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William Rainey Harper The Granville Years

William Rainey Harper, the founding president of the University of Chicago, was one of the foremost academic leaders in the history of American higher education. When historians of American universities consider significant university presidents near the turn of the 19th century, often Charles Elliott of Harvard and William Rainey Harper of Chicago are mentioned in the same breath. Both exerted much influence in the development of higher education in the United States at a time when American institutions of learning were trying desperately to form their own model distinct from the predominant Germanic paradigm then so pervasive in academic circles.

While much has been written about these two university presidents, few people today realize that William Rainey Harper had Ohio connections through birth and through his early teaching experiences in Granville. This issue of *The Historical Times*, along with a brief biographical account, reprints with some modification the charming story of Harper's Granville days as a tutor and then Principal of Doane Academy, which was the preparatory section of Denison University. Shortly before his death in 1927, Harper's long time secretary at the University of Chicago, Thomas Wakefield Goodspeed, wrote a biography of his university president. Goodspeed himself has Granville connections in that his son, Edgar J. Goodspeed, the world famous biblical scholar whose career spanned much of the first half of the 20th century at the University of Chicago, graduated from Denison University. Edgar and his brother Charles completed their father's manuscript when the elder Goodspeed entered into his final illness that rendered completion of the manuscript impossible.

The Goodspeed narrative of Harper's Granville years is replete with many references to Granville citizens, both members of the community at large as well as students and faculty from Denison University. One

realizes, from reading this biography, of the connection between Denison and the University of Chicago during this formative state of the latter institution. At the time, both were Baptist institutions and both were recipients of the largess from the premier Baptist captain of industry of the time, John D. Rockefeller. In his younger days before moving to New York from Cleveland, John D. Rockefeller was a member of the Denison University Board of Trustees; one of his first major gifts to an academic institution came to Denison. Rockefeller himself was instrumental in the founding of the University of Chicago, which he saw as becoming the major Baptist institution of higher education in the country. To establish this university, Rockefeller handpicked the young William Rainey Harper to be its founding president. It is unclear if Rockefeller and Harper knew one another from the Denison days of both.



Other prominent Granville citizens from the time play major roles in the narrative. Principal among the academicians is E. Benjamin Andrews, the young Denison president of the time who brought William Rainey Harper to Granville. Andrews himself went on to become a person of major influence in higher education; he served as President of Brown University and the Colgate-Rochester Divinity School; he also was the Chancellor of the University of Nebraska and School Superintendent of the Chicago public schools. Ira Price, later a significant academician at the University of Chicago, was one of Harper's students in Granville. Denison professor Richard Colwell refers often to Harper's role in the college and the village. Edwin Burton, later the third President of the University of Chicago, and Francis W. Shepardson, later of the University of Chicago faculty, were both sons of Granville and alumni of Denison University. All of these persons with Granville ties were closely associated with Harper in the Hyde Park campus of the University of Chicago.

An Ohio Boyhood

William Rainey Harper was born in New Concord, Ohio, on July 24, 1856. His parents were Scotch-Irish Presbyterians who came to New Concord from Pennsylvania. Young Willie, as he was called, was a quite precocious youngster. His family encouraged his intellectual study habits and he appears to have thrived in this supportive familial environment. He entered Muskingum College at the age of 10 and completed the plan of study at the ripe old age of 14. Returning to the family home, he worked in his father's grocery store in New Concord until he was able to raise the necessary funds to enter Yale University and begin his graduate work. While hardly a wealthy merchant, his father cobbled together sufficient monies so that young Willie could travel to New Haven and embark upon his graduate study. William Rainey Harper was a stellar student at Yale, and he completed his program of study and graduated at the age of nineteen.

An accomplished musician, Harper played in the New Concord Village band. His instrument was the cornet. The New Concord band journeyed to Granville to participate in a parade. Young Willie is remembered fondly from that music performance at a time before he ever realized that Granville would be his home for an important formative stage in his academic career.

Following graduation from Yale, Harper took the position of principal at an academy in Tennessee. Staying there less than a year, Harper answered the call to come to Granville as a tutor and then principal of Doane Academy. It is at this point where the published section of the Goodspeed narrative begins as found in this issue of *The Historical Times*.

Under the guiding hand of President Andrews, Harper left Doane Academy in order to accept a position at the Morgan Park Seminary in Chicago. From there he returned to his alma mater, Yale University, as a Professor of Semitic languages. An assiduous and productive worker, Harper developed and mass-produced study guides for students—both in college and after—to work competently with the languages necessary for serious biblical study and understanding. Long involved with what today we would call "Adult Education," Harper was quite instrumental with the establishment and functioning of the Chautauqua program in western New York. Harper taught in the program often in the early days of the summer institute.

