ALUMNI DAY
THE OHIO STATE UNIVERSITY
SATURDAY, MAY 25, 1918

PRESENTATION OF SERVICE FLAG

IN HONOR OF THE OHIO STATE UNIVERSITY MEN IN MILITARY AND NAVAL SERVICE
ORDER OF THE DAY

MEETING BOARD OF DIRECTORS OHIO STATE UNIVERSITY ALUMNI ASSOCIATION
OHIO UNION
10:30 A.M.

ANNUAL MEETING OHIO STATE UNIVERSITY ALUMNI ASSOCIATION
OHIO UNION
1:30 P.M.

OLD BUSINESS

REPORTS
The President
The Secretary
The Treasurer
Chairman, Board of Visitors
Committee on War Records
Committee on Honorary Degrees
Committee on Memorials
Committee on Change of Name
Tellers

INTRODUCTION OF NEW OFFICERS

NEW BUSINESS

ADJOURNMENT

ORDER OF THE DAY

PRESENTATION OF SERVICE FLAG
LIBRARY, EAST SIDE
3:30 P.M.

MUSIC — “The Star Spangled Banner,”
Led by Glee Club

INVOCATION.

PRESENTATION OF SERVICE FLAG............. LOWRY F. SATER, ’95

PRESENTATION SONG.............Led by Glee Clubs
COMPOSED BY WILLIAM L. GRAVES, ’93

ADDRESS.............PRESIDENT WILLIAM OXLEY THOMPSON
MUSIC..................Girls’ Glee Club
ADDRESS..................GOVERNOR JAMES M. COX
MUSIC — “Carmen Ohio”
CHIMES..................C. W. REEDER

PATRIOTIC RALLY AND WAR TIME SUPPER
OHIO FIELD
5:30 P.M.

REUNION OF QUINQUENNIAL CLASSES

Presentation of Pomerene Cup
Class Stunts
Patriotic Sing
OFFICERS OF OHIO STATE UNIVERSITY ALUMNI ASSOCIATION

B. S. Stephenson, '01..............................President
George H. Calkins, '95....................First Vice President
Henrietta Kauffman Cunningham, '01............
    Second Vice President
George H. Mock, '91............................Treasurer
Nan Cannon, '01..............................Acting Secretary

CHAIRMEN OF COMMITTEES
ALUMNI DAY

H. L. Hopwood, '07..............................General Chairman
Marguerite Lisle Belknap, '10.....................Hostesses
Edna Armstrong, '97..............................Supper
Phil S. Bradford, '11.............................Stunts
Louise Shepherd Hengst, '11......................Music
Charme Seeds, '15.................................Publicity
Ralph Hoyer, '06.................................Ticket and Program
Homer C. Howard, Ex. '97........................Host
PROCEEDINGS

OF

Alumni Day

AT THE

Ohio State University

Tuesday, June 13, 1899

Columbus, Ohio

Ohio State University
OFFICERS FOR 1898-99

President, E. O. Randall, ’92.
Vice President, Mrs. W. H. Siebert, ’84.
Secretary, J. A. Bownocker, ’89.
Treasurer, P. M. Raymund, ’88.

Committee on College Affairs
S. A. Webb, ’88, Columbus, Term expires 1899
W. J. Sears, ’94, Chillicothe.
FLORIZEL SMITH, ’90, Columbus.
MRS. H. J. ABBOTT, ’88, Columbus.
L. H. GODDARD, ’92, Bloomingburg.

Committee on Necrology
G. S. Marshall, ’94, Columbus, Term expires 1899
W. G. Hyde, ’87, Chillicothe.
L. F. Sayer, ’95, Columbus.

Minutes of Business Session
BOTANICAL HALL
Columbus, O., Tuesday, June 13, 1899

MEETING called to order by the president, E. O. Randall. There were about seventy-five alumni present. Minutes of last year were read and approved. Mr. Raymond, the treasurer, reported $152.49 in the treasury. Report accepted.

Mr. Randall, from the executive committee, reported concerning the alumni luncheon, saying that lunch would be served at twelve o'clock in the Armory, the cost to be twenty-five cents per plate. This arrangement had been made by the executive committee without instructions from the association.

At the suggestion of President Randall, a resolution was adopted recommending an alumni midwinter meeting and luncheon to be held at such time and place as a committee appointed by the president might decide. The following were appointed as such committee: J. A. Bownocker, Frank M. Raymund, Mrs. W. H. Siebert and Miss Lucy Allen.
The secretary was instructed to cast the vote for membership in the association for the class of '99 when the members of said class shall have received their diplomas.

Mr. K. D. Wood reported the following which was unanimously adopted:

Whereas, President James H. Canfield is about to sever his connection with the University after four years of arduous work, during which time he has labored conscientiously toward the upbuilding of our beloved Alma Mater; be it

Resolved, By the Alumni Association of the Ohio State University, that we tender to him on his departure our best wishes for his future happiness and hopes for success in his new field of labor.

Mr. R. H. Gane reported the following resolutions, which were unanimously adopted, and President E. O. Randall was instructed to present them to the Board of Trustees:

Whereas, It is apparent that the present accommodations furnished the students of law are in no way commensurate with the rapid increase in the number of students in the department; and,

Whereas, It is further apparent that if the College of Law continues to increase in the future as it has in the past, some new quarters must be procured; be it, therefore,

Resolved, That the Alumni Association of the Ohio State University, having at heart the best interests of the College of Law as it has of all the other colleges, and believing that it is imperatively necessary for the future welfare of the institution, do hereby petition the Honorable Board of Trustees that active measures be taken toward securing the immediate erection of a suitable building devoted exclusively to the use of said department. Be it further

Resolved, That a copy of these resolutions be forwarded to the Board of Trustees, spread upon the minutes of the Association and also be published in the Lantern; be it further

Resolved, That a committee of one, consisting of the President of the association, present these resolutions to the Board of Trustees in session to-day.

The Committee on College Affairs reported through Mr. Sears the following resolutions, which were unanimously adopted:

To the Associate Alumni of the Ohio State University:

Your Committee on College Affairs begs leave to submit the following report:

1. We note with pride and gratification the continued advancement of the University along all the lines of essential and permanent growth. We believe the time is soon coming, if it is not already here, when it can be truthfully said that our Alma Mater has taken front rank among the great free educational institutions of the country. For this present good fortune and for the happy prospects for the coming year we return again our thanks and congratulations to the Trustees, Faculty, and all the friends who are giving the University their best love and devotion.

