

1918

Kenyon College Bulletin No. 61 - Kenyon College Catalogue 1918-1919

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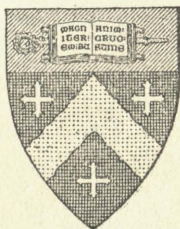
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KENYON COLLEGE BULLETIN No. 61

KENYON COLLEGE CATALOGUE

1918 - 1919



GAMBIER OHIO
PUBLISHED BY THE COLLEGE
1919

Calendar 1919

JANUARY								FEBRUARY								MARCH								APRIL							
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Calendar 1920

JANUARY							FEBRUARY							MARCH							APRIL						
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COLLEGE CALENDAR**1918-1919****FIRST QUARTER****Students' Army Training Corps ***

- Sept. 30—MondayRegistration of new students. Ascension Hall, 2 P. M. College opens with Evening Prayer at 5.
- Oct. 1—TuesdayMilitary authority assumes control.
- Dec. 14—SaturdayDemobilization.

WINTER TERM

- Jan. 3—MondayTerm begins with Morning Prayer at 7:45.
- March 5—Wednesday ...Ash-Wednesday.
- March 15—SaturdayTerm examinations begin.
- March 20—ThursdayTerm ends.

SPRING TERM

- March 21—Friday.....Term begins with Morning Prayer at 7:45. Matriculation.
- April 17—ThursdayEaster Recess begins.
- April 24—ThursdayCollege opens with Morning Prayer at 7:45.
- June 9—MondayTerm examinations begin.
- June 16—MondayNinety-first Commencement.

1919-1920**FIRST SEMESTER**

- Sept. 17—Wednesday ...Registration of new students, Ascension Hall, 2 P. M. College opens with Evening Prayer at 5.
- Sept. 30—TuesdayBexley Hall opens.
- Nov. 1—SaturdayAll Saints' Day. Founders' Day.
- Nov. 24-26—Mon.-Wed..Mid-semester examinations.
- Nov. 27-30—Thurs.-Sun.Thanksgiving Recess.
- Dec. 21—Sunday.....Christmas Recess begins.
- Jan. 5—MondayCollege opens with Morning Prayer at 7:45.
- Jan. 28—Wednesday...Semester examinations begin.
- Feb. 2—MondayFirst Semester ends.

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MR. WILLIAM G. MATHER, Cleveland.....	1922
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THE HON. ALBERT DOUGLAS, LL.D., Washington, D. C....	1923
SAMUEL MATHER, LL.D., Cleveland.....	1923
MR. D. B. KIRK, Mt. Vernon.....	1923
JUDGE JOHN J. ADAMS, LL.D., Columbus.....	1923
JUDGE U. L. MARVIN, LL.D., Akron.....	1924
MORISON R. WAITE, Esq., Cincinnati.....	1924

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THE HON. T. P. LINN, LL.D., Columbus.....	1920
DR. FRANCIS W. BLAKE, Gambier.....	1920
THE REV. JAMES TOWNSEND RUSSELL, Brooklyn, N. Y....	1921
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JOHN FALKNER ARNDT

Assistants in the Chemical Laboratory

PAUL FEHR SEIBOLD

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PROFESSOR WEIDA

PROFESSOR LARWILL

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PRESIDENT PEIRCE

PROFESSOR REEVES

PROFESSOR MANNING

ORGANIZATION

The institution now known as Kenyon College was incorporated December 29, 1824, under the title of "The Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio'." By a supplementary act of the Legislature, the president and professors of the seminary were empowered to act as the faculty of the college and confer degrees in the arts and sciences.

The original funds for the institution were secured in England in 1823-24 by the Right Rev. Philander Chase, first Bishop of the Episcopal Church in the Northwest territory, two of the principal donors being Lord Kenyon and Lord Gambier. The first students were received at the Bishop's house in Worthington, Ohio, in 1824, and the first constitution was approved by the Convention of the Diocese of Ohio on November 27 of the same year. In 1826, two quarter sections of the United States military lands were secured in Knox County. Building was begun in the following year. The first degrees were conferred under date of September 9, 1829.

In 1891 the corporate title was changed to Kenyon College, the name by which the institution had always been known. The Bishops of Ohio and Southern Ohio preside over the Board of Trustees in alternate years.

SITE

Gambier, the seat of Kenyon College, is a village of about five hundred inhabitants, on the Cleveland, Akron and Columbus Railroad, a little east of the cen-

ter of the State of Ohio, fifty miles from Columbus, five miles from Mt. Vernon and one hundred and twenty miles from Cleveland. The altitude is nearly eleven hundred feet and the site was chosen by Bishop Chase after careful investigation, for natural beauty and healthfulness of climate. The plateau on which the College and village are situated rises about two hundred feet above the valley of the Kokosing river, which flows around it on three sides.

GROUNDS AND BUILDINGS

The original domain of the College comprises about four thousand acres, being a quarter township of the United States Military Reservation of 1795 in Central and Eastern Ohio. Of this domain the College still holds about three hundred and fifty acres including several tracts of woodland. The Ohio Department of Forestry has recently undertaken to develop these forest lands as an exhibit of modern methods of tree culture. Minute surveys have been made and an extensive nursery has been established. Expert supervision is given by the Department to all work that is done on the College domain and it is hoped that in the future the College lands can be used for demonstration in connection with formal courses in forestry.

As Gambier Hill projects into the valley, the College Park commands an extensive view of the fertile, smiling valley of the Kokosing with a background of cultivated hills. The natural charm has been much enhanced by the tasteful arrangement of the grounds. In the Park, which contains over ninety acres and many old forest trees, pains have been taken to combine the effects of lawn and woodland. On this extensive tract the building sites have been carefully

selected, and the broad Middle Path which connects Old Kenyon with Bexley Hall is two-thirds of a mile long.

The College buildings comprise the dormitories, Old Kenyon (1827) and Hanna Hall (1902); Ascension Hall (1859), the recitation and laboratory building; Rosse Hall (1831, rebuilt 1899), the gymnasium and assembly room; the Alumni Library (1910), with which is connected the Stephens Stack Room (1902); the Church of the Holy Spirit (1869), the chapel; Bexley Hall (1839), the theological seminary; Colburn Hall (1904), the theological library; "Cromwell Cottage" (1913), the President's House; "Kokosing" (1865), the stone mansion built by Bishop Bedell, standing in its own extensive park; and various other buildings.

Old Kenyon

Old Kenyon, the cornerstone of which was laid in 1827, is a massive Gothic structure of local sandstone. It is one hundred and sixty feet long, three stories high, with solid stone walls four and one-half feet thick at the basement story. The roof carries battlements and pinnacles and is surmounted by a spire one hundred and ten feet high containing the old College Bell. By an Alumni subscription the bell was recently recast at the Meneely Foundry.

In 1907 Old Kenyon was completely rebuilt on the interior at an expense of over \$75,000, the external appearance remaining unchanged. The walls and roofs were thoroughly repaired and in part rebuilt with the best and most permanent materials so that the building is now unexcelled among college dormitories for strength, comfort and beauty.

Old Kenyon contains rooms for between eighty and ninety students. The interior finish is of Flemish oak of handsome grain with wainscoting in the halls. The staircases have Gothic newel posts and birch hand rails. At all the windows are placed broad window seats of solid oak which cover the steam radiators. Rather more than one-half of the rooms are arranged in suites. The plumbing and heating systems are of the best and most modern type.

Hanna Hall

This dormitory was opened to students in December, 1903. The building is of gray Cleveland sandstone, in Collegiate Gothic style. It is two stories high with gables, measures one hundred and thirty feet long by fifty feet deep, and houses about fifty students. The building is constructed throughout in the best and most substantial way.

The doors and window casings and the wainscoting are of Flemish oak, and the floors of polished hardwood. Heat is furnished by steam boilers. Running water is supplied in every bed-room. In comfort and in elegance of appointment the building has no superior among college dormitories.

Hanna Hall was built in honor of his wife by the late Marcus A. Hanna, United States Senator from Ohio, at a cost of over \$65,000. Charles F. Schweinfurth, of Cleveland, was the architect.

Ascension Hall

Ascension Hall is a stately Collegiate Tudor building of reddish-gray freestone, one hundred and thirty feet long and three stories high. Members of the Church of the Ascension, New York, provided for its construc-

tion in honor of their former rector, Bishop Bedell. It contains the lecture and recitation rooms, the physical, chemical and biological laboratories and workshops, the halls for literary societies, and the offices of the President and Treasurer. The battlemented tower of the building serves as the astronomical observatory. A steam heating plant given by Samuel Mather of Cleveland is installed in the basement and provides for both Ascension and Rosse Halls.

College Chapel

The Church of the Holy Spirit, the College Chapel, was built in 1869, by the Church of the Ascension, New York, as a tribute to their former rector, Bishop Bedell. It is a cruciform edifice of Early English architecture and is built of freestone in courses, with dressed quoins and facings. The nave and chancel are ninety feet, the transepts eighty feet in length. Ivy, transplanted from Melrose Abbey, covers the walls.

The interior of the church is finished in oak, the walls are tastefully illuminated, and all the windows are of stained glass. The organ is a memorial to Bishop McIlvaine, and a mural tablet, erected by the Diocese of Ohio, commemorates the founder of Kenyon College, the Rt. Rev. Philander Chase.

In the church tower is the College clock and a set of nine bells, together with a mechanism which rings the Westminster chimes at the quarter hours.

By the will of the late Mrs. Bedell a fund was established for keeping the church and Kokosing in repair.

Library and Stack Room

Hubbard Hall, the first library building, was burned January first, 1910, but the adjacent stack-room saved the mass of the library. On its site has been built the

spacious and beautiful Alumni Library at a cost of about \$50,000. The principal donors are the Alumni of the College and David Z. Norton, Esquire, of Cleveland, who has given the Reading Room.

In construction the Alumni Library is practically fireproof—floors, partitions and staircases being built of steel and tile. Glenmont sandstone in broken courses with trimmings of Cleveland cut stone forms the exterior walls. Besides working rooms for the Librarian, the Library contains a spacious periodical room, a hall of meeting for the Faculty and Trustees, and two Seminar rooms for class instruction. Built as a part of the Alumni Library is a superb Gothic Reading Room patterned after an English College hall, with stone-mullioned Tudor windows filled with leaded opalescent glass, and with a lofty ceiling carried by richly carved beams and trusses. In honor of the donor, this structure is called Norton Hall.

The books are housed in the Stephens Stack Room, a gift of the late James P. Stephens, '59, of Trenton, N. J. The construction is strictly fireproof, stone, brick, steel, and glass being the only materials used in the building. It provides space for about 50,000 volumes.

The library of 27,500 volumes is catalogued according to the Dewey system and is open throughout the day and evening. The books are unusually well chosen and form an admirable working library for undergraduate students. In history, in biography, and in English, French, and German literature the collections are good, and the mathematical department contains the library of the late John N. Lewis of Mt. Vernon, which consists of some 1,200 volumes. Accessions are made on the recommendations of the several professors.

The purchase of new books is provided for by several endowments. The Hoffman fund was established by Frank E. Richmond, Esq., of Providence, R. I., for the purchase of new books. In 1901 the James P. Stephens Library Fund of about \$18,000 was founded by James P. Stephens, '59, of Trenton, N. J. By the wish of the donor a considerable part of the income will for the present be devoted to the purchase of classical works in other languages than English. The Klock Fund is devoted to the purchase of books for the Department of English and the Vaughn Fund to the binding of periodicals.

The reading room receives the leading American and English periodicals, and ten or twelve French and German reviews, and is open to students during the library hours.

An additional library of 12,000 volumes, chiefly theological, is housed in Colburn Hall.

Gymnasium

Rosse Hall, the gymnasium and assembly room, is an Ionic structure of sandstone about one hundred by seventy-five feet. Built in 1831 as the College Chapel it was burned in 1897. The reconstruction was provided for by James P. Stephens, Mrs. Julia T. Bedell and other donors, and especially by "The William and Mary Simpson Memorial Fund" given by Mrs. Mary A. Simpson of Sandusky. To the restoration was also applied a bequest of five thousand dollars from Senator John Sherman. The principal hall serves as a gymnasium and assembly hall, and is provided with gymnastic apparatus presented by the Alumni. Shower baths and dressing rooms with all-steel lockers are supplied in the basement, which also contains a baseball cage.

The athletic grounds are spacious and pleasantly situated. The baseball and football fields lie at the foot of the College hill, where the shaded hillside provides a natural grandstand. The tennis courts near Old Kenyon are excellent. There is a quarter-mile cinder track, and the facilities for general field sport are good.

The Kenyon College Rifle Club, a member of the National Rifle Association, under control of the Board for the Promotion of Rifle Practice of the War Department, maintains two twenty-five yard ranges in the basement for the use of members practicing with .22 rifles and pistols. All students are eligible to membership, the dues being merely nominal. The out-door range of the Club, where members qualify as marksman, sharpshooter and expert with the Krag rifle at 200, 300, 500 and 600 yards, is within easy walking distance. Weather permitting, practice is held on this range on Wednesday and Saturday afternoons in the spring and fall. All scores are recorded, and certified copies may be obtained by members desiring to enter the Service.

Laboratories

The north end of Ascension Hall, comprising eighteen rooms, is given up to the physical, chemical and biological laboratories. The Bowler Fund makes provision for accessions of apparatus and books.

The Chemical Laboratory occupies eight rooms in addition to the lecture and preparation rooms and museum. The laboratory in general chemistry has been enlarged and now accommodates sixty students. The laboratories for work in qualitative and quantitative analysis and organic chemistry are smaller but well equipped. There are hoods and balances, with ample store room facilities, and the stock of chemicals and

apparatus has been made adequate for work in general, analytical and organic chemistry, including chemical preparations. This laboratory has its own library of four hundred volumes, including standard reference works in several languages, and files of the leading chemical journals. An excellent collection of typical minerals is provided, the latest addition being "The Ratcliff Memorial Collection," the gift of Mr. B. W. Ratcliff of Waukon, Iowa.

The Physical Laboratory, which occupies a part of the first floor and basement of Ascension Hall, is well equipped for experimental work both in the laboratory proper and the lecture room, and during the past term a special photometric room has been fitted up. High grade apparatus is being added continually so as to facilitate as much as possible qualitative class room demonstrations, and in the laboratory, the attainment of precision in measurements. Of the present equipment of the department may be mentioned its electric power plant, which furnishes light for the laboratories and current for experimental work. This outfit consists of a 14 H. P. gas engine, a $7\frac{1}{2}$ K. W. generator, an 80 ampere-hour storage battery of 56 cells, and an elaborate battery distributing switchboard. Alternating current is available from a separate motor generator set.

Other pieces of apparatus worthy of notice are: A 29-inch spark induction coil with its accessories for X-ray work, a large Tesla high tension transformer, a 30,000-pound Riehlé machine for testing the strength of materials, and a large number of measuring instruments for use in the study of nearly every branch of Physics.

Owing to the war, the wireless set erected two years ago by the students in the course in Radio Communication, is at present dismantled. It will be reassembled as soon as permitted by the War Department.

Several physical journals are taken, and kept on file, and a number of the most recent books on various physical subjects are being added to the general library each year. These have been so selected as to furnish ample material for collateral reading and thesis work.

The Biological Laboratory occupies rooms on the third floor of Ascension Hall. The main room is well lighted from above and contains sixteen Bausch and Lomb compound microscopes, sixteen dissecting microscopes, paraffine bath, incubator, sterilizers and Minot rotary and automatic precision microtomes. Desks and lockers are provided for twenty students.

The department has its own working library, consisting of standard reference books in English, German and French, while additional books needed for advanced work are procured from the Boston Society of Natural History or from university libraries.

MATHEMATICAL INSTRUMENTS

The observatory has a telescope of five and one-fourth inches aperture, the object glass of which was made by Alvan Clark & Son. It is also supplied with a transit of two inches aperture and a sidereal clock. The Department of Astronomy owns a set of Trouvelot astronomical drawings.

The income of the Delano Astronomical Fund is used for the observatory.

For the use of students in surveying, the Department of Mathematics possesses an excellent transit, Y level, plane table, draughting machine, and compass, with the necessary appurtenances.

THE BEDELL LECTURESHIP

A fund of five thousand dollars established by Bishop and Mrs. Bedell provides for biennial lectures on the Evidences of Natural and Revealed Religion, or the Relation of Science to Religion. These lectures are given every second year on Founders' Day, which is celebrated on the Festival of All Saints. The publication of the lectures is provided for.

The following lectures have been delivered:

The Rt. Rev. John Williams, D.D., LL.D., "The World's Witness to Christ." 1881.

The Rt. Rev. Henry Cotterell, D.D., "Revealed Religion in Its Relation to the Moral Being of God." 1883.

The Rt. Rev. Hugh Miller Thompson, D.D., "The World and the Logos." 1885.

The Rev. James McCosh, S.T.D., LL.D., "The Religious Aspect of Evolution." 1887.

The Rev. David H. Greer, D.D., "The Historical Christ, the Moral Power of History." 1889.

The Rt. Rev. Arthur Cleveland Coxe, D.D., LL.D., "Holy Writ and Modern Thought." 1891.

The Rt. Rev. William A. Leonard, D.D., "The Witness of the American Church to Pure Christianity." 1893.

The Rt. Rev. Boyd Vincent, D.D., "God and Prayer; the Reasonableness of Prayer." 1895.

The Rev. William Reed Huntington, D.D., "A National Church." 1897.

The Rev. Morgan Dix, D.D., D.C.L., "The Supernatural Character of the Christian Religion." 1899.

The Rt. Rev. Henry C. Potter, D.D., D.C.L., "Man, Men, and Their Master." 1901.

The Rt. Rev. William Crowell Doane, D.D., "Evidence, Experience, Influence." 1903.

The Rt. Rev. Arthur C. A. Hall, D.D., "The Relations of Faith and Life." 1905.

The Rt. Rev. Thomas F. Gailor, D.D., Bishop of Tennessee, "The Christian Church and Education." 1909.

The Rev. George F. Smythe, D.D., "The Shepherd of Israel: A Contribution to the Evidences of Revealed Religion." 1911.

The Rev. George Hodges, D.D., Dean of the Cambridge Divinity School, "The Church in the Fourth Century." 1913.

The Rev. W. H. P. Faunce, D.D., President of Brown University, "The Enlarging Horizon of Church and State." 1917.

THE LARWILL LECTURESHIP

This fund of ten thousand dollars is the gift of Joseph H. Larwill, Esq., of the class of 1855. The income is available for occasional lectures or for courses of lectures on subjects of general interest. The Founder desires that at least every third year a lecture or a course of lectures, philosophical in tone, shall be delivered on one of these great subjects: "What can I know? What ought I to do? For what can I hope?"

At the discretion of the College Faculty, lectures delivered on the Foundation may be published.

Among the recent occasional lecturers on this Foundation have been Professor Brander Matthews of Columbia University; Hamilton Holt, managing editor of the New York *Independent*; Dr. Svante Arrhenius, of the University of Stockholm; Professor Anatole Lebraz, of the University of Rennes; The Rev. Dr. Reginald J. Campbell, Birmingham, Eng.; Dr. Talcott Williams, Dean of the Pulitzer School of Journalism, Columbia University; William Butler Yeats, Sydney George Fisher, LL.D., Canon James O. Hannay, Wilfrid Ward, Eugene Brieux, Lady Gregory, Alfred Noyes, Ambassador Myron T. Herrick, Lieut. Zinovi Pechkoff of the French Foreign Legion, Captain A. Radclyffe Dugmore of the British Army, Sydney Brooks, Kenyon Cox, General Boucher of the French Army, and M. Carlo Liten.

Formal academic courses have been delivered as follows:

Charles W. Eliot, LL.D., President Emeritus of Harvard University, "The Future of Trades Unionism and Capitalism in a Democracy," October, 1909. (G. P. Putnam's Sons.)

The Hon. Theodore E. Burton, United States Senator from Ohio, "Modern Democracy." November, 1911.

George Edward Woodberry, formerly head of the Department of Comparative Literature at Columbia University, "Two Aspects of Criticism: Creative and Historical." May, 1913.

John W. Burgess, LL.D., formerly Professor of Political Science and Constitutional Law in Columbia University, "The Administration of President Hayes." October, 1915. (Scribner's.)

THE STIRES PRIZES

Two prizes of \$35 and \$15 respectively, are offered annually by the Rev. Dr. Stires, Rector of St. Thomas' Church, New York, for excellence in debating. The contestants are chosen from the two upper classes and represent the Philomathesian and Nu Pi Kappa literary societies.

THE KING PRIZES

Through the generosity of Mr. Ralph King of Cleveland prizes amounting to \$100 are offered annually to members of the Freshman and Sophomore classes for excellence in writing and in public speaking. A First Prize of \$35 and a Second Prize of \$15 are given to each class, the award being made at Commencement by the Department of English for the work of the year.

SCHOLARSHIP AND BENEFICIARY AID

The charges for tuition and minimum room rent are remitted to the sons of clergymen and to postulants for Holy Orders. Limited appropriations are made to postulants for Holy Orders by the Trustees of the Ethan Stone Fund and by the Joint Education Committee of the Dioceses in Ohio.

All scholarships are held subject to the following regulation of the Faculty: "All students holding scholarships of any kind shall be required to maintain an average grade of two and one-half, to observe reasonable economy in expenditure, and to refrain from behavior which will subject them to college discipline."

(a) ENDOWMENT SCHOLARSHIPS.

The Alfred Blake Scholarships, three perpetual scholarships, covering tuition, the gift of Mrs. Alfred Blake, of Gambier.

The French Prize Scholarship, a perpetual scholarship covering tuition in Kenyon College, the gift of Mrs. Robert French, of Gambier, to be awarded to the student of the Preparatory Department standing highest in grade and deportment.

The Austin Badger Scholarship, of \$1,400, founded by bequest of Austin Badger, of Medina, Ohio. The income is to be awarded only to a student preparing for the ministry.

The Nash Scholarships, of \$10,000, founded by bequest of Job M. Nash, of Cincinnati. The income provides for three scholarships of about \$200 each.

The Thomas A. McBride Scholarship, of \$2,000, founded by bequest of Mrs. Mary A. McBride, of Wooster, Ohio, in memory of her son, Thomas A. McBride, of the class of 1867.

The Southard Scholarship, of \$2,500, the gift of Mr. George F. Southard, of the class of 1873. Preference is to be given to a student in regular standing.

The John W. Andrews, Jr., Scholarship, of \$3,000, the gift of Hon. John W. Andrews, of Columbus, Ohio, in memory of his son.

The Carter Scholarship, of \$5,000, the gift of Mrs. Carter, of Albany, New York, in memory of her husband, the Rev. George Galen Carter, S.T.D., of the class of 1864, and his father, the Rev. Lawson Carter, late of Cleveland, Ohio. The income provides for two scholarships and in making appointments preference is to be given to postulants for Orders, especially to such postulants as are sons of clergymen.

The Carnegie Scholarship Fund, of \$25,000, the gift of Andrew Carnegie, Esq. Grants from the income of this fund are made to needy and deserving students for the payment of College Bills. Postulants for Holy Orders are ineligible.

The Philo Sherman Bennett Scholarship, of \$500, assigned to Kenyon College by the Hon. William J. Bryan as administrator for Mr. Bennett. The income of this fund is to be given to needy and deserving students.

(b) LOAN FUNDS.

The Curtis Fund, which now amounts to over \$29,000.

The late Henry B. Curtis, LL.D., of Mt. Vernon, Ohio, granted to the Trustees of Kenyon College a fund for the aid of meritorious students by loans of money at a low rate of interest. The interest is intended to meet only the risk of death, and is not to be greater than the average rate of life insurance.

The application for a Curtis scholarship must state the applicant's name, residence and age, and his father's name and address. The father or guardian must endorse the application and express his belief that the loan will be repaid at maturity. The Faculty will consider the application to be confidential, and in granting the loan will take into consideration the applicant's character, ability and merit, including his examinations in school and college, and his record for regularity, punctuality and general conduct. The appropriations are made for only a year at a time. The maximum loan for one year is \$150, but for a student's first year \$75. The sum appropriated is paid in two equal parts, one at the beginning of each semester. Upon each payment the student gives his promissory note for the repayment five years from date, with interest at the rate of one and a half per cent.

The Ormsby Phillips Fund, of \$1,000, which was established by Mr. and Mrs. Bakewell Phillips, of Pittsburg, Pennsylvania, to be loaned without interest to a student for the ministry.

(c) THE HIGH SCHOOL SCHOLARSHIPS.

By action of the Board of Trustees, eight scholarships in Kenyon College are offered each year to male graduates of high schools in the State of Ohio. The application must state that the assistance is necessary to enable the student to pursue a course at Kenyon College, and must be signed by both the applicant and his father or guardian. A certificate from the principal of the high school testifying to intellectual proficiency and moral character is also required. The scholarships cover tuition.

ADMISSION

In the following statement the term "Unit" means a course of study of five recitation periods a week continued through a full school year. For entrance to all college courses fifteen such Units are required. The pages immediately following contain a detailed description of the subjects that will be accepted as Units for admission.

TABLE OF REQUIREMENTS FOR ADMISSION

FOR THE CLASSICAL COURSE:		UNITS
English		3
Mathematics		3
Latin or Latin and Greek.....		4
Other Foreign Language.....		2
History		1
Additional		2
		15
FOR THE PHILOSOPHICAL COURSE:		UNITS
English	3	
Mathematics	3	
Foreign Languages	4	
History	2	
Sciences	1	
Additional	2	
		15
FOR THE SCIENTIFIC COURSE:		UNITS
English		3
Mathematics	4 or 3	
Foreign Languages	3 or 4	
History	1	
Sciences	2	
Additional	2	
		15

The following table shows the minimum and maximum amounts which will be accepted in each subject:

UNITS		UNITS	
English	3 or 4	German	1-3
Mathematics	3 or 4	History	1-3
Latin	1-4	Sciences	1-3
Greek	1-3	Drawing	1
French	1-3	Shopwork	1

English (Three or Four Units)

1. THREE UNITS. (a) Reading. A certain number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject matter, and to answer simple questions on the lives of the authors. On several assigned topics a brief written discussion will be required at the examination. The object is to test the candidate's power of clear, accurate expression, and will call for only a general knowledge of the substance books. In place of a part of this test the candidate may present an exercise book, properly certified by his instructor, containing compositions or other written work done in connection with the reading of the book. No student will hereafter be admitted without examination except on the presentation of such properly certified exercise book, or of an explicit statement from his instructor of the books read in class and the amount of composition work required. The substitution of equivalent books for those given below will for the present be permitted. In preparation for this part of the requirement it is important that the candidates shall have been instructed in the fundamental principles of rhetoric.

(b) Study and Practice. This part of the examination presupposes the thorough study of each of the works named in this division. The examination will be upon subject matter, form and structure. *In addition the candidate may be required to answer questions involving the essentials of English grammar, and the leading facts in those periods of English history to which the prescribed book belongs.*

No candidate will be accepted in English whose work is notably defective in point of spelling, punctuation, idiom or division into paragraphs.

An examination in composition will be required of all new students.

FOR GENERAL READING. The student selects ten Units, two from each of the five following groups. Each unit is set off by semicolons.

GROUP I. THE OLD TESTAMENT; comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI XVII; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Aeneid*. The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

GROUP II. SHAKESPEARE. *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Caesar*, *Macbeth*, *Hamlet*. If not chosen for study under B.

GROUP III. PROSE FICTION. Malory: *Morte d'Arthur* (about 100 pages); Bunyan: *Pilgrim's Progress*, Part I; Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe: *Robinson Crusoe*, Part I; Goldsmith: *Vicar of Wakefield*; Frances Burney: *Evelina*; Scott's Novels: any one; Jane Austen's Novels: any one; Maria Edgeworth: *Castle Rackrent*, or *The Absentee*; Dickens' Novels: any one; Thackeray's Novels: any one; George Eliot's Novels: any one; Mrs. Gaskell: *Cranford*; Kingsley: *Westward Ho!* or *Hereward, the Wake*; Reade: *The Cloister and the Hearth*; Blackmore: *Lorna Doone*; Hughes: *Tom Brown's Schooldays*; Stevenson's *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae*; Cooper's Novels: any one; Poe: *Selected Tales*; Hawthorne: *The House of the Seven Gables*, or *Twice Told Tales*, or *Mosses From an Old Manse*. A collection of Short Stories by various standard writers.

GROUP IV. ESSAYS, BIOGRAPHY, ETC. Addison and Steele: *The Sir Roger de Coverley Papers*, or *Selections from the Tatler and Spectator* (about 200 pages); Boswell: *Selections from the Life of Johnson* (about 200 pages); Franklin: *Autobiography*; Irving: *Selections from the Sketch Book* (about 200 pages), or *Life of Goldsmith*; Southey: *Life of Nelson*; Lamb: *Selections from the Essays of Elia* (about 100 pages); Lockhart: *Selections from the Life of Scott* (about 200 pages); Thackeray: *Lectures on Swift, Addison, and Steele in the English Humorists*; Macaulay: any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, *Madame d'Arblay*; Trevelyan: *Selections from the Life of Macaulay* (about 200 pages); Ruskin: *Sesame and Lilies*, or *Selections* (about 150 pages); Dana: *Two Years Before the Mast*; Lincoln: *Selections*, including at least the two *Inaugurals*, the *Speeches in Independence Hall* and at *Gettysburg*, the *Last Public Address*, the *Letter to Horace Greeley*, together with a brief memoir or estimate of Lincoln; Parkman: *The Oregon Trail*; Thoreau: *Walden*; Lowell: *Selected Essays* (about 150 pages); Holmes: *The Autocrat of the Breakfast Table*; Stevenson: *An Inland Voyage* and *Travels With a Donkey*; Huxley: *Autobiography* and *Selections from Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; A collection of *Essays* by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

GROUP V. POETRY. Palgrave: *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave: *Golden Treasury* (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen under *Study*); Goldsmith: *The Traveller* and *The Deserted Village*; Pope: *The Rape of the Lock*; a collection of English and Scottish ballads, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick* and *Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge: *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron: *Childe Harold*, Canto III or IV, and *The Prisoner of Chillon*; Scott: *The Lady of the Lake* or *Marmion*; Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot* and

Elaine, and *The Passing of Arthur*; Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News From Ghent to Aix*, *Home Thoughts From Abroad*, *Home Thoughts From the Sea*, *An Incident of the French Camp*, *Herve Riel*, *Pheidippides*, *My Last Duchess*, *Up At a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Piper*, "*De Gustibus*"—, *Instans Tyrannus*; Arnold: *Sohrab and Rustum* and *The Forsaken Merman*; selections from American Poetry, with especial attention to Poe, Lowell, Longfellow, and Whittier.

STUDY. This part of the requirement is intended as a natural and logical continuation of the student's earlier reading. Greater stress is laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. For this close reading the books are arranged in four groups, from each of which one selection is to be made.

GROUP I. DRAMA. Shakespeare: *Julius Caesar*, *Macbeth*, *Hamlet*.

GROUP II. POETRY. Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson: *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

GROUP III. ORATORY. Burke: *Speech on Conciliation with America*; Macaulay: *Speech on Copyright*, and Lincoln: *Speech at Cooper Union*; Washington: *Farewell Address*, and Webster: *First Bunker Hill Oration*.

GROUP IV. ESSAYS. Carlyle: *Essay on Burns*, with a selection from Burns's Poems; Macaulay: *Life of Johnson*; Emerson: *Essay on Manners*.

2. FOUR UNITS. In addition to the preceding a fourth unit may be offered in English Composition.

Mathematics (Three or Four Units)

1. THREE UNITS. (a) Algebra (one and one-half units), through Simultaneous Quadratic Equations.

(b) Plane Geometry (one unit).

(c) Solid Geometry, or Advanced Algebra, or Trigonometry (one-half unit).

A thorough review of Algebra and Geometry should be completed during the year preceding entrance to College.

2. **FOUR UNITS.** In addition to the preceding the remaining two of the following subjects:

(a) Solid Geometry.

(b) Advanced Algebra, including the theory of Logarithms, Series, Determinants and Partial Fractions, and Elementary Theory of Equations (one-half unit).

(c) Plane Trigonometry, with special attention to the derivation of formulæ and the accurate solution and checking of problems (one-half unit).

Latin (One, Two, Three or Four Units)

1. **ONE UNIT.** Latin grammar with easy reading, consisting of twenty or thirty pages of connected text. In all written exercises the long vowels should be marked, and in all oral exercises pains should be taken to make the pronunciation conform to the quantities.

The student should be trained from the beginning to grasp the meaning of the Latin before translating, and then to render into idiomatic English; and should be taught to read the Latin aloud with intelligent expression.

2. **TWO UNITS.** In addition to the preceding, selections from Cæsar's *Gallic War* equivalent in amount to four or five books; selections from Nepos may be taken as a substitute for an amount not exceeding two books. The equivalent of at least one period a week in prose composition based on Cæsar. Frequent written exercises and translation at sight from Cæsar.

3. **THREE UNITS.** In addition to the preceding, six orations of Cicero, including the *Manilian Law*. Sal-

lust's *Catiline* will be accepted as a substitute for an equivalent amount of Cicero.

The equivalent of at least one period a week in prose composition, based on Cicero. Frequent written exercises and translation at sight from Cicero.

4. FOUR UNITS. In addition to 1 and 2, Virgil's *Aeneid*. For a portion of this may be substituted selections from *Ovid*. Constant practice in the metrical reading of Latin verse.

The equivalent of at least one period a week in prose composition. Frequent translation at sight from Virgil and Ovid.

Greek (One, Two or Three Units)

1. ONE UNIT. Grammar. *Anabasis*, twenty pages. The student should have constant practice in reading Greek aloud and in translating into Greek. Syntax is best taught in connection with the text read, but the most important paradigms should be learned before beginning the *Anabasis*.

2. TWO UNITS. In addition to the preceding, *Anabasis* I-IV. Greek prose based on the *Anabasis* should be written daily.

3. THREE UNITS. In addition to 1 and 2, *Anabasis* reviewed, *Iliad*, not less than 1900 lines. Mythology and scansion should be taught in connection with the *Iliad*. Greek prose based on the *Anabasis*.

French (One, Two or Three Units)

1. ONE UNIT. In one year the student should acquire a fairly accurate pronunciation and such a knowledge of elementary grammar and vocabulary as will enable him to translate very simple French into

English as well as short English sentences into French. He should read one or another of the standard French readers for beginners, or an equivalent amount of prose selected from suitable texts.

2. **TWO UNITS.** In the second year a more complete study of the grammar should be made in connection with exercises in composition, and a number of the less difficult short stories by modern French writers should be read. For the work of two years two units' credit is given.

3. **THREE UNITS.** The work of the third year should embrace the reading of several novels and plays and the writing of more advanced composition. For the work of three years three units' credit is given.

German (One, Two or Three Units)

1. **ONE UNIT.** Careful drill in pronunciation; elementary grammar, including a thorough knowledge of forms and simple syntax; reading of about 150 pages of easy modern German, mainly narrative prose; elementary drill in speaking and writing German.

2. **TWO UNITS.** Further study of the grammar, including a more thorough treatment of syntax; continued practice in writing and speaking German; reading in addition to 1, of about 250 pages of modern German from standard authors.

3. **THREE UNITS.** Continuation of the study of the grammar, composition and conversation; the reading in addition to 1 and 2 of about 400 pages of classical and modern German prose and poetry.

History (One, Two or Three Units)

1. **GENERAL HISTORY.** As much as is contained in Myers's *General History*.

2. (a) GREEK HISTORY. Myers' or Botsford's *History of Greece* or an equivalent (one-half unit).

(b) ROMAN HISTORY. Allen's *History of the Roman People* or Botsford's *Roman History* (one-half unit).

3. ENGLISH HISTORY. The equivalent of Andrews' or Cheney's *History of England*, with collateral reading.

4. UNITED STATES HISTORY. A comprehensive course based on such a text as Adams and Trent or McDonald's Johnston's, with considerable collateral reading.

5. (a) UNITED STATES HISTORY. John Fiske's *History of the United States* or an equivalent (one-half unit).

(b) POLITICAL SCIENCE, as much as is contained in John Fiske's *Civil Government in the United States* (one-half unit).

Science (One, Two or Three Units)

1. ELEMENTARY PHYSICS. An amount of work equivalent to that in the text of Carhart and Chute, Hoadley, or Millikan & Gale is required. Particular attention should be given to the practical laboratory methods, and the solution of numerical problems.

2. ELEMENTARY CHEMISTRY. A course including both laboratory work and class room work in Inorganic Chemistry. The following recent text-books may be taken to indicate the work desired: Brownlee's *First Principles of Chemistry*, or Hessler & Smith's *Essentials of Chemistry*, or McPherson & Henderson's *A First Course in Chemistry*.

3. GENERAL BIOLOGY. Adaptation to environment, protective resemblance, variation, etc., should be stud-

ied. A general study of the activity and local distribution of typical forms of life. Laboratory work is essential. Boyer's *Elementary Biology*, or selections from Davenport's *Introduction to Zoology*, together with Bergen's *Elements of Botany*, represent approximately the amount required.

4. BOTANY. The essential principles of plant life and growth together with a careful study of typical plant forms. Variability, adaptation, assimilation, respiration, digestion, growth and reproduction should be carefully studied. An equivalent of Atkinson's *Lessons in Botany*, or Bergen's *Foundations of Botany*, should be presented.

5. ZOOLOGY. Knowledge of the typical forms both invertebrate and vertebrate is required. Ability to recognize the specimen, to indicate its relationships, and to point out the principal features of its life history, organization and physiology. An equivalent of Kellogg's *Elementary Zoology* or Davenport's *Introduction to Zoology*.

RULES FOR ADMISSION

Candidates for admission must present testimonials of good moral character, and if they come from other colleges certificates of dismissal in good standing.