In 1891, Harper was selected by John D. Rockefeller to become the founding president of the University of Chicago. Harper set about this task with his customary zeal, confidence and seriousness of purpose. That Harper succeeded in the establishment of a world class institution is not to be denied. That he accomplished the feat at an early age for him and in a relatively short time is phenomenal indeed.

William Rainey Harper contracted stomach cancer at a very early age. Of course, at the turn of the last century, medical treatments for such serious ailments as stomach cancer were primitive at best and non-existent at worst. Harper underwent surgery, but his fate was doomed. William Rainey Harper died on January 9, 1906, not quite fifty years of age. His death at such an early age was a significant loss to American higher education in general and to the University of Chicago in particular.



Birthplace in New Concord, Ohio

Anthony J. Lisska

Denison University

The Granville Historical Society

Granville and Morgan Park

At the end of his one year in Macon, Tennessee, Dr. Harper went to a new position at Granville, Ohio. It so happened that while a student at Yale he had become acquainted with Henry A. Rogers, who, in 1876, was principal of the preparatory department of Denison University, at Granville. Notwithstanding Harper's youth, Rogers had been so much impressed with his character and abilities that, when he found himself in need of an assistant, he recommended him for the place. It was objected that Harper was too young, but Rogers emphasized so strongly his talents and unusual promise that he was appointed tutor in the ancient languages. Denison was at that time a small institution. But it had a good faculty and a remarkable president, Dr. E. Benjamin Andrews, then thirty-two years old and at the beginning of a distinguished career. He later made a great name for himself as a most inspiring teacher, in Newton Theological Institution, in Brown University, and in Cornell. He was for nine years president of Brown and for eight years chancellor of the University of Nebraska, and later chancellor-emeritus until his death, October 30, 1917. He was a great preacher and a great teacher.

Though Mrs. Harper was sick most of this year and could not go to the new field with her husband, he entered on his work in Denison, September 1, 1876. He could not have fallen into better hands than those of President Andrews. The two men were of the same spirit, enthusiastic students and teachers. They were not slow in recognizing each other and drew together in an enduring fellowship. Andrews helped Harper into his career and watched his growth into greatness and recognition with delight. Harper never forgot the debt he owed to Andrews and tried to repay what he felt was his friend's due. The latter understood his younger friend, took the purpose and desire for the deed, and they loved each other to the end. In the class of 1876, in Denison University, it happened that Ernest D. Burton, afterward the third president of the

University of Chicago, had been graduated. These two men, Harper and Burton, thus missed meeting each other by two or three months. They were of almost the same age, Burton having been born February 4 and Harper July 24 of the same year, 1856, and in later life were deeply attached friends for fifteen years.

Dr. Harper, as I must now call him, for he was a Doctor of Philosophy, began his work in the preparatory department of Denison when he was twenty years old. He had left a principalship



Granville Instructor

for a tutorship, a higher position for a lower one. But he saw possibilities of growth and advancement in Granville that did not exist in Macon. President Andrews soon divined that he had, in this young doctor, acquired a genius. At the end of the first year the president had the tutor made principal of the preparatory department, Mr. Rogers having left Granville. The department at once felt the inspiration of his personality. Here is the impression he made on one of his pupils,

C. F. Castle, who had seen him lead the New Concord Band through the streets of Granville three years before, and who later was a professor of Greek in the University of Chicago for thirty-three years. He says:

"It was in the last year of my preparatory work that I was a member of Dr. William Rainey Harper's class in Anabasis. He was the greatest teacher I have ever known. He was alive, and in the study of Greek made things live and move.... Those whose need was most got the most help. He never let even the dullest member of the class lose interest by neglect.....All seemed to be equally enthusiastic to perform the tasks



President of University of Chicago

assigned to the best of their abilityHe helped, drilled, inspired, never more than in those first years of his career... His charming personality, strong character, power to inspire, and his success in those days of his first teaching were prophetic of greater things to come These were to me never-to-be-forgotten days."

