CHAPTER FOUR

The First Year of Classes
1914-1915
In July, 1911, the trustees told a reporter from the Bowling Green Sentinel-Tribune that they hoped the normal school might be open to students in September, 1912. However, it soon became apparent that this would not be possible, and in August the trustees announced that classes would probably start in the fall of 1913. Numerous delays made this impossible, and Bowling Green State Normal College did not open its doors to students until September, 1914. Even then, it had a governing board, a President, a curriculum (at least for the first year), and a faculty, but was still without buildings. As a result of the delay in clearing the title of a portion of the site and other delays due to weather, change of plans, and other causes, none of the new buildings was completed. However, the trustees and the President felt that it would be unwise to postpone the start of classes any longer. On July 2, 1914, the trustees instructed President Williams to make all necessary arrangements to open school in temporary quarters at the beginning of the 1914 school year. This decision was undoubtedly influenced by the fact that the sister school at Kent (which encountered no difficulties) had started classes in 1912.

Temporary Quarters

Following these instructions, President Williams arranged to rent portions of the Armory building on East Wooster Street. Classes met in this building and the weekly chapel services were held in the Methodist Church, which at that time was just across the corner from the Armory. The College Library was located in the basement of the same church with the author in charge as librarian. There was no reading room, but the library was open from 4:00-5:00 p.m., so that students could take out and return books. These hours were sufficient, since the numbers of books and students were both limited. It has
been said that one measure of a library is the number of its books in circulation. Judged by this standard this library was perfect—the shelves were empty almost every night.

For many years the College maintained an elementary training school. At that time, this was considered to be a necessary part of any teacher-training institution. During the first year, it was housed in the old Ridge Street School. Only the first four grades were provided, since that was the number of rooms available in the building.

For several years, prior to 1914, Toledo had maintained a two-year training school for the preparation of teachers for the elementary schools of the city. This school was now discontinued, and Bowling Green State Normal College agreed to provide instruction for the students in their second year. Since facilities were not available to provide for these students in Bowling Green, faculty members taught first-year classes three days a week in Bowling Green and commuted to Toledo by interurban on three days to teach second-year classes. The Toledo classes were held in the old Toledo Central High School, then located on the site now occupied by the Toledo Public Library. Classes for the summer session (June, 1915) were held in the high school building on South Grove Street. This building later became the junior high school, and is now the administration building for the Bowling Green public schools.

The dormitory for women, the first of the new college buildings to be completed, was occupied for the first time during the summer session of 1915. It was at first called North Dormitory, since a second dormitory was planned to be located on the site of the old Library. However, the first dormitory was promptly christened Williams Hall by the students. President Williams did his best to discourage the use of this name. His opposition arose partly from modesty, but more from another reason. The author recalls hearing him say that the College might regret naming a building for a living person, as one can never foretell what a man might do before his death. He then cited several cases to support this statement. However, popular use of the name proved too strong and, on March 10, 1917, the Board of Trustees made the name Williams Hall official.

One trustee of this period deserves mention. He was J. E. Shatzel, of Bowling Green, who served on the Board from 1914 to 1924. His many contributions were recognized when the second college dormitory was named Shatzel Hall in his honor.

Faculty and Administration

The normal school opened in the fall of 1914, with a faculty of 10 members and four critic teachers. During the first year, the President was the only full-time administrative officer. Josephine F. Leach, in addition to teaching a few classes, was Director of the Toledo Branch and supervised practice teach-
ing in that city. Dallas D. Johnson taught classes in psychology and education and was Director of the Training School. He also supervised the observation of teaching in Bowling Green. Ernest G. Walker taught history and was Director of Extension Services. The author, in addition to teaching full time, acted as college librarian, and assisted the President in the duties of a registrar and in writing and editing the first catalog.

First Faculty Meeting

The first meeting of the new faculty was held in a room of the Milliken Hotel on Saturday before the start of classes. The minutes of this meeting (if any were kept) can not be found, but the author remembers some of the topics discussed. President Williams first spoke of the name of the new institution and gave the reasons for the name. He emphasized that we were starting a college, not a school, and asked us to do all we could to inform everyone of this fact. However, in spite of all of our efforts and in spite of the title, it was to be many years before the citizens of Bowling Green and northwestern Ohio would refer to the new institution by any name except normal school or normal.

