CHAPTER SIX

From Normal School to College
1918-1929
The years from 1918 to 1929 were very important in the history of the Bowling Green institution. After the end of World War I, in November, 1918, the President and faculty redoubled their efforts to develop the school into a strong, fully recognized, degree-granting college. The success of their efforts is shown by the fact that in 1918-19, Bowling Green was a normal school with an on-campus enrollment of 208 students, mostly in the two-year diploma courses and with no legal authority to train high school teachers or school administrators or to grant degrees. In 1928-29 it was a legally constituted, four-year degree-granting institution, with Colleges of Education and Liberal Arts, and an enrollment of 957 students.

The Normal College Challenged

One of the most important events in the history of Bowling Green State Normal College occurred in the early part of this period. The private liberal arts colleges of Ohio had always wanted the Bowling Green and Kent institutions limited to the two-year curricula for the training of elementary teachers. These colleges had been educating high school instructors and school administrators for many years and were very jealous of their prerogatives in this field. Ohio State University was also opposed to the two new schools developing into degree-granting institutions.

The opposition to the degree programs was greatly increased after Bowling Green State Normal College actually conferred its first degrees, and it reached its peak in the early 1920's. Bland L. Stradley, then university examiner at Ohio State University, became the leader of the opposition. He argued that Bowling Green and Kent were created as normal schools for the training of elementary teachers, and that they did not have either the faculty or equip-
ment needed to train teachers for the secondary schools or to warrant the granting of degrees. A committee of three Ohio State faculty members, with Dr. Stradley as chairman, was appointed to investigate Bowling Green and Kent, and secure evidence to support their contention. The committee spent several days in Bowling Green, visiting classes, interviewing faculty members, and examining the records in the registrar's office. A similar visit was planned to Kent, but the author does not know if it was made.

After returning to Columbus, the committee wrote a report and forwarded it to President Williams. They admitted that the instruction they had witnessed was excellent, that the teachers were enthusiastic and well trained, that admission and other standards were high and rigorously enforced. In fact, they found nothing to criticize. However, they still maintained that Bowling Green had no right to train secondary teachers, or to grant degrees.

President Williams decided that attack was the best defense. If Ohio State could investigate Bowling Green, Bowling Green could investigate Ohio State. Acting on this, he appointed a committee of three: C. C. Kohl, history, chairman; C. F. Reebs, education; and the author. The committee visited the Ohio State campus and made a thorough investigation of the College of Education. They found much poor teaching. One faculty member in particular was poorly equipped for the courses he was giving. He was a former school official who had admittedly been appointed to the faculty for services rendered.

The greatest weakness discovered, however, was in the field of practice teaching. This was being done in the Columbus high schools under teachers with no special preparation or qualifications for the work of supervising student teachers. The work was being carried out with little or no supervision.

The committee returned to Bowling Green and wrote its report, and President Williams sent it to Ohio State University. In a few days he received a letter asking that the Bowling Green committee come to Columbus for a conference. This was held around the luncheon table in the old University Union. The Ohio State committee admitted that all criticisms were true, stated that it was aware of the weaknesses in its program, and was working to correct them as soon as possible. The committee even admitted that, as of that date, Bowling Green was doing a better job of training high school teachers than was Ohio State.

The meeting adjourned in a spirit of mutual friendship and respect, and Bowling Green never again encountered any opposition from Ohio State to the granting of degrees and the training of high school teachers. Dr. Stradley became a warm friend of Bowling Green, and helped the institution in many ways for years to come.

Looking back, this incident has its amusing side, but at the time it was very serious. In fact, it marked the turning point in the attitude of the other colleges in Ohio. Now, for the first time, Bowling Green State Normal Col-
lege was recognized as an institution of collegiate rank, and legal recognition of this fact was now only a matter of time. It would certainly have come, in any case, but it is equally certain that it would not have come, as early as it did, if it had not been opposed by Ohio State University.

Buildings and Campus

In the fall of 1918, the physical plant was still limited to the four original buildings and the President’s home. By 1929 this number was increased to eight by the addition of the Training School Building (finally completed in 1921), a second girl's dormitory (Shatzel Hall) in 1924, the Library in 1927, and the Men's Physical Education Building in 1927.

