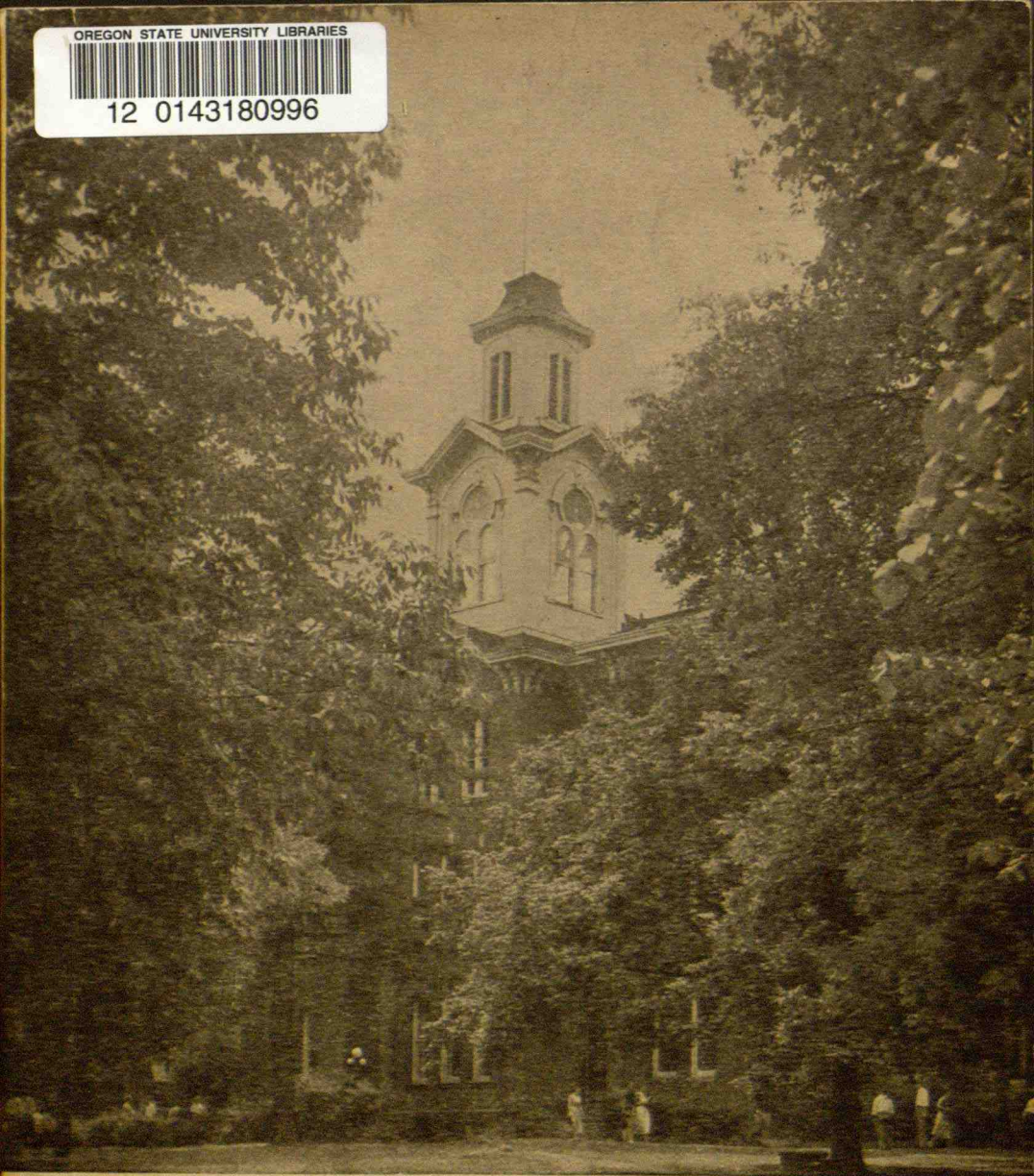


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**A SHORT HISTORY  
OF  
ASHLAND COLLEGE  
TO 1953**

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**Clara Worst Miller — E. Glenn Mason**

**THE HISTORY**  
**of**  
**ASHLAND COLLEGE** 3 -  
**1878 - 1953**

by  
**Clara Worst Miller**  
and  
**Edward Glenn Mason**

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**Edited by**  
**Arthur P. Petit**

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Jubilee Committee

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# THE HISTORY OF ASHLAND COLLEGE

This story of seventy five years of struggle against what, at times, seemed like insurmountable odds, is published in connection with the celebration of the seventy-fifth year of classes on the hilltop. The Diamond Jubilee Committee was set up by the Ashland College Board of Trustees in 1952 to commemorate the finishing of the third quarter of a century. Mrs. Miller and Dr. Mason spent many hours in research and creative writing to place on paper for the first time in permanent form, the failures and successes, the joys and sorrows as well as the dreams for a "Greater Ashland College."

From the first meeting in the Maple Grove Church in 1877 to the burning of Founders' Hall on October 19, 1952, the authors have sought to chronicle the salient facts and some of their memories. The history, long needed, will arouse many memories and perhaps a few controversies. In the interest of accuracy and completion, any additions or corrections will be welcomed.

The anniversary committee was composed of:

Dr. Alice Catherine Ferguson, Head of the Language Department;

Lulu Wood, Librarian;

Lois Snook, Instructor in Art;

Mildred Furry, Dean of Women;

Dorothy Carpenter, Associate Professor of Mathematics;

George Guiley, Dean of Students;

Glenn Carpenter, Business Manager;

Arthur Petit, Director of Admissions.

Dr. John A. Miller headed the committee from the Board of Trustees. Other members were: T. J. Budd, J. Garber Drushal, J. A. Lutz, W. Ray Yount, Glenn L. Clayton, and Myron Kem.

Clara Worst Miller is a native of Ashland. She received the Bachelor of Literature degree from Hiram College. Later she attended the University of Chicago and still later was awarded the degrees of Bachelor of Arts and Master of Arts from Ashland College. In 1898, she came to Ashland College, the bride of the late Dr. J. Allen Miller and has been associated with the college continuously since that time as instructor and later Assistant Professor and finally Associate Professor of Latin. She retired as Associate Professor Emeritus in 1951.

Dr. Miller was associated with the training of ministers of the denomination until his death in 1935.

Mrs. Miller lives adjacent to the campus and is quite active in the various faculty clubs and faculty functions on the campus.

Edward Glenn Mason is a native of Wayne County, Ohio. He attended Ashland College in the early years of the present century later transferring to Defiance College where he received his degree of Bachelor of Arts. He was awarded the degree of Master of Arts from Ohio State University and did considerable graduate work beyond that degree. Defiance College conferred the Doctor of Letters degree upon him later.

Dr. Mason taught in the public schools and spent a number of years as a school executive. He came to Ashland College in 1925 and was successively dean and president of the college. He became President Emeritus in 1945 and retired from the faculty as Professor of History and Education in 1951.

# BEGINNINGS

By Clara Worst Miller

I have read in an old but a living Book the inspired story of a Garden planned by God. In that Garden, so we are told, there grew two trees in particular. We may well imagine that these two were distinguished above all others, stately and majestic in form and lifting their towering heads toward the fathomless blue of the heavens. The one was the "Tree of the Knowledge of Good and Evil"; the other was the "Tree of Life." The first was the fit symbol of all human knowledge and the latter an equally appropriate symbol of God's Revelation to man. Since that day wherever man has been found these two verities of Human Life have been inseparably linked. Education and Religion, the School and the Church, the Teacher and the Preacher, the Mind and the Heart—these terms gather into themselves all the vital and enduring interests of the Race.

When and where the School as such began we may never know. We do know that teaching is as old as the child and that doubtless the first teachers were the child's father and mother. The progress of the Race has come only through the transmission to succeeding generations of the accumulated knowledge of former days. There has been no progress possible otherwise. Where this process of handing on acquired and meaningful experiences failed, nations perished. This statement holds true in every phase of human culture, whether material or spiritual. It follows that we have the School, either in its most elemental forms or in its highest technical developments as at present, represented in teacher and pupil as one of man's oldest and most essential institutions. The Church was the parent and sponsor of Education. And religion was the keystone of the educational arch, the determining factor in educational theory and practise. The role of religion in the education of their children mirrored the importance they professed to give it in their own lives.

## The Early Dunkards

The Brethren Church had its origin in Germany in 1708. Among the leaders there were a few men who had enjoyed special advantages in their education. Between 1719 and

1729 the entire body of Brethren had emigrated to America. This came about through the terrible persecutions which they had to endure in Europe. Having been driven out of the Rhine provinces, some of them found refuge in Holland. Here they came in touch with William Penn, who invited them to come to his new state of Pennsylvania in America. The first church in America was organized at Germantown, Pennsylvania, on Christmas 1723. The ministers were men of ordinary training. We know but little of the struggles and deprivations which these early settlers were called upon to undergo. It was not until many years later that the people of Philadelphia as a whole, undertook to build a high school. It is interesting to note that in this first effort one of the chief promoters, and the president of the Board of Directors, for many years, was Christopher Sower, a member of the Brethren Church.

No distinct educational movement is found among the Brethren for a hundred years. This does not mean that they were not interested in the education of their children. It should be remembered that they patronized and supported the public schools, such as they were, everywhere. They contributed much to the colonial and later to the national literature. Numerous books were printed by the press brought to America by Brethren. In fact in this activity, Brethren were the leaders.

From the period of the American Revolution until 1876, just a span of a century, the Brethren Church spread south and west into the states of Maryland, Virginia, Ohio, Indiana, and the far West. It was during the first fifty years of the nineteenth century that the academy arose and reached its height. In the states where most of the Brethren were found, numerous academies were maintained. We have every reason to believe that many children of Brethren families were educated in these schools. The academy gave way to the high school. The development of these two types of schools left a significant impression upon our Brethren of one and two generations ago. Another significant fact bearing on this point is to be found in the ministry of the church. While the Brethren had no seminary for the training of her ministry, it is not to be concluded that, therefore, the ministry of the church was illiterate. There were some men without training. Many men chosen to the

ministry in the church were men of more than ordinary ability. The native ability, the training received through schools, and the experience from teaching, for many were public school teachers, as well as their devotion to the English Bible made them more than ordinary gospel preachers. Many of them were really men of tremendous pulpit power. Brethren ministers were men of a Book, and while they were not professionally or technically trained for the ministry, they were really great preachers. Another interesting fact to be remembered is, that in almost every community there were men educated in the colleges of the United States, and some in European colleges, who identified themselves with the church. It may be said that there were always some men among the leaders of the church who had enjoyed college or university training.

### Early Educational Efforts

With the advent of the academies and high schools, there came also the awakening among all protestant denominations of an interest in higher education. Thus the decade of the fifties, the sixties, and the seventies, of the last century saw the larger number of the present strong denominational policies founded. It is no wonder then that Brethren like these other denominations, should be awakened to the opportunity and the necessity of fostering higher education. A number of attempts at the founding of the college were made, and of these early attempts at least three have grown into schools of college rank. These are first, Juniata College, located at Huntingdon, Pennsylvania; second, Ashland, at Ashland, Ohio; and third, Mount Morris College, at Mount Morris, Illinois. In recent years, following a disastrous fire Mount Morris combined with Manchester College.

As early as 1854 the question regarding the building of high schools and the sending of the youth to such schools arose in the General Conference of the Church. In 1857 the same Conference, when asked to express its views relative to a contemplated school as proposed in a church paper said that such a movement was "conformity to the world." But we note with interest that the next year when asked respecting the same contemplated school the Conference declared that it had no right to interfere with an individual enterprise so long as Gospel principles were not

departed from. The decision of the 1858 Annual Conference of the church was of great significance and opened the way for the attempts that were soon to be made in establishing schools of higher learning among the Brethren. We are writing a history of Ashland College, and the supreme fact of history is God and his power and his purposes. History has meaning and it is a moral and spiritual meaning.

## First Attempt

Kishacoquillas Seminary was the first attempt. There are two reasons for speaking of this school at this place. The first is its founder and principal, Dr. Sharp, who afterwards became the first president of Ashland College. This school was located twelve miles southeast of Huntingdon, Pennsylvania. Here a Presbyterian school of college grade for ladies had been founded and maintained. Financial difficulties forced it to a sale and it was bought by S. Z. Sharp. On April 1, 1861 the first term was opened, under his direction. The war placed heavy burdens upon those who carried forward this work and after five years of arduous toil Dr. Sharp sold the seminary to Professor Martin Mohler. Among the earlier students under the principalship of S. Z. Sharp was Elder J. B. Brumbaugh, in whose mind originated the idea of starting the school which developed into Juniata College. The second reason for speaking of this particular school out of a half dozen others that might be named is that here the beginnings of real college work were made. In addition to the college preparatory work usually done by the academies of that day this school offered also the first year of college work. To quote Dr. Sharp, "This was the first school among the Brethren to offer work of a college grade . . . The complete course was planned to admit a student to the sophomore year of the college of the time." The course of study included higher mathematics, Latin, Greek, German, the sciences, music, and art.

To indicate in the briefest possible manner the rise of the first schools will be sufficient for our purpose. The leaders that finally gave the church a beginning in the form of the college were notably, Dr. S. Z. Sharp, Elder James Quinter, James M. Zuck, and Elders J. B., H. B. and Dr. A. B. Brumbaugh.



## First Colleges

The first attempt to establish a college took form in Northern Indiana. This school known as Salem College was located at Bourbon, Marshall County, Indiana. It opened its doors to students on December 1, 1870, and continued for three years. The story of this school, the sacrifices it involved, the high idealism in the minds of its promoters, the sincerity and the determination of the friends of higher education in the Church,—this story, we repeat, is not only interesting but it forms a vital chapter in the Church's history. "The Christian Family Companion" of February 22, 1870, under the caption "The High School Movement" reports the record of a meeting held at Andrews, Indiana, February 10, 1870, by interested Brethren who considered the propriety of establishing a college or high school among the Brethren.

"Whereas, We feel solemnly impressed with the conviction that the time has come when the Brotherhood should provide facilities for the education of our sons and daughters, therefor:

First, Resolved that this meeting approve of the establishment of schools amongst the Brethren where our children may receive a better and more thorough education than they can at our common schools.

Second, Resolved that we present this subject to our next Annual Meeting, respectfully asking that body to devise some means to meet the wants of the Church relative to educational facilities.

Third, Resolved that we ask the editors of our periodicals to publish the proceedings of this meeting in their papers.

Samuel Murray, Moderator  
Daniel Smith, Clerk."

This action was opposed, as was to be expected, by certain groups in the church. Apparently it never reached the General Conference. At any rate no record is found in the Minutes of 1870. In the Minutes of 1871 there is a reference but that was after the school had been opened. Concerning this College H. R. Holsinger wrote in the Christian Family Companion of May 3, 1871 as follows: "A movement has been inaugurated by the Brethren in Indiana, aiming at the establishing of a school of a higher order, to be owned and controlled by Brethren exclusively." They believed that the mission of the Christian College is to con-

serve and cultivate an intelligent, vital faith in the divine person and mission of Jesus. Without such conviction the Christian ideal of righteousness can never be attained and the Christian idea of service can never be realized. Jesus said "Seek the truth and the truth shall make you free."

By an agreement between the citizens of Bourbon and a group of Brethren, the property worth ten thousand dollars was transferred to the Church. The district meeting of May, 1870, had accepted the gift of this property and it was well understood that a college was to be maintained by the Brethren. The trustees of the new college were Jesse Calvert, Jacob B. Shively, Kaylon Heckman, David Shively, and Paul Kurtz. The trustees declared the purpose of the institution to be "to diffuse useful, religious, moral, and scientific knowledge under the direction of the Church." The president of this school was Oliver W. Miller and the president of the board of trustees was Elder Jesse Calvert. The school opened December 14, 1870 and during several terms that followed the attendance was very commendable, reaching 125 students. Difficulties within and legal entanglements without arose and after an heroic effort that cost dearly in money and heartaches the property reverted to the former owners.

But was Salem College a failure? Yes, so far as the school at Bourbon failed to survive. No, when viewed from every consideration of an awakening movement that received inspiration and dynamic purpose through the experience. It offered occasion to consecrated and faithful Brethren to give expression to their convictions both through the pulpit and the press. "The voice of the intellect is a soft one, but it does not rest until it has gained a hearing."

And so, at last, slowly but certainly, the church awoke to the responsibility of fostering Christian education and offering her youth an opportunity to secure an education under the spiritual guidance of the church. Thus after a long sleep of indifference, and sometimes open hostility, toward higher education the appeal of her children aroused the church to undertake the task of providing an adequate educational opportunity for them. The church had satisfied the spiritual heart-hunger of her sons and daughters but the mind was forgotten and left to starve. The night had ended and the morning had dawned at length.

Another school destined not to become permanent was started by Lewis Kimmel at Elderton, Pennsylvania in the Plum Creek meetinghouse of the Church of the Brethren.

## Early Dreams

In the decade of the seventies there lived at Congress, Ohio, within the bounds of the Mohican Church, Elder Philip J. Brown. This church of the Brethren was one of the earliest in the state, having been organized in 1830. It was an influential church in the brotherhood and P. J. Brown was an able and influential elder and minister. In 1871-1872 there came into this community where Elder Brown lived an energetic and successful young salesman by the name of Ezra Coburn Packer also a member of the church. Elder Brown was greatly impressed with Packer's ability to meet people and win their confidence. In time Packer developed a clear determination to promote a college among the Brethren in the northeastern district of his native state, Ohio. Whatever others may have thought, talked over, and planned before this time about the establishing of such a school the idea which culminated in the founding of Ashland College was born in the mind of Ezra Coburn Packer

Clearly the next step was to arouse sentiment among the leaders of the church in this district. This seemed to be no insuperable task, for from the first, friends of education were found and many of the most influential elders of the churches were sympathetic. Perhaps as influential a group of ministers in the Church of the Brethren as could be found anywhere lived in Ashland and Wayne counties, Ohio. There seemed also to have been another consideration that pointed to these men for leadership in this movement. That was the strength of the congregations not only numerically but financially as well. Frequent conferences with these church leaders and visiting and soliciting subscriptions among the churches brought the matter of founding a college to a consummation. This was in 1876.

The next important step in the development of the project was an educational meeting held at the Maple Grove meeting house some four miles north of Ashland. This was in March, 1877, and the meeting was attended by a remarkably large number of members of the church from this

district. Here the matter of founding a college was thoroughly discussed. Among the speakers was Dr. J. E. Stubbs, a Methodist minister, and later a distinguished educator and college president. He took a deep interest in the proposed college and afterwards served on the faculty and became acting president. In both these capacities he rendered praiseworthy service. The meeting at Maple Grove was really decisive as it now seems. In the summer of 1877, Dr. S. Z. Sharp came to Ohio to confer with the promoters of the project and give such assistance as the situation required. His experience and his educational training at this stage were invaluable. In company with E. C. Packer he visited important churches where the college project was presented and interest cultivated. These meetings accomplished two very necessary things: namely, they made friends for an educational center by breaking down fears and prejudice; secondly, they secured funds for the institution. Dr. Sharp after this careful survey of the situation was persuaded that a college should be established in this district.

## Selecting Ashland

Another most important factor to be disposed of was the matter of location. As would be quite natural a number of places were suggested as suitable. Among these Louisville, Canton, Akron, Danville, and Ashland were the more prominently mentioned. But the concensus of opinion swiftly moved toward Ashland. The Maple Grove meeting had afforded an opportunity to look Ashland over and to consider its claims. In the meantime a meeting of the citizens of Ashland was called to consider the proposal. This notice for the meeting appeared in the Ashland Press of the date of June 28, 1877:

### IMPORTANT NOTICE

"All persons favorable to education in Ashland and vicinity are invited to a meeting to be held in the Town Hall on Thursday at 7:30 o'clock p. m. for the purpose of considering informally a proposition to establish an institution of learning at this place to be built and endowed by the denomination of Brethren (generally called Dunkards). The character of the Institution will be explained by one of the Professors to be connected therewith."

An issue of the same paper the week following, July 5, gave a very full and interesting account of the proceedings

of this meeting. We are told a large number responded. The purpose was to determine the interest of the people in the project and to take steps to secure the college by giving the necessary financial aid. The meeting was organized by calling S. S. Wick to the chair and electing J. E. Stobbs and B. F. Nelson as secretaries. After prayer by Dr. Yourtes the chairman introduced Professor Sharp who in a plain practical speech set forth the purpose and character of the proposed college. The success of the meeting was probably due to the fact that a former experiment, the Ashland Academy, had been successful.

H. S. Knapp's *History of Ashland County* says, "A notable event in the history of Ashland is that of the founding of Ashland Academy and the erection in 1838-39 of a two-story brick building in which the famous school was held. The project took form after Professor Samuel McClure came here and taught a select school. The culminating point in the town's prosperity was the enterprise of a generation of men who succeeded the founder and conceived the idea of establishing an institution that was destined under Providence to accomplish results that have led to the Ashland that now exists. It is not too much to say that Ashland owes all the consequences it has attained and its success in local conflicts with rival towns to the Ashland Academy. It was conducted with a degree of skill and ability that gave it reputation throughout the state."

### The City of Ashland Makes The Effort

Dr. Sharp said that the purpose of the college will be "(1) to train teachers for the public schools, (2) to establish a department of science of the highest character, (3) to establish a classical course of like high character, (4) to offer the advantages of a higher education to the young people of the church and finally to use his own words, 'We want everything of the best quality.' Our buildings must have all the modern improvements and be built of the best material. Our church (commonly known as Dunkard) is called by us the Church of the Brethren or sometimes German Baptist. We have a membership of 100,000. In this state we have sixty-four societies and a great deal of wealth. We expect to make this the principal institution of learning in the church. We do not propose to go one dollar in debt. If Ashland will give us \$10,000 we will locate here."

At the conclusion of this address the following committee was appointed to solicit subscriptions: J. O. Jennings, T. M. Beer, A. L. Curtis, Randolph Freer, and H. K. Myers.

The committee immediately set to its task and succeeded remarkably well its accomplishment in a short time. In the Press a week later there is an account of a second meeting of the citizens held on Friday evening, July 6. This meeting had been called by the committee for the purpose of making a report of the work accomplished thus far and to consider any further steps to be taken necessary to raise the full amount and to secure the location of the college at this place. C. C. Wicks was again in the chair. The committee reported that \$4300 had been pledged. Judge Curtis supplemented the report with an address in which he urged the necessity of immediate and earnest action in the matter. He also pointed out the advantages to the town and community of such an institution. J. O. Jennings followed him and during his remarks read a letter from E. C. Packer. Mr. Packer wrote to inform the citizens of Ashland that there would be a meeting at the Beech Grove Church, Wayne County, on July 27, to determine the location of the school and to assure them that "if Ashland will do what is asked of her she will get the college."

By this time great interest was aroused in the meeting and speeches favoring the project were made by Reverend William Leet, Judge Osborn, the Messrs. Cahn, Freer, Sprengle, and others.

Additional pledges were made to raise the amount to \$5300. Another action of interest was taken: namely, to increase the original committee by adding the following five persons: J. Cahn, Reverend William Leet, Dr. D. S. Sampsel, O. S. Newkirk, and M. V. Kagey.

This committee continued its canvas for funds on the following day and secured the full amount sought, \$10,000. Not all who wished a share in the enterprise had as yet been seen and the subscriptions were kept open to add further gifts. One may see with what enthusiasm the people of Ashland responded to this appeal. At this distant date the amount of money does not seem very large. For that day it was really a munificent gift. Better than the testimony of money was that of the heart in the interests of education and spiritual culture. Ashland may well be proud

of those who wrought better than they could possibly foresee. The gifts which at that time represented so large an offering, and real sacrifice in some instances, and which seemed so vainly bestowed through so many years have nevertheless enriched and ennobled the lives of hundreds of young people. If the donors could have realized the blessings they unconsciously bestowed upon Ashland's youth of the future, and the services in cultural and spiritual uplift which the college has so unselfishly and freely given to all Ashland during the past three quarters of a century they would doubtless have accounted themselves a thousand times repaid. When the wider fields of influence wielded by Ashland College are taken cognizance of, and these fields reach around the world, we who live and share in the fruitions of this educational adventure may gratefully hail as benefactors all Ashland citizens of that day who helped to lay a foundation for the future. They have passed into the quiet and lovely tradition that surrounds and nourishes Ashland so well.

## Ashland Is Selected

One could forecast to almost a certainty that Ashland would be the place chosen for the new college by the Brethren. During the month of July, 1877, progress moved steadily toward a final decision. One communication is so essential to this story that it is reproduced in full.

"To the Citizens of Ashland, Ohio,

Whereas, some steps have been taken by the friends of education in the German Baptist Church to establish an institution of learning somewhere in Northeastern Ohio: and,

Whereas, an assembly of Brethren favorable to the enterprise, met in convention, July 27, at the Beech Grove Church, Wayne County, Ohio, for the purpose of exchanging views on the school question, and deciding where to locate the proposed institution, we deem it prudent to state, for the satisfaction of the people of Ashland, that said convention was organized by the appointment of the proper officers. Several questions were presented and discussed, among which were the following:

1st. Have we sufficient encouragement to go forward in the enterprise? Decided in the affirmative.

