treaty and convinced him to vote for Lodge's proposed reservations even though he would vote against the Treaty in the final vote. In this way, if the Treaty were defeated, it would be the Democrats, disapproving of the Lodge amendments, who would be responsible. 35

The league correctly analyzed this situation and sought to ruin Lodge's plans by persuading other Republicans to abandon the Lodge-Borah agreement. 36 The league first appealed to Elihu Root to be its spokesman, but he chose to support Lodge. The job then fell to Taft, who
public sentiment so strong and widespread that the Senate could not possibly ignore it. As the Senate debate on the Treaty began, attention in the Ohio Branch focused upon Pomerene and Hardin.

Atlee Pomerene responded favorably when he received a copy of the May 27 resolutions:

I am indeed glad to receive these resolutions, and to note the names of the many eminent men and women of my state who are taking such an active interest in this important question.

It is not necessary for me to state on which side my name will be found when the Peace Treaty, including the League of Nations, is voted upon in the United States Senate; nor is it necessary for me to say that I shall do all within my power so [sic] secure its adoption. 41

Pomerene delivered a major, four-hour address on the Treaty on July 21, urging immediate ratification and saying that, while the document might not be perfect, it was practical and had evolved despite tremendous difficulties. 42 "In view of the unrest now prevailing and the immediate necessity for the preservation of the world's peace at all hazards," he argued, "I believe it better to accept the treaty as it now stands and trust to the future to make such changes as experience may suggest." 43

Pomerene went on to answer and analyze the objections of Senators Lodge and Knox and of Elihu Root, especially with regard to American sovereignty and the Monroe Doctrine:
that relatively few had considered what the cost of league
membership would be. Harding saw this cost as being the
possible erosion of the American national spirit:

The American Senate will never stand for
any compact which submerges American na-
tionality and makes us a mere state in the
supergovernment of the world. ... We
cannot merge our nation in a supernation
and still be a free people. Neither can we
take the sponsorship for all the broils
of the earth.48

He also doubted whether the early amendments would be
sufficient to satisfy all Republican Senators.49

In April, Harding received a report of the Great
Lakes Congress from John W. Leahy, an Ohio delegate to
that gathering. In a letter to Ryan, Leahy commented
on Harding's response:

The substance of Senator Harding's very
frank reply to my communication is, that
he is quite as interested as I am in see-
ing some suitable agency for the promotion
of the tranquility of the world and the
maintenance of peace; ... the position
he takes in regard to the League of Na-
tions, is a fair sample of the position
which nearly all of the senators now take
who uttered opposition thereto a few weeks
ago.

In my opinion, the narrow, envious,
carping criticisms uttered by a few sena-
tors and others against the President and
the League have fallen flat of their own
weight, and have done no actual damage to
the cause.50

The Ohio Branch was encouraged by this evaluation and by
a New York Times poll which listed Harding as "doubtful,"
but likely to swing over.51
in the ratification which shall save to this country
its independence of action."56 Thus, when Lodge presented
his proposed reservations, Harding endorsed them and was
prepared to accept ratification with the reservations.57

Senator Harding became the first Republican member
of the Committee on Foreign Relations to speak on the
League when he delivered a major address on September 11,
1919. He began by acknowledging that during the war large
segments of the country "were heedlessly and overwhelmingly
for a league of nations," but now, after the defeat of
German ruthlessness, people were learning the true extent
of a league involvement.58 Asserting that the Wilson
League neglected vital American interests, Harding declared:
"I can never vote to ratify without safeguards. . . . I
could no more support 'mild reservations' than I could
sanction mild Americanism."59

Harding's chief objection to the League Covenant was
to Article X, which, in his opinion, surrendered American
sovereignty: "... with the power established, as it
must be to make the league effective, we have surrendered
our own freedom of action to a council whose members will
represent the prejudices, ambitions, hatreds, and jeal-
ousies of the Old World, or the assembly, where we are
outvoted 6 to 1 by Great Britain and her colonies, and
we still remain a party to the racial, geographical, and
inherited enmities of Europe and the Orient."60 When
headquarters, it was decided to assemble a list of prominent Republicans favorable to the League and to submit their petitions to Senator Harding. Tom Jones Meek wrote: "There is so much embodied in the League which Senator Harding favors in principle that I believe that if he can be assured of the support of a good strong group of Republicans in Ohio he might well give his support to the League."67

When this tactic was announced in July, Dr. Thompson was willing to participate, but he was very dubious as to the results. He told Julian that the attitude in the Senate was very callous, for

Every Senator seems to have been flooded with letters, telegrams, petitions, and things of that sort. Some of them have declared that they will pay no attention to these communications, but proceed upon their own judgement. This may be pure bluff, but it indicates to me that further procedure of that sort is futile. No publicity that we could now further in the state would seem to have any value.68

Thompson perservered because he was convinced that the reservations would not pass and that Senators would change their votes when this became apparent.69

The approach finally decided upon was a round robin telegram from Republicans in Ohio to Harding, which was to be publicized in Ohio newspapers. The statement read:

The undersigned Republicans of Ohio respectfully urge you to give your earnest and influential support to secure a speedy ratification by the Senate of the
Thompson met Wilson at the railroad station, and they proceeded by car to Memorial Hall. Despite a light rain and a street car strike in the city, people lined the streets and gave the President a cordial but restrained reception. At Memorial Hall, Wilson received a tumultuous welcome from 4000 people.

