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Prof. C. J. Zuck,

VOL. VIII.

JANUARY, 1898.

No. 5.

OTTERBEIN ÆGIS




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OTTERBEIN ÆGIS

VOL. VIII.

WESTERVILLE, OHIO, JANUARY, 1898.

No. 5.

Published the 20th of Each Month of the College Year.

EDITORIAL ADDRESS:

Editor OTTERBEIN ÆGIS, WESTERVILLE, OHIO.

BUSINESS COMMUNICATIONS:

Business Manager OTTERBEIN ÆGIS, WESTERVILLE, OHIO.

J. S. GRUVER, '98.....Editor in Chief
E. G. LLOYD, '98.....Assistant
O. C. EWRY, '99.....Exchange Editor
W. G. TOBEY, '99.....Alumna Editor
G. B. KIRK, '01.....Local Editor
JOHN THOMAS, '98.....Business Manager
W. M. GANTZ, '01.....Assistant
L. M. BARNES, '01.....Subscription Agent

Subscription, 50c a Year in Advance. Single Copies 10c

Subscriptions will be continued until the paper is ordered stopped by the subscriber, and all arrearages paid.

REMIT SUBSCRIPTIONS TO SUBSCRIPTION AGENT.

[Entered at the postoffice, Westerville, Ohio, as second-class mail matter.]

PHILOPHRONEAN PUBLISHING CO., PUBLISHERS.

BUCKEYE PRINTING CO., PRINTERS, Westerville, Ohio.



Day of Prayer for Colleges The day of prayer for colleges is at hand and we are glad to welcome the day which means so much to our schools and colleges. Those of us who were present at the meetings on a similar occasion last year shall never forget the powerful manifestation of God's presence among the students of Otterbein University. The Y. M. C. A. meetings needed no leader save the Holy Spirit. Every moment was utilized by the members and often several would rise at the same time in order to testify. The chapel was crowded each evening for weeks and many were happily converted. The work of this day should be one of great earnestness and too

much emphasis can not be placed upon the importance of the work to be done. United effort counts much in the saving of souls. Much is expected of the students and with one accord let us unite for the great work which is now in progress. To lead a consecrated Christian life is the happiest and most beautiful life, and is within the reach of all. While others are praying for us, let us pray for ourselves and our unsaved friends and classmates. May we witness just such a gracious awakening as we did one year ago.

Slang

From the very make-up and constitution of man, there are principles and laws within him that are constantly at war with one another. The one stimulates him to push forward to the absolute and infinite, to obtain that which is wholesome, and of incalculable richness; the other tends to degrade, demoralize, to push him down to ruin, into blank vacancy and nothingness.

The latter has an affinity for slang as boundless and fathomless as eternity. No sooner is a slang word or phrase coined and cast out upon the waiting world than it is repeated in a thousand different ways by every class of society, nor does there seem to be a better atmosphere for the rehearsal and invention of such than in a student's room where a few have congregated.

It is then when he seems to have lost self-possession, self-respect, and respect for those about him. His better self appears to have taken flight. Time, energetic mind, honesty, relation to his fellow students and the obligation to a Christian college demand every student always to put forth his purest and

best thoughts, to be at his best and to continually keep slang at bay.

Words should drop from the lips as beautiful coins newly issued from the mint, deeply and accurately impressed by the stamp of righteousness.

A student can not afford to leave behind him memories which are recalled only by the slang expressions he used while in college. It should be beneath the dignity of a student to allow an impure expression to pass his lips wherever he may be. When students assemble in each others rooms, irreverent words should be foreign to their thoughts and only such topics should be discussed that will be elevating and ennobling.

**Oratorical
Contest**

We are glad to know that the Oratorical Association in Otterbein still exists. But we are sorry to say, but little effort is being put forth by the students in this direction. Do the students realize the fact that the contest is to be held at Otterbein this year? Wake up, orators, and go to work. The benefit you will derive from the preparation to enter the contest will amply repay you for your efforts. To speak well is an accomplishment possessed by but few. We have much material in college this year and should have a large number of contestants. He who makes the most noise and uses high sounding adjectives is not an orator. But he who presents his thoughts in simple language, clearly and forcefully, with an expression that shows the speaker is feeling what he is saying is true, and carries his hearers right along with him, is the successful speaker. The Sermon on the Mount is a model of oratory, simple enough for the lowest and deep enough for the most profound thinkers.

**Our Church
and College**

The mission of Otterbein University is clearly set forth in the opening paragraph of the historical statement as given in the catalogue of this institution,

and well would she fulfill her purpose if the church would do its part. First, we have: the relation of the parent to the college. Second: the relation of the college to the church. Third: the relation of the church to the college graduate. Each of these divisions is a topic in itself, but we shall not treat them at length or separately, but as leading to one common interest.

First, it is the duty of every parent, when sending his child to college, to remember his church school. Loyalty demands this and the college rightfully expects it,—for this was the principle upon which the institution was founded. It is not narrow for him to patronize his church school, but on the contrary, it is narrow and selfish for him to send his child elsewhere, especially when he can get what he wants in his own college. Our University is thorough and progressive; manned by some of the best talent in the country, which may be seen by reading the articles that appear in the ÆGIS from time to time.

Second, it is the duty of the college, when the student enters her halls, to aid him in laying a broad foundation of Christian culture upon which he may safely build for any profession or work in life. The most sanguine hopes of parents and expectations of any student who enters Otterbein University may be realized if he (student) applies himself and drinks deep from the fountains of truth which flow from her classic walls.

The student is at last ready to leave his alma mater and offers his services to the church.

Third, it is now the part of the church to act in order to reach the end named in the paragraph cited in the opening of this article, and show its appreciation of a well rounded man. Taking a thorough course in college means more than time and labor. It means sacrifice from a financial stand point and in very many cases the student leaves college heavily in debt. He has spent from four to six and even eight years in preparation to en-

ter work in the church of his choice. It is perfectly natural for him to expect some acknowledgment on the part of the church for his untiring efforts and sacrifice to prepare to meet the demands of the age. He is now ready for arduous duties and wants a place worthy of his steel, and with a remuneration adequate to his support. His compensation must be more than a mere living, for he is a thousand dollars in debt and must meet his obligations.

He don't ask for a station, but is willing to be a circuit rider if that is the place his services are needed most. He is not seeking an easy place. He is prepared to do more work than his brother of more limited knowledge, and is ready to put his whole soul into the work. It is not his aim to create a vacancy but to fill a vacancy. It is foreign to his nature to expect the best place in the conference. He only wants that which is rightly his and this he should receive.

In the majority of our conferences, we are glad to say, the college man gets proper recognition and in some cases, probably he is indulged to the detriment of the church. For there are places where the man of limited knowledge will succeed far better than the college man. Indulgence should be carefully avoided at all times. But this is not the conference or district of which we wish to speak, it is the conference which is run by the "farmer" preacher; whose stationing committee is diametrically opposed to progress and jealous, yes jealous, of their more intelligent brother. They have made up their minds that if the college man wishes to stay among them he must begin at the bottom and gradually work his way up. But how can he rise when the "farmer" elder has him by the throat and finding fault with him at every move? They say among themselves: "we will take some of the college spirit out of him if he remains here any length of time." Yes, their statement is true, but unfortunately for the church he don't stay long, for he is driven by want and insult from

the church of his choice and enters another field of labor, thus defeating the very purpose for which the college was created.