I must not omit to mention one very important incident of his life in Granville, not connected with his teaching or with the school. As he and Mrs. Harper had now returned to within a

very short distance of their old home, only 40 or 50 miles away, they began by spending many of their week-ends in New Concord, visiting their families. As Dr. Harper had come from a United Presbyterian college, and from a family closely associated with that church, his colleagues supposed that he belonged to it. But although his mother felt that he had been a Christian from his very early youth, he had never connected himself with any church. It was, therefore, a matter of surprise to all who knew him when he appeared at the Baptist prayer meeting near the end of 1876, sitting next to C. F. Castle in the back seat, and, toward the close of the meeting, rose and spoke. Of that event Professor Charles Chandler of the Latin department, who was very intimate with Dr. Harper at that time and, later, was with him in the University of Chicago for the last fifteen years of President Harper's life, writes me as follows:

"My eyesight was not good and I could hardly believe it was Harper speaking. What he said before or after the sentences that startled me I don't recall, or whether he said anything. The words I remember were, 'I want to be a Christian. I don't know what it is to be a Christian, but I know I am not a Christian and I want to be one.'"

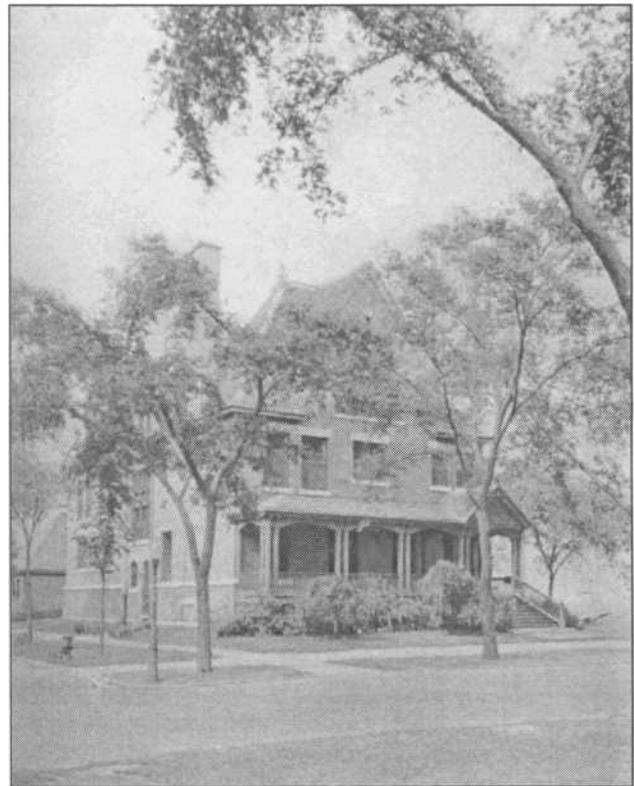
The pastor of the church was Dr. W. C. P. Rhoades, a wise, lovable, able man. He was peculiarly fitted to lead an inquirer like Dr. Harper into the light of a Christian hope. President Andrews, who was with him in these days of decision in the most sympathetic helpfulness, says, "He accepted joyfully the law of service to God and man, with the creed naturally accompanying—Christ, the church, the primacy of the spiritual and the endurance of our immaterial part after bodily death. From that creed he never swerved in any iota."

One very characteristic incident of these Granville days reveals the tireless energy of the young scholar. On a warm summer morning an older colleague passing Dr. Harper's house observed that he had brought his table out into the yard and was hard at work at it, in the shade of a tree. "Why, Doctor," he called to him, "don't you

know it's too hot to work this morning ?" To which the Doctor answered, " it doesn't matter, I must keep at work. I consider my time worth a dollar an hour!" In days when an ablebodied farm hand could be hired for a dollar a day, this estimate of the value of his time seemed not a little ridiculous. But the young man's estimate of it was none too high, and in a very few years the world was gladly paying much more than that for it.

When Mr. Richard S. Colwell went to Denison as professor of Greek in 1877, he found Dr. Harper deeply interested in Hebrew and looking forward eagerly to an opportunity to teach it. "He thought," said Professor Colwell, "that the language was not properly taught. He felt certain that it could be so taught as to make the study of it much more attractive and beneficial than was then the case. And although I had at the time learned to read it with some facility, I very willingly assisted in the formation of a class with which he proposed to try some experiments in methods of teaching it...It has been my good fortune to be under the instruction of a number of eminent teachers in this country and a few in Germany, and I speak advisedly when I say that President Harper was among the very best teachers of his time." Professor Chandler, who was a member of the class, is almost ready to say that he has "never been as richly rewarded for the time and toil spent on any subject as for the time and toil spent on that Hebrew class." This class of the young tutor was, of course, entirely outside the duties of his position. Members of the college faculty, perhaps half a dozen, were members of it—mature and highly educated men, enthusiastic students of a preparatory department teacher twenty-one years old, whose real work was teaching the elements of Greek and Latin to immature boys. He did his work so well, first as tutor in and then as principal of the Academy, and at the same time displayed talents so far beyond his humble position, so much maturity and scholarly ambition, that President Andrews, who was twelve years his senior, was drawn to him in an enduring friendship. This friendship and appreciation were returned in such full measure that twenty years later President Harper made every effort to persuade his friend to

become associated with him as vice-president of the University of Chicago. In later years Dr. Lincoln Hulley, president of John B. Stetson University, who had been one of Dr. Harper's students in Chicago, said of this period, "He has told me that many a time, after his day's work in Denison [properly Granville] Academy was over, he would spend the whole night in studying Hebrew." It soon became evident to President Andrews that for the young genius in his Academy an opportunity must be found better suited to his abilities than teaching beginners in Greek and Latin.