2. We desire to congratulate the Faculty and Trustees upon the Senior Promenade of last evening. The liberal spirit which characterized its arrangements will, we believe, result in much benefit to the student body.

3. We commend Governor Bushnell upon his recent appointments of members to the Board of Trustees. We express our fullest confidence in their ability and devotion to the interests of the University.

4. We are especially gratified that the alumni are represented on the Board by an able and conscientious man—Mr. Paul Jones. We believe also that our representation on the Board should be larger, and we urge that steps be taken to create the sentiment which will commend the Governor in increasing the alumni representation among the Trustees.

5. We desire to commend the new spirit and new methods that are now prevailing in the control and direction of college athletics. We are fully persuaded that our athletics should be clean, pure, and above every suspicion of professionalism and dishonesty.

(Signed)

S. A. Wehr, Chairman,
Walter J. Sears,
Loring H. Goddard.

Professor McPherson, from the committee having in charge the securing of portraits of presidents of the University, reported that sufficient funds are in hand to secure one portrait, and that Dr. Orton's will be obtained first.
Professor Siebert reported concerning the work of the University Library Association. Twenty-five dollars were voted to assist the committee in its work.

The president of the association was instructed to appoint a committee of three whose duty it shall be to secure as far as possible positions for our students—the work to be done mainly among graduates and ex-students. Ten dollars were appropriated to defray expenses of the committee. The following were appointed by President Randall: Geo. S. Marshall, W. J. Sears, Mrs. Florizel Smith.

The Committee on Necrology reported the following deaths: Rev. J. P. Milligan, '86; Prof. Henry Snyder, '79; Hon. C. W. Voorhees, '92; Mr. E. G. Swartzel, '95; Mr. R. M. Forgy, '96.

The Committee on Nomination of Officers for the year 1899-1900, consisting of Messrs. K. D. Wood, W. McPherson and W. J. Howard, reported; and after slight modification the report was adopted as follows:

President, W. W. Kreifer, '86.
Vice-President, H. S. Bronson, '97.
Secretary, Mrs. Alice T. Wing, '80.
Treasurer, P. M. Raymundo, '88.

Orator, J. S. Myers, '87.

Necrology, College Affairs, Lantern Editor,

Athletic Board,
J. E. BOYD, '91, (one year) G. W. RIGHTMIRE, '95, (two years) J. A. Bownocker, '86, (three years)

There being no further business before the association the meeting adjourned.

J. A. Bownocker, Sec'y.
The Higher Education

E. O. RANDALL
Ph.B., Cornell University
LL.B., LL.M., Ohio State University

In spite of the increasing importance and influence of higher education in our civilization, there still persistently prevails the popular prejudice, particularly among the so-called "practical" men, against the necessity for, and even the advantage of, the higher education of the American youth as represented in the college graduate.

To-day, as alumni of a revered Alma Mater, we return to the academic temple to pay tribute to the honors it bestowed, and do homage to the memories it bequeathed. Secure for the hour from the brutalities of a Barbarian world and once more breathing the balmy air of scholastic surroundings, are we not permitted with a pleasing privilege to look again to our laurels, reaffirm some reasons for our being, and with the weapons of argument repel the charges of the pessimistic philistines? No one but an eligible candidate for the charitable abode of a wandering mind, or the haven of a perennially immature intellect will deny the proposition that an organized intelligence and an education born of properly exercised mental faculties, in the parlance of a practical world, is a good commodity to possess, and a more or less productive and profitable capital to have at one's command in any of the avenues of life. Lord Brougham, no mean scholar and no slight statesman, declared that even a bootblack could shine shoes better for having studied Latin. Abram Hewitt, whom no one will accuse of failure in life because of his superior education, is credited with saying: "If I were to have the choice of one hundred million dollars or the pleasure I had in my college days and the pleasure I have had as the result of my education, I would quickly choose the latter."

Yet we are told, in all sincerity, from a sentiment begotten of stupendous stupidity, that there is a limit to this requirement and a danger line of quantity beyond which it is detrimental, if not absolutely perilous, for the boy or girl to pass. The platform of this prejudice is not that a little learning is a dangerous thing, but that a whole lot of it—a complete outfit—an excess of education—is rash and ruinous, and as liable to be self-destructive to the youth as a cannon fire cracker or an air gun is to the reckless infant.

The humorous philosopher, Josh Billings, paraphrases their position when he said to the youth who asked his advice about going to college: "Young man, you had better not know so much if you have to know so many things that are not so." This illiterate bias finds ground in two classes of community—first, the innately ignorant class—perhaps unfortunate in having little opportunity to be otherwise, and perhaps though having that opportunity, through obstinacy, enervation or absence of ambition, do not and will not rise above a common level.

But there is another class to whom we would appeal, the class that in spite of the lack of learning, either in a broad or narrow sense, have risen above their average, and by successful struggle and effectual effort have attained a position of influence, influence and prominence in the social, commercial and political world. Those who comprise this class are the so-called self-made
men, so many of whom some one has said, "being self-made worship none but their own creator."

These are the hard, level-headed, practical men—they are deserving of all praise, far from it be our desire to say aught against their lofty aims or their laudable achievements. The world, and especially our own country, owes an inestimable debt to this class of men. It embraces that innumerable host of merchants, manufacturers, inventors, investors in industries and promoters of projects who have become blessed benefactors to their less fortunate fellowmen. These men are honored heroes in the strife of life, solid and stately in character, broad and comprehensive in mind, they have built, often better than they knew, in the business enterprises and public progress of our nation. These men have truly served their day and generation and have won the confidence and approbation of their contemporaries and successors. But these men have prospered in a worldly way without this collegiate education, in some instances without even the common school advantages. Their inherent talent, their indomitable perseverance, their unflagging energy, their impetuous ambition, were potencies that were invincible and that swept aside or surmounted discouragements, deficiencies and difficulties. The sheer force of their faculties fought their battles and wrought their victories. And the greater honor is due them. A class whose name is legion, but these men in their remarkable careers, crowned with the highest success, as the world estimates or measures success, in no way lessen the argument in behalf of the higher education.

Taking the term education in its broadest interpretation, and permitting the word in its popular sense, viz. the training of the capabilities and the schooling of the elements of character, these men unconsciously acquired it in their experiences, in the very necessities of their application and directness and systematic method, with which they worked and won. The school of life, it is true, gave them a sort of education. But would these men have done less with the intellectual, scholastic or scientific molding and unfolding derived from a college or university course? Would they not, almost without exception, with this plastic power within their grasp and control, have achieved the easier and accomplished the more?