"We have gathered here for one purpose," said Dr. Thompson, "to hear the most distinguished citizen of our beloved country discuss for us the issues before the world." Dr. Thompson said the discussion would revolve about "the greatest war, the greatest victory, and the greatest treaty in history." 74

The President spoke with dignity, choosing to explain carefully his position, rather than excite the crowd. Nevertheless, he was frequently interrupted by applause. 75 Dr. Thompson felt that Wilson's tour was very popular, but he did not think it was having any effect on the Senate. 76

Throughout the crucial months of September, October, and November, confusion played an inordinately prominent role in the debate over the Treaty. The League to Enforce Peace continued to support the Covenant as written, but clearly its strategy of winning the mild Republicans to its side was faltering. 77 Dr. Thompson clearly saw this happening. He wrote to several Senators, including Pomerene, urging them to make sure that any changes in the Treaty, changes which he now saw an inevitable, would be reservations and not amendments. 78 He thought the
Lodge and Harding, and 4 Democrats voted for the Treaty while 55 Senators, including Pomerene and Borah's group voted against. A motion to reconsider passed 62-30, with Pomerene voting "Aye" and Harding "Nay."

The second vote lost 41-50. This time, Pomerene broke with the President and voted in favor as did Harding, but 37 other Democrats held the line. Senator Pomerene next proposed a Committee of Conciliation to include Lodge, Hitchcock and four others, but this was defeated.

Senator Lodge then allowed the unamended treaty to be voted upon. It lost 38-53. Pomerene voted in favor, and Harding was opposed. In sum, the Democrats had defeated the Treaty with reservations, and the Republicans had defeated it without the reservations.
19 WOT Papers, Minutes of the Ohio Branch Executive Committee meeting of April 11, 1919.

20 Ibid., Ryan to Julian (c·rb.), March 28, 1919; "membership list," April, 1919.

21 Ibid., Thompson and Julian to Local Granges (c·rb.), April 30, 1919; Thompson and Julian and Ryan to Labor Unions (c·rb.), May 5, 1919; Julian and Ryan to ____ (form letter, copy), April 14, 1919.

22 Ibid., Held to Boyd (c·rb.), April 25, 1919; Boyd to Held, April 25, 1919.

23 Ibid., Ohio Branch Balance Sheet, May 1, 1919; Charles Marsh, Financial Secretary, League to Enforce Peace, to Thompson, April 12, 1919; Ryan to Cox (c·rb.), May 8, 1919; Morgan to Ryan, April 7, 1919.

24 Ibid., clipping from Madison County Democrat, March 10, 1919, (no page); Thompson to Instructional Force, March 25, 1919.

25 Pollard, p. 243. WOT Papers, Thompson, Ryan, and Julian to ____ (form), April 25, 1919.

26 Bartlett, pp. 126-7.

27 WOT Papers, Ryan to League to Enforce Peace (telegram, copy), March 28, 1919; Boyd to Ryan (telegram), May 1, 1919.

28 Ibid., Announcement, in program form, of the State Convention for Ratification of the League of Nations Covenant, to be held May 27, 1919.


31 Ibid., Held to W. F. Bohn (c·rb.), May 28, 1919; Thompson to Held, May 30, 1919.

32 Ibid., Thompson, Ryan, and Julian to members of the Ohio Branch (form, copy), June 7, 1919; Ryan to Harding, June 2, 1919; Ryan to Pomerene, June 2, 1919.

33 Ibid., Held to Mrs. A. L. Bishop (c·rb.), June

54 Supra, p. 36.


56 Harding Papers, Harding to Daugherty (carb.), July 11, 1919.


58 Fleming, p. 371.


60 Congressional Record, 66 Cong. 1 Sess. (1919), LVIll, Pt. 5, p. 5221.

61 Cleveland Plain Dealer, September 12, 1919, p. 1.

62 Downes, p. 333.

63 WOT Papers, Ohio Branch balance sheet, June 1, 1919; Held to Thompson (carb.), June 10, 1919; Held to George A. Bellamy (carb.), July 12, 1919; Thompson to Meek (carb.), November 18, 1919.