When the bids for the Men’s Physical Education Building were opened, they were all above the estimated cost and the money available. Rather than reduce the size of the building, President Williams decided to build only part of it (as much as funds would permit), and add the rest later. The portion of the building containing classrooms and offices was not built, and the front was closed in with a temporary wall. No attempt was made to make this front look finished, since President Williams wanted the finance committees of the General Assembly, when it next visited the campus, to be sure to see that the building was not finished, and that a new appropriation was needed for its completion. When influential citizens visited the campus, President Williams always made a point to show them the unfinished gymnasium. This strategy was successful, and (several years later) an appropriation was secured to finish the building according to the original plans.

The year 1918 saw a major improvement in the campus. The old board walks, muddy streets, and muddier paths finally disappeared. They were replaced by circular walks and a drive in front of the Administration Building, and a mall and drives from the circle to the east end of Court Street. Campus lights also were installed. More walks, drives, lights, and landscaping were added between 1918 and 1929 and, in the latter year, ornamental brick and stone gateways (there were never any gates) were built at the three main entrances to the campus, on Wooster, Thurstin and Ridge Streets. By the end of this period, the campus had assumed the appearance it was to present for many years. It is still remembered in this way by hundreds of former students and graduates.

One of the most outstanding trustees of the early years was Dr. H. J. Johnston, a prominent physician of Tontogany, Ohio, who served on the Board from 1920 to 1935, and again from 1939 until his death in 1943. Dr. Johnston and D. C. Brown were President Williams' chief advisers and supporters for many years. Each was a man of wide influence and power in northwestern Ohio. Although neither ever played politics, the fact that one was a leading Democrat and the other a leading Republican certainly was of considerable value to the College. Dr. Johnston’s services to the University
have been recognized by naming Johnston Hall (the first hospital and health center) in his honor.

**Growing Faculty**

By April, 1929, the faculty, which numbered 23 in 1918, had grown to 48 and also had started to rise in educational qualifications. Whereas, in 1918, only one member held the doctor's degree, by 1929 the number had increased to four, and several other faculty members were studying for and would soon receive this degree.

During the early years, the faculty was capable and well trained for the work it did, but it was typical of the faculties of most teacher-training institutions of the time. The usual qualifications of a faculty member in such a school was the master's degree, teaching ability, and some experience in public school work. Doctor's degrees were few in number and were not considered essential or even important. In fact, in some schools, they were looked upon with suspicion. This was never the case at Bowling Green but, in the early years, the school could neither afford nor attract many holders of advanced degrees.

In the normal school years, faculty members were classified under two titles of department heads and instructors. With the change of status, in 1929, conventional ranks were introduced. The catalog published in May of that years lists eleven professors, nine associate professors, six assistant professors, and ten instructors.

Several additions were made to the administrative staff during this period. The first of these occurred in 1923 when C. D. Perry was appointed registrar. This appointment relieved both the President and the author of some of their duties, since they had shared the work of this office. In 1920, with the resignation of Ernest G. Walker from the faculty, the office of Dean of the Faculty was discontinued. No new appointment was made until 1928, when Clyde Hissong was appointed dean of instruction.

The year 1928 saw the start of another new administrative service at Bowling Green, when Helen B. Todd was appointed associate professor of Hygiene and Physical Education. Miss Todd held the M.D. degree and, in addition to her teaching duties, started a health service for students. In 1938, she was given the title of Director of Health Service.

**Faculty Meetings**

Faculty meetings were held frequently during the first part of President Williams' administration, but less frequently during the later years. Even at its first meeting, the faculty showed signs of its desire to participate in making decisions and determining policies.

This continued to be the case throughout the early part of this period.
The President used the faculty meetings to keep the faculty informed of problems to be faced and tasks to be accomplished. Discussion was invited, and sometimes the final decisions were left to the faculty. More frequently, however, they were made by the President. The topics discussed covered a wide range—academic, financial, and social.

The author recalls one question that aroused vigorous differences of opinion among the faculty members. For a number of years, the graduation exercises of the new school were very informal, although some faculty members felt that greater formality and pageantry would be much more impressive. As a result, the faculty proposed that it should wear academic robes at all commencement exercises. The question was not settled at one meeting. If the author remembers correctly, it took three elections and the final vote in favor of robes was quite close. The opposition presented two main arguments: (1) robes were undemocratic and (2) expensive to buy or rent. However, after several commencements, the majority of the faculty agreed that the exercises were much more dignified and impressive, and that the robes were worth all that they cost.

Faculty Committees

As the college faculty increased in size, fewer general faculty meetings were held and more business was carried on through committees. The only faculty committee mentioned in the first catalog was the Appointment Committee. The names of the committee members are not given, but the author remembers that the chairman was John E. Talbot, Director of the Training School. The catalog states:

Careful attention will be given to securing positions for capable teachers and to supplying the wants of superintendents and supervisors. This service will be rendered free of charge.

