way. He was president of his class, editor of the annual and college paper. With all the work and outside activity he found time to take an active part in fraternity life and joined Sigma Chi Fraternity.

At graduation time in 1904, he graduated with the first honors and the degree of bachelor of science.

Following graduation Dr. Wickenden taught at the Mechanics Institute at Rochester, N. Y., for a year. He then enroled as a graduate student at the University of Wisconsin.

At Wisconsin he served as an instructor in physics and electrical engineering from 1905-1909.

Creates Course

In 1909 Dr. Wickenden became a member of the faculty of the Massachusetts Institute of Technology as assistant professor of electrical engineering. He later became associate professor. The chairmanship of the committee on curriculum was held by him, and he had an active part in the creation of the co-operative course with the General Electric Co.

Dr. Wickenden joined the Bell Telephone laboratories as personnel manager in 1918, and at the same time was acting chairman of the personnel committee of the Western Electric Co. During the fall of that year he acted in an interim capacity as regional supervisor of personnel methods for the students army training corps.

In 1922 he became assistant vice president of the American Telephone & Telegraph Co. in charge of the recruiting and developing of young men for technical and supervisory positions, and in charge of the relations of the Bell System with educational institutions.

Education Appealed

Because the educational field appealed most strongly to him, Dr. Wickenden left the commercial world. He served as director of investigation for the Society for the Promotion of Engineering Education. The survey included a study of the work and problems of the engineering colleges in the United States and Canada, a comparison of higher technical education in America and Europe and plans for the development of summer schools for teachers. Engineering societies and industrial interests were behind the survey.

He is a member of the American Institute of Electrical Engineers, the American Academy of Political and Social Sciences, Phi Beta Kappa, the Engineers' Club and the Society for the Promotion of Engineering Education.

Dr. and Mrs. Wickenden live at 11125 Bellflower road. They have two children, Elizabeth, a sophomore at Vassar College, and a son, William C., a student at the Loomis School, Windsor, Conn.

OPEN HOUSE

Case Invites City to Visit School Saturday

Cleveland will be the guest of Case School of Applied Science at its third annual open house on Saturday. Students will guide the visitors thru the college buildings and laboratories.

Doors will be open from 2 to 10 p. m. Invitations have been sent out to over 100 northeastern Ohio high schools and scientific societies.

The open house will come at the end of the celebration of the semi-centennial of the founding of the school.

"old" and to be venerated for its traditions as a matter of course. Without some such indulgence, alumni would be only former students, as they are abroad, and colleges but impersonal seats of learning.

Among our colleges of applied science, however, an age of 50 years really marks a good ripe maturity. Rensselaer, to be sure, which boasts of being the oldest engineering college in the English-speaking world, now counts with pride its 107 years.

Union College, whence Cady Staley came to be the first president of Case, was a pioneer among the academic colleges in introducing the teaching of engineering into its scientific department, having done so in 1845.

With the exception of Rensselaer, however, the early engineering schools were fairly feeble affairs. Harvard, for example, did not graduate its first engineer until 1854 and there were few other before 1860.

Outside of the colleges, however, interest in science abounded. From the post-Revolutionary period on there was a popular clamor for scientific aids to production which increased in proportion as the population multiplied, as the virgin fertility of the soil declined and as the rudiments of the manufacturing and mineral industries developed.

Interest in Science

Rapid progress in the teaching of applied science in America dates from the middle 60's. The founding of the Massachusetts Institute of Technology in 1860, the School of Mines at Columbia in 1864, the Thayer School of Engineering at Dartmouth and Cornell University in 1867, Worcester Polytechnic Institute in 1868 and Stevens Institute in 1870 were all notable milestones. Equally significant was the creation of laboratories for student instruction in science at the Massachusetts Institute in 1868.

The movement for education in applied science spread westward with rapidity after 1870. It was in this period that Leonard Case Jr. executed his trust deed of 1878. In the whole area west of the Alleghenies Michigan was then the only flourishing school of engineering.

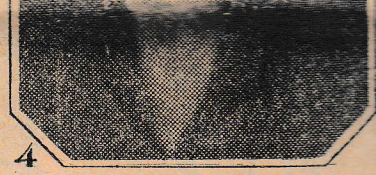
Case School was born in the era of expansion and diversification of the engineering profession.

The events from which Case School sprang epitomize in a striking way the history of a newly developing society. Consider the Case family. Meshach Case, the Revolutionary veteran of old Holland stock, and his wife, Magdalen Eckstein, daughter of a religious refugee from Nuremburg, push westward under the pioneer urge which brought their fathers to America from Pennsylvania into the uncut forests of the Western Reserve.

The father being a partial invalid, the burden of pioneer labor falls largely on the eldest son, Leonard. Crippled by the exposures of frontier life, Leonard struggles to gain an education and to win independence by his own unaided efforts.

He interests himself in land, in titles, values, taxation, legislation and public betterments, and so lays the foundations of a substantial fortune in the early decades of Cleveland's life. His two sons, William and Leonard Jr., grow up among the favored youth of the community, one to join his father in business and to win a place of leadership in the newly developing railroad industry, and the other to pursue higher studies at Yale, lose his health in a youthful adventure in Switzerland and to find his life interests and compensations in poetry, in natural history, in astronomy and in his dreams of a great school of science to equip the youth of the future for efficient and generous service in the great industrial era ahead.

To the names of Leonard Sr. and William, builders of the Case fortune, and to that of Leonard Jr., philanthropist, we should add that of Eckstein, the conservator, cousin of the founder of Case School and for 43 years its devoted treasurer. When time brings his services to a close—which may heaven long delay!—the first volume of the history of the college will be closed. Case will no longer be a family institution; it will belong to the community, a noble gift conceived in vision and nurtured by a devotion not surpassed in the annals of American education. May she find new friends to carry on worthily the ideals of her founders.



HOWE TELLS OF EARLY HISTORY

President Emeritus Relates His First Contact With Famous School

By CHARLES S. HOWE

President Emeritus of Case

AT this time of the 50th anniversary, it will perhaps be well to let our thoughts dwell for a few moments on the early days of the college. To some extent, this account must be personal.

The early days of an educational institution are always interesting. It is then that the curriculum is arranged, the policy settled, the faculty selected and methods of government determined.

I was not present when Case School of Applied Science was started, but was professor of mathematics and astronomy at Buchtel College (now the University of Akron).

Makes Application

One day in the summer of 1889 while returning to Akron from Cleveland, I learned that Prof Michelson of Case had resigned to accept a professorship in Clark University, and that Dr. Reid, professor of mathematics at Case, had been elected to the chair of physics.

His change of office left a vacancy in the mathematics department and the day after I learned of these changes I went to Cleveland to call upon Dr. Staley, the first president of Case School of Applied Science. With some embarrassment, if a college professor ever has such a feeling, I applied to Staley for the vacant professorship.

Kitchen Chair

When I entered his office that summer day, I found him seated in a kitchen chair, which could not have cost over 75 cents, and his desk was a kitchen table worth about $1.50. He was spending no college money that he did not absolutely have to spend.

It is hardly necessary to say that altho I had enjoyed my life at Buchtel College, I was very much pleased to go to Case School.

Case School was an engineering institution and mathematics one of the fundamental subjects taught. All students knew when they went there that their work would be largely mathematical. It was, therefore, an ideal position for a professor of mathematics.

In September my duties began. There were only 65 students in college and 32 of them were freshmen. Then began the happiest period of my life. I loved to teach. Students went to Case for a very definite purpose. There was an able and harmonious faculty and Cleveland is a beautiful city in which to live.