How can the church expect the college man to remain within its folds if thus treated? He will not stay and can not be censured if he goes to another branch of the Christian church. This is not a speculative article, for the writer could cite a number of cases in which young and promising college men were driven from our church by such means. This should not be and must be corrected if the church wishes to hold the promising college and seminary men. Our church is not financially embarrassed,—having no places for college men, for there are hundreds of places needing college and seminary men,—places able to pay them salaries sufficient to justify for the preparation. Then why not fill these places with men qualified for the positions? The parent has done his duty, the college has fulfilled her mission, and now it remains for the church to do its part by giving college men places worthy of their preparation.

LATIN IN OTTERBEIN.

MARSHALL BRYANT FANNING, '94.

FOR many centuries the study of the Latin language has been the *sine qua non* of a liberal education. This was at first a necessity the school-masters being Romans, and their store of knowledge being contained in Latin books and manuscripts. Later the church fostered and preserved what was inseparable from its form of worship, and it is only in modern times that this study has been retained solely upon its own merits.

Modern systems of education are radically different from those of former ages. At a glance we might readily suppose that the old ideas, if not already abandoned, were rapidly giving place to scientific instruction, but a little careful thought will soon show the matter in another and truer light. If we divide educa-

tion into two classes, liberal and scientific, we shall find that a larger per cent. of the people are now seeking a liberal education than ever before, and this differs from the system followed in past centuries only in having many additions made to the requirements long considered essential. Scientific schools occupy a field formerly neglected by institutions of learning. They fill in a vastly superior manner, the place once occupied by the system of apprenticeship, thus giving us two kinds of schools, of nearly equal importance, but in no wise antagonistic.

Since it is definitely settled that there are certain things with which a college man must be familiar, and that one of these is the Latin language, it is fitting that something be said with reference to its study. Otterbein has long enjoyed a well deserved reputation for thoroughness in this department, and I feel that no other school or college, the same amount of time being devoted to the subject, gives its pupils a more thorough knowledge of the language, or a keener appreciation of the literature which it embodies. It is always a matter of the greatest delight to me to think of the inspiration and enthusiasm which I received while hearing Professor Scott read and explain passages from Horace, Juvenal, Catullus, and other authors which were studied under him. Not the Latin only, but all literature seemed to speak to me in a way that it had never spoken before. I have had some eminent teachers since leaving Otterbein, among them the late Professor Allen and Professor Greenough, but it is the memory of the instruction received from my first instructor which now gives the most pleasure; this is doubtless the experience of many others who have studied elsewhere after graduation.

With the advantages which Otterbein students enjoy in this respect they may reasonably be expected to become, as in fact they do become, very proficient, yet it appears that there is a vast field open to them of which very few have yet taken advantage, namely a more advanced and critical study of the language. I do not wish to appear to give Latin an undue

importance, for several other subjects are of equal value. The amount of time given to it in the college course is not too much for anyone wishing to be well educated, and yet it is quite enough for the man not desiring to become a classical scholar. The desirable thing would be to have those who wish to specialize in the classics go into them more deeply before receiving their first degree. Each year a considerable number of the graduates become teachers or go to pursue classical study in other universities; for all such this paper is especially intended. There is no reason why Latin should not be continued through the four years, or why more than one course should not be taken during the junior or senior years. If there is enough demand for such courses I am quite sure they will be provided. Professor Scott now has an able assistant which will make it possible for him to devote more of his time to advanced work, and work which would be more agreeable to him than much of that which he is now required to do. The library is well enough supplied with classical works to furnish abundant materials with which to work, and any other texts needed could easily be supplied at small cost from the publications of *Bibliotheca Teulneriana* or other German publishers. All that is needed is a desire on the part of a few students to have this work extended and those in charge will gladly meet the want.

As helps to a thorough understanding of Latin there are several other languages which may almost be considered necessary. To know Latin well one must also have a good knowledge of Greek. This many learn when it is almost too late to remedy it. German may also be regarded as an essential, for without it many of the best thoughts of the greatest scholars and investigators are not open to the student. Its study should be begun as early as possible; in the preparatory school if the pupil has not already passed beyond it when he decides upon his specialty. In addition to these a knowledge of at least one of the Romance languages is of great importance. All these studies are open to students of Otterbein

and it is to be regretted that more of the classical students do not elect more work in the modern languages.

My purpose in writing this paper has been two fold: First that any Otterbein student desiring to specialize in Latin may neglect nothing which would be of advantage to him in mastering the subject. Secondly, that some of the advantages for advanced work in this department may be pointed out to anyone contemplating work in that field. Too often students have a limited idea of the breadth of the work required for specialization in Latin, and with regret they look back upon opportunities neglected in the earlier part of their course. There is an abundance of work which could be done before graduation and at least one year could be profitably spent in resident graduate work for the A. M. degree. The library is supplied with material for the work, and there is a professor at the head of the department who is earnest, competent and a fine instructor.

CRITIQUE—THE LADY OF THE LAKE.

I. FRANCES MILLER, '98.

THE scene of this poem is laid chiefly in the vicinity of Lake Katrine, in the western Highlands, Perthshire. The opening of the lower lake from the east is uncommonly picturesque. Directing the eye nearly westward, Benlomond raises its pyramidal mass in the background. In nearer prospect you have gentle eminences, covered with oak and birch to the very summit. Immediately under the eye the lower lake stretching out from narrow beginnings to a breadth of about half a mile is seen in full prospect. On the right the banks are skirted with extensive oak woods which cover the mountain more than half way up.

"With anxious eye he wandered o'er
Mountain and meadow, moss and moor."

Walter Scott sees everything with a painter's eye. Whatever he represents has a character

of individuality, and is drawn with accuracy and minuteness of disconnection which we are not accustomed to expect from verbal description. The rocks, the ravines, and the torrents which he exhibits are not imperfect sketches of a hurried traveler, but the finished studies of a resident artist, deliberately drawn from different points of view. Each has its true shape and position. The figures which are combined with the landscape are painted with the same fidelity.

"The stag at eve had drunk his fill,
Where danced the moon on Nonan's rill,
And deep his midnight lair had made,
In lone Glenastney's hazel shade."

So pleasing is this picture and so does it call forth the love of nature that we seek to follow this "antler'd monarch" of the waste. On hearing the approach of the distant chase, the author brings before us the deer in flight.

"But ere his fleet career he took,
The dewdrops from his flanks he shook;
Like crested leader proud and high,
Toss'd his beam'd frontlet to the sky,
A moment gazed adown the dale,
A moment snuffed the tainted gale,
A moment listened to the cry,
That thickened as the chase drew nigh;
Then as the headmost foes appear'd,
With one brave bound the copse he clear'd."