64 Below, pp. 46-7.

65 WOT Papers, Thompson to Julian (carb.), July 25, 1919; Thompson to Short (carb.), September 6, 1919.

66 Ibid., Thompson to Julian (carb.), September 15, 1919; Thompson to Held (carb.), October 6, 1919; John P. McCune, Treasurer, Ohio Branch, to Ryan (carb.), June 30, 1919.

67 Ibid., Boyd to Held (telegram), June 25, 1919; Meek to Held, July 8, 1919.

68 Ibid., Thompson to Julian (carb.), July 25, 1919.

69 Ibid., Thompson to Short (carb.), September 5, 1919; Thompson to Thomas Holgate, Chairman, League to Enforce Peace, Illinois Branch (carb.), September 5, 1919.

70 Ohio State Journal, September 16, 1919, p. 3.
having accepted the reservations."

This situation is complicated in two ways: the Lodge program was clearly a list of reservations, but it included a preamble which demanded the approval, by three other major powers, of the reservations before the ratification became effective. Second, it is not clear in this case of reservations without such a restrictive preamble what happens between the reserving party and parties which have already ratified.

The distinction between reservations and amendments confused the participants in the League debate. Senator Harding, for example, supported the Lodge program, but called his proposals amendments.

Thompson's objective in these letters to Senators was to make sure that any changes which might be approved would not subject the treaty to renegotiation. It is still a subject of controversy as to whether the Lodge reservations would have been accepted by the other parties.

80 Congressional Record, 66 Cong. 1 Sess. (1919), LVIII, Pt. 9, pp. 8773-4.


proponents and opponents of the Lodge reservations.

The real issue was stated by Senator Harding. 'We demand,' he said, 'independence of action.' His group would agree to the creation of a 'skeleton of a league' under which America can act 'if it seems it prudent.' President Wilson, on the other hand, wanted the United States to limit its freedom of action in specified ways, and to join a League of Nations which would 'guarantee as a matter of incontestable right the political independence and integrity of its members.' Senator Harding favored the Lodge reservations because they would permit the United States and other nations to do what they had been doing; President Wilson opposed the reservations precisely because he saw that the world must not continue to do what it had been doing.

The Treaty came up for another vote on March 19, 1920 with the Lodge reservations attached, and it was defeated by 7 votes, 49 for and 35 against. Senator Pomerene and 20 other Democrats voted with Lodge for the Treaty (as Pomerene had on the second vote in November). Senator Harding was "paired for" the Treaty. In May, the Senate voted a separate peace by simple resolution, 43 to 38, Harding for and Pomerene against.

Neither the League issue nor the League to Enforce Peace died with these votes. Both were involved in the 1920 Presidential campaign. Senator Harding won the Republican nomination and said in his acceptance speech that he favored staying out of the League. Governor Cox accepted the Democratic nomination and supported the league idea as well as the Versailles Treaty. The league
will result in the near future. The prejudice growing out of the last war is still quite active but may die within a reasonable time. It will be necessary, however, to have some official funerals from the United States Senate before much progress can be hoped for. 15

Senator Pomerene was defeated for re-election in 1922 by Simeon D. Fess, who had previously defeated William Julian in the primary. Fess was a Harding supporter. 17

***

In the last analysis, the League to Enforce Peace in Ohio was not a success. During the crucial months of 1919 when the Treaty of Versailles was being debated, the Ohio Branch attempted valiantly to influence its Senators. Atlee Pomerene supported the League of Nations, but there is no evidence to suggest that he did so because of the league's efforts. Senator Harding, too, was unmoved by the arguments of the Ohio Branch.

Harding's position in favor of the Lodge reservations but against the Wilson League reveals how complicated the entire situation became. On the one hand, Borah and the isolationists adopted the confusing tactic of voting for the Old Guard's reservations as long as they could still vote against the entire treaty. On the other hand, it never was clear whether the Lodge reservations with the preamble would have subjected the Treaty to renegotiation. 18 Over this issue, especially the controversy over Article X, the league split and disintegrated.
Chapter 4

NOTES

1 Downes, p. 343.

2 Cleveland Plain Dealer, November 20, 1919, p. 1.

3 Bartlett, p. 155.

4 WOT Papers, Lodge to C. E. Stouch (telegram, copy), December 9, 1919.

5 Ibid., Samuel Colcord to Thompson, March 13, 1920.

6 Bartlett, pp. 172, 171.

7 New York Times, March 20, 1920, p. 1. The process of "pairing" usually refers to an agreement between two Senators, one on each side of the question, to refrain from voting because one or both of them does not wish to vote, usually because of absence. It is important to note that for this vote, which required a two-thirds majority, pairing was done in a 2:1 ratio, for:against.