There were several other committees in the early years although they are not mentioned in the catalog. One of the earliest was the Social Committee, which was appointed in 1915 or 1916, and had charge of all parties and social events sponsored by the College. Prof. Biery was the first chairman of this committee which was, at that time, composed of three faculty and four student members. When Dean Sharp was appointed in 1918 as Dean of Women, she became the chairman of this committee. This was the first standing committee to have both faculty and student members.

Another early committee was the Entertainment Course Committee, which had charge of the lectures and musical events that were brought to the College from time to time. Prof. Hesser, instructor in Music, was the first chairman of this committee, and the author was a member. After the establishment of an activities fee, this committee was given the added responsibility of apportioning the money realized from these fees among the participating activities.

With the start of an athletic program, in 1917-18, President Williams
appointed an Athletic Committee to have charge of all intercollegiate contests. Prof. Beyerman, instructor in physical education, was the first chairman, and there were two additional faculty and four student members.

Student Government

The first student participation in the administration of the College took the form of student membership on administrative committees. The first of these were the Social Committee (1915 or 1916), and the Athletic Committee (1917), each with four student members.

In 1915-16 the girls residing in Williams Hall organized a dormitory government board of eight students, and the matron as an honorary member. The 1918 BeeGee states:

The purpose of the Board is to maintain social harmony and insure respect for the rights of others. It meets at regular intervals to deliberate upon matters pertaining to the welfare of the students who live in the dormitory as one family.

A second women's organization with wider membership and broader functions was started some time prior to 1923. This was the Women's League, first mentioned in the catalog dated in May of that year. It contained the statement:

The Women's League is a self-government association of the women students of the college. The object of the association is to regulate all matters pertaining to the student life of its members which do not fall under the immediate jurisdiction of the faculty. All women upon matriculation into college automatically become members of the League.

This definition of functions was quite general, but, in practice, the League usually confined its activities to discussing and making recommendations concerning dormitory regulations. Its recommendations were subject to the approval of the Dean of Women and the President of the College.

Curricula, Departments and Courses

The years from 1918 to 1929 saw few changes in the curricula offered at Bowling Green. Apparently the offerings as planned in 1914 were well suited and adequate to the needs of the normal school. The only exceptions were in the two-year diploma courses in the special subjects. The two-year curricula in commercial education, industrial arts, home economics, and music were extended to three years in 1927-28, and to four-year degree courses in 1928-29.

These years saw a number of changes in and additions to the departments and course offerings. One change was the result of the war. In 1918-19 German was dropped from the Foreign Language Department, and Spanish and French were added. German was returned in 1927-28. These changes re-
flected the fact that most high schools dropped German from their offerings during this period and substituted Spanish or French or both.

One other change was made to serve more effectively the needs of the schools of northwestern Ohio. In 1919-20 a Department of Commercial Education was added for the training of teachers of commercial subjects, since courses in this field were becoming more numerous in the high schools of the territory.

The only other change resulted from increases in both faculty and enrollments. In the beginning, the catalog listed science courses under two headings of Biological Science and Physical Science. However, the courses were administered in a single department and taught by the same instructor. It was not until 1923-24, when an instructor in chemistry and physics was appointed, that separate Departments of Biological Science and Physical Science were created.

Two courses in the field of speech were offered by the English Department as early as 1919-20. These were two-hour courses in public speaking and debating. Two courses in drama, two hours each, were added in 1921-22. Students in these courses produced several plays each year under the direction of Miss Rea McCain, chairman of the English Department.

**Fees and Expenses**

The catalog dated May, 1918, announced the first fee charged at Bowling Green. With the start of the Entertainment Course, and the athletic program, in 1917-18, the College was confronted with the problem of financing these activities. No state funds were available for either of these purposes, so it was decided to charge a student-activity fee of $2 a semester, which would entitle the student to admission to all programs of the Entertainment Course, and to all athletic events. This fee, the first of any kind to be imposed, was for extra-curricular activities.

No further fees were charged until the 1921-22 school year. The announcements for that year show a major change of policy, namely the imposition of a registration fee of $10 a semester. This fee was the result of a growing feeling on the part of the General Assembly that the state could no longer afford to pay the entire cost of a student’s college education, but the parents should bear a part of this expense. This was the beginning of a policy which has continued to the present time, with the parents and student paying an ever-increasing share.