Home in Chicago

Professor Chandler says of him in this period of his life: "In courage (moral and mental), desire to know the truth at all cost, and ceaseless determination `to keep growing' (his favorite phrase), the Harper of his last years was, for all I could see, the same man I knew so many years earlier. Those qualities, with his boundless energy, vitality, and capacity for hard work, were as conspicuous in 1876-78 as in his later life. The amount of work he must have done in those three years was enormous...It was Whitney who had

pointed out to him that the Semitic languages were a very promising field for exploitation by an enterprising man, both text-books and methods here and abroad being antiquated, unscientific, and in America notoriously futile At that time, in literature, as such, in any language, Harper showed not the slightest interest ... In the theological discussions with which Ohio Baptists were sorely troubled in the seventies of the last century Harper showed no interest whatever ... I was later surprised at the stolidity with which Harper bore the fiercest attacks, leaving them without public reply." This stolidity was



Academic Procession with John D. Rockefeller

seeming only. In reality he was one of the most sensitive of men. But he was always far too busy to waste his time in controversy, and for what he felt to be for the most part mere logomachies he had no taste.

President Andrews later wrote of his impressions of Dr. Harper during this period of two and a half years: "At first his youthful look and manner disconcerted not a few. His predecessors in office had been much older men. Some, if not all, of his colleagues were so... The standards of the school had always been very high. Its faculty had embraced as accomplished teachers as I have ever known. Professor Rogers, whom Harper

succeeded as principal, was one of them ... In a word, the gentlemen with whom Harper was thrown in contact and compared upon coming to Granville, while able and willing to help him, were of a character to have discouraged a weaker man."

This was not their effect upon Harper: quite the reverse. Without the slightest assumption of parade he proceeded to the business before him, which he began to dispatch with such address and ability that all apprehensions touching his success presently disappeared, giving way to high expectations. These, in turn, soon began to

be fulfilled. Dr. Andrews goes on to say that Dr. Harper did not then in all things give promise of his future eminence, that he evinced no propensity or talent for writing—or, he might well have added, for speaking. He did not betray any special interest in theology, in biblical study, or in any of the great themes of religious philosophy. "You would not have picked him out then as likely to head a department in a theological faculty, or to distinguish himself as an organizer of theological work in any branch. His interests were not speculative but concrete." "Dr. Andrews declared that in the religious stand he took appeared the Harper of later life. Duty made itself known clearly and was performed with promptness and decision. Still more prophetic of what it

was to be at his maturity was Harper's early teaching. Teaching was his delight... He looked forward to each class period as to a feast.

.... Before his class his mind and his body also were all activity. His thought was instantaneous. Question or correction followed answers like a flash. He would scrutinize with precision half a dozen pupils' several work at the blackboard, hinting, warning, correcting, praising, gently ridiculing, while at the same time attending to recitation after recitation by other members of the class. His comments were clear, concise, exact, and helpful, calculated to inspire and encourage, and not to depress. His own knowledge, always ample, ready, and precise, was

never paraded, though always apparent in spite of him, and admired by everyone.

"It was model teaching. Bright pupils shot forward phenomenally; dull ones made good progress.....Like every true teacher, Principal Harper took a deep interest in his pupils. He loved them.....Hence, not alone the brilliant boys cherished strong affection for him, but the slower ones as well, all being certain that he was seeking their good..... Under such a master, drill could not mean drudgery, or obedience slavery."

Once several of Dr. Harper's students fell to visiting a saloon. Informed of this, and determined to end the habit, Dr. Harper in person "raided" the saloon, finding a number of the culprits, whom he duly admonished, taking occasion also to give the proprietor a piece of his mind. President Andrews, who tells this story, omits to say that he himself entered the front door of the saloon as Dr. Harper entered the back door, so that no inmate escaped. But he adds, "No American educator has, I think, handled so great a number of students with so little friction...There was nothing of the `boss' about Dr. Harper. He did not dictate or lay down the law, but got his wishes obeyed through reason, argument, and that indefinable force characterizing all natural leaders, well denominated the power of `bringing things to pass.' This aspect of Dr. Harper's many-sided nature was clearly in evidence early in his Granville period. So were also his incessant industry, his titanic power for toil, and his scrupulous method in all his work."