The diamond in the rough is a stone of great worth and valuable above many jewels, and has great earning power; but does it compare with that which has passed through the polish of the refiner? This is a very homely and hackneyed illustration, but it points the purpose of my theme. The claim of the popular prejudice against the college man is that the superfinishing process of higher education is at the expense of the rugged strength and natural vigor of the man, that it gives him a distaste, if it does not actually unfit him, for the rough-and-tumble of life, that it imbues him with theoretical and impracticable views and visions and elevates him in his own estimation above his abilities and opportunities, and that the very effort and energy invested in this refining process is at the cost of his subsequent material prosperity—and material prosperity is the sumnum bonum of this class of critics.

They admit perhaps that he may gain something intellectually, but that ornamental accomplishment is nothing to the loss in actual tangible returns. Our argument is aimed at this material gain. It goes without saying that the college man has the greatest advantage in a certain sort of intellectual culture, but we are after, and only after, the practical phase of this question. Our oppositionists are devotees of facts and figures. They require results that can be obtained by the balance of accounts, cold facts, unprevaricating figures are what they demand. We accept the challenge and cheerfully and confidently meet them in their own arena. We will give these practical philistines a run for their money in the field of figures. As a proper prelude
to our statistical survey of the subject let me recall the item of intelligence in the population of the United States, as revealed in the national census for 1890. The population in total was 62,622,250 — of these 7,638,360 were colored; 56.8 of whom above the age of ten years could not read nor write. — Foreign (born) white population (immigrants) 9,121,867 — 13.1 of whom were illiterate; 45,862,023 native whites of whom only 6.2 above the age of ten were illiterate. Average illiteracy of all classes, 13.3. That was 1890 — the illiteracy is now supposed to average only about 10 per cent. We now enter upon our school statistics.

In the year ending June, 1898, there were enrolled in the United States, in the elementary public schools, that is the primary and grammar grades, 15,452,426 pupils, and in the institutions of higher learning, including High Schools, Academies, Colleges and Universities, 803,667, making a total of 16,255,093. This is a wonderful showing for our public schools. Probably a fifth of the population were last year enrolled upon the roster of our public schools.

Herr Albert Schinz, a famous European statistician, in his late report says that last year (1898) the United States contributed more money for the conduct of its schools than did England, France and Germany put together. But on the other hand there is a foreboding fact, namely, that the statistics show that the total amount of schooling received per individual on an average for the whole of the United States, at the rate of school attendance for 1897-98 is merely 4.65 of two hundred days each, that is to say, the average period which the American pupil spends in the public school is less than five years of two hundred days to the year, or less than one thousand days in all his life. In Ohio the average is about six years, probably owing to the incentive of the Boxwell Law, and the superior and ampler facilities afforded in the Buckeye schools.

In some of the New England States the average reaches seven years. Indeed, this period of schooling seems to be largely dependent upon the local opportunities provided the youth.

The statistics of Ohio reveal that of those who enter the public schools only seventy per cent. complete the primary grade, or the first four years. Only fifty per cent. complete the grammar or eight-year grade; while but ten per cent. enter the High School, and but seven per cent. at last graduate therefrom.

These are the facts as to the results of our public school opportunities and their improvement. In other words, ninety per cent. of our American boys enter the career of life to cope with the problems of subsistence and of citizenship with an average of less than six years training in our public schools.

With these facts in mind let us look at the figures in connection with the higher education as represented in our colleges, universities and professional schools. The statistics of the United States Bureau of Education for 1896-97, the last which I have been able to obtain, give an enumeration of 484 colleges and universities with an attendance of 97,134 students. Professional colleges, 53,249, and the Normal schools, not included in the colleges, 67,830, a total enrollment in the higher institutions of 217,763. Let me give you the figures of the professional schools separately. The same source gives 150 medical schools, (not including dental, pharmacy or veterinary) with 3,986 instructors, 24,377 students. Last year (1898), 5,567 graduates.

The theological schools, 157, with 980 instructors, 8,173 students and 1,672 graduates. Law schools, 77, with 744 instructors and 10,450 students and 3,016 graduates.

What is the record of these graduates of the colleges, universities and professional schools?

In 1872, twenty-seven years ago, 590 persons in a million were enrolled in our colleges and universities. In 1897 the ratio was 1,216 to the million, or more than double, while at the same
time it must be remembered that the requirements of admission to these institutions have been raised the value of a full year in preparation, while the standard in the courses pursued has been made proportionately higher, and more exacting. It is now estimated that about one person in 750 enters our colleges proper, and that about one person in one hundred obtains what may be called a higher education, that is in our colleges, universities, professional, normal or technical schools.

The teachers, some five hundred thousand in number, are provided for, i.e. they generally find a place in their vocation. The graduates of the professional schools, law, medicine, theology, dentistry, pharmacy, veterinary, etc., I think we may say, are thoroughly able in the main to shift for themselves, but how is it with the ordinary college graduate?

It has been pretty definitely shown that forty per cent. of the positions of trust in this country, by which is meant public offices, that is, forty per cent. of all the offices, are filled by persons who have had that higher education, that is, by that one per cent.—that one person in one hundred. What do our practical critics have to offer against a statement like that? For my own curiosity I carefully examined the Blue Book of the present serving Ohio Legislature and the similar book for Congress, tabulating the biographical statements of each member of those respective bodies with the following result.

The present Ohio Legislature has 145 members. Of these fifty-seven graduated from colleges, twenty-one graduated from law schools, thirty studied law and were admitted to the bar outside of a law school, making fifty-one lawyers, while fourteen were educated in professional schools other than the law or the special college course, i.e. a school of medicine, theology or some technical school. Twenty had a high school education not included in any of the above. Ninety had received either a professional or a college education—sixty-two per cent. of the entire body, as against one per cent. in the world at large.

In the present Congress there are 446 members. Two hundred and ninety-six of these graduated at some college or university, seventy-nine graduated from a law school, one hundred and ninety-three read law and were admitted to the bar without attending a law school, twenty-three were graduates of professional schools not counted in any of the above. In short, over ninety per cent. of the members of Congress have been recipients of that so-called higher education, while only one per cent. of the population receives that higher education, i.e. that one per cent. supplies ninety per cent. in the highest body of our nation.

With this survey of the general status of higher education in our country, it is worth while to look at our own state. Ohio is conspicuous for the extent of its facilities for higher education. It has between forty and fifty higher institutions of learning, or nearly one-tenth of the number of the United States, and a greater number than any other one state—though the exact altitude of some of these Ohio higher institutions has been the subject of copious debate.