This same year, 1921-22, also saw the increase of the student activity fee from $2 to $2.50 a semester. This change was due to the fact that admission to all college debates and plays, and a paid-up subscription to the college paper, were added to the activities covered by this fee. The next catalog added social events to this list. In 1927 the registration fee was increased to $22.50
and the activity fee to $5 a semester. No other additions to, or increases in fees, were made during this period.

The necessary expenses of attending Bowling Green remained low throughout these years, although they increased somewhat. With the 1918-19 school year, board in Williams Hall was raised to $3.50 a week. This increase was largely the result of complaints concerning both the quantity and the quality of the dormitory food. The girls said they would rather pay more and receive better meals. In fact they said the cost would be less, since they would not have to buy so many sandwiches and other snacks. The author does not remember that there was any great reduction in complaints, or that they have ceased even to this day.

The only other increase in living expenses during this period came in 1924 when room rent in the dormitories was increased to $1.50 a week. Even with these increases in fees and dormitory charges for board and room, the total estimated expenses for a year were still below $300. Bowling Green continued to be an institution where a student could get a college education at a minimum cost.

Beginning Traditions

During this period, several traditions were started in connection with the athletic program, and most of them were due to the efforts of Ivan E. Lake. Doc, who was graduated in 1923, was a loyal booster as an undergraduate and has continued to be so as an alumnus. He received the Distinguished Alumnus Award in October, 1964. He has also been of great assistance to the author in supplying information concerning the early days.

The first of the new traditions came in the fall of 1922, when the first Homecoming was held at the time of a football game. These exercises, which were started through the efforts of Mr. Lake, have become an annual event.

In the early years the athletic teams were nicknamed the Normals, and the athletic award was the monogram designed by Prof. Winslow. Later the award was changed to a block N. By 1925, although the term Normal had not yet been dropped from the official title of the institution, everyone wanted to emphasize the fact that Bowling Green was something more than a normal school. The members of the men’s physical education staff were particularly interested in a change, since they wanted to induce more men to enroll at Bowling Green and did not think they would have much success as long as the school was known only as a teacher-training institution. As a result, the athletic award was changed to a block BG, but the nickname Normals persisted for a number of years.

In 1927, Doc Lake, then a reporter and sports writer for the Bowling Green Sentinel-Tribune, suggested that the college athletic teams be nicknamed The Falcons. The name met with instant and general approval, and is still used
today. Certainly, Falcon was a happy choice, since this bird is famous for its fierceness, speed, and courage. Bowling Green's good judgment was confirmed when, in 1955, the falcon was adopted as the mascot of the Air Force Academy at Colorado Springs.

Tornado Hits Campus

On March 27, 1920, the campus was struck by a tornado which badly damaged the Administration, Science, and Training School buildings (the latter still uncompleted), and did even greater damage to the power plant and smokestack. Classes were recessed until repairs could be made to the Administration and Science buildings, and until the weather was mild enough to make heat unnecessary. The power plant repairs and the building of the new smokestack took longer, and were completed just in time to prevent serious suffering from cold buildings after school started in the fall.

Not all of the damage was due to the wind. Although the attempt was made after the storm to drain all pipes, it was found that some of them had been incorrectly installed and did not drain completely. Cold spring weather resulted in frozen pipes and widespread damage to the plumbing in the Administration and Science buildings.

New Name, New College

The Act of 1910 established two additional state normal schools, one in northeastern Ohio and one in northwestern Ohio. The Act, however, gave no official title to either of these schools. The trustees and President Williams, in their determination to establish a four-year institution, did not like either the term normal or school, but compromised by adopting the name Bowling Green State Normal College. Although this name was in use for almost 20 years, it never had any legal sanction and was never liked by President or faculty.

For a number of years preceding 1929, there was a growing feeling on the part of the public and the administrators and faculties of the two sister institutions that the scope of these schools should be widened to meet the growing needs of northern Ohio. In 1929 the citizens of Kent and the Kent Chamber of Commerce were instrumental in having Sen. V. D. Emmons of Summit County introduce a bill in the State Senate, which proposed to change the two institutions to universities with separate colleges of liberal arts and education and graduate divisions. At first, Bowling Green had no knowledge of and was not included in the proposed bill. However, when friends of the College in the General Assembly acquainted President Williams with what was going on, he requested that Bowling Green be included in the bill, and this was done. President Williams thought that the bill was premature and went too far, but felt that, if a change were made in one of the two sister institutions, it should be made in both.
The Emmons bill aroused considerable opposition as many citizens and legislators shared President Williams' feeling that its provisions went both too far and too fast. Ohio State University also opposed the establishment of two new, state-supported universities, and was even more strongly opposed to the proposed graduate programs.