It is not to be wondered at that President Andrews soon came to feel that the principal of his academy was made for higher work and ought to have an opportunity at least to attempt the work he evidently longed for—the teaching of Hebrew.

It was this conviction of President Andrews that led to the real and immediate opening of Dr. Harper's career as a teacher of Hebrew. Just at this time, 1878, the Baptist Union Theological Seminary of Chicago was in need of a Hebrew instructor. Much as President Andrews disliked to lose Dr. Harper, he put selfish considerations aside and brought him and his rare qualities to

the attention of President G. W. Northrup of the Seminary, strongly recommending him for the vacant position. He was very young, only twenty-two years old, and the students would, as a rule, be his seniors. The Seminary was one of the most important theological schools of the denomination, and the appointment of so young a man looked like a doubtful experiment. The Board of Trustees hesitated, but finally appointed President Northrup and me (I was then Secretary of the Seminary) a committee to interview the young man, with full power to engage him as instructor if the interview satisfied us that he was the man we needed. It was thus that I was introduced to Dr. Harper. I met him in President Northrup's study in Morgan Park, then a suburb, now a part of Chicago. I found a young man, black-haired, stockily built, five feet seven inches tall, smooth-faced, spectacled, youthful in looks, but so astonishingly mature in mind that I immediately forgot that he was not of my own age. He had a singularly winning personality. We both yielded to its charm and from that day forward were his devoted friends and admirers. We soon saw that about his abilities there could be no question. He was appointed instructor in Hebrew at a salary of \$1,000 a year, to begin his work January 1, 1879.

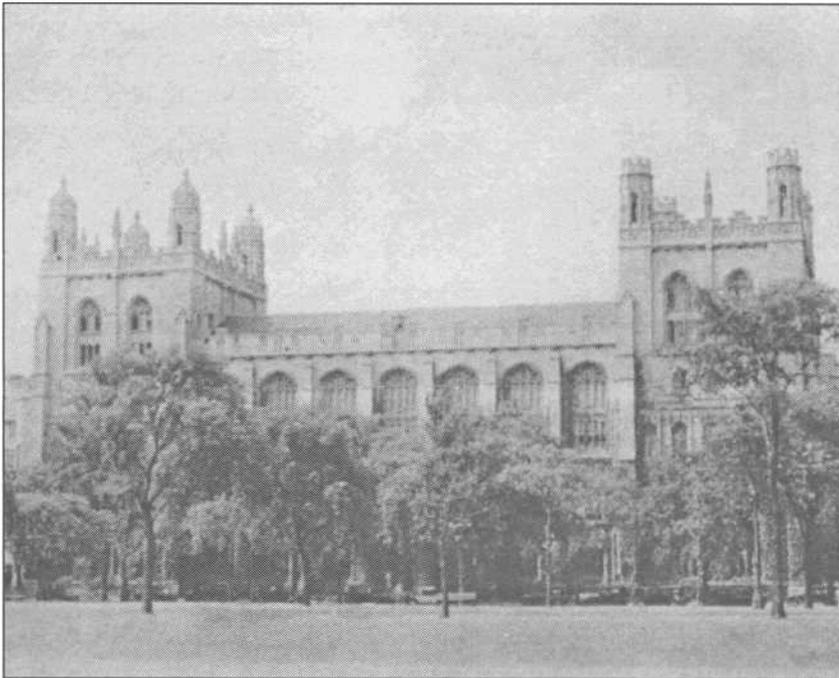
As this was the goal toward which he had been working—the teaching of Hebrew to men instead of Latin and Greek to boys—he did not need any long time to deliberate on this call. The salary was, of course, ludicrously small, and less than he had been receiving, but as the new position fairly launched him on the career he wanted, and for which he had been laboriously preparing himself, he accepted the call and entered on his work January 1. With Mrs. Harper he occupied for a time a suite of rooms in the Seminary building and boarded there. They had brought with them from Granville a daughter, Davida, now Mrs. Charles Scribner Eaton of Chicago.