9 Bartlett, pp. 180-1.

10 Ibid., p. 182.

11 Ibid., pp. 197, 198. WOT Papers, Thompson to Jacob G. Schurman, President of Cornell University (carb.), September 10, 1920.

12 Bartlett, p. 200.

13 Ibid., pp. 201, 202.

14 WOT Papers, McCune to Thompson, February 8, 1920.

15 Ibid., Thompson to McCune (carb.), June 20, 1921.

16 Ibid., Thompson to John Fredstrom (carb.), April 16, 1924.


63

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---. Sermons, 1918-1931, an unpublished collection in The Ohio State University Library.
In its first fifty-two years of operation, The Ohio State University had five presidents. Its fifth, William Oxley Thompson, served twenty-six years in that office, or exactly as long as his four predecessors' combined. When he took over the presidency in 1899 he had been a home missionary in Iowa and Colorado, president of a struggling denominational college in the latter, and finally president of Miami University for eight years. He was the oldest of ten children. In his new post Dr. Thompson was the right man for his time and place. For more than a quarter of a century he guided the University with a sure hand. At the time of his arrival it stood at the cross roads, with minimal support from the legislature. The enrollment at the end of his first year reached 1,252. But 1924-25, his last full year in office, it rose to 11,535. Public financial support grew also during those years. The University from which he retired in 1925 on his 70th birthday stood first in Ohio, with the bickering and uncertainty of earlier years gone, and it enjoyed a growing measure of public confidence.

One can only speculate how Dr. Thompson would have handled the explosive problems which marked the late 'Sixties and early 'Seventies. While he was not a professional educator there is reason to believe that his grasp of the tides in the affairs of men, his broad experience in various walks of life, and his great fund of common sense and ability to get along with people would have enabled him to cope with such challenges.

But Dr. Thompson was first and last a churchman. Upon his coming to the campus it was on the understanding that he was to be free to answer whenever the church called him. Both before and after his retirement from the University, he preached in all parts of the country, but especially in Ohio and in particular in churches near the campus. He was active and influential in church affairs, both
general and specific.

Dr. Thompson never lost the common touch. His office door was open to students and faculty. He married many of them and buried some. When crises, personal or collective, arose he had a sure hand in meeting them. It was entirely in order that in his later years on the campus he was referred to as "the first citizen of Ohio."

He was a giant in the affairs of the Association of Land-Grant Colleges and Universities, in the National Association of State Universities, and in other educational groups. On the local level he served for some years on the Columbus school board. The Federal government called upon him for a variety of public services: on an agricultural mission to the Pacific northwest in the spring of 1918, on another to France and England that fall, on the National Industrial Conference Board in 1919, and to mediate the anthracite coal strike in 1920. His major public service after his retirement was to settle, without pay, the tangled affairs of the Columbian Building and Loan Company with a minimum loss to the stockholders and depositors. He was instrumental also in resolving a dispute over the Princeton Theological Seminary (Presbyterian) which threatened to split the church.

In civic and business affairs, Dr. Thompson was a longtime director of one of the principal banks in Columbus. He was likewise a founder and for more than fifteen years president of the Midland Mutual Life Insurance Company. He served on numerous boards, commissions, etc.

Two small anecdotes reveal the kind of man he was. Each morning, when on the campus, he invariably walked from the president's house at 15th Avenue and High Street to his office. On the way he tipped his hat to every co-ed or other woman and spoke to the men. Once, when a faculty member complained about a janitor, Dr. Thompson's response was: "if you would treat him like a man you'd have no trouble with him."
In his personal life he knew great tragedy. His first wife was an early victim of tuberculosis. His second died from what amounted to medical neglect. He lost two of the four children from those two marriages. While his earlier tragedies undoubtedly left their mark upon him, they neither interfered with his devotion to his work nor did they outwardly change his outlook upon life. Even in his last years he maintained a heavy work schedule, chiefly of preaching and speaking commitments, that would have floored a much younger man. Dr. Thompson continued to be active until the last weeks of his life. He died December 9, 1933.
January 19, 1995

Mr. E. Gordon Gee, President
The Ohio State University
Columbus, OH 43210

Dear Dr. Gee:

If was good to see you again during your visit to the Career Fair brunch in the Ohio Union.

Regarding our conversation afterward, the two attached documents, which make reference to your predecessor William Oxley Thompson, might be of interest to you.

The Indianola Presbyterian Church bulletin is from Christmas Eve morning service, 1922, the day my grandparents joined that church. At that time through his death in 1928, my grandfather Matthew J. Miller was the night watchman at the newly completed Ohio stadium. This was during the time my father, Lloyd D. Miller, was working his way through Ohio State for his B.A. degree in 1924 and his law degree in 1930.

The handwritten letter is from my grandfather to my uncle, Ormum D. Miller, who had also worked his way through Ohio State for his undergraduate and medical degrees. I have highlighted the passage in the letter referring to President Thompson’s reaction to some noisy young men behind him in church service.