2nd. Which of the proposed locations is the most suitable? After some deliberation on the question Ashland was preferred to all others, in view of the inducements offered by the citizens of the place, together with the many advantages which the vicinity affords for such an institution.

Hence we may expect the work of building to commence as soon as the necessary funds can be raised. Temporary trustees were then elected, and empowered to appoint solicitors and transact other business as was deemed necessary to forward the work as rapidly as possible. Meeting adjourned to meet at the call of the Trustees.

I. D. Parker, E. L. Yoder, Clerks.

The foregoing communication to the people of Ashland through The Press was received with great satisfaction. Just who were the members of the Board indicated above can not now be determined. Probably they were the same men who at a later meeting were named as incorporators. The matter of location however seemed now to be settled and Ashland became the seat of Ashland College.

## Raising Funds

The information for the next six months is very meager. Solicitors were at work in the churches and an honest valuation of these efforts to raise a sum of money large enough to assure the success of the undertaking shows that great credit is due both the promoters of the institution and the churches that gave so liberally to this cause. We gratefully acknowledge their liberality. We sometimes have been inclined to criticise the church of seventy-five years ago for its slow progress. We have charged indifference to education. We must, in justice to the men and women of that day, give them credit for far wider interests than we have hitherto granted. There lies before the writer an old and faded sheet of paper giving the record of sixty-three subscriptions paid toward the founding of the college. The paper bears dates from May to December 1878 covering the period of the building operations. We are doubtless correct, therefore, in our conclusion that the period from August 1877 to December 1878, above referred to, was spent in securing subscriptions. It is interesting to observe the form of the notes taken.

"For value received, I promise to pay to the order of the Trustees of the Ashland Enterprise, the sum of (twenty-five dollars), at the times and upon the conditions as follows, viz: one-third when the building is commenced, one-third in six months and one-third in one year thereafter, provided said school is located at Ashland. If payments are not made when due to draw eight per cent interest from this date."



It is not possible at this date to indicate just how much was pledged by Ashland citizens and by the church. Unfortunately the record is lost. But upon the word of a reliable churchman and a member of the first faculty, the amount reached fifty thousand dollars. This amount of course was not all paid. There is an old notation that shows that out of a list of pledges totaling \$26,782., less than 10% was counted worthless. Money and pledges were the essentials necessary to carry the project to completion. Ashland, as we saw above, came forward within a few days with cash and subscriptions in excess of ten thousand dollars. This amount together with church donations assured the success of the undertaking.

### Selecting Trustees

After a lapse of six months, during which little public notice was given to the movement to build a college at Ashland, matters suddenly culminated in the next necessary step to be taken. Some people had doubts about the college but these were now dissolved. On Tuesday, February 19, 1878, a meeting was held at the Maple Grove Church, and all necessary preliminary arrangements were made to carry out the former plans to build at Ashland. A board of incorporators was elected and instructed to proceed. The men named upon this Board of Incorporators were: H. K. Myers, Austin Moherman, John Shidler, Richard Arnold, William Sadler, I. D. Parker and A. M. Dickey.

During the organization of the forces both in the church and the city Henry K. Myers of Ashland was the secretary of the temporary Board of Trustees or perhaps more properly, the Incorporators. Mr. Myers was an influential and successful business man of Ashland. His business experience, the confidence of others in his integrity and acumen, and the esteem in which he was held by his brethren in the church made him the financial director of the enterprise. From the meager records at our disposal we know that he gave unsparingly of his time, thought and money to the new college. From Mr. Myers' correspondence we know that within two weeks after the incorporation, a meeting of the Incorporators (he calls them Trustees) was held, at which time they organized by electing the proper officers. In the same communication it is stated that a board of trustees was chosen. Upon the authority of Mr. David

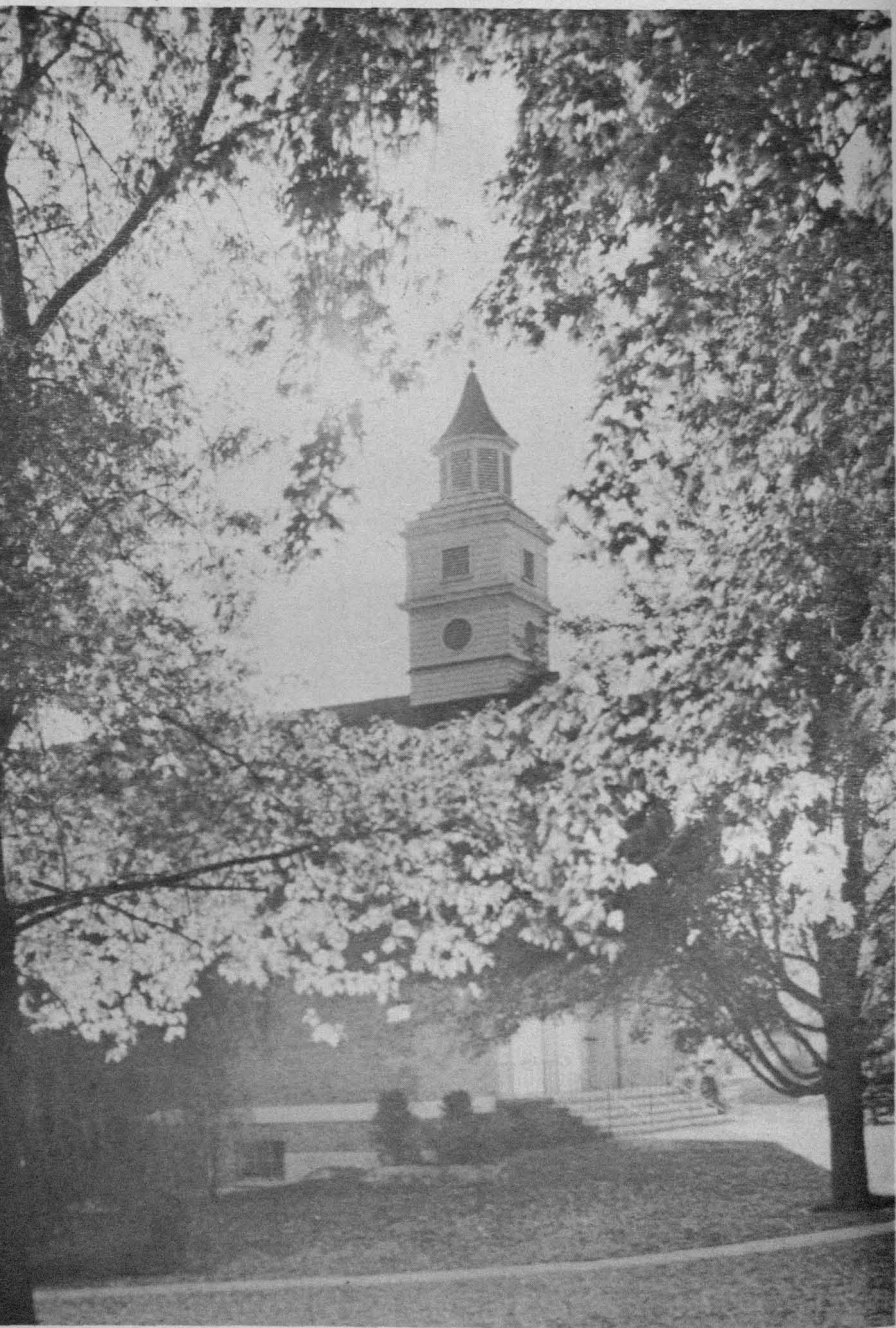


1. Architect's drawing of Founders' Hall, built in 1878 and destroyed by fire in 1952.
2. Allen Hall, residence for girls.
3. Physical Education Building.
4. Mr. and Mrs. F. E. Myers Memorial Department of Music.
5. Library Building, also used for classes and offices.
6. Memorial Chapel, dedicated in 1952.
7. The Student Union erected and occupied in 1953.
8. The Administration and Classroom Building to be erected and occupied in 1954.





THE CAMPUS IN 1950



A BEAUTIFUL VIEW OF MEMORIAL CHAPEL

Bailey, who was a member of the first faculty holding the chair of mathematics, the following men constituted this board: William Sadler, H. K. Myers, Austin Moherman, Richard Moherman, Richard Arnold, Alpheus M. Dickey, George Irwin, A. J. Hixson, P. J. Brown, E. L. Yoder, Jacob Mishler, Josiah Keim, Joseph N. Roop, Isaac D. Parker, Adam Zimmerman and John Shidler. Of this board William Sadler was president, H. K. Myers was secretary, and Austin Moherman, treasurer. The board had further distributed the work among three standing committees, namely, an Executive Committee of which Messrs. Arnold, Myers, Dickey, Roop and Moherman were the members, a committee on Finance composed of Messrs. Arnold, Myers, Irwin, Moherman and Zimmerman, and a Building Committee on which Messrs. Arnold, Moherman, Myers, Roop and Dickey served. It should be added that Elder Robert H. Miller was a member ex-officio of this Board. He was at this time the president of the college.

### Building Founders

At the meeting above referred to, the first Board of Trustees was instructed to proceed as rapidly as possible in locating the site and in beginning the erection of the college building, now known as Founders' Hall. This was in March 1878. During the month of April the financial situation was strengthened by converting numerous pledges into "available" paper, that is, notes. An effort was made to determine the most advantageous site and plans for the building were carefully considered. The present site of the college was definitely determined by the middle of April. This plot originally comprised twenty-eight acres and at the time of its selection was considered by all interested as the most desirable plot in town. The ground now occupies one of the finest and most commanding views in the beautiful city of Ashland. The wisdom of the men who located the college is justified after the lapse of seventy-five years.

The building committee met and organized on April 16, 1878. H. K. Myers was chosen Foreman and J. M. Roop Secretary of the committee. The minutes of the same meeting show that the Committee purchased of W. H. H. Potter fourteen acres of ground for the sum of Twenty-nine hundred dollars. This purchase was evidently confirmed by the Trustees who met on April 22.

On April 25 three members of the Committee met on the ground and staked off the location of the main building. The committee also entered into a contract with George Washington Cramer to act as Architect. Mr. Cramer was to furnish the specifications and superintend the construction of the college building. The consideration was the sum of One Hundred Dollars and was his subscription to the college. Mr. Cramer later became a leading Church architect of New York City, whose name appears in "Who's Who".

Let it be said here and now that the highest praise is due Mr. Cramer and the Building Committee for the substantial and serviceable building they erected. Seventy-five years of wear and weather had scarcely left a mark inside or outside upon the "Old Building." There was not a break or crack in the walls from basement to roof and the structure promised well for many decades.

The progress in the building may be seen from the records made by the committee. The cellar was to be completed by May 4 and the foundation walls by July 1. The brick walls were to be completed if possible by September 15 and were to be constructed from brick made on the grounds. Whether this program was carried out we can not tell for here unfortunately our records stop. Abram Myers and Christian Abrams dug the cellar for the sum of forty-five dollars! Jacob Bameley constructed the stone walls of the foundation at \$2.87 per perch furnishing all materials except sand and lime and the sand stone which the Trustees were to furnish; for cutting the stone he was to receive 25 cents per running foot; Fred Shephard had the contract "to make the brick on the college grounds and to lay up the college walls as per specifications, he to have for said work the sum of \$7.25 per thousand, and to find all the materials that belong to the brick work, except the stone, here to lay all door window sills and all water tables, and all materials and work to be first class throughout."

The college building was not quite completed when the first term of school opened in September, 1879. In the meantime during the summer of 1879 the Boarding Hall, as it was then called, was planned and begun. By the end of July the basement walls were completed and brick work started. An early suggestion made by President Sharp looking toward the enlargement of the College was the erection

of this home for students. The same type in structure as the main building it has stood for many years as a companion building to it. The wisdom of the erection of this hall was rather seriously questioned at the time it was built but time has long since justified its place on the campus.

If one may be allowed a reflection here it would center around the erection of these two splendid college structures, the old Founders' Hall and Allen Hall, (for Dr. J. Allen Miller) as they are now named. The Brethren had made many efforts to establish higher institutions of learning. One is ever grateful for these examples of sacrifice and devotion to so great an enterprise as that of providing for the education of their youth by the Church. Ashland College was the second building to be completed by the Brethren Fraternity for college purposes. Founders' Hall of Juniata College, Huntingdon, Pennsylvania, was completed in September, 1879. These two buildings must ever stand as magnificent monuments to their respective founders. It is not too much to say that the college with the higher learning it promotes has been the most potent and irresistible factor in the development and progress of the Christian Church. The Brethren everywhere have fallen under the spell of the eloquent appeal of learning and have responded with admirable reserve. "Education is the release of personality. Education is the perfecting of life—the enrichment of the individual by the heritage of the race," said Erasmus.

Successful institutions like successful men have periods of varying fortune. Many men know success only after long and difficult years of toil. Sacrifice, devotion to duty and years of waiting are often necessary before many a man can see the fruits of his life's work. So it has been with Ashland College. The opening years were most auspicious and full of vigor and promise. Then came years of doubt, of struggle for existence and the hardest kind of sacrificial toil. It takes more than buildings, material equipment and even efficient teachers and administrators to make a college. The day is now past when any college can maintain itself without an adequate endowment. Indeed the experience of Ashland College would tend to show that it never could be successfully done. It will suffice to say here that



the major part of all Ashland College's difficulties has been financial.

## Students Arrive

During the Summer of 1879 students were solicited for the opening term. A most encouraging response was given by the Churches interested. The city of Ashland and community were not slow to appreciate the opportunities the college afforded the youth and many prepared to enter the first year. The college building was at the southern edge of town and stood, as it must have appeared, rather lonely though majestically in a large twenty-eight acre field. There were no trees, no lawns, no artistic landscape to appeal to the eye of the student. All looked forward with eagerness to the opening day.

## First Faculty

One of the difficulties that had been encountered in the educational enterprise of previous years in the Church was the lack of a sufficient number of college trained men and women. When Ashland College opened one meets with a surprise for with one notable exception the faculty members were Brethren in their church affiliation. They were all men of fine Christian character, and true to their ideals. They lived long and have rendered a life of useful and worthwhile service to their day and time. One has a sense of deep obligation to pioneers in a church's educational program. The first faculty of Ashland College was as follows:

S. Z. Sharp, A.M., President and Professor of Mental and Moral Science

Leonard Huber, A.M., Latin, German and French

Joseph E. Stubbs, A.M., Greek

Jacob Keim, A.B., Natural Sciences

David Bailey, A.M., Mathematics

F. P. Foster, Business Department

John C. Ewing, Music

H. F. Hixson, Instructor in Common Branches

One notes with satisfaction the men who held the master's degree at that time. It must be remembered that until quite recently this was a rather noteworthy degree.

Of these men President Sharp has rendered his church notable service both as a minister and as an educator; Dr.

Sharp was born in Huntingdon, Pennsylvania, in 1835. He began his teaching and studying career at Millersburg, Pennsylvania. The Civil War began eleven days after he began his work there but because his religious beliefs as a Brethren of the old church forbade him to fight, he paid his fine to the government and continued his teaching. From Jefferson College he received his master's degree in 1867; thence to Maryville, Tennessee, where he taught. In 1877 he came to Ashland and spent one year collecting funds with which to start the college. The next year he was made president and a member of the faculty. In 1881 he went to Mount Morris College in Illinois, as Acting President. Then he started a college in McPherson, Kansas, and afterward took charge of the college at Plattsburg, Missouri. He spent his last years in Fruito, Colorado.

Dr. Joseph E. Stubbs also arose to distinction. Dr. Stubbs was perhaps the best trained schoolman on the faculty at this time. He later became Acting President. After servicing Ashland in the capacity of professor and for some time as the acting president though with the title of vice president, he became Superintendent of the Ashland City Schools in 1882, then president of Baldwin-Wallace College, Berea, Ohio. For many years he was President of Nevada State University. Leonard Huber was trained in the German universities and was a profound scholar. David Bailey had been interested in Ashland from its inception. He was an able teacher in his chosen field and gave much of time and labor to the college during many years.

## The College Opens

The term of instruction in Ashland College opened on Wednesday, September 17, 1879. There was no attempt at display and the opening exercises were simple and impressive. About seventy-five students were present. Our sources here differ; one says fifty-five were enrolled the first day. This is from a private diary and seems correct. In this connection it is interesting to note that the men were quartered in the main college building, two recitation rooms and in the large "Society Halls" on the third floor which were curtained for this purpose. The west side of the large basement was fitted up for a kitchen and dining room. Doubtless the novelty of a new experience and the interest in a new enterprise made the students content.

Among the students who enrolled that first day, and, the first one to enroll in Ashland College was the Honorable John H. Worst. Although his connection with the College as a student was brief he became one of Ashland's most illustrious 'Old Students.' His first years after leaving the College were spent in editorial work and in the Christian ministry. He was an able and eloquent preacher and in great demand. In the early eighties he removed to North Dakota. Here he filled with distinction the position of County Superintendent of Schools. Later he was elected to the State Senate and then Lieutenant Governor. At one time he was a candidate for the United States Senate. Under the old method of electing United States Senators by the state legislatures he lacked but two or three votes to win the coveted and honored position. He might have had these votes by yielding to certain political influences. This method of winning even a U. S. Senatorship he could not and would not countenance. At the expiration of his term as Lieutenant Governor he was elected President of the North Dakota Agricultural College which position he filled with marked distinction and achievement for more than twenty years. When he began this work there was in reality no Agricultural College. He built it from the very foundations. The institution stands as a monument to his toil and fidelity to a public trust. During this period Ashland College conferred upon him the Honorary Degree of Doctor of Laws, a distinction he merited and an honor which he dignified. Dr. Worst was the brother of Dr. E. J. Worst, Treasurer of the College for many years and who was the father of Mrs. J. Allen Miller.

The first year of the college opened and closed. Those who were in authority were measurably satisfied with the results and the progress made. The first year closed with a total enrollment of nearly two hundred. We rest this statement upon an announcement in the Progressive Christian dated December 31, 1880 over the signature of Elder R. H. Miller, President. The year 1880-81 opened with an increased term attendance over that of the preceding year. The first term enrollment reached one hundred and eight students.

## Early Troubles

At the annual meeting of the Trustees held June 22, 1880 President Sharp had tendered his resignation. He expressed his willingness to remain as Professor of Mental and Moral Science and as Principal of the Normal Department. He gave as the reason for this action the fact that he meant to give his time formerly given to the administrative duties of the College to the editorial work connected with the Sunday School literature of the brotherhood. Accordingly the board elected him to the position indicated and at the same time passed a series of resolutions commending his ability in discharging his duties as president and expressing gratification at the fact that he would remain as an instructor. At the same meeting the Board unanimously elected Elder Robert H. Miller of Ladoga, Indiana to be president. Early in the year while Sharp was yet President, Prof. J. E. Stubbs was elected Vice President.

## The Second Year

The second year of the College came to a successful close so far as the educational work was concerned. The first commencement was held and the program shows that it was a really worth while and fitting close to two years of hard work.

On Friday evening, June 18, 1880, the Pierian Literary Society gave a reception to the Dallas Society and friends. These were the oldest Literary Societies of the College. On the program that evening we note the names of Prof. Stubbs, N. G. Keim, Miss Lenore England, Frances Davidson, John Huber, Hulda Culbertson and and the President of the Dallas Society, E. P. Wise. Of these at least two attained prominence: namely, Miss Frances Davidson and Reverend E. P. Wise. Both of these students later received their Bachelor's degree from Ashland. Miss Davidson went out as a missionary to a pioneer field in South Africa under the Brethren in Christ. She has written a noteworthy book on missions and in her own life beautifully exemplified the spirit of Ashland College. E. P. Wise has given a long life of service to the ministry of the church of his choice, the Disciples of Christ.

On Sunday, June 19, President R. H. Miller delivered a splendid baccalaureate sermon to the class and friends who filled the chapel. On Monday evening the Reverend L. D.

McCabe, D.D., LL.D. of Ohio Wesleyan University delivered an address before the literary societies. This address was pronounced as scholarly and practical. The full program which was rendered in the upper chapel preceded by an outdoor musical program is as follows:

Oration, "Humanity" by Elias P. Wise.

Essay, "The Simplicity of Language" by Miss Ann L. Sharp.

Debate, Question—"Are our Monopolies injurious to America's progress?"

Affirmative, Frank R. Beer, Negative El. Mansfield.  
Piano Solo, Miss Huldah Culbertson.

Declamation, "The Lady of Provence" by Etta Campbell.  
Piano Duet, Professor Rupert and Miss Allie Risser.

Oration, "The Spirit of Progress" by John H. Worst.

At the conclusion of this program Professor Stubbs presented each of the graduates the usual Society Diploma. The whole program was praised for its excellence. Professor Jacob Keim was the presiding officer of the evening.

On Tuesday evening the Class Day Program was given, the principal parts of which were the following:

Salutatory, by the class President Eliot D. Wigton.

Class Oration, by Samuel H. Yeater.

Class History, by F. M. Plank.

The final part of the week's exercise was the regular Commencement on Wednesday evening at which President R. H. Miller presided. The fact that it was the first occasion of its kind in Ashland had aroused wide comment, and the large audience that gathered reflected this interest. The graduates, four in number, were prominent socially in the circles of the younger set of the city. The program follows:

Music, chorus, "The Heavens are Telling,"

Oration, "Lessons from Life," Samuel H. Yeater,

Oration, "The Tendency of the Age," F. M. Plank,

Solo, Miss Etta Campbell,

Oration, "Worth makes the Man," E. D. Wigton.

Oration, "The Honor of Nations," by H. Frank Hixton

Piano Solo, Freeman G. Muir

## First Graduates

At the conclusion of the program President Miller conferred the degree of Bachelor of Arts upon these four young men—Ashland College's first Class. Of these young men the Ashland Press had this to say: "E. D. Wigton, the youngest member of the class, has been in attendance here about a year. He was a former student of Hayesville Academy. F. N. Plank, a well known Ashland youth and a former teacher. S. H. Yeater, of Millersburg, Ohio and formerly a student of Valparaiso, Indiana. H. F. Hixson of Montana City, Kansas, for some time a student and tutor at the College."

This account of the first Commencement is of enough general and historic interest to devote large space to it. Its chief interest lies in the fact that Ashland began as a real College.

Records of the third year's work are very meager. Of the faculty for the year we note the following names as reported in the Progressive Christian :

President, R. H. Miller

Professor Huber, French, Latin, and German

Professor Stubbs, Greek, Bible, English and Evidences

Professor Keim, natural sciences

Professor Baily, history and literature

Professor Lichty, mathematics

Professor Foster, commercial work

H. F. Hixson and Miss Lenore England, Instructors.

In the same paper, issue of June 3, 1881, over the signature of Professor Harvey M. Lichty we are told that the attendance the past year was but a little short of two hundred students and that the work as a whole was quite satisfactory to all concerned: professors, students, and trustees alike. The interesting fact that he reports, however, is respecting the enrollment in the Arts College. It is as follows: seniors—four; juniors—three; sophomores—seven, and freshmen—thirteen. He adds that the conditions of admission are difficult and exacting. This is praiseworthy.

However, the following fall term about November finds only one hundred students enrolled. In an article contributed to the Progressive Christian, Josiah Keim speaks of visiting Ashland and praising the work of the college. His visit was occasioned by a special trustee meeting at which E. L. Yoder was elected to the board. He reports the above mentioned number of students. This article is characteristic of Josiah Keim. It breathes a fine spirit of devotion to a cause and is characteristic of this noble Christian's life-long interest in Ashland College.

The annual commencement was held during the week beginning Sunday, June 24. Professor J. E. Stubbs preached the Baccalaureate sermon in the Ashland Opera House. The Commencement address was delivered by Reverend J. R. Boyd of Lancaster on Monday evening. At the closing chapel exercises on Tuesday morning E. L. Yoder who was then president of the Board of Trustees spoke briefly. At the same time Acting President Burgess spoke. He congratulated the students upon their work, commended the graduating class and urged upon all who could do so to return at the opening of the fall term. On the same day, trustees, faculty, graduating class, and students celebrated the first banquet of which we have record. One hundred were served in the boarding hall by J. H. Kurtz, the steward. Professor H. F. Hixson was toastmaster and the following were the toasts:

The class of 1882 by O. S. Hoffman

The Faculty by A. J. Isenberg

Responses representing the class by H. K. Irwin and J. P. Hale.

Address by Acting President Burgess representing the faculty and college.

On Tuesday evening, June 26, the following program was rendered by the two literary societies.

Oration—W. C. Perry

Essay—Effie Kauffman;

Declamation—Mrs. J. H. Huber;

Debate: Question, Has the United States the right of intervention in the affairs between South American Governments?

Affirmative—E. P. Wise: Negative—H. J. Black;

Declamation—Etta Campbell;

Essay—Ida Wertman;

Oration—John P. Hale;

The graduating class this year consisted of the following: Lenora E. Garver and Anna E. B. Hixson receiving the degree of B.S. and John P. Hale and Henry H. Irwin the degree of A.B.