The arrangement regarding his going to Morgan Park, according to President Andrews, spoke eloquently of the place he had made for himself at Denison. "The plan was that he should spend the winter at Morgan Park, returning to Granville after the Seminary closed in April, to

complete the year's work at the Academy. With a great deal of reluctance, making this decision by them a cardinal event in Dr. Harper's career, the Denison authorities acceded to the arrangement. For the remainder of the year the understanding was that Harper's main work lay at Granville and that he was aiding at Chicago only in a temporary way. Little by little, however, his relation to the Seminary he was serving so well became substantive and it could not spare him. The transference thither of his entire activity was but a matter of time, to occur so soon as Denison could make shift to spare him." I do not suppose that the time ever came when the authorities at

promoted to a professorship at \$1,200 a year! Leaving the Seminary building, he moved to a comfortable home which he soon after purchased.

Dr. E. B. Hulbert, the professor of church history and in after-years dean of the Divinity School, has this to say of his work: "If we were seeking a phrase which would fitly describe him in his Morgan Park career, we should call him a young, enthusiastic Hebraist...He was called to Morgan Park specifically to teach the Hebrew tongue; and through his stay he followed his linguistic bent and held himself for the most part to the work assigned him..... In after years Dr. Harper's vision broadened, but at this period he was chiefly a boundlessly enthusiastic Hebraist, with all the excellencies, and some of the defects, of such a character. At the beginning his enthusiasm spent itself in his regular Seminary class work. He was in charge of a department and he magnified his office Alert, patient, tactful, untiring, he bent his energies to his single purpose, persistently bringing to bear his rare intelligence, his matchless methods, his illuminating genius, his resistless will. In the first hour, with the printing of a few Hebrew characters on the board, his men began to catch his spirit, and ere long he had them in his grip. His own enkindled and



The Harper Library at the University of Chicago

Denison felt willing to spare him. I know that he had not been a month at Morgan Park before our minds were made up that we had found the man we wanted and that the Seminary could not spare him. He went to Granville in April and completed the work of the year, and then transferred his allegiance to the Theological Seminary.

Dr. Harper's success in his new position was immediate. He never could be satisfied with one man's work, and in this first year in the Seminary did so much extra work as a student in its various courses that at its end the degree of Bachelor of Divinity was conferred upon him and he was

kindling fervor swept them on with an impetuosity which knew no faltering. Such were the singleness and exclusiveness of his aim that neighboring interests were left unnoted."

This was the impression the young professor made on a fellow-professor in another department, who was an able man and an inspiring teacher. What was the impression made on his students? One of these was Ira M. Price, who followed him from Granville to Morgan Park, entered his classes in the autumn of 1880, and was associated with him as student, assistant, and fellow-professor until President Harper's death in 1906. No one knew him and his methods better.

Dr. Price, speaking primarily of those early years in Morgan Park, says: "Dr. Harper combined within himself more of the best traits of the real teacher than any man we have ever seen in the class-room...At the first meeting in the class-room the contagious enthusiasm of the teacher seized us. It was here, as we met day after day, week after week, that we saw, with increasing delight, the attractiveness and charm and skill of the teacher. The intense earnestness and concentrated energy with which the work of the hour was carried on fairly electrified the class...This inspiration, or goading to thought, was marvelously enhanced by another trait, the ability to state all the arguments on the two sides of a question with fulness and fairness...Dr. Harper did not, nor does any true teacher, teach his students what to believe, but how to think...He was an exacting teacher, requiring of students the very best that they could do...His exacting thoroughness—the first element of research—made his work both hard and easy: hard to get for the first time, but always easy to hold after it was once thoroughly mastered.....But underneath his exactions, which were often trying ones, we could always discern a tender, sympathetic heart, especially for the slow and plodding student...Another illustration of his sympathy often came to the surface for the student who faced great difficulties in the new views of the Old Testament. Dr. Harper's generous consideration and careful guidance led many a man over the rocky places, and out into the full light, to a rational faith and a larger vision of the truth."

It is not surprising that students flocked to the classroom of such an instructor, became his devoted disciples, and learned more Hebrew in one year than the theological students of my day acquired in three years. That I am not exaggerating is clear from the testimony of contemporaries who observed the work he was doing and wrote of it at the time. I myself, as Secretary, wrote in the report of the Board of Trustees of the Seminary, in May, 1881, coldly and officially: "Professor Harper has met the regular classes in Hebrew and Old Testament Exegesis and special classes in Chaldee and Sanskrit. Eight young men have pursued the study of Chaldee and three

that of Sanskrit. During the Christmas vacation a class of six met the professor and read the Hebrew Bible at eight hours per day for ten days, and a second class read two hours daily."