President Williams next informed the faculty that the new buildings were not ready for use and explained the six-day schedule, three days in Bowling Green and three in Toledo. The disappointment of the group was great, since all had expected to begin teaching in new buildings. The shock was not quite so severe to the author, since he had visited the campus the day before and found Williams Hall under roof but far from completion. The Administration Building (now University Hall) was little more than four walls without roof, and the only sign of the new science building (about which he had heard so much) was a one-mule scraper starting excavation of the site. The author resolved, then and there, to start looking for a new position. This was a resolve that most members of the faculty made again and again throughout the early years, only to decide (in most cases) to remain just another year. Those who remained were challenged by the fact that there always seemed to be some new problem to be solved or some new project to be started or carried out. Teaching in a new school presented many difficulties, but it also offered many rewards.

After distributing and explaining the teaching schedules, President Williams raised the question of how the faculty members should expect to be addressed. The consensus seemed to be that, although we were teaching in a college, it would be presumptuous to insist on the title of professor. At least, all agreed they would not be offended if they were called simply Mister or Miss. As it turned out, the time spent discussing this question was wasted. From the beginning, the faculty members were almost always called professor by both students and citizens. This did not inflate their egos unduly, since they soon
learned that this title was also customarily applied to all school officials and teachers, including those in one-room rural schools.

The group was next informed that it was planned to hold weekly chapel periods, with attendance required of all students and requested of faculty members, whenever possible. In addition, no smoking would be permitted in college buildings by either faculty or students, and smoking in public by faculty members would be frowned upon. Both the compulsory chapel and the ban on smoking continued for many years.

Neither of these announcements aroused any vocal opposition from the infant faculty, since both were customary in many institutions at that time. However, the same was not true of the next announcement. This was to the effect that, as soon as possible, study halls would be set up, which students would have to attend during all free periods of the school day, and that faculty members would be assigned to supervise these study periods. This aroused instant and strong opposition. The faculty members argued that study halls were customary in most high schools, but, so far as they knew, were not to be found in any college. If we call ourselves a college, the argument ran, we should follow college procedures. President Williams, with evident reluctance, finally agreed to try operating without study halls for a time, and nothing further was ever heard on the subject. The author was greatly encouraged by this discussion. It made him feel, for the first time, that the new institution might develop into a real college, and the new staff into a college faculty.

Curricula and Courses

We have seen that the Board of Trustees had, on August 14, 1914, adopted an outline of the general curricula to be offered by the new school. Before the start of instruction in September, President Williams had also prepared the list of classes and the schedule for the first semester. In general, the offerings were confined to courses for the preparation of teachers in the elementary schools, and were based on the requirements that had been prescribed by the superintendent of public instruction. First-year classes were taught in Bowling Green, and the second-year in Toledo. The required observation of teaching for first-year students was provided in the Ridge Street School, and practice teaching for the second-year students was carried on in the Toledo schools.

At the time of the first faculty meeting, each faculty member was given, by the President, a brief outline of the courses he was to teach. The detailed content of each course was to be worked out by the instructor as he went along. Because of the heavy teaching schedules, and the time consumed in traveling, the instructor was often lucky if he could keep a day ahead of the class. Some planning was done on interurban cars between Bowling Green and Toledo.

During the first year (and for several years to follow), a few preparatory courses were offered. These were necessary because of the decision of the trustees and President to require graduation from a four-year approved high school
for admission to Bowling Green State Normal College. These classes were offered to enable graduates of three-year high schools to complete a fourth year and qualify for admission to regular college courses. Since the three-year high schools soon disappeared from northwestern Ohio, the preparatory courses were later discontinued. They were never intended to be a permanent part of the curriculum, but only to meet a temporary need; and wherever a four-year school was available near the student's home, he was encouraged to complete his high school work in that school.

Fees and Expenses

One of the strongest motives for the establishment of a state normal school in northwestern Ohio was the desire of the people of that area for free educational facilities near home. In the beginning, Bowling Green did provide a free education, or nearly so. In the meeting of August 25, 1914, the trustees voted that tuition be free, but students be required to pay the cost of materials used in laboratory courses. This policy of free tuition continued several years, but with rather strong opposition from the General Assembly. Some members felt that the student's parents should bear part of the cost of his college education.

During this year, the majority of the students, whose parents did not live in Bowling Green, commuted daily from their nearby homes. Most commuters brought their lunches, so their only expenses were for books and transportation. Those who did not commute or reside in Bowling Green found the cost of rooms in private homes and meals in local restaurants quite inexpensive. Many brought food from home and did their own cooking.