## More Troubles

The general opinion was that the year had been a successful one in spite of the changes in administration and the suspicions and doubts that were so seriously disturbing the Church that sponsored Ashland College. But storm-clouds were rising and threatening to break in their might scattering ruin and causing irreparable loss. Difficulties arose that destroyed bright prospects for success for the college, estranged brethren and friends, and in the end caused a divided brotherhood. In the light of Ashland College's lustrous achievements one must thank God for every sacrificial contribution made by every man that toiled then, some of them perhaps misunderstood and unappreciated to their dying day. Men have not always known how to differ in opinions and procedures in the affairs of life and remain brothers.

It will be remembered that S. Z. Sharp had resigned as president and Professor J. E. Stubbs was continued as vice president. But before the year ended, that is in December, 1881, President R. H. Miller resigned and Professor Stubbs became acting president for the remainder of the school year.

## Church Division

These rapid changes are best understood when we recall that the church that had founded the college was in the throes of division. The stormy center was apparently Ashland, Ohio, and unfortunately, Ashland College. The members of the Board of Trustees were apparently about evenly divided in this unfortunate clash of ecclesiastical opinion. When Miller was elected president one of the denominational papers said that it was the last bid of the conservative group to maintain control of Ashland College. In



November, 1881, one of these papers said editorially that since all the colleges of the brotherhood had fallen under the control of the conservative group and since progressives had no share in forming the policy, nothing remained for them to do but organize another college. The editorial continues, "Such a school is necessary for the education of our children and if any city will give twenty or thirty thousand dollars to be matched by an equal sum by Brethren let it be heard from." The surprise is that a week later, Dr. Samuel Keiser of Bryan, Ohio says his city will meet that challenge.

Two weeks later the editor says the Progressive College movement was taking momentum and mentions Bryan and Dayton, Ohio, Washington, D. C., and Huntington, Indiana.

A month later the editor of this same paper expresses the hope, when informed that President Miller had resigned, that some Christian scholar may be found by the Ashland trustees to assume the post he relinquished. It seems that Trustees of progressive proclivities were in the ascendancy and this brought about Miller's resignation. An "old order" was dying. Old explanations of existing practices and beliefs were no longer satisfactory. Old sanctions were breaking down and old authorities were questioned. When an old order breaks men pay terrible penalties because cherished and long established practices, when outworn are difficult to separate from what is vital and essential to life and progress.

Now, the College paid the penalties of falling into the control of a divided Board. It should be said here that while the Board was divided in its allegiance to the Church the Board did not change its Charter nor the Constitution. On the other hand it distinctly announced that such a policy would not be tolerated and that all parties of the Church that founded it could have membership on the Board on the same conditions as before. A church periodical reports that at the time that President Miller resigned he did so largely because "Progressive minds have gotten control of things at Ashland." In the same connection it is stated that Profs. Huber, Keim, Lichty and Hixson protested their loyalty to the Church.

President Sharp had resigned and removed to Mt. Morris. Robert Miller had come and gone. E. C. Packer, the

one man who did more to promote the founding of the College than any other in the early stages of the movement, had gone. He had been in charge of the Boarding Hall from the first. The Hall had become a source of trouble. It made the beginning of an unprovided debt that grew larger and larger. The older members of the Board of Trustees had resigned. Most of these were conservative in their convictions on the questions that broke the Church. Their places were filled by others. It was during this period that George Irwin, Austin Moherman, and S. A. Walker resigned as trustees. It was difficult to persuade the board to accept these resignations and in some instances they were held off three months or more. Perhaps the last of the conservative-minded trustees disappeared from the board in November, 1882, and the early months of 1883.

## Bad Years

After the resignation of Elder Robert Miller in the spring of 1882, the school continued under the direction of various men, who while they could not be called presidents, yet directed the affairs of the college. They probably should be designated as principals. In each case it was a semi-private venture and never met any large degree of success. These men were Frank Hixson who had been a teacher in the college ever since the first faculty; Reverend A. E. Winters, who though elected never came to Ashland at all; C. W. Mykrantz, an Ashland teacher; Reverend W. C. Perry, a former teacher on the staff, and William Felger, an Ashland attorney. This lasted until 1888.

(Many of these facts have been provided from invaluable manuscripts left by Dr. J. Allen Miller.)

## The 1881 Meeting

The first week of June, 1881, Ashland was the scene of the annual convocation of the Dunkard Church of the United States. Eight thousand people are said to have been in Ashland that week. On the grounds adjacent to the college was placed the tabernacle tent where the grounds gently sloping toward a common center formed a natural amphitheatre. South of the tabernacle tent was the boarding tent. Between each two tables in the tent was a door and 1400 people could be served at one time. On other parts

of the ground were other tents, baggage rooms, post-office, ticket office, news stand, etc. It rained much that week and the brothers and sisters did a great deal of wading in mud. Ashland then had a population of several thousand.

### An Early Picture of Ashland College

The 1884-1885 catalog, the sixth annual catalog of "Ashland College and Normal and Business Institute" states the following:

"Ashland College was Chartered in 1878, and was formally opened to the public, September 17th, 1879. It is under the management and control of members of the Brethren Church. This church is an advocate of plainness in dress though not of a particular form, and simplicity in manner of living. Well knowing that colleges, generally, foster pride and extravagance, and realizing the need of an institution for the promotion of higher education under Christian influences that would develop its students intellectually but not at the expense of the heart, it was determined to found a college, and offer a liberal course of study to all those who would educate either themselves or their children for usefulness and contentment therewith, and not for ostentation and discontentment with every thing their station affords.

"One of the distinctive features of Ashland College, therefore, is, that rich and poor meet upon the grounds of equality, that worth, not dress, is valued and respected; that economy, not extravagance, is fostered; and that a desire for usefulness, not show, is promoted."

First Fall term began August 11, second Fall term, October 20, Winter Term, January 15, Spring Term, March 16. Spring term ended Feb. 21. W. C. Perry, Principal of the Normal department taught Latin, German, History, English. There were six faculty members, one teaching penmanship only. Ashland at that time had 4000 inhabitants. The distinguishing features of the Institution were:

1. It is thoroughly Christian, but not sectarian.
2. It aims to adorn the mind rather than the body.
3. It teaches self-government of the principles of love and respect.
4. It affords a liberal course of instruction at the least cost.
5. It aims to develop the student into true, noble manhood.

Five distinct courses of study were offered: Classical, Scientific, English, Commercial and Music. Special assistance was given students preparing for the ministry.

1. "Tuition must be paid in advance. Any one entering for less than one term will pay \$1 per week. Students may enter at any time.

2. Students are expected, as far as possible, to govern themselves.

3. Every student is expected to be a lady or gentleman, and must render strict obedience to such rules as are required to protect the morals of the students and the good order of the school."

### COST OF LIVING

"Table board, with furnished room, per week . . . . . \$2.00

Table board, with unfurnished room, per week . . . . 1.75

Carpets 10 cents per week extra; light and fuel are extra. An unfurnished room contains stove, table, wash-stand, bedstead and chairs; a furnished room contains bed, stove, chairs, bed-clothing, wash-bowl and pitcher. The towels and bed-linen are washed and kept in repair by the college. Empty rooms will be rented at low rates.

Many students prefer to board themselves, or in clubs, and thus reduce expenses. Students have in this way reduced their expenses to \$19 per term including tuition. Rooms can be rented at from 25 cents to one dollar per week. Boarding in private families from three dollars per week and upward."

In that year there were five seniors in the Classical course, six in Normal, and three in the Scientific. There were ninety-four undergraduates. Including the music students there was a total of one hundred and fifty-nine students for the year.

In the catalogue of 1886-1887 for the first time a course in Theology was offered. The college had made no provision to maintain an independent department of study in theology at this time, but a course of reading had been arranged for those who desired it. No regular recitations were held, but stated examinations were given and occasional lectures offered.

"The student is advised to bring with him any text books he may have, and in many cases no others will be needed.

The College furnishes no text books, but they can be purchased of the booksellers of Ashland. Do not purchase books until you consult the Principal. The Blank Books used in the Commercial Department are made to order, and can be obtained only at this place."

## Financial Troubles

From the church annual of 1887 we learned that H. R. Holsinger had been appointed solicitor for the College which was in debt \$20,000. He raised a considerable amount but it was the general opinion that the Church could not bear the financial responsibility. A resolution was adopted to collect all bona fide subscriptions to the college, and apply the same to the payment of the debt. There was a question as to whether the Progressive Branch of the Church really owned the college or whether the German Baptists could take it over. But the validity of the Progressive's title to Ashland College was proven by the fact that the "title was made to the Trustees of Ashland College and their successors in office for ever."

S. H. Bashor in an eloquent and enthusiastic speech presented the following motion, "I move that we earnestly urge each member all through the church of the entire brotherhood to pay one dollar per annum until the debt that now burdens the College be paid off; and that the delegates and pastors present at this convention go home and do all in their power toward making this motion the unanimous sentiment of the whole Brethren Church, and that the proceeds be sent at once to H. K. Myers, Ashland, Ohio."

In the presentation of this motion, Brother Bashor made one of the grandest appeals of his life. The earnestness and eloquence with which he reasoned reached into every soul, and, as the sequel proved, into every pocket book. The fire took hold of the speaker and spread through the convention until every one was warmed up. The words seemed to burn as they entered the heart, and every one felt that the decisive moment had come as they had never felt it before.

The speaker said he wanted the convention to vote on this question so that it would be felt; that the plan that was to rescue Ashland College must be commenced then and there. He requested all the delegates to come and deposit their vote on the table in the shape of a dollar. The

convention was ready for the vote. No sooner was the vote called for than there was a general uprising. The audience came forward and the clink of silver was plainly heard. Brother Ewing, with a peculiar inspiration, went to the organ, and hundreds of voices pealed forth the joyful song, "Rejoice and Be Glad, the Redeemer Has Come." The dollars still poured in, and Brother Bashor mounted a chair and still continued to encourage the audience. It was a grand time. Tears and smiles could be seen on the same faces, and everyone felt that the day of emancipation for the college was not far distant. When order was in part restored, it was found that ninety-four dollars in votes had been cast, besides five hundred and fifteen dollars that had been pledged by the delegates for themselves and their churches.

It had been said that the College would either rise or fall with the action of this convention. Every one felt this. So the students had anxiously awaited the result. They had draped a large flag in case of failure. But when the church so emphatically and enthusiastically voted to sustain it the previous evening, the crape was torn off, and early that morning the flag was hoisted to the tower, proclaiming the glad tidings to the world that the day of emancipation had dawned at last.

## Bankruptcy Faces Ashland College

During all this time the college was accumulating a debt which was ever increasing by unpaid interest so that by June 1888, it amounted to approximately \$41,000. The creditors asked for a receiver and the Common Pleas Court of Ashland County appointed Mr. Cloyd Mansfield to that position. As the debt was large and mounting, Mr. Mansfield had no other alternative than to offer the institution for sale, either private or public. Some of the former trustees and the board then active in Ashland met in June, 1888, and under the direction of Mr. Mansfield, Receiver, made the following disposition of the property mutually agreed upon. That part of the college property lying east of Grant Street and consisting of nine acres be deeded to George Irvin, Austin Moherman, Reuben Buckwalter, I. D. Parker, and Simon Garver, all conservatives, for the sum of \$4000, which piece they later privately sold. That part lying between Grant Street and King Road, consisting of

eighteen acres, on which the college buildings were situated, was deeded to Josiah Keim, Vernon Wampler, J. Allen Miller, Isaac Kilhefner, S. E. Shook, and C. E. Duffenbaugh, all progressives, for the sum of \$18,500, which was paid to Mr. Mansfield, receiver. This left a considerable sum unpaid for the institution did not sell for the entire indebtedness which was \$41,000. The facts are that those present trustees and the former trustees under whose administration the debt had been contracted paid the remaining amount out of their own pockets. These men were progressives as well as conservatives. The present property of Ashland College legally passed into the hands of the Brethren Church, as the result of an agreement reached between the two groups at the time of the sale, which was held under court order. The debt of so long standing, while not fully paid off, was properly provided for.

## A New Charter

On August 29, 1888 a new charter was secured and the name of the institution changed from Ashland College to Ashland University, the change in name being in accord with certain legal requirements. The incorporators were Vernon E. Wampler, Samuel Brumbaugh, John A. Miller, Charles E. Duffenbaugh, Isaac Kilhefner and Silas E. Shook. These men together with Josiah Keim and Daniel Beachler also constituted the new Board of Trustees.

If the new constitution of 1888 and the incorporation papers of that date are compared with those of the original founders of the institution, 1878, it will become clear that Ashland College was founded as a college of liberal arts and so continued up until after its control had passed into the hands of the Brethren Church, when it was decided that it should also serve as a place for the training of Christian ministers. And this has since been regarded as one of Ashland College's major functions.

"In order to accomplish the objects of this institution, such instruction shall be given as is usually embraced in the course of college or universities and theological seminaries in this and other countries." Other articles follow which disclose the sincerity and foresight of the promoters of this new corporation. "The original charter of Ashland College was granted to empower the Trustees:

1. To establish a College in the incorporated Village of Ashland, in the county of Ashland and state of Ohio.
2. To collect by subscription and otherwise a fund sufficient to purchase ground, erect buildings, and make and perfect all arrangements necessary for said institution.
3. To provide for the education of the youth of both sexes.
4. To provide for the following courses of education, namely: collegiate or classical course, a scientific course, a preparatory course, and a course of normal instruction.
5. To raise an endowment fund for the support of teachers and professors.
6. The name of said institution shall be "Ashland College."

We make application to the auditor of the county for a certificate as provided for in section 15 of the act relating to Corporation.

Ashland College

February 20, 1878

H. K. Myers      Austin Moherman

John Shidler      Richard Arnold

William Sadler      I. D. Parker

A. M. Dickey

The Constitution and By Laws are recorded in the minutes of a meeting held at Dayton, Ohio, on August 8, 1888.

## Faculty and Rules 1888

The Faculty for the year 1888-1889 was chosen—

J. M. Tombaugh—President .....	\$500.00
W. W. Felger—Vice President .....	300.00
David Bailey .....	180.00
John A. Miller .....	180.00
S. E. Shook .....	180.00
M. G. Slocum .....	80.00
A. Pearson .....	180.00

"The understanding is that when the average term attendance exceeds fifty, the President shall receive two dollars per term for each student above an average term attendance of fifty, and the Professors are to receive \$1.50 for each student exceeding the average.

A Professor shall teach not less than five classes nor more than six."



In the fall of 1888 the school opened under its new designation, Ashland University and Dr. J. M. Tombaugh was called to the presidency. It is interesting to note a few changes in the regulations.

"1. No student shall use tobacco in any form in any of the University buildings.

2. Dancing, card-playing, billiard-playing, and visiting any billiard soloon or any immoral place are forbidden.

3. The university is a place for work. Young persons seeking chiefly social enjoyment should look elsewhere to gratify their wishes as their presence in the University would but tend to demoralize those of higher aspirations.

4. Young women are forbidden to receive visits from gentlemen during the morning or afternoon study-hours or later than ten o'clock in the evening. They are required to return to their homes immediately from all evening entertainments.

5. All students are required to be present at Chapel exercises at 8:30 A. M. every school day unless excused. The coming together in a common assembly where the students and faculty assume the relation of a large family has a wonderful unifying effect. Here is where the College spirit is born and developed; and here is where that spirit of devotion to one's school, which is characteristic of students everywhere, is nurtured and matured. If for no other reason colleges should maintain chapel exercises for their unifying and scholastic influence.

6. We believe that no Literary Course is complete without a full Literary Culture. Hence all taking a regular course will be drilled in composing and reciting as a regular school exercise. Two literary societies have been organized. The Pierian and the Dallas."

Doctor Tombaugh continued as president for two years. When he resigned Reverend D. O. Christner who served for one year, was called as his successor (1891-92) During Dr. Christner's presidency there was internal friction and the finances were almost unregarded. These two, Dr. Christner and Dr. Tombaugh, held the school together during a most discouraging period and their services were invaluable.

### The College in 1890

The collegiate year of 1889-90 was announced as Ashland University, Normal School and Business College.

Dr. J. M. Tombaugh was President. There were two Fall Terms of ten weeks each, beginning August 5th. One winter term of 11 weeks; one Spring term of 11 weeks, and a summer normal term of eight weeks. "We present no inducements to the idler and the smatterer and offer no substitute for earnest study and continual diligence, but our doors are open to those who wish to learn the ways of knowledge and to seek the paths of wisdom."

"The buildings and grounds are situated in South Ashland, within fifteen minutes' walk of the business center of the town, and are isolated to such an extent that no inconvenience of any character is suffered.

"The University building is a large, commodious and elegant structure, and is one of the finest buildings of its character in the State. It is one hundred feet in front and the same in depth, four stories high, exclusive of the attic, and including the basement. It is built of cut stone and brick, and admirably adapted to the purpose. There is recitation-room accommodation for five hundred students; besides, library, reading room, office, museum, two society halls, auditorium and a chapel. The building stands in a location that affords a magnificent view of the town and surrounding country, and is an attractive and inspiring place to the student.

"The Boarding Hall is 40 feet front by 110 feet depth, and similar in construction to the University building. It is supplied with modern conveniences, and offers a splendid home to those boarding there, with wholesome restraint and elevating influences. It will accommodate 120 students.

"The Classical Course aims to prepare men and women for worthy living in an age so full of noble activity and in a nation under so many obligations as is ours to recognize the hand of God in its precious past and its promising future. To those who creditably complete this course, a fine Parchment Diploma in Latin will be given and the degree of Bachelor of Arts conferred upon him."

### Ministerial Course Offered

A ministerial course was offered. This course had been established in view of the urgent need of more ministers and of the fact that many young and middle-aged men now in secular business would be willing to give their lives to

the preaching of the gospel, but could not afford to take a regular college course, some for lack of means, some for want of time. It was believed that by one year of judiciously applied study men of this class could acquire such a knowledge of history, literature, the mental and moral sciences, evidences of Christianity, as well as such proficiency in the art of reading, speaking, writing, and sermonizing as would qualify them for great usefulness in many fields.

It was decided that all students who entered Ashland University with the intention of entering the ministry of the Brethren Church should be required to give a bond obligating themselves to preach one year for every year's tuition received free and in case of failure to continue in the ministry, they should repay the amount of tuition according to cataloged rates.

"Those students who pay no tuition shall be expected to perform some active Christian work each week under the direction of the Dean."

The department of elocution and oratory was very popular.

There were four students in the scientific course, eight in the English, eight in the preparatory, forty-three in the normal, thirteen in music and thirty-four in elocution. There were some duplications in the music and elocution courses. There were forty-one alumni.

In the year 1890-91, there were 135 students. "Drawing, painting, sketching and drafting educate the hand and eye and refine our natures by cultivating a love for the beautiful." Art was taught for a number of years by Mrs. Florence Luce Miller, who was engaged in Miller's Art Studio.

In 1894, S. S. Garst, M.D., was chosen President, but was incapable and soon retired. The general Conference of the Church was held at Ashland in the Fall of that year, and among those who attended was Rev. J. Allen Miller, then pastor at Elkhart, Indiana. He was persuaded to remain and take charge of the school as it was without a head and disorganized because of the failure of Dr. Garst. G. W. Rench came from Milford, Indiana and served with Dr. Miller for one year. The school was conducted on this basis for two years, when Dr. Miller resigned to enter College elsewhere.

The catalog of 1895-96 was very pretentious—the finest and largest yet printed. It was announced as “Ashland University—Christo et Ecclesiae.” Dr. Tombaugh was President and Dr. Miller was Dean of the Theological Department. A popular course during these two years was Drawing and Painting under the supervision of Miss Edna Brinton, an Ashland resident. “A moral end should be gained in the study of Art, by speaking to the heart. President McCosh of Princeton says, ‘There is too much of the head and too little of the heart culture in our Colleges and Universities.’ ”

Greek and Latin were taught in all of the Departments. Many of the students were enrolled in Music. “Students must come prepared to work. Work is the genius by which men become famous.”

The cost of living was still very low.—

Collegiate Department per term of 15 weeks..	\$12.00
Table Board per week .....	2.00
Furnished roms per week .....	.50

From 1896-1898, Dr. J. C. Mackey was made nominal President, but he was never in residence. There were at this time 48 Alumni.

## Dr. Miller Reopens The College

In the Fall of 1898 Dr. Miller and Mrs. Miller were asked to open the school. It is from his administration that we reckon the modern history of the college, for, since that time it has been in continuous operation. The college grounds were covered with weeds, blackberry bushes, and Baldwin apple trees. Amid these discouraging and unlovely surroundings, two persons knelt in prayer, pledging their lives to the enrichment of youth and asking God's blessing upon their efforts. Dr. Miller organized the courses and called a faculty, some of whom served the college for many years. The Board of Trustees finally succeeded in paying off the remaining debt, and the school grew both in prestige and numbers during the administration of Dr. Miller until 1906 when he became head of the Theological Department.

J. Allen Miller, A.M., B.D. Philosophy and Theology  
 L. Leedy Garber, A.B., English, history, economics  
 Clara Worst Miller, B.L., Latin, language, literature  
 George W. Rench, A.B., mathematics, normal department

George E. Crowell, music.

"Classes meet five times a week. 45 minutes allowed for each recitation." Enrollment of students was small.

In 1900 the Faculty consisted of

J. Allen Miller, A.M., B.D. President, Greek and Theology

L. Leedy Garber, A. M., English History, Principal of Normal Department

Clara Worst Miller, B.L., Latin

C. Orville Witter, B.S., Secretary, Mathematics, Natural Sciences, German

W. D. Furry, A.B., Philosophy and French

Charles Grant Phillips, Shorthand and Typewriting

John C. Beal, B.Com.S., Bookkeeping.

Sadie Berkley Phillips, Mus.M., Vocal and Instrumental Music

Two literary societies were organized—the Philomathean and the Hesperian, whose meeting places were on the third floor of Founders' Hall and were beautifully furnished. These societies have contributed much toward the ideals, self-confidence, earnestness, directness, and organizing ability of the students. "Ashland College can now boast of two beautiful literary halls. We believe these halls to be as fine as any in the state."

In the spring of 1900 many small trees of various varieties were brought in from the farm of A. N. Snyder and planted by the students and faculty. These trees are on the campus today along with the pines planted sometime before as class memorials.

There were sixty-nine students. In 1901-1902 there were eighty-nine students and the catalog was called the "Purple and Gold" catalog, for in that year this monthly journal was first published by the students and faculty.

#### The Ideal Student

"Is a plodder.

Has high ideals.

Is always on time.

Is frank and manly.

Is thoroughly in earnest.

Is loyal to his instructors.

Believes in the Golden Rule.

Does his level best every day."

## Y. M. C. A. Organized

In the year 1900 the Y. M. C. A. was organized. Dr. W. D. Furry was the leader in launching the Association work in Ashland College and was its first President. He was succeeded by A. H. Lichty who later became nationally prominent in Y. M. C. A. work and devoted his life to the cause. Two years later the Y. W. C. A. was organized with Mrs. Miller instrumental in effecting the organization and becoming its first president. She was followed by Ada Garber, now Mrs. George E. Drushal, who became interested in helping young women and with her husband started the unique and splendid work in Lost Creek, Kentucky. These associations worked together and aimed to enroll every student in the college in some course of Bible study. "Four different courses are offered. The first year the student takes up the study of the life and works of Jesus, according to Saint Mark. The second year we direct his attention to the study of The Acts and the Epistles. The third year is given to the study of Old Testament characters and the fourth year is devoted to the 'Studies of the Teachings of Jesus and His Apostles.'"

But the associations touched every human activity and believed in developing the whole man or woman. The Y. W. C. A. engaged in many activities and raised the first \$2000 toward a Chapel on the College grounds. This amount saved for many years was given to the Building Fund for Memorial Chapel.

The Commencement exercises for 1901 were held in the Chapel on June 5, Wednesday evening.

Class History—Charles M. Holsinger

Class Poem—Esther Hiller

Class Prophecy—J. H. Shidler

The class address was given by Reverend C. F. Yoder, of Warsaw, Indiana, a post-graduate student of Chicago University. His theme was "Uses of Education." The Baccalaureate sermon was delivered by Dr. W. D. Furry.

By 1902, two new Literary Societies were formed, the Willard Guild and the Lowell Society. "The Maxim, 'Learn to do by doing,' can be nowhere more appropriately applied than to Literary society work. We may have the theory of literary composition and delivery, but the actual practice must not be omitted. To be able to express one's

self in an easy forceful manner so as to carry conviction to the heart of the hearer is no little accomplishment. We as students have a victory to gain and a foe to vanquish in our struggle for mastery in the field of literary and oratorical endeavor."

The 1902 graduating class was the largest ever graduated from the college to that time. There were splendid addresses and great promises for the future. Tribute was paid to E. J. Worst who had given so liberally and continuously for the support of the work at Ashland. "There are hundreds among us who, like him, should recognize that the world needs their religion and benevolence now."