When it became evident that the Emmons bill, in its original form, could not pass, President Williams proposed that representatives of the Bowling Green and Kent institutions meet to discuss the possibility of a new bill that would meet the objections to the old. Kent agreed, and the meeting was scheduled for Columbus to make it convenient to consult state officials and legislators, if the need arose. Bowling Green's representatives were President Williams, Dr. Clyde Hissong, and the author. When we arrived at the meeting place, we were met by a delegation from the Kent Chamber of Commerce. President Williams refused to talk with this group, since it contained no representative of the Kent State Normal School, and the three members of our group adjourned to a hotel room to talk matters over.

President Williams thought a new bill that would meet the criticisms of those opposed to the Emmons bill could be presented to the General Assembly with an excellent chance of approval. Through such a bill he hoped to accomplish two things that he had desired for a long time. First, he wanted legal sanction for the name college instead of school, and to eliminate the word normal, which he had never liked. Second, he was anxious to secure legal sanction for the granting of degrees. Although no one in recent years had seriously challenged Bowling Green's right in this respect, and over 500 degrees had already been granted, President Williams had always cherished the hope of getting legal authority at the earliest opportunity. His chance, he believed, had finally arrived. So, in the hotel room, and in consultation with the other two Bowling Green representatives, President Williams drew up the rough draft of a revised bill which he hoped would accomplish the two things he desired, and at the same time meet the objections to the original bill. No copy of this rough draft can now be found, but, as the author of this history remembers it, it was almost identical with the bill that was finally passed.

After being revised in the Education Committee of the Senate, the Emmons bill was sponsored in the House by Myrna Hanna of Bowling Green, the Wood County representative. After passing both houses and going to a conference committee, the title of the bill was changed to the Emmons-Hanna Bill. It was finally passed on April 2, 1929, and went into effect on July 2 of the same year.

President Williams was often criticized for being too conservative. However, this reputation was in many instances (as in this case) an asset in dealing with members of the General Assembly and state officials. Most of these had great confidence in his judgment and felt that any proposition he backed was sound and worthy of careful consideration. Both Bowling Green and Kent profited by this situation.
The Emmons-Hanna Act contained the following section:

Section 1. On and after the passage of this Act, the Bowling Green State Normal School, and the Kent State Normal School, . . . shall be known as the Bowling Green State College, and the Kent State College, respectively.

So, after almost 20 years, the institution at Bowling Green finally had an official name. It was not yet a university, but it was officially a college and no longer a mere normal school. Probably no one who was not connected with the institution in its early days can realize the handicap imposed by the title of normal. Probably this change of name did as much as any one thing to hasten the day when the people of Bowling Green, of the state of Ohio, and of the nation would recognize Bowling Green as an institution of collegiate rank.

The Emmons-Hanna Act also accomplished Dr. Williams' second great objective. Section 2 gave legal authority for the granting of the Bachelor of Science degree which the institution had been conferring for years.

Section 2. The boards of trustees of said normal school shall . . . (have) authority to provide courses for the training of elementary teachers . . . and also to provide standard courses leading to the degree of bachelor of science in education.

Bowling Green graduates could no longer jokingly refer to their degrees as illegal or bootleg.

The College of Liberal Arts

President Williams, from the very beginning, had been determined to establish the new institution on a four-year, degree-granting level. His interest, however, was primarily in the field of teacher training and his ambition was to develop a strong teachers' college, and no more. The faculty in the early years was selected with this object in view, and, as a result, most of them were not interested in the development of a college of liberal arts. In fact, many faculty members were strongly opposed to such a development, as they thought it would tend to weaken the teacher-training program. However, from the very first, there was a small but active group of faculty members, who were interested in liberal arts as well as teacher training, and who believed that the development of a strong arts college would strengthen rather than weaken the teacher-training program. President Williams, although not primarily interested in such a development, was not actively opposed. As a result when, in the Columbus hotel, he drew up his suggestions for a revised bill he was willing to include authorization for the offering of liberal arts courses and the granting of liberal arts degrees. He was afraid, however, to propose the establishment of colleges of liberal arts as he thought this would be opposed by those who were against expanding the two institutions into universities.
The Emmons-Hanna Act, in conformance with President Williams’ suggestions, contained the following:

Section 3. The boards of trustees of Bowling Green State College and Kent State College, respectively, are hereby further authorized to establish courses leading to the degrees of bachelor of arts and bachelor of science. . . . On recommendation of the faculty, the board of trustees may confer such honorary degrees as are customarily conferred by colleges of liberal arts in the United States.