Examinations for entrance are held at the opening of the college year the third Wednesday in September.

Certificates will be provisionally accepted from the principal of any accredited High or Preparatory School, and will exempt the student from entrance examinations in the subjects covered, provided that they are in the hands of the Registrar at the opening of the year. No student is admitted whose certificates do not cover at least 14 units of preparatory work.

The privilege of registration is extended only to students who either pass the entrance examinations or present satisfactory certificates.

The College furnishes certificate blanks, which must state in detail the courses that the student has completed, together with the ground covered and the time given to each course.

At entrance, all students are received upon probation, and their work is subject to careful inspection. Matriculation (see p. 69) gives final credit for certificates and accords full standing in College. Immediately before the Thanksgiving recess, mid-semester examinations are given to all new men. To be matriculated a student must maintain a passing grade in at least twelve hours of work, to be determined by class standing and the mid-semester examinations. Students who fail to matriculate may be continued upon probation, but failure to pass in nine hours of work at the end of the semester drops them from College.

Applicants for admission who lack preparation in Greek, German or French, will be given an opportunity in College to make up in one of these languages not more than two units of deficiency.

Advanced Standing

Candidates for advanced standing will be examined in all prescribed studies antecedent to the desired grade, including the requirements for admission to college and in such elective studies as shall be chosen by the candidate and approved by the Faculty.

Students from other colleges will be admitted to such standing as the Faculty may deem equitable in each case. Candidates are required to present a certified statement of the studies they have pursued and their proficiency therein, together with a catalogue of the college from which they come.

COURSES OF STUDY

Three courses of study are offered—classical, philosophical, and scientific. After the freshman year in all courses students are permitted to elect a large proportion of their work. The prescribed requirements aim at securing breadth and continuity without sacrificing flexibility. On the following pages is printed a conspectus showing the prescribed subjects and the range of electives for each course.

THE CLASSICAL COURSE. Four years of classical language are required for admission and a considerable amount of classical language must be taken in College. If the student takes Latin and no Greek he is required to complete a course in Greek literature for which no knowledge of the language is necessary. The degree of Bachelor of Arts is conferred upon the completion of this course.

THE PHILOSOPHICAL COURSE. This course emphasizes modern language both for preparation and in College although units in any foreign language may be presented for admission. In College five years of language must be taken of which at least three years must be in one language. About the same proportion of electives is allowed as in the Classical course. The degree of Bachelor of Philosophy is conferred upon the completion of this course.

THE SCIENTIFIC COURSE. The arrangement of subjects in this course is intended primarily to meet the needs of students who intend to take technical or engineering courses later. Advanced work in mathematics and in physics is prescribed and numerous elec-

tives are offered in the scientific subjects which are fundamental for technical training. Students who complete this course with the proper electives in science are able to make third year standing in engineering schools of first grade. The degree of Bachelor of Science is conferred upon the completion of this course.

SPECIAL COURSES. Students are urged to enter one of the four regular courses but in individual cases permission to take special work is granted. Students who intend to study engineering can thus complete in three years a sufficient amount of work in general science to secure practically two years of advanced credit in a good technical school. By this means such students enjoy the advantage of the personal instruction and the academic atmosphere of a literary college, with little sacrifice of time.

CONSPECTUS OF COURSES OF STUDY

ALL COURSES:	FRESHMAN YEAR	HOURS
English 1, 2*	3
Mathematics 1, 2 or 3, 4†	3
Physical or Military Training 1, 2.	1
CLASSICAL:‡		
Greek or Latin	3
Other Language	3
Chemistry 1, 2 or Physics 1, 2.	4
PHILOSOPHICAL:**		
French	3
German	3
Latin	3
Two to be chosen		
Chemistry 1, 2 or Physics 1, 2.	3

* The number identifies the course as described under Departments of Instruction.

† Scientific students presenting only 3 units of Mathematics for entrance must complete Mathematics 1, 2, 3, 4.

‡ All classical students must complete in College four years of Classical Language; if Greek is begun in College, it must be carried two years; if no Greek language is taken Greek 11 and 12 must be taken.

** All philosophical students must complete in College five years of Foreign Language of which three years must be in one language.

SCIENTIFIC:	HOURS
French	3
German	3
Latin	3
* Two to be chosen	
Chemistry 1, 2.....	3

SOPHOMORE YEAR

ALL COURSES:

English 3, 4.....	3
Bible 1, 2.....	1
Physical or Military Training 3.....	1

CLASSICAL

One Ancient Language.....	3
One Modern Language.....	3
One Science	3
Elective	3

PHILOSOPHICAL:

Two Languages	6
One Science	3
Elective	3

SCIENTIFIC:

One Language	3
Chemistry 3	3
Mathematics 5, 6 and Physics 1, 2 or Biology 1, 2 and Elective Science	6

Of the above, the choice of optional courses must be for the entire year. No restriction is put upon the electives.

ELECTIVE COURSES OPEN TO SOPHOMORES:

Greek 1-8, 11, 12.	Chemistry 3-8.	History 1, 2, 10.
Latin 3, 4.	Biology 1, 2.	Political Science 1-4.
German 1-6.	Physics 1-4.	Economics 1, 2.
French 1-4.	Mathematics 3-13.	
Spanish.		
Italian.		

All electives are three-hour courses.

JUNIOR YEAR

CLASSICAL:	HOURS
English 5, 6.....	3
History 7, 8.....	3

Two major courses of the Sophomore year must be continued through the Junior year, and other electives chosen to bring the entire amount of work up to sixteen hours.

PHILOSOPHICAL:	HOURS
English 5, 6.....	1
History 7, 8.....	3
1 Language	3
1 Sophomore Course continued.....	3
Electives	6

SCIENTIFIC:	HOURS
English 5, 6.....	1
History 7, 8.....	3
Physics* 3, 4 and Mathematics 9, 10, or Biology* 3, 4 and Elective Science	6
Electives	6

ELECTIVE COURSES OPEN TO JUNIORS:

English 9, 10, 13-16, 19-25.	Chemistry 5-10. Biology 1-8. Physics 1-7. Mathematics 5-18. Astronomy.	History 1-6. Political Science 1-6. Economics 1-8. Philosophy 1-4. The Bible 4, 6.
Greek 5-14.		
Latin 5-8.		
German 1-10.		
French 1-10.		
Spanish.		
Italian.		

All electives are three-hour courses.

SENIOR YEAR

ALL COURSES:	HOURS
English 7, 8.....	1

In all courses one major course of the Junior year must be continued through the Senior year, and other electives chosen to bring the entire amount of work up to sixteen hours.

* The option in Science of the Sophomore year must be continued in the Junior year.

ELECTIVE COURSES OPEN TO SENIORS:

English 11-25.	Chemistry 9-12.	History 3-6.
Greek 5-14.	Biology 3-10.	Political Science 1-6.
German 3-10.	Physics 3-7.	Economics 1-8.
Latin 5-8.	Mathematics 7-18.	Philosophy 1-4.
French 3-10.	Astronomy.	The Bible 4, 6.
Spanish.		
Italian.		

Students intending to study Theology will be permitted to present as Senior electives Philosophy 1 and 2, and twelve hours of the work of the Junior year at Bexley Hall.

DEPARTMENTS OF INSTRUCTION

ENGLISH

PROFESSOR REEVES

ASSISTANT PROFESSOR LOCKERT

1, 2. Written and Oral Exercises, based upon Phonetic principles, in which deficiencies of speech are explained in personal conferences, and overcome by practice before the class. Narrative and descriptive themes are read aloud after correction by the instructor. In the second semester, English 2, the essays are expository and argumentative, class debates affording opportunity for speaking. Three hours a week, required of all Freshmen. The King prizes are offered for excellence in speaking. PROFESSORS REEVES AND LOCKERT.

3, 4. ENGLISH LITERATURE. A survey course, supplemented by carefully written themes, read before the class after correction. Each student is required to write and deliver one oration. Required of all Sophomores, three hours a week. Pancoast's *Prose and Poetry* is used as a text. The King prizes for excellence in speaking are offered to Sophomores. PROFESSORS REEVES AND LOCKERT.

5, 6. Nineteenth Century English Literature. Weekly written exercises required of all Juniors. PROFESSOR LOCKERT.

Odd numerals indicate first semester; even numerals second semester.

7, 8. PUBLIC SPEAKING. All Seniors are required to prepare a weekly exercise upon a subject of present interest. Stage presence, the psychology of attention, and elementary dramatic exercises are studied in the second semester. For many years, upon a vote of the graduating class, a classical English play has been presented. PROFESSOR REEVES.

9. ELIZABETHAN DRAMA. A survey of the drama from 1580 to 1642, with Neilson's *Chief Elizabethan Dramatists* as a text. Introductory to Shakespeare. Elective for Juniors and Seniors. PROFESSOR LOCKERT. Offered in 1920-21.

10. SHAKESPEARE. Elective for Juniors and Seniors. Offered each year. PROFESSOR REEVES.

11. THE CONTEMPORARY DRAMA. Elective for Juniors and Seniors, with Dickinson's *The Chief Contemporary Plays* as a text. Alternate years; offered in 1920-21.

12. TENNYSON AND BROWNING. Elective for Seniors. Complete texts of each poet are required, and their contrasting arts explained. Elective for Seniors. Offered each year. PROFESSOR REEVES.

13 and 14. ANGLO-SAXON and the HISTORY OF THE ENGLISH LANGUAGE. The historical basis of English idiom is explained in the reading and philological study of Anglo-Saxon literature. The sources of English grammar are studied, and the vitality of the language illustrated by reference to the vernacular. This course is necessary for a certificate from the department of capacity to teach English. Three hours a week, elective for Juniors and Seniors. PROFESSOR REEVES.

All courses three hours unless otherwise stated.

15. **SHORT STORY WRITING.** Exercises in the technique of the Short Story, with study of models. Elective for Juniors and Seniors, alternate years; offered in 1919-20. PROFESSOR LOCKERT.

16. **ARGUMENTATION and DEBATE.** One debate a week is required, and a good delivery is insisted upon. Elective for Juniors and Seniors. PROFESSOR LOCKERT. Offered in 1919-20.

17. **CHAUCE, LANGLAND AND WYCLIF. FOURTEENTH CENTURY STUDIES.** Elective for Juniors and Seniors. Offered in 1919-20. PROFESSOR REEVES.

18. **THE ROMANTIC POETS.** The culmination of English Romanticism in Wordsworth, Coleridge, Byron, Shelley and Keats. Elective for Juniors and Seniors. Offered in 1920-21. PROFESSOR LOCKERT.

19. **AMERICAN LITERATURE.** The social and political ideals of Jefferson, Franklin, Adams and Madison. Offered in 1918-19. PROFESSOR REEVES.

20. **WORLD DRAMA. AESCHYLUS TO IBSEN.** Typical great dramas and important literary movements are studied. Given in 1918-19. PROFESSOR LOCKERT.

21. **DEVELOPMENT OF THE ENGLISH NOVEL.** Offered in 1919-20. PROFESSOR REEVES.

22. **THE LATER ENGLISH NOVEL.** Offered in 1919-20. PROFESSOR LOCKERT.

GREEK

PROFESSOR NEWHALL

1, 2. **GRAMMAR; *Anabasis*, Book I.** Optional for admission to Classical Course. Elective in other courses.

Odd numerals indicate first semester; even numerals second semester.

3, 4. *Anabasis*, II-IV; *Iliad*, 1900 lines. Prose Composition. Optional for admission to the Classical Course. Elective in other courses.

5. *LYSIAS*, or Selections from Attic Orators. Prose Composition. Optional for the Classical Course. Courses 1-4 prerequisite.

6. *ODYSSEY*, Selections or Herodotus. Private life of the Greeks. Optional for the Classical Course.

7. *PLATO*. *Laches and Apology*. History of Greek Literature (Prose). Optional in the Classical Course. Courses 5 and 6 prerequisite.

8. *SOPHOCLES*, *Antigone* or *Oedipus Tyrannus*. Aristophanes, *Clouds* or *Frogs*. History of Greek Literature (Poetry). Optional in the Classical Course. Courses 5-7 prerequisite.

9. *ÆSCHYLUS*. *Prometheus* or *Septem*. Euripides, *Alcestis* or *Medea*. The Greek Drama and Theatre. Elective for Juniors and Seniors. Courses 5-8 prerequisite. Alternate years.

10. *SELECTIONS FROM THE LYRIC POETS OR LUCIAN*. Greek music and metres. Elective for Juniors and Seniors. Courses 5-8 prerequisite. Alternate years.

11. *HOMER IN ENGLISH*. The entire *Iliad* and *Odyssey*, with lectures on Homeric Life and the Homeric Question. No knowledge of Greek required. Alternate years. Elective for Sophomores, Juniors and Seniors. Offered in 1919-20.

12. *GREEK DRAMA IN ENGLISH*. No knowledge of Greek required. Elective for Sophomores, Juniors and Seniors. Alternate years. Offered in 1919-20.

13. *HISTORY OF ART*. The Minor Arts, Painting and Modern Sculpture. Elective for Juniors and Seniors.

All courses three hours unless otherwise stated.

iors in all courses. Alternate years. Offered in 1920-21.

14. HISTORY OF ART. Architecture and Ancient Sculpture. Second semester. Elective as 13. Offered in 1920-21.

LATIN

PROFESSOR MANNING

1. LIVY. Review of Grammar. Optional for Freshmen.

2. TERENCE, OVID. Grammar. Prose composition. Optional for Freshmen.

3. PLINY THE YOUNGER. Letters. Reading at sight. Optional for Sophomores. Courses 1 and 2 prerequisite.

4. HORACE, Selections from the Odes, Satires and Epistles. Study of the poet's life and times. Optional for Sophomores. Courses 1-3 prerequisite.

5. TACITUS. Selections from the *Histories* or *Annals*. Reading at sight. Study of the first century of the Empire. Elective for Juniors and Seniors. Courses 1-4 prerequisite. Alternate years. Offered in 1920-21.

6. JUVENAL AND MARTIAL. Study of Roman Private Life. Elective for Juniors and Seniors. Courses 1-4 prerequisite. Alternate years. Offered in 1920-21.

7. PLAUTUS AND TERENCE. Reading at sight. Study of the history of the Roman Drama. Elective for Juniors and Seniors. Courses 1-4 prerequisite. Alternate years. Offered in 1919-20.

8. CICERO, *Letters*. Study of the author's life and times. Elective for Juniors and Seniors. Courses 1-4 prerequisite. Alternate years. Offered in 1919-20.

Odd numerals indicate first semester; even numerals second semester.

9, 10. ELEMENTARY LATIN. Grammar. Cæsar, Book I. Both semesters.

11, 12. CAESAR, CICERO, PROSE COMPOSITION. Both semesters. Latin 9, 10, prerequisite.

13, 14. VIRGIL, ÆNEID, Books I-VI. Both semesters. Courses 9-12 prerequisite.

ROMANCE LANGUAGES

PROFESSOR LARWILL

1. ELEMENTARY FRENCH. Pronunciation, the essentials of grammar, reading of simple prose and translation into French of short English sentences. Books: Fraser and Squair, *French Grammar*; Aldrich and Foster, *A French Reader*; Larousse, *Histoire de France*.

2. ELEMENTARY FRENCH. Further study of grammar in connection with exercises in composition, reading of Merimée's *Colomba* and two similar texts.

3, 4. SECOND YEAR FRENCH. Reading of several shorter novels and plays by modern authors; composition and conversation.

5, 6. GENERAL SURVEY OF FRENCH LITERATURE and reading of works representative of various important movements. Courses 3 and 4, or their equivalent, prerequisite. Offered in 1919-20. Books: Pelissier, *Précis de l'Histoire de la Littérature Française*; Vreeland and Michaud, *Anthology of French Prose and Poetry*.

7, 8. THE LITERATURE OF THE EIGHTEENTH CENTURY. Readings, reports and discussions in French and in English. Courses 3 and 4, or their equivalent, prerequisite. Offered in 1918-19.

All courses three hours unless otherwise stated.

9, 10. FRENCH CONVERSATION. Practice in the use of the language of social intercourse, of business, and of travel; letter writing. Courses 3 and 4, or their equivalent, prerequisite. Books: Kron, *Le Petit Parisien*; Blanchaud, *French Idioms*. Offered in 1919-20.

11. ITALIAN: *First Course*. Pronunciation, grammar, simple composition, reading of easy prose. Books: Grandgent, *Italian Grammar*; Bowen, *Italian Reader*; Fogazzaro, *Peregrinatio*.

12. MODERN ITALIAN PROSE AND COMPOSITION. Reading of selections from Manzoni, D'Annunzio and Verga; composition. Books: Grandgent, *Italian Composition*; *Italian Short Stories*; Manzoni, *I Promessi sposi*.

13, 14. SPANISH: *First Course*.. Pronunciation, grammar, simple composition, conversation, reading of easy prose. Books: *Epitome de la Gramatica de la Real Academia Española*; *El libro de Juanito*.

15, 16. MODERN SPANISH LITERATURE AND COMMERCIAL SPANISH. Reading of representative novels and plays; composition and conversation. Books: Ford, *Spanish Composition*; Echegaray, *O Locura O Santidad*; Galdos, *Doña Perfecta*; Harrison, *A Spanish Commercial Reader*.

17, 18. PORTUGUESE: *First Course*. Grammar, composition, conversation. Books: Branner, *Portuguese Grammar*; Andrade, *Segundo livro de leitura*.

GERMAN

PROFESSOR WEST

1, 2. ELEMENTARY GERMAN. Pronunciation, essentials of grammar with constant drill on forms, simple

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prose composition and practice in speaking German; easy German prose and poetry selected from modern authors with at least one complete longer story.

3. NINETEENTH CENTURY PROSE. Heyse, *L'Arrabiata*; Freytag, *Die Journalisten*; Wesselhoeft, *German Exercises*; Thomas, *Practical German Grammar*.

4. NINETEENTH CENTURY POETRY. Eulda, *Der Talisman*; *Selected Lyrics*; grammar and composition as in 3.

5, 6. STUDIES IN EIGHTEENTH CENTURY LITERATURE. The life and works of the great writers of the century will be studied, with such consideration of their times and contemporaries as may be practicable. Courses 1-4 prerequisite.

7, 8. STUDIES IN NINETEENTH CENTURY LITERATURE. Subjects treated as in 5, 6. Courses 1-4 prerequisite.

9, 10. HISTORY OF GERMAN LITERATURE. A study of the development of German Literature and reading of selections from representative authors of the most important periods. Priest, *A Brief History of German Literature*; Henschel, Hey and Lyon, *Handbuch zur Einführung in die deutsche Litteratur*. Course 1-4 prerequisite.

Courses 1-4 are given each year. Of courses 5-10, one is given each year, determined by the number of students electing it. For 1918-19 Course 5, 6 was elected with Goethe as the author; for 1919-20 Course 7, 8 with *The Drama of the Nineteenth Century* as subject.

All courses three hours unless otherwise stated.

CHEMISTRY

PROFESSOR WEIDA

1. GENERAL INORGANIC CHEMISTRY. The work is a descriptive study of the common materials, and includes fifty laboratory periods of at least two hours each, besides recitations and personal conferences. Required of Freshmen in Scientific Course—and in other courses alternative with Physics 1. Four hours credit.

The laboratory work is based on Hale's laboratory outline. The recitations and conferences are adapted to the work actually being done, with assigned readings in several text-books.

1. (a) The same course as outlined above, with the details changed somewhat for students presenting entrance credits in chemistry.

2. GENERAL INORGANIC CHEMISTRY (CONTINUED). Fifty laboratory periods of at least two hours each, with recitations and conferences as above stated. Extra laboratory periods are arranged for those properly qualified. (See Course 6.) This course is a continuation of the above from the same descriptive point of view. Especial attention is paid to the useful metals and alloys, their manufacture, their properties and the products they yield. Some work is also done on the detection or analysis of simple compounds. Four hours' credit. Required in Scientific Course (alternative with Physics 2 in other courses.)

3. QUALITATIVE ANALYSIS. A course based on the preceding year of inorganic chemistry, beginning with single salts and passing through the methods of chem-

Odd numerals indicate first semester; even numerals second semester.

ical analysis while reviewing the chemical reasons for each step. Each student analyzes a number of unknown substances, both solids and liquids. Six hours each week in the laboratory with frequent conferences and recitations held in the classroom.

NOTE:—When consent of instructor is obtained, the amount of work done in Qualitative Analysis may be increased by continuing similar work through the second semester.

4. ORGANIC CHEMISTRY. A classroom course giving an outline view or descriptive study of the most important compounds of carbon. This course is necessary to those looking forward to the study of medicine, and may be taken immediately after Course 2, if desired.

Laboratory work on Organic preparations is *not* included in this course, but may be taken at the same time or following as a separate course (see Courses 6, 7).

5. ADVANCED TOPICS IN CHEMISTRY.

A classroom course open to Juniors and Seniors who have had Courses 1-4. The special subjects vary from year to year. Coal Tar Compounds was the subject in 1918-19, and next year Reading of Chemical German will be offered for those properly prepared in German as well as in Chemistry.

6. CHEMICAL PREPARATIONS. A laboratory course open only to those who have made a good record in Chemistry of the first semester. The student himself prepares a selected list of materials that are being studied in the descriptive courses. It may thus accompany Course 2 and 4, or follow these. This work must

All courses three hours unless otherwise stated.

ordinarily be done in the second semester. Either 3 or 6 hours' credit, according to assignment.

7. CONTINUATION OF COURSE 6. Such a continuation in the first semester is allowed only in exceptional cases; and in each case the consent of the professor must be secured before registration.

8. DESCRIPTIVE MINERALOGY. A course planned to follow Qualitative Analysis (Course 3 prerequisite) and including some of the methods of blowpipe analysis. The course is, however, descriptive, as the name implies, rather than analytical, and may be taken by those desiring information on the common minerals and ores. The description of mineral species requires at the beginning a study of the crystal forms in which they may occur, and of any other physical properties that may be of value in description. Offered only when desired by four or more students.

9-12. ADVANCED LABORATORY WORK. A course in pure Chemistry for general students; and open only to Seniors who have previously shown special excellence in Chemistry. Prerequisite: Courses 1-4. The main work will be in Quantitative Analysis, but in some cases special subjects such as medical chemistry may be taken up after sufficient general quantitative work has been done. The work is individual, under the supervision of the professor, and may be taken as a single course for 3 hours' credit, or as a double course for 6 hours' credit.

Odd numerals indicate first semester; even numerals second semester.

BIOLOGY

PROFESSOR WALTON

The courses in this department are not only designed for the general student, but also furnish special training for students who expect to study medicine.

1, 2. GENERAL BIOLOGY. This is intended as an introduction to subsequent courses as well as for the purpose of presenting a general survey of the subject to those students wishing to take only one year of Biology. It consists of lectures, recitations and laboratory work on selected types of organisms and on various phases of animal and plant life of a special nature. Topics such as the origin and manifestations of life, the cell and the cell theory, the individual, heredity, variation, selection, genetics and especially mendelian phenomena, are carefully considered in the lectures. During the latter part of the course the principles of sanitation, hygiene and preventative medicine are given particular emphasis.

The work is supplemented by occasional field excursions. Two laboratory periods of two and one-half hours each and one hour lecture a week. Elective for Sophomores, Juniors and Seniors.¹

3. COMPARATIVE ANATOMY OF THE VERTEBRATES. Lectures, recitations and laboratory work on vertebrates from *Amphioxus* to Man, with particular attention to comparisons of the skeletal system, the nervous system, the circulatory system, etc. Text-book, Pratt, *Vertebrate Zoology*. Five hours' laboratory and one hour lecture a week. Elective for Sophomores, Juniors and Seniors. Courses 1-2 prerequisite.

¹ Freshmen contemplating the study of medicine may be admitted upon a recommendation from their Faculty Adviser.

All courses three hours unless otherwise stated.

4. HISTOLOGY AND MICROTECHNIQUE. This course is arranged primarily for students intending to enter medical school. Permanent preparations are made of organs and tissues which have been previously dissected, fixed and placed in alcohol or imbedded in paraffine. Particular attention is paid to the physiologic function of the various groups of cells. The theory of the microscope and methods in microtechnique sectioning, staining, etc., are carefully considered at the beginning of the course. Five hours laboratory and one hour lecture a week. Elective for Sophomores, Juniors and Seniors. Courses 1-2 prerequisite.

5, 6. EMBRYOLOGY. Lectures, recitations and laboratory work based on a general study of the development of animals from the formation of the egg to the attainment of growth in the adult. Particular attention is given to cytology during the early part of the course. A series of *in toto* preparations and transverse sections from the early stages of the chick are made by each student to be used in subsequent study. Text-book: McMurrich or Heisler. Reference books: Minot, Hertwig, Roule, etc. Five hours laboratory, one hour lecture a week. Elective for Juniors and Seniors. Courses 1-6 prerequisite. Alternate years.

7, 8. NEUROLOGY. A comparative study of the growth and structure of the nervous system in the different groups of animals, with particular attention to the morphology of the central nervous system of the vertebrates. Five hours laboratory, one hour lecture a week. Elective for Juniors and Seniors. Courses 1-6 prerequisite. Alternate years.

Odd numerals indicate first semester; even numerals second semester.

9, 10. **ADVANCED BIOLOGY.** Special laboratory work arranged with reference to the individual needs of the students wishing to devote a maximum amount of time to the study of Biology. Courses 1-6 prerequisite.

PHYSICS

PROFESSOR JOHNSON

A. **ELEMENTARY PHYSICS.** A first course in general physics combining a review of high school physics with a lecture and laboratory course designed to bridge the gap between the ordinary high school course and General College Physics, 1 and 2. This course should be of interest to the average student who may not be specializing in science, for it is descriptive and experimental rather than mathematical. It may also be taken to satisfy the entrance requirement for Physics 1 and 2. No previous work in physics nor in mathematics beyond algebra and geometry is required. For those who have not presented high school physics for entrance to college, the work will be somewhat modified. Three class hours and one laboratory period each week. Four hours credit. Second semester only.

1, 2. **GENERAL PHYSICS.** A course in college physics following Physics A, and entering more into the theory of physical phenomena and the relation between theory and experiment than is possible in the elementary course. The accompanying laboratory work is purely quantitative. Three experimental lectures a week and at least fifty hours of laboratory work each semester. Open to all students who have had high school physics or Physics A and who have had or are taking Mathematics 1 and 2. Four hours credit.

All courses three hours unless otherwise stated.

NOTE:—Of the courses listed below, only a part are offered each year, as indicated by the accompanying dates. They are also so arranged that the advanced laboratory and theoretical courses may be taken in conjunction advantageously, in which case six hours credit will be given, e. g., as follows:

Course 3 with course 7.

Course 4 with course 10.

Course 5 with course 11.

Course 6 with course 12.

Courses 3, 4, 5 and 6 are primarily laboratory courses. Each consists of three laboratory periods a week, of at least two hours each. Occasionally a lecture may be substituted for one of these periods. Prerequisites: Physics 1 and 2, and Mathematics 1 and 2.

All students planning to study medicine or engineering should elect at least one of these three hour laboratory courses in addition to General Physics 1 and 2.

3. EXPERIMENTAL MECHANICS. 1918-19.

4. HEAT. A laboratory study of heat effects, changes in volume, thermometry, calorimetry, transfer of heat-energy, the mechanical equivalent of heat, etc. 1918-19.

5. SOUND AND LIGHT. An experimental study of vibrating bodies and wave motion in various media, reflection, refraction, dispersion, color sensation, and polarization. 1919-20.

6. ELECTRICAL MEASUREMENTS. Fundamental electrical units, measurements of resistance, current, electro-motive force, quantity, capacity, self- and mutual-induction. 1919-20.

NOTE:—Courses 7, 8, 10, 11 and 12 are lecture and problem courses with collateral reading. Open to those who have had Physics 1 and 2, and who have had or are taking Mathematics 3 and 4.

Odd numerals indicate first semester; even numerals second semester.

7, 8. THEORETICAL MECHANICS. An elementary course in analytical mechanics. 1918-19.

9. PHOTOMETRICAL MEASUREMENTS. A laboratory study of light sources and their uses in illumination. Photometric tests of commercial lighting units, including gas lamps, and direct and alternating current arc and incandescent lamps. Also measurements of the heating and illuminating values of Ohio Natural Gas. 1919-20.

10. THEORY OF HEAT. An analytical study of heat sources, heat transferences, methods of heat measurement, the Kinetic Theory of Gases, and the thermodynamics of heat engines. 1918-19.

11. THEORY OF LIGHT. A study of the underlying principles of Geometrical and Physical Optics. 1919-20.

12. THEORY OF ELECTRICITY AND MAGNETISM. Electrostatics, electric circuit calculations and the theory of electrical measuring instruments. 1919-20.

13, 14. DYNAMO-ELECTRIC MACHINERY. Direct and alternating current, in theory and practice. A pre-engineering course. Two lectures and one laboratory period a week. Prerequisite: Physics 6 or 12.

15. HISTORY OF PHYSICS. A course of lectures on the leading physicists of all ages and their work. Supplemented with reports on collateral reading. Open to those who have had Physics 1 and 2.

16. ELECTRON THEORY. An advanced course on electrolytic conduction, conduction of electricity through gases, and radioactivity. Lectures and reports on collateral reading. Prerequisite: Physics 11 and 12, and Mathematics 5 and 6.

All courses three hours unless otherwise stated.

MATHEMATICS AND CIVIL ENGINEERING

PROFESSOR ALLEN

1, 2. **ELEMENTARY MATHEMATICAL ANALYSIS.** This course covering the use of coordinate systems, plotting and discussion of simple functions, plane trigonometry and elementary analytic geometry, is required of all Freshmen. Freshmen offering Mathematics 2 (b) and (c), (see p. 30) for entrance may enter the course the second semester.

3, 4. **CALCULUS.** Text, *The Calculus*, Davis. Required of Scientific Students. Course 3 is required of students omitting Course 1. Courses 1 and 2 prerequisite.

5, 6. **CALCULUS AND DIFFERENTIAL EQUATIONS. ANALYTIC GEOMETRY.** This course is designed for students of Engineering. Offered 1919-20.

7, 8. **MODERN GEOMETRY.** Texts, *Cremona* and *Rays* supplemented by lectures. Given in 1917-18. Offered 1919-20.

10. **DESCRIPTIVE ASTRONOMY.** Alternate years; offered 1920-21.

11, 12. **PLANE SURVEYING.** Text, *Raymond*. Also **TOPOGRAPHIC AND RAILROAD SURVEYING.** Offered 1919-20.

13. **FIELD WORK IN SURVEYING.** Courses 11 and 12 continued and applied to concrete problems. Three hundred hours of office and field work given in the six weeks following Commencement.

15. **DESCRIPTIVE GEOMETRY.** Text, *Descriptive Geometry, with Shades and Shadows and Perspective*.

Odd numerals indicate first semester; even numerals second semester.

Church. Courses 1 and 2 prerequisite. Given in 1918-19.

16. ELEMENTARY MECHANICAL DRAWING. Seven and one-half hours a week (3 hours' credit). Given in 1918-19.

HISTORY

1, 2. MEDIEVAL AND MODERN EUROPEAN HISTORY. The period of history covered extends from the Fall of the Roman Empire and the Great Migrations to the French Revolution. The development of modern industrial, social and political systems receives careful attention. Robinson's *History of Western Europe* and Trenholm's *Syllabus* are used as texts, but much collateral reading is required. Elective for Sophomores and Juniors. PROFESSOR CAHALL.

3, 4. HISTORY OF THE NINETEENTH CENTURY IN EUROPE. This course covers the history of Europe from the beginning of the French Revolution to the present time, especial attention being given to the Unification of Germany and Italy. Elective for Juniors and Seniors. Alternate years. Offered in 1918-19. PROFESSOR CAHALL.

5, 6. ENGLISH CONSTITUTIONAL HISTORY. The course covers the whole period of the development of the English Constitution. Cross, *History of Great Britain*, is used as the basis of the work, with collateral reading and the preparation of essays. Alternate years. Offered in 1919-20. PROFESSOR CAHALL.

7, 8. AMERICAN POLITICAL HISTORY. The period covered extends from the middle of the Eighteenth Century to the end of the Reconstruction period in

All courses three hours unless otherwise stated.

1876. Outside reading and the private investigation of assigned subjects form a large part of the course. MacDonald's collection of documents is used extensively. Required of Juniors. **PRESIDENT PEIRCE.**

9, 10. **INTELLECTUAL HISTORY OF EUROPE.** A study of ancient and mediæval conceptions with their modern significance. Much attention is given to the historical setting and to the study of the works of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Dante, Petrarch, Montaigne and others. Lectures, reports and special studies. History 1 and 2 prerequisites. Offered in 1919-20. **PROFESSOR CAHALL.**

11, 12. **ISSUES OF THE WAR.** A development and continuation of the course prescribed by the War Department for members of the Students' Army Training Corps. During the first semester Holt and Chilton's *History of Europe from 1862 to 1914* is used as a handbook and during the second semester much time is given to the study of diplomatic documents and other original sources. Some attention is also devoted to the origin and development of Pan-Germanism. Elective for Sophomores, Juniors and Seniors. **PRESIDENT PEIRCE.**

POLITICAL SCIENCE

PROFESSOR CAHALL.

1. **AMERICAN GOVERNMENT.** The national and state systems are discussed in lectures, recitations and debates. The text is Beard's *American Government and Politics* and the readings for the same. Elective for Sophomores, Juniors and Seniors.

2. **AMERICAN GOVERNMENT.** The municipal system and its problems are the subject. Beside a study of the

ODD NUMERALS INDICATE FIRST SEMESTER; EVEN NUMERALS SECOND SEMESTER.

functions and needs of the American city attention is given to the organization and administration of European cities. The text is "*The American City*," by W. B. Munro. Elective for Sophomores, Juniors and Seniors.

3, 4. CONTEMPORARY POLITICS AND THE GOVERNMENTS OF EUROPE. The course analyzes the present governments of Europe in the light of their origin. Lectures, discussions and reports upon outside reading. Text, Frederic A. Ogg, *The Governments of Europe*. Elective for Sophomores, Juniors and Seniors. Alternate years. Offered in 1919-20.

ECONOMICS AND SOCIOLOGY

1, 2. PRINCIPLES OF ECONOMICS. An introductory course in the fundamental principles and problems of the science. Recitations, problems, lectures, discussions, one essay per semester. Elective for Sophomores, Juniors and Seniors. This course must be taken as a whole in order to receive credit in either part.

3. MONEY AND BANKING. The theory of money, credit, prices, crises. The monetary systems of the world; the present banking systems of the United States and other countries. International exchange. Text book and collateral reading, the preparation of an essay embodying the results of an intensive study of some problem in contemporaneous banking. The lectures cover the practice of banking in the United States with special reference to commercial banking and the problems arising from War Finance. Prerequisite Courses 1 and 2. Elective for Juniors and Seniors.

All courses three hours unless otherwise stated.

4. **LABOR CONDITIONS.** A study of the industrial group in its physical, economic, social and cultural relations. Including a treatment of immigration, trade unionism, and socialism. A lecture course with collateral reading, class discussions, reports and a research essay. Prerequisites Courses 1 and 2. Elective for Juniors and Seniors.

5. **COMBINATIONS AND PRIVATE FINANCE.** A survey of the legal, financial and social problems arising from finance capital in modern industrial organization. The function of the promoter, the pool, monopoly and trust with reference to price, the labor situation and social and political welfare. The marketing of evidences of ownership and indebtedness in and of Private and Quasi-Public Corporations. A lecture course with collateral reading, daily written problems, and the preparation of a research essay. Prerequisite Courses 1 and 2. Elective for Juniors and Seniors.

6. **PUBLIC FINANCE.** The rise of the Science of Finance, the doctrine and practice of public expenditures, the budget and the raising of Public Revenue. The evolution of the tariff, income and inheritance taxation. The general theory of international commerce. A comparative study of public finance in peace and war. Problems arising from the marketing of evidences of municipal, state and federal indebtedness. A lecture course with collateral reading, class reports and the preparation of a research essay. Prerequisites Courses 1 and 2. Elective for Juniors and Seniors.

BUSINESS

7. **COMMERCIAL LAW.** The purpose of this course is to familiarize the future business and professional

Odd numerals indicate first semester; even numerals second semester.

man with the fundamental principles of the law of contracts, negotiable instruments, agency, partnership, corporations, sales, investments, insurance, bailments, real and personal property. Text book, reading of cases, reports, daily written problems, class discussions. Open to all classes.

8. **PRINCIPLES OF ACCOUNTING.** While technical in method this course aims at the interpretation of accounts rather than at the training of accountants. The interpretation of balance sheets and their relations, capital and operating expenses, including the principles of valuation and scientific bookkeeping are studied experimentally. This course assumes that the student has no previous familiarity with modern bookkeeping. Open to all classes.

9. **BUSINESS ORGANIZATION.** A study of modern business management from the point of view of commercial efficiency. The organization of production, location, planning and lay-out of industrial establishments, scientific management as applied to purchase, sale, employment, and factory management in general. The principles of office organization, sales and credit organization. The function of the scientific engineer and the relations of the efficiency expert to modern business.

A lecture course involving a large amount of collateral reading, private investigation of commercial and manufacturing establishments, planning and charting, and the preparation of a research essay. Open to all classes.

10. **SALESMANSHIP, CORRESPONDENCE AND ADVERTISING.** The principles of scientific efficiency ascer-

All courses three hours unless otherwise stated.

tained in Course 9 are applied to specific problems in marketing. The psychology of salesmanship, the rhetorical and logical principles of effective letter writing, the psycho-economic function of advertising as a business force are studied by lecture, reading and example. The student is expected to prepare a carefully worked out selling campaign of a definite commodity as the result of his research study. Prerequisite Course 9. Open to all classes.