In the last United States Bureau of Education Report (for 1895-96) Ohio reports thirty-seven institutions, calling themselves colleges or universities. This does not include the professional colleges, such as medicine, law, theology, etc. Of these thirty-seven institutions, twenty-three call themselves colleges and fourteen sport the title of university. We believe that there are to-day some eight more colleges or universities not designated in that report, making some forty-five institutions in the Buckeye state granting baccalaureate degrees. Of these thirty-seven reporting, twenty-six are denominational, or sectarian schools, eleven are non-sectarian. Ten of these have no endowment fund.
Two have endowment \( \leq \) $25,000
Four " " from 25,000 to 50,000
Six " " 50,000 to 100,000
Five " " 100,000 to 200,000
Three " " 200,000 to 300,000
One " " 300,000 to 400,000
One " " 400,000 to 500,000
Two " " 500,000 to 600,000
One " " 600,000 to 1,000,000
Two " " 1,000,000 to 1,500,000

Six of these are for men only, having 371 undergraduates, thirty-one are co-educational, having 2,912 male students and 1,554 female students, making a total in the thirty-seven colleges (reporting in 1895-96) of 3,837 students. Seven had less than twenty-five students, six had from twenty-five to fifty, nine from fifty to one hundred, eight from one hundred to two hundred, thirty had less than two hundred and thirteen less than fifty students.

The Ohio School Commissioner’s report for 1898 gives but twenty-three colleges and universities, with 485 instructors and 3,948 male and 1,582 female students in the college department. Nine hundred and three graduated from these schools in 1897, that gives about one college student to every 750 of the state’s population. It is not the province of this paper to discuss the relative merits of the larger and smaller colleges. Many of these smaller colleges barely exist. It would seem as though there was small excuse for their existence, but the question of their value and vitality can be safely left to them. The law of the survival of the fittest applies to colleges as well as to brutes or business enterprises. The larger schools with their greater facilities and opportunities, and their accessibility through the various modern methods of rapid and easy travel, are slowly and surely overshadowing and outdoing the futile efforts of the weaker contestants. It is the same evolution in education that is going on in the industrial world. The great universities, with their capital and superior location, equipped in all branches, are monopolizing the patronage as do the great department stores of our cities and with like result to smaller competitors.

Indeed already the little colleges are considering concentration and consolidation. Only last week one of our leading city dailies announced that “a movement is on foot among the educational leaders of a certain denomination for the purpose of effecting an amalgamation or consolidation of the seven colleges in Ohio of that denomination” — and a list of the colleges was given. A trust in sectarian colleges! Shades of the higher education. Think of the time when one grand combine will embrace Harvard, Yale, Cornell, Michigan and O. S. U. Imagine the well of the muses a patent Pierian Font, one centralized, close corporation. The shrines of science and halls of the classics united in an iniquitous and invincible trust. Not a drink — not a drop of knowledge, not a sip of the classics, nor a swallow of the sciences, except at the patronage of the national educational joint pool. Is the coming American conflict to be concentrated college brains against centralized commercial boodle? Who knows? But whatever the deal or the shuffle, you may rest assured that you will not be able to lose the college graduate. He has come to stay, and he is becoming more numerous and more in evidence each year.

We hear much about the new woman and the coming man, they have not sufficiently developed to be accurately defined. The present man, so far as my observation and experience goes, has most of his faculties, mental and physical, at present vigorously employed in dodging the coming woman—on her bicycle—but let her pass, in safety, if you can. The new woman and the coming man, whatever else they prove to be, will be college
graduates. It is already a sine qua non to success or even desirable opportunities.

Some of the New York dailies to-day accept no inexperienced applicant unless he can exhibit a diploma among his other recommendations. He must be clothed with a sheepskin if he has any hope of succeeding, or even striving in intellectual or professional pursuits.

We have already shown by forceful figures that the college graduate is rapidly absorbing the positions of eminence and emolument. The dream of Plato in his ideal republic is well nigh realized in the nineteenth century America. Plato's scheme divided the people of the state into three classes, to be known as the guardians, the auxiliaries and the producers or the masses. The guardians were the specially educated class, not only intellectually, but physically and morally. It constituted the cream of society and from this guardian or educated class were to be chosen the magistrates or officers of municipal and state affairs. The auxiliaries or middle class comprised the intelligent and substantial element, while the third, the producers or the masses, did the work and bore the burdens. Plato's society was essentially one of caste. The fiction then in vogue was that the people originally were fashioned out of the bowels of the earth, their common mother, but it pleased the gods to mix gold in the composition of some of them, silver in that of others, and iron and copper in that of the less fortunate. Those with the gold mixture made up the guardian or first class. It is then apparent that his educated caste was not a blue blood, but a "gold bug" class, a sort of combined plutocracy and educocracy. Whether Plato regarded sixteen silver auxiliaries equal to one gold guardian he fails to state. Certain it is that the fiction of Plato is not wholly a fallacy to-day, for the gold influence of the magistrate or public official is too often more potent and also more patent than the graduate ingredient.

Plato's republic, however, so far as it was tried, was a conspicuous failure. The glowing period of Pericles following Plato in which the rule of a cultured class was the acme of the state's ambition, was as brief as it was brilliant. The plan for an ideal society, as set forth by almost every political idealist from Plato's time to Moore's Utopia and on to Bellamy's Equality, have made education its cornerstone, and culture its capstone. The desire, if not the expectation, of the theorist to-day is that the coming citizen shall have equal advantages and intellectual acquirements with every other citizen. This hope is intensely illustrated in the interesting state of equality as portrayed by Edward Bellamy. He alludes to the fact "That our primary school system provides the rudiments for nearly all children, but not one in twenty goes as far as the grammar school, not one in one hundred as far as the high school, and not one in one thousand ever saw a college."

Under the educational system of his coming social paradise, as he would establish it, children at fourteen will be as far advanced as those of to-day are at twenty-one. There will be no deserting the pursuit of knowledge for the factory or the farm; the sweat of the brow will not mar the burnishing of the brain, but every child will receive, gratuitously, at the hands of the state a complete course, culminating in a college education, and in that coming golden age of equal enjoyment and common experience he says "Every year we will graduate not the thousands or ten thousands that make up our annual grist of college graduates (that is, the grist of the close of the nineteenth century), but we will graduate millions, for the very reason that we can have no centers of higher education any more than you had of the primary education. Every community has its universities
just as formerly its common schools, and has in it more students from the vicinage than one of your great universities could collect with its drag net from the ends of the earth."