Early Traditions

Early in the college year, the students started talking about the need for college colors and a college song. As a result, President Williams asked Leon L. Winslow, industrial arts; Mary Chapin, home economics; and one or more students to act as a committee to study the question of selecting college colors. After considering various suggestions, they recommended orange and brown, stating that these made a pleasing combination and (so far as they knew) were not in use by any other college.

The story was told, at the time, that Prof. Winslow suggested these colors after he saw them on a woman's hat during an interurban trip from Toledo to Bowling Green. However, Prof. Winslow would never either confirm or deny this story. The author recalls some discussion of these colors at an assembly period, but he can find no record of formal approval by students, faculty, or trustees. However, with or without formal action, orange and brown became the college colors.

The need for a college song was also satisfied during the first year, when Ernest G. Hesser, instructor in music, composed the school's first song. This
was entitled *We Hail You, Dear Normal College*, and was dedicated to President Williams. This song was used for a number of years, but the title and words had to be changed in 1929, when the word Normal was dropped from the name of the college.

Every college needs a seal for use on official documents and publications. Early in the first year, President Williams asked Prof. Winslow to design one for the new school. Prof. Winslow welcomed this task as he was very much interested in any project involving design. After considerable thought and study, and a number of preliminary drawings, he submitted a design to the President and trustees. In presenting the seal to the trustees, Prof. Winslow wrote:

> Today most manufacturing concerns believe that it pays to have a trade-mark. Likewise, institutions of learning have their marks or emblems by which they are known... The great seal of a college or university is placed upon all diplomas issued by the institution. It is caused to be placed there by the President and Board of Trustees, and it is what makes them valid. Though the values placed upon seals is conventional, yet custom has come to demand them as marks of authority.

The seal for Bowling Green State Normal College is an adaptation of the Seal of the State of Ohio, as will at once be evident. In the center of the seal is a shield containing the essential elements of the State Seal. These elements, however, have been rearranged and conventionalized, according to the rules of the heraldry by which seals and coats-of-arms are fashioned. The hills and water are seen in the left quarter of the seal, while the rising sun of the State Seal appears in conventional style in the right quarter. The field of the lower half of the shield is given over to two sheaves of wheat. The crest which appears directly above the shield consists of a motor and a book mounted on the customary scarf. The motor is intended to symbolize industry, progress, and the concrete application of knowledge or of ideas, while the open book appearing behind it stands for knowledge alone or pure science, literature and the like... Agriculture... is suggested by the sheaves of wheat upon the shield. The sun being the source of light is emblematical of truth and power, while the hills suggest that there is something beyond towards which to strive. They point upwards to the heights of a liberal training and culture. The inscription around the seal reads: "Bowling Green State Normal College, 1910." At the left and right of the year in which the legislation founding the new institution was enacted appear three buckeyes to further connect school with state.

Prof. Winslow's design was approved by the trustees and it became the official seal of the College. It has continued in use until the present, with several changes. Aside from those changes in the inscription around the shield, which were necessitated by the changes in the name of the institution, the chief alteration has been the omission of the crest showing a book and motor mounted on the customary scarf. These were omitted because they became unrecog-
nizable and, therefore, meaningless when the size of the seal was reduced for jewelry, stationery, and similar uses.

Prof. Winslow also designed a monogram to be used as the official college emblem, and awarded for participation in athletics and for other similar uses. In submitting this to the trustees, he wrote:

A seal is of necessity a formal emblem and it is used only where dignity demands it. In order to have an informal mark of recognition, institutions have established letters, monograms, numerals, etc., for use in college activities and for letter paper and programs of entertainment, for banners, pennants and the like. Our monogram very well represents the Normal College, and is the official mark of recognition presented to members of the various athletic teams and worn by them as a mark of efficiency in various college activities.

The monogram (with necessary alterations as the name of the institution was changed) was used as Prof. Winslow described for several years, but has been largely dropped in recent times. Styles change and the seal is no longer confined to official documents. It is used not only on stationery and jewelry but even appears on sweaters.

Organizations and Activities

From the beginning, both the faculty and the President believed that a college should give a well-rounded education to its students, including many social as well as academic experiences. During the first year, the divided student body, the limited physical facilities, and the crowded programs of the faculty were all serious handicaps. However, it was possible to start a number of extracurricular organizations and activities for Bowling Green students.

The first organizations included two literary societies, Wilsonian and the Emerson. These were both cultural and social as described in the first catalog:

The aim of these societies is to increase the power of oral expression, to acquire habits of logical thinking, to develop those social graces which make for real culture, and to uplift the profession of teaching.