SOCIOLOGY

11. INTRODUCTION TO THE STUDY OF SOCIETY. An application of the process concept to the forms of human association. The biological and psychological foundations of associated behavior are studied by means of a cursory survey of the family in its genetic and social aspects and the problems arising from the functioning of race, oppression and ignorance are surveyed. Text book, collateral reading and research essay. Not open to Freshmen or Sophomores.

12. THE CITY. A study of the social, political and economic functioning of urban groups. A lecture course with collateral reading, reports and a research essay. Given 1916-17. To be given 1919-20.

14. THE RURAL COMMUNITY. A survey of the physical, economic, and social conditions of life in the country. The problem of scientific agriculture as a profession, agricultural population, education and religion is given special attention. A lecture course, with collateral reading and the preparation of a research essay. Not open to Freshmen or Sophomores. It is desired, though not required, that students electing this course have taken either 1 and 2, or 11.

Odd numerals indicate first semester; even numerals second semester.

16. **PHILANTHROPY.** Studies in the nature, origin and relief of dependent, defective and delinquent classes. A program of social prophylaxis. This course does not aim at the specific training of "social workers," but has for its purpose rather the kind of survey of social pathology which is necessary to a cultured gentleman as a guidance in his social relations to the unfortunate and undesirable. Same conditions as 14.

MENTAL AND MORAL PHILOSOPHY

1. **LOGIC AND ETHICS.** The fundamental principles of deductive and inductive Logic are covered during the first half of the semester and a general survey of the problems and methods of Ethics occupy the remainder of the time. Creighton and De Laguna are used as handbooks supplemented by lecture and discussion. Elective for Juniors and Seniors. **PRESIDENT PEIRCE.**

2. **PSYCHOLOGY.** The course in Psychology consists of one lecture and two recitations each week. Witmer's Analytical Psychology is used as a text-book, while in the lectures an effort is made to correlate the views of the older schools of psychologists with the recent views of Loeb, Jennings, etc., concerning the dynamics of living matter. Elective for Juniors and Seniors. **PROFESSOR WALTON.**

3. **HISTORY OF PHILOSOPHY.** A brief but systematic and critical outline of Ancient, Mediæval and early Modern Philosophy is presented. The text used is Thilly, *History of Philosophy*. Elective for Juniors and Seniors. Alternate years. **PRESIDENT PEIRCE.**

4. **METAPHYSICS.** On the foundation furnished by Course 3 a more thorough study of particular systems

All courses three hours unless otherwise stated.

of Philosophy is pursued. The critical philosophy of Kant and the present situation in philosophy are given special attention. Course 3 prerequisite. Elective for Juniors and Seniors. Alternate years. Offered in 1919-20. PRESIDENT PEIRCE.

THE BIBLE

PROFESSOR SMYTHE

1. INTRODUCTION TO THE BIBLE. The student is given a good deal of information regarding the composition of the books of the Bible, their transmission, the canon, textual criticism, translations, etc. In the latter part of the semester the history of the Hebrew people is studied in outline. One hour a week. Required of Sophomores.

2. THE LIFE OF OUR LORD. An effort is made to present to the student a clear picture of the Master, His character, ideals and work. The Gospel according to St. Mark is the basis of this study. One hour a week. Required of Sophomores.

4. THE RELIGION OF ISRAEL. An introductory course. Kent's Historical Bible is used, lectures are given, and a considerable amount of outside reading is required. Elective for Juniors and Seniors. Alternate years. Offered in 1919-20.

6. THE ETHICAL TEACHING OF JESUS CHRIST. A study of the principles enounced by Christ, and of their application to modern conditions and problems. Elective for Juniors and Seniors. Alternate years. Offered in 1918-19.

Odd numerals indicate first semester; even numerals second semester.

MILITARY TRAINING

LIEUT.-COLONEL BOUGHTON

By action of the War Department a Unit of the Reserve Officers' Training Corps was in January, 1919, established at Kenyon College. The regular course extending over four years as described in General Orders No. 49 will be offered to students,—instruction, uniforms and equipment being furnished at the expense of the Federal Government. Freshmen and Sophomores devote three hours a week to the work of the Department while approved Juniors and Seniors who give five hours a week to the work will receive in cash from the Government commutation of subsistence at the rate of 40 cents a day. To students recommended for proficiency by the Commandant an equitable amount of credit toward graduation will be given each semester.

By special resolution of the Board of Trustees passed in June, 1918, military training is required of all students until June, 1919. For the Spring Term of 1919 this requirement includes three hours a week of which two hours are devoted to practical work and one hour to theoretical instruction. During the coming summer announcement will be made as to the requirement for 1919-1920.

Students in the Military Department who desire to qualify as marksman, sharpshooter or expert with the military rifle may join the College Rifle Club, thus securing privileges of indoor and outdoor ranges and receiving 120 rounds of Krag ammunition a year. This amount provides practice at 200 yards, slow fire, and at 300 and 500 yards, deliberate fire. Shooting is done under the rules of the War Department.

All courses three hours unless otherwise stated.

LECTURES TO FRESHMEN

During the first two or three months of the college year weekly lectures are given to new students by the President of the College. The main problems of College life and work are discussed with an exposition of College rules. Five or six lectures on the history of Kenyon College terminate the course.

GENERAL INFORMATION

MATRICULATION

Each student on entering College is assigned to a member of the Faculty who acts as his special adviser in all matters pertaining to his College work and life.

A student is admitted to matriculation when he has sustained a satisfactory probation, as described on page 36. Matriculation gives accredited membership in the Institution, entitles the student to an honorable dismissal and is essential to his obtaining a degree. The public exercise of matriculation occurs shortly after Thanksgiving recess. Each student then signs the following obligation:

We, the subscribers, undergraduates of Kenyon College, being now admitted to the rite of matriculation, do promise, each for himself:

1. That we will faithfully observe and obey the laws and regulations of the College, and all authoritative acts of the President and Faculty, so long as we are connected with the College; and as far as may be in our power, on all occasions we will give the influence of our good example and precept to induce others in like circumstances to do the same.

2. As faithful sons of Kenyon College, we will render to her as our Alma Mater, at all times and on all occasions. due honor and reverence, striving to promote her welfare by all proper means, and abstaining carefully from all things that may tend to impair her influence or limit her usefulness as a seminary of learning.

BACCALAUREATE DEGREES

The degrees of Bachelor of Arts, Bachelor of Philosophy and Bachelor of Science are conferred upon the completion of the classical, philosophical, and scientific courses respectively.

Final Honors

Honors at graduation are conferred in the order of rank upon students whose average grade for the entire course is $1\frac{1}{2}$ or higher. The names of honor men are announced at the Commencement exercises and are printed in the annual catalogue.

Students are graded in all subjects on the scale of 5, 1 standing for the highest rank or excellent work. A grade of 3 is required for passing. When the average of all marks for the college course yields a result of $1\frac{1}{2}$ or less, graduation honors are awarded.

For a grade of 1 in any course an extra credit of one-sixth is allowed; thus, a grade of 1 in a three-hour course counts $3\frac{1}{2}$ hours toward graduation.

The Phi Beta Kappa Society

At seventy-one American colleges and universities chapters of the Phi Beta Kappa Society are at present established. The society was organized to encourage and to recognize excellence in scholarship, and high standing is an essential condition for admission. The fraternity established the Beta Chapter of Ohio at Kenyon College in 1858. Undergraduates may be elected at the end of the Junior and of the Senior year.

THE DEGREE OF MASTER OF ARTS

Graduates of Kenyon College, or of some other institution of equal standing, pursuing non-technical or non-professional courses in any accredited institution of learning, may be admitted as candidates for the degree of Master of Arts by vote of the College Faculty. Each candidate shall be assigned to the oversight of some member of the College or Seminary Faculty, who shall be director and judge of his work. This work shall consist of courses of graduate study closely

related to the work comprised in the curriculum of Kenyon College and equivalent in amount to the studies of a full college year of fifteen hours per week, and shall include the completion and presentation of a thesis embodying the results of this work. This thesis shall be presented not later than May 15, and must be approved by the Director and two other members of the Faculty.

The fee charged for the Master's degree is \$25.00, of which \$20.00 must be paid on admission as candidate and \$5.00 accompanying transmission of the thesis.

This degree may be also conferred *honoris causa* upon men of good attainments in literature, science, history or philosophy, who shall submit theses or essays or published works indicative of such attainments.

Further, this degree may be conferred on graduates of Bexley Hall who are graduates of Kenyon College or of some other institution of equal standing, who shall fulfill the requirements regarding the thesis as stated above and shall accompany the transmission of the same with the payment of the fee of \$5.00.

HOODS

The American intercollegiate system of academic costume has been adopted. For the Bachelor's degree the hood is black in color and not exceeding three feet in length. It is of the same material as the gown and lined with mauve silk, the College color. The binding or edging, not more than six inches in width, is distinctive of the faculty to which the degree pertains, as follows: Arts, white; Theology, scarlet; Law, purple; Philosophy, dark blue; Science, gold yellow. The hood for the Master's degree is the same shape as the bachelors but one foot longer. The Doctor's hood is of the same length as the Master's, but has panels at the sides.

EXAMINATIONS

Final examinations are held at the end of each semester and cover the work of the half year.

Students are required to take final examinations in all subjects. Any student absenting himself from such examinations is required to repeat the subject in class and is not allowed to make it up by examinations.

Since 1901 all examinations have been held under an honor system, which has achieved excellent results. The following resolutions adopted by joint action of students and faculty describe the system:

Resolved, That, subject to confirmation by the Faculty and the Assembly, all examinations, whether original or conditional, and all tests and written lessons shall be conducted in accordance with the principles of the Honor System; and,

That the Honor System shall be conducted as follows:

1. A committee of seven men, representing each division of the student body and made up of three Seniors, two Juniors, one Sophomore and one Freshman, shall be elected at the first Assembly meeting of each year.
2. The duties of the committee shall be (a) to draw up rules to govern the examinations of each year; (b) to investigate any case of suspected violation of the principles of the Honor System, and to recommend to the Faculty for expulsion any student found guilty of such violation.
3. No instructor shall remain in the room where examinations, tests, or written lessons are being held, unless by special request of the class; and,

That every student taking work in the College shall sign the following honor pledge, which shall be binding at all examinations, tests, or written lessons, to-wit:

(Pledge.) In view of the introduction of the Honor System of examinations I pledge myself to support that system to the utmost of my ability, and not only myself to act in accordance with what I conscientiously believe to be its spirit, but also to encourage others to do the same and strongly to discountenance any violation of it.

CONDITIONS

A student whose grade falls below the passing standard of 3, and is expressed by the mark of 4, is given an opportunity to remove the condition by passing another examination. Failure to pass this examination deprives the student of credit in the subject.

This examination for the removal of conditions is held not later than the middle of the following semester.

RELIGIOUS SERVICES

Morning prayers are said daily in the College church. The Holy Communion is celebrated every Sunday at half past seven in the morning and also at half past ten on the first Sunday of the month. On Saints' Days the Holy Communion is celebrated at a quarter past nine in the morning. The choir is composed of College students.

Students are required to be present at Morning Prayers every day and at the Church services on Sunday morning and the chief Holy Days.

Every absence from or tardiness at Morning Prayers gives one mark for absence, and every absence from or tardiness at a Church service at which attendance is required gives two marks. A student is allowed thirty-five marks a semester, and is suspended for the remainder of the semester if he exceeds that number. No application for excuse on any ground whatever is received from the student.

DISCIPLINE

Regularity in the performance of all College duties is insisted upon, and any student who persistently neglects his work is required to leave College.

The Faculty reserves the right to suspend or remove any student whenever it believes that the interests of the College require such action.

A committee of Seniors elected by the student body assumes the responsibility of maintaining discipline in the College dormitories. It is the duty of this committee to preserve good order and to enforce the rule of Trustees and Faculty which strictly forbids the keeping of intoxicating liquor on the College premises. The committee holds frequent meetings and meets once a month with the President of the College.

EXPENSES

The necessary expenses of a student including table board, laundry, books and all College fees amount as a rule to between one hundred and fifty to two hundred dollars for each semester. A list of the College fees follows:

Entrance fee	\$ 5 00
Tuition, per annum.....	100 00
Incidental fee, per annum.....	10 00
Library and Reading Room, per annum.....	3 00
Gymnasium fee, per annum.....	3 00
Room rent, per annum.....	\$20 00 to 50 00
Heat, per annum.....	15 00 to 40 00
Diploma fee	5 00

For laboratory courses in the departments of chemistry, physics and biology, a fee of \$5.00 a semester is charged.

Each student must keep on deposit with the Treasurer \$5.00 as security for damages. Any balance is returned at the close of the year.

College dues are payable in two equal installments, one of which is due near the beginning of each semester. The following rule of the Board of Trustees regulates the payment:

All students are required to pay their term bills in advance. Any student whose term bill shall not have been paid within two weeks after the date of its issue from the Treasurer's office will be suspended from all College privileges until payment has been made. If the bill shall remain unpaid at the end of the semester, the suspension will become final.

DORMITORY ROOMS

Old Kenyon and Hanna Hall, the College dormitories, are handsome, convenient buildings, with the most modern systems for heating and plumbing. The charge for rent and heat varies from \$1 to \$2 a week. The rooms are heated by steam and are finished in hardwood. Furniture must be provided by the student.

All students room in the College dormitories except upon special permission from the President. Rooms are assigned from the President's office.

New students should apply for rooms at least several weeks before the opening of the College year.

Second-hand furniture can often be bought to advantage from students who are leaving College, or through the Superintendent, John Parker, to whom inquiries for furniture should be addressed.

THE COLLEGE COMMONS

By the co-operation of Trustees and Alumni a College Commons was opened in 1912. Gifts in June, 1915, from Samuel Mather, David Z. Norton, James H. Dempsey and William G. Mather provided for the enlargement and improvement of the Commons building. Dining and lounging-rooms are now ample and attractive and the entire equipment is thoroughly modern. The Commons furnishes excellent board at cost and provides a ground of meeting for all of the men in College.

All students are required to pay a Commons fee of \$35 a semester. The price of board in addition to this fee is \$4 a week, payable strictly in advance.

By action of the Board of Trustees all students receiving scholarship concessions of any kind whatever are required to board at the Commons.

STUDENT ORGANIZATIONS

The literary societies, the Philomathesian, founded in 1827, and the Nu Pi Kappa, founded in 1832, are actively maintained. Weekly meetings are held by both societies, and one or more debates with other colleges are arranged each year. Interest is further stimulated by the inter-society debates for the Stires Prizes. By gifts from the Alumni, the society rooms in Ascension Hall are handsomely finished in carved oak, with beamed and paneled ceilings and elaborate window and door casings.

The student publications are the *Collegian*, which appears three times a month during the college year, and the *Reveille*, published annually by the Junior class.

The management of all athletic, musical, dramatic and other interests is vested in the Kenyon College Assembly, the corporate organization of the student body.

REGISTER OF STUDENTS

Winter and Spring Terms, 1918-1919

SENIOR CLASS

- JOSEPH EMERSON CARTER, *Philosophical*..15 W. D., Old Kenyon
Cleveland
- TODD MEARL FRAZIER, *Philosophical*....31 M. D., Hanna Hall
Lakewood
- RAYMOND JAMES HARKINS, *Philosophical*.....Bexley Hall
Cuyahoga Falls
- HAROLD FREDERICK HOHLY, *Philosophical*.....Bexley Hall
Toledo
- BRYANT CHAMBERS KERR, *Philosophical*.....
Centerburg
- CARTER SMART MILLER, *Philosophical*...13 N. D., Hanna Hall
Bay City, Mich.
- ARTHUR BENJAMIN PARKER, *Philosophical*.....
Gambier
- EDGAR BARTON READ, *Scientific*.....11 M. D., Hanna Hall
Salem
- GEORGE BENJAMIN SCHNEIDER, *Philosophical*.....
31 M. D., Hanna Hall
Hartland, Wis.
- PAUL FEHR SEIBOLD, *Scientific*.....51 W. D., Old Kenyon
Mt. Vernon
- JOHN LLOYD SNOOK, *Scientific*.....40 W. W., Old Kenyon
Troy
- FRANCIS WHARTON WEIDA, *Scientific*...18 N. D., Hanna Hall
Gambier

JUNIOR CLASS

- RALPH NELSON ANDREWS, *Philosophical*..31 W. D., Old Kenyon
Huntington, W. Va.
- GEORGE LOUIS BRAIN, *Classical*.....57 N. D., Hanna Hall
Springfield
- HENRY SMITH DOWNE, *Philosophical*.....N. D., Hanna Hall
Gambier

JAMES HENRY GREGG, <i>Philosophical</i>	22	E. W., Old Kenyon Minneapolis, Minn.
LELAND CECIL GUNN, <i>Philosophical</i>	45	E. D., Old Kenyon Toledo
ROMAYNE BRADFORD HILL, <i>Philosophical</i> ..	56	W. D., Old Kenyon Tacoma, Wash.
THOMAS MABLEY, <i>Classical</i>	33	W. D., Old Kenyon Winslow, Ark.
JAMES HERBERT McMURRAY, <i>Philosophical</i> ..	2	S. D., Hanna Hall Marion
EDWARD BENJAMIN PEDLOW, <i>Philosophical</i> ..	22	S. D., Hanna Hall Ravenna
JOHN FRANCIS SANT, <i>Classical</i>	21	S. D., Hanna Hall Gambier
HAROLD GRAHAM WALTON, <i>Scientific</i>		E. W., Old Kenyon Gambier

SOPHOMORE CLASS

JOHN WILLIAM ANGER, <i>Classical</i>	5	S. D., Hanna Hall Trenton
JOHN FALKNER ARNDT, <i>Classical</i>	38	N. D., Hanna Hall Philadelphia, Penna.
LEWIS J. BAILEY, <i>Philosophical</i>	59	W. W., Old Kenyon Sault Ste. Marie, Mich.
LANE WICKHAM BARTON, <i>Classical</i>		S. D., Hanna Hall Norwalk
AARON CHARLES BENNETT, <i>Classical</i>	27	M. D., Hanna Hall Sharon, Penna.
WALTER BENNETT, <i>Scientific</i>	49	M. D., Hanna Hall Sharon, Penna.
BYRON COLEMAN BIGGS, <i>Philosophical</i> ...	53	W. D., Old Kenyon Gambier
JAMES FOSTER BRANCH, <i>Philosophical</i> ...	25	S. D., Hanna Hall Akron
ISAAC CURTIS BREWER, <i>Philosophical</i>	60	W. W., Old Kenyon Sandusky
DAVID LEE CABLE, <i>Scientific</i>	45	E. D., Old Kenyon New Philadelphia

- WILLIAM LARWILL CARR, *Scientific*.....41 E. W., Old Kenyon
Mansfield
- ALBERT SPENCER DANES, *Philosophical*...38 N. D., Hanna Hall
Patchogue, N. Y.
- WILLIAM COTTON TYHURST DAVIS, *Philosophical*.....
37 N. D., Hanna Hall
Youngstown
- WILLIAM GREGG GEHRI, *Classical*.....49 M. D., Hanna Hall
Sandusky
- WILLIAM WALLACE GRAHAM, *Scientific*...41 S. D., Hanna Hall
East Cleveland
- KENNETH MERCER HARPER, *Philosophical*..41 E. W., Hanna Hall
Mt. Vernon
- LESTER CARSON KILGORE, *Philosophical*...26 E. D., Old Kenyon
St. Paul, Minn.
- LOUIS DEAN KILGORE, *Philosophical*.....25 E. D., Old Kenyon
St. Paul, Minn.
- JOHN MARSHALL KNOX, *Philosophical*...22 E. W., Old Kenyon
Lima
- LAD EDWARD KREJCI, *Philosophical*.....27 E. D., Old Kenyon
Cleveland
- OSCAR ADAIR LASHLEY, *Scientific*.....11 M. D., Hanna Hall
Steubenville
- EDWARD DAVIS MAIRE, *Philosophical*....21 E. W., Old Kenyon
Grosse Point, Mich.
- SAMUEL LEWIS MARTIN, *Classical*.....31 W. D., Old Kenyon
Marion
- PAUL RUSSELL MAXWELL, *Classical*.....5 S. D., Hanna Hall
Mansfield
- DONALD CHARLES MELL, *Philosophical*...22 S. D., Hanna Hall
Akron
- HENRY RUBENS MOSSER, *Classical*.....32 W. D., Old Kenyon
Chicago, Ill.
- JAMES OLDS, *Classical*.....52 W. D., Old Kenyon
Mt. Gilead
- EVERETT TOWLE PERRIN, *Philosophical*...59 W. W., Old Kenyon
Cleveland

- WILLIAM GALE PFLUM, *Philosophical*. . . . 48 E. D., Old Kenyon
Dayton
- WILBUR EVERETT POSTLE, *Scientific*. . . . 14 N. D., Hanna Hall
Shepard
- FRANZ EDWARD PHILIP SCHNEIDER, *Philosophical*.
8 M. D., Hanna Hall
Hartland, Wis.
- JOHN GOODWIN SCHWARTZ, *Philosophical*. . 47 E. D., Old Kenyon
Dayton
- ALDEN SEITZ, *Philosophical*. 48 E. D., Old Kenyon
Sandusky
- HERMAN SUKER SIDENER, *Philosophical*. . 31 M. D., Hanna Hall
Steubenville
- WILLIAM JAMES STEWART, JR., *Scientific*. . 58 N. D., Hanna Hall
Kansas City, Mo.
- EVERETT BAILEY TAYLOR, *Philosophical*. . 33 N. D., Hanna Hall
Miamisburg
- LESLIE EARL TREAT, *Scientific*. 14 N. D., Hanna Hall
Cuyahoga Falls
- HORACE CHARLES VOKOUN, *Philosophical*. . 28 E. D., Old Kenyon
Cleveland
- RANDOLPH STOUGH YERXA, *Philosophical*. . 39 W. W., Old Kenyon
Minneapolis, Minn.
- GEORGE IKIRT ZOLLINGER, *Scientific*. . . . 54 W. D., Old Kenyon
East Liverpool

FRESHMAN CLASS

- MALCOLM BODINE ADAMS, *Scientific*. M. D., Hanna Hall
Gambier
- ALBERT BERNSTEIN, *Philosophical*. 33 W. D., Old Kenyon
Lima
- ARTHUR FERNANDO BILLOW, *Scientific*. . . 41 S. D., Hanna Hall
Akron
- THEODORE BLISS, *Philosophical* 21 E. W., Old Kenyon
Sandusky
- HAROLD KING BOSTWICK, *Philosophical*. . . 55 W. D., Old Kenyon
Chardon

- RICHARD HOWE BOSTWICK, *Philosophical*. .55 W. D., Old Kenyon
Chardon
- CHARLES KING BRAIN, *Scientific*.13 N. D., Hanna Hall
Springfield
- EDGAR ARTHUR BROWN, *Philosophical*.2 S. D., Hanna Hall
Cleveland Heights
- SHANNON DOUGLAS BUNTIN, *Philosophical*.
21 S. D., Hanna Hall
Terre Haute, Ind.
- LOUIS PAUL CARABELLI, *Scientific*.30 E. D., Old Kenyon
Norwalk
- JACK WELKER CHENEVERT, *Scientific*.17 W. W., Old Kenyon
Toledo
- ROBERT ZENT CHEW, *Philosophical*.22 S. D., Hanna Hall
Fredericktown
- CLARENCE JOHN DE BOER-CUMMINGS, *Philosophical*.
10 E. D., Old Kenyon
Royal Oak, Mich.
- THOMAS AUGUSTUS EGGERT, *Scientific*.6 E. D., Old Kenyon
Norwalk
- JOHN FRANCIS GORSUCH, *Scientific*.E. W., Old Kenyon
Gambier
- CHARLES ADAM GRAHAM, *Philosophical*.12 E. D., Old Kenyon
Cleveland
- DAVID SELSOR GRAHAM, *Philosophical*.60 W. W., Old Kenyon
South Solon
- HARRY FREDERICK GROSSMAN, *Scientific*. .59 W. W., Old Kenyon
Toledo
- PAUL REINHOLD HAHN, *Scientific*.51 W. D., Old Kenyon
Racine, Wis.
- HAROLD HOBSON HALL, *Scientific*.25 E. D., Old Kenyon
Columbus
- SAMUEL FOSTER HARRIS, *Scientific*.27 M. D., Hanna Hall
Milwaukee, Wis.
- BENSON HEALE HARVEY, *Classical*.45 E. D., Old Kenyon
Pittsburgh, Penna.
- ROBERT MILL HEINBUCH, *Philosophical*.8 M. D., Hanna Hall
Cleveland

FRANCIS HORATIUS HUBBARD, <i>Scientific</i> ..25	E. D., Old Kenyon Piqua
LAWRENCE WILLIAM KEATING, <i>Philosophical</i>	47 E. D., Old Kenyon Lima
GEORGE COOKE LEA, <i>Philosophical</i>33	N. D., Hanna Hall Sandusky
EDWARD HENRY LEWIS, <i>Scientific</i>31	M. D., Hanna Hall Steubenville
WALKER NEAL LYBARGER, <i>Scientific</i>	Gambier
DONALD MACADIE, <i>Classical</i>11	M. D., Hanna Hall Bayonne, N. J.
ROBERT GORDON McMURRAY, <i>Scientific</i>5	S. D., Hanna Hall Marion
PAUL McGRUDER MORRISON, <i>Philadelphia</i> ..34	E. D., Old Kenyon Martin's Ferry
GAVIN WALLACE MOUAT, <i>Philosophical</i> ...11	M. D., Hanna Hall Cleveland
RUSSELL JABEZ NALL, <i>Philosophical</i>2	S. D., Hanna Hall Cleveland
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Sophomores	40
Freshmen	55
Special Students	9
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Personnel Adjutant

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Assistant Rifle Instructor

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WALTER BENNETT.....	Sharon, Penna.
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FRANK LESLIE BIGGS.....	Gambier
LUKE BURDELL BIGGS.....	Mt. Vernon
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OSCAR ADAIR LASHLEY.....	Steubenville
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WILLIAM JAMES STEWART, JR.....	Kansas City, Mo.
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Enrolled Members	14
Total.....	<hr/> 194

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SUNDAY, JUNE 16

Morning Service—Sermon by the Rev. William H. Dewart, '87 A.B., Boston, Mass. Ordination to the Diaconate by the Bishop of Ohio.

Evening Service—Baccalaureate Sermon by the Rev. William F. Peirce, L.H.D., D.D., President of Kenyon College.

MONDAY, JUNE 17 1918

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WILLIAM VINCENT MUELLER, '18

ALUMNI ORATOR

JOSIAH KINGSLEY OHL, L.L.D.,
Editor, The New York Herald

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LUTHER HEISLER TATE, *First*
MARION DREXEL DOUGLASS, *Second*
THOMAS WETZLER WISEMAN, *Third*
CLIFTON KINGSLEY LOOMIS, *Fourth*

DEGREES CONFERRED

JUNE 17, 1918

BEXLEY HALL

CERTIFICATE OF GRADUATION

(Without Hebrew)

LEONARD MITCHELL

KENYON COLLEGE**BACHELOR OF ARTS**

MARION DREXEL DOUGLASS
 WILLIAM VINCENT MUELLER
 LUTHER HEISLER TATE

BACHELOR OF PHILOSOPHY

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ROBERT LEE BAIRD

MASTER OF ARTS

EDWARD RYANT DYER, '06 A.B.
 In Absentia, Wusih, China
 THE REV. WILLIAM A. GRIER, '97 B.S.
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 Bishop-coadjutor of Marquette

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PUBLICATIONS

The Kenyon College Bulletin is issued quarterly by the College. Numbers include catalogues of the collegiate and theological departments, alumni address lists and accounts of proceedings at Commencement. Copies may be obtained on addressing the office of the President.

The Kenyon Book, edited by the late President of Kenyon College, the Rev. William B. Bodine, D.D. This octavo volume of over 400 pages contains a large amount of interesting and important historical matter and is illustrated with numerous views. Copies can be obtained on remitting \$1.50 to the Treasurer of Kenyon College.

Songs of Kenyon. Alfred K. Taylor, '06, Editor. This volume contains about 150 songs distinctive of Kenyon College, most of which were composed by Kenyon men. This book is handsomely gotten up and contains a number of attractive views of the College buildings. Copies can be obtained on remitting \$2.00 to the Treasurer of Kenyon College.

The Reveille is the annual publication of the student body. The business manager of the '19 Annual is John Francis Sant, '20.

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Kenyon College Bulletin

No. 62

THE PRESIDENT'S LETTER

TO

THE ALUMNI

MAY, 1919

Rooms of the President,

May 10, 1919.

To the Alumni of Kenyon College:

In the record of the past year war service has an unquestioned right to precedence. So far as I am informed no American college has surpassed Kenyon in patriotic service. In every branch of Army and Navy service the College has been numerously represented, and many of our men have won distinction. The total number of enlistments is 427, of whom a large percentage have served as officers. Kenyon men today wear the Belgian, French and Italian war crosses and have received decorations from the English and American governments.

So far as we know, seven Kenyon men made the supreme sacrifice. William Webster Sant, '14, A. B., Rhodes Scholar from Ohio, died in service June 20, 1917. Walter Henry Endle, '17, Ph. B., died in service December 8, 1917. Rollo William Stevens, '18, died in service January 18, 1918. Alfred L. M. Gottschalk, '96, Consul General to Rio de Janiero, was a passenger on the ill-fated U. S. S. Cyclops, reported by the Navy Department as missing since March 4th, 1918. William John Bland, '10, Ph. B., A. M., Rhodes Scholar from Ohio, Major 356th Infantry, was killed in action near St. Mihiel, Sept. 12, 1918. Richard Marsh, '15, A. E. F., member of a small volunteer squad for dangerous work, was killed in action October 8, 1918. Leonard S. Downe, '09, Corporal, after serving overseas as a member of the A. E. F., died from shellshock at Washington, D. C., April 1, 1919. It is sad to record that Kenyon's two Rhodes Scholars gave their lives for the Allied cause.

In the summer of 1918 it seemed probable that the number of men in College for the current year would be very small. Seventy-eight men were actually in

residence in June, 1918, not more than forty of whom expected to return in September. A freshman class of forty would have brought our attendance up to eighty, but when the draft age was reduced in August to eighteen only a small fraction of the eighty could have been expected. In this situation the Government invited Kenyon along with six hundred colleges to accept a Unit of the Students' Army Training Corps, and the Trustees and Faculty responded loyally to this summons to service. On October first the buildings and equipment of the College were turned over to the Government and revolutionary changes occurred. First Lieutenant S. M. Brewster commanded the Kenyon Unit, assisted by three Second Lieutenants.

The registration was:

Enlisted men	180
Enrolled men under 18.....	14
Men physically disqualified for service	4
	<hr/>
Total	198

A letter which I addressed to the Board of Trustees thus describes the change:

On September 30 the College opened as a military post of the United States Army. The change in student life was revolutionary. In the Middle Division of Hanna Hall were established the offices of our Commanding Officer and the three second lieutenants who assisted him. From the dormitories most of the privately owned furniture was removed for replacement by Government cots. About \$10,000 worth of Government supplies were received for the equipment of the Unit. Men were assigned to quarters entirely without reference to membership in fraternity chapters.

The Bugle call replaced the College bell and the men marched to all College exercises in military formation. The halls of the two literary societies in Ascension Hall and the College Library

were used for supervised study under military inspection. Every man was required by the system to spend forty-two hours a week on college recitations and study, namely, eight hours on each of the first five days and two hours on Saturday morning. His weeks work was completed by eleven additional hours of military drill and instruction.

The physical and moral benefits of the system to the students were patent. Apart from the influenza epidemic the men were kept in excellent physical condition and gained in weight and strength. They lived clean, wholesome, industrious lives, and were effectively protected against idleness and dissipation. The daily chapel services were by far the most inspiring that I have ever attended at Kenyon College. The entire Unit marched to the Chapel and the men took part in the service with a will, singing and reading the Psalter with hearty enthusiasm.

The following paragraphs are quoted from my official Report to the War Department on the S. A. T. C.:

5. From an academic point of view the S. A. T. C. has had hardly a week of trial under normal conditions. Within five days after October first the influenza broke out, and till the middle of November an emergency hospital was maintained with a considerable number of attendants. The news of the armistice on November 11th destroyed the very reason for being of the organization, and naturally gave rise to all sorts of rumors about demobilization. The final order for disbanding the organization was made public about December first, and after that date the interest and work of the men was inevitably much below the normal.

6. The suggestions of the Committee were scrupulously carried out by our Faculty, and both our curriculum and our academic program conformed exactly to directions received from Washington. Our difficulties grew mainly out of the

late date at which these suggestions were made and the frequent changes in the directions from Washington. The courses suggested by the Committee were organized in the spirit of loyal effort and were given with enthusiasm and scrupulous care. Our Professor of English took the course in military law; the Professor of Mathematics gave Surveying and Map Making; the Professor of Biology, Camp Hygiene and Sanitation, and so on. Had the program been planned in detail well in advance of its application our Faculty would without difficulty have met its every requirement.

12. The personal relations of the President and the Commanding Officer have been very cordial, and these two officers have worked together without friction and in hearty co-operation. Had they been personally less congenial or had they lacked in mutual liking and respect the causes of trouble were ample and convenient. Among the potential causes of trouble which became actual at other institutions I should enumerate the following: (a) Lack of experience of or sympathy with college atmosphere and methods on the part of military officers; (b) The impression originally received by assigned officers from army superiors to the effect that college plans and requirements were of little value while military training was alone of importance; (c) Unnecessary infusion of military abruptness into announcements and rulings affecting the college regime; (d) Frequent and unannounced changes of policy. Orders were made, withdrawn, superseded with only a few hours' notice.

13. It is hard to over-state the benefits conferred by military discipline upon student conduct and morale. The men without exception lived clean, wholesome and industrious lives, and the resulting change in conduct and character were conspicuous. The besetting sins of the American college man—idleness, irresponsibility, dissipa-

tion, extravagance—were cured. The spirit of our Unit was altogether good.

The order for demobilizing the Students' Army Training Corps was executed at Kenyon on December 14th, and the Unit disappeared as suddenly as it had arrived. On the third of January the College re-opened under normal conditions. About one hundred and twenty students registered for the Winter Term of twelve weeks, and nearly as many are now in residence for the Spring Term. With next September the regular two term or semester calendar will be resumed. The change from the military regime has been readily enough accomplished. Athletic, musical and literary organizations sprang into existence by magic, and normal fraternity life was resumed. The Glee Club practiced faithfully during the Winter Term, the basketball team made a creditable intercollegiate showing, and a full schedule of basket ball contests between the social groups in College was carried out. At present tennis and track teams are systematically at work.

Alumni assistance in promoting athletic interests is sorely needed at Kenyon. From the home games there are practically no gate receipts and the students in College cannot provide for the maintenance of the field, the purchase of equipment, the services of a trainer and the traveling expenses of the teams. At the Commencement of 1918 a movement was started to raise among the Alumni endowment for athletics or an annual subscription income, and under the normal conditions of peace this plan ought to be carried rapidly ahead. Benson Field should be re-leveled, more tennis courts constructed and better facilities for exercise provided at the Rosse Hall gymnasium. Even more important is the salary of a competent athletic director. At a recent meeting with the executive committee of the Kenyon College Assembly the following resolutions were after discussion agreed upon, and will be presented to the Board of Trustees and the Alumni Association:

That the Board of Trustees co-operate with the Assembly of the College in securing an Athletic Director. The Committee believes that this can be done under the following plan:

1. The President of the College with the advice of the Student Coach Committee, is to nominate the Athletic Director.

2. The Athletic Director is to be elected by the Board of Trustees and is responsible to the Board. The Board may ask and may receive the opinion of the student body through the Executive Committee.

3. It is deemed advisable, if after the first year the Athletic Director is satisfactory, that he be retained for two more years at least.

4. The salary of the Athletic Director is not to exceed \$2000 a year, one-third of it to be paid by the Board of Trustees, one-third by the Alumni, and one-third by the Student Athletic Fee.

I earnestly hope that the Alumni will give the students in College effective help by satisfying this pressing need. Annual contributions in support of athletics help the undergraduates and at the same time retain the interest of younger alumni in the College. At the coming Commencement the Alumni Athletic Fund should be carried through.

For three hours each week the students of Kenyon College drill as a Unit of the Reserve Officers' Training Corps. In the summer of 1917 trustees and students united in an application to the War Department for the establishment at Kenyon of a Unit of this organization. After the S. A. T. C. had been disbanded the War Department expressed its willingness to establish the Unit. As the Board of Trustees had by resolution passed last June required military training of all students during this academic year, the offer of the War Department was accepted and the Unit established. Lieut. Colonel Roland W. Boughton, West Point, 1903, was designated as Commanding Officer of the Kenyon

Unit. Colonel Boughton's personality and training make him a welcome addition to our staff of instruction, and the appointment of an officer of his rank and record testifies to the high standing of Kenyon in war service.

The present requirement of military training is far from popular with the students, but the obligation of the College to the War Department will be scrupulously carried out for the remainder of the academic year. At the annual meeting of the Board of Trustees the future policy of the College about military training will be determined.

The international reputation of Kenyon College has received pleasant recognition in the presence on the campus of two veteran soldiers of the French army. As one means of promoting cordial international relations, the French Government has already sent over a number of young women to American universities and has just commenced the policy of sending men. Preference is given men of advanced university training who have rendered distinguished war service and have been wounded or disabled. In some sense as recognition of the war service of Kenyon College two members of the first group of thirty-four Frenchmen were assigned to residence at Gambier. Both of these men have served all through the war and wear the French war cross. One comes from the University of Sorbonne and has been badly gassed in the artillery service. The other, from the University of Toulouse, served as a machine gunner of the Alpine Chasseurs. In September, 1917, he received wounds which confined him to the hospital for more than a year and rendered his left arm almost useless. The presence of these brave Frenchmen is a source of interest and inspiration to Kenyon students, and must exert a real influence in promoting more complete understanding and heartier sympathy between the two great Republics.