When he was asked, "But does not the reputation of appointed teachers attract students to special universities?" his reply was, "That is a matter easily provided for. The perfection of our telephone and electroscope systems makes it possible to enjoy at any distance the instructions of any teacher. One of much popularity lectures to a million pupils in a whisper, if he happens to be hoarse, much easier than one of your professors can talk to a class of fifty when in good voice."

Many of the imaginings of the speculative Bellamy may be impossible of realization, owing to the innate inequality of the individuals that constitute the state. But without doubt the day will come, because it should and can come, when the higher education will be at the door of every youth, and that universal higher education will be the one chief element that will protect and promote the stability and perpetuity of our American Republic.

Ohio from its smaller and higher institutions of learning has produced many a great mind and grand character, incomparable leaders in every field of thought and action. None more splendid nor complete as a typical citizen and scholar has Ohio produced than James A. Garfield, who in an address before a college audience closed with these eloquent and prophetic words: "Finally our great hope of the future, our great safeguard against danger, is to be found in the general and thorough education of our people, and in the virtue which accompanies such education. And all these elements depend, in a large measure, upon the intellectual and moral culture of the young men who go out from our higher institutions of learning. From the standpoint of this general culture we may trustfully encounter the perils that assail us. Secure against dangers from abroad, united at home by the stronger ties of common interest and patriotic pride, holding and unifying our vast territory by the most potent forces of civilization, relying upon the intelligent strength and responsibility of each citizen, and, most of all, upon the power of truth, without undue arrogance, we may hope that in the centuries to come our Republic will continue to live and hold its high place among the nations as "The heir of all the ages in the foremost files of time."
The Children of the State

ALBERTA D. GARBER
Ph. B., A. M., Ohio State University

MINISTER before he delivers his sermon announces his text. It has always seemed to me that therein he has a great advantage over any ordinary person who may attempt to address an audience. Moreover, I think it is a comfort to an audience, particularly on a summer's day, to know what subject the minister intends to discuss. Therefore this afternoon I am going to doubly usurp the clergyman's privilege by giving you two texts.

The first may be found in no book, it may not even be remembered by the author for it is only one of the many helpful words spoken by the honored first President of the Ohio State University, our much loved Dr. Orton. It is this — "The students of a State College owe an especial duty to the State." The second is — "The State has no material resources at all comparable with its citizens, and no hope of perpetuity except in the intelligence, and integrity of its people." This one may be found on the cover of the Annual Report of our Board of Trustees for 1897. It is an axiom of government which may be recognized in much — I wish I might say all — our governmental legislation. The intelligence and integrity of the citizens is so important to the existence of the State that we find through all the past that men have endured hardship and made sacrifices that these ends might be attained. Indeed, it may be said that integrity and intelligence are the State, for without them there can be no organization of individuals into any relationship of life.

To foster and increase intelligence and integrity is the purpose of schools and churches, libraries, museums, the whole series of beneficent agencies by which the state either in its corporate or private capacity, provides for the pleasure and development of its children, not only that they may enjoy the fruits of these privileges themselves, but that they may in turn become the dispensers and promoters of them. This places grave responsibilities upon the managers and teachers in every institution whose purpose is educational, responsibilities which they more than any one else are recognizing and are conscientiously trying to meet. Education is becoming daily more comprehensive and more wholesome. Our conception of its scope has widened from the three primitive R's to the three H's, the head, the hand, and the heart. Now any good school offers not only the natural sciences, art, literature, languages, psychology, economics, philosophy, law and medicine, but physical culture, manual training, industrial training, business training, and lately sociology.

And who thinks for a moment that the end is reached? Already there are those urging the establishment of a new department claiming that our schools can never fulfil their purpose until moral training has been added to the curriculum. If, as is frequently claimed, the churches are losing their hold upon the people it may well be that some influence must be devised to accomplish that which heretofore has been deemed their special mission. For after all it is not intellect the world wants, but intellect impelled by character, else the use of mental power may become a curse to those who made it possible. The perpetuity of the State
rests not only on the intelligence of its people, but on their integrit...deaf." What a transformation was accomplished there, and what a blessing bestowed on both the individual and society!

To children who have the intelligence and the will to learn it is simply a question of adequate opportunity, but what of those lacking in both the mind and the will? The eleven hundred imbeciles who are being cared for at the expenditure of so much money and service in the great State Asylum for the Feeble Minded on West Broad street. What these children lack in capacity must be supplied by educational methods, and the skill, patience, and kindness of the teachers. And indeed the results are marvelous, but the original deficiency can never be compensated, and the question still remains: if all children are not free from such a terrible curse — if all are not equal in ability, why not?

Dr. Samuel G. Howe, who first made a study of this terrible affliction sixty years ago, said: — "It was hard to believe it to be in the order of Providence that the earth should always be cumbered with so many creatures in human shape, but without the light of reason... Where there was so much suffering, there must have been sin." And through his investigations, personal and moral sins of the ancestors are revealed as its almost exclusive cause. It is estimated that there are about two thousand idiotic and feeble minded persons in Ohio. At one time it was hoped that the majority of these might be made self-supporting, but now it is seen that not more than ten or fifteen per cent can be made self-supporting in the sense that they can return to an independent life in the ordinary population; and recently, grave questions are entertained as to the wisdom of allowing them to do so lest they perpetuate the curse by which they are doomed.

Another class of those technically known in Sociology as defectives, are being cared for by the State in the Hospital for Epileptics at Gallipolis. It is a matter for our just pride, that Ohio is the first state to provide special treatment for epileptics and so far has the best in this country. Since this dread disease almost
always makes its appearance in childhood or youth thereby pre-
venting further attendance at the regular public schools, and since
mental and physical training are indispensable for its cure, the
importance of this Home to the nine hundred epileptics annually
treated, is readily understood.

Every day sees some advance in the treatment and care of all
these classes, but perhaps there is no one which shows so strikingly
the advancement in pathological science, and in humanity, as the
care of the insane. Years ago they were treated as witches, or
wild animals — the horrors of it may not be described — next
came the era of detention, when they were regarded much as
vagrants or tramps, but to-day insanity is recognized as a "disease
and not a doom," a disease for whose cure the state's treasury an-
nually disburses thousands of dollars, and medical experts devote
lives of patient study. We have here in Ohio seven State Hos-
pitals in which nine thousand patients were treated this past year.
It is well that expert service should grapple with this problem, for
statistics show that during the last thirty years the increase in
insanity has been distinctly greater than the increase in population.