Since Section 3 did not specifically authorize the establishment of a college of liberal arts, some faculty members were strongly in favor of continuing as an undivided college offering courses in both education and liberal arts. However, history repeated itself, and the trustees again went further than the letter of the law. On the recommendation of President Williams, they at once took action dividing Bowling Green State College into a College of Education and a College of Liberal Arts.

**Organizations and Activities**

During these years the students were gradually developing more independent social activities, but these did not do away with the need for a program of events sponsored by the college and open to all students. Each year a number of parties and dances were held under the supervision of the Social Committee. Weekly assemblies continued and became somewhat more varied. Outside lecturers and musical programs by both college and professional groups were often included in the exercises. The Entertainment Course was also continued, and brought lecturers, plays, operas, and musical artists and groups for evening appearances. All of these activities were financed by the student activity fee, and students were admitted free.

Musical activities were an important part of college life at Bowling Green from the very beginning. This continued to be the case throughout these years. Although the May Festival and the Philharmonic Club were discontinued in 1920, they were soon succeeded by other organizations. The orchestra, started in 1917-18, was discontinued for a time, due to lack of enough players. It was revived in 1922, under the leadership of Merrill McEwen of the Music Department.

In the fall of 1923, the first college band was organized under the leadership of E. C. Powell, instructor in Industrial Arts. Everyone who could toot a horn was invited to join, and about 20 students and faculty members responded to the invitation. According to the 1924 *Key*, after much noise and effort this aggregation developed into a smoothly playing band. Perhaps "smoothly playing" was largely wishful thinking, but at least it was a band. It made its first public appearance early in the football season.

Activities in the field of speech and drama were started at an early date. In 1919-20 the English Department offered a course in public speaking and
another in debating and, in 1921-22, a course in drama was added. The cat-
alog dated May, 1921, contained the following statements:

Intercollegiate debates are arranged by the Debating Class and are
held annually.
The Drama Class . . . gives plays twice each semester; care being
taken to present only the best of classical and modern drama.

The first student publication came in 1918, with the BeeGee, but it died
after one issue. The next publication was the Bee Gee News, a monthly news-
paper with 10 issues a year. This was started in 1920-21 by the Country
Life Club, and its faculty adviser, George W. Beattie. It was later changed
to a weekly, and continued to be sponsored by Prof. Beattie and the club for
a number of years. The paper was financed by the activity fee, and every
student received a free copy.

The First Key

Since 1918 there had been considerable interest in reviving the publication
of a college annual. However, President Williams had been reluctant to autho-
rize it, since he did not think it could be successfully financed. In the spring
of 1919, the sophomores published a 52-page class booklet, but this was the
last effort for several years. Since an annual could not be published, Prof.
Beattie and the editors decided to issue a commencement number of the Bee
Gee News. This was published on June 15, 1923, and consisted of a 48-page,
illustrated summary of the events of the college year.

Instead of satisfying the desire for an annual, the commencement number
of the Bee Gee News seemed only to intensify it. In the fall of 1923-24, a group
of students, headed by C. D. Fox, came to the author with the statement
that the President had agreed to approve the publication of an annual, if I
would assume the financial responsibility. I was, of course, reluctant to do this.
However, after talking to Dr. Williams and a number of students, I became
convinced that the interest was great enough to insure the success of the publi-
cation. Therefore, I consented, and operations were soon under way.

Since the annual was to be published by the sophomore and senior grad-
uating classes, they elected an editorial board. This consisted of the author
and Caroline Nielsen, instructor in Foreign Language, as faculty advisers; C.D.
Fox, editor-in-chief; Esther Russell, assistant editor; and 12 additional staff
members. Since the publication had to be financed through the sale of copies
to students, alumni, and others, and the sale of advertising, three important
members of the staff were, Lester Scherff, advertising manager; Donnal V.
Smith, sales manager; and Ivan E. Lake, alumni editor.