Thus are we led in the chase, hearing the baying of dogs, seeing the steaming, struggling steed, until with the author we are led to exclaim,

"Woe worth the chase, woe worth the day,
That cost thy life, my gallant gray!"

On the other hand the mountains are pictured with that boldness of feature, that lightness and compactness of form, the wildness of air and the careless ease of attitude that are congenial to their native Highlands, as the birds and the pine which darken their glens, the sedge which fringe their lakes or the heath which waves over their moors.

In the deepest sense Walter Scott is one with the spirit of his time in his grasp of fact. He is allied, too, to that broad sympathy for man which lay closest to the heart of the age's literary expression. He enlarges the bounds of

our sympathy beyond the present and peoples the silent centuries; this makes him a national poet, using the people of his own land and the scenery and renowned places of his own native country, thus giving not only romance but history. It is true not all is history, for the pictures of a distant age are false. Custom, scenery, externals, alone are exact; actions, speech, sentiments, all the rest is civilized, arranged in modern guise.

The subject matter of the *Lady of the Lake* is a common highland eruption, but at a point where the neighborhood of the lowlands afford the best contrast of manner. Where the scenery offers the noblest subject of discussion and where the wild clan is so near the court that their robberies can be connected with the romantic adventures of a disguised king, an exiled lord and a highborn beauty.

The whole narrative is picturesque with a regular and interesting plot.

Ellen is introduced to us in the first canto. The author uses these words,

"The boat had touched this silver strand,
Just as the Hunter left his stand,
And stood concealed amid the break,
To view the *Lady of the Lake*."

Here his art of word painting gives us a picture of her just as if she had posed for it.

"The maiden paused as if again,
She thought to catch the distant strain,
With head upraised and look intent,
And eye and ear attentive bent,
And locks flung back and lips apart,
Like monument of Grecian art."

Ellen is most exquisitely drawn and could not have been improved by contrast. She is beautiful, frank, affectionate and playful, combining the innocence of a child with the elevated sentiments and courage of a heroine.

King James is shown as gay, fickle, intrepid, impetuous, affectionate, courteous, graceful, dignified,—hunting in disguise, wandering far from protection and risking his life for the sake of satisfying his restless nature. Roderick Dhu is a youth gloomy in character, vindictive, arrogant and undaunted. The author has assigned to Malcolm Graeme a part too insig-

nificant, considering the favor in which he was held both by Ellen and the author. In bringing out the shades and imperfect character of Roderick Dhu as a contrast to the purer virtue of his rival, Walter Scott seems to have made him more interesting than Malcolm Graeme, whose virtues he was intended to set off, thus converting the villain of the poem in some measure into the hero.

In this poem there is nothing severe and majestic, but tender, gentle and domestic, nor is there elaborate elegance and melody, or even a flowing or redundant diction. But there is medley of bright images, set carelessly and loosely together, that are striking at first sight to minds of every contexture. The poem proves itself to be a profusion of incidents and a shifting brilliancy of coloring which seems to belong more to the peculiarities of Walter Scott.

HEREDITY.

FRED S. BEARD, 99.

IT has seemed wise in the perfect economy of the universe that the human race in common with the lower forms of life should possess two factors, and only two, that should produce human character and measure human advancement; and that should store up, as it were, the achievements of one generation as an inheritance to the next. These factors are environment and heredity. Of the first little will be said in this paper, other than to notice that it is the summary of all those forces that cross the life of the individual or that help in any way to mold the destiny of that life as surrounded by other individuals enjoying those rights and performing those duties which men call society. It is to within comparatively moderate limits under entire control by the individual or by the civil or religious authorities within which the individual acts.

Control of the other factor, heredity, is not yet possible in society. And, even, in the social and moral progress of civilization, the

ability of its members to acknowledge their reciprocal claims and to discharge their duties to each other and most especially to posterity—to fulfill their part of that moral sphere which lies in great measure beyond the mandates of the civil law—this is, quite dependent upon the correct estimate of moral rights and obligations; and in the status of society it is not possible for a majority of its members to arrive at their complete estate in this field. Furthermore, it is quite within the teachings of science, to believe that in a more extensive knowledge of the facts of heredity and by a more conscientious application of these facts in the mating of intelligent persons, the individual and thus the entire race will enjoy some of the advantages already enjoyed by most domestic animals by the artificial selection of their masters. However much we may hold in contempt the theory that what lives does so because at sometime in the period of its existence it has survived, it is not all theory but one of the most verifiable things in the world.

Nor do we, at all times, pass lightly the effects of heredity; but express surprise upon finding children essentially different from both parents. It is true the resemblances of body are greater than those of mind and in both we are satisfied with agreement in general characteristics; yet every observing teacher and student has seen even the minutest idiosyncrasies of the parent faithfully portrayed in the offspring. We point with pride to a noble line of ancestors. The certainty of inheriting certain diseases almost snatches from mythology the law of fate. Surely it is better to know the truth and avoid the dangers as much as possible.

To understand more fully the complexity of the problem that confronts the biologists in heredity we must remember the great and rapid changes that come to pass in the manners, institutions and morals of a people, but which do not necessarily imply that any organic change has taken place. Such transformations as mark the change of climate or even society have little to do with natural selection and are

probably not, in any great degree, transmitted by heredity. So, also, those changes that mark the rise and fall of nations take place far too rapidly to be due to organic changes in the individuals of the race. Decadence seems to be a social deterioration that drags down the individual through the influence of environment. Thus, there is no evidence to show that a Spaniard or a Chinaman of to-day is congenitally different from his ancestors in the proudest days of their national renown. This marks a decline of tone, of institutions, of *morale*, and not of natural capacity.

But stripped of all these diversions which, properly speaking, mark the influences of environment, or education (in their broadest sense the terms are synonymous), the topic of heredity is not an easy one. The study of contemporary peoples is far from satisfactory. Anthropologists hesitate to say the Jews have undergone any noteworthy changes since the time of Moses. Some suppose that physical vigor is declining by disuse occasioned by the increasing preponderance of intellect as an element in success, by the preservation of weakling, of pauperism and vice through the influence of charity. Of these however, there is no direct proof; while on the side of heredity it may be urged that no race is more careful of the marriage institution than are the Jews and furthermore it is urged that out-and-out criminals and those sunk in self-destructive vices are not as a rule prolific. Again it is even possible to question whether the thinking faculties are stronger than formerly. To be sure there has been a great variety of various kinds of intellectual work done by the Teutonic people since the revival of learning, yet we must admit that only a small fraction of the Teutonic people has taken any part in it. Then, too, we remember that two of the most potent factors in the intellectual arena are furnished by the Russians—a people who are not only not Teutonic but also quite new to civilization—and, by the Japanese who are so far from being Teutonic as not to be of the Caucasian branch at all. In this connection, too, it is proper to

note that people conspicuous in intellectual or moral power are not more prolific than those steeped in vice.