The blind, the deaf, the imbecile, the epileptic, the insane —
these all are generally the unconscious, and blameless victims of
accident, disease, or inheritance. We come now to a class pos-
sessed of intelligence and will, but both, unfortunately for them-
seelves and for society, misdirected. Crime is not yet and perhaps
never will be considered a disease, although its relation to disease
and the defective classes already mentioned is alarmingly intimate
both as cause and effect.

Twenty-two hundred and thirty men and women are at this
moment in our state's prison, held there for grave crimes against
the persons or property of peaceful citizens. During this past
year 3,654 criminals were in this Penitentiary, 599 in the Re-
formatory at Mansfield, 11,709 in the 88 County Jails, and 11,782
in the 8 Workhouses — a total of 27,634 — a veritable army of
criminals! It is usually the magnitude of the offences committed
by the thieves and murderers in the state prison which attracts the
attention of the community, but however harmful these offences
may be, a really greater and much more insidious danger to so-
ciety is found in the twenty-three thousand jail and workhouse
misdemeanants, the petty thieves, the idle, the disorderly, vagrants,
tramps, drunkards who between their short sentences are abroad
in the community becoming centers of criminal education and
rearing families after their kind.

It is only two weeks ago that Gen Roeliff Brinkerhoff, of
Mansfield, said to me, "This question of crime is the most serious
one before the American people to-day. We can live with high
tariff or low tariff, we can live with silver or gold, but we cannot
long live with crime doubling every ten years as it has during the
past fifty years." Such words from an acknowledged expert may
well arrest our thought. Thirty-two criminals to-day for every
one fifty years ago! Crime increasing eight times as fast as popu-
lation! What can it be that so militates against the integrity of
our citizens?

The causes of crime are certainly many and complicated but
among them all it seems to me that three facts stand forth as three
tall guide posts pointing straight toward the Penitentiary.
The first one reads: One-third of the criminals in the North,
and two-thirds in the South can neither read nor write. — Where
are our compulsory educational laws?

Second: Seven-tenths of the prisoners in the State Prisons
have never learned a trade. — Where are our schools, and what
are the Labor Unions going to do about this?

Third: The educational expenditure of the United States is
$2.02 per capita annually, the liquor bill is $17.00. — What have
the voters to say to this? Clara Barton, when Superintendent
of the Women's Reformatory of Massachusetts, once told a commit-
tee of legislators who had gone to Sherborn to visit the prison:
“Any time when you will find a way to make it impossible for the people of this state to get intoxicating liquors . . . I will guarantee that in six months the State of Massachusetts may rent Sherborn Prison for a shoe manufactory.” But the sad procession of degraded women still passes to and from the Sherborn Prison. Some day, however, the people of the United States will realize that drunkenness is the only crime that the state makes easy for the offender, nay, more, which it invites its victim to commit, and then punishes; the anomaly of the situation should be intolerable to our intelligence if not sickening to our souls.

Within the hundred and twenty-five years since John Howard aroused the civilized world to a sense of the awfulness of the then existing prisons and prison methods, many plans have been devised looking not so much to the punishment of offenders, as to their reform and the prevention of crime by other citizens. So we now have classification of criminals, indeterminate sentences, intermediate reformatories, release on probation, and prisoners’ aid associations, though I am sorry to say that there is no prisoners’ aid association in Ohio. Did you ever stop to think what getting his freedom means to a man who for long years has been confined to such a dreary place, with no friends, and no companionship? What has life in store for the released convict? A little story I heard not long since tells its own tale.

Some time ago the gates of a London prison opened and allowed one of its prisoners to pass out. His old chums were outside to meet him and greeted him with “Hello! Jack. Come, we have something nice for you. Come, we will celebrate.” To all of which Jack said, “No, byes, I can’t.” Then they said, “Jack, is it true that you have reformed, we have heard so?” “Yes,” said Jack, “I am going to lead a different life.” “Well, Jack, what did the Earl of Shaftesbury say to you?” “Oh, not much.” “But what did he say anyway?” “Oh, byes, it wasn’t what he said, but he tuck my hand, byes, and it was his touch.”

Always we will find it true that it is the personal touch which gives power. Perhaps we may help those who lack intelligence without much of this personal contact, but we shall never succeed in helping those of intelligence unless we can come into personal relations with them — show them our generous interest — a friendship that is not patronizing, and that is capable of large sacrifice, if need be. Work with people, and not for them.

But it certainly is a great pity — a great waste of energy to spend so much time in doing over a spoiled piece of work. The state has recognized this, and is now attempting to prevent the growth of criminals by reforming the youth just entering upon the tortuous pathway of sin. At Lancaster there have been this last year 1,269 boys in the State Industrial School — note the name Industrial School —, the old adage “Satan always finds some work for idle hands to do” helped name this school “industrial.” At Delaware 464 of our insubordinate girls were cared for this year in the Industrial Home for Girls. Note this name also, an “Industrial Home” for girls who may some day be called upon to be home-makers. Many of these children are really reformed, and become intelligent and upright citizens, but farther back yet than these must go the work of effectually saving men from sin — back to childhood to prevent children from ever starting wrong — back to parents that the blight of evil tendencies may never be thrust upon their helpless children.

One more picture, and I have done with this portrayal of deficiency and degradation. In every one of the eighty-eight counties of our state, there is a County Infirmary or Poorhouse. We have no State Almshouse, although we need one. Amos G. Warner, in his splendid book on “American Charities,” has this to say in the chapter on “The Almshouse and its Inmates”: — “The Almshouse is the fundamental institution in American poor relief. It cares for all the abjectly destitute, not otherwise provided for; consequently the inmates of the almshouses are often
the most sordid driftwood from the social wreckage of the time. It is ordinarily a depressing experience to visit an almshouse, and accordingly we find it an institution that even the benevolent willingly forget." But if the almshouse is to be well administered, if it is to be a guard against, rather than a manufacture of paupers, the intelligent and benevolent members of the community must take a vital interest in it.

During this past year 15,914 adults were sheltered in the County Infirmaries, and about 4,000 children in the County Children’s Homes. In addition to this large number there have doubtless been many more aided from the public treasury while living in their own homes.

These poor in their own homes are the class which the word charity ordinarily suggests to the public mind, typified by the beggar with a tin cup on the street corner, or the supplicant at the door. They ask alms and so often receive them. I wonder why. Can it be a result of the giving so long urged by the Church as a kind of "fire insurance"?