On March twenty-first the College calendar recorded an event notable both from the historical and international point of view. At a special assembly in

Rosse Hall the College conferred the degree of Doctor of Laws upon Brigadier-General Lionel Richard Kenyon, C. B., head of the Department of Inspection of the British War Mission in America. General Kenyon, who is a grand-nephew of the Lord Kenyon for whom Kenyon College is named, has been a resident in the United States for nearly three years. Both from the commercial and diplomatic points of view he has won eminent success. Accompanied by Mrs. Kenyon and his young son, the General spent several days in visiting the College and meeting its professors and students. The exercises at Rosse Hall were made up of the paragraphs of the Founders' Memorial which mentioned Lord Kenyon's contribution to the original endowment fund, an interesting historical address given by Dean Smythe, of Bexley Hall, and an address by General Kenyon. On returning to England General Kenyon will try to establish an association among the descendants of the early donors to Kenyon College. He expects also to present to the College an oil portrait of Lord Kenyon and an official copy of the Kenyon coat-of-arms. The impression made upon students and faculty by General Kenyon's visit was thoroughly delightful.

With the arrival of normal social conditions the usual scholarship group records have been resumed. The list for the Winter Terms follows:

SCHOLARSHIP GRADES, WINTER TERM, 1918-1919

NO. OF MEN	GROUP	GRADE
16 ¹⁷	Sigma Pi	2.21
11	Psi Upsilon	2.29
9	Alpha Delta Phi.....	2.30
86	All-fraternity	2.53
108	College	2.56
18	Beta Theta Pi	2.62
22	Non-fraternity	2.65
11	Delta Kappa Epsilon	2.68
21	Delta Tau Delta	2.84

While Kenyon seems to have suffered less from the war than most American colleges, the need for loyal Alumni assistance was never greater than now. The student attendance is about 75% of the average before the war but there are very few upper classmen, and the number of men returning to college next year will be small. A large freshman class,—the largest in the history of the College,—is imperatively needed to restore to the campus the usual appearance of activity and prosperity. The experience of past years shows that more than three-fourths of the men who enter Kenyon decide upon their college through the influence of Alumni. I earnestly ask each Alumnus to undertake conscientiously the definite task of giving at least two or three boys information about the College and of urging them to choose Kenyon.

The need of the College for a larger income is imperative, and a substantial addition to the College Endowment Fund must be made at once. Above all other considerations the need for larger professors' salaries is pre-eminent. At present the Kenyon Professor receives hardly a living wage, and when the high quality of the Kenyon Faculty is considered the present situation is almost disgracefully unjust. From some source a large addition to the current income of the College must be provided beginning next year, and to her devoted sons the College naturally looks for help in this vital matter.

Because of war conditions the usual record of Commencement events was not printed this year. Instead, an abbreviated summary of the Commencement of 1918 will appear with the record for 1919. For the convenience of the Alumni the officers of the General Association elected at the annual meeting last June follow:

GENERAL ALUMNI ASSOCIATION OF KENYON COLLEGE

Josiah Kingsley Ohl, '84 M., '01 A. M. President
 Editor, *The New York Herald*, New York City
 Leo Weldon Wertheimer, '99 Ph. B. . . . Vice-President

The Rev. Kirk B. O'Ferrall, '09, Ph. B.,
 Second Vice-President
 Owen J. Myers, '17, B. S. Third Vice-President
 Arthur L. Brown, '06, A. B. . . . Secretary and Treasurer
 The Diem & Wing Paper Co., Cincinnati, Ohio
 Matthew F. Maury, '04, A. B. Necrologist

War conditions have also postponed a new edition of the Alumni address list. After the return home of hundreds of Kenyon men from army and navy service a useful list can again be prepared. An alumni address list will therefore be sent to press next autumn.

Commencement week begins this year with the meeting of the Board of Trustees on Friday evening, June 13th, and concludes with the reception to the graduating class on Tuesday evening, June 17th. The program for Saturday includes the President's reception at Cromwell Cottage in the afternoon and a grand Victory Rally of the Alumni in Rosse Hall at eight o'clock in the evening. At this meeting brief addresses will be made by Kenyon veterans representing different branches of infantry, artillery, naval, aerial and ambulance service, and the College Glee Club will lead the patriotic singing. The Church services on Sunday are the Ordination by the Bishop of Ohio in the morning and the Baccalaureate sermon by the President of Kenyon College in the evening.* The exercises of the Ninety-first Commencement are set for Monday morning and are immediately followed by the Alumni luncheon and business meeting. The annual Fraternity banquets are scheduled for the same evening. In this Victory year the alumni attendance at Commencement ought to be exceptionally large. To the assurance of a cordial welcome is added a summons to duty in the invitation to return to the Hill for the Kenyon Commencement of the Victory year.

Very sincerely yours, .

WILLIAM F. PEIRCE,
 President of Kenyon College.

* At the Ordination service the preacher will be the Rev. John R. Stalker, '04, A. B., '07, B. D.

KENYON COLLEGE BULLETIN No. 63

THE COMMENCEMENTS OF
1918 AND 1919

and the Visit of General
Kenyon



GAMBIER, OHIO
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1919

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Events of the Nintieth Commencement

June 15 to 18, 1919

THE SENIOR PLAY. Saturday Evening

In spite of reduced numbers, the Senior Class persevered in presenting the Commencement play, thanks to the co-operation of men in the other classes. The "Old Hamlet," a crude continental play preserved for English readers in an English version made for Dr. Furness's second volume of his Variorum "Hamlet," was selected. So far as is known, this was the first presentation on a modern stage, and while the situations are scarcely less than farcical, a surprisingly large amount of matter is common in this and the text of Shakespeare's first quarto,—too much to be accidental.

If its reception by a Commencement audience be a satisfactory test, the play went off pretty well. The cast follows:

Hamlet	Mr. McKinstry
King, his uncle.....	Mr. Snook
Ghost of his Father.....	Mr. Mitchell
Queen, his mother.....	Mr. Smith
Corambus (Polonius)	Mr. Mueller
Leonhardus (Laertes)	Mr. Jerpe
Ophelia	Mr. Tate
Horatio	Mr. Wiseman
Francisco	Mr. Gehri
Phantasma	Mr. Krejci
First Sentinel	Mr. Brewer
Second Sentinel.....	Mr. Jones

Who were also Banditti

First Player.....	Mr. Fishack
Second Player.....	Mr. Kilgore
Third Player.....	Mr. Burnett
Scholar Prompters,	

Messrs. Weida and Hastings

ORDINATION SERVICE. Sunday Morning

At the College Chapel three candidates for the Diaconate were presented to the Bishop of Ohio and two to the Bishop of Southern Ohio by the Rev. D. F. Davies, D. D. The following is the list of the men ordained: *Ohio*,—William Randall Kinder, Ph.B.; Milton George Nicola, Ph.B.; Francis Berton Shaner, A.B.; *Southern Ohio*,—John Kenneth Putt, A.B.; E. C. Boggess. The preacher was the Rev. William H. Dewart, '87, A.B., Rector of The Old North Church, Boston, Mass., the text of whose sermon was taken from St. John, xii:26, "If any man serve Me, him will my Father honor."

COLLEGE BACCALAUREATE SERVICE. Sunday Evening

The College Baccalaureate Service was held at half past seven. The procession carrying the cross and flag consisted of the College Choir, the Class of 1918, the Faculty, the newly ordained deacons, the Rev. Mr. Dewart, the Rev. George Gunnell, the Bishops of Marquette, Ohio and Southern Ohio, and the Preacher for the evening. Evening Prayer was said by Bishop Leonard, the lessons being read by the Rev. George Gunnell.

An impressive feature of the service was the consecration by Bishop Leonard of the Service Flag and the stand of Regimental Colors for the Kenyon Battalion.

The sermon was preached by the President of Kenyon College from the text "The Lord is King, be the people never so impatient; he sitteth between the Cherubim, be the earth never so unquiet." (Psalms, 99:1.)

COMMENCEMENT EXERCISES. Monday Morning

Morning Prayer was held at nine o'clock in the College Chapel. The Procession then formed on the middle path in the following order: College students, Seminary students, Alumni, visiting Bishops, candidates for Honorary degrees, Alumni Orator, President. The College Choir furnished the music before the formal exercises. The prayer of invocation was said by the Right Rev. Robert LeRoy Harris, Bishop-Coadjutor of Marquette. The Class Address was given by William Vincent Mueller, of Racine, Wisconsin, chosen to represent the class of 1918 by the Department of English. Mr. Mueller took as his subject "The English Speaking Peoples."

President Peirce then introduced the Alumni Orator, who in even years is chosen from the Alumni of the College. The address for 1918 was given by Josiah Kingsley Ohl, Kenyon '84, A.M. '01, LL.D. '17, Editor of the New York Herald. As Mr. Ohl's excellent address has already been printed it is regretfully omitted from this Bulletin. Mr. Ohl took as his subject "With the Spirit of the Crusader."

CONFERRING OF ACADEMIC DEGREES

President Peirce said, At the Annual Commencement it is customary to address briefly the candidates for degrees from Kenyon College and Bexley Hall. Often this task has been performed by the President of the College and the Dean of the Seminary. At the last Commencement, the first class since the United States entered the war, this address was given by the Governor of the State of Ohio. This year it seemed fitting that this word should be spoken by a representative of the Army of the United States. I speak with great feeling, for during the past few months I have had the privilege and honor of wearing the uniform of the United States. You will understand therefore, that in presenting an officer and official representative of our military organization I take great satisfaction—Colonel Guy D. Goff, a Kenyon man, the special assistant to Judge-Advocate-General Crowder.

Colonel Goff:

Moments of supreme satisfaction come to every man. Such were mine, when your honored President assigned me the duty of speeding you as graduates and welcoming you to the larger field of business and professional life. He who discharges this duty enjoys a privilege and incurs a responsibility.

Every one recognizes that an education is a valuable asset, that knowledge is power, and that an education is the noblest of the many gifts which modern civilization has plucked from the grasp of the few, and placed within the reach of the many.

You must learn to think and act charitably, because the man who loves humanity is more liable to obtain a true estimate of life than he who measures situations by rules and theories. It is all in the difference between thought and feeling. Thought

tends to realize itself in deeds, while feeling has a tendency to luxuriate and be content. So make it a rule to avoid those emotions which contain intellectual elements causing the mind to feed on itself, rather than those which suggest helpful causes of action.

It is the ideal and the real that concerns us all. Conditions today compel earnest, serious devotion on the part of every one who labors. To obtain even a modicum of success, with which most men must be content, is a task which requires conviction, industry and self-sacrifice. As Disraeli put it, "Enthusiasm plus energy equals success." This merely means, be ready for your opportunities, when they come.

I would impress upon you the value of tact. It consists of putting yourself in another's place, and being quick about it. Mental capacity resolves itself into genius, talent, and average ability. The majority of us have neither genius nor talent. We belong to the thousands that possess average ability, but other things being equal, the best brains win. Work is the law of life, and you will find your place by tracing your strongest desires on the map of life. You must be what nature intended you, and then you may succeed.

If you are afflicted with the fancy that the world needs you, and is waiting for you, it is best to rid yourself of that idea at once, and accept the hard unpalatable thought, that you need the world, and you can not get along without it. Business men select their professional advisers and their employees on cold blooded principles. They want efficiency, intelligence and honesty.

Life will try you, test you, and sift you out. Your heart will be searched for the soft places, and the weak spots. The moral and the mineral qualities hidden from the human eye will leap into activity. All of this will be good for you, and make character, if you do exactly what you know to be right, and avoid particularly what your conscience tells you to be wrong.

And always remember that no one has ever failed who has not first admitted it to himself, that there is a plus and a minus entity in all of us, and that whichever is favored in the flesh, inevitably becomes dominant in the mind. It is endurance that counts, the determination to do everything you undertake to a finish, and never forget that all energy spent up to the point of

completion is wasted, unless you achieve your purpose. The reason most people fail is that they tire long before the test comes. They surrender to imaginary fears, and capitulate at the first shock of contact.

It is the man with the driving power, the man with the tenacious grip that wins the prizes of life. So you must learn to keep on after you are discouraged, after you are tired. Therein, and therein only lies success, contentment and peace.

We are witnessing and taking part in the final struggle between the old and the new. Two theories of life are striving for the mastery,—a civilization expressive of kindness, good faith and democratic tolerance is at death's grip with the re-incarnation of ancient barbarism weaponed stealthily by modern science, behind a mask of German Christianity.

When on the first of February last the Imperial German Government declared its intention to enter upon a campaign of unrestricted murder, to deny to Amercian citizens the right to travel in security upon the open seas—the immemorial highway of the nations—and to make indiscriminate war upon all mankind, it turned to us and asked the sneering question: "What are you going to do about it?"

To fully catch the weight and import of that insulting challenge, we should remember that we were not the first to whom it had been addressed. It had been flung at tiny Serbia; and that nation of patriots replied by hurling from her soil in ruin and confusion an invading army larger than her own.

Belgium faced it when in reply to the demand for the surrender of her honor she retorted that "Belgium is a country, not a road;" and she made her answer good with the thunder of her guns at Liege, albeit at the cost of her own martyrdom.

It was the same challenge which was addressed to Russia.

It came to Italy in the form of a demand upon her as a member of the Triple Alliance that she join the Central Empires in their war. But it was the Italy of Victor Emmanuel and Garibaldi, of Mazzini and Cavour, of Magenta and Solferino, which responded: "I became your ally for defense and not for aggression, and in your plans for criminal plunder and rapine I will have no lot or part." And the men who today are performing prodigies of valor upon the Roof of the World, among the Alpine snows and glaciers, are the lineal descendants in

blood and spirit of the legions who, under Caesar, turned back the German hordes and saved Europe of an earlier day.

German soldiers, drunk with the thought of easy triumph, shouted this challenge as they rushed on Paris. And all the spirit of immortal France breathed itself out in the order of her great Field Marshal that ushered in the day of the Marne. Can it ever be forgotten? "Soldiers of France," said he, "the moment has arrived. On tomorrow you will advance against the enemy. When you can no longer advance you will hold the ground which you have gained. When you can no longer hold the ground which you have gained you will die upon the spot!"

And, when lost to all sense of honor or of shame, Germany said to that nation which shares not only our language, but our traditions and ideals of liberty as well: "I shall no longer keep the ancient and solemn covenant between us made for Belgium's neutrality; what will you do about it?"—to her lasting glory great England answered: "You may break your pledges as you will; I shall keep mine." And into the scales of justice she flung all the weight of Britain's battleships, five millions of armed men, and guns that "touch limbers from the Somme to the sea."

When Germany invaded Belgium she attacked the whole body of international law,—the slow gain of civilization in centuries of strife—and which was rightly regarded as the safeguard of the weak against the strong. If this crime stands approved, then civilization has run its course except as directed by brutality. The invasion of Belgium was only an impersonal act, but when to that invasion there was added the horrors of the way Germany "makes war," when we think of the women who were raped, the children who were murdered, the old men and women who were slaughtered, not for what they had done, not even for deeds committed in defense of home or honor, but solely that the agony of the few might terrify the many, and conquer the souls of those whom the sword could not reach, there was added a supreme crime to the list of those terrible deeds which will live as the supreme landmarks in human infamy. Then after the invasion of Belgium, after the destruction of Louvain, the German beast added the crimes committed in northern France.

But this was only the beginning. Later the German airships massacred the women and children of the remote and undefended English towns. The poisoned gas was sent against troops that could not be reached and conquered with the weapons of legalized warfare. Then came the Lusitania with its women and children sent to their graves by German officers and sailors, massacred and drowned that the school children of Germany might have a legal holiday.

Today Prussia stops at nothing. The Kaiser has thrown all restraints of international law and every sense of common decency to the winds. He murders prisoners, noncombatants, and Red Cross nurses, with the approval of the German people, and amid the acclaim of the school children. His assassins sink hospital and supply ships, even after having guaranteed them a safe passage. With his Zeppelin bombs he tears little children, limb from limb, and habitually outrages the women and girls of the territory he conquers. In a word, he pillages, mutilates, rapes and starves, and then beastly seeks to sordidly justify it, upon the ground of military necessity. "Atilla the Hun" was a gentleman by comparison, a humanitarian even in his wildest orgies.

I saw in Washington a few weeks ago the wonderful parade of the Red Cross. The loyal women of the nation, representative of its motherhood, composed its ranks. It was a democratic assembly. Women who had given their sons were walking shoulder to shoulder with women who had sent their daughters to aid in the relieving of suffering and pain. I could not escape the thought, if Germany wins, nothing will be worth while. No man's wife and no man's cradled babe will be safe from rape or death. We all realize that this country is the best of the civilizations; that the principles upon which it was founded have now completed the circuit; and that its strength, its sufficiency, and its perpetuity rests at last upon the shoulders of the individual citizen. It has no other guarantor, no other protector, save an enlightened and loyal public conscience. This is not the time to permit any element in the world to traffic in human liberty, and to profess to misunderstand human purposes. There is no room for any thought except liberty, justice and the right to be free. This terrible war is the inevitable result of Germany's treacherous and double dealing with every nation with

which she has come in contact. Germany has taught the world to distrust her and to hate her. Nowhere do her promises pass current. Nowhere has she a friend. Nowhere is there a nation that accepts her assurances. She is suffering the moral punishment of her crimes. She is reaping what she has sown. Clearly this is a war of self defense,—a conflict between the eternal principles of right and wrong, a struggle of freedom against tyranny, of enduring peace against constant strife.

No one can review the events of the last four years and deny that England and France have been fighting the battles of democracy. It is needless to recount our duty to the French people. I am glad the opportunity has come to repay it. General Pershing so well expressed it at the tomb of Lafayette, when he eloquently saluted and said: "Lafayette, we are here." And France, wonderful, marvelous, glorious France put her unyielding shoulder against the walls of Verdun, and facing the frightful and raping hordes of the Kaiser declared to the world, "They shall not pass," and France kept her word; they did not pass and they will not pass. France has had a wonderful history. In the present war she has stood as the defender of civilization. This is the third time she has saved the world. She repulsed the Saracens at Poitiers. She drove back the Huns on the plains of Chalons. If France had failed the world in 1914, Germany would have won. If Germany had won the battle of the Marne, the second Marathon in human history, barbarism would have engulfed democracy, liberty, equality and the right of man to live his life according to the dictates of his own conscience, to follow his own ideals, and to better the condition of his sons and daughters.

We are bound to France by ties of love and gratitude. We are bound to Great Britain by a common ancestry of race and speech and political ideals. But above and beyond all we have entered this war because we have resolved:

"That this land, hallowed with the joys and the memories of our sacred dead, shall not be Prussianized and blighted by Hohenzollern Kulture. Yes, we shall fight, because there is no room in this world for Democracy and Autocracy, because mankind cannot go on half Democratic and half Prussian, half man and half beast. We shall win this war. We shall see it through. We shall put it through, and no matter what the cost, it will be

less than the cost of losing. The tide has turned, and while the ebb is frightful, nothing can ever stay it. It turned at Waterloo, at Gettysburg, at Verdun, and it is now sweeping back the battle line of Autocracy, as surely and as certainly as night follows the day.

"As President Peirce so eloquently and so appealingly said in his wonderful sermon of last night, that to the student of history the hand of God in human affairs is always discernible as a prompting and directing force, and how personally and intimately that fact appears to us all today.

"Some one has said: 'No just cause ever dies, and no evil cause ever lives in perpetuity. The sepulcher of the centuries is filled with the bones of dead evils, slain by man in his climb toward God. You may build, build in your pride and power as deep as the continent, build as high as the Himalayas, but if you build upon human wrong or human injustice, the hour will come when somewhere the heart throb of a woman or the pulse of a baby will bear down the edifice you rear, toppling it in ruin about your nerveless, helpless hands. Right may ascend the scaffold, wrong may mount the throne,—but behind the dim unknown standeth God within the shadow keeping watch above His own.'

"Yes! For thousands of years the God of our Fathers kept this country hid from Kaisers, Kings, and Czars, and then in His own good time, sent Columbus to lead the way, not for the craven and the coward, but for those who love liberty actively and positively, and who would always be ready to guard it and defend it, never forgetting that American liberty has secured a higher degree of happiness, for a greater number of people, for a longer period of time, than any other scheme or device ever struck off by the brain or the purpose of man. God has placed upon our heads a diadem, and laid at our feet power and wealth beyond description, and beyond calculation, but we must never forget that we take these gifts upon condition, that justice and mercy shall hold the reins of power, and that the upward avenues of hope shall be free to all the people. In the days of old, the wise men of the East turned with faith and hope to the star that stood over the cradle of the infant Christ,—and today in the hope that we shall strike the blow that will end military despotism and make secure the peace and the civilization of the

world,—the liberty-loving people of the old world are prayerfully and pleadingly looking to America where the Bethlehem Star of the West shines above the temple of justice and lights the pathway to the shrine of universal peace. Yes, America is ready, and she knows the world is calling. Her sons and her daughters have heard, and they are answering the sacred call with the best of their hearts and their souls. They are not afraid to meet the present, or to look the inevitable future in the face. They will fight for the civilization and the honor of America on any soil under the sun. They would rather die a glorious death than to live a meanly, cowardly lie. They will go where the flag goes, it is to them as it was to their fathers, the emblem of the promised land, the spirit of fearless men living and dead, the hope of humanity, the token of every right. They understand its message, that brave men and loving women gave their lives and their hopes in defense of liberty, right and justice. They venerate it, as we do, because they too know at what cost and sacrifice it has been preserved and handed down to us. And the flag will be what it has always been, *a flag* that fears no foes, *a flag* that will wave in the face of Imperial Germany, until 'the war drums throb no longer, and the battle flags are furled in the Parliament of Man, the Federation of the World'."

BACCALAUREATE DEGREES

Degrees were then conferred as follows: *Bachelor of Arts*, Luther Heisler Tate, Marion Drexel Douglass, William Vincent Mueller; *Bachelor of Philosophy*, Clifton Kingsley Loomis, Raymond Arthur McKinstry, Richard Williams Maxwell, Leonard Mitchell, Ayden Arbert Remy; *Bachelor of Science*, Warren Haskell Catt, Frederick Bonner Dechant, Harold Baker Smith, Thomas Wetzler Wiseman; *Bachelor of Letters*, Robert Lee Baird.

President Peirce announced that four of these degrees were conferred *in absentia* upon men who had entered military service. Mr. Remy, who was present to receive his degree, had obtained special leave of absence from Camp Sherman.

CERTIFICATE IN DIVINITY

Certificate of graduation from Bexley Hall was awarded as follows: (Without Hebrew), to Leonard Mitchell.

OTHER DEGREES IN COURSE. Master of Arts

The degree of Master of Arts was conferred as follows: Yoshiharu Mineo, graduate of St. Paul's College, Tokio, Japan; Luther Heisler Tate, '18, A.B.; Paul Ashley West, '12, A.B.; the Rev. William A. Grier, '97, B.S. The degree was also conferred in *absentia* upon the Rev. Edward Ryant Dyer, '06, A.B., Wusin, China.

HONORARY DEGREES

The honorary degree of Master of Arts was conferred by the College Faculty upon Albert A. Augustus, President of the Cambridge Collieries Company, of Cleveland. Mr. Augustus was born in Chicago and has for many years been in charge of great coal mining enterprises in Ohio and West Virginia fields. In charge of over six thousand men, he has been peculiarly successful in avoiding strikes and in settling labor troubles amicably. In the spirit of patriotic service he has enormously increased coal production, and is now serving on important Government boards. Mr. Augustus is a careful student of Shakespeare and has made a fine collection of early Folio editions.

In conferring the degree President Peirce said, "Albert Anthony Augustus, organizer of industry, employer of labor in accordance with the principles of fairness and equity; successful manager of great industrial enterprises, student of Shakespeare and of the history of English literature, you will now be presented for the degree of Master of Arts."

The degree of Doctor in Divinity was conferred by the Bexley Faculty upon the Rev. James Henry Young, Professor in the Seabury Divinity School, Faribault, Minn. Professor Young received the degree of Bachelor of Arts from Kenyon College in 1887 and Master of Arts in 1890. His theological training was received at Bexley Hall and at the Philadelphia Divinity School, where he graduated in 1890. Professor Young's father was also a graduate of Kenyon and Bexley, the Rev. Charles H. Young, Kenyon '59, Bexley '62. After his ordination to the Ministry Professor Young spent a number of years in parochial work in the dioceses of Southern Ohio and Ohio. Because of his distinguished scholarship he served as examining

Chaplain in these dioceses from 1902 to 1915. In this latter year he was elected Professor of Theology in the Seabury Divinity School. By the Faculty of Bexley Hall the Doctorate in Divinity was voted to Professor Young immediately after his appointment to the Seabury Faculty, and the degree is conferred upon this the first Commencement that he has been able to attend.

In conferring the degree President Peirce said, "James Henry Young, son of Kenyon, devoted pastor, earnest and thoughtful student of theology, examining Chaplain; Professor in a Theological School of noble history and wide influence, you will now be presented for the degree of Doctor in Divinity."

The degree of Doctor in Divinity was also conferred by the Bexley Faculty upon the Rt. Rev. Robert LeRoy Harris, Bishop-coadjutor of the Diocese of Marquette. Bishop Harris graduated from Kenyon College with the degree of Bachelor of Arts in '96 and from Bexley Hall in 1899. He took the degree of Master of Arts in course in 1913. After a number of years of parochial work in Ohio and in the west Mr. Harris became rector of St. Mark's Church, Toledo. Under his administration St. Mark's parish has built a beautiful and imposing church, and the parish itself has grown in size and in importance. The rector of St. Mark's, Toledo, has been prominent in municipal and in diocesan affairs, and is widely known as a student of social and industrial questions. In 1916 Mr. Harris was elected by the alumni a Trustee of Kenyon College. He was consecrated Bishop-coadjutor of the diocese of Marquette at St. Mark's Church, Toledo, on February 7, 1918.

In conferring the degree President Peirce said, "Robert LeRoy Harris, clergyman and bishop of prominence, pastor of influence; careful student of social problems; head of a diocese which is growing into future greatness; loyal and devoted son of Kenyon College; trustee of the College corporation, you will now be presented for the degree of Doctor in Divinity."

The degree of Doctor in Divinity was conferred by the Bexley Faculty upon the Rev. George P. Atwater, Rector of the Church of Our Saviour, Akron. Mr. Atwater graduated at Kenyon College with the degree of Bachelor of Arts in 1895 and

took the degree of Master of Arts in course in 1899. After graduating from Bexley Hall in '98 Mr. Atwater undertook mission work on the west hill of Akron, where for the past twenty years he has built up a great and influential parish. Mr. Atwater is a recognized leader in his community, is active and prominent in dealing with industrial and social problems. He has made a number of contributions to periodical literature, and has published several useful and interesting books and pamphlets. He has been for many years secretary of the diocese of Ohio, and has repeatedly been chosen by the diocese a delegate to the General Convention.

In conferring the degree President Peirce said, "George Parkin Atwater, devoted and beloved Parish priest, representative and leading citizen of noble example in the lines of civic duty; writer, Churchman of prominence; typical and devoted son of Kenyon, you will now be presented for the degree of Doctor in Divinity."

The degree of Doctor of Letters was conferred by the College Faculty upon the Rev. William H. Dewart, who graduated from Kenyon with the degree of Bachelor of Arts in '87. In College Mr. Dewart won honors and was elected to the Phi Beta Kappa society. After graduating from the Episcopal Theological Seminary at Cambridge he went as assistant minister to Trinity Church, Boston, where he remained nine years. For the last five years he has been rector of Christ Church, Boston, known historically as the Old North Church, famous for its connection with the stirring days of the Revolution.

In conferring the degree President Peirce said, "William Herbert Dewart, graduate of Kenyon College, preacher of distinction, Rector of a noble and historic parish; leader in the affairs of the Church in a great diocese, you will now be presented for the degree of Doctor of Letters."

The degree of Doctor of Letters was conferred by the College Faculty on George Gunnell, Rector of Trinity Church, Toledo. Mr. Gunnell received the degree of Bachelor of Arts from Hobart in '91 and Harvard in '92, and took the degree of Master of Arts from Hobart in '94. He was ordained to the diaconate in St. Thomas' Church, New York, in 1895, and was

ordained priest at St. John's Church, Franklin, Pennsylvania, in 1896, both by the Bishop of Pittsburgh. In 1909 he became Rector of Trinity Church, Toledo, where his work has been very successful. Mr. Gunnell is a member of the standing committee of the diocese of Ohio and has represented the diocese in the General Convention.

In conferring the degree President Peirce said, "George Gunnell, earnest, devoted and successful Parish priest, orator of eloquence and distinction; leader in civic affairs in a great urban community, you will now be presented for the degree of Doctor of Letters."

The degree of Doctor of Laws was conferred by the College Faculty on Colonel Guy D. Goff, who graduated at Kenyon College in 1888 and took the degree of Master of Arts in course in '91. From the Harvard Law School Mr. Goff received the degree of Bachelor of Laws in '92, and for the next eight years practiced law in Boston. In 1900 Mr. Goff moved to Milwaukee, where he has won eminence and success as an attorney. He has served as District Attorney for Milwaukee County and United States District Attorney for Wisconsin under President Taft. He later became special assistant to the Attorney of the United States, and was then called upon by General Crowder for assistance in perfecting the military service law. With the rank of Colonel in the National Army he is now assigned to the office of the Judge Advocate General of the United States.

In conferring the degree President Peirce said, "Guy Despard Goff, son of Kenyon, lawyer of influence and distinction; careful student of social problems; counsel representing the Government of the United States; devoted and patriotic citizen and soldier, you will now be presented for the degree of Doctor of Laws."

The degree of Doctor of Laws was also conferred by the College Faculty upon James W. Ellsworth, who was born at Hudson and educated at the Western Reserve Preparatory School. Mr. Ellsworth has won success and wealth as an owner and operator of coal mines. Of refined and scholarly tastes, he is a member of many learned societies and has made notable collections of Oriental rugs, Chinese porcelains and of rare

books, including a copy of the Guttenberg bible. He owns and has restored the Villa Palmieri at Florence and the Schloss Lenzburg, in Switzerland. In recent years he has re-established and endowed the Academy at Hudson, of which he is a graduate.

In conferring the degree President Peirce said, "James William Ellsworth, builder of great industrial enterprises; noble and philanthropic citizen; lover of the Fine Arts, devoted student and collector of historic records and of rare books, connoisseur in works of beauty and of historic interest; restorer of a lovely and historic Italian villa and of a noble Swiss castle; munificent founder and supporter of an important school, you will now be presented for the degree of Doctor of Laws."

HONORS AND PRIZES

Honors for the class of 1918 were awarded as follows: First, Luther Heisler Tate, A.B.; Second, Marion Drexel Douglass, A.B.; Third, Thomas Wetzler Wiseman, B.S.; Fourth, Clifton Kingsley Loomis, Ph.B.

The Stires Prizes for debating were awarded as follows: First, William V. Mueller; Second, Messrs. Russell Vance Eastman, Kenneth Mercer Harper and John Francis Sant.

The King Prizes offered by Mr. Ralph King for the best work in the department of English for the Freshman and also for the Sophomore year were awarded as follows: Freshman prizes: First, James Olds; Second, Shelley B. Jones. Sophomore prizes: First, John Francis Sant; Second, Arthur Orrell Howarth.

OFFICIAL ANNOUNCEMENTS

On behalf of the Board of Trustees, the President announced the following actions taken at the annual meeting:

1. A resolution expressing the gratification of the Board of Trustees at the action of the Kenyon College Assembly in promoting a "dry" Commencement and congratulating the students upon the stand taken.

2. Resolutions of thanks to Professors Davies and Watson for undertaking voluntarily and without compensation extra work in teaching Church History. To Professors West, Reeves and Newhall for extra duties assumed and services rendered

during the absence of the President and to Professor Reeves for his efficient work in military training.

3. The following resolution in memory of the late Dean of Bexley Hall:

"The Rev. Hosea W. Jones, D.D., Dean of Bexley Hall, died in Gambier, last July.

He was a graduate of our Institution, a man of recognized ability, a professional historian and a leader of men.

He brought distinction to the Seminary because he was a Deputy to the General Conventions, and for years a member of the Committee on Canons. As representing our work, his conspicuous talents were recognized when he presented the College on the floor of Conventions in Ohio.

A congenial friend and Presbyter of attainment in the Church, we desire to place on record, as a Board, our appreciation of Dr. Jones, and our regret that Death has deprived us of his earthly fellowship.

Signed,

WILLIAM A. LEONARD,
WILLIAM F. PEIRCE,
ROBERT L. HARRIS."

MILITARY TRAINING

President Peirce announced that the Trustees had voted to continue the requirement of military instruction for college students the coming year, and also that the President had been instructed by the Trustees to secure if possible from the Secretary of War an instructor in military science.

DEPARTMENT OF PHYSICS

President Peirce announced that the Board of Trustees had raised the work in Physics to the standing of an independent department, and that Professor E. H. Johnson had been advanced to the rank of full Professor of Physics.

DEAN OF BEXLEY HALL

President Peirce announced that upon the nomination of the Standing Committee on the Theological School the Board of Trustees elected the Rev. Dr. George F. Smythe as Dean of the Theological School.

ALUMNI LUNCHEON. Monday Noon

About one hundred and fifty men attended the luncheon given by the College at the Commons building. The Toastmaster appointed by the President of the Alumni Association was Dr. Henry Stanbery, '96. Before calling upon the speakers Captain Stanbery read the following resolution passed by the Kenyon Alumni Association of Chicago:

The alumni of old Kenyon in Chicago are aware of the generous response with which the men of Kenyon have met the call of America in need; they are reminded of that other occasion when the historic college "set on an hill" sent its sons of half a century ago to fight for freedom; they recognize the high spirit which has touched Kenyon's sons in the blue of the Sixties and the blue and khaki of today; they applaud the Kenyon men of the present, scattered far and near, who are offering their all for country; they know they will play their part well, in honor to themselves and to their Alma Mater, which has helped to shape them.

THE KENYON ALUMNI ASSOCIATION OF CHICAGO,
GEORGE B. PRATT, '68, *President*,
WILLIAM N. WYANT, '03, *Secretary*.

The Toastmaster with characteristic readiness and wit introduced the several speakers, and from their remarks the following brief extracts are taken:

THE REV. DR. WILLIAM H. DEWART, '87: I am sorry that I have to appear without the uniform, without even the *clerical* uniform. However, I am reminded that the Bishop of London has given us the three essentials for a good after dinner speech, *i. e.*, to stand up, to speak up and to shut up. But before I observe the third dictum may I say this: I find that the affection that I had for Kenyon as a student was largely due to the English ideals of life, of study, of manhood, that had been grafted here upon our American stock. I come back today and I find that the thing that impressed me then is the thing that impresses me this day,—British traditions and customs and ideals of life. This means a whole lot in these days when England and America are coming into bonds and ties such as have not been since 1775. And our Alma Mater has been preparing for this great day.

I have four sons in Boston who suppose that they are preparing for Harvard. But! Not so! For the real head of the family has just informed me that they have simply all got to come to Kenyon.

DR. JAMES W. ELLSWORTH: I wish I might paint in words, as a great artist portrays with the brush, all that I find here at Kenyon. A business man is educated to listen, to absorb, *not* to talk, but if I might put into words all I see you have here, I do not believe you can realize it,—not that you are indifferent, but like living with Nature, we get accustomed to our surroundings, taking it as a matter of course. I come here with a fresh eye and this is greater than I have ever seen, it makes itself felt. Down at Jekyl Island this last season I was talking with Mr. Baker regarding the success of one of the large New York Banks. I said, the atmosphere is right in that institution. "Yes," he said, "you can feel it." You have that greatness in simplicity here. I would like to say how much I respect the small college. The small college gives continuity in the building of character, the simplicity makes for earnestness; the man who is brought into such an atmosphere makes a success of his life. Then, too, the young man who waits upon the table, who works his way through college, has my respect. I honor him. And now I want to give my grateful thanks for what you have tendered me here today. I have a high realization of the honor. I want to do the best I can to show this realization. I thank you, Mr. President, and Kenyon, with all my heart for the honor conferred upon me.

This speech was followed by singing by the Glee Club.

THE REV. GEORGE GUNNELL: I feel indeed that I owe much to Kenyon College, besides gratitude for this degree. When I went as a young freshman to Hobart, which is a small college with traditions similar to those of Kenyon, I remember how my brother and I sat the first evening on the steps of Geneva Hall, two of the loneliest, homesick boys you could find in the land. If we had had the price, I do not doubt but that we should have gone home. It was a Kenyon man who befriended us. Like the Apostle St. Paul, whom Barnabas took by the hand, and vouched for to the brethren at Jerusalem, I might have been lost to the

Church but for his friendly ministrations. He opened his house to me, and for four fruitful years was my foster father. We knew him as "Hammy" Smith, a former professor of this college. During my stay at Hobart, his home was my home; and in his gentle, fatherly way, he showed me more kindness than I can tell. I look back to him and to his dear wife with feelings of the highest affection and regard. We often talked of Kenyon, and when I first came to the Diocese of Ohio, and your president invited me to visit Kenyon and to preach at the college chapel, I felt quite at home. I even knew where to look for things. "Hammy" Smith had told me how Bexley was at one end of the hill and old Kenyon at the other, while the fraternity houses were to be found in the woods. And I believe that in his day there was a school for boys as well as Harcourt Hall.