Again we note that of the men and women who have excelled in letters, science and statesmanship, a greater number spring from the middle or peasant class that has not shared appreciably in the intellectual activities of the world. Here we touch nature's standard of success—survival of the fittest—as quite distinct from the social or the political. Even in some respects they are opposed. Thus to marry early and rear a large family of children is no more favorable to the gratification of personal ambition, than is striving to rise from the depths of privation. In this latter case even among the best civilized peoples the mediocre classes are not sufficiently stirred up to allow the development of one-twentieth of the worthy individuals among them. How often is this state of affairs made apparent by the simple act of changing the employment or the environment of the individual is evident to the casual observer.

In fact either side of this *a priori* argument may be made plausible and until modern science furnishes a greater stock of direct evidence no positive conclusion can be reached. However, there is one deduction that seems to come logically from the facts at hand; aside from the mingling of race-blood, heredity, by discouraging wide deviation in selection is concerned more in preserving than in changing types. But environment of a healthful sort is needed to make the fruits of heredity apparent. Here, again, lies a great value in the scientific study of facts as parents may thus save their children much sorrow and pain.

Approaching now the more material basis of heredity we are apprised that all life is transmitted by means of a division of body substance. The division may be an equal one, as in the process called fission. This process is found among the Hydrozoa and in some other of the lowest animals. These animals can have no natural death, nor is there loss of

body substance in the death of the old as each of the young is a direct continuation of the single parent. The separated part immediately becomes a young animal, assimilation of body material and excretion of wornout substance taking place as in the higher animals or even in man himself.

Among other lowest animals, as in the polyps, the process of fission is modified to an unequal division of body substance, the separated part by a process of growth equaling and resembling the parent. The parent body soon dies. The reproduction takes place without the aid of other individuals of the same species. Thence by a further modification coincident to the species, fission or budding become a type of all generation.

This change is wrought in the higher animals by the development of two individuals of the same species but of different sexes. Buds from these, the sperm from the male and the ovum from the female, are the material instruments for all the wonders of hereditary transmission. Each descendant, therefore, of the higher animals and of human beings starts with a body composed of *material particles* from the *substance* of *both* parents. Of these parent buds it is evident that each is incapable of life without the assistance of the other; and it is also evident that life begins with the union of these. Thence by a process of nutrition and of differentiation the individual organs common to its species are developed. The germ is a single cell. From this come numerous other cells as the process goes on. This leads to the formation of new tissue and thus to the full growth of adult life.

So far there is, I think, little difference of opinion among scientists but when we come to inquire *how or why* the original parental bud transmit to each and all the cells of the new being their ancestral peculiarity we find some diverging views, some indeed that can not be reconciled with each other nor in part with the actual facts in the case. Of course some of these must be wrong or rather may

be considered as rash presumptions resulting from hasty inferences from the results of biology. In the main any theory may be open to change, that is not based upon all the scientific facts and disagrees with none. Unhappily for our present knowledge our sciences do not so agree.

With this deviation we may proceed to the theories of heredity. Little or no weight is now attached to the belief, so common among old scientists, that the mother furnishes the body of the offspring and the father the spirit. Of necessity the "spirit" of both father and mother must be present in the *matter* of the germ and by their coexistence life develops. Scientists have some time ago abandoned the idea that the germ is a reduced copy of the adult. It is a simple cell, complex enough we are coming to know, but when compared in structure and function with the adult, withal quite simple. Again the theory is weak in that there is no appreciable difference between the germs of lower animals and of man and in that the first stages of the development of animals essentially different are the same. All acknowledge in a general way that the offspring comes to resemble the parents and even progenitors; it is composed of the same body substance as its parents.

The question, can acquired characters be transmitted, divides modern biologists. One school maintains they can, the other declares they cannot. Yet there is not a difference of opinion as regards the effects of environment. But can the effects be passed to future generations? At first we may say they can be and are, yet who expects the colts of Texan ponies should be already branded, or the patent marks to be ready cut upon the foot of the chick, no difference what may have been the connection of their ancestors with them. A more minute observation indicates what is received is transmitted with but slight modifications. But this increment may in time work wonders.

This conservatism on the part of nature is

well illustrated in the case of educated women. On the whole they are a very beneficent class of persons whose qualities should be transmitted by every possible means, yet the women who frequent college halls do not as a rule leave so large families as those whose entire energy goes into reproduction. In fact a large per centum of college women do not marry at all; yet their potent influence is keenly felt by all. From all which it appears not at all clear that heredity acts definitely or rapidly in the development of peoples. No doubt but the races of men have undergone some organic transformation; nor is it likely that this change has ceased. But this change by no means keeps pace with the rapid process of social change. With it the rise and fall of peoples is not intimately connected; it does not make governments milder nor society purer; nor by it do loftier views arise concerning the education of children and of the status of women.

MATHEMATICS IN OTTERBEIN.

J. F. YOTHERS, '97.

FREQUENTLY in the past—not yet dim distant, elaborate articles have been written upon different and various phases of the life and "atmosphere" at Otterbein by the visitors of a day. Some of these have been as ludicrous as they were well-intentioned. Not that time would detract a mite from the merits of the institution in the estimation of anyone, but would rather tend to focus the critical mind upon non-essential features. The visitor is rarely seen in the class room. And is not the recitation room the most important factor in a college? Buildings, the advantages for moral culture and the facilities for physical development are *very* important but they do not constitute the necessary basis for a college. While we are by no means ashamed but proud of the external appearance of our beloved Otterbein, yet it is equally true that she suffers and is likely to be underrated by a superficial exami-

nation. And so the purpose of these sketches—that the light may be turned in upon the various departments and that the readers of the ÆGIS may have full and accurate information concerning the work that is being done within the recitation room.

With pardonable and pleasurable pride may the department of mathematics be viewed. It is unnecessary to make a plea for a place for mathematics in the curriculum in this day and age of advancing education. While some other branches are holding their place by virtue of precedence and by vigorous struggle, the branches of mathematics are being increased both as to quantity and most certainly as to quality. In this respect Otterbein has been keeping well to the front in the procession and the last ten years have recorded a marked and welcomed advancement. Each passing year marks progress. This has been decidedly true during the past five years, to which the writer can personally bear witness. Time was when original work in geometry, now regarded so important, and higher algebra figured slightly if at all in the course. It has been in the last decade that the latter has been placed upon the required list. Likewise the text books now used in all branches are the most complete and improved. Those texts which have been justly though inelegantly styled “as thin as dish-water” have been eliminated.

Analytical geometry concludes the required mathematics. Calculus is on the elective list. In '96 the course was further strengthened by the addition of an elective for the Juniors and Seniors. The subject taught is changed each year which is a great advantage to the student of mathematics as it enables him to take up as many subjects as he is years in school after arriving at the required proficiency. In '96 the subject taught was Quaternions; in '97 Higher Plane Curves; the subject this year will be Synthetic Geometry. These classes have been very successful in operation and they afford extraordinary opportunity for advanced work.