"Hail to the colors that float in the light,  
Hurrah for the Purple and Gold;  
Purple the stars, as they twinkle at night,  
And reel in a rollicking fold;  
Golden the fields where ripens the grain,  
And golden the moon on the harvest bright;  
Hail to the colors that float in the light,  
Hurrah for the Purple and Gold."  
Purple the east that welcomes the sun,  
When yellow-robed morning is due;  
Purple the curtain that evening has spun.  
The slumbers of Phoebus to woo.  
Purple-tipped peaks the bright earth adorn,  
And welcome with joy the golden morn,  
Hail to the colors that Nature has spun,  
Hurrah for the Purple and Gold!  
Here's to the college whose colors we wear,  
Here's to the hearts that are true;  
Hail to the maid with the golden hair,  
Hail to the colors, too.  
Garlands of Purple and Gold intertwine,  
And hearts that are true and voices combine.  
Hail to the college whose colors we wear,  
Hurrah for the Purple and Gold!"

"The year 1902-1903 has been the most successful in the history of the college, not only from the point of numbers but from the standard of work both intellectual and physical. Our progress in material things was never more marked than it is today; our aim in things intellectual and spiritual never higher."

At the commencement exercises, Reverend James M. Tombaugh, A.M. of Hagerstown, Maryland gave the address on the subject, "Enthusiasm As a Factor in Life's Work." Miss Emily Gnagey was the first lady graduate from the Collegiate Department of the institution. There were twenty-seven graduates.. The departments represented were Philosophical, Classical, Classical Divinity, Music, Normal, Preparatory, Commercial, Stenography. There were 193 students. The contract for a gymnasium was let in this year. A year after its organization, the Y. W. C. A. had more than fifty members.

The college arranged to conduct night classes for the benefit of those in the community who wished to secure a better education but could not attend during the day. Early in 1904 these courses were given. About thirty attended the class in Shakespeare taught by Professor Furry, and an equal number the teachers' training class under Professor Miller. Professor Byers taught the history and Professor Beal, the bookkeeping. Ashland College arranged with the University of Chicago for a series of six lectures to be given in Ashland during the winter of 1904 by Professor George Elliot Harvard, Ph.D. formerly head professor of history in Leland Stanford University. The Y. W. C. A. were the sponsors of the course.

## Progress Is Reported

An article in *The Ashland Times* as of January 15, 1902, reads:

"Ashland College enters upon a New Era of Prosperity. Over one hundred students enrolled for the Winter Term. Bright Prospects for the future—out of Debt and Endowment Secured."

"While Ashland has rapidly increased in wealth and population and planned for greater prosperity with shoe factories, automobile works and electric railroads, an institution no less important has not been given the support and attention due it, perhaps, and yet its success means as much, if not more, to the city than any one of the projects mentioned. Yet wisely, quietly, and persistently President Miller and his co-workers at Ashland College have applied themselves to the task of building up an institution of learning worthy not only of the patronage of their entire



church, but of the community of Ashland as well. Victory has at last crowned their efforts. The tide has turned and, as one speaker said at the banquet last night, Ashland College, a subject which at one time was denied a hearing in their conferences, is now not only backed by the solid support of the Progressive Brethren church but is the moving spirit and central force in that church.

"Few colleges have experienced the hardships that have been the lot of the Ashland school. When the Progressive church assumed its management it was heavily in debt, without endowment and many of the congregations were opposed to its work. But faith and works have overcome all these difficulties. The college is now free from debt, has an endowment of \$25,000, and, best of all, its value and ennobling influence are now recognized throughout the entire church, which is rallying to its support in a manner that makes its future most bright and promising."

### Ashland Enrolls 100 Students

"When President Miller and Professor Garber assumed charge there was only a handful of students. Tuesday morning of this week the number passed the hundred mark, and the announcement of that fact at the chapel exercises called out the most joyous demonstration ever witnessed in the college. The faculty and Editor Gnagey, whose persistent presentation of the claims of the college have been no small factor in its development, were borne aloft on the shoulders of the stalwart students. The day was given up to general rejoicing. Regular school work was suspended and with flags and class colors the students paraded the streets of Ashland, giving our people ocular proof not only of the number of scholars but of their worth and high character.

In the evening a sumptuous banquet, one of Goodman's best, was tastefully served in the College Chapel. While it was being prepared a delightful program was given in the class room below. The exercises were in charge of A. H. Lichty who efficiently served as toastmaster throughout the evening. The program consisted of a piano duet by the Misses Beal and Cronkilton, a recitation by Mercy Palmud; address by Mr. Oberholtzer; a vocal solo by Mr. Goughnour; and a duet by Mr. and Mrs. Phillips.

The climax of the exercises came when the Ashland Military Band marched into the room, playing one of its favorite airs. It was an unexpected favor and the band of boys were given seats of honor at the banquet and their music was a most enjoyable feature of the celebration, winning for them a high place in the regard of the students.

It was after nine o'clock when the happy guests were summoned to the banquet hall. Three long tables extended the full length of the room and an extra table across the end was provided for the band. It was a delightful scene of pleasure and a happy augury of the better days in store for Ashland College.

But best of all was the tone of the gathering, for, with the good fellowship and cheer, there was sustained throughout the keynote sounded by President Miller of high purpose and lofty character.

The menu was a splendid one, and it is hoped that the future of the college will exceed expectations as far as the banquet did the bill of fare issued by the students. For ice water, snow balls and cold feet were promised, when, in fact, the guests got the best things in the land, accompanied by cordial greetings from hearts warm and tender in the hour of triumph over difficulties.

After the banquet came a feast of soul, and happy and inspiring addresses were given by those prominent in the college work. Mr. Eikenberry spoke of the modest beginning of college work under Professor Miller five years ago. E. D. Burnworth was eloquent in his praise of the good work of the faculty and college and happy in his allusions to life in the boarding hall. Mrs. Phillips gave a delightful piano solo and then George Carpenter told of the good qualities of the faculty in a way that pleased not only by its witty composition but by the worth of the subjects chosen. William Beachler spoke of Ashland College "Five Years Hence," predicting five-hundred students and growth in every department. It was an eloquent effort and one of the best appreciated on the program. An artistic piano solo by Mrs. Pearl Beal, followed.

President Miller was then called for and given an ovation which showed how great his hold is upon the affections of the students. He spoke of the modest beginning of the college under his administration and of the obstacles met and overcome. He counseled high living and lofty purpose

and rejoiced in the bright outlook for the institution to which he has given such untiring service. His faithful worker, Professor Garber followed him and his address was eloquent with sincerity. Professor Furry made an excellent address, and Professors Witter and Beal each expressed gratification for the success attained.

Mrs. Phillips and Mrs. Beal favored the audience with a piano number. Then calls were made for the man to whose faith and contributions the success of Ashland College is most due—Josiah Keim. From the founding of the college he has been one of its trustees and through all the dark days, almost alone, he clung to the belief that the school would succeed. Much of his fortune has been devoted to the college, and he was the happiest man in the hall, as he expressed his pleasure at the dawn of a new and brighter era for the institution for which he had sacrificed so much.

E. J. Worst, also a generous supporter and faithful laborer for the college since its organization, responded to calls made for him, and made an excellent address, expressing his pleasure at the dawn of a better day.

A. D. Gnagey, editor of the *Evangelist*, began his address with a happy allusion to the "high" day which had been enjoyed by the college, especially by members of the faculty and himself, and closed it with the inspiring message which we have given at the opening of this article.

Altogether it was a proud and happy day for Ashland College; the memory of it will always remain with those who took part in it. May it result in broadening its field of usefulness, in increasing its membership and in bringing about even more loyal support from the church to which it belongs, and the community in which it has been placed."

## The Year 1904

Edwin Byers from Hollidaysburg, Pennsylvania, joined the Faculty in 1904. He had taught for a number of years in his own state before coming to Ashland, where he was a successful teacher and where his work was attended with excellent results.

In 1904 at Commencement time an alumni organization was effected. "All Alumni of Ashland College are requested to meet at Ashland on June 14 at ten o'clock in the College

for the purpose of effecting an organization. This call extends to all graduates of the college. All old students of the College are also requested to meet at the same time and place. Further notice of these meetings will be posted." J. Allen Miller, President.

In this year there were twenty-five graduates. "He who has never been a senior and a graduate has missed one of the supreme joys, and he who does not attend an occasional Commencement misses one of the best opportunities for reviving the golden glow in inspiration of youth." The exercises began Sunday, June 12, with the Baccalaureate Sermon by Reverend W. S. Bell, of Johnstown, Pennsylvania. Subject—"Life in its Making."

Monday, June 13th at 8 P. M.

Recital—Students of the Musical Department,  
Mrs. Pearl Beal, Director

Tuesday, Recital, Professor Harrie Lee Bland, assisted by Miss Helen Myers, soprano, Miss Katherine Wiest, violinist, and Miss Olive Williams and Miss Katherine Myers, pianists.

On Wednesday at 9:30 A. M. Class Day exercises were held in the Chapel which again proved too small to accommodate all who wished to attend.

The Salutation was given by George C. Carpenter, President of the class, followed by Marcus A. Witter in the class oration, "Education and Religion." The class poem was written and read by Amy Worst. Beautiful musical numbers were rendered. More than six hundred people gathered in the Opera House to witness the final commencement exercises Wednesday evening. The class address was delivered by Dr. Emory W. Hunt, President of Denison University. His theme was "The Value of Educational Investment." The stone bench was given to the College as the parting gift of this class. "May the light of moon and stars aid very decidedly the secret power of this most wonderful bench."

## Commencement 1905

The class of 1905 was the largest and strongest class thus far graduated from the College. That the influence of the College was deepening and widening and that it was a potent and ruling force in the Church and in society was

impressed upon all who attended the exercises of commencement week. The Baccalaureate exercises were held June 11. The chapel was beautifully decorated with "Purple and Gold" and potted plants. The sermon was delivered by Dr. W. D. Furry "and was one of the most scholarly ever given in Ashland and heard by a large and appreciative audience." On June 12, the joint literary program of the societies was given.

Oration—"Life for Life"—Edward Byers

"The Quarrel Scene between Brutus and Cassius"—

Emory Byers, Mr. Pierce

"The World's Breadbasket"—Ross Snyder

"An illustrated and entertaining 'Bridget'"—E. G. Mason

The Class Day Exercises were held on June 14

"Salutatory"—E. D. Burnworth

"Class History"—Norman G. Kimmel

"The Larger Patriotism"—William Beachler

"Class Poem"—Edith Thomas

"The Pessimist"—Charles E. Widner

"The Optimist"—Herbert L. Goughnour

"Valedictory"—George E. Drushal

The Ivy planting at Founders was observed for the second year. William S. Baker delivered the Ivy oration and Miss Vera Gallagher read the Ivy poem which she had written. ("Purple and Gold," Commencement Number 1905) The Sun Dial was then presented to the College in a timely speech by the class president, E. D. Burnworth. President Miller accepted the gift as a token of the regard the class of 1905 had for its Alma Mater.

The Commencement exercises were held at the Opera House. President Miller made a few remarks and introduced W. O. Thompson, President of Ohio State University, as one of the State's gifted educators who spoke on "Some Modern Aims of Education." The graduates of the various courses were seated on the stage and the diplomas were presented, accompanied by "well-worded and fitting remarks to each graduate" by the President, Dr. Miller. Another commencement, one of those coronation days, the milestones of progress and stepping stones to higher ideals passed into memory.

## First Reunion Of Alumni

The first reunion of students and alumni was held on Tuesday, June 13, 1905. There were present men and women who signed the first student roll a quarter-century ago. Some had gained distinction in State and Nation. The speaker of the afternoon was Reverend E. P. Wise, pastor of the Cedar Avenue Christian Church, Cleveland, Ohio, a former student. He gave a forceful and intellectual address on "Education and Life." Banquet time was 8:30 P. M. with 243 persons present. There were 96 alumni. Toastmaster was W. I. Ilger. The men who spoke during the post prandial pleasures were President Miller, Professor D. N. Berkey, J. L. Clark, W. C. Mykrantz, Mayor C. P. Winbigler, Reverend A. D. Gnagey, Reverend R. E. Bowers of the Congregational Church, Prosecutor W. T. Devor, Judge F. M. Plank of Medina, Dr. John W. Irvin, a successful physician of Creston, and W. D. Stem (These men represented the intelligentsia of Ashland and vicinity.)

## Dr. Gillin Comes To Ashland

In the Fall of 1905, J. L. Gillin, M.A. and B.D. from Union Theological Seminary, joined the Faculty and was Professor of Church History and Theology. He also became pastor of the Ashland Brethren Church. He was the nominal head of the school until 1911 when Dr. Furry assumed the Presidency. Dr. Gillin was in residence only a few years.

The following was found on one of the blackboards in 1906:

"He is not quite a gentleman  
 Who talks boisterously;  
 Who wears his hat in the library;  
 Who disregards the rules;  
 Who whispers in class;  
 Who smokes on the campus;  
 Who prowls about after sleeping hours;  
 Who slams the doors;  
 Who disturbs those wishing to study;  
 Who fails to return a borrowed book."

In the class of 1906 there were twenty-seven graduates. "These who for years have been drinking from the fountain of knowledge and climbing the mountain of culture,

widening the horizon of their mental vision and gathering inspiration from nobler ideals of life and duty, have gone forth to the commencement of real life with their motto, 'Rowing not Drifting,' still echoing in their ears." No education is adequate unless it awakens the sense of values.

The exercises of Commencement week were a fitting climax to work of a class whose members had won signal distinction in the varied activities of college life, and by them as well as by others the events will long be remembered. The Baccalaureate services were held Sunday, June 10, in the college chapel. Reverend G. W. Rench, of Goshen, Indiana, a former teacher of the college, preached the sermon.

Monday evening, June 11, the Hesperian Hall was filled to hear the excellent closing program, the main features of which were as follows:

Essay—E. G. Mason

Reading—Vera Gallaher

Budget—E. D. Burnworth

Oration—May Snyder

Debate—W. H. Miller, C. M. Pierce; J. A. Garber, Edward Byers

On Tuesday evening the program of the Philomathean Society was given.

Reading, Grace Hodges

Soliloquy, George Baer

Essay, Vesta Leslie

Reading, Ethel Lynn

Eulogy, Loyd Snyder

Valedictory, Harley Wolford.

(Many old friends of Ashland College will remember them.)

On Wednesday morning occurred the eighth annual exercises of the graduating class. The salutatorian was W. H. Miller and the valedictorian, Anna LeFever. The commencement address was delivered by Dr. M. B. Williams, a noted evangelist, whose subject was "Perspective." This was held in the Opera House. When the curtain arose at

8:30 o'clock, the pennant of the class colors, blue and white, bearing the figures '06 went up with it and remained in full view of the audience throughout the evening.

Dr. J. Allen Miller resigned this year as President of the College and was chosen Dean of the Theological Department which position he held until 1933.

On June 12, 1906, a meeting of the trustees of the college was held at Ashland, Ohio, when the duties of the Dean were outlined. "He shall have charge of the outlining of the courses of the professors who teach in that department as regards their method of teaching and the conduct of their courses. He shall be the director of the student Christian work, and perform such other duties as are usually included in the function of a Dean." Dr. Miller was elected Vice President of the College to act in the capacity of President during the absence of Dr. Gillin for the year 1907-1908.

"Ashland, Ashland,  
O, Ashland's the place for us all to be,  
Ashland, Ashland,  
O, Ashland's the College for me."



# History of Ashland College

## Since 1900

By E. G. Mason

The story of Ashland College during the more than fifty years since the turn of the century constitutes more than two-thirds of the life of the institution. The first third of its existence has been so well told by Mrs. J. A. Miller that no more than its recognition and brief references to it need be recorded here. It is our task to carry on the record and to attempt to measure the progress and growth of the college in the twentieth century.

Mrs. Miller's account goes into the first few years of the twentieth century and this part of the story begins with the year 1900. As a result there is a slight overlap. The overlapping of the two accounts can do no harm unless there are conflicting statements. Whatever differences do occur or, seem to occur, are due in part to the difference in interpretation of the source materials, and in part to the original sources of information. Sometimes the original account is based upon memory which may not be entirely clear and accurate. Both the memories of Mrs. Miller and of the writer of the more recent account have been used and at times may not be entirely reliable, or may not agree in every particular.

It is proper to say that whatever improvement that the college has made in this century must have been dependent upon the solid foundations laid in the last quarter of the nineteenth century. As with the structure of any building, a denominational college is comprised of more than its physical plant, the building or buildings on its campus. The institution as a whole must rest upon a good foundation that is fostered and nourished by a united church organization back of it, and upon a friendly and interested community in which it is located, as well as upon an enthusiastic clientele of students.

### Criteria

The proper procedure in recording the story should begin with a picture of the college at the opening of the century. As the picture changes the story will change accordingly with respect to the factors that shall constitute he

measuring sticks of advancement. The measuring factors are chosen arbitrarily and are essentially the same as those used by the North Central Association of Colleges and Secondary Schools in the evaluation of colleges. The North Central Association is the regional accrediting organization in the Mid-west and membership in it is considered to be essential to any progressive college located within the twenty-one state area included.

The factors or criteria used as a means of measurement follow. The first is the physical plant. The physical plant can be seen and usually speaks for itself. The second is Instruction. It is apparent that instruction is of paramount importance to an educational institution. It is equally apparent that the quality of instruction is more important than the quantity or the size of the faculty or of the campus size and appearance. So, the size, qualifications, and productiveness of the instructional staff, or faculty, must receive its proper attention in the measurement procedure. Ideally the salaries of faculty members are directly connected with teaching abilities because, as in other professions, the highest salaries are generally paid to the superior members of the profession.

A third important factor or criteria is that of administration. Administration consists (1) of the formulation of institutional policies, (2) in the provision for a good and effective working organization, and (3) in keeping the organization in smooth operation. As in the case of the faculty, the size, qualifications, and effectiveness of those in charge of administration is an important accessory to the successful operation of a college. In one sense, the operation of a college is a business and has many items in common with the operation of any business. However, the business management of a college involves more far-reaching features than those required in the management of any ordinary business that is mainly concerned with profit. The business of a college is to provide the best education possible to its clientele at the lowest possible cost regardless of profit. Consequently the matter of saving money at the expense of educational effectiveness is considered to be a poor policy in the business of education. In order to evaluate properly the effectiveness of administration, all phases of the responsibilities and duties of the administrative officers must be taken into account.

Finances are a fourth factor in measurement. Finances, obviously, involve the policies and programs of instruction and administration as well as the expense of maintenance and operation of the physical plant and its associated educational facilities. Before money can be spent there must needs be provision for a sufficient income to cover the expenses. Ordinarily, the sources of income of a college are barely enough to meet the expenses of operation, so it is imperative that the administration handle the finances obtained economically. College income comes largely from the following sources: student-fees, endowment earnings, and gifts. However, there are a few colleges that own and operate industrial or manufacturing establishments as a source of income but Ashland is not one of those. Obviously some problems arise, mainly competitive, that may seriously affect college incomes. For instance, if the student fees are made higher than those found in other institutions of comparable standing, the prospective student is likely to decide to attend the college where the expenses of an education are the least. He does this on the basis of his right to choose the college he will attend and on the basis of his sense of economy. Endowment-fund income, also competitive, is affected by the current rate of interest and the yielding power of investment securities. College Endowment is usually given in trust to the institution by the donor and the administration and board of control are responsible for its safe investment. Even though the college prefers investments that bring the highest returns it is a general rule that not all of the highest yielding investments are safe. In fact, the greater the yield, the greater is the risk of loss or of depreciation in value. Administrative officials and investment committees therefore must find or try to find the safety margin for investment and keep within that margin. Gifts for current expenses, with no restrictions for endowment purposes, are also received on a competitive basis. The donor is anxious to see his gift bring results so he is likely to give to the college that which makes the strongest appeal to him, and he too possesses the right to make his decision free from undue influence and otherwise impressive inducements. Since all sources of income are competitive in nature, great wisdom, skill, and business acumen in spending are both necessary and wise.

Salaries paid to the faculty, the administrative, the maintenance, and the library staffs must depend upon the finances obtained and budgetary allotments are controlled thereby. The ability of a staff to manage wisely the funds allotted to it in the budget constitutes a convenient basis for further budgetary allotments. The library is an educational and instructional facility and therefore ranks high as a measurement factor and it operates under a budgetary allotment. The size of the library and the broad and wise selection of materials that the students can and do use is a very good indication that it is a well-operated library. The usability and availability of the library as a factor or criteria of measurement is therefore deemed important.

The student body is the material upon which a college performs its service, and is another factor in measurement. The college students constitute the character of the college product and is as much of an indication of the rating of the college as the product of any manufacturing concern is a means of rating its success. If the product is inferior the reputation of the college is weakened; if it is average or better than average, it is strengthened. The student body of any college depends not only upon the effectiveness of instruction and administration, but also upon the selection and counseling of the individual students. A college education does not alone consist of good instruction, although that is very important; it consists also in the incentives or inspirational impulses that bring out student initiative and self-help. Incentive and inspiration are accessories to instruction and a distinctive part of it. In addition to instruction the proper selection of students and their inspiration for further and more intensive study on the college level are necessary. The percentage of the student body that pursues graduate study is a measure of good student selection and good instruction. A high percentage of the student body attending graduate school is fully as good an indication of good instruction as the degree of success in life displayed by the graduates of an institution.

Although the factors or criteria given are the best available and are the results of an extensive and intensive study made by the North Central Association, as dependable measuring sticks, there are other criteria of especial value to a denominational college such as Ashland. These

criteria such as Christian education and others will be used as the occasion arises and given proper attention and consideration.

## Background

Before the picture of the college at the turn of the century is presented it seems advisable to take a brief retrospective view of the happenings of the first half century. The century opened in high hopes for the betterment of conditions in the country in general and began with a critical attitude toward the nation's shortcomings and with proposals for the elimination or at least the betterment of the weaknesses, found to be existing in all fields of activity. The observers of these weaknesses, economic, political, and social, were inspired by the democratic rights of free speech and of the free press, to criticize openly what they saw and to publish their ideas. The movement was called a muck-raking campaign by President Theodore Roosevelt. The name of muckraker stuck even though it was probably inspired as a criticism. But the whole matter turned out to be a means of opening the eyes and minds of the public to the nation's shortcomings. The muck-rakers pointed out the national defects and evils in existence and thereby paved the way for reform and change. The twentieth century, for that reason opened in a blaze of reform that had been gathering momentum since the war between the states. This wave of reform, as suggested above, affected all phases of American life and proposed many changes most of which were only gradually or partially realized. The movement was called the First Progressive Movement by historians and covered the first years of the century, but it was brought to an abrupt halt by the advent of the first-world war. The leading nations of Europe were involved in the war and their concern over warfare gave the American shippers and business men an unusual opportunity to take over the carrying trade of the world and to become the world's leading producer nation. The economic opportunity this offered diverted the attention of the American public from reform to more profitable ventures.

The American business man hoped to serve the belligerent nations with supplies of war as well as with supplies for national existence and thereby realize a profit. The situation was very similar to that existing just before 1812,

and now again the shippers relied upon their neutral rights on the high seas, and attempted to trade with any and all nations of Europe. But to trade with warring peoples without showing partiality is a difficult matter and one with which our government was unable to cope successfully. Neutral rights have different interpretations depending upon one's position, so England, France, and Germany saw it differently from the U. S. The result was heavy losses to American trade through the ruthless use of the submarine by Germany against our shipping. Eventually, as we know, submarine war became the cause for our entrance into the war. As stated above, World War I abruptly halted the progressive movement but did not destroy it.

The United States participated in the war for only part of a year. But even then our nation as well as the European nations faced serious problems of recovery and reconstruction that lingered on for several years. The slowness of recovery to normalcy held back any pronounced return of the reform movement and it was not until 1925 that it again put in its appearance. Perhaps the after-effects of war hindered the revival of the movement, or perhaps the loss of vitality in leadership may account for its general failure. Historians called the new wave of reform the Second Progressive Movement to show the continuance of the first. Nevertheless, the effort of the reformers was considered to have failed because it failed to win the presidential election and thereby gain control of the government in 1924. But with the coming of the Great Depression of the early 1930's it came into the public limelight under a new name. The new name attracted wide-spread attention because the New Deal promised so much, it won the election in 1932 and thereby gained control of the government remaining in control until after the middle of the century. It is quite possible that the election of 1952 constituted a protest to the extent to which the New Deal reformers attempted to carry out the reform program that they proposed.

## The World of 1900-1902

The reader may wonder and rightly so, what these political and economical events have had to do with the story of Ashland College. The explanation is simple. The progress of a college is dependent to a great extent upon the political, economic, and social conditions of the United States and

of the world, at any and all times. In other words, national and international conditions are reflected in the progress of our institutions of higher learning. If the nation is at war or in the throes of a depression, colleges face many unusual difficulties, and suffer in proportion to the effect that such conditions exert upon their finances and upon the number of prospective students available. If a war or an economic depression continues for a long period of time it is bound to become a serious problem to the economic life of the college. It affects the income and at the same time increases the expenses of operation, thus requiring very careful management of its affairs. More than that, it encourages students and faculty members to transfer their talents from educational to more profitable pursuits such as business, industrial, or government service. Since the transfer is economical in nature higher salaries in the educational field seem to be the only answer to this drain upon personnel and thereby the financial burden of a college becomes correspondingly heavier.