When I was in Canada last summer, on vacation, I found the secret of the strength and heroism of their boys overseas. It lay in their homes—in the traditions and habits and customs of the home life—in the wonderful training of their fathers and mothers. I found scarcely a family which did not have from one to three boys overseas, many of whom had been called upon to make the supreme sacrifice. With cheerfulness they met the duties of each day. There was no wild display of grief. They gave their best gladly, and the discipline and love of those Canadian homes had made their boys worthy to stand the test in the day of their country's need.

Now I am discovering the secret of our American boys. No small part of their strength, courage, and resourcefulness is due to the small American college. Through personal contact with men of the highest principles as well as of sound learning, they get a quality of character which will go far toward creating a morale in the American army, which will not fail. I believe that in the American home and in the American college is found a spirit of loyalty and high ideals, which will make our men victorious factors in the struggle overseas. Here, at Kenyon, much more enters into a man than lectures and text books. There is a quality of manhood which reaches out beyond the college walls. I see its influence upon men who have never come to college, but who have come under the religious training of such men as Bishop Harris and George Atwater. They gain that intangible something because they are trained by Kenyon men.

COLONEL GUY D. GOFF: Thank you, one and all, for the great honor you have conferred upon me, and for the cordial and friendly greeting you so generously extend. Nothing could have afforded me greater pleasure than this day in Gambier. It is more like a pleasant dream hurrying to the land of shadow than the satisfying reality it is. I feel I should yield my time to Dr. Peirce. He is so informing, so edifying, always so encouraging. He says with power the things that touch us and inspire us. The strength of all he says lies in his appeal to our psychology. We recognize in his message our own reflections beautifully and coherently developed, and loyally and vigorously expressed.

I have not been here since my graduation, but you have never held a commencement during those intervening years, that my heart has not been with you and my hand in yours. This is a great institution, great in its capacity to instruct, but greater yet because its maxims of love and generosity, conviction and patience, are indelibly written upon the souls of all who have entered its halls. Kenyon teaches her sons that it is not life that counts, but the courage you bring to it,—the spirit that enables us to do the very best we can just when and where we are. This institution gave me more than an education. It affected and shaped my subconscious mind. As Dr. Dewart said: It exerts a splendid lingering influence. It has always helped me to see straight and, I hope, true. It impressed upon me this fact: That the essential element of all life is conduct, and that conduct springs from what you believe, what you cling to, what you love, and what you *yearn* for in faith and resolution. And, as I reflect upon my days here,—days of an almost divine quietude,—I recognize, with gratitude, it was the Kenyon training, the mental balance that enables you to see things as straight as a ray of light, and to know no fear except the fear of doing wrong, that endears this "Alma Mater" to us all. You may well be proud of the men you have sent across the seas. Your service flag is instinct with the assurance that they will meet the present like brave warriors and without fear look the inevitable future in the face. They will be calm in danger, unselfish in action, and supreme in council. They will rule themselves, and discharge their allotted tasks with enthusiasm. They are equipped and qualified to herald to the stricken countries of

Europe the message of America,—that democracy is nothing but liberty, equality and fraternity, emergent above the ruins of imperialism, and that it is coming to flood their devastation with a great affection and to inspire their people with a great courage.

Dr. Young spoke so unselfishly, when he referred to giving his only son to the call of the centuries. His is the common feeling of this land today. How modestly, how like the courage of the soul, he expressed the inner promptings of every American father,—that it is a privilege to have my son serve in this war; because I too realize that to fight for liberty is an investment and an honor for home and country. Like our forefathers of old, we too know, that our sons are made of the stuff that makes democracy, and trained with the discipline that shall preserve it. We know that such sons will do their best, the sublimest thing in the world, and go onward and forward without a change of heart.

Our place is now in the forefront of the battle, where the military power of brutal Autocracy is pressing against the battle line of Democracy. American ingenuity and courage must solve the problems that have not been solved by European thought. We must summon every ounce of our strength for the struggle. We are entering upon a long and fiery trial. We entered the lists when we were utterly unprepared. Fifty years of peace had made us forget what war really is and what war really means. Germany knew that men who live in republics naturally seek peace, and she took advantage of that normal fact. Yet we have solemnly promised that we will fight until the Prussian military system is overthrown and annihilated. We have pledged our honor to the accomplishment of a task which every sensible American must understand is of gigantic proportions. We cannot shirk a compact upon which rests the destinies of great nations and the very existence of our own. We are fighting Germany because we could not have longer kept out and retained our self-respect. We are fighting because we now clearly see that when the Kaiser invaded Belgium, he started for America; and that when he destroyed Louvain and devastated the fields of France, he menaced our cities and made ready to salt the very roots of democracy itself. We have entered this war to preserve to the world those principles of civil liberty

which were enumerated in the Declaration of Independence and are embodied in our national and state Constitutions. All of our traditions impelled us to enter the conflict. We are our father's sons after all. We only needed the chance to show it, and the chance has now come. Every citizen today faces the supreme test of the right to remain in America and to partake of its civilization,—the test whether he is willing to subordinate his personal views and his racial grudges and inwardly and outwardly pay the price of this country becoming supreme as a nation, becoming a government that neither circumscribes ability nor penalizes the humble and the weak. There can be and there must be no division of opinion or of loyalty. The citizens of this country, no matter what their origin or their race must be loyal to their homes, their hopes and their loves. They can take no other course for we are making war, and we shall make war, in defense of the homeland, and in resistance to assaults upon American rights and American lives.

We shall hear talks of peace, but this is mere German propaganda, the method the Germans have of creating counter waves of suggestion. There can be no peace, no peace worthy the name, and we must believe this and preach it, until German militarism is crushed, absolutely destroyed, and the people responsible for this horrible war brought to the bar of international justice and held responsible in a tribunal in which justice and conscience will sit as the hand maidens of swift retribution.

It is a sad commentary upon our credulity that after we have opened our doors to those who pleadingly sought liberty, we must now be outraged by the very people to whom we encouragingly held out an inviting and helpful hand. We welcome today, as we did in the past, those who love liberty, those who became American citizens without any mental reservations or purposes of evasion, but we have no room for the chronic pacifist and the venomous pro-German traitors, who like the cowardly Socialists and venal hypocrites of demoralized Russia would have us forfeit our freedom to placate a ruthless foe. Any one today who wills against us, works for our defeat and for Germany's success. The wish for Germany to win is to believe that our ideals are false, and our civilization a vain and empty pretense. The wish for Germany to win is to will that

barbarism is to prevail over civilization and brute force take the place of calm and impartial justice. To believe that Germany can win is to believe that our faith, our ideals and our hopes, all that our forebears believed in and longed for, are now going into the melting pot, that barbarism may prevail our civilization, and lustful brutal force replace refined humanity and gentle justice.

We are fighting to perpetuate our homes and to save our women and children. In such a cause no American can be a slacker unless he is utterly without honor, and unless in his soul he wishes the Gorilla of Berlin to win. If such there be, he is too cravenly depraved to be a traitor, such a man has lost his worth in the habits of slavery, and by comparison, Judas Iscariot is a saint and Benedict Arnold a patriot. So we must show a willingness to forget self in the opportunity to serve, a willingness to sacrifice in time, thought and means for the sake of all. America will never compromise. This is the best of the civilizations. There is no room for any thought except liberty, individuality, and the right to be free. Our fathers before us solved every problem that confronted them. They feared God and loved liberty, and though they sleep in the narrow trenches of death, their imperishable spirit lives in the American citizen of today and will live throughout all the future years. They fought and died that we might be free. They saw in sacrifice an opportunity that our flag might be unspotted and unstained. They willingly suffered that all men beneath its folds should bear no chains nor live in slavery while a single star shines in the firmament of God. We must never forget that a great trust has been confided to us by the men and the women who rest above us, and that it was a trust conceived in their brains and forged in their hearts. They were full of courage and good cheer. They marched as we will march, and as they marched, they sang the songs of liberty and equality for all. They knew how to die, and no one can ever say they were afraid to die. We shall back their republic against the world, and because justice is greater than power, we know that this land, hallowed with the tears and the hopes of our sacred dead, shall live to scatter the riches of human liberty to races yet unborn, and advance the cause of civilization that law and order, freedom and

peace shall always be preserved. We must not and we cannot prove unworthy of this great inheritance.

And America is ready, ready in this hour of her agony and travail to gather up the jewels of her manhood and her womanhood and go down into this horrible conflict resolved on measureless ruin or complete and everlasting success.

MR. A. A. AUGUSTUS: Mr. Dempsey said to me this morning, "Doctor, how do you feel now since you were made a Master of Arts?" I said, "I feel first-rate." He replied, "Now, if you feel first-rate, can you imagine how I feel as Doctor of Laws?" It is one thing to confer the degree of Doctor of Laws upon a lawyer, but to confer the degree of Master of Arts upon a coal operator is a radical departure in the direction of real merit. He said to me, "They will probably call upon you for some remarks, but after the speeches that you have heard, don't you try anything profound." So I will not tell how I was going to deliver a speech to these boys on how to make a success of life by telling them what I didn't do. A short time ago I was up for admission to the Hermit Club and was told that I must be able to do a stunt. So I found a little poem and learned it by heart, after many days of labor, and recited it before the mirror, and went as I thought all prepared to the Club. To my dismay the man who preceded me spoke my piece, and I had to do something else that didn't leave me in very good shape. I believe what I should have done was to have gone right ahead with that same piece because I don't think they would have recognized the similarity. In order not to have my words in any sense profound, I have written down a little verse here that is called "A Dangerous Abbreviation."

"A DANGEROUS ABBREVIATION"

A sprightly youth from nearby town,
Not very long ago,
Was courting fair Amelia Brown,
Whose voice was sweet and low.

Her eyes and hair all pictures paled,
Her form too was a dream;
No charm was lacking with this maid,
So enticing did she seem.

She had two stalwart brothers, too,
Of football fame and strength.
To win the game for Kenyon old
They'd go to any length.

As time went on their courtship grew
Into a serious item;
No clouds appeared to mar their joys;
No troubles came to blight 'em.

All was serene and so he chose
To call this maid his honey;
For she was sweet—and full of combs;
Appropriate and funny.

One night as usual he came,
Dolled up for ice cream soda;
They sauntered down their favorite path
To drug store's cool pagoda.

Her brothers with some boys from Camp
Were there on leave from Sherman;
Their motto: first, last, all the time:
Eliminate the German!

The sprightly youth with accents clear,
And strange abbreviation,
Invited 'Meila to drink,
When to his consternation

Two soldiers seized him by the clothes,
And passed him to the others,
Until he landed in the street,
With tandem kick from brothers.

Amelia begged to spare his life;
In fact, she stooped and kissed him:
He whispered: Love, I am undone!
But I admire the system.

When explanations cleared the mess
The lad proclaimed it fun.
But he will ne'er forget the night
He called his honey "Hun."

June 17th, 1918.

After the applause following the reading of the verses, the speaker continued.

I want to thank the Faculty of Kenyon College for the great honor conferred upon me. I am very proud to be among the number that will make the perpetual Kenyon College.

CAPT. STANBERY: I thing we should add another M to the M. A. and make it the Merry Master of Arts. Men, don't you admire a man who goes out and gets everything he goes out for? I am going to ask Lieutenant Peirce to tell us how he got that battered, scarred sign here that is before us on the wall. The Lieutenant told me this morning that the Chef de Gare (now, you poor freshmen, that means Station Master) climbed up and got it for him. I didn't ask our doughty President where he was hiding (I mean standing) during the transaction.

The assembly unanimously arose and heartily gave cheers.

PRESIDENT PEIRCE: I said that I had been trying to be a good freshman, and indeed I never felt more sympathy with the freshmen than during the months of my enlistment in the military branch of the American Red Cross in France. Passes were given me from Paris out to the French front to a point where an automobile was supposed to meet me. In this way I was to be projected as far as I could go. All my friends and even my language were left behind. In the gray dawn, at Bar-le-Duc, I took a wretched little narrow-gauge railroad, got within a few stations of my destination where the train could go no further because the Germans had been shelling the next stations. Here I was dropped out all alone, my bags in the mud, and no one to take any interest in me. Just at this time I had a strong freshman feeling. But I can assure you, gentlemen of Kenyon, that the upper-classmen that I found at the French front were the most sympathetic, kindly, responsive group of men I ever hope to know. From the time that I first made my way through the rain and mud to my Canteen until my French colleagues waved me good-bye as I left, I never met anything but kindness and cordiality. There is a certain fundamental sympathy between the Frenchman and the American. The Frenchman has the same point of view as the American; he looks at things from the same point of life. The Frenchman is in all ways truly a democrat; he likes the same things as the American; he enjoys the same kind of jokes.

My college experience out there with the French army brought me very close to the poilus. I met scores of the poilus, hundreds of them each day, talked with them, learned of their life. My experience there convinced me of our final success, and

I have unbounded admiration for our fine spirit of team play with the French which has put the American officers in with the French divisions. American divisions now are sandwiched in with French divisions. American officers are wearing the French uniform while they are in training. There is a fundamental spirit of good fellowship and congeniality between the French and the Americans. I think the most homesick days that I ever spent were the three or four days after I got back to Paris from the front. I was again an outsider; and as a guest in a hotel with employees looking out for the next piece of silver I realized that the doors had been shut behind me.

(Applause, and cries for explanation about the sign.)

I will tell you just how I got that sign. Over in Belleville every house was knocked to pieces by shellfire, and the place where I lived was an utter ruin. To be sure it was roughly patched up, but so rudely that any one of you could do a better piece of carpentering. From the window of my shell-shattered room I could look across over the Meuse meadows just about a half mile to the Verdun station, just behind which one passed through the Seventeenth Century fortifications. Day after day I watched the German target practice against that station. On fair days, especially, about dinner time, the Boches were fond of sending over a lot of shells to batter up the little station where the plucky *chef de gare* was still at work. No passenger trains run out to Verdun but some freight is still handled. I watched this thing going on day after day, but one Sunday afternoon while standing beside Captain Limoge the shriek of one of these German shells rose suddenly to a tremendous pitch, following instantly by a deafening explosion. A poilu not far away threw himself on the ground and the Captain jumped for the door of his dugout. As he wore the *croix de guerre* I felt justified in arriving as soon as he did. The next instant a shower of mud and stones fell all about us, and when it had cleared up we saw that the house across the street was a mass of black smoke. Now, naturally, that increased my interest in the Verdun railway station.

On the morning of Lexington day I took a walk which brought me by the station. At the officers' mess we were having a little celebration in honor of the day. I had told the French officers about Lexington day making a close comparison with

Bastille day, and gotten them quite stirred up. At Verdun I had a chat with my friend, the station master. He has a wretched little hole in which to work. With the spirit of the Freshman I discovered his weak point, which happened to be American cigarettes; in fact, he liked the same brand that your toast-master has here—Camel cigarettes. On this particular morning I happened to cast my eye on that sign and remarked that it would be a great thing over in the United States, because Verdun can say great things to America. As you may see, part of the U is shot away by German shell-fire, but the sign has suffered much less than most of the Verdun station; it was in a most protected position under the slant of the roof. To my surprise the station master said, "I would like to have you take it along with you; pray accept it with my compliments. I will have one of my men take it down."

So on the morning of Lexington day I went proudly back to my canteen carrying that sign under my arm, and I assure you that my French colleagues were immensely amused. That very day on which I carried the sign back we were to have luncheon at 11:15 instead of 11:30—fifteen minutes earlier than usual—on the instant the Boches sent over a salute that came within 100 yards of that sign at my mess instead of at the station. Apparently the Boche gunners had been trying all along to hit the sign.

During the rest of my stay my French friends took particular delight in offering me some impossible thing to take back to America, such as an unexploded 18-inch Boche shell,—“a pleasant souvenir, fresh from the German lines.” The French authorities let it go; I had feared they would not want it to go out of France. It came conveniently as far as New York and the Pullman porter helped me out as far as Orrville, but then my real troubles began. The express company would not look at it and the railroad company would not take it as baggage. So from Orrville to Gambier I had to tug it about in a crowded day coach and under decidedly unpleasant conditions. However, here it is, and I have taken great pleasure in presenting it to the Kenyon Assembly.

(Cheers.)

DR. SMYTHE: I should like to reiterate what Dr. Atwater has said about theological education. I should like to put myself to school under him and see if he could tell me how we can make Bexley Hall a more practical school than it has been—, school of citizenship and democracy, including religion. If we could train men so that they could go out and preach such sermons as the one last evening we should feel justified in continuing our theological teaching in the midst of the war. I believe there are a good many more good theologians as the result of the work of Kenyon College than ever graduated from Bexley Hall, and I believe that every one of those 250 men whose stars are in our Service Flag is teaching sound theology. General Pershing is teaching it to those Germans at the front.

The other speakers were the Rt. Rev. Robert L. Harris, '96, The Rev. George P. Atwater, '95, Dr. James H. Young, '87, and Dr. Reeves.

The President's Cup

President Adams, of the Alumni Association, announced that the class of 1903 had the largest percentage of members present, and therefore was awarded the honor of having its class numerals engraved on the President's Cup.

ALUMNI BUSINESS MEETING. Monday Afternoon

Immediately following the Alumni Luncheon on Monday afternoon, June 17th, 1918, the Kenyon Alumni Association held its annual meeting in the assembly room of the College Commons.

Judge John J. Adams, '79, president of the Association, presided and called for nominations for the office of temporary secretary after reading a letter from Arthur L. Brown, secretary of the Association, explaining his necessary absence from the commencement exercise, the first he had missed since 1902.

Upon motion of J. Edward Good, '84, seconded by Robert M. Greer, '87, Henry G. Beam was elected secretary pro tem.

Upon motion duly seconded and carried it was ordered that a copy of the register made at the Alumni banquet together with the recapitulation of same be set out in the minutes as a matter of permanent record and also for the purpose of furnishing information for the purpose of the awarding of the President's

Cup for the year 1918. The register and recapitulation is omitted.

Owing to the absence of the secretary and treasurer the reading of these reports were dispensed with; however, the president referred to these complete reports as set out on pages 64 to 67, inclusive, in the Kenyon College Bulletin No. 52.

At this point upon motion of Judge U. L. Marvin, '00, duly seconded and carried, the president appointed the following three men to act as a nominating committee: R. M. Greer, '87, J. Edward Good, '84, Phillip Stanbery, '98, with instructions to them to promptly prepare a list of officers for the Association for the year 1918-1919.

In connection with the election of two (2) trustees, one to be chosen from the alumni of Bexley and the other from the alumni of Kenyon, the President announced the result of the ballots received and counted as follows:

Alonzo M. Snyder, '85, 113 votes; Rev. James T. Russell, Bexley, '93, 77 votes; Rev. Geo. P. Atwater, Bexley, '95, 66 votes; Henry B. C. Devin, '88, 40 votes; Major Wm. J. Bland, '10, 34 votes; Rev. Lester L. Riley, Bexley, '09, 6 votes.

President Adams thereupon declared that Alonzo M. Snyder, '85, and Rev. James T. Russell, Bexley, '93, were duly elected Trustees for the term of 1918-1921. The President also reported the receipt of \$27.20 from the envelopes to meet balloting expenses.

Judge Adams then read a letter from the Necrologist, Mr. Matthew F. Maury, '04, expressing regrets because of his necessary absence from commencement activities, which accompanied the following report:

*To the President of the Kenyon Alumni Association,
Gambier, Ohio.*

Dear Sir:

I beg to submit herewith my Annual Report for the year ending June 15th, 1918.

It is with regret that I have to inform the Association of the death of Kenyon's oldest Alumnus, Gen. W. G. LeDuc, Class '48, who died on October 30th, 1917, at Hastings, Minn. He was Secretary of Agriculture under President Hayes, one of Kenyon's most honored sons. He also served throughout the Civil

War, rising from Captain to Brigadier General. Among his notable achievements was the laying out of West St. Paul and the projection of the Wabasha, a street bridge at St. Paul, the first to span the Mississippi River. He also organized what is now the Bureau of Animal Industry and the Division of Forestry.

Rev. David A. Bonnar, Class of 1863, died October 13, 1916, at St. Luke's Hospital, New York.

Chas. V. Webb, M. D., 1896, matriculate, died at Wallingford, Conn., November, 1917.

W. W. Sant, Class 1914, died in a Military Hospital at Cairo, Egypt, on June 23, 1917, while serving with the Young Men's Christian Association of the British Army. In the death of Mr. Sant, Kenyon suffered its first loss of the war, and a brilliant career was cut short. Mr. Sant graduated from Kenyon with high honors, and was one of the two Kenyon men to receive the Rhodes Scholarship. He went into residence at Lincoln College, Oxford, in September, 1914, and remained there until he became attached to the service in the autumn of 1915. Copy of an Editorial published in the Kenyon Collegian, November 24, 1917, concerning Mr. Sant, is attached to this report with recommendation that it be printed and made a part thereof.

THE SANT MEMORIAL

It has been proposed in Assembly that the undergraduate body erect by subscription some sort of memorial to William Webster Sant, '14, the first Kenyon man to lay down his life in the service of the Allies. No patriotic Kenyon man can have anything but praise for the idea; no reason can be advanced as to why Mr. Sant, and, of course, all other Kenyon men who shall be killed in the war should not be commemorated. The only sources of difference seem to be the question of the form of the memorial, and the question whether an individual memorial shall be particularly dedicated to the memory of Kenyon's first sacrifice.

No doubt every one will agree that any such memorial should be put in some conspicuous place, where even the runner may read. But some one has suggested that it take the form of a stone bench on the campus. There is already one near Rosse Hall, but how many of the undergraduates know to whose memory it is dedicated? A bronze tablet fixed in Ascension of the Chapel would certainly become familiar to the eyes of all

future graduates, and the name of President Sant of the Kenyon Assembly, who gave his life in the British trenches in Egypt, would live to inspire Kenyon men when the War for Democracy shall have become history.

Speaking of a tablet for Kenyon men who fall, certainly Mr. Sant would have to head the list; his name could not be omitted from a general list because of a particular memorial, but that is no reason why the particular memorial should not be erected.

Mr. W. V. Mueller, Chairman of the Sant Memorial Committee, will be pleased to receive suggestions and help from the Alumni.

It is with a great deal of regret that I have to call the attention of this Association to the sudden death of the Rev. H. W. Jones, D.D., Dean of Bexley Hall, who died at Gambier, Ohio, July 16th, 1917, after a brief illness. For 22 years Dean Jones had been connected with the Faculty at Kenyon College and Bexley Hall, and his untiring and faithful service to these institutions and also to this Association were such that I know that the Alumni of Kenyon College will feel a sense of deep loss at his death. The following Resolution concerning Dean Jones was spread upon the Minutes of Kenyon College:

The Faculty of Kenyon College regret to record, at the first meeting of the scholastic year, the sudden death of the Reverend Hosea W. Jones, D.D., Dean of Bexley Hall and Professor of Church History. Throughout a lifetime of devotion to Bexley Hall and Kenyon College, Dr. Jones had become the friend and adviser of generations of students and alumni. As a colleague Dr. Jones's strong character gave to his relations with this Faculty stimulus and interest; he was a candid friend, a generous opponent; he did not disguise his convictions, but he enforced them with courtesy and with a wide understanding of human nature. As a scholar and historian, Dr. Jones exhibited a rare faculty in discriminating between temporary and permanent values; and it is due to his memory to add that mere accumulation of facts, uncontrolled by the historical imagination, found little favor in his appraisal. Nor was Dr. Jones less conscious of literary art in historical composition; to destroy the interest of human evidence by employing a crude or inefficient style was to him inexcusable.

Not without effort can the Faculty of Kenyon College reconcile the loss of the wise humor, the ripe judgment, the manly personality of Dr. Jones.

September 17, 1917.

Lloyd A. Grigsby, Class 1901, at Kansas City, Mo., died on March 16, 1918. For several years prior to his death he was Professor at St. John's School, Manlius, N. Y.

Alfred L. M. Gottschalk, Matriculate, '96, Consul General to Rio de Janeiro, was a passenger on the ill-fated U. S. S. Cyclops, reported by the Navy Department as missing since March 4th, and probably lost. He was on the staff of the New York Herald and was its War Correspondent to Porto Rico during the Spanish-American War. He has been Consul to Nicaragua, Consul General to Callao, Peru, Consul General to Mexico City, and Consul General to the District of the Middle East and Africa. In 1914 he was detailed to the American Consulate at London and in November of that year was transferred to the Brazilian post. He was returning to this country to offer his services to the Government for war work when his ship was lost.

Jno. G. Dunn, Matriculate, 1875, died at the Mt. Carmel Hospital, Columbus, Ohio, on April 18, 1918.

Jas. M. Greenslade, 1776, A.B., 1884, A.M., died at Lima, Ohio, March 21st, 1918. He received M. D. from Rush Medical College in 1899.

W. R. Seth, 1908, A.B., died at Baltimore, Md., on April 11, 1918.

Eben Lane, Matriculate, 1869, died at his home in Chicago, Ill., on May 29, 1918.

Before closing this report, I desire to bring to the attention of the Alumni Association of this College, the death of Sarah White Benson, on October 19, 1917, at her daughter's home in Chicago, Ill. Mrs. Benson was the wife of a former Professor of Kenyon College, whom the older generation of this institution knew and loved. Personally I had the pleasure of knowing Mrs. Benson and I feel that while she is not an Alumnus of this College, yet her interest and that of her husband was so great and of such a nature that it is very fitting that a record of her death be included in this report.

Mrs. Benson was born in Gambier on January 17th, 1836, was the daughter of Mardenbrough White, the agent and Treas-

Wm. S. Lloyd, '80; E. M. Anderson, '14; and Rev. E. G. Mapes, '03. These discussions all pointed to the necessity of actual and tangible co-operation on the part of the Alumni.

It was moved, seconded and duly carried that an executive committee of five men should be appointed from the Alumni Association, whose duty it should be to meet at least quarterly throughout the year and to co-operate with the student body and faculty of the college in increasing the attendance of Kenyon, co-operate with the Athletic department, and in any other lines wherein the Alumni would prove helpful to the faculty and student body.

The following suggestions were passed on to this executive committee for their consideration in addition to matters which would come to their own attention:

(a) To confer with the college authorities and student body with the idea of re-planting the activities of commencement week so as to make it the most important college event of the year.

(b) To have established at Kenyon College as a regular department of the curriculum a department of Athletics.

(c) Extending wherever possible unit organization of the Kenyon College Alumni Association, and particularly in every county in Ohio to have an organization made up of county units with the idea of setting aside one day in the year to be known as "Kenyon Day." At which time these different organizations would arrange for special celebrations in their respective communities, giving special attention to inviting high school graduates and prospective college men, in order that they might learn of Kenyon and be influenced to take up their course of collegiate instruction at Kenyon.

The President appointed as the five members of this executive committee the following men: Mr. Henry B. C. Devin, '88, Mt. Vernon; L. T. Cromley, '03, Mt. Vernon; Wm. S. Lloyd, '80, 6901 Carnegie Ave., Cleveland; E. G. Mapes, '03, care Grace Church, Sandusky; E. M. Anderson, '14, 1836 Euclid Ave., Cleveland.

Respectfully submitted,

HENRY GREER BEAM,

Secretary pro tem.

THE BEXLEY BREAKFAST. Tuesday Morning

The Toastmaster, the Rev. George Gunnell, Rector of Trinity Church, Toledo, presided with dignity, charm and rare genius at this delightful occasion. Bishop Leonard was first called upon for a speech and responded by first expressing his gratification at being present and second by mentioning his regret that he could not remain long enough to more fully express his interest and appreciation, as he was obliged to meet a train.

Bishop Harris, of Marquette, gave an interesting account of his first experiences after reaching his present See in the Northwest, varied by the recital of amusing local incidents. In honor of the late Dean of Bexley Hall Bishop Harris paid words of high tribute, speaking especially of Dr. Jones' sincere and deep affection for his students and his great interest in their work. After mentioning the irresistible charm of Bexley Hall and the desire of its alumni to revisit the Hill, Bishop Harris urged the necessity of clearing off the remainder of the building debt.

Bishop Vincent, the next speaker, emphasized the same notes, adding his words of appreciation for the noble life and work of the late Dean Jones, of whom he spoke as a man of marked ability, who taught his subjects with scholarly feeling and who took a commanding place in the affairs of the Seminary. To the new Dean, the Rev. George F. Smythe, the Bishop took occasion to extend hearty welcome. Referring to the Bexley Hall deficit the Bishop urged prompt and effective action.

ACADEMIC ASSEMBLY

FOR CONFERRING THE DEGREE OF DOCTOR OF LAWS ON
GENERAL KENYON, MARCH 21, 1919

At a meeting in February the Collegiate Faculty voted unanimously to confer the degree of Doctor of Laws upon Brigadier-General Lionel Richard Kenyon, C. B., head of the Department of Inspection of the British War Mission in America, and a grand-nephew of the Lord Kenyon for whom the College was named. General Kenyon, on being invited to set the day for the conferring of the degree, designated March twenty-first, and made the journey to Gambier only a few days before his return to England.

Immediately following the ceremony of Matriculation at the College Chapel on Friday morning, March twenty-first, the academic procession was formed in the following order: Crucifer and Choir, Matriculates, College students, Theological students, Joint Faculty, Board of Trustees, the Bishop of Ohio, General Kenyon, the President.

On arriving at Rosse Hall the exercises opened by the singing of "America" by the College Choir. The Rev. Dr. George F. Smythe, D. D., Dean of Bexley Hall, delivered the following

HISTORICAL ADDRESS

Our college derives its name from that of George Kenyon, the second Baron Kenyon of Gredington. The title had been conferred on his father, Lloyd Kenyon, one of the most distinguished of English lawyers and judges, in the year 1788, when he became chief justice; and at his death in the year 1802, it descended to this son George, an older son, Lloyd, having died. This is the Lord Kenyon of whose life, and services to our college, I am asked to speak.

There is in "The Kenyon Book" a sketch of his life from which I draw a few biographical facts. He was born in the year 1776, and thus he and Bishop Chase were almost of an age. He was sent from his home at Gredington, in Flintshire, Wales, to Nayland, to the Rev. William Jones, to be prepared for college; and there grew up between him and his teacher a strong affection. He went to Oxford, to Christ Church College, and graduated there. To Oxford and to his college he was ever

strongly attached. He studied law, and became a bencher of the Middle Temple. His wife, whom he married in 1803, and whom he loved most devotedly, died in the year 1815, leaving him two sons and three daughters. Of his active, and yet not eventful life, we today are chiefly interested in such incidents as were connected with his friendship with Bishop Chase. He died at Gredington in the year 1853, and was succeeded by his son Lloyd.

We have in our library an extensive collection of letters written by and to Bishop Chase, the founder of our institution, among which are many from Lord Kenyon. They well repay the labor expended in deciphering them, for they supply many facts of which we have no other record; they throw much light upon Bishop Chase's campaign in England, and his struggles in founding, and striving to maintain, this college; while, in their frankness, and the familiarity of their style, they reveal the character and heart of the writer so fully and openly that one who has read them feels that he knows him almost intimately.

When Bishop Chase went to England, in the fall of 1823, to secure funds to establish in Ohio a seminary for the training of men for the ministry, he bore with him a letter written by his friend, Henry Clay, Secretary of State, introducing him to Lord Gambier. Bishop Chase was at that time a man most impressive in appearance and manner, and in the elevation of his spirit and purposes. Few men have equalled him in personal charm, and in gifts of conversation. If he could but be introduced to men of the right sort, he could be trusted to win his own way. But in England at any rate, such introductions were absolutely necessary. Lord Gambier's interest and confidence were speedily won, and through him Bishop Chase was soon made acquainted with a large group of earnest and influential men who were of great help to him, and many of whom became his life-long friends. But this circle, although extensive, did not include all the persons whom it was very desirable that Bishop Chase should meet. It was composed of men of but one party in the Church, and, for some reason, it did not seem able to bring him into acquaintance with the bishops and archbishops, without whose patronage no religious enterprise could accomplish very much. It was therefore most fortunate that, early in the year 1824, Mr. George W. Marriott, an eminent barrister,

heard of him, was curious to see him, sought him out, and at once became his ardent friend. This opened to him the doors hitherto closed against him. Mr. Marriott set about bringing some of his friends and Bishop Chase together. Among his dearest friends was Lord Kenyon, and from the first he greatly desired that the two men should meet; but several well-laid plans went astray, and five months had elapsed from the time that the Bishop landed in England before Mr. Marriott's good purpose was accomplished. Meanwhile there existed between Kenyon and Chase, but all unknown to them, a tie which was destined ultimately to bind them firmly together. Lord Kenyon, I have said, held in reverence the memory of his tutor, the Rev. William Jones, of Nayland. Now Chase, while in Dartmouth College, had entered the Episcopal Church, whose only visible manifestation in those parts at that time was a copy of the Book of Common Prayer. The young convert, therefore, although a very zealous member of the Church, was not a very well instructed one; and he sought instruction. This he found providentially in a copy of a book written by "Jones of Nayland," on the doctrine of the Church. It met his wants precisely. He embraced its teachings, and towards its author he felt the affection of a loyal, and greatly indebted, disciple. This, then, was a strong tie between Bishop Chase and Lord Kenyon when they finally met, in April, 1824; and one of the first things they did was to go to Nayland together, visit the grave of their revered teacher, and kneel side by side to receive the Sacrament in the Church where he had so long ministered. Years afterwards Bishop Chase spoke of this as the seal of their affection.

The friendship thus begun was one of the warmest, most beautiful character. On the part of Lord Kenyon it was marked by active and generous services; for he subscribed liberally to the Bishop's fund, and set himself at work to create influence in his favor. He and Mr. Marriott were able to do for Bishop Chase what his earlier friends could not; they got hold of the bishops. Thus the battle was won, and it remained only to reap the fruits of victory, which began to ripen rapidly and in abundance. Religiously minded persons, of every party in the Church alike, flocked about Bishop Chase, subscribed to his fund, deluged him with invitations. He was their admiration, their hero, their saint. Just to have met him was accounted by many

as among the rich blessings of their lives. "I am certain that the good you do among us is incalculable," wrote a prominent clergyman. "I believe that our meeting on earth will be the source of joy and praise in Heaven," wrote another. The daughter of a future Bishop, writing with much elegance and formality, in the third person, said he "has left in her possession not merely the seeds of a perishable Mellon, which however highly prized by her for the sake of the Donor and the soil on which they grew, are not comparable in value with the heavenly seeds which he has dropped upon her heart by his conversation and example." At Oxford, where Lord Kenyon and Mr. Marriott had prepared the way for him, he came as near exciting enthusiasm as anyone could in that highly conservative university.

Meanwhile the friendship between Kenyon and Chase was daily knitting more strongly, and there also grew up a very beautiful friendship between the Bishop and Margaret Kenyon, the eldest daughter. They saw each other but once, and only for an hour, yet the girl felt that it was almost the beginning of a new life for her. She remembered and cherished every word he said, and knelt to receive his benediction as he was departing. When he sailed from Liverpool for home, in July, 1824, she with her father accompanied him to the ship, and bade him a sorrowful farewell. In the fall she wrote to him, "We have drunk your health every day since you left, and shall continue to do so." She devised an "Ohio garden," for which the Bishop supplied her with seeds of our native plants, and slips from trees and vines. She wrote to him that she wished to build in the midst of it "something in the way of a summer house in imitation," she said, "of the cottages or usual habitations" in Ohio. Having procured pictures of our log houses, she had a primitive cabin built of logs, cut for that purpose from trees which her father selected. A year from the day the Bishop left England she wrote to him: "My Ohio house is finished, and when I have furnished it with your print, and some Ohio papers, etc., I shall often be in it to think of you. I have had it put near the bottom of a steep bank, by way of representing in a humble manner the Alleghany mountains!" She sent him a drawing of it. Many years later, long after this lovely young woman had died, the Bishop endorsed upon the

note that accompanied this drawing the words, "One whose name is never to this moment thought of but with sentiments of love and respect."

The correspondence of Lord Kenyon and Bishop Chase continued until the death of the latter in 1852. Lord Kenyon was deeply interested in all the plans and fortunes and misfortunes of the Bishop. Upon receiving word that the college was to be named after him he wrote, "Your kind intention as to the name of Kenyon will be adding a distinction to a family ever devoted to the pure Protestant Episcopal Church." Upon the death of Margaret he sent the Bishop 500 pounds in memory of her which aided over one of the financial crises in which the early history of our college abounded, and brought a brief revival of hope to its sorely tried founder. The final disaster, in 1831, when the Bishop resigned the presidency of the college and his Episcopal charge of the Church in Ohio, came as a great shock and grief to his English friends; but Lord Kenyon's belief in Bishop Chase was never shaken. After the Bishop had left Ohio, and had founded his Jubilee College in Illinois, Lord Kenyon, out of sheer admiration and friendship for the man, helped him more than once, and at considerable inconvenience to himself.

This narrative, drawn mainly from Lord Kenyon's own letters, has revealed many traits of his character. Of his general views of Church and State the letters afford some information. It is evident that he was a conservative, a lover of old ways. Writing in 1846 to Bishop Chase, he says: "I told Lord Lyndhurst I was the same I ever had been and should never change, an old Tory attached to the Constitution in Church and State." He greatly admired King George III, whom he called, "George the Good," which has a strange sound to one who was brought up on the Declaration of Independence. He was in sympathy with the purposes of the Reform Bills, but not with the measures by which it was sought to realize those purposes. The Tractarian Movement in the Church received no sympathy from him. We see him, a Tory, an old-fashioned High-Churchman, a Christian, a high-minded gentleman, the very type of honor, genial, generous, charitable, thoroughly lovable. Happy is our college, in that it bears the name of a family which, generation after generation, has stood for honor, kindness, and sincere piety;

thrice happy, if she shall so inspire and train her students that they may worthily be called "*Kenyon men*."