It is a sad fact that mathematics, especially

the higher branches, are not the most popular among the student body. There must be a reason for this. Probably it is due to the fact that “man is by nature lazy.” We like to do those things which we can do well with little effort. The flesh is so weak and there is no royal road, hence the dislike. Another reason is the matter of presentation. The fault not always lies with the student. Take for example the manner geometry is often presented. The cultivation of concise and accurate expression and correct logic is often entirely overlooked. The propositions are committed, placed on the board and recited from memory. One term of such dry, mechanical work is sufficient to prejudice many students against mathematics. Others, who view subjects in the narrow light of “bread and butter” utility have little use for mathematics. They fail to see any relation of mathematics to the preacher, the lawyer, the doctor, the farmer or the mechanic. Anyone normally equipped mentally, who hopes to be able to preach, teach, practice law or to engage in any of the mechanical arts successfully, can and should pursue a course in mathematics. If it requires effort, so much the more use and so much greater the benefits therefrom. “Every obstacle should be a challenge.” “The accumulated effort you have put forth is the capital with which you engage in life.”

How are mathematics taught at Otterbein? Professor Frank E. Miller of this department is a man and a teacher in the truest and widest sense. He is philosophic in thought, accurate in reasoning and wise in judgment. He is a conscientious teacher, proficient in learning, possessing a knowledge of human nature and the nature of mind itself. His aim is not to impart a smattering of knowledge but to initiate those under him into the principles of the science and to lay a broad foundation for subsequent culture. Under his direction the department has flourished. The course has been added to and strengthened, and thoroughness characterizes the work done. The mathematical shelves in the library are being filled with

select magazines and volumes and present a very respectable appearance.

It is with pride that we look upon the connection of Dr. John Haywood with this department. For almost half a century he has faithfully served Otterbein, giving to her the best part of his busy life. His knowledge is wide and the familiarity and celerity with which he uses mathematics in astronomical calculations, is a marvel. His lectures to the higher classes are peculiarly original, clear and exact. His pleasant and peaceful old age is a testimony to his faithful life.

It is not saying too much to say that the quality of instruction given in the department of mathematics at Otterbein is not surpassed by any college of Ohio and it is to be hoped that very many will avail themselves of the superior advantages offered by the University.

A VACATION EXPERIENCE.

ADA MAY BOVEY, '94.

[Continued from December.]

IMMEDIATELY after dinner, the girls started out with their agents' outfit. Mrs. Johnson came out onto the piazza as they started, to wish them a successful afternoon; and as she watched their figures retreating through the avenue of trees which led to the road, a look of mingled pity and amusement came over her face; pity on account of the disappointment and discouragement which she felt sure the girls would encounter, and amusement at the innocently brave and hopeful way in which they started out.

When once out of sight, however, the girls' courage began to waver a little, and Max suggested that they go to the least intelligent-looking portion of the town first to get into practice.

Accordingly, they walked on until they came to a section of the town which seemed to fulfill the requirements; a promiscuous group of buildings scattered around without apparent

form or comeliness; nor even molested by a coat of paint.

At sight of this place, their courage began to rise a little. They thought it would not be difficult to go into these homes and make known their business, for these people would not be so apt to notice that they were "green" hands at the business; and by the time they were through here, the greenness would be worn off a little, and they could attack the more intelligent homes with more maturity and assurance.

They divided the territory, and separated, agreeing to meet under a group of trees near by at five o'clock.

The first house that Max entered chanced to be occupied by a colored family, and as Max had always been on friendly terms with colored people, she felt quite at home, and was soon deep into conversation with the colored auntie and her children. She stayed longer than she intended, and found it nearly as hard to leave as it was to go. But she finally left, and was just starting for the next house, when she heard a noise some little distance behind her, resembling the clearing of a throat. She turned and saw the black-robed figure of Flossie approaching her, and eagerly beckoning her to wait.

"What kept you so long, Max," said Flossie, "I have been waiting here for you for nearly half an hour." But before Max could reply, she added eagerly, "how many books have you sold?"

"Book?" said Max; "why none. I've only been to one place, and I shall consider myself very fortunate if I sell any at all this afternoon."

"O I'm ahead of you! I've only been to one place too, but I sold a book. I believe we're going to do real well. There's \$1.25 already; ain't you glad we came?" and Flossie seemed almost ready to dance for joy.

"Well, I don't know yet," said Max; "I can tell you better later on. Do you expect to sell a book every place you go?"

"Oh, maybe not every place; but I should

think nearly everyone would buy. Of course it costs something in the first place, but then see what a benefit it is. I don't see how people get along without it," said Flossie.

"Yes, that's so," said Max, with a quizzical smile, "and we must hasten on and give them an opportunity to secure this valuable book. Till five o'clock, adieu."

Max found Flossie waiting for her at five o'clock, but her step was not so elastic, nor her look so eager.

"How many have you sold by this time, Flossie?"

"I haven't sold any more," said Flossie; "but then they all wanted the book, only they can't scrape up the money. Just wait until we come to some of those fine houses! then we'll make it go."

That evening the girls took their supper in their room, and gave themselves up to comfort. Both seemed to be in a hilarious humor. A decided reaction from the strain of the afternoon had set in, and peal after peal of laughter filled the room, as they related to each other the experiences and adventures of the day.

They decided that it was a good time to write home, for anything they would write in such a humor would certainly not savor of "blues," and this might be the opportunity of the season. So they wrote long and cheerful letters home, and between the two, they managed to concoct a lengthy poem, descriptive in a satirical way of their new environments.

The next morning they started out much refreshed for their second day's campaign. Though they formed many pleasant acquaintances, neither succeeded in taking any orders, and when evening came, Flossie was almost discouraged, though Max seemed nothing daunted by the day's failure.

"Why should you be discouraged, Flossie?" said Max, on her way to the office that evening. "You have taken an order and I have not. You ought to feel pretty good over that."

"Well, I don't, anyhow. It's only one

book, and like as not they won't take that when I come to deliver it."

"Who is that you are speaking to so friendly, Max? She looks like she would like to take your head off if she dared. I'll bet you have been up to some mischief."

"Not at all, my dear," said Max. "It is simply an old lady I called on to-day."

"Yes, but what makes you speak to her as if she was the best friend you had, while she looks daggers at you?" asked Flossie persistently.

"That's easily explained," replied Max. "I am simply heaping coals of fire on her head, and they are burning her so that it makes her mad. I knocked at her door to-day, and she came and opened it just far enough to get her head out; she saw my little satchel, and before I could say a word, she informed me that she didn't want to buy anything. I told her I didn't want to sell her anything, I just wanted to show her something. She said she didn't want to see anything either. I very calmly and politely said 'very well, that is your privilege, and I am sure I shall not insist. I just have quite an interesting little curiosity here which I am exhibiting to the people of your little village at quite an expense of both time and money to myself. Most of them are glad for the opportunity of seeing it, and I thought I would give you a chance with the rest, but since you do not wish to see it, I bid you good day,' and I passed out with the sweetest smile I could command. I can tell you she looked after me longingly though, and, to use a quotation from Milton, 'Felt like kicking herself all over town' for not getting to see it, and you see she is not through kicking yet."

"How could you, Max; I would have been too provoked to have said anything like that," said Flossie.

