

BACCALAUREATE ADDRESS

Splendid Address by Rev. Olin S. Baker to High School Graduates Sunday Night

Members of the graduating class, I congratulate you that thus far you have run well. But as yet you are only on the threshold of life, and your education just begun.

This is, as it should be, a proud moment in your life. But the joy of this hour should only constrain you to push on to the completion of a task so well started. To this end I will speak tonight with the hope of inspiring you to go on to greater conquests.

I shall not speak to you tonight as I would to a class of college graduates, but shall address myself to the theme I deem most needful to the hour, The Value of College Education.

In the 16th Chapter, and 16th verse of a portion of a certain old and much venerated book we find these words, "How much better it is to get wisdom than gold," which I use as a basis of my remarks.

"Your money or your brains," said a highwayman one dark night to a young man of my acquaintance in a large city. It was purely a question of money or brains. He had none of either to spare. But like most of us under the same circumstances, wisely decided not to part with the latter and handed over his money.

Every young person has to face a similar question. Money or brains; which shall it be? Many have chosen the former, only to find out when too late to change, that they haven't very much of either. Others choosing the latter, in time discover they have a liberal supply of both. Money can not make brains, but brains can make money; therefore get brains.

The greatest mistake a young person can make, mark, I say the greatest; the supreme mistake is to fail in laying the foundation for a true, strong character, by securing a deep Christian experience in their young life. For failure here means to fall short of your highest success in any department of life. The next great mistake is to fail in acquiring the best possible education.

There never was a time when education was such a necessity, when educated men and women were in such demand. There are so many problems to be solved. Problems economic and political; problems of law and theology; problems of such vital interest to our national life that we must, absolutely must, have men of knowledge to keep our old "ship of state" off the rocks. Men of education framed our constitution, and organized our republican form of government, and educated men only are able to uphold it and increase its efficiency.

The world has made tremendous strides during the last half century in every department of life. But in none, more than along educational lines. Never before were there such strong reasons, such compelling incentives, such alluring inducements, for young people to secure an education. And never was an education so easy to obtain. Ours is a state and nation of schools. From the little white school house of the rural district, to high schools, colleges and universities of the cities. Schools everywhere, with the best of teachers and equipments, reaching a higher state of perfection every year.

When the older members of this congregation were young people, schools were not so plentiful; high grade institutions a rarity, and a college education an expensive luxury. But there is little excuse for the young person of today with reasonable health coming to the years of maturity without a liberal education. Indeed, it is little short of disgrace. But hundreds of young people have no higher ambition than to finish the grades or high school, and some parents are willing to let them stop there. We believe the law of our land should compel every young, healthy person to receive at least a high school education for their own good, for the best interest of society, the state and nation, and if not financially able to do so, the state should help them.

Every young person should keep before them three goals, and never rest satisfied until they were touched. First, graduation from the high school. Second, graduation from some good college. Third, two years or more of special work in some great university at home or abroad. Ten years or more of schooling after the eighth grade ought to put one through it all by the time they are twenty-five or thirty, at least, even though they worked their way through school, and they would be then only a young person. But eminently fitted to step at once into a lucrative position, or to intelligently enter the vocation of their choice. The error of most young people is in thinking they are old at twenty-five. They are only grown children then. Finish your education if it does take you till you are thirty or more.

Beware of a short cut in your education by crowding two years into

Class of 1915, Alliance High School



Dorothy Smith



Laura Hawkins



Nell Keeler



Harvey Worley



James Graham



Alta Phillips



Viola Kleinke



Hazel Sheldon



Nellie Wright



Roy Armstrong



Elting Bennett



Adah Hill



Irma Lotspeich



Beulah Reeves



Ruth Sturgeon



Charles Spacht



Nell Tash



Orville Davenport



Charles Hannan



Glenn Mounts



Lottie Owens



Birdene Woods



Izetta Renswold



Helen Hewett



David Beach



Ralph Johnson



Alforetta La Mon



Mary Patterson



Donald Graham



Bernard Holsten



Mae Brandt

one. Take time for it. It is no credit to you, neither is it necessary to come out of school a physical wreck. Life is too precious to commit suicide that or any other way. Take care of your health; far better no education than no health.

True success is never quickly acquired. There are no short cuts. That which is worth doing is worth doing well.