I have been requested to add some account of a previous visit of members of the Kenyon family to Gambier.

In the summer of 1856 the Hon. Lloyd Kenyon, a grandson of our Lord Kenyon, accompanied by his cousin, Mr. Arthur Richard Kenyon, came to America to hunt buffalo and other big game beyond the Mississippi River. On their way they turned aside to visit Kenyon College. The institution was then entering upon a prosperous period of its history under the presidency of Lorin Andrews, who five years later died in the Civil War, colonel of the 4th Ohio volunteers, and whose grave is just outside these walls. Most of the men then constituting the student body were also to fight in that war. But no shadow of coming events rested upon their spirits on that July day when they welcomed the two Kenyons. Far from it! A holiday was granted, and the students prepared a demonstration as brilliant and as loud as they could devise. The college was illuminated with rows of candles in the windows, and there were transparencies representing the British flag, the head of George Washington, and the arms of the Kenyon, Gambier, and Rosse families. At nine o'clock in the evening the students waited upon their visitors at President Andrews' house, and conducted them in procession to the steps of Middle Kenyon. Meanwhile every feasible sort of noise was let loose. To supplement the powers of the human voice, the famous "Baby" accomplished one of its occasional avatars, emerging from some subterranean retreat, and, with its throat crammed full of gunpowder, banging its loudest salutes. An unpardonable instrument of the fiddle variety was constructed of fence boards, and under the vigorous bowing of the freshmen it shrieked and bellowed gloriously and abominably. Even the college band played. Bishop Chase had been wont to assure his English friends that upon this hill where once had been heard naught but the howls of savage wolves and of more savage men, would henceforth be heard the strains of thousands of Christian voices, hymning the songs of Zion. I wonder whether those young Englishmen were aware of this prediction, and recalled it. After these preliminaries President Andrews made an address from the steps of the college. Mr. George T. Chapman, a senior, welcomed the guests in the lofty

and elaborate oratory of that period. Then the Hon. Lloyd Kenyon spoke briefly, expressing his appreciation of the welcome and hospitality he had received, and assuring his hearers that a constant interest was felt in the institution here by the family from which it received its name. Mr. Arthur Richard Kenyon begged to be excused from making a speech, urging the familiar plea, that the more an Englishman feels, the less can he say. I venture to assure our distinguished and most welcome guest of today that the *relative* quietness of his reception is to be explained on exactly the same principle.

President Peirce then read selections from the Founders' Memorial commemorating the interests and gifts of the English donors.

After music by the choir the President made a biographical statement about General Kenyon, which included the following facts:

Brigadier General Lionel Richard Kenyon, C. B., Royal Artillery, youngest son (15th child) of John Robert Kenyon, Esq., Q. C., D. C. L., who was third son of the Honourable Thomas Kenyon, who was brother of the second Lord Kenyon who aided in the foundation of Kenyon College.

General Kenyon was born July 26, 1867. Educated at Winchester College 1881-1884; and at the Royal Military Academy, Woolwich, 1885-1887. Commissioned as Second Lieutenant in the Royal Artillery, 13th February, 1887; promoted Captain September, 1897; Major, August, 1906; special promotion by brevet to Lieutenant Colonel May, 1912; special promotion by brevet to Colonel 29th November, 1915; Brigadier General, 16th August, 1917. Passed Advanced Class Artillery College 1894-6; Head Quarter Staff War Office, 1895-1904; Central Office Royal Arsenal, Woolwich, 1905-1907; Secretary Ordnance Committee, 1907-1910. Deputy Director, Ordnance Factories, India, 1910—April, 1916. Director of Inspection of British Munitions in U. S. June, 1916, to date. Appointed to the Companionship of the Order of the Bath (C. B.) 3rd June, 1917.

General Kenyon was married the 9th of September, 1896, to Elizabeth Jane Sutherland; has issue living (1) Harold Anthony, born 11th June, 1897; is Lieutenant Royal Engineers, wounded in battle of Somme 7th October, 1916. Military Cross

awarded 1st January, 1917. (2) Lionel Frederick Robert, born 6th August, 1899, is Cadet in Royal Engineers, Royal Military Academy, Woolwich. (3) Christopher Edward, born 27th April, 1906.

President Peirce then addressed General Kenyon as follows:

Lionel Richard Kenyon, member of the noble English family to which this College is indebted for its name and in large measure for its foundation; soldier, Brigadier-General, military engineer, diplomatist; officer charged with the great task of supplying England's military needs from the United States; patriotic representative of Great Britain, whose graceful, tactful performance of a commercial mission has won a notable result in making stronger and deeper the friendship between your country and ours, you will now be presented for the degree of Doctor of Laws.

After the degree had been conferred with the hood and the diploma General Kenyon made the following address:

The Degree which has just been conferred upon me, I regard as a very high honour, and I have been very much touched by the thought of the Faculty in conferring it. It comes to me from an Institution which stands for the form of education which is, I believe, the best,—one which is based on religious and broad principles; which aims at quality rather than quantity; which endeavours to produce the true gentleman, and whilst giving adequate scope and freedom of opportunity to each individual at the same time develops by its corporate life and self discipline a strong sense of unselfishness, of public spirit and of duty to one's fellows.

There is perhaps some fitness in the grant of an honorary degree of Doctor of Laws to me, as my family has for long been closely connected with the legal profession; my great grandfather, the first Lord Kenyon, was Master of the Rolls and then Lord Chief Justice of England; my grandfather, my father and my eldest brother all followed the legal professions, and all have taken an active and honorable part in legal work, especially in the honorary or unpaid work which I believe has no exact counterpart in this country, but which forms a very valuable part of our legal and social system in the Old Country.

The honor you have done me is, I feel, one done to my family, it is especially valued by me as such and will, I know, be also appreciated greatly by the Kenyon family in England.

I cannot help feeling a great satisfaction in coming here, nearly one hundred years after this College and Seminary were established, and in the founding of which the then head of my family took a prominent part, and seeing that the good work then begun has flourished and is still very much alive, and in feeling that the need for such an institution is just as real and pressing now as it was then.

I feel proud and glad that my family was fortunate enough to take part in the original foundation of this institution. I feel that the work done by the second Lord Kenyon has borne fruit a hundred fold, and that he would feel nothing but thankfulness and gratification if he could now see the College which has honored his memory by adopting his name and is now generously honoring his family in my person.

Whilst the College has reproduced much that is best in the old established English education, it has, also, moved with the times, recognized the principle laid down by an eminent American whose centenary we have recently commemorated, James Russell Lowell.

"New conditions make new duties;

Time makes ancient good uncouth;

They must upward still and onward

Who would keep abreast of Truth."

The institution of the College and Seminary and the lines on which they work seem to me a good example of the affiliation and connection of our two countries; it represents a planting in American soil, to be developed by Americans to meet the needs of their country, of what is best in our older educational establishments in England. This foundation and growth should help us to realize the real union of principles of our two countries and of our common inheritance.

One important real educational medium in our best colleges in England is Athletics, as played in those places, and it is in that same spirit that they are played at Kenyon—a spirit that is embodied in the English language in the expression "to play the game;" a spirit which produces a result which is described in the lines:

"College boys who play the game forever
Grow into leaders and inspire the led."

This development of leadership in our Colleges in England could hardly be more strongly brought out than in what one of the leading educationalists in this country, Dr. Nicholas Murray Butler, President of the Columbia University, recently stated; he said of the English educational system "that in its own way it has produced a larger proportion of first rate leaders of men than has the educational system of any other country." This is an exceedingly high compliment, and I note that in nearly one hundred years of Kenyon College's existence, its record has been the same, namely, that for its size, it has given to its country a very high proportion of men of light and leading and character.

It is men of that sort that our democratically governed countries require now more than ever. Longfellow wrote:

"Lives of great men all remind us
We may make our lives sublime,
And departing leave behind us
Footprints on the sands of time."

I suppose if the question was asked who have been the two greatest men that this country has produced, the vast majority of people would say at once George Washington and Abraham Lincoln; two men utterly different in most ways, and not cleverer or more intelligent than hundreds of their contemporaries, but resembling one another and standing out above all others by their high principle, moral courage, unselfishness and their strong sense of public spirit and duty. They have shown how men can "make their lives sublime." Of them it may be said as it has been of the great Duke of Wellington—

"Yea, let all good things await
Him who cares not to be great,
But as he saves or serves the State.
Not once nor twice in our fair Island Story
The path of Duty was the way to glory."

In both countries, we want our schools and Colleges to give us such men as these, who will be leaders of thought and action,

and it is our duty to our country and to mankind that we have nowadays specially to consider.

The world is now going through a most critical period; our countries have fought shoulder to shoulder for the same cause and the same ideals, which we both honestly believe are not selfish ones, but are founded on all that Christianity stands for—honorable dealing, truth, justice, liberty. All thinking men in both countries feel that it is our joint duty to see that these principles are observed in future and there can be no better or more hopeful guarantee for this than the union of hearts of all the English speaking nations, United States, Canada, Australia, New Zealand, South Africa, and Great Britain. Probably selfishness has been at the bottom of most of the wars and quarrels in the world. Commercial practice is only too apt to be utterly selfish. For the six English speaking nations to stand together will often mean self-sacrifice. Our ideals are nothing if we submit to no self-sacrifice; if we claim to be idealists we must be sure that our steps to reach our ideals are sane and do not do more harm than good; subject to that qualification we must also be prepared to stand by our ideals and act on them unselfishly. Otherwise we are exposed to the accusation that we are humbugs and hypocrites. If these six nations are to perform the duty which the positions which they have won for themselves in the world practically thrust upon them, they must strengthen all possible bonds of union between one another, they must respect one another and overcome and remove all possible causes of trouble between one another. The principle "My country, right or wrong" is not good enough; we want each of us to see that our Country is in the right and does the right.

The circumstances under which this College was started seem to be a very happy example of the proper sort of feelings which should exist between the two countries. Ten years before Bishop Chase went to England, our two countries had been at War; yet, Bishop Chase, when he failed to get the support he sought in this country, did not hesitate to go to England to ask for it there, and I am thankful to say that no petty ill-feeling in England prevented his receiving there the assistance he asked for—he got about three times as much as he had first set himself to get—and I am proud that the head of my family was one of his best helpers and friends. There was a large-mindedness on

both sides which both may be proud of, and which I hope may always be characteristic of the relationships between our two countries.

The College and Seminary are approaching the One Hundredth Anniversary of their foundation, and it must be the hope and prayer of all of us that its work and usefulness will continue and expand. It can look back upon an honorable part; it looks forward with courage and confidence to fulfilling its duties to its Country and its Church in the future. And I do not think that any institution or any family can have a better ideal to aim at and work for than the motto which is the joint possession of Kenyon College and Kenyon family "*Magnanimiter Crucem Sustine.*"

The connection between the college and the family has now been most happily renewed by the gracious and generous action of the Faculty of Kenyon College in conferring on me the honorary degree of Doctor of Laws, the highest honor in their gift, and I wish to express my sincere appreciation of that honor and of the sentiment therein expressed, not merely to me but to my family.

The exercises were concluded by very happy and appropriate remarks from the Bishop of Ohio, who dismissed the Assembly with the Benediction.

On this visit to Gambier General Kenyon was accompanied by Mrs. Kenyon and their young son, Christopher. The party spent several days at the College as the guests of President and Mrs. Peirce at Cromwell Cottage.

Events of the Ninety-first Commencement

June Thirteenth to Seventeenth

Nineteen Ninteen

THE ALUMNI VICTORY RALLY

ROSSE HALL, SATURDAY EVENING, JUNE 14, 1919

As President J. K. Ohl, '84, of the Alumni Association, was unable to be present, and Mr. Leo W. Wertheimer, '99, missed connection, Bishop Harris, '96, was asked to preside.

After calling attention to the fact that after the '60's Kenyon had actually outranked her record in each succeeding war, and at the present had been outdone by no institution in the country, Bishop Harris called upon President Peirce for a statement of Kenyon men in the Service.

It was impossible, said President Peirce, to give the record in detail. Kenyon men had distinguished themselves both by the quantity and quality of their service. To the present the records show that 435 Kenyon men served in some branch of the service. Of these, eight gave their lives to the cause, two on the field of battle, one was drowned at sea by a submarine, and five died in Army hospitals. 182 held commissions; 1 Brig. Gen., 3 Colonels, 1 Lieut. Col., 11 Majors,, 27 Captains, 21 Lieutenants, 47 Second Lieutenants, 25 Ensigns, 1 Consul-General, 25 Sergeants, 3 Corporals and 1 Interpreter. President Peirce read letters of regret from men in the Service unable to be present, one from First Lieutenant Clarkson Millspaugh being of particular interest. As Lieutenant Millspaugh was wounded and captured by the Germans in the spring of 1918, he spoke with authority concerning treatment and conditions in German prisons. With this letter was enclosed the farewell address of the German Commandant of Lieut. Millspaugh's prison to the released Americans.

Lieutenant Ernest Dempsey, Class of 1911, deplored uncritical fault-finding among Americans of the French. Of course prices in France were high; but in El Paso, in 1916 and 1917, when the troops outnumbered the population of the city, profiteering was notorious, and prices got so high that the Chamber

of Commerce tried to reduce them without success. Americans had themselves in part to thank for French prices. Soldiers and officers were better paid than those of other armies; they couldn't spend their money at the front, and blew it in at the first opportunity. Nor did they understand French money. One landlady said to me, "You men run up our prices." The charge that the French were inhospitable Lieutenant Dempsey warmly refuted. If men were not taken into homes it was because the men did not care to go. They had little time to know the French and when on leave they wanted a good time on the Boulevards, sightseeing, and the like. Every opportunity was given to meet the French if one so desired. Everywhere there were letters of introduction, invitations to teas and dinners, etc. Lieut. Dempsey was inclined to think that the criticism came from those who were not, and did not care to be, socially indebted. In Brittany, five miles from his Battery to the kitchen, Lieut. Dempsey was billeted with a lady who insisted that he have breakfast at the house, attend a weekly dinner, and who refused to take any pay for the rooms or dinner. It would have been impossible anywhere to have had more courteous treatment. A captain from Le Mons was billeted with a family at Brest who refused to let him pay for anything, and insisted that he make free use of their automobiles for months. And criticism of the French Army is simply unintelligent. They had been fighting four years and showed it. Where would our army have been without French guns, artillery, ammunition and bread? The British confessed that they had no big or young men left; the fact was too obvious among the French for comment. To compare the American "doughboy" with the men of the Allied Armies at the time of our entrance into the war is unjust to the Allies. Verdun stands out as the greatest single military event of the war; it was entirely French, and above criticism.

Lieut. Arthur B. Farquhar, Class of 1910, spoke on "A Day at the Italian Front with the Air Force."

It is time for you to start, and you give yourself a little shake to be sure you are comfortably settled in your seat, try the controls to see that they work freely, pull down your goggles then reach down and open the throttles. First try the center motor just a trifle to be sure it will not stop, then the two side ones, a little at a time, first one and then the other, so as to

keep a straight ahead course without swinging. With them wide open you put on the center one with a rush and it pushes you forward with a greatly added kick, so a little more rolling over the ground and you are off into the air on a great adventure. You have to be very careful and attentive right away for you pass over the railroad where there is always a bump in the air, and if you should run into the wake of another big machine you will get bounce enough to almost turn you over. You are heavily loaded with your bombs, gasoline and four men, and your controls are somewhat sluggish, so you must be careful not to let the plane get away from you by slipping off on a wing. You circle around over camp for a while to get altitude and to be sure your motors are turning up well while still near home, and soon you are high enough to get a wonderful view. The country all spread out below in the glorious moonlight. The river winding away in graceful curves, bathed in silver where the light strikes it, the dull body of the lake farther away and the fields and orchards and white roads below arranged in checker board design, but in ever varied shapes and sizes which belie the checker board comparison. Here and there are farm houses peacefully dotting the landscape, and scattering, twinkling lights betray a town, though to all appearance from the ground it has been entirely darkened by the ever present blue globes of the street lights of the war zone. Higher and higher you circle and climb with the motors laboring away, and as the ground details get more indistinct you notice the increase of brilliancy of stars and moon due to the rarer atmosphere.

All this time the pilot beside you, the Italian Sergeant, has not been just idly sitting, he has been regulating the control valves of the gasoline supply so that each motor will receive its gas under the proper amount of pressure, and as you get higher into rarified atmosphere it is necessary to admit more air in proportion to gas into the carburetor, so he pulls these levers back a little at a time till the motors maintain the proper sound of fully developed power. And then you motion to him to drive for a while, the hand you have had on the top of the wheel control has become chilly and you are glad to release it and bring your hand down where it is protected from the full rush of wind, and also you want to check up on your position so you raise up somewhat in your seat and look down over the side;

the observer up in front with map and flash light is pretty certain to know where we are all the time, but two heads are better than one, so you look for the old landmarks: The river, always the easiest of all to see when there are no clouds; far far below the pencil of light which is the big search light beam of your home camp, and northward on the mountain side are two more Italian lights. Set to give you an exact North and South line, they stand like lighthouses to guide you on your way. At last you have ample altitude to clear the mountains with enough to spare so you look at your revolution counters to see that each motor is turning up properly (though you would about as soon depend on your trained ears to detect anything that was wrong) and swinging in a slow turn till the compass shows due North and the lights below check up you hold your straight course for the front.

Before you expect it really the last Italian light has been passed and the belt of darkness below is the no man's land of the mountain region. All your lights on the plane have been turned out by now save the dim glow which shows you your instruments, and the mechanic in the rear who has been staying in the protected space behind the gas tanks now climbs up into his bleak post in the rear machine gunner's turret where he gets the full force of the wind but from where his gun can be trained to cover attack from practically any portion of the rear, but first he has reached down and pulled the safety wires from the bombs so that they become true instruments of death and destruction, to explode on contact. Now you see the Austrian searchlights, the beams waving back and forth across the sky, slowly exploring. Far below and ahead is the brilliant bunch of twinkling lights which you know is the city of Trento, sparkling like an Atlantic City pier in the surrounding darkness, but as you look at it it is swallowed up instantly into blackness like the rest; the Austrian outposts have caught the sound of the first of our machines to cross and the turn of one switch in the power house at Trento cuts out every light in the City. But even with this well known landmark gone the Austrians cannot hide their river, and it is a never failing guide on Northward to the valley where their aviation camp lies that we are to bomb.

But what is this unpleasant glare that flashes in your face? An enemy searchlight has caught you in its beam. The Sergeant

who is still driving knows exactly what to do, and he zig zags a course, diving a little to gain speed, and though the beam follows you a second or so you soon lose it and slip out again into the protecting darkness. The beam plays around near you, trying to pick you up again, and occasionally flashes right across you but does not stop. They have failed to see you so high up. And how many searchlights there are, it seems like hundreds, and sometimes you have to turn a complete circle to get out of two which find you at once, but really you are never in sight of the gunners below long enough for them to get a real aim. You see the flashes when the shell leaves the gun and sometimes the burst of the shell, but it is not close enough to worry you. You can't even hear the sound of it above the roar of your motors. That is a pretty good test as to whether it is dangerously near. You don't follow the river precisely but bear off to the left a while, for you have been over here in the daytime and know what a veritable nest of anti-aircraft batteries there are on the mountain off to the right. You drive yourself for a time, but as you get near the objective you turn it over to the Sergeant, for you must devote yourself to the bombs. The observer with his wider range in front picks out the enemy field before you do, and it is indeed unmistakable. The hangars may be camouflaged but nothing can conceal that big bare open space in a country usually mountainous and wooded. The bend in the river proves it too. You studied the detail map of it before you left home. You haven't a bombsight you can use at night, but you and the observer direct the pilot on a straight course which will take you across the middle of the hangars which are dimly discernible since you know what part of the field to look for them. And estimating the distance ahead at which to release (at your altitude it is almost a half mile) you let some of your bombs go in a trail which should cross the target. By this time a searchlight has picked you up so your straight course is no longer advisable and you go on beyond the field, then turning to come back. You look down all the time to see what damage the bombs do, and it seems an interminable time until the first one strikes, falling so far. There it is, one of the big incendiary ones, right in the middle of the open space. Much chance there is to start a fire there! But next one of the smaller ones gives a flash nearer the hangars, and (oh joy) when the other incendiary one

strikes there is a burst of flame that lasts and a hangar must have caught. You have three small bombs left so you turn back towards the target again and let them go, but while you are waiting to observe the effect the plane suddenly feels dead and the motors slow down. Instantly you realize that in the excitement of bombing the pressure on the gasoline has not been watched, and opening up the valves the motors come on again full with a roar, the sweetest music you could possibly hear!

So now it is "homeward," and without its load of bombs the machine responds more quickly and dodging out of searchlight beams is just play, and here you are back over your own lines again before you know it, you turn on your lights again, flash down the signal letter to your own men at the border searchlights, the mechanic comes down again to his sheltered nook and you punch the observer in the back who turns around with a grin noticeable through his muffler—it is a relief. You can throttle your motors a bit and start the long glide for home, but as you cut down the center one there is the mean sounding bang and pop of a back fire, and as you turn around to look you have the instant's horror of the awful thought of a burning plane, but all you see is the six or eight inches of yellowish blue flame shooting out of each exhaust, and by closing the throttles very slowly you have no more sound of backfiring. Gliding southward with the moon full in your face and the work done is a lovely feeling, and your thoughts naturally wander back to the dear old home in America. Oh, if the family could see me now! But you notice a bank of clouds has rolled in below from the Southeast, still there is the pencil beam of the home camp, so you dive in under the clouds, look around to see that no other machines are coming in at the same time, cut your motors still more and glide in just above the other searchlight which is pointing along the ground, and in its generous beam you gently pull back the controls and settle the wheels down on to terra firma once more, a short roll till you almost stop, then "taxi" in near to the hangar and climb out,—a little stiff and cold, but very happy.

First Lieut. Curtis Kinney was asked to represent the Royal British Air Force. In June, 1917, Lieut. Kinney was in New York for the first time in two years, and found the city filled with flags, speeches, Scottish and Canadian troops from the

Western front. "Flying was the thing; the War was to be won in the air." While he had never seen an aeroplane he tried to get into the American service, but was refused. He then entered the British Air Service, went through the School of Military Aeronautics at Toronto, landed at Glasgow Dec. 31, 1917, went to London and took another course in the new type of machine. By March 10, 1918, he was with the British Army, flying a Sopwith Camel, single-seater, 110 H. P. motor, synchronized propeller, and carried four 25-lb. bombs for "strafing" trenches and low bombing. The German push began March 21. From then on scout and pursuit squadrons were busy patrolling the line, and looking for every enemy aircraft. Baron Richthoven's "Circus"—camouflaged triplanes—were ghastly things to meet 10,000 feet in the air. These air duels, "dog-fights," were deadly. Major Raymond Barker went down in flames April 20; Richthoven at this time had 80 victories, but immediately afterward he was killed. Lieut. Kinney was wounded Aug. 16, and his gas-tank pierced. He managed to get back to the British station, 15 miles from the front, on 5 gallons of gas in his reserve tank. X-Rays showed no serious injury, and under the competent care of the Royal Medical Corps at a base hospital, he was finally discharged November 8. He went back to the front, but the Armistice, signed two days later, brought his service to an end.

President Peirce then introduced two representatives of the French Army, in residence at Kenyon, veterans chosen by the French Government to attend American universities. MM. Louge and Beneteau are both university men who were injured. M. Louge, of the Alpine Division of the famous French "Chasseurs," is a graduate of the Lycee in Toulouse; he was twice wounded, and twice decorated for bravery. M. Beneteau, artilleryman, a student of the Sorbonne, journalist and essayist, served in both the light and heavy artillery. He was wounded and gassed. He was cited for exceptional bravery, receiving the War Cross with the palm branch, having brought in an officer from between the lines. Both gentlemen spoke, (and the reporter much regrets that he is quite unable to do justice in English to the wit and interest characterizing each speech).

Major Constant Southworth, Class of '98, 332nd U. S. Infantry, then gave an address of absorbing interest dealing

with his experience in the complicated conditions between the Italian Army and the Jugo-Slavs at Fiume, Catarro and Cetinje. Much of Major Southworth's report was of a confidential nature, and amazingly different from what any American could have learned from the press. Orders from the Italian Army to move up into Montenegro were countermanded after the action had begun; marching over the passes were almost impossible, and the Montenegrins resisted. Only a chance discovery by Major Southworth of Italian orders, of which he was wholly in the dark, enabled him to preserve order in a hopeless mix-up of Italians, Jugo-Slavs, royalists, politicians, and insurgents. Naturally, the people were grateful to Major Southworth for saving their homes from pillage.

It is hoped that Major Southworth may be persuaded to give the narrative, and the larger political significance of his experience to the Collegian.

Mr. Wolfe, '22, held his audience with a vivid description of life on the Italian front as an ambulance driver. The mud was worse than shells and gas. One could not help wondering how on the roads filled with stalled "flivvers," military camions stuck side by side, the Italian infantry got through the marshes at all.

The Victory Rally was a great success, and amply justified President Peirce's idea of devoting Saturday evening of Commencement to the record of Kenyon men.

ORDINATION SERVICE. Sunday Morning

At the College Chapel the Bishop of Ohio ordained to the Diaconate four candidates presented by the Rev. Dr. David F. Davies, D. D. The list of candidates follows: Otey Robinson Berkeley; Roy Ellicott DePriest, B. A.; James Pernette DeWolf; George Linn Ferguson. The preacher was the Rev. John R. Stalker, '04, A. B., '07, B. D., Rector of St. Timothy's Church, Massillon, who preached from the text: "He that hath the Son hath life; and he that hath not the Son of God hath not life." (I. St. John, 5:12.)

COLLEGE BACCALAUREATE SERVICE. Sunday Evening

After Evening Prayer had been said President Peirce asked the blessing of the Bishop of Ohio upon the great service flag

of Kenyon College. The flag which had just been rehung now carries the 427 blue stars, and 8 gold stars in memory of the sons of Kenyon who have made the supreme sacrifice, as follows:

William Webster Sant, '14, A. B., Rhodes Scholar from Ohio, enlisted with the military branch of the Y. M. C. A., served with the English Expeditionary Force in Egypt, died in service June 20, 1917.

Walter Henry Endle, '17, Ph. B., Camp Sherman, died in service December 8, 1917.

Rollo William Stevens, '18, on the eve of sailing for France, died in service January 18, 1918.

Alfred L. M. Gottschalk, '96, Consul General to Rio de Janeiro, was a passenger on the ill-fated U. S. S. Cyclops torpedoed by a German submarine, reported by the Navy Department as missing since March 4th, 1918.

William John Bland, '10, Ph. B., A. M., Rhodes Scholar from Ohio, Major 356th Infantry, A. E. F., was killed in action near St. Mihiel, September 12, 1918.

Richard Marsh, '15, A. E. F., member of a small volunteer squad for dangerous work, was killed in action October 8, 1918.

Leonard S. Downe, '09, Corporal, after serving overseas as a member of the A. E. F., died from shellshock at Washington, D. C., April 1, 1919.

Ralph W. Wyant, '10, Sergeant, Co. A, 107th Regt., 32nd Div., A. E. F., Army of Occupation, died in the Base Hospital at Coblenz, Germany, April 23, 1919.

The Bishop then said a very beautiful and appropriate prayer of benediction.

After the Kenyon hymn the Baccalaureate sermon was preached by President Peirce from the text "And they spoiled the Egyptians." (Ex. 12:36.)

COMMENCEMENT EXERCISES. *Monday Morning*

After Morning Prayer had been said at the College Chapel the academic procession formed for the march to Rosse Hall, where the exercises began by the music by the Kenyon College Choir. The prayer of invocation was said by the Bishop of Ohio. The Class Address was given by John Lloyd Snook, '19, of Troy, Ohio, chosen by the department of English to represent the class of 1919. The address follows:

CLASS ADDRESS
JOHN LLOYD SNOOK, '19

Our Indebtedness to France

With the grotesque ironies let loose by the Great War the makers of paradox have discovered ample material for their ingenuity. Not all of their activity is innocent; some of it is mischievous or dangerous and deserves rebuke. For example, the integrity of the tradition of Lafayette and of our early indebtedness to France has been challenged, and I wish to take advantage of the few minutes allotted to me to recount the bare facts of that indebtedness.

"Without French money and men," wrote Washington, "our cause will fail. American paper dollars were worth two cents; John Adams in Paris, with characteristic New England thrift, was urging the French Government to compound American liabilities at two and a half cents on the dollar; the printed money was still further depressed by British counterfeits of it. Bankruptcy was imminent. Lafayette went to France, personally persuaded Vergennes and the King to send money, ships and men. This was done, and the final victory at Yorktown was made possible. Lafayette returned to America, resumed his command, and in the final battle and seige, led the American forces. For his example, for his military activity and influence in getting French money, men, equipment and ships, the United States has honored Lafayette only less than Washington.

Lafayette was inspired to fight for American independence while dining with a brother of George the Third. He could not go to America as a representative of France when that country was at peace with Great Britain. He could arrange, and the French Government could so order, that his efforts for the Colonies should not endanger neutrality. Lafayette did as many Americans did on the outbreak of the Great War; he got over, somehow, and he fought for what he believed to be right. Lafayette, therefore, had *his* difficulties with a tender neutrality. In the suspicions, hatreds and jealousies alive in the colonies at the outbreak of the Revolution, no man came through with character so unscathed as Lafayette. Men who hated each other were at one about Lafayette. Congressional records and correspondence betray the same astonishing fact: The patriots respected and honored this foreigner as they did no one else,

Washington not excepted. We know today what it means to command a division and escape criticism. We are better prepared to see what Lafayette's contribution to the siege and victory of Yorktown meant, when the land forces alone were from one-half to two-thirds French.

What did the French do with their men and ships?

Five weeks after France had recognized the independence of the United States, February 6, 1778, Admiral D'Estaing's fleet sailed from Toulon with 12 ships of the line and 8 frigates. July 8 he reached the mouth of the Delaware. Sailing north to Newport he surprised the British, who destroyed seven of their own boats. Admiral Howe came to their aid, and d'Estaing was ready to fight when a storm separated the two fleets. The French ships sailed to Boston for repairs. If the French admiral accomplished apparently nothing, his mere presence deterred the British from offensive measures already planned. D'Estaing could not then attack the British at New York because his ships drew too much water. He sailed to the West Indies, and compelled the British to withdraw eight of their ships there. He then sailed for Georgia where, owing to lack of co-operation with American forces, he was wounded and withdrew.

The coming of the French was having effect. Clinton evacuated Rhode Island, and the Newport garrison left behind their heavy artillery and material. Meanwhile Lafayette's appeals had persuaded the King to send over an army. It mobilized at Brest in April, 1780, under Rochambeau. Two regiments could not sail for lack of transports. Four regiments, of approximately 1200 each, finally embarked in from thirty-five to forty ships. They landed at Newport in July, 800 of the 5000 being sick.

The British forces were divided. 15,000 were about New York; the remainder in Virginia under Arnold and Cornwallis. In March, 1781, Admiral Hood sailed from New York to replenish the British army in Virginia. The French fleet tried to cut him off at the Capes, and attacked, but could not prevent Hood from reaching the Chesapeake.

Meanwhile Count de Grasse had assembled a fleet at Brest. In three years more than twenty ships of the line had been overhauled or built, one, the *Spectre*, in 105 days. De Grasse's

fleet numbered 26 ships and some frigates. In the West Indies he secured 3400 men for Rochambeau, pledging his private fortune to the Spanish governor at Havana. He then sailed for the Chesapeake and landed the troops. At Williamsburg he joined Washington and Rochambeau from the north, and Lafayette, whose American forces of 7000 were holding Cornwallis. After landing the men, De Grasse sailed out to attack the British fleet, but after four days of fruitless search, returned. Cornwallis was now cut off by sea. On land he was already surrounded by French and American forces. Lafayette led the Americans, Rochambeau the French. All were under the command of Washington. Without the French army and navy the defeat of Cornwallis would have been impossible.

Such, in brief, is the bare account of our early indebtedness to the French. We do little enough in naming counties, parks and colleges after Lafayette. We never paid our debt to France in hard money. We have done much in the last two years to offset this account, but our original account can never be dissolved by any statute of limitations, academic or other.

Four years ago, there entered Kenyon College a class of fifty-two men, the Class of 1919. Time passed rapidly, and developed that group of men a closely-knit congenial body. From our little world within a world, here on Gambier Hill, we had not viewed with especial anxiety the lowering storm clouds which appeared on the horizon; we felt a sense of placid security here in our little community.

It was April of our Sophomore year that the tempest broke—and our Nation entered the world-wide struggle. Many men left college at once—still others later. The fever heat of patriotism ruled everywhere. Kenyon had changed in a flash from a calm, care-free institution into a veritable whirlpool of enthusiasm. "Kenyon men have always been the first to bear arms," was the sentence in every mind.

Before the beginning of the next College year, more than half of our class-mates were in uniform, and stronger and stronger grew the appeal to follow the flag. Since the Nation's hour of need had not yet come, some of Nineteen's men stuck by the guns, remained in College through the year, earnestly preparing themselves for the time when they, too, should go, and, prompted by a sincere sense of responsibility to Kenyon,

swallowed their personal pride and the glory of carrying on in the great cause. Yet before the summer of 1918 had passed, every one of the class who was physically able to enter the service, had done so.

And what did it mean so to leave Kenyon and place ourselves in the hands of the Government? In the first place, it was with a sense of pride, and, may I add, a sense of supreme satisfaction, that we were able to offer ourselves as Kenyon men, to the glorious cause of Right.

Adherence to Kenyon's ideals and to Kenyon's standards made it only natural that Kenyon men should answer the call. It could not have been otherwise. The idea of "sacrifice" belonged solely to the College; it was she who was making the sacrifice—and far from an unwilling one.

Yet behind all this, there was the human sense which each one felt—not of personal danger—far from that—but still a realization that grim work was in store for those who went. One of our class-mates had already passed to the "Great Beyond," but his memory only stirred the fires of patriotism. We left the Hill with a sort of "devil may care" attitude; Kenyon men plunged into the business of War with the same spirit that Kenyon men rip into an opposing line on the athletic field—with a firm endeavor to go anywhere the finger of Fate pointed, to carry on in any field regardless of everything save that indomitable Kenyon spirit of fair fighting to the finish. For had we not before us, those flaming records of the Kenyon of '61 and '98?

The stupendous conflict ended abruptly. And just as quickly, the minds of those who had torn themselves from Kenyon, again were concentrated on the Hill. The old-time scenes, the old-time friends once more held above each of us a sort of dominating influence; we felt an all-powerful magnet drawing us back again to the work and play of our College. Yet those who have returned have brought with them a different spirit, a more complete unfolding of Kenyon's aims, a finer realization of Kenyon's institutions, a keener conception of Kenyon's ideals. No longer did College life and work appear to us as a daily routine, to be evaded; no longer did the responsibilities which had rested upon our shoulders feel irksome—for we were viewing the entire scene from a different angle.

And now we are leaving!

Kenyon men of the Class of 1919, you and I have seen Kenyon pass through one of the greatest crises of her existence. Some of us have stayed with the ship and watched it buck the waves of terrible opposition, while the rest of us, scattered from the Hill, trusted the men at the wheel and waited for the dawn of a new day. And are we not proud of our College and of our Class, that we have seen survival of the very crests of the waves which seemed bent on ruthless destruction?

Those of us with whom were intrusted the cares of upholding Kenyon's standards as a College, and of moulding Kenyon men, even through the military regime, have learned to love Kenyon with a much deeper regard than those classes which travel over an uneventful road through four years of College life.

And to those of us who vaulted that period when Kenyon did need men who understood her, to help bear the burdens and the trials of stress, yet who left to take up arms in the field, on the sea, or in the air—to us, Kenyon means far more, and is cherished more deeply in our hearts than ever before, because we have seen from a broader point of view, with a more natural perspective, how much the Kenyon stamp, and Kenyon ideals—if permitted to expand themselves in the individual — really mean, in this age of competitive existence.

Now is *our* opportunity. Kenyon has given us the honor of standing here; she gives us the honor of claiming her as our Alma Mater. What shall we give in return? As we say farewell to the Hill, we must take with us a lasting pledge of loyalty to Kenyon, and to Kenyon standards. And we must also bear this in mind: "A Kenyon man must make men for Kenyon." Now that we are putting aside college life for business or profession, let us not thrust into the background of our minds the College which has meant so much to us; let us so impress the character of our College upon the future college generation, that the old Hill may be filled with new men of Kenyon calibre; let us labor unceasingly to send to Gambier real men, who will carry through the work which thus far has advanced so well. It is in this way, that we can to some extent repay the enormous debt which we owe to Kenyon.

We must not fail her.

President Peirce then introduced the Alumni Orator, who in odd years is chosen from the Alumni of the Theological Seminary. The choice of the Alumni Association fell this year upon the Rev. Louis E. Daniels, '02, Bexley. The Oration follows:

ALUMNI ORATION

BY THE REV. LOUIS E. DANIELS, '02, BEXLEY

Education and the Pay Envelope

There may, at first glance, seem to be a certain impertinence in the undertaking of a discussion of an educational subject by a mere parson in this place. But the subject touches all of us—though most of us haven't been educators, we have at any rate been educated, more or less; the system has been worked upon us. Besides that, we clergymen do a little educating on our own account,—or think we do. We have had some practice in it. We are like the city-bred young man who visited his farmer uncle and enthusiastically tried his hand at the various farming operations. "So this is the first time ye ever milked a cow, is it?" said Uncle Josh; "wa'll I've seen many a young city feller do wuss." "It seems to come perfectly natural to me, Uncle," replied the pleased youth. "You see I've had a good deal of practice at this kind of thing, with a fountain pen."