My wife Gail and I are both OSU grads in the Class of 63 and our daughter Nancy is currently in her third year there. We always enjoy getting to campus for Parents’ Weekend so we will look forward to seeing you again this spring.

Sincerely,

Bill O. Miller
Manager, Salaried Personnel

BOM/jd
Enclosures
Dear Emma,

I will write you a few lines. There is no news here but
Mrs. P. and Mr. Morton got I have gone down to the & I am to deliver some
presents to Mrs. Stewart. I am to have a good cigar on Saturday. I got it in
my vest pocket and Sat down to read pretty soon he came in and
commanded to look all over the Mantle and Everywhere else. Then in his
coat pocket he said it was my cigar. Then yelled up stairs Morton did not
smile my cigar. It was full of hand
Finally got into one and said
and said I have a cigar off me. He
said God damn you just hold that.
He and Morton got me a pair wood
socks and some gloves. Ann and I
bought a set of teaspoons. The boy
gave her a fountain pen. She got with a
Christmas calender and the boy much a
Handkerchief.

From your affectionate,

[Signature]
Indianola
Presbyterian Church
Eighteenth—Waldeck—Luke Avenues
Columbus, Ohio

December 24, 1922

ANDREW W. BLACKWOOD, D. D.
PASTOR
The Manse, 155 East Frambes Ave. Citizens Phone 11033

WILLIAM HOUSTON, D. D.,
University Pastor
(Season of Gloom)
Office, 15 Fifteenth Avenue Bell Phone, North 1542, Citizens 11719

Mrs. Edgar G. Aleyn, Organist
Mrs. Bertha Stanier Brooks, Soprano
Maeve Manning Oldham, Tenor
Mrs. Stella Vondervisar Phelps, Contralto
William H. Kutschbaech, Bass

Peace on earth, good will toward men
June 18, 1998

Ms. Bertha Ihnat
O.S.U. Archives
2700 Kenny Road
Columbus, Ohio 43210-1046

RE: Copies

Dear Ms. Ihnat:

Thank you for taking the time to look through the files on Roger and Lorin Thompson. Enclosed is a check in the amount of $32.25 for copies. Did you notice any picture of Lorin or Roger in their files?

The information you have provided me so far gives me a complete ancestry of William and Lydia Brown, my Great-Great Grandparents. I thought you might find it interesting, so I am enclosing a descendant chart for you of the Brown’s. I never recall Grandmother Crawford ever mentioning Lorin Thompson, but I never did take the opportunity to discuss our family history with her when she was alive. Lorin was Grandmother’s first cousin. It is an interesting side note that Lorin was born a week before my maternal Grandmother Howe and died about a month before she did. They were both born in Longmont.

Thank you again for your help.

Very truly yours,

[Signature]

James P. Crawford

enc.
Descendants of William Washington Brown


- Cecilia Meredith Brown
- James Boyce Wilson

Clarence Clay Crawford, Sr.

- Mabel Ann Crawford
- John Robert Wagner, Jr.
- William Crawford

Kell

- Clay Crawford Wagner
- Ann Violatile Stapp

Michael Tray Wagner
- Kimberly Ann Wagner
- Robert William Herbert
- Hachi Lynn Wagner
- Kenneth Robert Hayduk
- Amy Suzanne Wagner
- Matthew Robert Keasby
- Kimberly Suzanne Keasby
- Hunter William Smith
- Alison Elizabeth Smith

Mary Ann Wagner
- Robert Eugene Keasby
- Susan Jane Kell
- Neal Robert Smith
Thompson’s leadership made good institution a great one

Other men of his time were smarter than he. Other men were undoubtedly physically stronger than he as well. But few men of his time or ours were as determined and steadfast in that determination as William Oxley Thompson. He was a simple man from simple stock. But he knew what he wanted to be. He wanted to be true to himself and to his upbringing. And he wanted to be very much to be an educated man. It took a long time but he turned out to be just that and much more as well.

He was born in 1855 to David Thompson, the village shoemaker in Cambridge, Ohio, and his wife, Agnes Oxley Thompson, a local schoolteacher. The Thompsons had lived in eastern Ohio for more than two generations by that time, having emigrated from England and Ireland in the early part of the 19th century. David Thompson and his wife were certainly not poor people but they were not persons of extraordinary wealth either. And William was the first of 10 children to be born to the family.

His mother taught him to read at home by an early age and he was reading from the “second reader” used by much older children when he entered his first school at the age of five. In those days school was a more irregular thing than it is today. Young Thompson, by his own later recollection, attended the village school for a time and then spent a winter in school in Zanesville. He later attended other schools in the villages of Sego, Mt. Perry and Brownsville, working for his family and others when he was not in class.