The Wilsonian Society continued until 1934, and the Emerson until 1940. Both made fine contributions to the life of the College, socially and intellectually.

The first year was also marked by the founding of another organization, which for many years played an important part in the life of the institution. One morning, the author, on leaving a class in the Armory, was stopped by Prof. Winslow with a question, "Don't you think we need an honorary society?" We found seats and discussed the question at some length. We agreed that an honor society would be a fine thing, but also agreed that it would be impossible for a new school to secure a charter from any national group. Obviously, there was only one answer; we would have to start one of our own. Then, the "cat jumped out of the bag." The bag, in this case, was a large envelope from which Prof. Winslow now drew the drawing of a key for the new society. In his design for the college seal, he had included an open book behind
a motor. After designing the seal, it occurred to him that Book and Motor would be a good name for a society. Its purpose would be to foster and honor high attainment in the pursuit of knowledge and in its application to living. With this idea in mind he drew a design for a key for such an organization, and it was this that he now handed the author for his inspection. The design was for a gold key consisting of the college monogram surmounted by the book and motor.

Since the author approved of Prof. Winslow's idea and design, the next steps were to solicit the interest of other members of the faculty and to write a constitution for the new organization. Interest among the faculty was almost unanimous, so the author and Miss Rea McCain (English) wrote a constitution which was quickly approved by the faculty members. Before the end of the year, four members of the sophomore class in the Toledo branch were elected to membership.

Possibly, the history of the founding of Book and Motor was unusual, if not unique. Ordinarily, the idea of the society comes first and is followed by the selection of a name and an emblem. With Book and Motor, this order was reversed. It was truly a case of a name and an emblem hunting an appropriate organization. However, Book and Motor from the first became a valuable part of college life, and continued to be so until 1965, when it was superseded by Phi Kappa Phi, a national honorary society.

One of the most active members of the original faculty was Ernest G. Hesser, the teacher of music. As a result of his enthusiasm and leadership, a number of musical organizations were started during the first year. One of the first of these was the girls' glee club, which adopted the name Treble Clef Club. This organization, according to the first catalog, was limited to twenty-four voices chosen according to singing ability. The author recalls that this group sang during at least one assembly period before the end of the year.

During the first summer term (1915), Prof. Hesser organized a summer school chorus known as the Philharmonic Club. This group was limited to 75 members, and studied a number of standard choral works for mixed voices. It gave a public concert toward the end of the summer term. This concert was a feature of the summer sessions until 1920, when the Philharmonic Club was discontinued with the withdrawal of Prof. Hesser from the faculty.

In the spring of 1915, Prof. Hesser started another musical group which played an important part in the cultural life of the college and community for a number of years. This was the May Festival Chorus, composed of about 200 members from the student body, Bowling Green, and Wood County. According to the first catalog, this chorus gave a program of great choral works and oratories at the time of the Spring Musical Festival.

No college can neglect the purely social side of the students' lives. This fact was not overlooked by the President and faculty although, during the first year, time and facilities were both quite limited. The author can remember at least one party (there were probably more) which was held in the drill hall
of the Armory. Both students and faculty were permitted (even encouraged) to
dance. This aroused a storm of criticism from the citizens of Bowling Green
and northwestern Ohio, since many church groups were at that time strongly
opposed to dancing. President Williams, however, in spite of the fact that he
did not dance himself and was also a strong Methodist, believed that dancing
under proper supervision was a useful part of the social training of young men
and women. The criticism continued for a number of years, but the Bowling
Green students continued to dance with official approval.

Extension Courses

Because of the new professional requirements, it was necessary for many
teachers in northwestern Ohio to obtain additional training. Many of them
wished to do this by means of extension classes and attendance at summer
sessions. During the first year, Bowling Green State Normal College conducted
Saturday classes in Bowling Green in addition to classes in 24 other centers.
The total enrollment in these classes was almost 600 students.

One faculty member devoted most of his time to organizing and teaching
extension classes. The agriculture teacher taught off-campus during the first
semester. In addition, most of the other faculty members taught extension
classes on one or more evenings or on Saturday afternoons. For example, the
author recalls that he taught three mornings in Toledo, three days in Bowling
Green, and one evening in Findlay. During the second semester, on Saturday
mornings he taught a large class in psychology in the drill hall of the Armory.
During the first year, because of the small size of the faculty, many instructors
had to teach outside their fields of specialization. Quite recently, the author
was reminded by a retired high school principal that he had been a member
of that Saturday class.