The title of my address, "Education and the Pay Envelope," is intended to bring before your minds the question as to what connection, if any, there ought to be between educational aims and an early and fat pay envelope. My thesis is that the tendency of pay envelope considerations to intrude themselves into the years sacred to education is a threatening evil. It is my aim to show that the safety of our country and the happiness of our people (and I hold those two things to be synonymous) depend upon our providing a liberal and cultural education for all. I shall undertake first of all to show that the intention of our forefathers in founding and fostering our wonderful educational system was simply the intention to secure the safety of democracy by guaranteeing an intelligent and cultured electorate. I shall point out that the intrusion of the pay-envelope idea, while gradual and almost unnoticed, now threatens to swamp our old cultural training with trade schools, and has already largely debased the popular idea of education and its ends. I shall try to make it clear that education for

rational and joyous living is a much more vital affair, so far as the government is concerned, than education for rapid earning.

We stared out as a nation with some very definite ideas as to government and public policy, but apparently we had no plans at all in regard to education; the Declaration of Independence makes no mention of it, neither does the Constitution of the United States. Most of the early state constitutions neglect it entirely.

But while the statesmen were overlooking the subject in their legislative activities the people were everywhere manifesting a deep and sure consciousness as to the absolute necessity for education in a republic. The political leaders were silent, but everywhere schools were springing up. The log schoolhouse was as conspicuous in all our pioneering days as was the log cabin. District schools sprang up everywhere and grammar schools, academies and high schools followed, nearly all of them, as time went on, free for all and open to both sexes.

This, let us remember, was a great departure from the old world traditions. In England there were plenty of good schools for those who could afford to pay for them; the poor were very inadequately cared for in insufficient schools of the lower grades only. Passing from these free schools to the so-called "public schools" of the upper classes was very difficult and was not encouraged. There were two parallel lines of education for two separated classes of people, and the whole arrangement worked to keep these classes separate, and was meant to keep them separate.

If we ask ourselves what caused such a radical departure from the English pattern in this daughter land of ours, we shall come, I think, upon a principle which underlies the whole American conception of public education; a principle which has governed our educational practice in the past and which should govern it in the future. If anyone wanted to the English ideals had asked an American leader in those early days "Why establish all these free schools, why not let those who want education pay for it, as for any other commodity?" beyond a doubt the reply would have been "Because the very existence of our republican institutions hangs upon our having a public that will read, and think clearly, and act justly; and to this end we

must have enlightenment, culture, refinement, generally diffused."

Listen to some of the utterances of the fathers. Said Washington: "Promote as an object of prime importance institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, that opinion should be enlightened."

Says the Ordinance of 1787 (the document that provides for the government of the N. W. Territory): "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." This great utterance, from a great document, might well be blazoned upon the front of every high school and college within the territory whose needs drew it forth.

Said Webster: "On the diffusion of education among the people rests the preservation and perpetuation of our free institutions."

Said Edward Everett: "Education is a better safeguard of liberty than a standing army."

Said Horace Mann, great pioneer among the professional educators of this country: "Education is our only political safety; outside of this ark all is deluge." And again: "School-houses are the republican line of fortifications."

Said Sam Houston: "The benefits of education and of useful knowledge, generally diffused through the community, are essential to the preservation of a free government."

Said Mirabeau Lamar: "Cultivated mind is the guardian genius of democracy."

Said James A. Garfield: "Next in importance to freedom and justice is popular education, without which neither justice nor freedom can be maintained."

Such quotations might be multiplied indefinitely, but these will suffice. They represent various sections, various periods in our development, various political opinions; but they are absolutely at one in the place that they give to education in our institutions,—we educate *for the safety of democracy*, and the sort of education that we believe will ensure this safety is the sort that will produce "enlightened opinion," "cultivated mind," to quote again two of the suggestive expressions which our fathers used.

Here we have the national ideal in education clearly set forth; here we have unmistakable indication of the educational goal toward which the founders and shapers of our institutions worked. *Enlightened public opinion*, and as a means toward this, *cultivated mind*,—these are what we of America undertake to produce through our vast educational system in all its ramifications; and that not out of any paternalistic spirit of uplifting the oppressed, or filling the dinner pail, or furnishing the exploiter of men with a better tool, but simply and solely as an integral and necessary part of our democratic scheme of government. I submit that these ideals are things for us to remember, to cherish and to safeguard. Proposals to depart from them are to be viewed with suspicion and alarm.

But such proposals are made with increasing emphasis and insistence in these days. A member of the federal department of commerce voiced the tendency concretely in New York the other day when he said that in our secondary schools the emphasis must henceforth be less upon "culture" and more upon "getting the idea of the pay envelope into education." Here we have innovation with a vengeance! And a brutally unvarnished expression of it! Quite frankly these people tell us that culture has got to give way to the pay envelope; that idealism has got to retire and make room for materialism. Our children, they say, are to be less enlightened, less cultured with the idea that they may thereby get a fatter pay envelope, or get it sooner. Our democracy is to be safeguarded henceforth not by brain-power but by earning power. Old Washington, they say, was wrong when he asserted that the safety of the republic hangs upon an enlightened public opinion; what it really depends upon is a fat pocketbook!

I am sure that there is not one person in an audience made up of the supporters of this noble and venerable college who will agree for an instant with these propositions. The traditions of Kenyon, in which we all firmly believe, are all against them. Kenyon College stands for the exalted and noble patriotism of the fathers, many of whom she trained and armored for bitter contest in time of national stress; she stands for the highest attainable culture for all; she sets her face sternly against materialism in public life, and she strives to prepare useful citizens and leaders by holding up before the eyes of her students an exalted idealism.

The intrusion of the pay-envelope began some years ago with the introduction of the manual training idea. This, we were assured, was not at all opposed to the older cultural ends of our school system. Children, we were told, were not really cultured unless they were handy with fingers as well as with eyes and ears and brains; they must be made familiar not only with Shakespeare and Tennyson, with Caesar and Washington, but with key-racks and neck-tie holders, supposed artistic adjuncts of modern civilization. They must wield not only pen and pencil but plane and sandpaper, if they were to be truly educated. We need not object to having our children drive a nail—it is a handy accomplishment for any of us; but it really does not rank very high in the scale of accomplishments, and we might wish that it could be taught at home, where, indisputably, we do look for the teaching of many of the humbler arts of living. But manual training has not staid put; we now have "manual training schools" where book studies seem not only in name but in fact to be almost a side issue. We are assured that these schools are necessary for those who are not interested in the work of the ordinary school, who have a special bent for manual work. But two considerations come up here: First of all, how should we be guided by special "bents" in secondary education? Making a phrenological chart of the child's head, we might, consciously, set out to increase by education the most prominent "bumps," until the finished product should resemble the extraordinary craniums with which Goldberg adorns the people in his caricatures; or we might undertake to fill up the hollows and valleys that we should achieve a well rounded and symmetrical head-piece. I submit that the latter is the more rational aim.

And as to the matter of certain children not being "interested" in their books, we ought to remember that the creation of such interest is the teacher's first business. All educators know, or ought to know, that their duty does not consist merely in pouring facts into a passive receptacle as one pours water into a willing jug. Teachers must be first of all propagandists, proselyters for their subjects. Lack of interest in a pupil hits the teacher very hard. In the earlier years of education such lack ought not to be taken as a guide in establishing a curriculum. If my boy has no obvious talent for history and

shows no interest in it, I am of the opinion that special emphasis must be laid on that point with him, and that extraordinary pains must be taken to arouse an interest. I am not willing to shift him to some other subject and so take the line of least resistance.

But manual training, which seemed such a harmless thing when it was a mere entering wedge, has developed into what is now called "vocational education," a much more fearsome matter. Its advocates are not very well agreed as to just what they mean by the phrase, but it does at any rate come to this; the shaping of college course, and even high school course, with a view to the vocation chosen; or the greater or less intrusion of technical training itself into the college course or even the high school course; and finally the downright substitution of the technical school for the college or the high school, holding it to be equivalent in cultural value. The result is that the great majority of our people have come to conceive of education as merely the providing of a short cut to a fat pay envelope. I say to the parents of my high-school boys, "I hope you are planning to send the boy to college." "Yes," they are likely to reply; "he is going to the state university because he wants to learn to be an electrician;" or "we are sending him to Michigan, there is such a fine dental school there;" or, "he has decided to pursue his education at the Agricultural college—you know he wants to be a Veterinarian." When I reply—"But couldn't you give him an education first?" I am greeted with a stare of blank astonishment, as though I had exhibited signs of approaching insanity. "What do you mean by education?" this stare says, "if not electric wiring, or automobile construction, or, for the matter of that, mixing drugs, rolling pills, and filling teeth? Is not the horse-doctor down our street a highly educated man?—he has a degree from a college, and capital letters after his name as well as before it!" Alas! alas! that we have so far forgotten the vast difference there is between preparation for life and preparation for making a living!

Said a thoughtful educator recently: "Has not the struggle with Germany taught us the great value of practical training and efficiency? Rather the splendid resourcefulness, adaptability and morale of the French have taught us the value of a liberal education and of the things of the spirit. Such resourcefulness

and adaptability have been ours in the past; let us see to it that we do not lose them.

It is said that the college man has come to his own in the industrial and business world of America in recent years not because of special technical fitness, even where that is present, but by the educated man's power of original thought, of new and unconventional ways of taking hold of things, of fresh initiative.

But I am not here so much concerned with the substitution of a downright technical course for the cultural course of a college—many must, by force of circumstances, make such a substitution. It is the intrusion of technical work into what undertakes to be and pretends to be a real cultural education that constitute the real danger. Some of our venerable cultural institutions are admitting courses in "Business Administration," in Finance, in Journalism, in what is known as "Pre-Med.," and so on; while our high schools are now teaching Bookkeeping, Typewriting, Wireless Telegraphy, Shorthand, and numberless other things which have no possible cultural aspects, which look only in the direction of the pay envelope. Indeed, some of our great cities are now graced with magnificent buildings which house the Technical High Schools—save the mark. As one approaches he is greeted—not with the sound of singing or the hum of voices in recitation, as of old,—but with the buzzing and rattle of machinery and the clang of hammers on metal. It might be a factory, in which these young souls, soon to be factory "hands" of one sort or another, are caught before their time in the wheels of industry. Here, clad in overalls and aprons, they are learning to use buzz saws and forges and potter's wheels and sewing machines and turning lathes and bakers' ovens. Poor little free-born Americans, seized as by an octopus and taught to turn out "products" when you ought to be learning to see visions and to hear inner voices!

Let us ask what we are preparing for ourselves if this sort of thing continues. A race of creatures who are less and less men and women and more and more mere cogs in a great industrial machine. Let us beware of the educational tendency to prepare "hands" for our factories instead of brains for our republic. In proportion as we eliminate *beauty* from the life of our people, and substitute for it *efficiency* we are laying the

foundations of discontent, social unrest and Bolshevism. Nobody *likes* running a machine in a factory or sitting at a desk week in and week out; but these things can be made endurable if the mind is full of pleasant things to think about and there is anticipation of delight in the leisure hours that are to follow. I assert without fear of contradiction, that we shall secure the contentment and good citizenship of our people just in proportion as we succeed in filling their minds by education with pleasant things to think about and just as we provide them with intellectual equipment for rational and elevated delights in their leisure hours. The labor problem is, I firmly believe, not a problem of the working hours, but of the leisure hours; not a problem of the greater efficiency of the worker but a problem of his greater culture. Not a problem of training his fingers, but of drawing out and enriching his mind; not the problem of training him for working,—that the industries themselves should take care of,—but the greater and worthier problem of training him for living. Said Channing, with wonderful prevision: "He is to be educated because he is a man, not because he is to make shoes, nails and pins."

Let us not, then, listen to those who would draw the factory into the school, and put the pay envelope in place of the diploma; let us rather push them further away. The working man is engaged all over the world in a struggle to decrease the hours of labor and to add to the hours of leisure; why does he not, with still deeper insight, insist upon decreasing the *years* of labor and adding to those years of preparation for life which are the most fruitful of all. Let us see to it that those preparatory years are filled with entrancing glimpses of the past of the world, and of the visions of the poets and seers; that there is time found for the opening of the book of nature, that there are inoculating tastes of the wares of architects and painters and musicians, and that the soul is fired by the stories of great deeds and noble sacrifices. These formative years are God's appointed time for idealism—I mean by that that Psychology shows us that the growing youth naturally reaches out for the ideal, the noble, the beautiful. The real character, the real fibre, of our citizenry depends upon what we do with them in these years. Let us see to it that materialism, industrialism, the pay envelope, are not allowed to crowd into them.

Said the little daughter of a working man, after hearing one of John Burrough's incomparable essays: "I would rather have written that than be Queen of England." A wise teacher had given that little one the right start; whatever drudgery her hands may have to take up in after years, her mind will be full of interesting and pleasant thoughts, her leisure will be full of high and beautiful occupations. Vocational education! That is not what we need so much as avocational education! To be doing worth while things the moment we can find the leisure for them, just because we delight in them and love to do them—that is what makes life rich and interesting and worth while. So to educate the masses of our people that they have little or no knowledge of anything beyond their daily toil,—that their only resources outside it are the saloon or mental vacuity,—that is not to enrich the nation but to impoverish it. The greatest wealth that we can possess, let us remember, is an intelligent, high minded and happy people.

Let me point out that the masses of the people have within their reach, as never before in the world's history, the means for a cultured existence; the best books can be had from our numberless libraries without charge; excellent reproductions of the world's great pictures can be had for a trifle; the songs and symphonies of the great musicians have been caught and crystallized so that they can be bought at small expense and carried home in a package,—all this is within the reach of everybody and what we lack is only the sense, the taste, to use it! Let us try to teach the people to accept the riches within their reach. We are not doing so to any appreciable extent. With lovely books at hand the masses are spending their reading time on the sensational newspaper and the awful cheap magazine; the beautiful pictures are not to be seen in the homes of the people; the demand in the picture shows is evidently for the sensational and the salacious rather than for the poetic and beautiful things that are now and then tried out there; the talking machines of the land are for the most part uttering the inexpressibly awful jig tunes and popular songs of the modern hack music writer, rather than the beautiful tone poems of the great composers. Notwithstanding our schools and the time spent in them it is hard to discern much in the way of a popular consciousness of the real beauty and joy that lies in literature and art. And yet

how easily all this can be mended,—as our good friend Mr. Stevens has here found out, first by divination and then by practical experiment, in his great Art Museum.

Our schools can do all this as well as the older cultural work, if only the eyes of educators are open, and the hours are kept free of the industrial training that ought to be confined to the shops and factories and offices themselves.

Certain of the old ways need mending, I am quite ready to admit. We ought to see to it, I should say, that the numberless hours spent upon English in our secondary schools should have some perceptible effect upon the spoken English of the children. As it is, they mostly go on ungrammatical and stammering for words to the end of the course, their power of expression scarcely touched. I would like to make the rule, "No day from eight to eighteen without its written theme, no mistake in English ever passed uncorrected, no matter what the subject under recitation." We might put the time now devoted to manual training upon an effort to secure for every child a legible, symmetrical and beautiful handwriting,—a good sort of manual training in itself. We might spend a little effort in trying to develop a soft and pleasant toned speaking voice in all our children,—it can be done, and it is worth doing.

In short, the bringing of beauty, of culture, of idealism, into the lives of all the people, that ought to be the end of our schools. That our fathers had this end in view when they established our free school system, there can be no doubt. They were concerned to produce an intelligent and cultured electorate,—they had no thought about providing any man with a trade, or a full dinner pail or a fat pay envelope; these he might win for himself as they had done. If we are true to their standards and to our own highest ideals we shall strive for an educational system that shall undertake to draw out the mind and teach it to think and that shall endeavor to open the windows of the soul to all the fine and noble and beautiful things that men have ever thought and said and done. We shall try to have our children taught that there is the widest difference between a rich life and a rich bank account,—that there is no necessary connection between the two, and that America is most concerned about the rich life. We shall try to have it impressed on them that high-thinking is quite possible along with plain living,—and that

America is very much concerned about the high thinking. We shall seek to have it made clear to them that there is a vast difference between *living* and *making a living*,—and that America is mostly concerned that they should learn to live nobly and richly. We shall keep before us as the sum of truth in this matter Ruskin's beautiful and noble definition: "Education," he says, "is the leading human souls to what is best, and making what is best out of them. The training which makes men happiest in themselves also makes them most serviceable to others."

CONFERRING OF ACADEMIC DEGREES

BEFORE the degrees were conferred the candidates were addressed by Major-General Edwin F. Glenn. In presenting General Glenn President Peirce pointed out the appropriateness of asking in this Victory Year an army officer to say the parting word to the graduating class of Kenyon College. General Glenn then spoke as follows:

Major General Edwin F. Glenn:

Ladies and gentlemen, members of the graduating class: One cannot be present on an occasion of this kind, especially one who is himself a graduate of an institution in this country, without his memory carrying him back to the days when he too received a diploma testifying to the fact that he was prepared to commence the struggle of life. Such occasions are mile stones. Education in the academic sense consists essentially in the training of the mind; it consists in so preparing the graduate that he can intelligently grasp subjects that present themselves in after life. In my profession the fact that a man is a graduate of West Point does not, however imply that he is an educated soldier,—far from it. Soon after I had joined my regiment after graduation from West Point and attempted to apply practically what I had learned, to the actual business of soldiering, I discovered that I made many mistakes which, with the kindness among old soldiers, was simply smiled at by the older officers and even by my First Sergeant.

I am a graduate also of the Law School of the University of Minnesota. After graduation I went to work in an Attorney's office and soon discovered that my feet or my legs were of far more value to the law firm than the law school training.

We are passing through a momentous period in the history of the world. I consider people fortunate indeed who inhabit the earth today and who have the privilege in participating, in however small a way, in the events that are transpiring. I consider myself exceedingly fortunate in having had afforded me so many opportunities for seeing and studying the events of the past five years and of putting into practice my studies of a life time.

During my long period of service in the army I have been brought into contact with many races of the world. I have spent some time in the Continents, Europe, Asia and Africa, and have had opportunities to study the peoples. I spent a number of years in the Orient where people, both men and women, do things through mental processes exactly the reverse of the peoples of the west. As a matter of fact I found the Oriental mind exceedingly difficult to understand because of this peculiarity of mental process. These, like all other foreign peoples, have ideals, ambitions as well as languages entirely different from our own, so that one cannot come into contact with them without acquiring much information or knowledge, but with each return to this country I find that my love and pride in America grows stronger with each absence from home.

I have always had a decided appreciation of the obligations that rest upon our college graduates, but my experiences of the past five years have given me a much more comprehensive grasp of these obligations.

During this war it has been my good fortune to be responsible for the military training of a great many thousands of young men. I was in command of the first officer's training camp at Fort Benjamin Harrison where more than 6000 candidates passed through our course, about 4000 of whom were actually commissioned as officers. More than 85 per cent of these young men were college graduates between 21 and 31 years of age. This was a remarkable discovery to me when I realized that only two per cent of our people are college men. Next I noted that every year in this country 950,000 boys reach their majority, of whom only about 19,000 are college men. This is a very small number from which to select the necessary number of commissioned officers to command the millions of men we contemplated organizing into armies for the defeat of Germany,

especially when you realize that not to exceed fifty per cent of these are physically fitted for army life. You know of course that we actually organized more than 4,000,000 men in the army alone and actually transported 2,100,000 across the Atlantic. It was manifestly impossible to place all of these men in the army because we required a Navy and a Marine Corps, and in addition there existed a far greater necessity for leaders to carry on our industries at home.

The modern armies of civilized nations have become so large that it is impossible for any one man to command them, so that we have been forced to resort to what we call the General Staff. These men must possess not only a college education but a highly technical military training or education. In a word, we must have a much larger proportion of educated men for efficiency in these armies. The same thing is true with regard to every other profession or industry. There is a greater demand for a larger number of educated and experienced men at the top of every profession and industry today than ever before in the history of the world.

This is very well illustrated by our experiences in connection with the demobilization of our army. In connection with this work we are endeavoring to find employment for every soldier immediately upon discharge if possible, and we prefer that he be employed at or near his own home. In doing this work we must have information as to the labor market which involves knowledge as to every class of employment. Incidentally, we are having practically no difficulty in securing employment for every soldier discharged, but we do have great trouble in finding suitable men who are qualified for the higher positions we are asked to find men for. It is extremely difficult to find men for these positions, many of which carry salaries of many thousands of dollars per year. It is these high grade positions that the properly equipped college graduate must fill.

This great world war has brought some astonishing facts to our knowledge in regard to the lack of even primary education among our people. It is believed that the greatest problem to be solved, if we are to remain a free people and preserve intact our present government and institutions is the Americanization of our people. The records as to illiteracy show that nearly twenty-five per cent of our people cannot read a news-

paper or write a letter home. Our form of government cannot endure without a general knowledge of our language and institutions, a knowledge that will enable the people to comprehend at least the fundamentals of the government. Our people must be able to read and write in the American language—note that I do not say English language—because the American language alone can and does make clear what is meant by Americanism. Without ability to understand what is said or written in the American language means inability to appreciate even the fundamentals of our government, appreciation of our ideals, of what our flag symbolizes, of what American patriotism means.

Patriotism is essentially a sentiment which, like our religion, must be acquired in early youth. It is the function primarily of the mother to inculcate this into the very being of the child and of our school system to assist in.

Kenyon College has established during its century of existence a splendid record of patriotism. The President of Kenyon College was the first to volunteer as a soldier for our civil war of 1861-65 from this great State of Ohio. Many Kenyon men served with distinction during both the civil and this great world war. I can testify from personal knowledge that those who have taken part in this present war have established a very high standard of intelligence, patriotism and of work well done that must be emulated by their successors.

May I in passing say to the graduates of the Theological Seminary, that in this present war I have been in very close touch with the religious and welfare workers of all branches. It has been my good fortune to observe a larger conception of religion, a religion that embraces all humanity. The world has never known such welfare and religious work on such a stupendous scale as that carried on during this present war. This work, as organized by our Chaplains, the Red Cross, Y. M. C. A., Y. W. C. A., the K. of C., Jewish Welfare, Christian Science, and many other organizations, has been thoroughly efficient because coordinated and made to reach all men, regardless of denomination or creed. The women, as well as the men, have been doing great things and over there in France the work of all these organizations, of both men and women, has been just as important and just as far reaching as the work of the men on the firing line. I was familiar with their work in the training

camps here at home, and I happened to be in charge of a Replacement Depot over there, whose function it was to prepare men sent from the United States to replace casualties on the firing line. When these replacements arrived in France they were seasick, discouraged, depressed, homesick; they were fitted neither physically nor mentally for the work of the soldier and it was our function to prepare them so that they would be efficient in all respects. We were doing this successfully and on a large scale so that when the Armistice came we were receiving, training and shipping these men to the front at the rate of nearly 6000 a day.

This work was performed by officers and men who had been trained at the Officers' Training Camp and at Camp Sherman, assisted by the splendid Welfare Societies, whom I have mentioned above, and we secured excellent results only through "team work" or co-ordinated effort. In fact these men, after spending fifteen days with us, were converted into competent and efficient soldiers for front line work. The greatest assets of the American soldier in France was his smile and his love for children; the former never left him, it made no difference whether he was fighting in the trenches, facing dangers beyond description or whether he was suffering untold agonies from wounds on the battle field, whether he was neglected by having been left on the battle field, which was too frequently necessary, this smile was always present and was never replaced by complaints of any kind.

This love of children was generally known throughout France; it was such a matter of course that when any French mother missed her children, she immediately sent to the American camp, where she was sure to find them.

These soldiers are now being demobilized and returned to their places to take up again their peace-time occupation. They feel that they have done their great work of rendering this country safe for democracy, and are now willing to leave to our statesmen the duty of fixing the conditions under which peace pursuits will be resumed. These demobilized soldiers will necessarily be better citizens and better workers than before they entered into this war. Their physical and mental training, their experiences abroad will be of great benefit to them from the educational as well as from every other view point. It is be-

lieved that through them we can rest assured that the ideals of our nation will be held on a broader plane. I think they realize today that America is the foremost nation of the world, and that it is their sacred obligation to have it retain this position. I am sure they realize one very important thing, that however great our nation may be, however exalted among other nations it may become, there is not now and never must be place for but one flag, and that flag must be the red, white, and blue—emblematic of our existence as a nation.

CERTIFICATES OF GRADUATION FROM BEXLEY HALL

Certificates of Graduation, not including Hebrew, were awarded to Robert Lee Baird, B. L., Otey Robinson Berkeley, George Linn Ferguson, James Pernette DeWolf, Roy Ellicott DePriest, B. A.

DEGREES IN COURSE

Bachelor's degrees were awarded as follows: *Bachelor of Arts*, Richard Williams Maxwell; *Bachelor of Philosophy*, Todd Mearl Frazier, Raymond James Harkins, Harold Frederick Hohly, Bryant Chambers Kerr, Carter Smart Miller, Arthur Benjamin Parker, George Benjamin Schneider, John Lloyd Snook; *Bachelor of Science*, Edgar Barton Read, Paul Fehr Seibold, Francis Wharton Weida; *Bachelor of Letters*, Emanuel Godfrey Brunner.

The degree of *Master of Arts* was conferred upon Richard Williams Maxwell, A. B., and *in absentia* upon the Rev. N. R. High Moor, '16, B. L., '17 Bex.

HONORARY DEGREES

The Honorary Degree of Master of Arts was conferred by the College Faculty upon George Washington Stevens, Director of the Toledo Museum of Art. In announcing the degree President Peirce summarized the following biographical notice:

George Washington Stevens, born Utica, N. Y., January 16, 1866. Commenced newspaper work on the Utica Press 1888. Later on the Springfield Republic-Times, The Toledo Bee and the Toledo Times. Books: "The King and the Harper," 1900, "Things," 1901. Studied painting under J. Francis Murphy, New York, and in France and Holland. Member Society of

Western Artists; Salmagundi Club, New York; Honorary member Guild of Boston Artists. Became Director of the Toledo Museum of Art, 1902. President American Federation of Photographic Societies, 1912, Honorary Secretary Egypt Exploration Fund, 1915; President Association of Museum Directors of America, 1919.

Addressing the candidate President Peirce said: George Washington Stevens, head of a great institution devoted to the education of the people; journalist, author, artist; fruitful worker in the great field of university extension; promoter of standards of good taste and high principles in an important urban community, you will be presented to receive the honorary degree of Master of Arts.

The degree of Doctor of Divinity was conferred by the Theological Faculty upon the Rev. George Sherman Burrows, of Tonawanda, N. Y. In announcing the degree President Peirce stated that Mr. Burrows graduated from Bexley Hall with the degree of Bachelor of Divinity in 1892 and that he had been for more than twenty years Rector of Christ Church, North Tonawanda, N. Y. In 1918 Mr. Burrows was elected Warden of the Delancy Divinity School, Geneva, N. Y., the school which he had already served as lecturer for a number of years. Addressing the candidate President Peirce said:

George Sherman Burrows, graduate in theology of this institution, devoted and successful parish priest, distinguished scholar and lecturer in theological science, head and chief executive of a venerable and prominent theological seminary, you will now be presented for the honorary degree of Doctor of Divinity.

The degree of Doctor of Laws was conferred by the College Faculty upon Major-General Edwin Forbes Glenn, Commanding Officer at Camp Sherman. In announcing the degree President Peirce summarized the following biographical facts:

Edwin Forbes Glenn, army officer; born at Greenboro, N. C., January 10, 1857; graduated U. S. Military Academy, 1877; LL.B., U. of Minn., 1891; married Louise Smyth, of St. Paul, April 30, 1886; Second Lieut. 25th Infantry, June 15, 1877; First Lieut., December 4, 1884; Captain, July 5, 1895; Major,

5th Infantry, April 22, 1901; Lieut. Colonel, 23rd Infantry, January 1, 1907; Colonel, March 11, 1911; Brig. General, 1917; Major General, August 5, 1917; appointed Commander Camp Sherman, Chillicothe, O., 1917. *Author: Glenn's International Law, 1895.*

Addressing the candidate President Peirce said: Edwin Forbes Glenn, brave and noble soldier; expert in military law; commander of a great army post and division in the field; intelligent and sympathetic leader of patriotic citizen soldiers; statesman of sound judgment, clear vision; you will now be presented for the honorary degree of Doctor of Laws.

The degree of Doctor of Laws was conferred by the College Faculty upon the Right Reverend William Andrew Leonard, D. D., Bishop of Ohio. In announcing the degree President Peirce stated that the action of the Faculty marked the Thirtieth Anniversary of Bishop Leonard's Episcopate in Ohio and his membership of the Board of Trustees of Kenyon College. The President then made the following biographical statement:

William Andrew Leonard, Doctor in Divinity, fourth Bishop of the Protestant Episcopal Church in the Diocese of Ohio, was born at Southport, Conn., July 15, 1848. He was educated at Phillips Academy, Andover, Mass., at St. Stephen's College, Annandale, N. Y., and at the Berkeley Divinity School, Middletown, Conn. He owes much to the instructions and influence of Bishop Williams, by whom he was ordained Deacon, May 31, 1871, and Priest, July 21, 1872. His diaconate was spent at the Church of the Holy Trinity, Brooklyn, N. Y., of which Church his father had been for many years a Warden, and the Rev. Dr. Charles H. Hall, the great and noble Rector. From 1872 to 1881 he was Rector of the Church of the Redeemer, Brooklyn, where he was very successful in his work. In 1881 he became Rector of St. John's Church, Washington, D. C., in which position his work attracted national attention. He was consecrated Bishop in St. Thomas's Church, New York, October 12, 1889.

Addressing the candidate President Peirce said: William Andrew Leonard, third successor of the Founder of Kenyon College; devoted pastor of souls; able administrator for thirty years of a great American diocese; devoted friend and generous bene-

factor of Kenyon College and biennial President of the governing board of this institution for thirty years; loved by every member of Kenyon College; gracious gentleman, sympathetic friend; ablest and best loved of Bishops; you will now be presented to receive the honorary degree of Doctor of Laws.

ANNOUNCEMENTS

President Peirce then made the following announcements:

AWARD OF HONORS ON GRADUATION

From the class of 1919 three men graduate with honor as follows:

First Honor: Edgar Barton Read.

Second Honor: Bryant Chambers Kerr.

Third Honor: Richard Williams Maxwell.

KING PRIZES

The prizes given by Mr. Ralph King, of Cleveland, for excellence in the department of English, were awarded as follows:

Freshman—First Prize, General excellence, divided between Messrs. Will G. Gehri and James Mulford Wade. *Second Prize*, Declamation, Mr. C. J. deBoer Cummings.

Sophomore—First Prize, Oratory, Horace Charles Vokoun. *Second Prize*, General excellence, David Lee Cable.

THANKS TO THE FACULTY FOR S. A. T. C.

President Peirce announced the passage by the Board of Trustees of the following resolution:

The Board of Trustees puts on record its appreciation of the special services rendered by the Faculty of Kenyon College in connection with the Students' Army Training Corps.

DISCONTINUANCE OF THE R. O. T. C. UNIT

President Peirce announced that the requirement of military training from the students of Kenyon College would be discontinued at least until the Federal Government adopted a more military policy. This decision is expressed by the Board of Trustees in the resolution:

"That the War Department be notified that the Kenyon Unit of the R. O. T. C. be discontinued next year."

SCALE OF SALARIES

President Peirce stated that the Board of Trustees had given its approval to the principle of a progressive scale of salaries which would vary according to the length of service. As a step toward the establishment of this scale the Board of Trustees voted to increase for next year the salaries of those members of the collegiate and theological faculties who had given more than ten years of continuous service by \$400 each.

COLLEGE ENDOWMENT

The following resolution was reported by the President from the Board of Trustees:

That the Committee on College Endowment is instructed to make every effort to raise an endowment of at least \$500,000 for the Institution, and that the Board of Trustees now assure the Committee of its hearty endorsement and support for the undertaking.

GIFTS

From Mr. James H. Dempsey for the Emma N. Dempsey Fund President Peirce announced increased income for the department of English. The additional sum will be used for raising the salaries of the Professor and Assistant Professor in this department. In appreciation of Mr. Dempsey's generous support the Board of Trustees directed that in future the Professorship of English should be designated *The Dempsey Professorship* and that the name *McIlvaine* shall be associated with the Assistant Professorship.

Two anonymous gifts toward College Endowment of Twenty-five Thousand Dollars each were announced by President Peirce. These sums are the first subscriptions toward the new Endowment Fund.

The Benediction closing the Commencement Exercises was pronounced by the Bishop of Ohio.

ALUMNI LUNCHEON. Monday Noon

About 150 men attended the Alumni Luncheon given by the College at the Commons Building. In the absence of President J. K. Ohl, '84, of the General Alumni Association, Mr. Leo W. Wertheimer, '99, First Vice-President, welcomed the class of 1919 to membership in the Alumni Association and introduced

the Rev. George P. Atwater, Kenyon '95, Bexley '98, as Toastmaster. Mr. Atwater happily presented the first speaker by saying:

MR. ATWATER: Mr. President and gentlemen of the Alumni Association, this was a real surprise to me. I was seized right from the train, as it were, and carried to this point without even being allowed a chance to get shaved. The last time I was shaved was some time ago by a barber who had indulged a little too much. He cut me in several places on the cheek. After he was through I pointed to the wounds and said to him, "That's what comes from drinking." "Yes, sah, that's so, sah; it do make the face tendah, sah," was his reply.

I have always felt that if Kenyon were to grant to any of our great warriors a degree, that the most appropriate one would be Doctor of Divinity. I believe that our great warriors represent as much the spirit and the leadership of the Church as they do that of the legal profession. Therefore, while I congratulate Kenyon upon giving General Glenn the degree of Doctor of Laws I am sorry that it did not include the degree of Doctor of Divinity, because the church is behind this great war. We are proud to have him with us today and I take pleasure in presenting Major-General Glenn.

MAJOR GENERAL GLENN: Mr. Toastmaster and Gentlemen, I am delighted to be here. I have learned much since my arrival. In thinking over hurriedly the remarks of the toastmaster in calling upon me to respond I feel assured that he is not familiar with all of the duties incident to my profession as a son of Mars. He certainly has never driven the army mule for instance. No man can accomplish this feat without having to clear the atmosphere. In fact, there are many occasions when an army man feels impelled to use language that should only be used by a Doctor of Divinity and with the greatest of reverence.

I feel more at home among members of the legal profession because I know from experience that many of them can and do speak the American language, "as it is spoke."

Being here affords me an opportunity to mention by name one or two of the Alumni of Kenyon who have been closely associated with me during this world war.

The first of these is Major F. H. Zinn, who graduated from the Officer's Training Camp as a Major and assigned to duty at Camp Sherman. He is still there and is in charge of the most important branch of our demobilization plant at this camp. His department is responsible for the preparation of all of the papers of the men to be demobilized, including their final accounts for pay. With personnel authorized for discharging at the rate of 600 men per day he has been discharging at the rate of nearly 1200 each day, and his force has actually discharged 3300 men in one day.

The other officer is Major Alan Goldsmith, also a graduate of Kenyon and of the Reserve Officers' Training Camp at Fort Benjamin Harrison. During his service at the training camp he was the Adjutant of his regiment and was one of the best informed officers in his regiment. I never called on him for information concerning his regiment or the members thereof that he could not give immediately. When he graduated as a Captain and was assigned to Camp Sherman I saw to it that he was made assistant to the Division Adjutant, where his services proved invaluable until some time after our arrival in France. It was not long before higher authorities learned of his capabilities and insisted upon his transfer to greater responsibilities. His next assignment was to the 2nd Army, which he materially assisted in organizing. From this responsibility he was made the senior billeting officer of the Third Army, which was designated to advance into Germany as a part of the Army of Occupation. My information is that it was due solely to his splendid work that this large body of troops were properly cared for on this forced march. His knowledge of both French and German were of great assistance to him, but the real reason for his marked success was that he knew how to do things. He is still abroad but is now employed by Mr. Hoover's department with headquarters in Paris, but his work is in Roumania. Major Goldsmith is one of the many thousands of men who went to France, did excellent work and failed to receive that full measure of recognition that the nature of his services demanded. Lieutenant General Bullard, who commanded the Second Army, made a trip from Chicago to his home for the express purpose of telling Mrs. Goldsmith why her husband had failed to secure promotion in accord with the excellence of his performance of duties assigned him, as I am informed.

As a military man I feel impelled to refer to the wonderful effects produced upon our men who have participated in this war. Practically every man I have seen has improved physically and has broadened his intellectual horizon to a remarkable degree. It has produced a wonderful effect upon our women as well. It has brought forth all of those beautiful sentiments that appeal so strongly to us men, and especially in times of trial or stress. In noting these things I console myself with the reflection that in spite of its horrors this world war has not been entirely in vain. Since it has undoubtedly benefitted our people physically, mentally and morally, it has been worth great effort and much sacrifice.

I appreciate very much indeed this opportunity of meeting and talking to you, and I thank you.