A student once asked the president of Oberlin college if there was not a shorter course of study he might take. "Certainly," said the president, "but that depends on what you would make of yourself. When God makes an oak he takes a hundred years, but when he makes a squash he takes but six months."

Two things many young people are in a hurry about; to get rich and to get married. Both are commendable. It is right to accumulate wealth if done honestly. But the best foundation for wealth is an education. Marriage is ordained of God and honorable; every true man and woman contemplates it. But get an education first. The haste to be rich and the haste to marry has marred many a life and narrowed its usefulness. Finish your education, young man, young woman. Get ready to live, and money will come easier and married life will be the happier.

Have you an ambition for riches, would you occupy a prominent position in life, would you be of the greatest usefulness to your fellowman? Educate yourself. Knowledge is power, ignorance is weakness. Knowledge is wealth, ignorance is poverty, knowledge is ease, ignorance is toil.

A Brooklyn manufacturer saw the value of knowledge recently in the wording of a bill. In one of his great factories the hot water pump failed to work. His engineer could not remedy the trouble. A machinist was sent for. He bothered with it for half a day and gave it up. He said the machinery must all come apart. That meant to stop the factory, a long and expensive delay. Some one suggested a neighboring

engineer who was said to be a genius. He was sent for. He came, studied the pump closely for a few minutes, then gave it a few sharp raps with his hammer over the valve, and quietly said, "I reckon she'll go now," and she did. The next day he sent in his bill for \$25.50. The manufacturer was indignant, but reading it, smiled and paid it at once. It read: "For fixing the pump, 50 cents; for knowing how, \$25." Said the proprietor, "I recognized the value of knowledge and paid it gladly."

The plea of poverty is often used for not getting an education. That plea is of less value than it was 25 years ago. Today, the student willing to help himself may find plenty of chances to work his way through school. Every well established college has many avenues of self help for men and women, and the records



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show that it is that very class of students who are working their way through school, who make the largest success in their school work and of life afterward. It is the rich man's son more than any others who are the failures in school, and the least heard of afterward. The opportunity for work is itself an education. Teaching habits of industry, economy and independence, bringing the student in contact with the culture and refinement of educated and wealthy homes.

But in addition to the opportunity for work, there is the educational society of the church, which loans to any needy and worthy student, money without interest every year while in school, requiring no payments or interest for two or three years after the curriculum is finished and the student has had time to earn it. The young person who wants an education today can have it. But it depends upon how much he wants it. Where there is a will there is a way. The two great requisites for an education are health and will power. I know certain young people who started to college without money enough to pay their tuition, mastered their course and came out with money ahead. Statistics show that the majority of our great men and women of today worked their way through college.

When I think of Helen Keller, that young girl, blind and deaf and dumb, and who is still blind and deaf, who not only learned to talk and to articulate distinctly, but mastered the common branches and then the entire college course, distancing many in possession of all their faculties, a woman of whom her college is justly proud. When I think of her, I marvel that any young person in possession of all his senses and in health should hesitate to make the effort.

A college training helps one to decide his vocation. Many wonder what to do or be. God has an order in every life, and every life is intended for some certain work, and the drill of the college will help you

decide what it is, for under its training you will naturally go toward the sphere where you are the best fitted to make life the largest success, and there is where God wants you. The college is a great power shop, not to manufacture brains but to develop the brains you have. Not to put power into you, but to draw out the latent power already there, and to reveal the hidden possibilities within.

The drawing out power of the college and the value of an education has been illustrated in this way: "A boy is like a piece of iron, which in its rough state is of little value, but it becomes more valuable as it is used. A bar of iron which in its rough state is worth only \$5 is worth \$13 made into horseshoes, but made into needles is worth \$300. Make it into pen-knife blades and it is worth \$3,000, but work it over and draw it out into hair springs for watches and it is valued at \$250,000. The more you work it the more valuable it is. The iron has to go through a great process of hammering and rolling and pounding and polishing, so if you would be educated men and women and of great value to the world, you must go through a long process of study and training." The iron does not go through half so much to be made into horseshoes as into delicate watch springs, but of how much less value is it. You can be a horseshoe or a watch spring whichever you choose. In the language of another, "Young people you may become anything in life you conceive possible to you, provided you aim at the one thing and toil unwearied till you reach it."