The same thing is true of prospective students. In war time, the armed services drain away a large number of prospective male students and business and industry attract many more through the high wages offered. In addition increased personal incomes tend to bring about higher prices for consumer goods and the costs of living increase. A college is no exception when such a spiral of costs begins.

In addition to the existing two world wars and a great economic depression affecting all colleges during the first half of the twentieth century, Ashland College faced not only these but other serious problems as well. First in the midst of the football season, October, 1926, the old gymnasium burned to the ground. Second, more recently in October, 1952, Founders' Hall was all but destroyed by fire. In fact the loss was considered to be total. But in spite of the losses and the resulting discouragements, a new and far better gymnasium was built, and two new buildings in place of Founders' Hall are now under construction. The new buildings not only will be more commodious and useful than the old but the psychological effect upon the public in general is good. New buildings are always an encouragement to outsiders as well as to those who are directly connected with the college. In some respects, the disasters

suffered may be considered as blessings in disguise because we are told that support in time of need has been forthcoming and coming from hitherto untapped sources. Then too in the 1930's the church and college suffered from a regrettable church quarrel resulting in a further division of the already too small supporting denomination.

### **The Picture of Ashland College in 1900**

According to the records of the Board of Trustees, the board of control of Ashland College there was not a great deal to report in 1900 and 1901. J. Allen Miller was president of the college and John Keim of Louisville, Ohio, was president of the Board of Trustees with Reverend A. D. Gnagey serving as secretary of the board. Besides the officers named, four other members J. C. Cassell, F. L. Garber, E. J. Worst, and C. E. Deffenbaugh, were present at roll call for the meeting of June 5, 1901. The physical plant at that time consisted of the original two buildings, Founders' Hall, and the dormitory, and a newly constructed gymnasium located across the driveway southwest of Founders' Hall. The gymnasium building was constructed of rock-faced vitreous tile said to have been donated by John Kiem. The total cost of construction was reported to be \$4500. As usual when construction is concerned the estimated cost was too low, the total cost in this case exceeded the estimated cost by \$1500, necessitating raising the extra sum. The playing floor, rather the playing area because it was a dirt floor, occupied the main part of the structure. A balcony for the use of spectators surrounded the floor. The floor and balcony was heated by a gas burner located in a pit in the southeast corner of the floor. As a protection the the players the pit was covered with an iron grill at floor level. To keep down the dust a covering of oil was applied. The entrance to the building was at the north side passing through a lobby to the playing area and to the spectators' balcony. Dressing rooms and showers were located at the east and west ends of the floor. Some time later a warm-air heating system was installed on the west side replacing the crude gas pit. The building was quite an addition to the physical plant but now in looking backward it seems very ordinary and even inadequate.

### **Early Dorm Life**

The other buildings, Founders' Hall and the dormitory were much the same as they were known throughout the



first half of the century. As always, the dormitory housed the students coming from a distance. Since the student body was small it housed both men and women, thereby creating a problem of discipline. At first the women occupied the first floor and the men the second and third. Some time later, separated by a wooden partition in the halls, the women were housed in the front half and the men in the rear half of the hall. No provision for modern conveniences came until later, around 1910. The rooms were heated originally by small coal stoves. Fuel was supplied by the pailful; the dormitory management kept a record of the weight of each pail of coal as obtained and the sum added to the student's account each term. As coal fires often went out, each room had a supply of kindling, which with the ashes and coal smoke made small contribution to cleanliness, especially when each student and his or her roommate was required to keep the room "tidy" and "clean."

Another problem of cleanliness and sanitation was the absence of toilet and bath facilities. The toilets were wooden structures located some distance away from the dormitory; the men's, dubbed "Mother Jones," was located a hundred or so feet to the rear or south of the dormitory, and the ladies' was located to the west near a creek that ran through the middle of what is now the football field. There was no running water in the building. Water was supplied from a well, cistern, and hydrant. Each room was supplied with a washbowl, water pitcher, and a receptacle for waste water. The wash bowl was used as a wash basin, bath tub, and foot tub as occasion demanded adding no improvement to sanitation. The study lights were oil lamps. Oil was doled out by the gallon, much like the coal by the pail and small as the room was, space for an oil can was a necessity. Smoked lamp chimneys were frequent especially in the men's rooms and were not especially conducive to much study by lamp light.

Early in the first ten years of the century, progressivism appeared in the form of natural gas. Needless to state, the installation of gas was a marked improvement. The buildings were piped for gas and a small gas heater displaced the coal stove in each room and a gas mantle light displaced the oil lamp for lighting purposes. At the same time, a crude bathroom with inside toilets outmoded the outdoor paths.

An item in the minutes of the Board of Trustees in June, 1901, recorded the expenditures of \$1620.53 for operation of the dormitory while the total income including collections and donations amounted to \$1900.23 leaving a favorable balance of \$279.70. The manager and matron of the dormitory were Mr. and Mrs. Josiah Kiem, lovingly named by the students "Dad" and "Mother." Both were lovable and sympathetic people but in spite of that they often became the recipients of practical and sometimes questionable jokes by the student residents. Although there is no definite record of their compensation, it is assumed that their living quarters were supplied as well as their meals, and that they were entitled to the profits earned during the year as pay.

Room rent at the dormitory, two in a room, was stated in the catalog to be fifty cents a week and table board was \$2.00 per week. Compared to prices today, the living rates appear very low, and there is little wonder that the annual receipts were small.

The manager and matron of the boarding hall or dormitory looked after all matters connected with the operation of such an auxiliary. The manager rented the rooms, and tried to keep the students under disciplinary control and took care of the supply of coal and at times the supply of oil, although oil was obtainable at grocery stores in the neighborhood. The purchase and preparation of the food served was controlled mainly by the matron. Cooks and waiters were largely supplied by student labor, although normally a head cook was employed. Meal planning was meager and not scientifically done. Students constantly complained of the use of leftovers in a hash, which they labelled "Duke's Mixture." Occasionally a group like the "Kicker's Club," would move out in protest. Later about 1925; a trained dietician was employed to plan the meals and supervise the food preparation. The first dietician was Miss Laverda Fuller who stayed on until the 1940's serving the position well for many years. Miss Fuller found that her duty as a supervising cook was best served when she did the cooking herself, so she spent most of her time in the kitchen.

The matron served as house mother until about 1920 when one who qualified as a counsellor and supervisor became a necessity. Some of the house mothers from time to

time were Miss Symonds, Miss Billman, Miss McCoy, Mrs. Elizabeth Leslie, Miss Wood, Miss Stout, Mrs. Rowsey, Mrs. Stuckman, Mrs. Greer, and Mrs. Beachler. Later the dean of women took over some of the functions of the housemother.

## Early Campus Life

Board walks connected the buildings and were always in need of repair, making their use hazardous especially after dark. Later as brick walks replaced the boards, the walks were located in the same places. The streets around the college were not paved and during the spring thaws became wide stretches of water and mud adding nothing to cleanliness and comfort.

The care of the campus also suffered from the lack of funds and from an effective progressive spirit. The front and back campus was not mowed regularly and during the summer and fall grew up to weeds and tall grass. The first natural mowing machines were goats that helped to discourage the growth of weeds and grass but added little or nothing to the beauty of the place. It took time, money, and a more progressive outlook to make the college buildings and campus one of the beauty spots and show places of the city.

The campus as a goat pasture gave rise to numerous campus goat escapades and the traditional possession of a toy goat by the senior class. The escapades became legends that grew with the telling. The presence of goats on and near the campus provoked courageous students unrestricted by conscientious qualms to use them (the goats) as joke material. At one time a nanny goat and her kid were tethered to a teacher's class room desk to be found by the professor when class met next day; the teacher, professor, was the owner of the goats. At another time one goat was temporarily housed in the belfry of Founders' Hall; another was kidnapped from a faculty member's basement and transported to the old gymnasium during a midnight raid: It is said that the goats did not suffer but that the faculty member owners did. The toy goat was adopted by the senior class as a mascot and its transfer to the junior class for safe-keeping became a commencement tradition and an occasion for class strife.

The main building, Founders' Hall, contained the classrooms and laboratories. The first floor was devoted to English and science classrooms. English and mathematics were on the east side of the first floor. The rooms were used for other classes as well but were designated as English and mathematics classrooms. Science, including chemistry, physics, and biology, were located on the west side on the first and second floors. The Brethren Publishing Company occupied the west basement rooms plus one room and an office on the first floor for some years in the late 1800's and early 1900's. The company later moved into new quarters on 7th Street and still later into their own quarters on Orange Street in north Ashland. The second and third floors were not extensively used except for music, business classes, and oratory. The third floor was devoted to literary societies and storage.

Janitorial services were performed by student labor for many years. "Dad" Petit was the first full-time janitor or custodian of buildings and grounds. He came to the college from Rittman, Ohio, in 1920, and left in 1924. Other head janitors following later were "Dad" Focht, "Zig" Louder, and Charley Greer. More recently student labor has decreased and a larger maintenance force of full-time men is now employed.

### Instructional Staff

The instructional staff at the beginning of the new century was small and, in terms of salaries today, very poorly paid. The minutes of the board, June, 1901, show a faculty of five members including the president and it appears that the president's wife was included as a member probably with no pay but she was not mentioned in the minutes. The faculty members and salaries assigned were J. A. Miller, president, \$700; L. L. Garber, \$600; C. O. Witter, \$525; and W. D. Furry, \$600. The fields of instruction were not given in the minutes, but memory, an unreliable source at best, recalls that President Miller taught mathematics and theological or Bible subjects; L. L. Garber taught English and history; C. O. Witter taught physics, chemistry, and biology; and W. D. Furry, philosophy and some history.

The instructional and administrative staffs may have been adequate for the time, but by comparison to more recent standards, they seem now to have been woefully inadequate. According to the catalog of the year 1901-02 eight

members of the faculty were given while the minutes of the board as above, show only four employed. Apparently the other members were employed on a part-time commission basis after the meeting of the board. The members employed after the board meeting, taught music, piano, and voice; stenography, typewriting, bookkeeping; and elocution.

The faculty roster listed no Ph.D's but three members held the master's degree in four departments of collegiate work and three departments listed as short courses. A short course meant that the requirements for completion took less than the normal four years. Approximately the same faculty condition prevailed until 1906 which seemed to mark a definite trend toward greater growth, in line with the first progressive movement. The reasons for the upward trend may be assigned (1) to the addition of the gymnasium, mentioned earlier, (2) to the entrance of the college into the field of training teachers, and (3) the coming of a faculty member with a Ph.D. degree. It was this year that J. L. Gillin acquired his Ph.D. and was called to the presidency to relieve J. A. Miller who wished to devote his full time and services to the training of ministers. Equipped with the Ph.D. degree provides no assurance of superior teaching ability but it does represent a broader educational background and should provide a richer outlook upon the training of youth. Unfortunately Dr. Gillin found more attractive opportunities in larger institutions and after two years in office, he served as president in absentia while he taught sociology at the University of Iowa. His service was none-the-less valuable and greatly appreciated by the faculty, students, and church for the college made definite forward strides under his leadership. For his doctrinal dissertation, Dr. Gillin wrote a "History of the Tunkers" to which wide reference is made in the annals of the Brethren Church.

## Finances

The financial picture of Ashland College at the turn of the century was not a brilliant one. The minutes of the Board report as in later years finances were a problem then. Gifts were received for the dormitory and boarding hall, as

it was called but does not show how much or from whom. It is assumed, however, that the dormitory gifts were either, or all, articles of food, of bed clothing, or of room equipment. A gift of \$100 to the college was reported and a motion of thanks for it passed by the board. Several other items indicate the problem of finances. One item reveals that \$505 was owed to J. A. Miller for part salary and payment was provided by a note bearing interest at six percent. Another item indicating the shortage of finances is the record that the board approved a proposition that J. C. Beal should "teach two classes in consideration for the free use of the three rooms at the south end of the Boarding Hall second floor west side." An additional indication of the shortage of finances is the following item quoted from the minutes of the same meeting. "The Board requested the Prudential Committee to cooperate with Professor Garber in an effort to secure a position in a township high school in connection with Ashland College." It would seem that Professor Garber considered teaching in a nearby high school necessary in order to supplement his college income. A final indication of the existence of financial problems was the prevalence of a motion to allow a "21½ percent commission on the face of the pledge(s) for each one taken." Apparently pledges as well as gifts were to be taken in support of the college and commissions allowed to those soliciting.

The income from student fees could not have amounted to a great sum. According to the catalog of the year 1901-02 the college year consisted of three terms with tuition fees as follows: the fall term, \$15.00; the winter term, \$12.00; and the spring term, \$12.00. The graduation fee was \$3.00. The income from the dormitory was mentioned in another connection. The total enrollment for the year was eighty-nine; therefore, the income from student fees could not have reached a sum larger than \$3400 or \$3500. Although no study was made of student fees charged by other colleges at the same time, it is assumed that few if any competitive colleges charged any less or for that matter, very much more.

### Scholastic Standards

There is little evidence to show the quality of the students attending Ashland College in 1901-02. Memory is

the only source of information and it is quite unreliable. At that time there were few four-year high schools in the state of Ohio or for that matter in other states. In the counties surrounding Ashland, the four-year high school was located usually in the county seat and in the "horse and buggy" days out of reach of many would-be students. If there were other towns of comparable size in the county, they too may have had four-year high schools, if any at all, or perhaps a private academy as a preparatory school.

Ashland County boasted two of such academies. One, located in Savannah, was founded as a preparatory school for the College of Wooster. The other was located at Hayesville and seems to have been privately founded. Other academies were located more sparsely over the state of Ohio such as the Eberly academy at Smithville. Due to the small number of four-year high schools and the limited number of academies, the number of prepared prospective college students was rather small. In the memory of the writer, he can recall very few students at this time who had graduated from a four-year high school. College entrance was more of a hit or miss affair. Any young person who wanted to go to college applied for admission and the colleges often were so glad to get students that ways and means were found to permit entrance, full or conditional, regardless of how well they were prepared. The student body was therefore not particularly well prepared for college, but as college student bodies came, the student body at Ashland was probably as good as the average.

## Social Life

The social life of the campus after the students became residents was largely restricted to party "get-togethers" on and off the campus. Class parties with a faculty class advisor were common and often a source of class conflict. College sponsored functions did not often occur. As time passed, student interest in social functions increased and the demand for some public, student-sponsored activity resulted. Two forms of public functions originated early and have carried through the years. One, the Annual May Day in the spring of the year has become a campus tradition. It is largely prepared and presented by the students. The first May Day occurred in 1917. Mrs. Hilda Carpenter was the first May Queen. The other function is the annual

fall homecoming in which faculty and students participate in an effort to attract former students and graduates to return to the campus. The first homecoming came somewhat later than May Day, in the early 1900's.

## Early Curricula

The departments or fields of study offered in 1904 constitute the earliest reliable source of information found available. At this time there were two departments or one department with two variations of arts degrees, leading to the A.B. degree. One was called the Liberal Arts or Classical Course and the other, with theological leanings was called the Classical Divinity Course. According to the record, which is confusing and not entirely reliable, two students graduated from the Classical Divinity Course in 1904. For prospective ministers who were unable to take the time or who lacked the preparation for the four-year course, a shorter course, the English Divinity, was available. The English Divinity Course required no high school preparation for admission and became very popular for those preparing for the ministry. Probably the first graduate of this short course was included in the class of 1906.

Although four four-year departments were claimed in 1901-02, the Classical and Classical Divinity seem to have been the only ones followed. But there was a larger number of short courses listed in this year. There seems to have been no particular period of time required for the completion of short courses but the number of graduates, or those who completed the work in 1902 were given as follows: Music, 1; Normal, Elementary Education, 6; Preparatory, 2; Commercial, presumably bookkeeping, 5; Stenography, 9; English Academy, presumably preparatory, without Latin or Greek, 0 and Oratory, 0. In addition to the regular degrees the Board or Faculty of 1904 issued four honorary degrees: Bachelor of Science, 1 and Doctor of Divinity, 3. A total number of twenty-five were graduated in 1904 and the total enrollment was listed at eighty-nine; therefore more than twenty-five percent of the student body completed work in some department like the Normal, Stenography, Oratory, and Commercial that might be completed in two or three terms of the college year.

It may be gleaned from the foregoing statements that the Classical Divinity and English Divinity courses were



designed to train young men and women for the ministry. Until 1906 or 1907 Ashland College had no Seminary as such in its organization. The courses required for ministers were taught by J. A. Miller and others qualified to teach them. When Dr. Gillin came as president, J. Allen Miller was designated as Dean of the newly-formed seminary and eventually it expanded into a separate institution on the same campus with the college. Later it was merged with the college with a deanship of the seminary under the president of the college. And still later the deanship was removed temporarily.

The material given presents a general picture of Ashland College as the twentieth century opens. Using this picture as a starting point, an attempt will be made to show the growth, development, and progress of the college from that point. The story cannot be made complete nor can it be told in exact chronological order because not all information is easily available. The materials from which the story is woven are not readily located. The collection and preservation of materials important for historical purposes has never been seriously done. The materials are fragmentary and too often personal in character. Some are to be found in the belongings of individuals and therefore unknown until surrendered. Getting the widely-scattered materials together now would be a monumental task. The library and publicity offices were slow in starting a collection and then were not able to make it complete.

Much therefore is missing. The missing materials may be hidden in private libraries and personal belongings somewhere but have not yet been brought to light. Moreover, some of the materials that had been collected in the Publicity and Alumni offices were either destroyed or badly damaged by the fire in 1952 that destroyed Founders' Hall.

## Growth In Numbers

The growth of the student body constitutes an available and rather dependable index of the progress of the college. This is true, because students represent the raw material that the college converts into a finished product through the process of education. In 1903-04 in response to a wide spread and growing interest in education, attendance more than doubled over that of 1901-02, increasing from 89 to 191.

In 1906-07 it rose to 225 then it dropped to 155 in 1907-08. From 1908 to 1924, the student body hovered around the 200 mark. In 1923-24 corresponding to the second progressive movement in the country as a whole, the total number reached 456 and was more than twice the average annual enrollment during the seventeen preceding years.

The causes for the growth in enrollment may be attributed to several things. In the first place, under the leadership of President E. E. Jacobs college courses were offered during the summer months. The idea of summer school originated with the demand of elementary and high school teachers for opportunities to pursue college courses for college credit. The demand was an outgrowth of the great educational revival that swept the country during the period of 1914 to 1925. This revival was due in part to results obtained from the use of intelligence tests given to the army personnel, prior to and during World War I. The tests disclosed that the average educational level of the members of the armed forces was sixth grade. The educational level of the youth of the land was therefore considered to be quite low if the members of the armed service youth represented the average of the country as a whole. The result was a wave of educational interest which was a direct outgrowth of the reform feature of the first progressive movement.

Another phase of the educational revival grew out of a revelation of the crime age of lawbreakers. Sometimes the explanation of the low crime age and the youth of criminals was attributed, whether right or wrong, to the activity of flaming youth. Finally it dawned upon some of our national leaders that boys and girls did not have sufficient high school opportunities to keep them busy after the armed services no longer conscripted young men. Following the trend of national legislation, the individual states passed compulsory education laws which prevented the youth from leaving the public schools before completing the seventh grade. General lack of employment for youth eighteen years old or under until age twenty-one, brought about the demand for more educational opportunities. In this way the demand for more high schools grew rapidly. Consequently from 1918 to 1930 the number of high school students and graduates brought about greater demands for college attendance and college offerings. The movement for

college expansion and the demand for better trained high school and grade school teachers was largely responsible for the rather sudden increase of college attendance at Ashland in 1924.

## Summer and Saturday Classes

The rising demand for further education credit by teachers in the public schools accounts for the beginning of summer sessions at Ashland; for the formation of Saturday classes; and for a short normal course beginning in May after the close of the county schools and before the opening of the summer session in June. The new educational demands were a boon to the education department at the college, and under the able leadership of President Jacobs and Dean Charles L. Anspach, Ashland College took her place among the teacher training institutions of Ohio.

Saturday and summer sessions enabled an energetic teacher to obtain as much as eighteen to twenty hours of additional credit while in service. Increased credits led to higher salaries and more rapid advancement in the public schools. It also enabled the college teachers to supplement their meager salaries if they were willing and energetic enough to spend the time and effort to teach additional courses.

Increased demands for college courses brought about demands for expanded educational programs and a larger teaching staff. The administration led by President Jacobs sensed the need for expansion so plans and work resulted in the addition of the Library Building in 1922. With the addition of a new building and a larger staff the student attendance grew rapidly and the prestige and reputation of the college progressed accordingly.

At first the summer school was small numbering only a few students from the Mansfield public school system but it soon spread to include students and teachers from surrounding counties. In 1923-24 the summer school for two six-week terms had 192 students enrolled. The Saturday session, just beginning, enrolled eighteen. In 1926-27, three years later, the summer session numbered 295 and the Saturday session 72 with a total college attendance for the year 1926-27, of 778, less those counted twice. Since 1926-27 the Saturday enrollment has varied from sixteen

to 150, and the summer enrollment from 107 to 348. The total enrollment varied somewhat less than that of the Saturday and summer enrollments, from 454 in 1931-32, to 820, in 1947-48. The influx of G. I.'s in the late 1940's and early 1950's brought attendance to the highest point in the history of the College.

The variation of enrollment figures depended upon local and general conditions that always cause some fluctuation. For the purpose of comparison slight fluctuations from year to year are normal and are therefore not significant. But if the changes are great within a few years, the cause may be a significant one. For instance in the paragraph about the Saturday enrollment of sixteen in 1937-38 the low figure was probably due to the short depression that followed the New Deal program, because the summer enrollment dropped to 117 the same year. The depression was not generally marked but it did affect the ability of teachers to carry an additional financial load, so they temporarily abandoned or deferred attendance at the extra college sessions until economic conditions improved.

## Faculty Training

An increase in student attendance is usually followed by an increase in faculty size in order to absorb the added instructional duties. Beginning about 1907, the administration attempted to obtain faculty members with more advanced degrees. The Master's degree, the first obtainable after graduation from college with a baccalaureate degree, required ordinarily advanced study for one year and the writing of a thesis. The degree is not too difficult to obtain and is a stepping stone to the doctorate which requires ordinarily two additional years of study and the successful crossing of three difficult hurdles. The first hurdle is the passing of a reading knowledge of two foreign languages, usually German and French; the second, the passing of an oral and written examination in the main fields of study, and finally the acceptance of an originally-written study, called a dissertation. The procedure of obtaining a doctor's degree, usually the Ph.D. is a long, arduous, and exacting process and a very few have the courage to complete or even to attempt it. Because of the difficulties involved Ph.D.'s are not too plentiful even though they are

very desirable from the standpoint of college administration and the standing given an institution by an accrediting agency. Faculty members with the Ph.D. degree or its equivalent command the highest salaries and indicate the highest qualifications for educational service. The M.A. is also a stepping stone to better positions and higher salaries in the public schools.

The first faculty member with the Ph.D. degree was John L. Gillin who came as president succeeding J. Allen Miller. Dr. Gillin stayed two years on campus and taught a few classes, later serving as president in absentia. From 1906-07 to 1929, the number of faculty members with that degree hovered between one and three. But in 1929-30 due to pressures from the North Central Association the number reached four. During the same period of time the number of faculty members holding Master's degrees increased from three to fifteen clearly indicating the growing interest in higher degrees. The number of M.A.'s varied from three to five until 1920 and then increased rather rapidly until 1929-30, indicating professional progress.

## Accreditation

Prior to 1920, the college was little interested in advanced rating such as membership in the North Central Association or the Ohio College Association. The standards for membership are much the same for both associations. By 1930 membership in the North Central Association was gained through the efforts of President Jacobs and Dean Anspach. This was soon followed by admission into the Ohio College Association. Membership in these two accrediting associations constitute a distinctly forward step in the Ashland College story.

Although the career of the college as a member of the N. C. A. has been a somewhat checkered one, it none-the-less kept the administration "on its toes" so to speak, and placed the institution on a rather high pedestal. Not everyone of the friends of the college knew what membership in this organization involved, but considered the loss of membership as a great disaster approaching a catastrophe. In fact, gaining membership in the organization added much to the prestige and reputation of the college, but loss of

membership was not due to any general weakening of the work of the college. When Ashland College was dropped from the membership list of the N. C. A. it was due neither to poor administration nor to poor instruction. Rather it was due to a change in policy of the N. C. A.