The Examining Committee of visiting pastors and scholars at the annual Commencement in that year said in their report to the Board concerning the work being done: "In the department of Hebrew the first noticeable feature, both of the regular work of the class-room and in the examination—a feature that no one can fail to notice—is intense enthusiasm. The students in Morgan Park pursue Hebrew as though their immediate settlement in the pastorate and their final success in the ministry depended upon a knowledge of the entire Hebrew Bible, even to the minutest points. The interest does not expend itself in the regular courses, but appears in the formation of extra classes for reading more than is prescribed. It appears also in the fact that the graduates enter immediately into what Professor Harper calls the Morgan Park Hebrew Club."

At the same Commencement, Dr. Franklin Johnson, a visiting pastor from Cambridge, Massachusetts, spoke at the alumni dinner and said, among other things, that "he was glad to find a Seminary where the students studied Hebrew for the love of it. In an Eastern institution the other day a student told him that he took his Hebrew as he took medicine, because he had to. At Morgan Park he found the young men forming classes for study during the summer." Every Commencement brought similar testimony to the unprecedented interest and enthusiasm Dr. Harper aroused among students in the study of Hebrew and to the amount of work he did in conducting extra classes beyond what the letter or spirit of his contract with the Seminary called for. His own enthusiasm for oriental studies communicated itself to his students. Their scholarly ambitions were awakened and these he was eager to encourage at whatever cost of extra labor and service to himself.

From the day of his arrival in Morgan Park his religious life found expression in the church. That it was vital and active is evident from the following summary: he became clerk, was made

a deacon, served as a member of the finance committee and treasurer, and finally as Sunday-school superintendent. No one, indeed, was more active, faithful, and useful. In the Theological Seminary, as Dr. Hulbert says, "He found ample time for all sorts of duties in no wise related to his favorite pursuits. No member of the faculty was more ready to take his share of the miscellaneous routine tasks of the Seminary."

We now come to one of the most interesting and characteristic experiments of Dr. Harper's life, which reveals him as already, at twenty-five, a pioneer in educational method. Freed from the extra studies of the first year which had earned him the degree of B.D. and made him acquainted with the work of a theological seminary, his eager mind found a new outlet for his abounding energy. He was never able to understand why the summer should be a period of vacation from teaching and study. No one needed more than one month of rest, and to take four months seemed to him a sinful squandering of time. He found Hebrew so entrancing a study and was so eager to communicate to others what he himself had acquired, that he conceived the scheme of a Summer School of Hebrew. He applied to the trustees for the use of the Seminary building for the summer of 1881, and the April minutes of the Board of Trustees contain the following statement: "The use of the Seminary building was granted to Professor Harper for a Summer

School for the study of Hebrew." The response to his announcement of the proposed class was such that he was obliged to form a number of classes and to secure additional teachers.

A boarding department had to be organized and helpers engaged to care for the students. He found himself, therefore, unexpectedly launched on a new business enterprise. Fortunately, he had the free use of the building. He found his assistant instructors among his own students, young men who had been carefully instructed in his own method of teaching during the preceding two years. These were George F. McKibben, later professor of romance languages in Denison University, and James Loring Cheney, later a Ph.D. of the University of Leipzig.

The first Summer School was held in July, 1881, with an attendance of twenty-three. In 1882 the attendance was sixty-five, and in 1883 eighty-five. The fame of the school spread. Eminent professors of Hebrew were engaged as teachers. Other places wanted similar schools. There were two schools in 1883, one of them being at Chautauqua, New York.

Thomas W. Goodspeed



Rosecrans Historical Marker Dedicated

At a grand ceremony held on a fine, sunny day, Sunday, September 23, a marker commemorating brothers General William S. and Bishop Sylvester H. Rosecrans was dedicated on the library lawn in their boyhood home of Homer, Ohio. It was probably the biggest event seen in the village in many a decade and included speakers, music, and four-rifle and two-cannon salutes by Civil War re-enactors. The marker was paid for by the Catholic Record Society, the Homer Historical Society, the Granville Historical Society, the Knox/Licking Vicariate, and some private donations. Posing with the marker in the photo at right are General William Tecumseh Sherman (E. Chris Evans), who spoke on his friend Billy Rosecrans, and Father Kevin Lutz, wearing period vestments and carrying the crozier of Bishop Rosecrans.