In order to promote sales among the students, one whole assembly period
was devoted to a discussion of the proposed project. The author presided,
and a number of faculty members and students spoke of the need for and
the value of a college yearbook. The students were then informed that the
annual would be possible, if enough of them would pledge to buy a copy. Cards were distributed, and enough pledges were soon received to give a reasonable guarantee of financial success. With President Williams' approval, it was decided to go ahead with the project.

The assembly also solved another problem. Since the college newspaper had appropriated the name Bee Gee, which was the title of the 1918 annual, a new name had to be found. Among the speakers at the assembly was R. B. McCandless, instructor in physical education and coach of the football team. In the course of his talk, Mr. McCandless referred to his college annual as the key which unlocked memories of his college days. This gave the author an idea and, when Mr. McCandless sat down, he suggested that The Key would be an appropriate name for the new annual. The suggestion was enthusiastically received, and the name was approved by acclamation.

The preparation of copy and the assembling of pictures did not get under way until after the Christmas holidays. At times it seemed that it would not be possible to finish the copy in time for publication before the end of the school year, but finally everything was completed and in the hands of the printer. Finding a printer had presented a problem as contracts for annuals are usually made a year ahead. Finally, a firm in Kalamazoo, Michigan, agreed to take the contract. However, they fell behind their schedule and The Key was delayed. One day they telephoned the author that they were ready to start printing but that, if the book were to get to the binder on time, there would be no time to submit proofs. So the author went to Kalamazoo and approved each page as soon as it was set up. So far as is known only one serious mistake was made. The printer found two pictures of seniors and two names which had become detached. Which name belonged to which picture? The author did not know either of the individuals so he could only guess. His guess was wrong, but The Key was delivered just before commencement.

The combined campaigns for sales and advertising proved so successful that, when the books were balanced, there was a profit of several hundred dollars. This success assured the publication of The Key in 1925. Part of the balance from the 1924 Key was used to pay deficits in several succeeding issues and, finally, the remaining amount was used partly to defray the cost of a portrait of President Williams after his retirement.

Athletic Program

The years from 1918 to 1929 saw a great expansion in athletic activities. This expansion was strongly encouraged by one member of the Board of Trustees, D. C. Brown, of Napoleon, Ohio. Mr. Brown was not only a fan, very much interested in athletics, but was also a firm believer in the educational value of an athletic program. His influence led to the employment of coaches for the various sports, and to the building of the men's physical education facility in 1927.
Intercollegiate basketball, as we have seen, was started in the 1916-17 school year, and baseball in the spring of 1918. These were followed by football in the fall of 1919, when there were only 36 men in college. The first coach was Raymond E. Ladd, a former star at Denison University and, for many years, Probate Judge of Wood County. Only three games were played, and Bowling Green lost all three. However, in 1921, Bowling Green established a new intercollegiate football scoring record by beating Findlay College 151 to 0.

In 1919 Bowling Green State Normal College and three other schools formed the Northwestern Ohio Intercollegiate Athletic Association. The other members were Bluffton College, Defiance College, and Findlay College. Later, the University of Toledo joined the Association. The college catalog dated May, 1919 contained the statement:

Whenever possible, teams are formed in football, basketball, baseball, tennis and track athletics, and contests are held with the other colleges of this association.

However, baseball and football remained the only two sports until 1922-23, when it was possible to add track and tennis to the list. Cross-country, started in 1927-28, completed the athletic program for this period.

**Fraternities and Sororities**

The first social groups organized at Bowling Green State Normal College had dual objectives, combining social activities with a more serious purpose. They were usually organized by the faculty for the benefit of the students. The two literary societies and the Country Life Club were of this type. With increased enrollments and the formation of departmental clubs, the need for organizations of this kind lessened. They were superseded by others whose purposes were purely social and were organized by the students themselves.

There were no national fraternities or sororities at Bowling Green during President Williams' administration. This was popularly believed (by students and others) to be the result of President Williams' opposition, but this was not really the case. President Williams discussed this question with the author on a number of different occasions and always stated that he would not be against national fraternities when the time came. However, he was convinced that it was too early to invite such groups to come to the Bowling Green campus. He felt that the institution could not, at that time, attract the better organizations. His attitude was always, "Let's wait until we can get the best." President Williams also expressed this point of view to a number of student leaders. Doc Lake, of the class of 1923, states that President Williams once expressed the desire to proceed with caution, and the hope that some day Bowling Green might command the attention of the strong national groups.