"What's the use to get provoked at a little thing like that. I thought I would surprise her, teach her a little lesson, and smooth the path a little for the next agent that comes. Besides I have gotten considerable pleasure out of it myself."

That night Mrs. Johnson wished the girls to come down to the parlor. She had noticed that Flossie had her violin with her, and insisted that she should bring it down and play for them. This she readily consented to do, for she loved her violin, and knew she could play it well. Mrs. Johnson had invited in some of the young people to get acquainted and hear the music. For the time being, the girls forgot that they were agents, and the evening passed rapidly.

The next day the girls started forth again, but not so cheerfully. Flossie said that this was to be a turning point for her. If she did nothing that day she would quit. She accomplished nothing however, though Max took two orders. Flossie was bent on keeping her word, and wanted to start for home the next morning. But Max used all of her powers of eloquence and oratory to induce her to stay, and finally succeeded, on condition that they should go to some other town the next day.

* * * * *

The girls entered the depot next morning in time to take the early train for Goshen. Max stepped up to the ticket window and called out in a business like way, "Goshen, please; do you give rates to agents?" "What kind of agents?" asked the agent. "Book agents," answered Max, seriously. The agent smiled a little, and said "no." The travelers of the waiting room also smiled, though Flossie looked shocked.

"What will you do next, Max?" said she. "You don't seem to care for anything; people will all have us spotted pretty soon. You ought to remember that you are among strangers now."

"Well now Flossie what's the harm; if I can get a little comfort out of it, what difference does it make if I do make people think I have never been out much? But there is our train."

When they got on the train, they saw a man on it who had followed them the night before when they were returning from East Loveland where they had been calling on Martha's old teacher. He had given them quite a fright the

night before, and here he was again! He stared at them boldly and finally came up to speak to them.

Flossie was frightened but Max was equal to the situation. "See here, sir," said she, "will you please go back to where you came from and quit staring at my daughter? And I would advise you to follow us around no more; something might happen, you know."

(To be Continued.)

THE CONCERT COMPANY.

THE Otterbein Quartet Concert Company met with a most flattering reception, on its recent holiday trip.

The first concert was arranged for at Marion, O., Dec. 20. Upon invitation of Rev. F. P. Sanders, of the Galion U. B. church, the quartet spent Sunday, the 19th, in Galion, singing in both morning and evening services.

The ladies of the company went to Marion, Monday, and a concert was given in the U. B. church that evening.

In response to a general invitation of the people, the entire company went to Galion and were greeted by a packed house on Tuesday evening.

The next engagement was at Hoytville, O. Here, notwithstanding the zero weather, a very appreciative audience greeted the company.

The last entertainment was given on Friday evening in the U. B. church at Risingsun. Altogether, the trip was a great success, and many words of commendation have been received.

The quartet, composed of Messrs. L. M. Barnes, H. S. Gruver, F. E. Ervin and H. U. Engle, was assisted by Miss Martha Roloson, Assistant Professor in Davis Conservatory of Music, pianist; Miss Zeola Hershey, reader, and Miss Alberta Fowler, soloist.

The business manager, Mr. Engle, will be glad to correspond with any one wishing to secure a first-class entertainment.

A DEFENSE OF THE DEAD LANGUAGES.

W. G. TOBEY, '99.

THE place that the dead languages should hold in college curricula has been the subject of much discussion. Recently a great deal of interest was aroused over the proposition to grant the degree of Bachelor of Arts without requiring the study of Greek. Although a few institutions have taken the proposed step, most colleges still adhere to the policy of bestowing that degree upon those only who have completed the old classical course; and a great preponderance of opinion on the part of college men, as expressed in the recent controversy, was to the effect that the dead languages should be made the distinguishing feature of a course of study designed to confer, in the highest degree, a broad and liberal culture. Nevertheless, there seems to be a rather widely prevalent disposition to question their educational value. There are those who would altogether eliminate the study of Latin and Greek as antiquated rubbish; while others less radical, insist that they are given undue prominence. It may be well to consider some of the arguments commonly advanced in support of this position.

A very hackneyed complaint is that the dead languages are old, out-of-date, and, in short, well suited to the monastic schools of the middle ages, but of little use in this age of progress. It might just as well be said of logic, mathematics and astronomy that they were good enough for Aristotle, Euclid, Hipparchus and their ancient disciples, but not adapted to modern requirements. The absurdity is palpable. The worth of these studies is unquestionable. Instead of discarding them for their age, it is more reasonable to regard the fact that they have withstood the test of time as the best possible demonstration of their educative value. The human mind and the best methods for its development are the same now that they always have been and always will be. The studies that sharpened the wits

and trained the intellects of the past serve the same purpose to-day.

It is frequently claimed that comparatively few classical students ever attain any proficiency in the dead languages. Even if true, this would not be a relevant argument, but would rather be an indictment of poor teaching and indifferent work on the part of the student, faults which could not be ascribed to these studies alone, for they are certainly as well taught as any branches, and the proficiency attained in them is just as great. In the same way it is said they are soon forgotten and their good results accordingly lost. Are they forgotten sooner than other studies? The average graduate remembers little if any of his work in detail unless it is kept fresh as a profession or as a hobby, but the broadening effect of all his study remains with him. There is also a tendency to regard Greek and Latin as inimical to other studies. English in particular is made the object of much solicitude. The question is asked, why should one spend years in acquiring a dead language when perhaps he can not speak good, plain English. In the first place, he is not supposed to enter college until he has mastered the principles of English grammar and can speak and write his native language with some accuracy. There are some things that ought to be learned in the kindergarten and public school. Nevertheless English is given what is thought to be an ample place in the college curriculum, and no student need graduate from college without being a good English scholar, although an acquaintance with Greek and Latin is almost indispensable to a thorough knowledge of our own and other modern languages.

Just why the dead languages should be singled out as the objects of attack is rather hard to understand. We hear much commiseration of the unhappy youth who is compelled to waste his time grubbing among Greek roots and explaining Latin subjunctives; but what of the equally unhappy student who

must spend weary hours swabbing test tubes or torturing his brain with the intricate mazes of mathematical demonstrations when his inclinations would lead him to other and more agreeable occupations? This discrimination is doubtless due in part to false notions of utility, if not to a misconception of the very aim and purpose of college education. The argument most frequently advanced against Greek and Latin, and the one that probably carries the most weight with it, is that they are not practical, and that a college course is intended to furnish the student with useful information rather than to store his mind with that which will not be of such direct benefit to him in after life. Almost the same thing may be said of any study, or of college education in general. From a purely mercenary standpoint it is questionable whether it pays to go to college at all. A boy of eighteen, who wishes to emulate the fortunes of Jay Gould and others, can more surely realize his ambition by following their example and going to work immediately than by devoting four years and some money on a liberal education. But there are higher considerations than these. Moreover, it would be difficult to show that certain studies are relatively more practical than others; for instance, that French is more useful to a farmer than Latin, or that English Literature and Analytic Geometry are of direct, practical value to a dry goods merchant, while Greek is of no benefit whatever. What is useful information to one person is almost worthless to another. To meet the varied requirements of those who wish to use their information in widely different walks of life, the college would be compelled to offer an indefinite number of courses; in short, to perform the duties of a business, industrial, technical and professional school, a work for which it was never intended. "A college is a place for liberal culture, and a university a place for specialization based upon liberal culture."