By the fall of 1870, he had gone about as far as the local public schools of the time would take him. So he applied for admission to Muskingum College in New Concord at the age of 15. It would be eight years before he would graduate from college. The reason for his extraordinarily long college career was not a want of desire or an inability to learn. It was quite simply a lack of money.

Thompson attended the college for as long as his limited funds held out. He would then go to work as anything from a hired hand to a local school teacher in places as varied as small town Ohio and rural Illinois. He even served for a time as the janitor in the selfsame college he was attending.

Despite his rather erratic attendance pattern, Thompson was a very popular person. When another student was selected to be valedictorian and a number of his classmates gave him a gold watch and a floral tribute when he graduated as a token of their esteem.

With his diploma in hand, William Oxley Thompson decided that the best direction of his life lay in the pursuit of the Presbyterian ministry. So he began the process of work and education all over again until his ordination in 1882. Experiencing an interest in ministry work in Sego, he was instead assigned to a place almost as rugged and challenging — western Colorado. During the next several years, he helped open several local schools and continued in his religious ministry. One of his major accomplishments was the founding and developing of a Presbyterian college in the area. In 1891, he had been elected a Commissioner of the General Assembly of the Presbyterian Church in Detroit. Before he could really begin these cities he learned that he had also been recommended to a search committee looking for a new president for Miami University in Oxford, Ohio. He got the job in Oxford.

By 1899, he was presiding over the 75th anniversary of Miami University and had completed a term as president of the Ohio Sunday School Association. It was an enviable set of accomplishments for a man who had taken twice as long as usual to get his first degree. But his real career in the life of the mind was still ahead of him.

In that diamond jubilee year for Miami University, William Oxley Thompson was invited to become the president of the Ohio State University. It was a moment calling for both reflection and decision by the successful university president.

Miami was an established institution with a well-established reputation and prestige. Ohio State was the former Ohio Agricultural and Mechanical College and had only been in existence for a little more than 20 years. Furthermore, William Oxley Thompson’s personal life was beginning to settle down as well.

During the next 25 years, William Oxley Thompson took the small co-educational vocational college and made it into an institution of national significance and importance. He did it by hiring good teachers and keeping them by paying them well and treating them with respect. He did it by personally recruiting good students and insuring that they got the education they needed and deserved. He convinced a recalcitrant state legislature that funding for higher education was both necessary and proper. In short, he took a good institution and made it into a great one. By the time he retired in 1925, Ohio State had been changed forever.

"Only one president of Ohio State has had a statue erected in his memory on the campus. Most people in this country never are the subject of a statue created in their memory. Even fewer have one erected to them while they are still alive. But William Oxley Thompson did.

Photo courtesy of Columbus Metropolitan Library

William Oxley Thompson

The statue of him in front of the library at OSU was installed only a few short years after his retirement and he was present when it was dedicated.

Some might say that William Oxley Thompson had come a long way from Cambridge, Ohio, and perhaps he had. But to the man who was so determined to educate and be educated that he never learned how not to succeed, it was not very far at all.

Received from Dorothy Ross: 11/23/98.
All,

The Columbus Museum of Art recently had their "Art in Bloom" program where designers use flowers to interpret art works on exhibit at the museum. Thought you might enjoy what one person thought about the Thompson portrait by Bellows. Sorry the photo is a bit dark. The room was dark and you can't use a flash.

Jeff
Great Ohioan Nomination Form

Award Goal: To commemorate the significant role of Ohioans in an event or series of events of lasting
significance in World, American or Ohio history through the awarding of the Capitol Square
Foundation’s “Great Ohioan” Award.

Award Criteria:
- Must be an individual Ohioan or group of Ohioans who have made a significant or lasting contribution to
  the World, American or Ohio history; and
- Must have been born in Ohio or lived in Ohio for a minimum of five years; and
- At least 25 years have passed since the event, which the nominee played a role in, is being
  commemorated; and
- There is a compelling reason why the Ohio Statehouse, rather than some other location in the state,
  should be the location of the award or commemorative work.

NOMINEE NAME: William Oxley Thompson

Category: □ Inventions/Medicines/Science □ Literature/Journalism/Historiography □ Academics
□ Communications/Education □ Entertainment/Sports □ Government/Military/Public Service/Religion

ADDRESS (if known) Deceased

PHONE ___________________ FAX ___________________ EMAIL ___________________

Please include with this nomination form, a narrative (no more than three pages) explaining how the nominee meets the award criteria mentioned above.