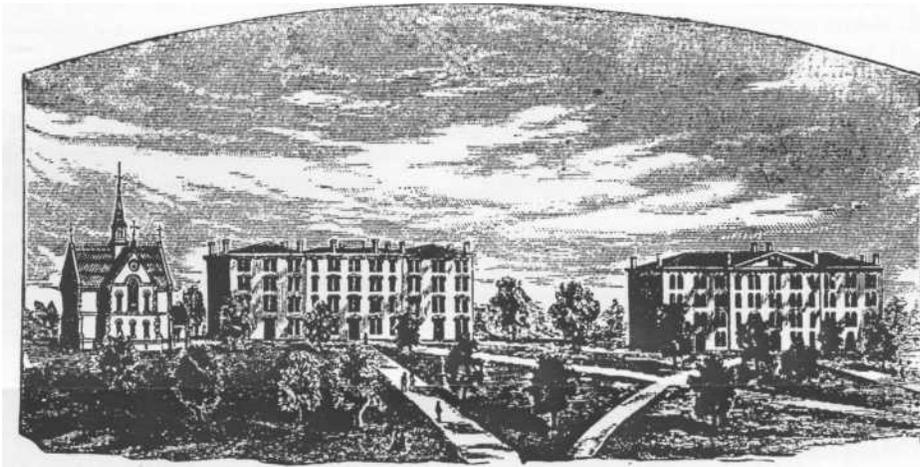




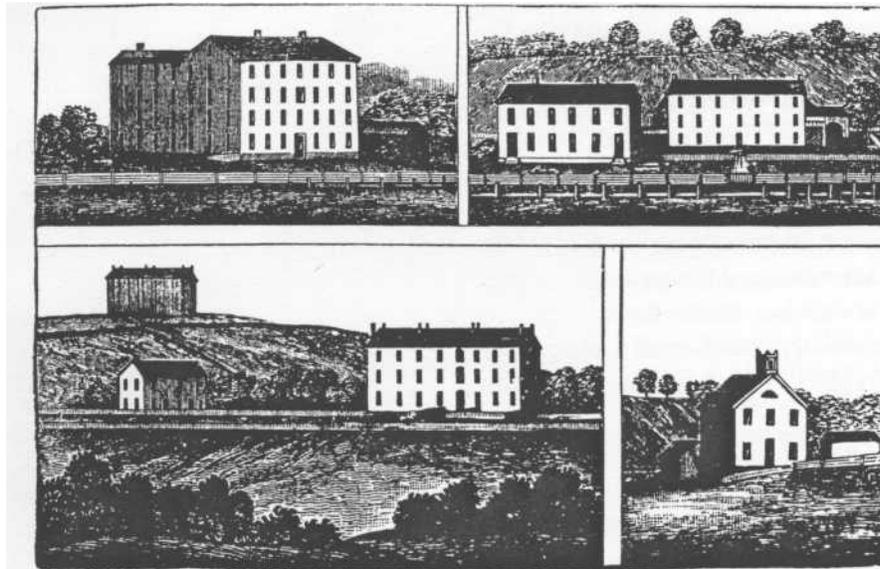
SHEPARDSON'S COLLEGE FOR WOMEN.



GRANVILLE FEMALE COLLEGE.



DENNISON BAPTIST UNIVERSITY, LITERARY INSTITUTIONS, GRANVILLE, 1890.



Drawn by Henry Howe.

LITERARY INSTITUTIONS, GRANVILLE, 1846.

On left lower is the Baptist College; on the right lower Male Academy; on left upper Presbyterian Female Seminary; and on right upper Episcopal Female Seminary.

Docents Needed

Vice-President of the Society, Maggie Brooks, is in charge of the Docent Committee for the Museum of the Granville Historical Society. Maggie is in need of volunteers to serve as Docents for our museum, which is open on Saturdays and Sundays from mid-April until Mid-October. Please consider helping Maggie as she endeavors to increase the visibility of our outstanding museum collection. No special prior knowledge is necessary to serve as a Docent, other than an interest in the rich history and fascinating artifacts of our village. Maggie's committee can provide the necessary knowledge for persons interested in serving our society in this way. Please contact Maggie in care of the museum or at 587-6266.

Museum to Open in April

The museum operated by your society will open in April for the summer months. Museum Committee Chair Cynthia Cort and her able cohort of workers have spent much time over the winter months re-arranging some of our fascinating exhibits of Granville history. Do plan on visiting the museum on Saturday or Sunday afternoons. You'll be glad you did!

Membership in the Granville Historical Society

Membership in the Granville Historical Society is open to all persons with an interest in the rich history of our village. The annual membership dues are but \$10.00 for the calendar year. Membership benefits include a subscription to The Historical Times, which is the quarterly publication of the society, free admission and notification to all society sponsored events, and the participation in preserving for future generations the important history of Granville.

To become a member of the Society, now in its 116th year of existence, please send a check for payment of one year's dues to the Membership Committee:

Lance Clarke
Membership Chair
The Granville Historical Society
P.O. Box 129
Granville, OH 43023-0129

If you have been a member and have not yet renewed your valuable membership to the Society, please do so right away! Many thanks!

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Please address comments,
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