The Toastmaster next presented the Bishop of Ohio, who spoke as follows:

BISHOP LEONARD: Mr. Chairman, of course I am here this morning to acknowledge the very great honor bestowed upon me by the conferring of this honorary degree. I have always supposed that degrees in Divinity were conferred upon superannuated clergymen; but I asked why this degree of Doctor of Laws was given to me. I found that the degree of Doctor of Laws does not measure a knowledge of jurisprudence but it covers a large area of personal characteristics, and therefore I want to say to the President of the College and his associates, that I am deeply touched by the kindly act and by this very great compliment. I had an Episcopal friend, an associate of a very learned Bishop who had written many books and had much influence with foreign universities. The older Bishop wanted the younger man to share these honors, and he therefore took him to some of the colleges where degrees were forthwith bestowed upon him; whereupon some wag said "He got great by degrees." This is the fourth honorary degree that I have received; it is a very great joy to me and a delight. I have had to do with the Faculty of Bexley Hall, and I know how rarely they bestow the Doctor's degree and therefore how valuable it is. At one time it was the custom to give out complimentary degrees but that has been stopped, since the Faculty determined that degrees from Bexley Hall should not be conferred on any-

body except for three good reasons. It is given to Bexley alumni raised to the Episcopate; on men who have notably distinguished themselves in letters; and on those who pass an examination for the degree. This degree from Kenyon College is really worth having, and I so esteem it. I remember some years ago being present at the Lambeth Conference and on a committee on degrees. In the discussions some Anglican Bishops were disposed to look down upon the colonial institutions and so to cheapen their degrees. The Bishop of London being appealed to said, "I have a degree which I received two years ago which I regard more highly than any degree that I possess, and it is the degree of Doctor of Laws from Harvard University." That changed the feeling toward the colonial college degrees. The value of a degree from Kenyon is just this. It stands for scholarship, dignity, uprightness, a degree of success, and Mr. President, I greatly appreciate the honor you have placed upon me. I was greatly interested this morning in Mr. Daniels' address. To think that students enter college now without knowing Latin or Greek makes one shudder. The high standing of the men from this institution is known, and it is a high standing important to maintain firmly and undeviatingly. (The Bishop then read a clipping in this connection.) And finally I am proud, Mr. President, to have received this degree because it associates me with these gentlemen who share honors with me. I am glad to stand by the side of the distinguished soldier, General Glenn; and with my learned friend Dr. Burrows, Dean of the Seminary at Geneva, N. Y., and with Mr. George Stevens, of Toledo, the cultivated master of refinement and arts. Today I become an alumnus of Kenyon College; and if it were possible, my love and affection for her, as a new Alma Mater, are strengthened by your gracious act.

THE TOASTMASTER: I am sure that every Kenyon man whose history has gone back for the past thirty years has been glad to have the interest of Bishop Leonard. He is a true loyal son in spirit. Kenyon has profited by his wisdom, his devotion to high and spiritual things and the refinements of life. We hope that for many years you will in alternate years be President of this institution.

I think that General Glenn rather puts the lawyers on the

defensive. There has been one story told at these meetings every year since I can remember, so I am going to tell it now. It is the story of a man who passing through a cemetery came to a grave marked "Here lies John Brown, a lawyer and an honest man." He remarked that land must be pretty dear when one grave must provide for so many different bodies. * * * I know you will be glad to hear from Mr. James H. Dempsey, '82.

Mr. Dempsey:

Mr. Toastmaster: At this Victory Commencement we celebrate the part played by our Kenyon boys in the great world war. Our service flag indicates that our loss is comparatively slight, being only about two and a half per cent, but that loss represents a far greater percentage in courage and great ability, as the men whose lives were sacrificed were unusual in the history of our institution. Today our sincere sympathy goes to their relatives.

This day chronicles a new combination for Kenyon—the Church, the Army, and Art, and it is with pleasure we note that our new brothers by graduation and adoption have so auspiciously taken their places in the affairs of Kenyon.

On a recent visit to Kenyon it was my very great pleasure to witness the sophomore contest. One of my party, Judge Sanders, when invited to attend the contest, facetiously remarked that it would probably be of a sophomoric character. However, we were all agreeably disappointed by listening to orations which in my day would have been creditable to seniors after four years of drilling. To me this was exceedingly delightful, for the reason that several years ago I began to contribute towards the securing of an assistant to the English Professor, and exhibitions of public speaking in recent years have caused me to rejoice over the event that prompted me to do this. I desire to thank both our Professor of English and his able Assistant for what has been accomplished, for I look upon the ability of the student to speak and write the English language fluently and correctly as the hallmark of his college. In saying this, I do not depreciate the other departments, as they contribute their full share towards the development of intelligent thinking, for, without good thought, expressions are meaningless. In this day there is much talk about abolishing Latin and Greek,

and I desire to express the hope that the time will never come when a degree will be conferred by Kenyon without at least the same amount of Latin and Greek as was required at the time of my graduation.

As Kenyon men well know, I have been firmly in favor of compulsory military training, and I still hope that eventually it will be a vital part of our instruction.

We all know that the salaries paid our professors are far below what they should be, and while many institutions throughout the land are making "drives," I trust that we will not do anything of that nature. We must, however, make an honest, dignified effort to secure an endowment sufficient to pay all our most able and devoted professors proper compensation. To put forth to his utmost in this respect, effort along this line is the duty of every Kenyon man. With a combined effort during the coming year we will have great reason to rejoice at the next commencement.

THE TOASTMASTER: We all extend to Mr. Dempsey thanksgiving for his constant interest and help. Can we not now sing "The Thrill?" Thereupon "The Thrill" was sung by all present.

THE TOASTMASTER: In time of national peril Kenyon College has always been filled with enthusiasm. You have all heard of the conditions of the Civil War and of the men who participated in that war. Ever since the beginning of the world war in August, 1914, the clergy were not neutral. Neutrality was immoral. I have heard from the President of Kenyon College and from other distinguished clergymen statements that analyze their feelings. After April, 1917, we came out in acts and speech strongly in support of our Allies. I take pleasure in introducing a Bishop who has done so much war work of the church—Bishop Reese.

BISHOP REESE: First, may I speak for one who is absent. The deep expression of appreciation which went through all of us at the Commencement this morning of the honor conferred upon Bishop Leonard was one of the great moments of today. No one entered into this feeling more than I, as I have for Bishop Leonard the deepest affection.

It is a rule of the College that degrees are conferred upon those who are present to receive them. The Faculty conferred the degree of Doctor of Laws upon the Bishop of Southern Ohio, but Bishop Vincent was unable to be present today so the degree was not conferred. Kenyon is honored in claiming this great servant of the Church.

Bishop Vincent is today returning to America after months of service in the cause of Christian Unity. I can not speak for him, but it is my privilege to speak about him. My affection for Bishop Vincent is very personal and strong. I know how well he merits the degree offered by this college. Most men reaching the age of seventy-four settle down, become conservative, retaining a backward look on all life, and cease to be leaders for the race that is marching toward a larger future. During these recent years when the average man is losing his enthusiasms and reducing his interests in life, it is to the credit and glory of Bishop Vincent that maturity of life has only broadened and deepened his vision. He has given time and thought to interpret truth as God gave it to him in terms of modern life. He lives as one who marches toward the sunrising and the coming of more light. He is not concerned about being orthodox or hetrodox, but only that in the evening of his life, standing in the presence of reality may do homage to truth. The man who puts truth first, is one whom the University may well honor by a degree of Doctor of Laws.

Second, may I, as Chairman of the Executive Committee of the Church War Commission, tell you how nobly the Church has borne witness to its work in this great war. My work brought me in constant contact with all the Chaplains here and over seas. I have received reports of their work, and from personal experience wish to testify that our Chaplains made good and merited recognition from the Army and Navy. Major General Glenn spoke a moment ago of the values of religion in the war.

Chaplain Howell, of the 83rd Division, was with Major Glenn through the war, and Chaplain Howell is a clergyman of our own Church. His service was characteristic in spirit and in results of all our Chaplains. The war has also awakened large numbers of men to see the Christian ministry as an expression of their life through which they can give a world

service. In my present task of recruiting men for the ministry, the dominant motive revealed in interviews and correspondence is the clear statement, "I want to put my life into the highest service possible. I am convinced that the Church offers this opportunity. Can I enter the Christian ministry?"

The Church is keeping in touch with these men and is placing her financial resources to make it possible to send these men trained and equipped into the ministry of this Church. As a Church College, it is good to know that the close of this great war, that the Church has born true witness to the truth, is awake and ready to serve the coming generation.

THE TOASTMASTER: I am sure we are all moved by the stirring words of Bishop Reese. There is a story of the traveler who in visiting the Salon Carree went to the gendarme and asked "Were all these pictures painted by hand?" All over the country we are beginning to feel the inspiration toward art. When Kenyon honored Mr. George W. Stevens it was an honor conferred upon a real Master of Arts, and we should be glad to hear from him.

Mr. George W. Stevens:

Mr. Toastmaster, Friends and Brothers: On this June morning I am very warm and very happy. My family started me in life without brothers; without cousins, and even denied me any of that singular breed of relatives known as first cousins once and twice removed. Being therefore so long unattached, it is most gratifying to find myself at last in company with the pleasant and intellectual brotherhood. It is a bit hard to realize that I have been so highly honored. I doubt if I am really deserving of it all. My presence here reminds me of a brief article which appeared recently in a small town paper and ran as follows:

"Mr. William James, the teller of the Lake County Bank has retired after a long and active business career with a comfortable fortune of fifty thousand dollars. Mr. James attributes his success in life to plain eating, early hours, plenty of outdoor exercise, good habits, honest dealing, strict attention to business and the death of an uncle who left him forty-nine thousand nine hundred and fifty dollars."

While I feel considerably like Mr. James, still I am most appreciative, greatly honored and very happy. It is my good fortune to be at the head of an institution which is endeavoring to bring art into the daily lives of the people of a city, and by so doing to encourage other communities to do likewise. The laws of composition and of color harmony, the beauties of line and form and space as combined in a great masterpiece of painting can be applied with profit and pleasure to all human activities. Everything we create from patent churns to civic centers will be the better for it. The lack of an understanding of art and its application to our daily lives is one of our greatest extravagances.

We have observed that man in his labored evolution picks up and tries out many useless things. Fortunately, however, he has been provided with a "forgetter" which enables him to discard that which is not good. Possessing this forgetter or discarder he occasionally forgets and loses something that is really good. So it is art and its profitable application to all that man creates is at times lost to the masses, and it becomes necessary to devise methods whereby this good and useful thing will be given back to all the people. To this end the Toledo Museum of Art works with the children. The attendance last year in the many and varied artistic activities arranged for children was 81,000. Not many years ago the then few museums of art in the country displayed placards advising the public that children were not admitted unless accompanied by adults. This custom no longer exists, and I am happy if in a small measure my institution has helped to bring about changed conditions which through the child will again give art back to the people.

We know how to produce the spineless cactus and the seedless orange, we know considerable about breeding hogs and horses, but we are apt to be careless with human beings. Had Mozart been a strawberry there would have been millions of him on the market the following season.

A glorious renaissance is now upon us during which there must be brought to all the world a knowledge of the real and finer things of life. It is good to be associated at this period with this brotherhood of Kenyon, secure in its ideals, rich in achievement and full with promise.

Again let me remark that I am very warm and very happy.

The next speaker was the Rt. Rev. Robert L. Harris, '96 A. B., '99 Bex., Bishop-coadjutor of Marquette, who said in part:

BISHOP HARRIS: * * * I congratulate the men of this graduating class on going out into the world when the individual life counts for so much. You have seen great changes during the past four years. The old civilization is practically wrecked and the world exists now under new conditions. What the war has not destroyed this movement of the Bolsheviki seems destined to change tremendously. * * * Only the other day in a great mining center I was shown the house of the Bolsheviki. It was characteristic; every window was boarded up, the doors locked. * * * This Bolsheviki movement is one of murder and destruction; it tries to destroy the home; it will destroy righteousness. The main attack is upon the Church of the Living God. Unless the Church is annihilated, Bolshevism cannot succeed. We see that in a democracy there is no mercy unless the people are guided by moral leaders. Morality is the only power that can stop the wave of destruction, except education. Germany has done something in education, yet Germany produced leaders without honor and without morality. The only hope is a sound morality. There can be no sound religion unless it rests upon the Church of the Living God. As we love our country, we must meet these movements of destruction by building up the one force that can direct and influence the minds of men. Kenyon has made a fine contribution toward moral leadership, and in this connection I should like to point out that as we love our country we must throw all our energy toward building up the Church. I am rejoiced that there is a new school and that we may become leaders in building up American citizenship. Remember, as loyal sons of Kenyon College, you who have received an education that is complete and full must be loyal to your country, your Church and your God.

The next speaker was Judge John J. Adams, '79, formerly President of the General Alumni Association.

JUDGE ADAMS: Mr. Toastmaster, friends of Kenyon. I suppose I am honored by being asked to speak this afternoon because I happen to be a member of the class of '79 who are here to celebrate their fortieth anniversary. Coming up on the

train we two survivors of the men of a class of four agreed that there were some things that had better not be said this afternoon, so the scope of my remarks is limited. I want to say or do nothing that will not show respect for the other member of the class. I have here, through the kindness of Mr. Dempsey, the program of the 51st Commencement of Kenyon,—my Commencement,—and will read the subjects of the orations. (Reads.) I remember that Commencement day very well because of this instance: General Swayne made an oration, I don't remember what he talked about, but I do remember that his oration was about an hour and a half long, and after he had finished Bishop Bedell insisted that it was the best oration he had ever heard and made him repeat the last half of it.

Although the scope of my remarks is necessarily limited, owing to the agreement with my classmate, I may tell one incident. I think it was in the second half of our Junior year and I think we were wrestling with Horace's Satires and Thucydides' sixth book,—which is tough reading. In those days the men had to deliver orations before the entire College and be publicly criticised. I hated Latin and I hated Greek. I prepared an oration on the study of English, devoting about one-fifth to English and the remainder to the advisability of substituting that language for the Classics; my friend Dyer prepared an oration on the subject that by law, all the hopelessly insane should be put to death. When we came to deliver our orations before the College, Professor Strong, of the English department, was not there and Professor Benson, the Latin professor was. It is impossible to describe how I felt during that oration. After its close Professor Benson called me down severely for some time, and after he had disposed of the other speakers, including my friend Dyer, he came back to me. Not only in that hour but in the next three weeks he made life a burden to me.

Now, gentlemen, forty years is a long while, yet it seems to me that it has gone very quickly. As I look back and as I look around me I find that I prize most highly in life the friends that I made at Kenyon and that I have held among the Kenyon men.

The Toastmaster then presented the Rev. George S. Burrows, '92, Bex.

THE REV. MR. BURROWS: Mr. Toastmaster, and Members and Guests of the Kenyon Alumni Association: You will not wonder if I confess to a bit of embarrassment at finding myself called upon to speak in the presence of dignitaries of the Church, the State and the Army, as here today; where there have preceded me Bishops, a General and heads of other great branches of life. You perhaps are acquainted with that incident in the experience of Mark Twain, when asked to take part as an after-dinner speaker, in London, at a banquet attended by King Edward VII. Hesitating a moment, with seeming confusion, he turned to the King and said, in his inimitable way, "Your majesty, I am very much embarrassed; are you?"

I am somewhat in doubt as to how to proceed. Even as Robert Burns, I believe, who on being pressed for some verses found himself in a dilemma as to what to write, and so began:

"Just how the subject-theme may gang
Let time and chance determine:
Perhaps it may turn out a sang,—
Perhaps, turn out a sermon."

What I have to say is not likely to turn out "a sang," for the great Ulysses S. Grant went one better than I am able to do when he said that he knew just two tunes: One was Yankee Doodle, the other wasn't. I know but one tune—one of the two which Grant knew—and it is not Yankee Doodle.

And what I have to say had better not turn out a sermon, at this hour of the day. A sermon most properly, as our professor in Homiletics here knows, consists of seventeen heads. I will not attempt seventeen heads at this stage of our proceedings. Besides, most of these clergymen would prefer to preach their own sermons.

I am glad of the privilege to express,—and I would seem callous indeed in appreciation did I fail to express it, though most inadequately,—my gratitude to dear old Bexley and Kenyon for the great honor conferred upon me this day. I am proud of the degree, of course, for the degree's sake; because it is a very goodly degree indeed. I am particularly proud because it comes from my Alma Mater—the Divinity School of Kenyon College. No words spoken here today are truer than those spoken by Bishop Leonard when he said that the degrees con-

ferred by Kenyon are to be prized as much as any conferred by any college or university in the land. It is so. This fact is recognized not only by Kenyon men, but by graduates of other great institutions. I was congratulated a short time ago by a graduate of an Eastern College and Seminary. He said there are two institutions from which above all others he would prize the degree of Doctor in Divinity,—The General Seminary and Kenyon College. I am proud, I say, to have this degree from this venerable and honorable institution; for it is *venerable* through the length of its term of service, and *honorable* because of the character of that service. These are times when temptation is strong for colleges and universities to repudiate Church allegiance, where they ever had any. I am thankful to know that Kenyon has resisted such temptation and remains true to the purposes for which she was founded. I trust Kenyon will always be true to the Church, of which she has been so valuable an instrumentality, and true to her principles and teachings.

I cannot but wonder that I am chosen to receive this honor and compliment, and in association with these distinguished men who have received similar honors and compliments today. There are many,—some of whom are present at this table,—who seem much more worthy than I and who could easily have my place. However, I shall try to see that the honor is not conferred upon me in vain. It can and will be to me a mark of the high calling toward which I am to strive,—an ever present influence moving me to seek to be in reality what I am in name. In ancient story it is narrated of the Grecian Narcissus that for many years he roamed the hills and vales of Sparta, not dreaming to be at all different from the rustic swains about him. But one day he stooped to drink from a spring, and there saw his face reflected in the waters,—as the face of a god. Rising in remembrance of the new life for himself of which he had obtained a vision, he went forth to endeavor to realize his destiny as a god. So may the degrees of Kenyon, conferred upon her sons, be a means used by her to emphasize and visualize that vision of life she is ever holding before our eyes, stimulating us to the best and the noblest within our power, bringing out the divine within our being. I thank you.

Mr. Henry C. Devin, '88, then made a statement regarding the Alumni Athletic Fund.

In the absence of the Dean of Bexley Hall the Rev. Dr. Streibert responded gracefully for the Seminary Faculty.

The next speaker was a representative of the graduating class, Richard W. Maxwell, of Mansfield, who spoke as follows:

RICHARD M. MAXWELL, '19: Mr. Toastmaster: It is no small honor to be called upon to speak before a body of Kenyon men, and I certainly appreciate it. As compared with the other speakers of this occasion, I feel very insignificant indeed, and I hope my inability to express myself may be atoned for by my sincerity. I regard it as one of the most fortunate events in my life when Dr. Cahall used his influence to direct me to Kenyon College. It is with no little regret that I am leaving. However, it is with considerable pride, some confidence and a great deal of hope that I am entering the world as a graduate of Kenyon College.

I was glad to hear what Mr. Devin had to say about athletics. While we are encouraging the academic pursuits here at Kenyon we must not overlook the athletic interests.

As an alumnus I can now speak more freely on this subject than as an undergraduate. Having been a member of football, basket ball and track teams, I know from actual experience that the situation is abominable. It has not been for lack of material that Kenyon teams have not been conspicuous in intercollegiate contests, but for lack of even ordinary facilities, equipment and coaching. And Kenyon men will not fall down when they are called upon to support this movement. I envy you men in your privilege of being able to support any movement for Kenyon College. I am sure I speak for the whole class of 1919, and most assuredly for myself, when I state it is our most earnest desire to be called upon to support Kenyon in any measure whenever our services can be of value, and at all times we can be counted on to do our share and even more than our share.

The Toastmaster: I know you are eager to hear from the President of this institution, the Founder of the new Kenyon, the man whom we admire, respect and love.

President Peirce read letters of regret from Colonel James Kilbourne, '63, and Mr. James W. Ellsworth, LL.D., '18. Also the following cablegram:

London, England, June 11

President Peirce, Kenyon College, Gambier, Ohio:

Best wishes to all on Commencement.

General Kenyon.

After giving some account of General Kenyon's visit to Gambier in March President Peirce offered to interested Alumni souvenir cards which General Kenyon had sent for this Commencement. The card, which was handsomely printed in gold, reads as follows:

Kenyon College, Ohio

Kenyon Family, England

"Magnanimiter Crucem Sustine"

*From Brigadier General Lionel R. Kenyon, C.B., LL.D., R.A.,
and Mrs. Lionel R. Kenyon and Christopher E. Kenyon,*

*as a Souvenir of their visit to Kenyon College, March 20th-23rd,
1919, when the Honorary Degree of Doctor of Laws was
conferred on General Kenyon, and of the most cordial*

and friendly reception given to them by the

President, the Faculty, and the Students,

*with Best Wishes for the future of Kenyon College, and of all
connected with it.*

"Commencement,"

June, 1919.

President Peirce then continued:

One word more about honorary degrees. The Bishop-coadjutor of Southern Ohio referred to the degree which had been voted by the Kenyon Faculty to the Bishop of Southern Ohio as well as to the Bishop of Ohio. For thirty years Bishop Leonard and Bishop Vincent have been associated in the management of Kenyon College acting in alternate years as President of the Board of Trustees. Two other degrees were voted for Mr. Ralph Adams Cram, of Boston, and Mr. Archer Huntington, of New York. As Bishop Vincent is still abroad and Mr. Cram and Mr. Huntington cannot be present, a special academic assembly for conferring the degrees will probably be held in the autumn.

Now there is always one thing the President must say to an Alumni Association. As the hour is very late and as you are

going to your business meeting in a few minutes I will say it in the fewest words possible. The College must have your help. To be sure, it has survived the war. During the great struggle we did our best; no college responded better. We must now do our best to rebuild Kenyon. The upper classes as you know are very small. Out of the large class who entered four years ago only a pathetic number received their degrees this morning. Some of these boys will return in September and finish their college work later. But the College needs the largest entering class in the history of the institution. Here is a task which each man can undertake for himself. Let each man seek out two or three or four young men, see that they get good information about Kenyon and do his best to bring them to Kenyon. This is one way that you can all help. The Alumni Athletic Fund gives another opportunity to help. Here Trustees, Students and Alumni join in the promotion of athletics and sound physical training. And last, the Trustees have undertaken the raising of a \$500,000 endowment fund, a large part of which will be devoted to increasing salaries of the teaching staff of Kenyon College. You Alumni must realize that, after all, the Faculty are a really important part of the College. In a small college especially the Faculty are a potent influence in the making of college men. The Alumni must have a very great part in this work if it is to be carried through successfully. I ask the Alumni of Kenyon College to help in this great work for the College that we love.

THE PRESIDENT'S CUP

As the Alumni Register showed that the Class of 1904 had the highest percentage of attendance, the numerals of this class will be engrossed on the President's Cup for the Commencement of 1919.

The Toastmaster asked the Alumni to adjourn to the business meeting.

ALUMNI BUSINESS MEETING. Monday Afternoon

James H. Dempsey Room

Gambier, Ohio, June 16, 1919

Immediately following the Alumni Luncheon on Monday afternoon, June 16th, 1919, the Kenyon College Alumni Associa-

tion held its annual meeting in the Dempsey Room of the College Commons.

As the President of the Association, Mr. Josiah K. Ohl, '84, was not present, the meeting was called to order by the first vice-president, Mr. Leo W. Wertheimer, '99.

The first order of business was the reading of the minutes of the June Alumni Meeting of 1918. These minutes were approved as read.

Upon motion, duly seconded and carried, it was ordered that a copy of the register made at the Alumni Luncheon be set down in the minutes as a matter of permanent record and also for the purpose of furnishing information on which to award the President's Cup for the year 1919. The register is omitted.

The report of the necrologist, Mr. M. F. Maury, '04, was then read and accepted, and is herewith appended.

REPORT OF THE NECROLOGIST

To the President of the Kenyon Alumni Association:

I beg herewith to submit my annual report for the year ending June 12, 1919:

WALTER HENRY ENDLE, Class of 1917, Ph.B. Died in service in France on December 8, 1917. No further particulars concerning Mr. Endle's death have been received so far.

ROLLO WILLIAM STEVENS, Class of 1918. Died in service in France on January 18, 1918. No particulars received also concerning Mr. Stevens' death.

ARTHUR G. STILES, Class of 1900, A.B., died at Henderson, N. C., on January 22, 1918. Mr. Stiles was an attorney and was a graduate of the Harvard Law School, as well as Kenyon.

REV. GEORGE M. CURRIE, Class of 1857, A.B., died at his home, No. 12 Summit St., Chestnut Hill, Philadelphia, Pa., on March 21, 1918.

JOHN D. FOLLETT, Class of 1893, A.B., died at Berwyn, Pa., March 23, 1918.

ISAAC H. HARTER, Matriculate, Class 1870, died at his home at Canton, Ohio, after a brief illness, on June 25, 1918. He was a prominent citizen of Canton, and was better known in banking circles of that section of the State than probably any other man. For more than 50 years he was identified with the

banking institutions of Isaac Harter & Sons. He was always active in advancing the native interests of his city, and there was not a public enterprise for more than 40 years to which he did not contribute and help to promote.

MAJOR JOHN BLAND, Class '10, Ph.B., A.M., 356th Infantry. It is with regret that I have to inform the Association of the death of another one of Kenyon's Rhodes Scholars. Major Bland was killed in action near St. Mihiel, Sept. 12, 1918.

RICHARD C. MARSH, Matriculate, Class 1915, A. E. F. Member of a small squad for dangerous work; was killed in action in France, October 8, 1918. Quoting from a letter from the lieutenant in Mr. Marsh's company concerning the particular action in which he was killed, this Lieutenant goes on to say: "I rather think that the bodies were blown to atoms beyond recognition, but that his family could well be proud of him, for a few days before he had volunteered to get some very valuable information and was successful." The lieutenant also said that Mr. Marsh seemed to be without fear.

RT. REV. FRANCIS KEY BROOKE, Class 1874, A.B., '82, A.M., and '12, D.D., Bishop of Oklahoma. Died October 22, 1918, at Chicago, Illinois. In the death of Bishop Brooke the College has lost one of its most distinguished alumni and a man whose interest in its welfare was great and enduring. He was buried at Gambier in the College Cemetery and is now at rest alongside of his son, John Brooke, of the Class of 1907, who so nobly gave his life that others might live.

FRANCIS EARL THOMPSON, Class 1915, died in Kansas City, Mo., of Influenza, December 12, 1918.

KENNETH F. LUTHY, Matriculate of the Class of 1908. Died in New York City on January 19, 1919. The immediate cause of Mr. Luthy's death was an attack of Influenza. He was buried at Millersburg, Ohio, on January 23, 1919. Mr. Luthy, though numbered among the younger alumni of the College, was always most enthusiastic in its support, and his death cut short a career which was full of promise both for the College and himself.

WILLIAM RATTLE, JR., Matriculate of the Class 1901. Died at Cleveland, Ohio, January 22, 1919. Mr. Rattle was ill only a few days with a malignant case of Influenza. In the death of

Mr. Rattle, the College has lost one of her most enthusiastic and ardent supporters.

LEONARD S. DOWNE, Matriculate of the Class of 1909, Corporal, A. E. F. After serving overseas, died from shell shock in Washington, D. C., on April 1, 1919.

RALPH W. WYANT, Matriculate of the Class of 1910. Died of pneumonia in the Base Hospital in Coblenz, Germany, on April 23, 1919. Mr. Wyant was a Sergeant in Company A, 107th Regiment, 32nd Division A. E. F., Army of Occupation. Mr. Wyant enlisted in Milwaukee, Wisconsin, in 1917, as a Private in the Engineers Corps of the 32nd Division. After spending a very short time in training in Jefferson Barracks, St. Louis, and Camp McArthur, Waco, Texas, he sailed from Hoboken for France on the 7th of February, 1918, and was in constant active service until the Armistice was signed, as well as later with the Army of Occupation.

THE RT. REV. DAVID H. GREER, Bexley, Class 1866, '81, D.D., Bishop of New York, died at New York City May 19, 1919. The immediate cause of his death was an operation. In the death of Bishop Greer, Kenyon College has lost one of her most distinguished sons as the head of the largest American Episcopal diocese.

KIRK W. CUSHING, Ph.B., '14, was drowned on May 25, 1919, at Long Beach, South Kingston, R. I., when the canoe upset while he was paddling alone, and he sank before help could reach him.

Respectfully submitted,

M. F. MAURY, Necrologist.

Following this, the Rt. Rev. Robert L. Harris, '96, made the motion, which was duly seconded and carried, that a committee of three be appointed, including the necrologist, for the purpose of drawing up suitable resolutions to be sent to the relatives of those Kenyon men who had died while in their country's service, in the U. S. Army, Navy or Marine Corps, and in addition to raise a fund to place an appropriate tablet in the Church of the Holy Spirit, this tablet to bear both the seal of the United States as well as that of Kenyon College.

At this point Mr. Jas. A. Nelson, '98, acting as chairman of the committee which had been appointed for the purpose of

nominating officers for the Association for the ensuing year, reported as follows:

President, Henry B. C. Devin, '88; 1st Vice President, Leo W. Wertheimer, '99; 2nd Vice President, C. C. Hammond, '03; 3rd Vice President, Raymond DuB. Cahall, '08; Secretary and Treasurer, Arthur L. Brown, '06; Necrologist, M. F. Maury, '04.

Upon motion of J. E. Good, '84, duly seconded and carried, the secretary was instructed to cast an unanimous ballot for the above list of officers, which being done, the above named nominees were declared duly elected for said term.

Following this, Dr. Rufus Southworth, '00, and Rev. Maxwell B. Long, '05, acting as Inspectors of Elections, in connection with the election of two Trustees of Kenyon College for the term 1919-1922, reported as follows:

Total ballots cast	205	
Defective	27	
Total counted	178	
Rt. Rev. Robert L. Harris, '96.....		113
Rev. George P. Atwater, '95.....		54
Rev. Walter F. Tunks, '10.....		7
James H. Dempsey, '82.....		149
Constant Southworth, '98.....		19
Walter T. Collins, '03.....		10

The President accordingly announced that the Rt. Rev. Robert L. Harris, '96, and James Dempsey, '82, had been elected as such Trustees for the term 1919-1922.

The Treasurer reported that after all bills had been paid, including the cost of the balloting, that there remained \$23.69 in the Treasury. His report was accepted.

As Mr. Wm. Reynolds, '73, was not present, Mr. M. F. Maury reported that there was between \$14,000 and \$15,000 in the Alumni Permanent Fund. His report was accepted. Mr. A. M. Snyder, '85, was asked to secure a report of the fund, which might be mailed to all the Alumni.

As chairman of the special committee of five men which had been appointed last year, Mr. Henry B. C. Devin, '88, explained that this committee did not supersede the regular Executive Committee, but was in reality an Athletic Committee.

Upon motion of the Rev. L. E. Daniels, '02, seconded by Mr. M. F. Maury, '04, the name of the committee was changed to The Athletic Improvement Committee. Bishop R. L. Harris, '96, moved that the committee be continued for another year. This motion was duly seconded and carried.

Mr. Devin thereupon asked that, in view of his election as President of the Association, he be permitted to resign as a member and chairman of said Athletic Improvement Committee, and suggested Mr. H. W. Koons, '05, of Mt. Vernon, Ohio, to take his place as such member and chairman.

On motion duly made and carried this suggestion was approved and Mr. H. W. Koons, '05, of Mt. Vernon, Ohio, was so appointed as a member and chairman of said committee. Mr. Devin then moved that the committee be authorized to solicit subscriptions to the amount of \$600.00 to be used toward the securing of an athletic director. This motion also included the raising of a permanent Athletic Fund which Mr. Devin suggested should be at least \$50,000.00. The motion was seconded by Mr. P. B. Stanbery, '98, and duly carried.

After considerable discussion regarding the manner of election of the Alumni Trustees, Bishop Harris made the motion, which was duly seconded by Mr. P. B. Stanbery, that a committee of three be elected to investigate this matter and report back to the Association at the next Annual Meeting. Mr. A. M. Snyder suggested that this committee confer with the Board of Trustees on this matter. The motion was carried. On motion of Bishop Harris, seconded by Mr. P. B. Stanbery, the following committee was selected: Mr. Leo. W. Wertheimer, '99, Chairman; Mr. A. M. Snyder, '85; Mr. Arthur L. Brown, '06; Mr. H. B. C. Devin, '88.

It was moved that the Alumni Meeting next year be held immediately before the Alumni Luncheon—the place of meeting to be left to the discretion of the President and Secretary of the Association, and this place to be stated in the ballots of elections. Motion seconded by the Rev. M. B. Long, '05, and duly carried. It was suggested that President Peirce be notified of this change.

There being no further business, the meeting adjourned.

ARTHUR L. BROWN, Secretary.

THE BEXLEY BREAKFAST

The Bexley Breakfast was held in the College Commons Tuesday morning at 9 o'clock. The Rev. John R. Stalker, Bexley, 1907, was the Toastmaster.

THE TOASTMASTER: Two reasons were given for asking me to be the Toastmaster on this occasion: The first was that I am not a person given to making long speeches and the second that I would not permit others to speak at too great length. I will try very hard to live up to my reputation for brevity, and I will ask the men whom I will call upon to limit their speeches to three minutes.

When I think of the friends of Bexley Hall there is one who comes to my mind first of all, one who is always thinking and planning for Bexley and its welfare. We will be glad to hear from Bishop Leonard.

BISHOP LEONARD spoke of the good work which Bexley Hall is doing and of the splendid and self-sacrificing work of the faculty of the Seminary.

THE TOASTMASTER: Some of us are fortunate in being able to come back to the Hill very often and others are unfortunate in living so far away that frequent visits are impossible. We have one of the infrequent visitors with us this morning, an alumnus who works in the Diocese of Arkansas. Let us hear from Mr. Mabley.

THE REV. E. T. MABLEY, '89. Being with some of the more lively gentlemen who used to be here on the Hill, I feel a little more jolly than usual. We have thought and spoken of our days in the old school. Since leaving Gambier I have moved around a good deal; but during all this time my heart has been here with the institutions on the Hill, and I have watched them affectionately. I would like to express myself on what I have heard of the instruction, and seen of the work that has been done, especially at Bexley Hall. It has been a gratification to me, in hearing about Bexley Hall, that I have never heard anything but praise. I think that this is a reputation worth having.

Another matter in mind I should like to mention. My education was diversified; after two years of work in the seminary here, I graduated at the Theological Seminary in New York. After that time I had experience in the diocese of Ohio, in

Philadelphia, abroad in the Church of England for four years, and then to Arkansas, and for over twelve years I have been in Arkansas as rector, general missionary and Theological instructor. All this time I have been attending to things in the Church. I have also studied myself; how the changes in the theological teaching have affected myself during forty years. I want to say this : As I entered the seminary, and the work of the Church, so I am now. I will say that all the different fads and fancies and tendencies of theological thought have not moved or changed me from what I was when I entered the seminary of Bexley Hall. I am convinced that all fancies and fads are beside the mark, in connection with the great purpose which we, as ministers of God's Kingdom, desire to accomplish. The thing that wins results are the things which do *not* change, but are things that are *unchangeable* in their nature. All we ought to do is to hold to those substantial things which from the day of Christ Himself have won men to His teaching, and to His Church. I feel that we must cling only to those things which do not change; for the things which effect the result which we strive for are the things which do not change.

THE TOASTMASTER: We are always glad to hear from old friends. One of the best friends of Bexley and of Bexley men will now speak, Dr. Davies.

DR. DAVIES told of the work being done in many parts of the country by Bexley men, noting particularly the number in and around the Diocese of New York and in the Diocese of Newark. He asked for greater loyalty of the Alumni to Bexley Hall.

THE TOASTMASTER: I truly appreciate what Dr. Davies has said. It almost makes me wish to speak at length on the subject. We men are not loyal enough to Bexley Hall. We do not boost Bexley enough. Men from other seminaries assume a superior attitude and we allow them to do it, seeming to take for granted that Bexley is inferior. Their assumption is false and we are disloyal if we do not challenge it whenever the opportunity offers.

There is present this morning another man whom we do not see often on the Hill. We will be glad to hear from the Rev. Mr. Brook, Kenyon, '97.

THE REV. MR. BROOKE spoke briefly of the beauty and attractiveness of the Hill and of his joy in being back for the first time since his College Commencement.

THE TOASTMASTER: When I was in Bexley Hall we had three kinds of training, spiritual, mental and physical. Physical training took the form of tennis playing, and I remember that we spent several hours on the tennis court nearly every day. I am going to ask one of my former tennis opponents to speak to us—Dr. Streibert.

DR. STREIBERT: I was told by many men that I made the best speceh at the Alumni Luncheon yesterday because I was brief and sat down almost immediately. I think that I will try to hold the reputation made yesterday by sitting down at once.

THE TOASTMASTER: I see here this morning one of our old friends who has wandered far during the last few years and I am sure that he will be glad to speak to us—Mr. McCalla.

MR. MCCALLA: I have been in many places and have seen many people during the last five years, and I wish to say to you men here this morning that I have never found a greater spirit of fairness than I experienced here from the Bexley faculty and from the Bishop of Ohio. I consider Bishop Leonard the fairest Bishop and the faculty of Bexley Hall the fairest faculty to be found anywhere. This spirit of fairness is absolutely essential in the life of the Church.

THE TOASTMASTER: I am sure that our Bexley Breakfast would not be a complete success if we did not hear from one of the Hebrew-less young men who have just received certificates of graduation from Bexley Hall. I will ask Mr. James DeWolf, of the Class of 1919, to speak to us.

MR. DEWOLF spoke briefly of the life in Bexley Hall and paid tribute to the members of the faculty.

THE TOASTMASTER: One day in an army cantonment a non-commissioned officer was putting a squad of new soldiers through some physical exercises. "Lie flat on your backs; put your feet up in the air and as I count, make them go as if you were riding a bicycle." As he counted, he noticed that an Irishman in the second row was holding his feet stationary. "What do you mean by not obeying orders," he said. "Sure sor," said Pat, "and I was just coastin' for a little."

I am going to ask the rest of you to coast past the opportunity of making a speech and we will go at once to a short meeting of the Bexley Alumni Association.

At the business meeting of the Bexley Association the Rev. L. E. Daniels, Bexley, 1902, was elected President and the Rev. J. E. Carhartt, Bexley, 1916, Secretary and Treasurer. It was decided to hold the next Bexley Breakfast Tuesday morning of Commencement week 1920 at 9:00 o'clock, and to notify President Peirce of this decision.