NOMINATOR NAME: E. Gordon Gee

COMPANY/SCHOOL: The Ohio State University

ADDRESS: 205 Bricker Hall, 190 North Oval Mall, Columbus OH 43210

PHONE 614-292-2424 _______ FAX 614-292-1231 _______ EMAIL gee.2@osu.edu

Please mail 1) nomination form and 2) narrative to: Great Ohioan Committee, Ohio Statehouse, Room 16,
Columbus, OH 43215. Fax: 614-221-1989 Attn: Great Ohioan Committee. Email: CSF@AssnOffices.com

Please submit nominations by: December 2, 2011

A special exhibit pays tribute to all Great Ohioan Award recipients at the Ohio Statehouse Museum.
December 1, 2011

Great Ohioan Committee
Ohio Statehouse
Room 16
Columbus, OH 43215

Dear Members of the Great Ohioan Committee:

It is with great delight and honor that I write to nominate William Oxley Thompson for the Great Ohioan award. Few people have influenced higher education in the state of Ohio as profoundly as Dr. Thompson.

Dr. Thompson was a key figure in the development of two major institutions of higher education in Ohio. He served as the president of both Miami University and The Ohio State University at critical times in their development. Most notably, he led Ohio State for 26 years, the longest-serving presidency in our University’s history. During that time, he guided this institution through the early decades of the 20th Century — a time of great economic, social, and cultural change. At the same time, Dr. Thompson strengthened and expanded upon our core mission as a land-grant institution, building the foundation for Ohio State to become a world-class research University.

I have attached biographical information on Dr. Thompson, and it remains my highest hope that you will consider him for the Great Ohioan award. Through his leadership and innovative thinking, Dr. Thompson truly helped shape higher education for generations. His impact continues even today, as Ohio State moves to effect lasting change in our state, country, and the world through our research, teaching, and service.

Sincerely,

E. Gordon Gee
President
William Oxley Thompson

William Oxley Thompson was born in 1855 in Cambridge, Ohio. He was the eldest son of a shoemaker and farmer in a family of ten. Working as a farm laborer, a teacher, and a janitor, Thompson earned enough money to pay for his education at Muskingum College, where he graduated in 1878. The following year he entered the Western Theological Seminary in Pennsylvania where he was ordained as a Presbyterian minister in 1881. His first ministerial appointment took him to Iowa. He then moved for several years to Colorado before returning to Ohio in 1891 to become president of Miami University. At Miami, and later at Ohio State University, Thompson kept an active ministry, attending meetings of the Presbyterian Synod, giving sermons as a guest minister for local churches, marrying students, and baptizing children at his home.

While president of Miami University (1891-1899), Thompson achieved distinction for his ability to lead the university, which experienced a period of financial growth and increasing numbers of students and faculty during his tenure. Particularly noteworthy was his success in the state legislature where he argued for the Sleeper Bill in 1896. This bill awarded Miami University a special tax levy, which provided financial stability to an institution that had closed during the financial depression of 1873.

When Thompson’s candidacy for the presidency of Ohio State University became known, the Ohio State Journal in Columbus referred to his accomplishments at Miami as “little short of extraordinary,” and declared enthusiastically: “Dr. Thompson possesses all the required qualifications of a successful college president. He is not only a scholar of recognized ability but a splendid executive.”

Thompson became the fifth president of Ohio State University in 1899, and remained for twenty-six years. During those years, the university developed into the modern, large, and multidimensional university it is today. As president, Thompson invested much time in talking to and working with people. One anecdote describes his habit of walking from his house at 15th Avenue and High Street to his office, tipping his hat to everyone and speaking to many. Another was Thompson’s response to a professor’s complaint about a janitor: “If you would treat him like a man you’d have no trouble with him.” The students liked Thompson so much that the graduating class of 1904 commissioned a portrait of the president, who had only been at the university for five years. It was the first of many tributes to this beloved president.

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1 Material taken with permission from Raimund E. Goerler, The Ohio State University: An Illustrated History (Columbus: The Ohio State University Press, 2011) and James E. Pollard, William Oxley Thompson: Evangel of Education (Columbus: The Ohio State University, 1955).
2 Goerler, 46.
3 Goerler, 47.
President Thompson became the first executive head of the university, when the Board of Trustees changed their bylaws to declare him as such. During his presidency, the university grew exponentially and added a College of Medicine, a College of Education, the Ohio Cooperative Extension Program, and a graduate school. He also oversaw the building of Ohio Stadium, approving the large design despite those who claimed it would never be filled.

Thompson also advocated for the university to provide the research, expertise, and services to address modern challenges throughout the state and country. Ohio State University achieved distinction as a major university that could make national contributions. During World War I, Ohio State provided domestic leadership in agriculture and industry. Thompson was asked by the U.S. Secretary of Agriculture to travel to the northwest to ask the farmers to grow more grain. He worked in each state with the governor, the head of the agricultural college, and farmers to produce and transport the larger crop. In addition, Thompson, as well as other faculty and alumni, played a large role in crafting the law that created the Reserve Officers Training Program (ROTC).