Lest a misunderstanding of N. C. A. policies be obtained further explanation is necessary. During the 1920's leaders within the Association began to question the standards used in the measurement of colleges. The standards were quantitative in character. That is the standards were stated in definite number terms. To illustrate, the institution should have a minimum acreage in its campus with a definite minimum number of buildings. The Board of Trustees should have access to a definite minimum sum of money, called endowment, and the college program should have at least eight departments with the head of each department holding the Ph.D. degree. The standards were definitely quantitative in character giving no attention to the quality of work done. The association decided to substitute qualitative standards instead and spent several years studying institutions volunteering to serve as "guinea pigs." Ashland College offered itself as one of the number to be studied.

In the study, it is not surprising that certain weaknesses of the college were uncovered. After the change to qualitative standards was accomplished the college agreed to allow the N. C. A. to use the materials found in the study as the basis for a new evaluation of the college according to the new standards. The weaknesses uncovered by the study therefore became the main reason for loss of membership at that time. The college officials felt at that time and for that matter still do, that the procedure was not quite fair but it held nevertheless.

### North Central Standing Regained

The loss of N. C. A. standing was a severe blow, psychologically severe rather than severe in reality but nevertheless severely felt by the board and the staff members. It was made all the more disappointing because admission to membership had been advertised so widely and was used as an argument to prospective students to attend Ashland College. But the loss of standing was not wholly serious.

It did reveal institutional weaknesses, spotted them for correction and laid the foundations for better times ahead. It did require unusual efforts by the administration and staff officials to provide the necessary changes that would regain membership. Project accomplished 1936.

A careful reading of the minutes of the Board of Trustees through the years to 1930 reveals certain very promising and encouraging items. The first is evidence of the growth of a very healthy interest of members of the Board in the forward progress of the College. The reports of the President and Business Manager of the college revealed an expanding outlook upon the future and the growing need for more and better facilities and a larger financial income. Salary increases are much in evidence and reveal the broadened outlook upon higher education held by board members and the President.

### Faculty Salaries

In this connection, the salary of the president was listed as \$1750 for the year 1919-20. The salary of the deans at \$1500, and the salaries of full-time faculty members ranged from \$900 to \$1400 per year. Moreover, the president at different times recommended that steps be taken to qualify for membership in the Ohio College Association. To support the leadership of the president in respect to advanced standing, the number of faculty members with the M.A. degree was increased to seven.

At this time the administration adopted a new policy whereby a worthy faculty member would be granted leave of absence with one-half salary to attend graduate school toward the attainment of the Ph.D. degree. A number of the faculty members availed themselves of this opportunity. Dean Anspach, Professors Puterbaugh, Haun, and Mason were thus aided toward advanced degrees. Since that time, the same opportunities have been extended to other staff members.

Another promising indication was the attempt to have all faculty members teach in the fields in which each was best prepared. The word "attempt" in the preceding sentence is used advisedly because it was the prevailing tendency to assign a new course offering to an existing faculty member rather than to seek a new member with sufficient training to teach it effectively. Usually the course

was assigned to anyone who had the time and the inclination to take it. There were other encouraging items in the minutes but the above will suffice to show evidence of a broadening and expanding outlook upon the work and service of the college.

One cannot help but notice the half century progress in the budget allotment for instruction. In 1901-02, the allotment for the following year totaled \$2425; in the year 1920-21, \$10,090; and for the year, 1951-52, the annual audit shows \$66,081.08 for administrative and general expenditures and \$125,131.47 for instruction. Assuming that the earlier reports included both administrative and instructional expense the comparative figures are quite significant. The growth in thirty years from 1920 to 1950 is from \$10,090 to \$191,212.55, an increase of nineteen fold.

### Financial Campaigns

The Board interest in increased funds is revealed in the employment of three campaign managers for endowment funds during the period to 1930. The first campaign of record was the employment of Reverend L. A. Hazlett in 1910 as field representative. He seemed to continue this work until 1915 or 1916 with the assistance of A. C. Hendrickson who served also as business manager of the college. In June of 1917, the Board authorized the appointment of a campaign committee to conduct a fund-raising campaign in Asland and Ashland county as well as in the churches. A Mr. McClain was considered for the work in the city and county, but Reverend W. H. Beachler was employed to conduct the campaign in the churches at the salary of \$1800 per year and the allowance of \$75 for moving expenses. The second year of the campaign, he was paid \$2200 with an added allowance of \$200 on tuition for his children when they were ready for college. The total amount raised by Reverend Beachler during the campaign to September 1, 1921, was between \$150,000 and \$200,000. The exact amounts were not available.

In response to the gradual growth of the college, the Board of Trustees began to think in terms of more buildings according to the minutes of the January, 1920, meeting. A committee was appointed to consider a method of approach to J. L. Replogle of Johnstown, Pennsylvania, head of a steel company there. Mr. Replogle's father was a



pioneer minister in the church. The purpose was to ask Mr. Replogle for the contribution of a Memorial Chapel on the campus. Further, a resolution was passed to set up a Five-Year Forward Program including a new library and seminary building and a ladies' dormitory. And at the same meeting, action was taken to obtain a specified sum of money each year for five years from the churches for the college as a part of the general church budget.

### Shift of Support

The matter of financial support of denominational colleges has always been a problem. In the beginning when colleges were founded and the project was new, the churches of all denominations were more enthusiastic about giving their colleges sufficient support to keep them going. But as time went on, the colleges expanded and required greater support and at the same time the churches found other outside interests demanding attention. As a result, the support given to colleges declined. The colleges therefore were forced to find supporters outside of the denomination and to that extent shifted their dependence for finances from the denomination to philanthropists in the business world. Reflecting the change of dependence, the denominational colleges were no longer called church-supported but were referred to as church affiliated colleges. The change is not difficult to understand and there was grave danger that the denominations would lose control of their colleges when the support failed to keep pace with the growth.

In response to the change mentioned above, the authorities at Ashland College felt the need for greater support from the Brethren Church in order to alleviate the fear of a loss of control of Ashland College, so at each General Conference of the Church, they pled for greater offerings. Finally disappointed with funds from the church in the early 1940's a resolution offered by the College President was presented to the conference to place all of the auxiliary enterprises of the church in one general budget. The Conference approved the resolution and appointed a committee to draw up a complete budget plan and report it back at the next general conference. The committee, composed of Fred Vanator, Mrs. U. J. Shively, J. Ray Klingensmith, and E. G. Mason studied the question and formulated a plan whereby all of the interests of the Church

should be pooled and woven into an annual Church Budget to be administered by a General Board of Finance. When the plan was presented at the next general conference it was argued that such a plan would simplify the raising of funds and end the competition of various church boards for special dates and sums in general offerings, and would reduce the cost of propaganda and all duplication of effort. But the conference was not yet ready to adopt such a program. Each board of the various activities was fearful that the single budget would decrease the funds each would receive. After considerable debate the resolution was laid upon the table where it rests at this writing.

Even though the Budget Plan was not adopted, many members of the church believe that such a plan would overcome the objection to too numerous appeals for funds and such a plan would offset the competitive efforts of each auxiliary to raise funds, and result in more money for each organization. It seems that more time is necessary before the church is ready and willing to adopt it.

## Memorial Chapel

As we now know, Mr. Replogle did not build a Memorial Chapel. The task fell upon, or rather the task of raising money for a chapel was assumed by the members of the Woman's Missionary Society in 1940. The W. M. S. was eminently successful and the chapel was built during 1951-52 and dedicated at Conference in 1952. The building of a library building by the city of Ashland and Ashland County did materialize and was used for the first time in 1922. A campaign for funds in the city and county was left to a commercial fund-raising agency, The Ward agency, represented by a Mr. Gates. The goal of this campaign was \$150,000 and the receipts were somewhat over \$100,000. Incidentally the seminary was housed in the new building but had no particular space assigned for its exclusive use.

## Investment Problems

Additional endowment funds further necessitated their safe investment. The responsibility was assigned to a Board Committee on Investment whose duty should be the safe and profitable investment of all endowment funds. At this

time the Board passed a wise resolution on investment. In addition to the limitation of investment to government bonds and "other equivalent securities," provision was made that "no part of the said endowment funds be loaned to any trustee, member of faculty or other employee of said college." This resolution has guided the Investment Committee down to the present.

The restriction of endowment loans was a wise one. It sprang from the difficulty encountered in family finances. When one member of a family makes a loan to another member of the family, there is a natural fraternal reluctance to force collection or payments and a corresponding carelessness in making payments. The members of the Board considered themselves and the members of the faculty as one big family and were thus fearful that the temptation to make loans to faculty or board members as an accommodation would become too great to face and if made, the reluctance to force payment when due might imperil the safety of the endowment funds. So a rule prohibiting such loans seemed to be the most satisfactory way to manage the funds. In this way no favoritism could be shown in making a loan or of enforcing payment when the debtor defaulted.

Following the sentiment of an earlier proposal to secure a specified annual sum of money for five years from the churches in the brotherhood, the Board in 1923 resolved to request the setting of a definite time during the year for an Educational Day offering among the churches in support of the college. The National Conference granted the request and the Educational Day offering became a reality, but it has seldom yielded the returns expected of it.

## Ashland College

Until 1923, the official name of the college was Ashland University but at the 1923 meeting of the board of trustees, they decided to change the name to Ashland College. The board also approved the gifts and labor furnished by the city for the draining and improvement of the "wilderness" west of the dormitory and east of King Road and converting it into a football field. At an earlier meeting, the restriction on football exacted in the will of Lydia Fox of Miamisburg was lifted so football now had institutional

sanction and Ashland College was ready to enter the field of intercollegiate football. Later the Redwood Stadium was constructed on the west side of the field.

The bursar's report made by Martin Shively in 1924 shows the actual amount of endowment to be \$214,365.15 plus the so-called Living endowment of \$79,999.99 making a total of \$294,365.14. By living endowment is meant the capitalization of the annual W. M. S., National Sunday School Association gifts, and the \$1000 income from the Jesse Eyeman estate at 5%. This computation was permitted in endowment fund reports. The income from investment in 1924 was \$6605.50 and the total income from all sources was \$62,346.64.

By this time, 1924, tuition fees had been gradually increased from \$39 per year in 1900 to \$120 per year and the college year has been changed from three terms to two semesters. Other fees, such as athletic were added increasing the cost of tuition and fees. Also by this time the old board walks, mentioned earlier, were replaced by brick walks and other campus improvements were installed.

## College Gifts

The additional improvements included, (1) the Detwiler gate, furnished by Vianna Detwiler, a former student; (2) the Wilcox gate, a memorial to Sam Wilcox, donated by the father Ira M. Wilcox and a brother-in-law, John Rishel. The Wilcox gate included the cement pavement at the rear of the Library Building. (3) The Parker Men's Lounge in the basement of Founders' Hall, given by Mr. and Mrs. Parker of Westfield, Massachusetts. Mr. Parker was the manufacturer of the household games known as Parker Games, and Mrs. Parker was the daughter of Mr. and Mrs. F. E. Myers. (4) The Rutt entrance to the dormitory, Allen Hall. The improved entrance was donated by Mr. and Mrs. H. S. Rutt of Smithville, Ohio. (5) The Mast Walk, a cement walk across the campus from the rear of the dormitory to the gymnasium, given by Mrs. Clifford Mast of Sterling, Ohio. (6) The Garland improvement of the reception rooms in Allen Hall, given by Mr. H. R. Garland of Pittsburgh in memory of his wife. (7) The graduating class each year presented many permanent improvements too numerous to mention.

## Forward Looking Plans

By 1925 the work of Ashland College was recognized as an accredited teacher-training institution by the State Department of Education at Columbus. In addition an effort to systematize the granting of honorary degrees was proposed and a beginning made of leaves of absence of faculty members at half pay for advanced study.

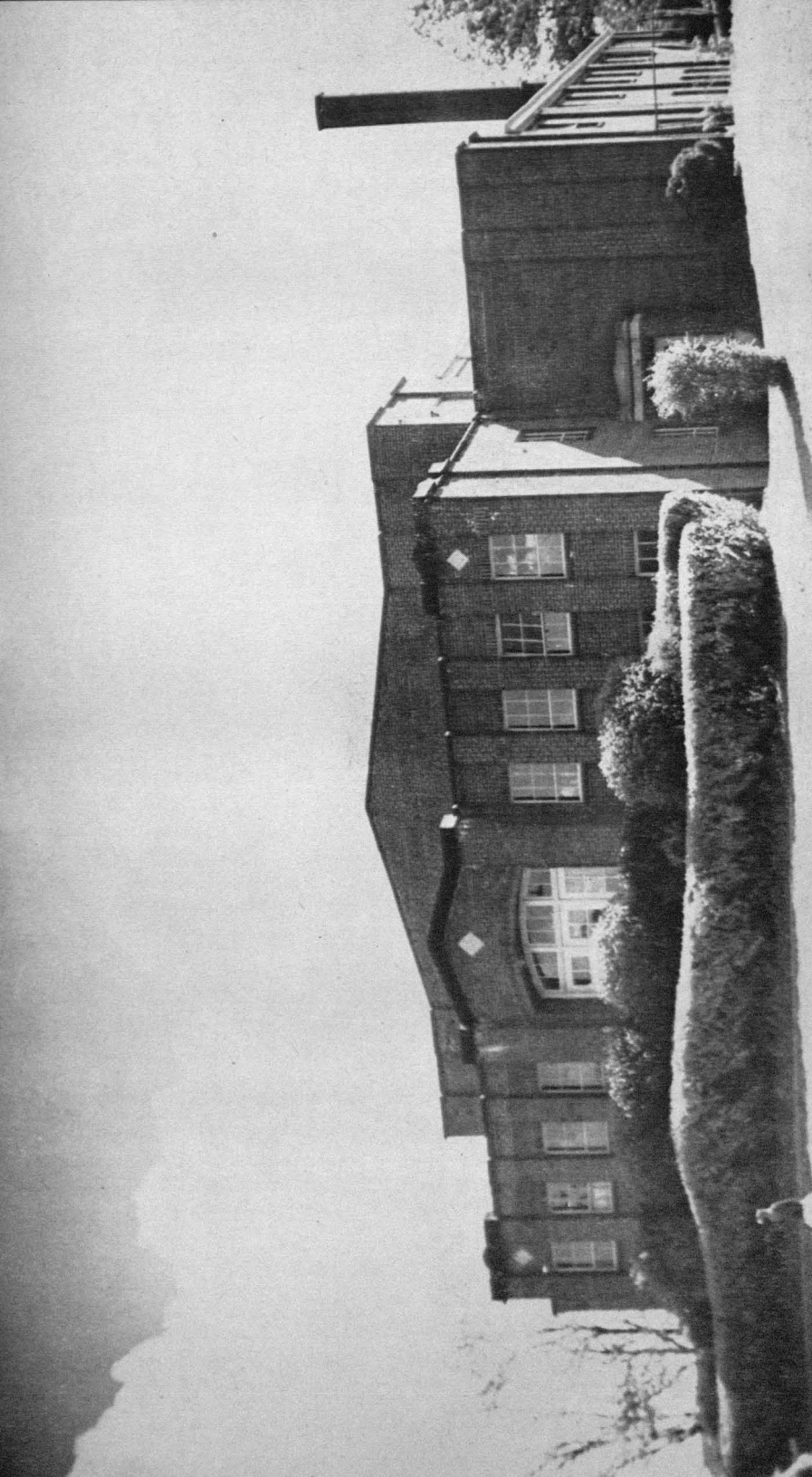
All of this business is distinctly forward looking and indicates the outlook of the Board of Control as well as the vision of the administrative officers. Many other items of action strengthen this conclusion. For instance, a new campaign for funds was under consideration in 1925.

Action was also taken to realize the following institutional goals for an expansion program.

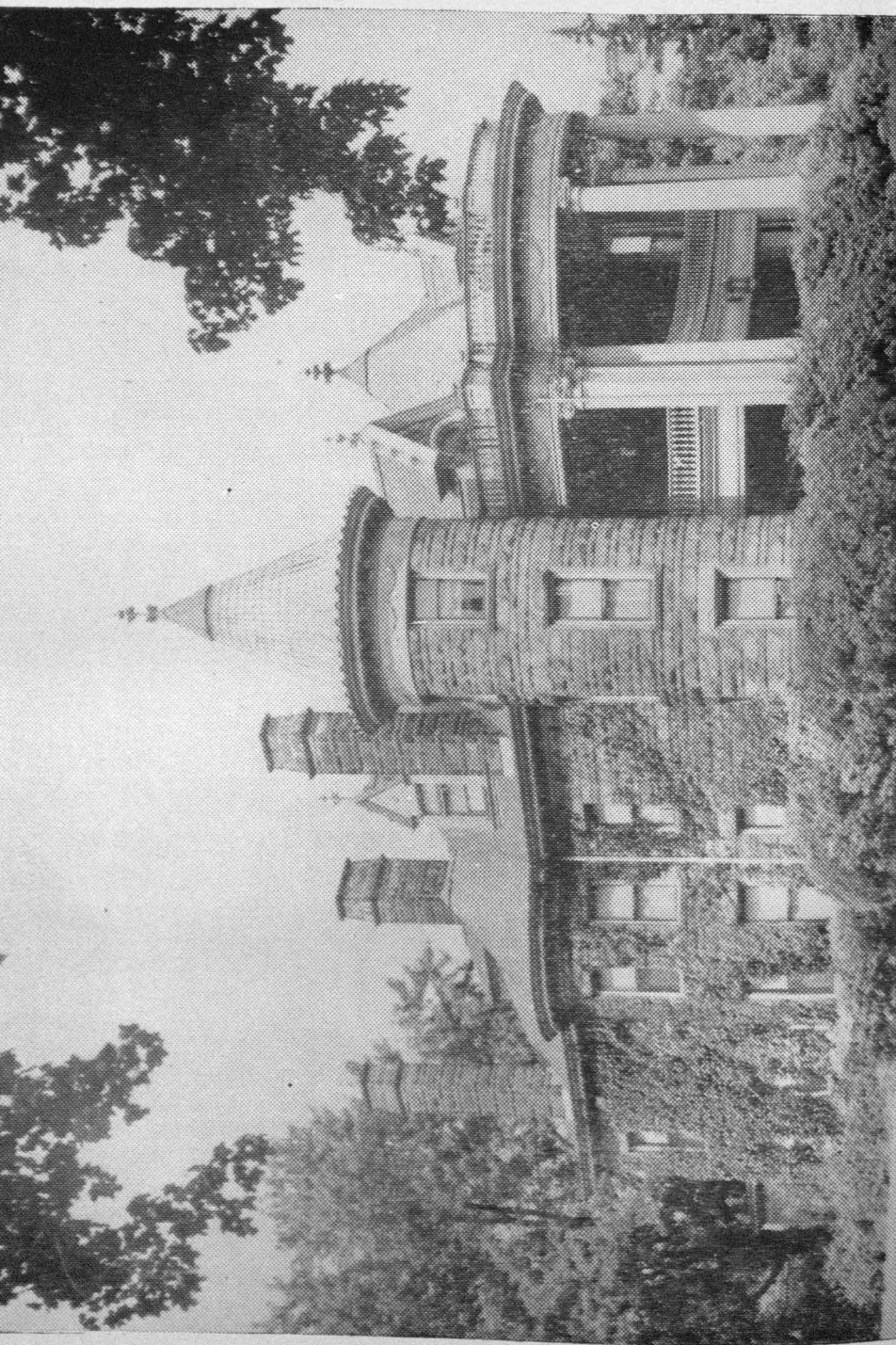
1. Eligibility for membership in recognized accrediting associations of standard colleges;
2. Raising of not less than \$400,000 in endowment;
3. Enlargement of Scientific Equipment for several departments;
4. Enlargement of the Library;
5. Necessary building enlargements and improvements to meet the needs of a growing student body; and
6. The employment of a faculty in entire sympathy and harmony with the spirit of Ashland College and of its founders and meeting the highest and most exacting educational and spiritual requisites in a capable teacher.

## College Fires

The employment of Dr. W. S. Bell to conduct a church-wide campaign for endowment funds was effected at the board meeting in 1926. This action was taken after the college suffered its first serious loss by fire. The old gymnasium was reduced to ruins on a night of October, 1926. The origin of the fire was undetermined but was generally ascribed to spontaneous combustion. The occasion revealed the inadequacy of the water supply in South Ashland. When at the gym fire more than one large hose was attached to the source of water supply, the water pressure was reduced to a mere trickle. Low water pressure and the absence of booster pumps rendered the city Fire Department ineffective against a blaze of this kind and size. The