Summer Sessions

Since many Ohio schools (particularly the one-room rural schools) closed
late in April, Bowling Green State Normal College offered a special spring
quarter of eight weeks, starting April 26, 1915, and paralleling the last weeks
of the second semester. Classes were taught by the regular faculty members
and were in addition to an already over-full schedule in Bowling Green and
Toledo. Some relief was afforded by the fact that the extension courses for
the second semester were scheduled to end by the last of April. This spring
quarter was reduced to six weeks in length in 1916, and the name changed to
first summer term. The first summer term continued for several years, until
the demand fell off with the disappearance of the one-room school.

For the summer term of six weeks, following the end of the special sum-
mer quarter, the faculty was augmented by 13 additional members. Some were
from the faculties of other colleges and universities, and the remainder were
teachers or administrators in the public schools of Ohio. The practice of re-
Recruiting a summer school faculty from the public schools was customary at that time. In many cases the summer school was not a part of the regular college program. It was organized and run by a group of college and public school teachers who desired summer employment. The faculty shared the money received from fees. Credit for work taken in such a summer school was not always granted, even by the college on whose campus it was held. Because of this situation, President Williams, from the beginning, emphasized that the summer sessions at Bowling Green were part of the regular offerings of the College, carried college credit, and were staffed by regular college faculty, plus others of at least equal qualifications. For years this was the cause of considerable discontent on the part of the schoolmen of the territory, many of whom had expected (and thought they were entitled to) summer employment at the College.

During the summer term of 1915, 70 courses were offered in 10 departments. These offerings included a few high school subjects and most of the required courses in the two-year curriculum for elementary teachers. In addition, courses for the preparation of high school teachers were offered for the first time. These included both subject matter and methods courses. At the first opportunity, Bowling Green State Normal College served notice that it would cover the fields of both elementary and secondary education.

**College Enrollment**

If any evidence were required to prove the need for a state institution to train teachers for the schools of northwestern Ohio, it was furnished by the attendance during the first year as shown below:

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<tr>
<th>Enrollment, 1914-1915</th>
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<tr>
<td>Academic year</td>
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<tr>
<td>Extension</td>
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<tr>
<td>Summer School, 1915</td>
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<td><strong>Total</strong></td>
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Only 58 men were enrolled during the academic year. The offerings were mostly in elementary education, and few men were preparing for that field.

Attendance at extension classes and summer school greatly exceeded that during the regular academic year. This was to be true for a number of years, or until the teachers already in service in the schools of northwestern Ohio caught up with the new professional requirements. The law passed in 1914 provided that applicants for any elementary certificates, on and after January 1, 1915, had to "possess an amount of professional training . . . not less than six weeks of classroom instruction, in a recognized institution for the training

*This includes the enrollment for the special spring quarter.
of teachers." The law increased the amount of professional training required by six weeks for each year until January 1, 1920, when it reached a full year.

The law of 1914 also provided for life certificates. These required, on and after January 1, 1915, not less than a one-year course or its equivalent in a recognized institution for the training of teachers. On and after January 1, 1920, this requirement was increased to two years.

These progressive increases in professional requirements were provided so that teachers then in service might be able to continue teaching and meet the requirements by taking extension courses and attending summer school. The plan resulted in heavy enrollments in both extension and summer classes for many years. The more ambitious teachers were not satisfied with meeting the minimum requirements but were anxious to secure a life certificate. Some of these, after meeting the minimum standard of one year, took a leave of absence from their teaching positions and entered college for a full year. Many, however, completed the second year entirely by extension and summer school work.

Further inducements for securing training beyond the minimum were offered teachers by the fact that many towns and cities required graduation from a two-year diploma course for all their elementary teachers, and gave teachers in service a number of years in which to come up to this standard. In addition, increases in salaries were often given for each additional six weeks of training.

First Graduates

The inheritance of a second-year class from the Toledo Teacher Training School enabled Bowling Green State Normal College to graduate its first class on July 29, 1915. At this time, the diploma in Elementary Education was presented to the 35 students who had completed their second-year at the Toledo branch and the summer session at Bowling Green. Since the event marked an important milestone in the history of the new institution, it was attended by all members of the Board of Trustees and by Frank W. Miller, State Superintendent of Public Instruction. The exercises were held in the Chidester Theater (since destroyed by fire). Music was provided by the Philharmonic Club and Prof. Hesser. The commencement address was delivered by Dr. Charles H. Judd of the University of Chicago.