If you, being ill, should seek a physician’s aid, and should ask from him certain sugar pellets which pleased your taste, and he, after pitying you in your suffering should dole out the sugar pills you asked — what would you think of him? The question is preposterous. But this is exactly what kindly intentioned men and women do every day for the relief of poverty, without a question as to its real causes, either immediate or remote. Listen to the result of this indiscriminate alms-giving. For three years reports were continually sent to an Associated Charities Secretary of two little girls who were begging from door to door, telling such pitiful tales; but the addresses they gave could never be found. At last, however, they were detained where they applied for aid, an agent of the Associated Charities was telephoned, came and followed them home. What did he find, destitution and illness? No, prosperity and a perfectly able-bodied father and mother enjoying the comforts of a cozy fire, while those little children were tramping a great city, thinly clad to excite sympathy. The man had given up his work at twelve dollars per week, and was doing nothing because the children, by begging, secured quite enough for their living.

That is what kind-hearted ladies and gentlemen make possible by their indiscriminate giving. Our poor friends can never be helped at arms length. As Alice Freeman Palmer says: "It is only when the rich and poor sit down together, that either can understand how the Lord is the Maker of them all." This truth once grasped, and the mutual respect of a genuine friendship established makes Emerson’s words a vital force in our charitable work: "If a man give me aught, he has done me a low benefit, if he enable me to do aught of myself, he has done me a high benefit." This is why it is so dangerous for a city or county or state to dispense alms to the needy outside of institutions; it cannot make the alms helpful through sympathy and wise counsel as private individuals may do. Poverty may be relieved in such a way as to create pauperism.

These, then are the state institutions to which it seemed well that we should turn our attention this afternoon. These are the children of the state; on the one side the educated college men and women from whom the state expects its scientists, its scholars, its philanthropists, its statesmen; on the other side, the defective, the delinquents, from whom the state may expect nothing. All have been especially cared for to increase the intelligence and integrity of Ohio’s citizens; all have been recipients of Ohio’s charity for "according to legal usage in this country an educational institution unless supported by the fees of its pupils is a charity." In classing us with all these other beneficiaries of the state I have not gone beyond the letter of the law.

In my college days, a fellow-student with an inquiring and mathematical turn of mind, once told me that my education for
that year had cost the state five hundred dollars. This means that on Commencement Day each graduate owes the state at least two thousand dollars. How many of us eight hundred Alumni have ever thought of our educational advantages in this way? And yet there is not one who would hesitate to acknowledge the debt. What are we going to do about it? We are anxious to stand square with all our creditors, we are possessed of all our faculties and a comfortable portion of worldly goods. Are we going straight home to fill out our checks for two thousand dollars payable to the treasurer of state? No, the state has prepared us for something infinitely better than that. The state prepared us for service. "The students of a state college owe an especial duty to the state." It was to secure the large benefit which cultured men and women may render society, that our college was established.

Fortunately, the service which the state is now needing more and more is just the service which its college bred men and women are most eager to render. At a time when the conditions in our social and industrial life are oppressing the wisest philanthropists and greatest statesmen as threatening the very existence of society, there is coming to the front a host of these educated young people with minds alert and hearts afire to do away with the insincere and partial living of our times, and hasten the day when our political, democratic ideal shall be attained, when misery and vice shall be but spectres of the past, and every man shall have the opportunity to realize himself.

This spirit of social regeneration has established Social Settlements in the slums of the great cities and the lonely mountains of Tennessee; Reading Rooms, Gymnasias, Public Baths, Libraries, Kindergartens, Mothers' Meetings, Flower Missions, Industrial Schools, Institutional Churches and numerous other agencies in the congested districts of our cities, for the purpose, not only of preventing the further dissolution of society and the filling of our institutions with the incompetent and parasitic, but to share all the experiences of life and to gain a more appreciative understanding of those apparently so unlike ourselves.

Many young people are already engaging heartily in this work, but still, as of old, the laborers are few and the harvest is plentiful. The state institutions are over-crowded, the city byways are over-flowing. Across the barrier of mutual misunderstanding which separates those of the House of Plenty from those of the House of Need, we can hear the cries for help. Shall one of us hesitate to answer.

Sometimes one delays thinking he can do so little, being only one, but John Howard reformed the prisons of the world, and Clara Barton established the Red Cross Society for all the Nations.

Again, one claims he has no time, but Benjamin Franklin than whom no man of to-day is doing more to further the welfare of his country, yet found time during the most active part of his business life to establish the first public hospital in the City of Brotherly Love, and a library which still delights its many readers. It is the busy people who do the world's work. Because one may not enter a Social Settlement is no reason why one may not do philanthropic work. The world would be a queer place if all should forsake their normal vocations in a frantic effort to reform the other half. The more normal and wholesome the life one enjoys, the more normal and wholesome will be his relations with his less fortunate, but still fellow laborer. Business ability is needed in charitable work, lawyers' wits, physicians' advice, a teachers' knowledge of children, and more than all the homekeepers, the mother's influence. No knowledge, no experience comes amiss, and on the other hand the poor have much to teach us — lessons in endurance, in content, in helpfulness for each other. If we only knew the conditions and aspirations of those whom we wish to aid, our schools might be better adapted to their needs, and our charities more helpful. Perhaps, too, if each legis-
lator but knew one poor family well, as a real friend, our state would the sooner find some way to support the government without making the poorest pay the heaviest tax in proportion to their income, some way to conserve energy in industries through centralization of them without cutting off wages and work from those whose daily earnings are their daily bread, to add to the dividends of those who have already secured too much for the good of society.

The students of this university are gathered from every hamlet in this fair state to enjoy the opportunities which this splendid institution has to offer. They leave it to become the world’s workers, and helpers — on in all parts of our great country and even beyond the sea. With what a leverage may they touch society! The opportunity is ready at hand for every one. None here but may find within his own neighborhood something needing to be done — waiting for his earnestness, his ability. The County Infirmary may have no proper classification of its inmates, the County Jail may be a school for criminals, the Children’s Home may be starving the individuality of each child and bringing up mere automatons, and the administration of the county’s public charity encouraging dependence, thriftlessness, pauperism. Moreover, these same abuses may exist in private charities of which there are so many capable if well managed and closely associated of doing so much good and, if not, of doing so little good and so much harm. There is no one of the students of this university so poor in time and opportunity but he may do something in some one of these ways to discharge the debt our state and his own ability lays upon him. No one is rich in knowledge and experience but he may have his life broadened and sweetened by the friendship of his struggling brother.