Throughout his life, Thompson was active in state and national educational organizations, and as such increased Ohio State University’s position in the academic world. For more than three decades he was active in the Ohio College Association and played major roles in the Association of Land Grant Colleges and Universities and the National Association of State Universities. He also served several years on the Columbus Board of Education.

President Thompson died on December 9, 1933. Flags on campus flew at half-staff, and classes were dismissed and offices closed the morning of his funeral. The honorary pallbearers included the president of Ohio State University, the governor, the chairman of the Board of Trustees, the president of Miami University, and others. The Board of Trustees recognized his impact on the university by adopting a resolution which said in part, "The Trustees here formally record the passing of a great figure in the history of this University. Yesterday it was his laboratory; today it is his monument."4

At his memorial service, the speakers spoke of Thompson’s impact on the university, the state, and the country. Theodore Tangeman, state director of commerce, said: "In the hearts of thousands of the common people of this state, lives an appreciation of President Thompson as their friend and one who understood their problems. By his works as a citizen he has made this state stronger than it was when he came to enjoy the rights and privileges of a citizen and by his understanding and living with the common man he has made for him a happier and a better state and nation to pass on to those who follow him."5

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4 Pollard, 283.
5 Pollard, 287.
Minister left lasting OSU legacy

I first encountered the statue of William Oxley Thompson many years ago when I visited the library bearing his name on the Ohio State University campus.

Thompson was wearing an academic robe and gaze across the Oval, in the center of the place he came to know so well. I still remember observing to a friend at the time that the statue was larger than life.

In many ways, so was the man it depicts.

When Thompson came to Ohio State in 1899, the campus was home to about 1,300 students on 330 acres. By the time he retired in 1925, the university was housed on 1,000 acres and each year was graduating more students than had been enrolled in the entire university in its early years. Much of that success and progress was due to Thompson’s efforts.

The journey of Thompson to Columbus was a circuitous one. Some men take a while to find the place where they truly want to be. Thompson’s journey not only was long one but in some ways a tragic one as well.

He was born in 1855 near Cambridge, as the first of 10 children of David and Agnes Thompson. David Thompson had come to America with his family from Northern Ireland, and he had learned to become a shoemaker. The family moved from Cambridge to New Concord to Zanesville and finally to the rural village of Brownsville.

When he was 14, William began working as a farmhand. When he was 16, he began attending classes at nearby Muskingum College. To pay for his education, he worked on the farm, as a tutor and even as a college janitor.

While attending Muskingum College, he roomed for a while in the log-cabin home of a family named Harper. One member of the family, William Rainey Harper, would one day become president of the University of Chicago.

Because he had to work as much as he studied, Thompson did not graduate from Muskingum College until 1878. By that time, he knew what he wanted to do next: He attended the Western Theological Seminary in Pennsylvania. He graduated in 1881 and was ordained as a Presbyterian minister.

In the following year, he married Rebecca Allison and the couple moved to Iowa, where he became a home missionary.

Rebecca Thompson contracted tuberculosis, and the family moved Colorado in the hope that mountain air would help. He became president of a small local college and pastor of a local church near Estes Park, Colorado.

The move did not help. Rebecca and her infant second daughter died in 1886.

Thompson remarried, but in less than four years, his second wife, Starr Brown Thompson, died after giving birth to their second son. In 1890, Thompson was a widower with three small children.

It was at this point that he came back to Ohio and found his true calling. He accepted the presidency of Miami University and married Estelle Godfrey Clark. Miami was a small college in those days with fewer than 200 students.

Thompson proved to be a skilful administrator and a successful recruiter of new students. One of his lasting accomplishments was helping to create an intercollegiate athletic program with nine other Ohio colleges.

In 1899, Thompson was elected the fifth president of Ohio State University. Over the next 25 years, he presided over the evolution of Ohio State from a small agricultural land-grant college into one of America’s great universities. Popular with students, staff and civic leaders, Thompson became involved with several local business enterprises while continuing to serve as a minister—most notably with Indiana Presbyterian Church.

Over the years, Thompson developed a national reputation as an advocate of public education. During World War I, he served on a number of federal commissions and toured various parts of the country to support the war effort.

At the end of World War I, Thompson was 65. He offered to retire on the occasion of the 50th anniversary of OSU. The board persuaded him stay for a few more years.

After the completion of several construction projects, including Ohio Stadium, Thompson retired in 1925 at the age of 70. In 1930, university fine arts professor Erwin Frey created the 11-foot statue of Thompson, which stands in front of the library that bears his name.

Thompson suffered a severe heart attack and died Dec. 9, 1933, at a Columbus hospital. He is buried in Green Lawn Cemetery.

Every town has a few people who are larger than life. William Oxley Thompson was one of those people.

Local historian and author Ed Lentz writes the As it were column for ThisWeek News.