In spite of President Williams' opposition, several attempts were made to form local chapters of national Greek organizations. These were organizations
most of whose chapters were in teachers' colleges. President Williams felt that Bowling Green could soon do better, if it waited. At least one attempt almost succeeded. President Williams received a tip one Sunday afternoon that a local group was in the process of being inducted into a national organization. He arrived on the scene in the middle of the ceremonies, and ordered the organizers from the campus.

Everyone admitted, however, that purely social organizations for both men and women were needed. As a result, a number of local groups were formed. The first of these, Theta Delta Chi, was started secretly in 1916 or 1917, but discontinued as a result of the war. With the return of more men to the campus, in 1919, Theta Delta Chi resumed activities. Before long, President Williams learned of this organization and summoned the officers for a conference. He told them that he was not opposed to the organization, but objected to the use of the Greek name. As a result, the group changed its name to the See More Society, and received official approval. The name of this society was later changed to Seymore.

In 1922 a group of eight members of the Seymores formed a new organization which they called Ye Olde Five Brothers fraternity. Doc Lake was one of the members of this group and one of the earliest and most vigorous advocates of bringing strong Greek fraternities to the campus as soon as possible. Doc gives the following account of the way in which the Five Brothers gained its name.

They gained their eventual local name as the result of a baseball trip when a package of strong tobacco and some corncob pipes were purchased and tried on some pledges on the rear platform of the train. That tobacco was named Five Brothers and one had to stand the test of the Five Brothers to become a member.

The Seymore society was disbanded (since most of the members joined the Five Brothers), and for several years the latter organization had no competition. However, a few of the old Seymores returned to the campus for the 1926 Homecoming and, joining with two former members who were still in school, pledged some new men and reorganized the society. This group, although descended from the old Theta Delta Chi and Seymore society, adopted the new name of Delhis.

Early in 1927 a third group of men was organized and chose the name of Commoners. According to the account in the 1927 Key this was a group, "the ticket of entry to which is not birth, wealth, social rank, or any other superficial standard but simply the ability to do." Throughout its life, high scholarship and worthwhile contributions to college life continued to be characteristic of this group.

Although there were many more women than men enrolled during these years, social groups for women were started somewhat later. The first two came in 1923, with the organization of the Five Sisters and Skol. The former was designed to be affiliated with the Five Brothers; hence the name.
The Seven Sisters sorority was founded in 1924. It took its name from the fact that there were seven in the original group. All of these were graduated, and the organization ceased to exist until it was reorganized in 1926. The Three Kay society, founded in 1927, was the last organization to be founded during this period.

Rising Enrollments

During the period from September, 1918 to June, 1929, attendance during the regular academic year showed a substantial increase. The enrollment during the 1918-19 year was 208. It increased slowly but steadily until 1924-25 when it was 681. The next year, 1926-27, showed a further sharp increase to a total of 927. The enrollment remained at this level for the remainder of this period, and was 957 in 1928-29.

We have seen that, in the early years, Bowling Green was largely a girl’s school, and that World War I resulted in a still further reduction in the number of men enrolled. In the fall of 1918, there were less than half a dozen (exact figures are not available) men in school, but after the end of the war, on November 11 of that year, this number was increased to 17 by the return of men from service. The number of men then rose from 31 in 1919-20, to 60 in 1920-21, 109 in 1921-22, and to 205 in 1928-29. This shows that even before the legal change to college status, Bowling Green was attracting more men. Many of these were enrolled in pre-professional courses and remained at Bowling Green for only one or two years.

While on-campus enrollments for the academic year were increasing during this period, the number of students attending extension classes was dwindling. This was because state appropriations failed to increase as rapidly as on-campus enrollments. This made it necessary to transfer extension instructors to the campus, and gradually to discontinue extension offerings. The college provided instruction to 570 students in extension centers in 1918-19, to only 166 in 1925-26, and to almost none for several years following that time.

During the period from 1919 to 1929, enrollments in the summer sessions first increased for a few years and then decreased. In the summer of 1919, the enrollment was 1,239; by 1921 it had increased to 1,603; but in 1929 it was only 1,248. The decrease, which was to continue for a number of years, was largely due to the fact that teachers in service were gradually catching up with the requirements for continued certification. This decrease in demand led to the dropping, in the spring of 1928, of the first summer term, paralleling the last six weeks of the second semester.

The number of graduates hit an all-time low in 1919. The combined number in June and August of that year was 31 in two-year diploma courses and three in degree courses. This total was even less than the 35 receiving diplomas at the end of the first year. Following 1919 the number of graduates increased slowly but steadily until, in 1929, there were 241 in diploma and 43 in degree courses.