A liberal education is worth something for

its own sake. Its purpose is to so train and develop the faculties and widen the mental horizon as to render the recipient, in a general way, fitted to meet the exigencies of life, to enjoy its good things, and to play the part of a useful member of society. The question then is, What system of study will best bring about this result? There are three recognized types of college education, each leading to its distinctive academic degree. The first, called the scientific course, is an education based on discipline in the processes and methods of natural science, but broadened somewhat by the addition of other studies. It will be readily seen that this type, useful as it is in view of the part played by science in our modern civilization, is almost incompatible with liberal culture. Implying several hours of daily work in the laboratory, it gives little time for literary and historic study. The second type, called the philosophic course, is intermediate, and differs somewhat in different colleges. In it much of the detailed knowledge of science is sacrificed to make way for more liberal studies. The third is the old classical course, furnishing a kind of culture sometimes called humanistic, and designed to comprise an education in the best knowledge and thought of the world studied in its sources. Each of these courses meets a popular demand, each is best adapted to a definite type of mind, each serves its purpose best. A comparison of their merits would be needless in this article.

We may now review briefly some of the good to be obtained from the study of the dead languages. It acquaints the student, at first hand, with the highest forms of literary art, standing in close relation to our own language and literature. It gives him a clearer insight into the genius of two of the most gifted peoples, as well as a better understanding of two historical epochs which are not only of great interest in themselves but also have a direct bearing upon succeeding history and the thought and feeling of our time. It gives a wider knowledge of the science of language, which is best obtained from the study of highly

developed and inflected tongues. English literature is full of mythical illusions which can only be fully appreciated by a classical student. To say that the best of classic mythology and literature can be had from published translations is absurd. The noblest literary masterpieces of all modern literature have been fashioned upon Greek and Latin models, and are the productions of those who were thorough students of those languages. From an etymological standpoint, Greek and Latin are invaluable. They are almost our only source of new words, especially in the rapidly growing list of scientific nomenclatures. These facts alone make a classical education necessary in the learned professions and useful in any occupation.

The study of the dead languages affords a kind of training which can be had in no other way. For purposes of mental drill, by no means a small factor in education, they are unequalled. It may be well to quote the words of Prof. Charles Davies, for many years professor of mathematics in West Point Military Academy and the author of a well-known series of mathematical text books. He said: "If I wanted to make a young man an accomplished mathematician in four years, I would not have him study mathematics four years. I would have him study Latin and Greek three years, followed by a study of mathematics for one year; and then I know that he would make a better mathematician than if he had studied mathematics all the time." This statement may seem extravagant, but it is the opinion of a life-long and famous mathematician, who realized that for mental discipline Latin and Greek were more useful than even mathematics itself, a study which is conceded to be of great efficiency in this respect. They cultivate nicety of discrimination, keenness and accuracy of perception, and memory and reasoning in an exceptional way; and by constantly presenting to the mind literary ideals of the highest type, give variety and skill in the expression of thought and use of language. The testimony of many university professors goes to show that

the difference in ability to meet difficulties and to do work generally is strongly in favor of these who have had classical training.

The place of the dead languages is recognized and fixed beyond dispute. Time and experience have proved their value. In connection with mathematics they have shown themselves to possess a greater brain making power than any other combination of studies, and as such they must continue to mark a distinct type of education. While they are not necessary to a good and useful education, they give a kind of culture peculiarly their own; and the number of students who still demand classical training indicates that this culture is understood and appreciated.

ALUMNALS.

Miss Daisy Bell, '87, teacher in Miss Thomas's private school, Dayton, recently visited at Westerville.

J. E. Eschbach, '96, recently accepted the position of superintendent of the public schools at Silver Lake, Ind.

D. I. Lambert, '97, who is attending Lane Theological Seminary, Cincinnati, spent the holidays with his parents at Westerville. He also visited friends at Massillon for a few days.

A. C. Flick, '94, professor of history in Syracuse University, Syracuse, N. Y., spent the holiday vacation at his home in Westerville. During his stay he delivered a lecture at Grace United Brethren church, Columbus, on the subject, "Martin Luther, an Ancient and a Modern."

The thirteenth annual banquet of the Dayton Otterbein Alumnae Association was held on Tuesday evening, Dec. 28. Mr. E. B. Grimes, '83, editor of the Dayton Herald and president of the association, presided as toastmaster. The speaker of the evening was Mr. E. L. Shuey, '77, who responded to the toast, "Otterbein." Mrs. Susan Rike McDonald spoke

on "Sons of Otterbein," Mr. L. O. Miller read a paper on "Daughters of O. U.," and Mr. E. L. Weinland, '91, of Columbus, gave a humorous and interesting talk on the subject, "While the Faculty Slept." The guests, who numbered about one hundred, all pronounced the banquet the best in the history of such affairs.

Mrs. Minnie Sibel Ward, '90, and Miss Maud A. Bradrick, '93, both of Chicago, Ill., spent Christmas in Westerville.

Mr. and Mrs. J. A. Shoemaker, '94-'95, spent Christmas at the home of Mrs. Shoemaker's parents, Dr. and Mrs. I. N. Custer, Westerville, O. Mr. Shoemaker is a successful attorney of Pittsburg, Pa.

It is said that an alumna association is soon to be organized at Chicago, Ill., as a large number of Otterbein alumni reside in that city. Whenever a sufficient number can be secured an association ought to be formed to revive old friendships and memories, and to keep alive the college spirit.

Bishop E. B. Kephart, '65, and wife spent the holiday season visiting at the home of their daughter, Mrs. L. F. John, Westerville, Ohio. During the bishop's stay his services were eagerly sought by the local churches, and he preached several excellent sermons to large and appreciative audiences.

LOCALS.

Seven new students have enrolled this term.

W. A. Zehring is now a Senior. He says he is glad to get out of that Junior class.

Miss Nettie Arnold has returned to complete her course in music. She graduates this year.

The condition of Perry Flick, who injured his spine by falling from a hickory tree, does not improve.

Miss Edyth Updegrave, of Johnstown, Pa., has returned to school. Because of poor

health, she was obliged to remain out of school last term.

The Seniors are looking for jokes. They want "snaps." "To him that hath 'snap' shall be given a 'snap.'"

Revival services began in chapel Jan. 16. If yours is a wintergreen religion you would better have it colored with fast colors.

Mr. and Mrs. W. C. May have gone to their home on account of the continued illness of Mrs. May. Their friends hope for a speedy return of health and to school.

President Sanders attended the congress of college presidents in Columbus during the holidays. The president was also in Canada in the interest of the University and lectured on a number of courses.

Mr. D. T. B. wants to buy a lantern. He got the wrong girl and did not discover his mistake until she said, "There are other pebbles on the beach." To which he responded, "There are other suckers in the pond."