The question has been asked, which is to be preferred, the small or large college? Our best thinkers of today say the small college. For the great schools like great corporations tend to eliminate the personal element. The teacher cannot come in touch with the student.

Charles Francis Adams is the instigator of the movement favoring the division of the University into smaller educational establishments.

President Woodrow Wilson, while president of Princeton, tried the same thing in a different way, that is, breaking up the big classes into smaller ones by multiplying the number of teachers. All this is practically a return to the smaller college, such as nearly every state has. The late President Harper of Chicago University advocated the same idea. The small college of high grade is the ideal in the minds of our best thinkers, for the reason that the closer the student can come to the teacher the more his rich, full life will enrich the unfolding life of the student and the more the student absorbs the college culture of the teacher the more valuable will be his contribution to the world. And the small college presents the best opportunity for such intimate contact. Finish the curriculum of the smaller institution, then specialize in the great university.

Again, the kind of college is of vital importance to the student. With all due respect for state institutions, the denominational school is far better calculated to round out in symmetrical proportion one's education. Why? Because a Christian college does more than educate the mind. It seeks to cultivate the moral and spiritual nature as well. Mental education minus moral and spiritual education makes a one-sided character. The atmosphere of a college is a real force; it compasses the student and influences him according to its intensity and his susceptibility and through him the world he touches. The secular spirit of some schools have well nigh crushed out all spiritual motives and high ideals.

Mentality may count for most in this life, possibly, but if there be lacking that fine moral quality, the result of moral and spiritual education, no man can hope to achieve the highest permanent success in any sphere of life. The value of a college education is seen in the fact that more and more college men are taking the lead. Quoting from that popular magazine "Who's Who in America," we find eight of the nine chief justices of the supreme court of the United States are college men, and seven are from denominational colleges. Eighteen of the then twenty-six presidents of the United States were college men and sixteen from denominational schools. Eighteen of the twenty-six masters in American letters are college bred and seventeen are from denominational schools, and two-thirds of the college graduates in congress at that time were from denominational colleges. These are figures well worthy of thought when selecting your school. It is a well known fact that the laboring man receives the lowest wages because he does not have to think. Some one else thinks for him and he is ruled by another's mind. It is no easy thing to think clearly and act wisely. But reason, imagination and the will may all be cultivated and the college is the place for their development.

The man or woman who takes time to complete a college course becomes the master of his own mind and hence, the master of other minds and multiplies his chances for winning in life's battles 20 to 30 times. Quoting again, "Fewer than one in two hundred of our male population have been college graduates. Less than one-half of one per cent, and from this small percent have come sixty-five percent of our United States presidents, 58 percent of vice presidents, 54 percent of cabinet officers, 83 percent of chief justices, and so on, all of which shows that in political life the college graduate has been 120 to 1 against the non-graduate, and more striking still are the figures when you come to the learned professions of law, medicine, ministry, journalism, teaching, etc., and while statistics show that trained intellects are the controlling spirits, they also show that as positions increase in honor, power and responsibility, the percent of graduates filling them increase in a decided ratio."

Illustrations abound to show the value of a college education. A boy of ten years stood watching a section boss and his gang of men. "What will you be, Fred, when you are grown?" asked the foreman. "A section boss," promptly replied Fred. "No, No," said the foreman, "you were made for something better. Get an education, my boy." That was a new idea to Fred, but it sent him to college, and today, instead of being a section boss at \$45 per month he directs a hundred men at \$150 a month, and is only a young man as yet.

Two young ladies of poor families entered college. They boarded themselves, wore plain clothing but made their mark in scholarship. Today, one of them is principal of a ward school in a large city, owns valuable real estate and is a woman of wide influence in that city. The other is a dealer in real estate, wealthy, and to use her own language, "I do not have to marry for a living."

Two young men, graduates of a high school, chose the same vocation. There was only three months difference in their ages. The older was a better business man, a more

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Faculty of the Alliance High School



W. R. PATE
City School Superintendent



C. A. ANDERSON
Principal High School
History



ISABELLE GABUS
English, Normal training



EVA SHERDELMAN
Latin, German



GEORGIA CANFIELD
Domestic Arts, Physical
Culture



BERTHA WILSON
Phonography, Bookkeeping



S. L. CLEMENTS
Manual Training, Agriculture



WILMER O. LEWIS
Mathematics, Science
Athletic Coach