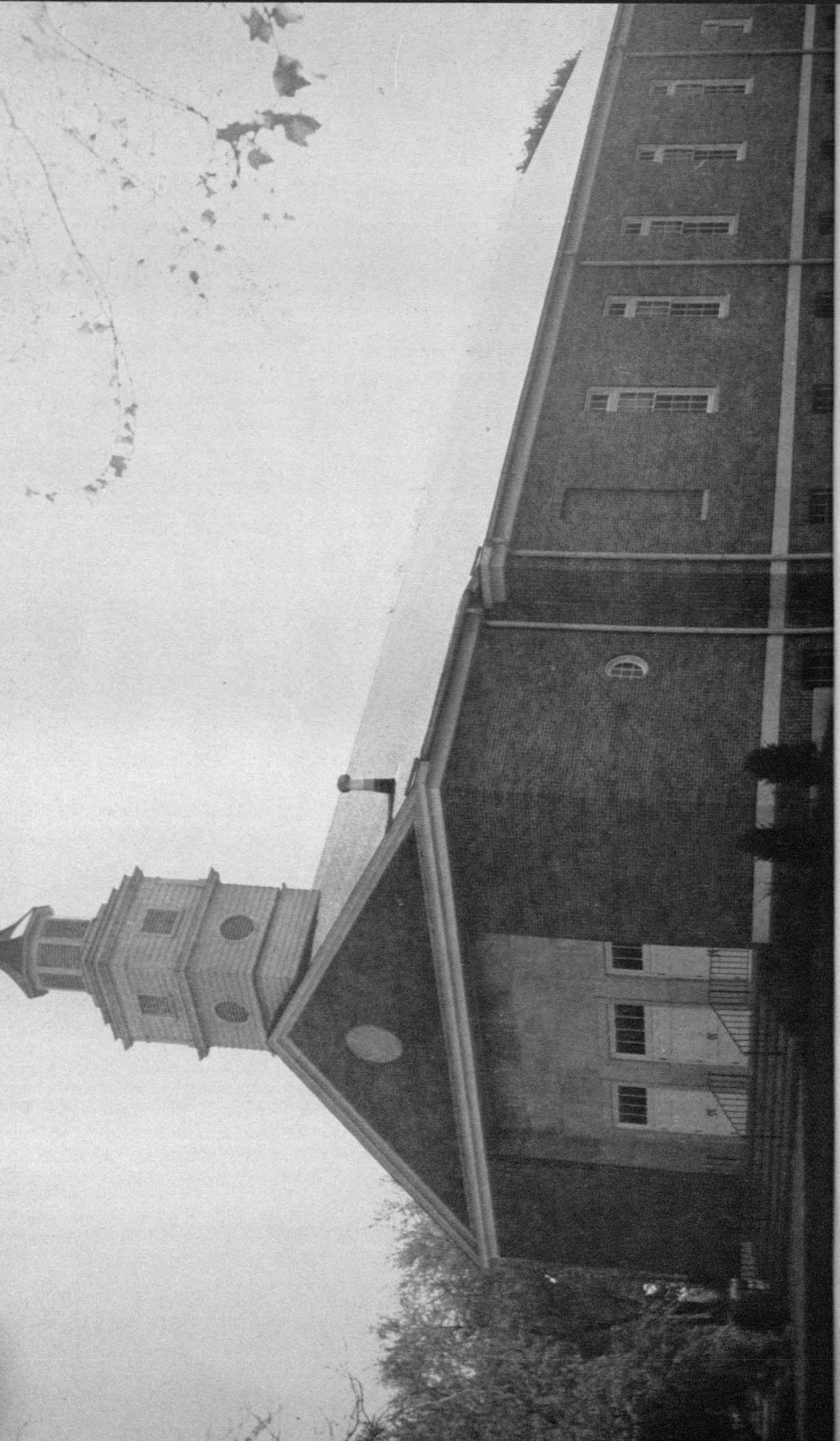


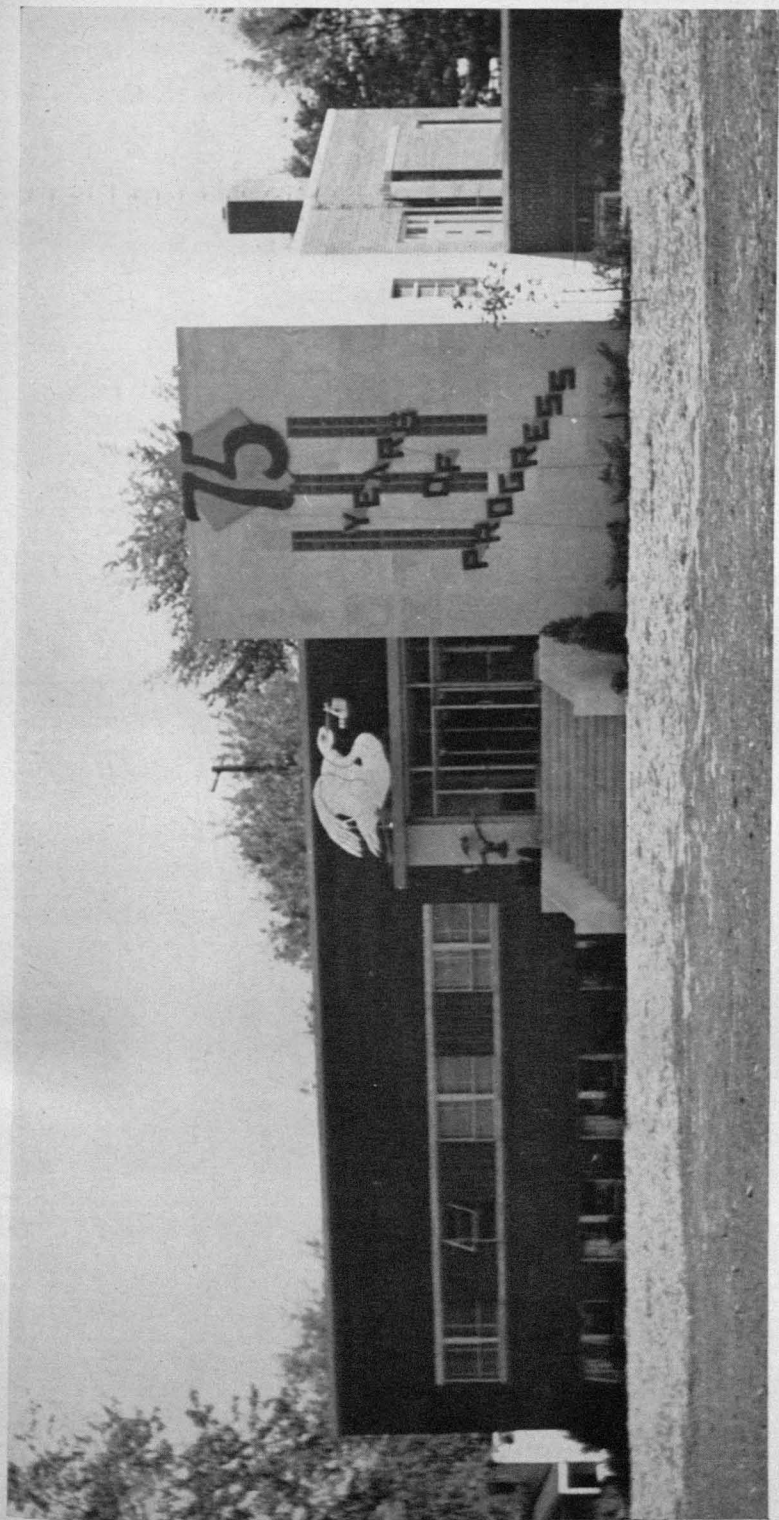




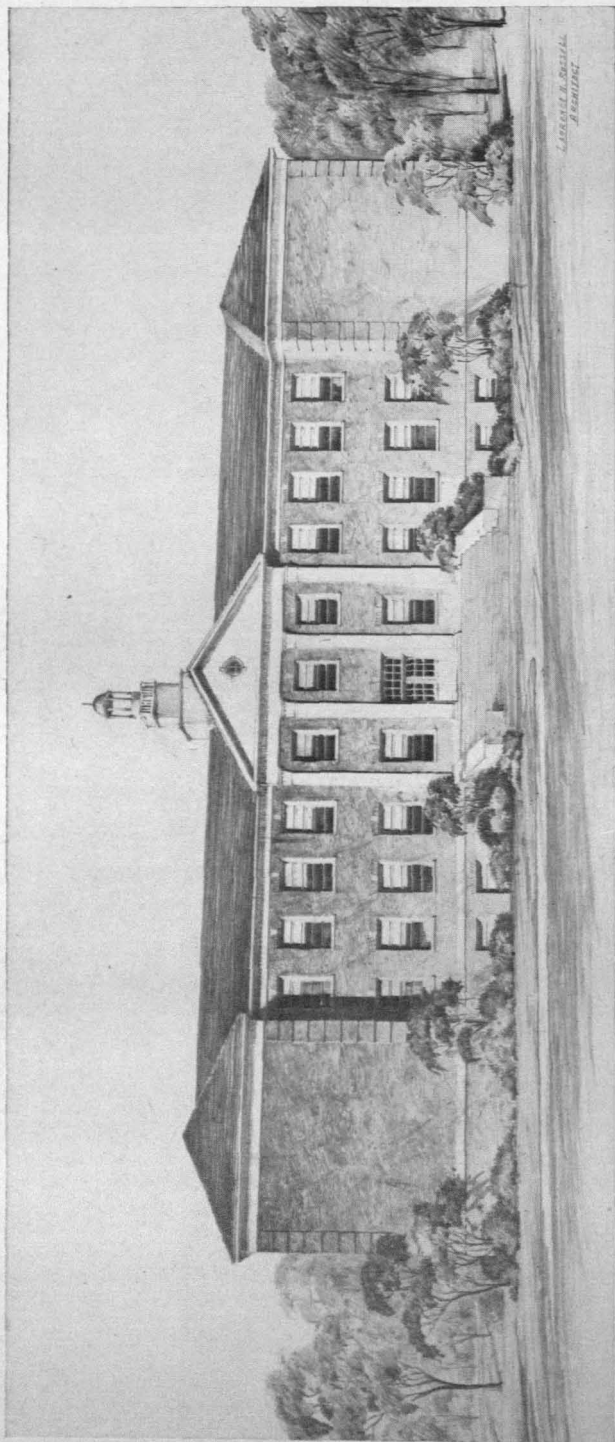








The Student Union



LAYTON & CO. ARCHT.  
ST. LOUIS, MO.

Architect's Drawing of Administration and Classroom Building



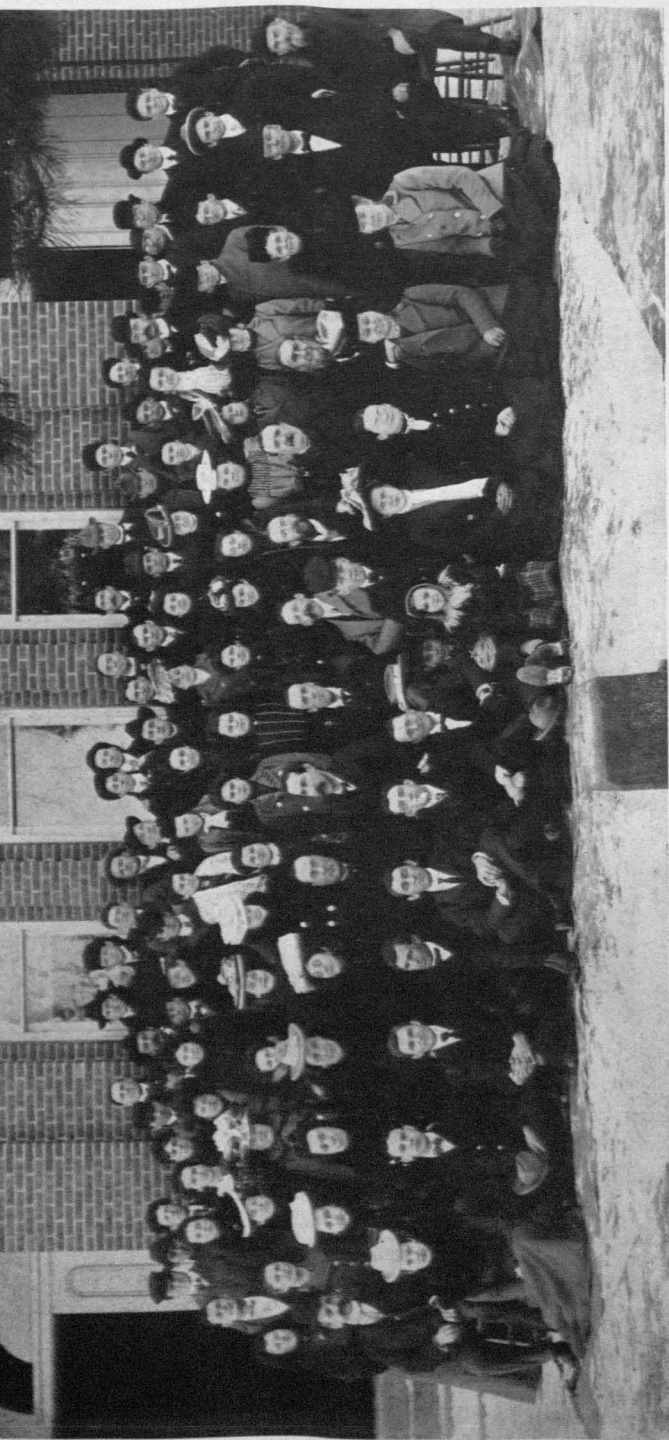
## Three Presidents who Influenced Ashland College

LEFT—DR. E. E. JACOBS  
1919-1935

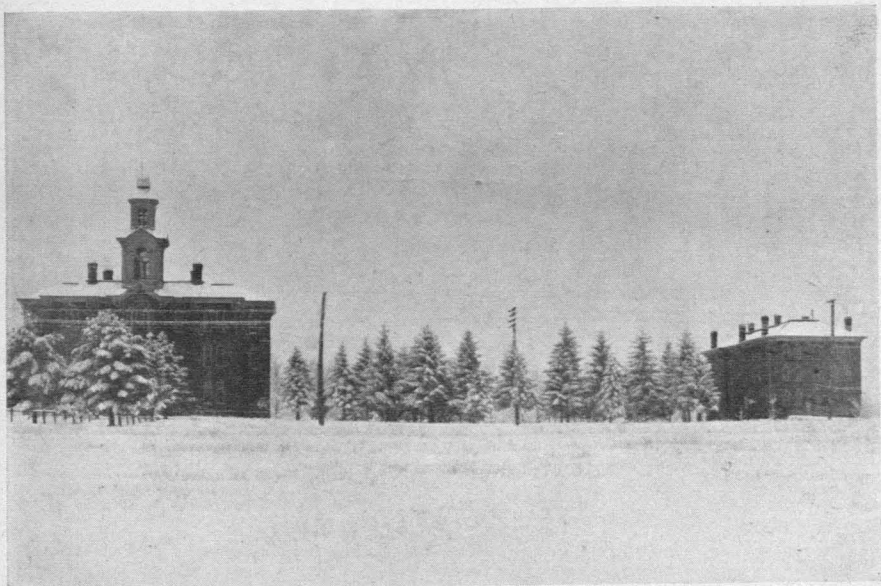
RIGHT—DR. J. ALLEN MILLER  
1898-1906



LEFT—DR. GLENN L. CLAYTON  
1948-



This group, possibly the student body in the first year or two of the present century, was probably the students and faculty. Recognizable in the second row are: Mrs. J. Allen Miller, Mrs. W. D. Furry, Mrs. Phillips, Miss Switzer, M. A. Witter, J. C. Beal, W. D. Furry, L. L. Garber, J. Allen Miller, J. M. Tombaugh, Josiah Keim, Sarah Kime and Jacob Cassel. Others in the picture which have been identified are hard to point out. They are: Miss Gnagy, Edith Thomas, Mae Beal, Maude Lichty, Ethel Murray, Grace Mumaw, Emma Croft, C. I. Shock, D. F. Eikenberry, C. E. Weidner, C. C. Gault, Mr. Baker, Roy Long, A. H. Lichty, H. L. Goughnour, W. H. Beachler, George Carpenter, E. D. Burnworth, A. D. Gnagy, LeRoy Smalley, C. E. Beekley, Merle Jones, Mr. Strayer, Ed. Lewis, George Drushal, Mr. Snyder, Harry Stover, H. M. Oberholzer, Mr. Foutz and Mr. Shirk.



A View of the college sometime before 1904. The exact date of the picture is unknown.



The class of 1889. Dr. J. Allen Miller is in the upper right of the picture. In the front row are from left to right, J. Kimmel, F. D. Switzer, C. E. Diffenbaugh. In the upper left is Ben Metzger. The other member is unidentified.



Seated: J. C. Mackey, Ida Replogle, Charles Ashman, Morton Sands, Morris Hoover, Pauline Garber and J. Allen Miller. Standing: J. G. Dodds, A. C. Hendrickson and E. L. Miller.



The back drive was the beauty spot of the campus when the two rows of maples lined it. This picture must have been taken about 1920.





An Early Faculty Picture—About 1904

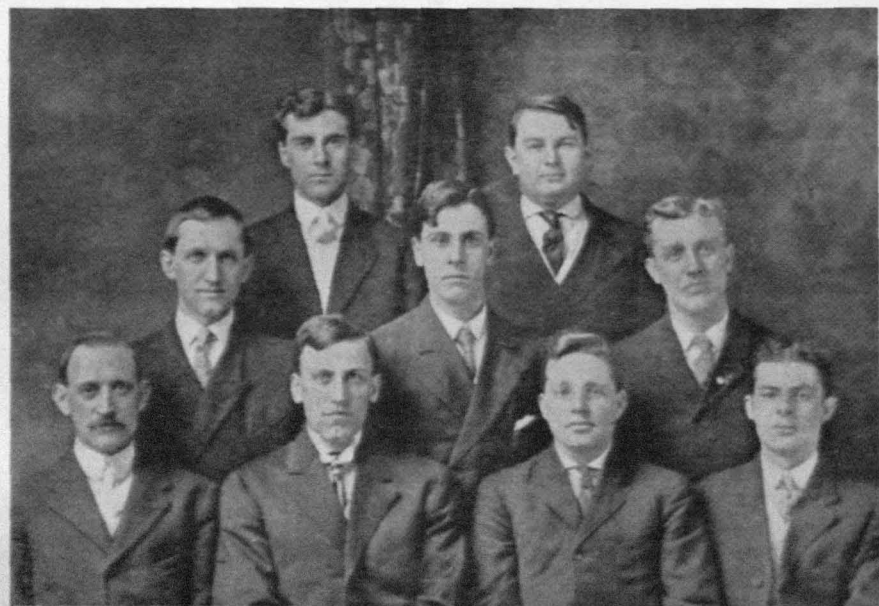
Front Row: Mrs. J. C. Beal, J. C. Beal, Mrs. J. Allen Miller, J. Allen Miller,  
Second Row: E. E. Jacobs, Mrs. L. L. Garber, L. L. Garber, Drusilla Shep-  
pard (?), Edward Byers. Back row: Harvy Lee Bland, Professor Price, Pro-  
fessor Fetzter.



Bird's Eye View of The College Made Sometime Between 1904 and 1912

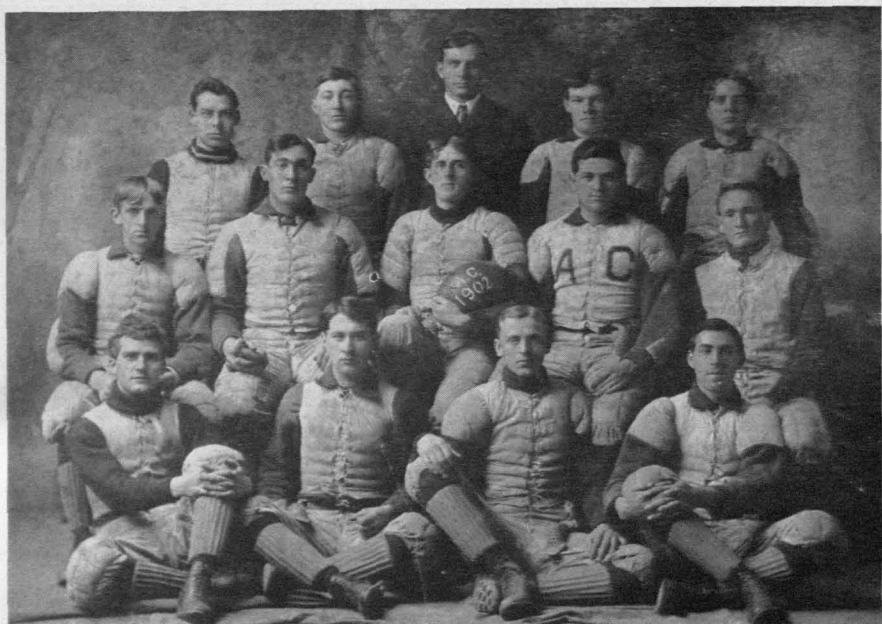


Probably students about forty years ago. Not all are identified. However in the front row are: M. M. Hoover, Spreng, Miles Snyder, J. C. Beal, A. D. Gnagey, E. M. Riddle, James Potts. Some in the back are Freeman Ankrum, Earl Carpenter, Ronk, George Baer, C. L. Anspach, A. C. Hendrickson, Winefred Finley, C. Swartz, A. B. Cover, Ed. Byers, Gilbert Maus, Hugo Paul Wise and George Leidy. Many in between are unidentified.



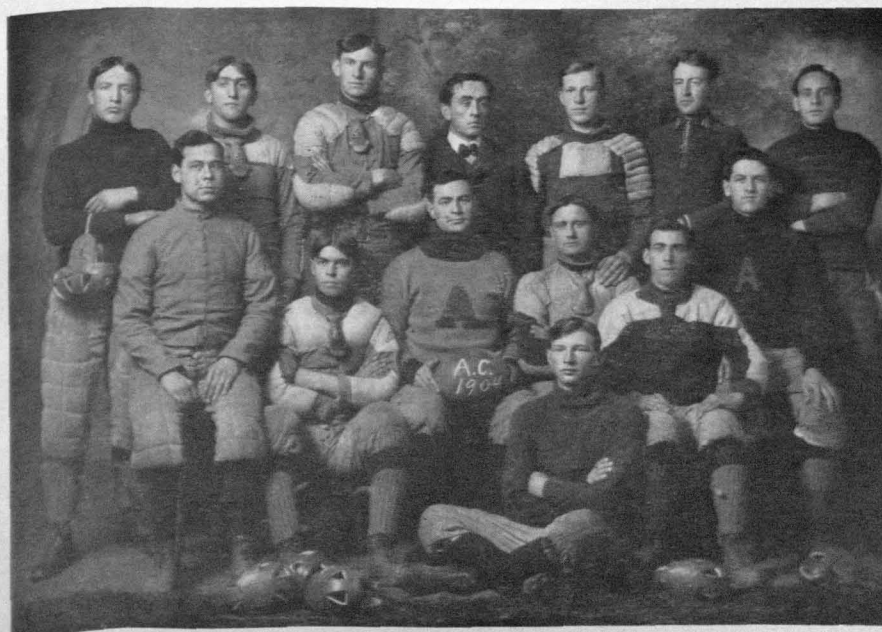
The Y. M. C. A. Cabinet of 1909

Back Row: Charles Ashman and Harley Stuckman. Middle Row: A. G. Carpenter, Robert Porte and Ed. Miller. Front Row: Morton Sands, Ira Senseman, Albert Ronk and H. E. Eppley.



Back Row: Wm. Benschoff, Merle Jones, Unidentified, Hamilton, Homer Muselman. Middle Row: 3 Unidentified, Bob Shurk, Ben Burnworth. Front Row: George Jones, 2 Unidentified, T. L. Burkhart.

SOME EARLY FOOTBALL TEAMS



Standing: Guy Kriegaum, Tracy Hiller, E. G. Mason, E. E. Jacobs, J. A. Garber, Snyder, H. L. Gongwer. Seated: W. C. Benschoff, Tracy Whistler, A. H. Lichty, B. T. Burnworth, T. L. Burkhart, Bob Shurk. In Front: Otis Ward.



Standing: H. L. Goughnour, Tracy Hiller, George Drushal, B. T. Burnworth. Seated: E. E. Jacobs, Tracy Whistler, E. G. Mason, N. E. Kimmel.



Standing: Winfred Finley, Hugo Paul Wise, Gordon Sites. Seated: M. M. Hoover, Arthur Baer, Lee Fulk.



"Old Founders Hall" was the pride of the campus about 1910 when this picture was taken.



**Board of Trustees in the early 1920's**

Standing: J. L. Clark, P. A. Myers, Dr. Jacobs, Horace Kolb, E. L. Kilhefner, A. D. Gnagey, Judge Switzer, George Hildebrand. Kneeling: D. G. Lemon, R. R. Teeter, F. L. Garber, Frank Lichty, A. R. Bemenderfer Young, E. G. Mason. Seated: E. J. Worst, E. F. Miller, Dr. Shively, W. H. Beachler, Jesse Watson, George Carpenter, L. L. Garber.



**Seminary Students in the Spring of 1916**

Front Row: George Cone, E. M. Rowsey, Bryan Stoffer, Edwin Boardman, W. C. Crick, Lester Myers, S. E. Christiansen, L. V. King, Josia Wogaman, Nell Zetty, Mary Boardman, Nora Bracken, Mary Bricker. Second Row: George Leidy, Lee FaForge, Claude Koontz, Joseph Gingrich, Florence Bickle, Mrs. N. W. Jennings, Mae Smith, Unidentified, J. B. Lambert, Paul Teeter, Newton Wimmer. Back Row: Vern Flora, N. V. Leatherman, Earl Flora, Robert Frehse, Andrew Hendrickson, Frank Lambert who wrote "Old College Home."

fault was ascribed to the small water mains installed before South Ashland became a densely populated residential area. If the size of the mains were the cause for low pressure the condition had not since been corrected because the same thing happened at the burning of Founders' Hall in 1952. However the use of booster pumps somewhat relieved the situation in the Founders' Hall case.

With the burning of the gymnasium the necessity for a new building to replace it arose very abruptly and for a time deferred additional plans for other new buildings. Deferment of building plans and the possibility of other campus fires stirred the activity of the state fire marshal and he ordered fire escapes placed upon Founders' Hall. The Board at the 1927 meeting authorized compliance with the order.

### North Central Accreditation

In compliance with an earlier recommendation by President Jacobs action occurred in 1929, that special efforts be made to enable Ashland College to become a member of standard accrediting agencies to aid the accumulation of sufficient endowment to meet the financial requirements for membership possible. In his recommendation President Jacobs stated that the sum would not be less than \$400,000. Pursuant to this recommendation the Board entered upon a collateral trust agreement with one Walter Baker, trustee for the Brethren Extension Foundation located at Cedar Rapids, Iowa. The agreement provided for the conveyance of 1000 shares of Speeder Machinery Corporation stock, par value \$50.00 per share, representing a total par value of \$50,000 assigned in blank to secure endowment notes to the value of \$75,000. The agreement was for the purpose of allowing such stock to be considered a part of the active college endowment by accrediting agencies. The agreement and the corresponding addition to the endowment funds therefore became a factor in meeting that standard for membership in the North Central Association.

The increase of endowment funds also necessitated more careful investment procedures. Both the safe and profitable investment of these funds were improved and became effective through the service of an investment committee of the Board and under the wise financial counselling of J. A. Lutz, cashier of the Ashland Bank and Savings Company.

Mr. Lutz was later rewarded by election to the Board of Trustees from which vantage point his financial counseling became even more valuable. For a time, Mr. Lutz secured first mortgage investments on real estate for his bank and allowed the Investment Committee of the college to select such investments as it deemed advisable for college investment. This was indeed a friendly and laudable service. However, as the opportunities for good first mortgage investments lessened, the policy of the committee turned to heavier investments in the best industrial securities. In this field, Mr. Lutz with the fund of information available to him in his relation to the bank, enabled him to continue an even wiser and more beneficial counselling service.

From a written report of Dr. W. S. Bell on his work as financial field agent for the college at the close of the year 1933, the endowment funds were listed as follows: 1926, \$11,679.04; 1927, \$131,122.40; 1928, \$180,172.00; 1929, \$240,900; 1930, \$278,338; 1931, \$278,211.00; 1932, \$301,304; and in 1933, \$300,769. The figures in this report do not conform to those reported by Bursar Shively, and the writer is unable to account for the difference, although an accountant might be able to do so. It seems, however, that in the Bell report living endowment was not considered, but that does not entirely clear the difference.

In 1933, membership in the North Central Association was lost. Immediately thereafter, President Jacobs appointed faculty members Haun, Puterbaugh, and Mason as an inside survey committee to study the weaknesses in the college organization and to make recommendations for change so that membership in the N. C. A. might be regained. After consultation with Dr. C. L. Anspach, then located with the Southern Michigan College of Education at Ypsilanti, and Dr. Ira M. Smith, registrar of the University of Michigan, the committee formulated its program of procedure. Dr. Smith had been an active examiner of the N. C. A. and his and Dr. Anspach's advice was deemed especially valuable.

### Jacobs Resigns

The committee named above set up their work and proceeded to evaluate the reports given by faculty members and heads of departments. In due time their work was



completed and Dr. Jacobs was presented with a list of rather extensive recommendations for change. Happily, he sympathized with the recommendations and proceeded to put them into effect. However, in the face of rather extensive and perhaps drastic changes, Dr. Jacobs conscientiously felt that he should make way for a younger and more vigorous man for the presidency. Upon his resignation Dr. Anspach was approached for the position, was offered it and he accepted it to take effect September 1, 1935.