On Jan. 3 from 2 to 5 o'clock p. m., Miss Morrison's Sunday school class entertained a number of gentlemen. Each young lady invited three gentlemen. The boys are glad they stayed in Westerville for their vacation.

Thursday evening, January 13, the Y. M. C. A. elected the following officers for the ensuing year: President, B. O. Barnes; vice president, R. J. Head; recording secretary, I. W. Howard; corresponding secretary, H. U. Engle, and treasurer, F. B. Bryant.

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New York & Boston.....	†8:30 am	†12:30 pm
Cleveland & Buffalo.....	†8:30 am	†12:30 pm
Local to Crestline.....	†8:30 am	†12:30 pm
N. Y. & Boston Ex.....	*12:45 pm	*2:15 pm
Cleveland & Buffalo.....	*12:45 pm	*2:15 pm
Delaware & Cleveland.....	†4:15 pm	†9:10 pm
Local to Cleveland.....	†4:15 pm	†9:10 pm
Southwestern Lim.....	*10:00 pm	*7:08 am
New York & Boston.....	*10:00 pm	*7:08 am
Buffalo & Niagara Falls.....	*10:00 pm	*7:08 am

CINCINNATI SOUTH AND WEST.

	LEAVE.	ARRIVE.
Dayton & Cincinnati.....	*2:10 am	*1:30 am
Louisville & Nashville.....	*2:10 am	*1:30 am
Southwestern Lim.....	*7:15 am	*9:55 pm
Dayton & Cincinnati.....	*7:15 am	*9:55 pm
Indianapolis & Chicago.....	*7:15 am	*9:55 pm
Dayton & Cincinnati.....	†9:25 am	†6:30 pm
Local to Cincinnati.....	†9:25 am	†6:30 pm
Dayton & Cincinnati.....	†12:50 pm	†4:05 pm
London & Springfield.....	†12:50 pm	†4:05 pm
Dayton & Cincinnati.....	*2:25 pm	*12:25 pm
Indianapolis & St. Louis.....	*2:25 pm	*12:25 pm
Louisville & Nashville.....	*2:25 pm	*12:25 pm
Dayton & Cincinnati.....	*5:40 pm	†4:05 pm
Dayton & Springfield.....	†5:40 pm	*9:40 am

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SCHEDULE.

IN EFFECT NOV. 28, 1897.

SOUTH BOUND

Genl. Time.	2		28		38		8	
	A M	P M	A M	P M	A M	P M	A M	P M
Cleveland L	*8 50	*8 00	†1 40	-----	-----	-----	-----	-----
Euclid Ave	9 00	8 12	1 50	-----	-----	-----	-----	-----
Newburg ..	9 13	8 25	2 03	-----	-----	-----	-----	-----
Hudson ..	9 45	9 05	2 35	-----	-----	-----	-----	-----
Niagara Falls	9 58	9 19	2 48	-----	-----	-----	-----	-----
Akron ..	10 10	9 33	3 00	-----	-----	-----	-----	-----
Barberton ..	10 24	9 50	3 16	-----	-----	-----	-----	-----
Warwick ..	10 39	10 07	3 32	-----	-----	-----	-----	-----
Worville { A	11 00	10 28	3 56	-----	A M	-----	-----	-----
{ L	11 03	10 33	4 01	-----	*5 30	-----	-----	-----
Polmesville ..	-----	†11 04	4 32	-----	6 00	-----	-----	-----
Millersburg ..	11 39	11 16	4 43	-----	6 11	-----	-----	-----
Killbuck ..	11 50	11 29	4 55	-----	6 23	-----	-----	-----
Brink H'v'n ..	12 16	11 56	5 25	-----	6 51	-----	-----	-----
Janville ..	12 24	†12 06	5 35	-----	7 03	-----	-----	-----
Wambler ..	12 38	12 25	5 55	-----	7 18	-----	-----	-----
Mt. Ver { A	12 50	12 40	6 10	-----	7 34	-----	-----	-----
{ L	12 55	†12 45	6 15	-----	7 40	-----	-----	-----
Mt. Liberty ..	-----	-----	6 34	-----	8 03	-----	-----	-----
Centerburg ..	1 17	1 12	6 42	-----	8 09	-----	-----	-----
Sunbury ..	1 32	†1 34	7 00	-----	8 30	-----	-----	-----
Salena ..	-----	†1 39	7 05	-----	8 35	-----	-----	-----
Westerville ..	1 48	1 52	7 18	-----	8 48	-----	-----	-----
Columbus ..	*2 10	2 15	†7 45	-----	9 15	-----	-----	-----
Cincinnati.	*6 00	6 40	-----	-----	-----	-----	-----	-----

NORTH BOUND

Genl. Time.	3		27		35		7	
	A M	P M	A M	P M	A M	P M	A M	P M
Cincinnati.	*8 00	*8 00	-----	-----	-----	-----	-----	-----
Columbus L	Noon	Night	A M	-----	P M	-----	-----	-----
Westerville.	*11 30	*12 35	†6 00	-----	†4 35	-----	-----	-----
Salena ..	11 55	1 06	6 27	-----	5 02	-----	-----	-----
Sunbury ..	12 08	†1 21	6 40	-----	5 15	-----	-----	-----
Centerburg ..	12 13	†1 26	6 44	-----	5 20	-----	-----	-----
Mt. Liberty ..	12 31	1 51	7 04	-----	5 39	-----	-----	-----
Mt. Ver { A	12 39	†2 01	7 12	-----	5 48	-----	-----	-----
{ L	12 53	2 20	7 28	-----	6 05	-----	-----	-----
Wambler ..	1 00	L 2 25	7 33	-----	†6 10	-----	-----	-----
Janville ..	1 11	2 40	7 47	-----	6 25	-----	-----	-----
Brink H'v'n ..	1 29	†2 59	8 00	-----	6 43	-----	-----	-----
Killbuck ..	1 38	3 09	8 12	-----	6 53	-----	-----	-----
Millersburg ..	2 09	3 41	8 42	-----	7 24	-----	-----	-----
Polmesville ..	2 21	3 55	8 53	-----	7 37	-----	-----	-----
Worville { A	2 31	†4 06	9 08	-----	7 48	-----	-----	-----
{ L	3 05	4 45	9 37	-----	8 25	-----	-----	-----
Warwick ..	3 10	4 55	9 42	-----	P M	-----	-----	-----
Barberton ..	3 30	5 18	10 02	-----	-----	-----	-----	-----
Akron ..	3 46	5 37	10 17	-----	-----	-----	-----	-----
Niagara Falls	4 05	L 6 05	L 10 36	-----	-----	-----	-----	-----
Juyahoga F	4 17	6 17	10 48	-----	-----	-----	-----	-----
Hudson ..	4 30	6 30	11 02	-----	-----	-----	-----	-----
Newburg ..	5 05	7 05	11 42	-----	-----	-----	-----	-----
Euclid Ave.	5 16	7 16	11 57	-----	-----	-----	-----	-----
Cleveland--	*5 30	*7 30	†12 10	-----	-----	-----	-----	-----

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‡Meals. L Lunch.

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