Sometimes, as I have walked by the city by-ways, where my work carries me, have climbed the narrow stairs, and entered the dark and crowded tenements where live so many of our poor, have looked into their undeveloped faces, and noted the pinched lives of the little children, I have wondered how it would seem if some night when all the world is sleeping a Mighty Magician should sweep away the narrow alleys, the crowded buildings, the rags, the squalor, that some Ministering Genii should replace them with broad streets, and comfortable homes, that a Transfiguring Angel should touch the faces of the men and women, leaving there the beneficent imprint of awakened recognition of a better and purified life, and best of all should open to the feet of the little children the broad pathway that leads through wholesome childhood to noble maturity.

A wonderful transformation! material and spiritual wholeness and purity! A dream of the ideal? Yes, but is it not for this that we are striving? It is incomprehensible only because each is so intent on his own little piece of work that we rarely stop to lift our eyes to contemplate the ideal whole in the grandeur of its perfection. The work is being done little by little, here and there. Do we realize how much more quickly it might be accomplished?

The Mighty Magician to remove the unsightly tenements is the strong arm of the law, which may command that the sunlight enter the slums. And then shall come a host of the helpers on of their fellowmen, each a minister in his own way — the engineers, the scientists, the architects, the artisans, the horticulturists, the artists, who shall rear houses fit to be homes, schools, parks, statues, museums, Palaces of Delight for the Children of Misfortune, and among them shall come also those other cultured men and women, who with a deep sense of the value of the individual life, shall become each to some other struggling soul a friend, a helper, accomplishing through the transfiguring power of love the continual reclaiming from evil to good, until at last the ideal shall be made real.
Alumni Day—today—at The Ohio State University honors all of the institution’s 150,000 graduates and thousands of former students.

Like the football team, the University’s alumni are No. 1. Alumni are all over the world and are involved in outer space activities, too.

A dynamic man, Ralph D. Mershon, organized the alumni association in 1910. Mershon, who had graduated in the class of 1880, was known the world over for his genius as an electrical engineer, industrialist, inventor and leader.

Mershon, for whom Mershon Auditorium and the Mershon Center for Education in National Security are named, designed an alumni association organizational structure for election of officers, operations and dues collection. The new organization 60 years ago had the first full-time alumni secretary in the nation, H. S. Warwick. Mershon paid the secretary’s salary for the first year from his personal funds.

The basic organizational plan has changed very little over the years since its inception. It has provided an organization within which thousands of Ohio State graduates and former students have assisted the institution and been a part of its growth, service and contributions to the State and Nation.

Mershon was the ideal person to organize and lead an alumni group. Through his personal example of dedication to Ohio State and national leadership in his profession he motivated thousands of others. As a consulting engineer he became world famous for his designs of electrical power plants on three continents. He invented the six-phase rotary converter and the compensating voltmeter. His condenser helped pave the way for the modern radio. He assisted the U.S. government in the organization of the Army Corps of Engineers and was a leader with three other Ohio State people in writing the National Defense Act of 1917, the basis for the creation of The Reserve Officers Training Corps.

Mershon set the example for fellow alumni in many ways, not the least of which was his financial contributions. He sent a check for $10,000 each year to the University Development Fund with an understanding that no publicity be given the act. At his death, in 1952, the university received seven million dollars in securities that are now worth some 30 million dollars.

The Alumni Association over the years has made great contributions to the university through its memberships' talent, time and funds. The spirit of Ohio State has spread across the globe through the men and women of the association.

The association has 110 clubs in Ohio, clubs in 38 other states, and at least three foreign countries. It's the largest alumni organization in the Big Ten and the second largest in the nation and the world. There are approximately 50,000 members.
Graduates to gather for Alumni Day; class of 1933 to be honored

By Loren Santiago
Lantern staff writer

More than 600 OSU alumni, graduates from 30, 50, 70, and 35 years ago, will visit their alma mater when they return this weekend for the 103rd annual Alumni Day. The Alumni Association and The Student-Alumni Council will host the event.

Members from the class of ’33 will receive a special welcome Friday evening at a dinner program entitled “Remember When,” said council chairperson Deanna Kroetz, a sophomore from Findlay.

SAC members will highlight the alumni’s four years at OSU with “things they can relate to,” Kroetz said. They will perform a 10-minute program covering four aspects of Ohio State 50 years ago: a typical school day, a football game, entertainment, and a formal dance.

Kroetz said SAC members will dress in 1930s attire and discuss things like tuition and the cost of dating in 1933. It cost about $1.25 to take a girl out at that time, Kroetz said.

For the football skit, two male members plan to do some one-line cheers from that era.

They will dress in formal attire for the dance skit. “That was the only time women were allowed inside Larkins back then,” said Kroetz about the dance.

Music from the ’30s will be played between skits. The records were donated by WCOL Radio.

The rest of the 45-minute program will include a slide presentation done by the class of ’32 with a few slides added by the class of ’33, and highlights of what the alumni have been doing for the last 50 years, Kroetz said.

On Saturday afternoon, the different classes may use any OSU facilities they wish.

Some of the alumni will find how much Ohio State has changed since they went to school.

SAC members will serve as tour guides and provide information about the campus. “Most are so overwhelmed by how much Ohio State has changed. It’s really a surprise for them. They ask where things are now,” said council president Linda Thomas.

Thomas, a sophomore from Perrysburg, said some alumni remember when the football stadium was on High Street and that some of them have never seen Buckeye Village or West Campus.

At the Sunset Supper on Saturday evening five people will receive awards for outstanding service to their community, said Ruth Fechko, assistant director of Alumni Affairs. Only three recipients will be able to attend. They are Robert M. Best, Class of ’47; Richard B. Fuller, class of ’42; and Rose L. Papier, class of ’40. The other recipients are Eleanor Shane-Resler, who would have graduated with the class of ’27, and Woody Hayes.

After the dinner, some of the alumni will attend the play “As You Like It” presented at Thurber Theater by the OSU Department of Theater.

SAC has received good response from the alumni, Kroetz said. “Some of them cannot believe the students are interested in them.” She added that some of the alumni have donated items, such as yearbooks, for the event.

Alumni Day began as a Sunset Supper in 1879, Fechko said. The only time the event was cancelled was during World War II because of gas rationing, she said.

Alumni Day was sponsored by the Alumni Association until the 60-member Student-Alumni Council became a co-sponsor when it was founded four years ago.

SAC holds two annual membership drives in autumn and spring. Thomas said SAC is looking for students who are willing to spend time on activities it sponsors.

Earlier this quarter, SAC sponsored Leadership Day. Juniors identified as showing leadership qualities from Ohio high schools, were invited to OSU. They attended seminars on different aspects of leadership presented by president Edward H. Jennings, coach Earl Bruce, and other faculty members. Thomas said.