Under the able leadership of Dr. Anspach and two years of strenuous efforts by the instructional and administrative staffs, Ashland College was readmitted to membership in the North Central Association. By 1938, the number of faculty members with the Ph.D. degree or equivalent reached fifteen and hovered between eleven and fifteen to the present time. In 1938 twelve members of an instructional staff of thirty-two held the Master's degree leaving only five with less than the Master's. The trend since shows some tendency for the number with Master's degrees to increase slightly over the 1938 figure. In the face of the educational retardation due to the World War II, an increase in M.A.'s and a slight decline in the number of Ph.D.'s resulted. Ph.D.'s were not then so readily available because the war and great efforts at defense interfered with the number of students attempting to obtain the Ph.D. degree and holders hereof became fewer in number.

In 1939 President Anspach was called to the presidency of Central Michigan College of Education, Mount Pleasant, Michigan, at an attractive salary. He accepted and the Board of Trustees selected Dean E. G. Mason as his successor. The newly chosen president assumed his duties June 1, 1939 and faced the serious problem of keeping the head of the institution above water during the days of preparation for national defense and of actual participation in World War II.

## The Ashland Plan

Shortly after President Anspach assumed his duties as President of Ashland College, with the assistance of his staff, he formulated an educational program called the Ashland Plan. The task of putting this plan in operation consumed a great deal of energy and entailed a great deal

of work in addition to its organization. The plan was never fully understood and appreciated by all faculty members. President Anspach left before it was made entirely effective and the new president faced the problem of completing the organization besides meeting the problems created by defense efforts and the nation's entrance in the war. Both of these problems retarded greatly the completion of the program.

Briefly the Ashland Plan (1) broadened the ordinary concept of the philosophy of education; (2) combined the practical and theoretical services and aspects of education; and (3) attempted to enable worthy students to supplement work and education and to obtain by means of work some aid toward the securing of a college education. The effort was successful but not sufficiently convincing to the average student to secure his loyal support and cooperation. When the war was over the plan had lost much of its appeal and effectiveness, and as time went on but few of its special features remain.

### Approaching War

The defense efforts of the national government and its ultimate participation in the war itself also seriously affected the economics of the college. High salaries and wages in industry together with the conscription of young man power in the armed services affected faculty members and students alike. Therefore the problem of holding faculty members, securing and holding students became a serious one. The college enrollment was reduced to a mere hundred and Saturday and summer school enrollments suffered correspondingly. Men became scarce on the campus resulting in a greater proportion of women students. The shortage of men amounting almost to absence, was largely accountable for student unrest which reached a peak during the early days of 1940. Unrest created a new type of student problem with which the officials found it necessary to cope. Nevertheless the college plodded onward and in spite of adversities succeeded in going ahead without materially increasing the institutional indebtedness or drawing upon the endowment funds for existence. In a certain sense, to remain afloat in face of great economic problems was a worthwhile accomplishment. In fact, not all educational institutions did it. Some found it necessary to cease functioning for the duration and some were forced to close their

doors. Some increased their indebtedness or used up their endowment resources, so when better times came, they were either unable to function properly or operated under a great financial handicap.

## The G. I. Bill

After slightly more than six years of leadership, President Mason resigned returning to the instructional staff and the board selected Dr. Raymond W. Bixler to serve first as Acting President and later as President. The war was over in 1945 and the service men began immediately to return to civilian life. Under the so-called G. I. legislation, they became recipients of federal aid and subsistence in education. The G. I. education bills were a boon to colleges that had suffered from the war effort. Ashland received its share of G. I.'s and from 1945 until the present, G. I. attendance gradually reached its peak to decline again. Now the Korean veterans will receive federal aid and another boom will very probably aid the colleges.

During President Bixler's administration, the campus drives were improved and fireproof stairways placed in Founders' Hall. Along with the changes in the structure of stairways, the entire second and third floors of Founders' Hall were remodelled and rendered more serviceable.

President Bixler served three years and also retired to the instructional staff. In 1948 the board selected Dr. Glenn L. Clayton as president. Dr. Clayton received his Ph.D. Degree in March before he assumed the presidency on September 1, 1948. President Clayton furnished younger blood in the office. By General Conference in 1950, the W. M. S. had obtained about \$75,000 toward a new chapel. The W. M. S. together with the board decided to begin construction of the building at once. The building was located north of the football field in the north-west corner of the campus. The structure was completed in 1952 and dedicated at National Conference of that year.

## Building Program Started

The destruction of Founders' Hall by fire in October, 1952, necessitated the direction of the board's and president's attentions toward an extensive building campaign

and money-raising effort. The insurance received on Founders' Hall amounted to about \$100,000 which became the nucleus of a building fund. In addition to the insurance the board set the financial goal at \$600,000 and began a program to raise the sum from the following sources: Ashland and Mansfield area including Ashland and Richland counties, the alumni, and the church. It is reported that the necessary funds are now available, and construction on the new administration building has already begun.

In March, 1953, the Student Union building was started and was ready for use by October. The administration building is to take the place of Founders' Hall and is expected to be ready for use by September 1, 1954. The standing walls of old Founders' were razed amid many fleeting memories. The old building was filled with both hallowed and unhallowed memories which evaporated with the smoke from the fire that consumed her and the old structure could no longer house even memories. All that is left of the old building is the chimney and it appears lonesome, forlorn, and all but forgotten.

Although President Clayton and his staff face many problems that may not be free from pains and worries, they may be described as growing pains and may pass away along with the years.

## Music Department

Lest it be forgotten or overlooked, the early war years of the 1940's during President Mason's regime, the Myers family, Mr. J. C. Myers and his sisters, Mrs. Parker of Massachusetts, and Mrs. T. W. Miller of Ashland after solicitation by President Mason gave the Myers Home to Ashland College for use as a music building. The home was occupied by Mr. and Mrs. F. E. Myers during their lives and was retained intact by the children mentioned above until it was transferred to the college. The gift has proven to be a greatly-needed addition to the physical plant and a boon to the music department. It was named officially, The Mr. and Mrs. F. E. Myers Memorial Music Building. The students call it the "Big House."

The music department of Ashland College began and continued for many years on a commission basis. The college furnished the studios, pianos, practice rooms, and advertising. For this service the college retained 20% of the

music fees charged paying the individual teachers 80%. The same terms generally applied to voice, speech, and commercial subjects. The plan worked rather satisfactorily for a time but gradually the teachers sought greater economic security and requested that they be employed on a salary basis. In very recent years, practically all staff members including music receive a definite annual salary. Miss Eunice Kettering became the first head of the music department. The second and present department head is Mr. Calvin Y. Rogers.

## Athletics

The new gymnasium added prestige to the intercollegiate athletic program and to the physical education department and served as an advertising feature of the college. Under the leadership of the following coaches and heads of the department, many of the graduates and former athletes of the college have served and now serve the public schools as coaches and physical education teachers. Walter Leckrone, Editor of the Indianapolis Times; Arthur Murray, now of the College of Wooster; William Meredith, now of the University of Pennsylvania; Fred C. Schmuck, now of the International Harvester Company; "Wig" Pfeifer, deceased; Harry Matthews; Robert Rankin; Ray Novotny; Tony Lonero and George Donges, the present incumbent, constitute the list. "Mac" McCuen, Jim Richcreek, and Ken-ny Funk were prominent assistants. The athletic record of Ashland College teams has been generally good, but not outstanding, largely due to the scarcity of good athletic material. From the standpoint of the development of good teams from average material, the record may be called "above average."

## Religious Training

As suggested before, one of the original purposes for the founding of Ashland College was the provision of higher education under Christian influences. In addition, the founders wished to provide a source of supply for ministers, missionaries, and workers for the Brethren Church. At first, as shown, the religious program was merged with the general education program. About 1907 we have seen the formation of a theological department with J. A. Miller at the head. As time went on in the late 1920's or early 1930's

the Theological Seminary became a graduate department partially separated from the college yet dependent upon the college income for its support. When the seminary became a graduate institution under the deanship of Alva J. McLain, its expanding program became a financial problem eventually culminating in divisive effort within the church itself. The defection was healed in part in the late 1930's. Since that time, the administration of the seminary has been under the control of the president. The seminary under the latter organization was served under the united head by deans Willis E. Ronk, M. A. Stuckey, and Delbert Flora.

### Literary Societies

The old Pierian and Dallas Literary Societies ceased to exist by the opening of the century. Both the faculty and students felt the need for more opportunities for student expression and attempted to revive the societies. In order to secure full student cooperation, the business of organization was left to certain selected student leaders. The campaign for membership became both earnest and intense. In fact it became so earnest and intense that in some cases old friendships were broken and rivalry for advantage reached a state of conflict. The original societies were housed in the third floor hall on the west side of Founders'. The meetings were held on alternate weeks so there was no conflict. But when one of the newly organized groups seized the hall claiming it and its furniture for its own, the other group countered by deciding to use the chapel, thus showing its unwillingness to share the same room with the other. Each group vied with the other in selecting a name.

The group that had seized the old hall in Founders' third floor became the first to announce its choice of a name as Philomathean. The members proceeded to paint the arm chairs black with the word Philo painted in white in the chair backs. The other group soon announced the name it had chosen as Hesperian and decided to begin its college career in new quarters. The hall in the east side of the third floor Founders then used as a store room was adopted and adapted to literary uses. The room was cleaned, papered, and painted by the members of the group. But the climax was reached by the construction of a real

stage with curtains and stage properties. The redecorated hall with its finer equipment became a source of great satisfaction to the Hesperians because the members felt that they had outstripped the best efforts of their arch rivals, the Philomatheans.

In time the rivalry became reduced to a mere scramble for members from the new students. The campaign for advantage in equipment and the rivalry for new members contributed something toward the development of student leadership, but the greatest value came from the opportunities given the students for self expression and the self confidence that accompanies a successful performance. Both societies left an indelible impression upon the lives and experiences of the students who belonged to them. In looking back over the years, the unpleasant experiences are forgotten and the pleasant ones remain.

## Special Departments

The picture of the college cannot be completed without mentioning the Speech and Business Departments. The Speech Department was originally a commission department conducted mainly by Mrs. Bessie Cole Steele and later by Miss Thelma Slack. When Miss Slack entered the armed services in World War II Mr. W. H. Miley became the instructor on a definite salary. Until the burning of Founders' Hall, Mr. Miley had expanded the services of the department to include radio education. In cooperation with the radio station W. A. T. G., owned and operated by the Ashland Times Gazette, the program of radio instruction became an impressive one and led to the installation of a great deal of equipment destroyed in the Founders' Hall fire.

The Business Department is one of the recent additions to the college offerings. In the early 1930's the administration established the department designed to provide instruction in general business administration. However, various heads of the department recommended new fields of business training until at present the offerings are quite extensive. The department heads listed from memory were Karl Krauskof, Mr. Traylor, Mr. Harry Hoffman, Dr. See-hoffer, Mr. Miller and Mr. Loyd. Mr. Loyd's recent conferences on business problems in connection with local and

nearby industries has proven to be a valuable community service rendered by the department.

## 1952 Physical Plant

The present picture of Ashland College a little beyond the half-century mark consists of the original sixteen-acre campus plus the Myers' Memorial Home, at the corner of College Avenue and Center Street and Glenn Haller Court west of King Road. The Library building stands at its place of establishment at the north-east corner of the campus; the dormitory at the original location on the west side of the campus; the gymnasium in the south-west corner and the new Student Union nearly completed stands south of the library across the driveway, and the new administration building at and over the site of Founders' Hall will arise in time. Glenn Haller Court with its structures for student housing is located beyond King Road west of the gymnasium. The college also owns two residences, originally bought for student housing. These are double houses on the east side of Grant Street opposite the Library Building.

Even when the buildings now under construction are completed there is a possibility that more room for an expanding educational program and a growing student body may be required.

The picture of the present physical plant as compared to the picture of the institution at the beginning of the century shows a great deal of growth and will show much more within the next two years. In comparison to the other factors or criteria of measurement, the changes have been noted from time to time but the threads must be pulled together to make the picture clearer.

## Instructional Staff

The instructional staff through the century has grown from eight in number of full and part-time teachers to forty-six in 1949-50. The number of departments of instruction has not materially changed but the names or titles of the departments have changed. Following inspection by the North Central Association in the 1930's, only one baccalaureate degree was granted, but after admission to membership, bachelor's degrees in business administration, music,



and education were granted as an indication of more distinctive preparation. Shorter two-year programs in home economics, secretarial service, art, pre-engineering, and home-making were added recently. Certificates of graduation are given after the completion of the short courses.

In 1949-50 twelve of the forty-six faculty members held the Ph.D. degree or its equivalent and eighteen held the Master's degree giving the faculty a rather good showing in graduate educational preparation. A rather complete offering of courses were included in the regular schedule of classes and some were repeated advantageously for the summer and evening students. The Saturday sessions were discontinued in the early 1940's and evening classes offered in their place. In the same year a total enrollment of 697 shows considerable growth from sixty-nine in 1901-02, in an increase by ten-fold. Old records show that twenty-five were graduated in 1904 in comparison to seventy in 1949-50. There were recent years in which the number of graduates reached one hundred or even more. When the century opened little attention was paid to a prospective student's high school or preparatory work but as the first half of the century progressed, the entrance requirements became more exacting and the type of college student gradually improved although the problem of how to select the best students still remains only partially solved.

As in the case of the government's need for carpenters in war-time camp construction, any man that carried a saw and a hammer qualified as a carpenter. So it is too often the case that an applicant for admission to college carrying any kind of a high school diploma may be accepted fully or conditionally for college work. Ashland College authorities and they are no exception, confront a real problem in a more careful selection of students.

### Increased Costs

As the offerings of the college increased, the faculty became larger and the expenses of operating the college increased also. Therefore, it became necessary to increase the college income to meet rising costs of operation. Income from endowment investments declined and gifts and grants did not increase materially. The only source from which a larger income could come was student fees. As a result student fees have gradually increased through the years. At the

turn of the century as recorded above tuition was \$39 per year; room rent was 50c per week and table board \$2.00. At that time a graduation fee of \$3.00 was exacted. From time to time the fees were raised until now the total fees are as follows:

Tuition, per semester of 18 weeks .....	\$175.00
Tuition, in excess of 16 or less than 14 hours—per hour .....	14.00
Summer School and Evening School tuition—per hour .....	14.00
Special examination for credit—per hour .....	2.00
Student activity fee .....	15.00
Health fee .....	2.00
Lecture-Concert series .....	3.00
Student Union fee .....	5.00
Entrance fee .....	5.00
Laboratory and course fees .....	1.00 to 10.00
Graduation fee .....	15.00

For a student carrying an average load of college courses it would cost at least \$200.00 per semester or \$400 for the year. This does not include room rent or table board. Off the campus, room rent averages \$4.00 per week and board at the dormitory is \$8.25 to \$10.00 per week. For women living in the dormitory a double room and board for seven day-weeks amounts to \$229.50; for a five-day week, \$198.00 for a semester. For single rooms the rate is about \$18.00 higher for the semester. Off-campus students can eat wherever they please but find it generally cheaper to eat at the dormitory.

The comparison of costs over the half-century is obvious. At the beginning the base cost of living and tuition and fees amounted to \$129.00 per year. At the half-century the bare cost was \$800.00 per year, nearly six times greater, but compared to other costs of living, the costs now are not out of line at all. The costs are still conservatively low.

The requirements for graduation are rigidly enforced. In general the course requirements of individual faculty members are high and the students are held to them. Various studies of college grading made by the deans of the college from time to time show that the faculty tends to

issue a higher percentage of A and B grades than the student quality justifies. Proper adjustment of grading and improvement of grading procedures therefore becomes a task for the administration and faculty.

## Faculty Remuneration

The comparison made of faculty salaries was only partially completed. It is safe to state that faculty and administrative salaries have constantly and gradually increased through the years. Now, in 1953, the salary schedule although not high, ranks favorably with the schedules in other colleges of the same rank and class as Ashland. Reference was made at another point to the overall comparison of college finances. An old formula, no longer used, held that the total salaries for the instructional staff should at least equal the income from student fees. The audit of 1952 shows the total income from student fees to be \$144,281.58 while the total instruction and administrative salaries amount to \$191,212.55. This would indicate that in comparison to student fees under the old formula the salaries of teachers rank favorably and are better than \$50,000 higher than the old formula.

Until the late 1940's the teacher retirement plan at the college was "hit or miss." When a teacher of long standing reached the retirement age, the board determined, arbitrarily, what his retirement income should be. Based upon the results of a study of retirement plans covering several years by a committee headed by the writer, a program of retirement was submitted to the faculty and to the board. However, before final board action was taken, changes resulting from a more liberal social security law and local adjustments brought about the formulation of the present retirement program. On the basis of the retirement plan now in operation, a teacher, after twenty-five or more years of service at Ashland College, would be eligible for a retirement income equal to one-half of his average salary for a ten-year period. Equal annual 4% contributions are made by the faculty member and the college to provide a substantial retirement fund. However, the financial load upon both faculty member and the college was relieved by the decision of the staff and board to qualify for social security benefits under the 1951 liberalized provisions of the law. Under these provisions the maximum social security

payments would be \$85.00 per month for the husband and \$42.50 per month for his wife if both were sixty-five years of age at the time of retirement and the professor earned \$3600 per year. The college responsibility was the addition of whatever sum was necessary to bring the man's monthly income to one-half of his salary. Until 1950, Dr. Shively; Dr. L. L. Garber; and Dr. E. E. Jacobs, all now deceased, were the only staff members placed under the original plan of retirement. In 1952 Dr. Mason and Mrs. J. A. Miller retired as the first under the new plan. The new or revised plan is considered by many to be fair and satisfactory, and an improvement over the old plan.

### Gifts and Fees

As mentioned before, the income from student fees constitutes a rather large source of college income. The total in 1949-50 was given as \$144,281.58 and in 1901-02 it could have been no more than \$3400 or \$3500. The comparison is convincing and self-explanatory. The increase was gradual and rather constant through the years. Income from gifts and endowment investments varies as conditions change. No income from endowment is recorded as early as 1901-02 and gifts are mentioned with but one recorded. Evidently gifts were few and widely scattered. According to the audit of 1952 a total of \$46,137.37 was shown as gifts and grants from private sources. Among these gifts the audit shows an income of \$8,005.28 from the Ohio Foundation. This amount was the share allotted Ashland College from industrial gifts given to a special group of Ohio colleges recently organized and put in operation for the purpose of soliciting industry for support. The investment income in 1952 is \$24,650.81. On comparison to no income from 1901-02 from these sources, the results appear very favorable. Although there is always the possibility that new sources of gifts may arise, and the hope for a "windfall" at any time is ever present, but college authorities cannot depend upon day dreams. Real money is a necessity. As mentioned earlier prevailing low interest rates reduce the income from investment sources, rendering it not wholly reliable.

One gift to the college has proven to be quite profitable. A member of the church gave the college a half-section of wheat land near Sydney, Nebraska. The land has produced

well and in spite of a customary rental fee of two-thirds of the wheat crop annually, the returns have been very good. With a few exceptional failures of the crop, the average annual income represents a substantial sum.

## Policy Changes

From time to time changes in institutional policies were noted. It is safe to say that in most cases at least, the change in policies have been for the better, at least for the present they seem better. Recommendations for proposals for change in policy have usually occurred only after a careful study of the effects of such a change may cause. An outsider may find it easy to criticize and condemn policies but any careful consideration of all the factors involved is likely to show explainable reasons for making any changes in policy. For illustration, the general policy of the Brethren Church as the founder of Ashland College, has been opposed to war and has been a staunch and consistent supporter of peace, but in preparation for World War I, Ashland College sought and secured an S. A. T. C. unit on the campus. The action was criticized but on investigation it was found to be a life saver financially for the college in time of financial stress. Moreover, the members of the unit never went into combat and all received their introduction to the college through it. And many who came as members of the unit stayed on as regular students after they were discharged. During or rather before World War II the writer as president was urged by some to secure a training unit on campus. The effort was made but did not succeed. A unit was not secured but profit came later from the distribution of war surpluses to educational institutions at very low cost or no cost at all. In fact, Glenn Haller Court was installed by the government on property purchased by the college. There was some criticism when an offer was made by the government to deliver a knocked-down building on campus at no cost. The government agreed to raze and transport the building to the campus site if the college would reconstruct it. The construction of new buildings now underway will undoubtedly be much better than a reconstructed government structure, so criticism has subsided.

## Recapitulation

The story of Ashland College is not a brilliant one; neither is it dull. It is the story of a small group of earnest people who believed in the simple Gospel as a guide to living. They believed that man was created in the image of God and that he was endowed by his Creator with a mind. They believed too that with his mind to use, man was given the power to exercise his will as he, himself, saw fit. If he disregarded the will of his Creator revealed in the Bible, his behavior would be climaxed by punishment, but if he tried to do the will of his Creator, he would be rewarded. Such was the fundamental belief of those who founded the German Baptist Brethren Church in America that later became known as the Brethren Church.

Not only were the German Baptist founders earnest but they were philosophical as well. They reasoned that their particular type of faith could not long endure unless it were perpetuated in the thinking of their youth. From this idea sprung the idea of a printing press in America, and later the idea of a College. Although the idea was important,, the way was not an easy one. The Church and Ashland College faced hardship and even strife. All along the way, there was always a shortage of funds and during most of the years, the college struggled to overcome a growing debt. Its friends were loyal but never able, or perhaps willing to free the college of debt and keep it that way. Due to the loyalty of the Church people behind the College, the purposes for which it was founded have been preserved and kept sacred. Whether the generations to come who have inherited the College and its ideals shall continue as in the past is a chapter of the history not yet written.

With two new buildings on the campus, a good faculty, and a greater annual income the College ought to move forward and continue to serve the Brethren Church and the community in which it is located. The liberal educational policy of the government toward veterans gives promise for a larger student body and a greater income from student fees. This favorable condition may continue for several years, then it is our hope that the reputation and prestige of the college may reach out to more and better high school graduates. The world in general demands more education in all walks of life and this too may help the colleges and particularly Ashland College.

The story of the past has been one of deep convictions and deep loyalties. It would be difficult to find a faculty with such a large percentage of members who stayed on through good times and bad ignoring better offers and greater opportunities elsewhere. It takes loyalties such as this to build a college and to keep it functioning. It is unfortunate that those who spend the best years of their lives in the service of the college never are able to hear the words of appreciation that former students express. Occasionally words of appreciation are said and help somewhat to lighten the load of years. Such words plus the satisfaction of having done one's best constitute the psychic income that is always a part of a teacher's salary.

Even though the story of Ashland College involves some strife, some hardships, some disappointments, and some heart-aches, these experiences strengthen the college and enable it to take them as they come. By bravely facing them, the college is able to face now similar and even more difficult problems.

The progress of the college has been steady and substantial though not brilliant. It is easy to point out the mistakes of the past but not so easy to see what is the proper thing to do in the future. For the future, it is our earnest hope that the best and the most effective services of the college may continue through the years, and may the faculty members of the future be even more loyal and more earnest than those of the past have been.

## Presidents or Heads of Ashland College

Elder S. Z. Sharp, LL.D. 1879-1880

Elder Robert Miller 1880-1882

Reverend Joseph E. Stubbs LL.D Acting 1882-1883

Reverend Elijah Burgess, M.A. acting 1883-1884 (not resident)

The following four men acted as principals from 1884 to 1888:

Reverend Frank Hixson 1884-85

Reverend A. E. Winters 1885 (never assumed office)

Rev. W. C. Perry 1885-87

Mr. William Felger 1887-88

- Reverend J. M. Tombaugh LL.D. 1889-1891  
 Reverend D. C. Christner LL.D. 1891-1892  
 Mr. C. W. Mykrantz 1892-93 (principal)  
 Reverend J. M. Tombaugh LL.D. 1893 (Nominal)  
 Dr. S. S. Gorst M.D. 1894 (less than a month continued  
 under Rev. J. A. Miller 1894-96)  
 Reverend J. C. Mackey D.D. 1897-1898 (nominal, non-res-  
 ident)  
 Rev. J. Allen Miller D.D. 1899-1906.  
 Reverend John L. Gillin Ph.D. (Columbia) 1907-1911 (par-  
 tially non-resident)  
 Reverend W. D. Furry Ph.D. (John Hopkins )1911-1919  
 Edwin E. Jacobs Ph.D. (Clark) 1919-1935)  
 Charles L. Anspach Ph.D. (University of Michigan) 1935-  
 1939.  
 E. G. Mason A.M. LL.D. (Ohio State University) 1939-  
 1945  
 Raymond W. Bixler Ph.D. (Ohio State University) 1945-  
 1948  
 Glenn L. Clayton Ph.D. (Ohio State University) 1948-

Taken in part from *A Brief History of Ashland College* by  
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Minutes of the General Conference of the Brethren Church

A Short History of Ashland College compiled by Dr. E. E.  
Jacobs.

