

Otterbein University

Digital Commons @ Otterbein

Otterbein Record

Historical Otterbein Journals

4-1885

The Otterbein Record April 1885

Archives

Otterbein University, archives@otterbein.edu

Follow this and additional works at: <https://digitalcommons.otterbein.edu/otrecord>



Part of the [Higher Education Commons](#), and the [History Commons](#)

Recommended Citation

Archives, "The Otterbein Record April 1885" (1885). *Otterbein Record*. 4.
<https://digitalcommons.otterbein.edu/otrecord/4>

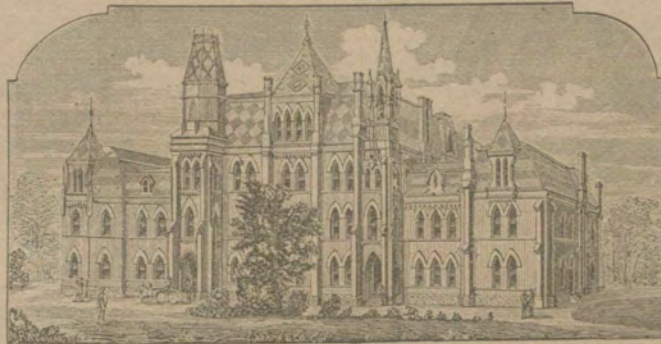
This Book is brought to you for free and open access by the Historical Otterbein Journals at Digital Commons @ Otterbein. It has been accepted for inclusion in Otterbein Record by an authorized administrator of Digital Commons @ Otterbein. For more information, please contact digitalcommons07@otterbein.edu.

Prof. Guck.

The Otterbein Record.

A COLLEGE MONTHLY.

Published by the Philophrœnean Society,



WESTERVILLE, OHIO.

APRIL, 1885.



VOLUME 5

NUMBER 8.



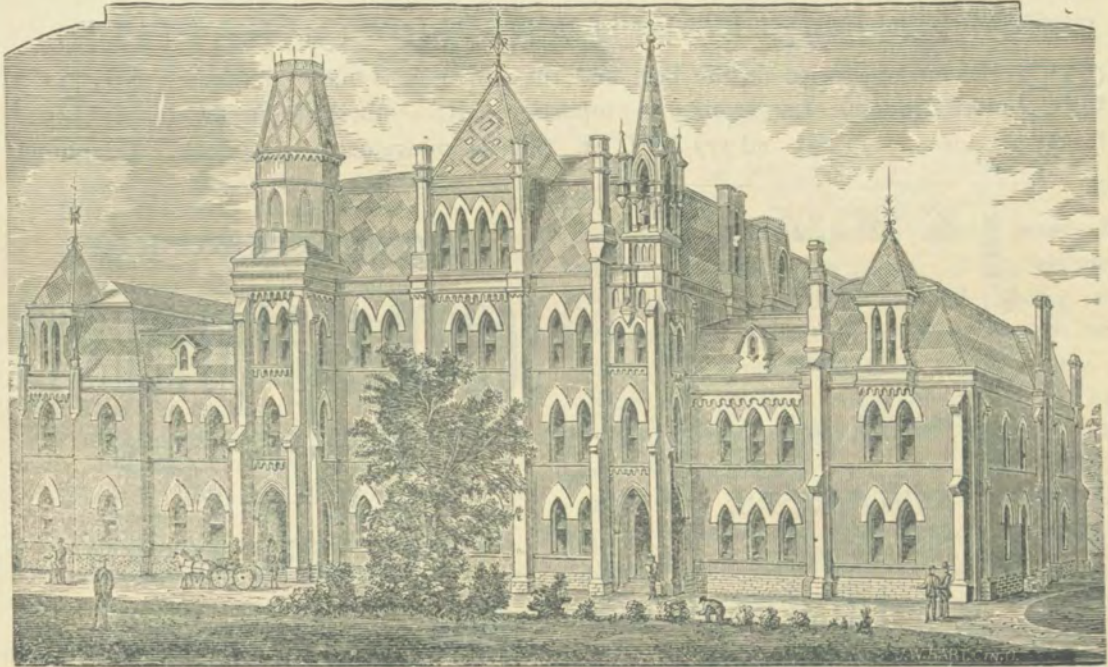
The Otterbein Record.

A COLLEGE MONTHLY.

VOL. V.

WESTERVILLE, OHIO, APRIL, 1885.

No. 8.



OTTERBEIN UNIVERSITY, WESTERVILLE, OHIO.

ITS DESIGN.—To furnish young men and women the advantages of a thorough education, under such moral and religious influences as will best fit them for the duties of life.

LOCATION.—The University is located in Westerville, Ohio, on the Cleveland, Mt. Vernon and Columbus Railway, twelve miles north of Columbus. Situated in a quiet town, the University is yet within easy reach of the Capital City, and has railroad connection with all the larger cities of the state and country.

RELIGIOUS INSTRUCTION AND GOVERNMENT.—This is a Christian institution without being sectarian. Pupils of any church, or of no church, are admitted. All are required to attend morning prayers during the week, and church on Sabbath. Regular recitations are held during the week in Bible History, and N. T. Greek. The students have a regular prayer meeting once a week. International Sunday School lessons are studied by classes every Sabbath morning. A Sunday School Normal Class is organized at the beginning of each year and conducted by the President.

We seek to govern by an appeal to the student's own sense of right and honor. When it is evident that a student is deriving no profit from his connection with the University, he may be privately dismissed.

COURSES OF STUDY.—There are three—the Classical, Philosophical and Literary—which are equal to those of our best and oldest Colleges. A Preparatory prepares for College and for Teaching. Instruction is given in Vocal Music, on Piano, Organ, Violin and in Theory; also, in Pencil Drawing, Perspective, Crayoning and Oil Painting.

REMARKS.—Both sexes are admitted and recite in the same classes. The Winter Term will commence January 3, 1884, and end March 21, 1884. The Spring Term will commence March 25, 1884, and end June 11, 1884. The next Annual Commencement will be June 12, 1884. Expenses unusually moderate. Tuition and incidentals, \$30 per year; rent and care of rooms from \$10 to \$20; boarding from \$60 to \$100; text-books from \$10 to \$15; fuel, light, etc., \$10 to \$20. By economy \$150 will enable one to spend one year respectably.

For special information, address the President,

REV. H. A. THOMPSON, D. D.,

WESTERVILLE, OHIO.

\$8 CABINET \$3 DEWEY 100 STAMP \$1
Photos for Photos

FINEST THAT ART AND MONEY CAN PRODUCE.

No dodge or trick to bring you in and offer you an inferior picture on a pretense of a reduction on former rates.

COLUMBUS' POPULAR PHOTOGRAPHER.

\$3 Has but one price on the best, and the price now is but \$3 a dozen. No **\$3** more, no less. Larger sizes in proportion. Remember, the finest Cabinets **\$3** for \$3 per dozen. 173, 175 and 177 N.H. St. Special inducements to students. Telephone.

C. B. Dixon. D. B. Dixon.
 SURGEON
 AND
 PHYSICIAN.
C. B. Dixon. D. B. Dixon.

STUDENTS,

GO TO

M. P. Holmes,

Oposite Town Hall for your

COAL.

We keep all kinds of coal at the lowest prices.

ISAAC GRUBB,

MERCHANT TAILOR,

WESTERVILLE, OHIO.

Keeps constantly on hand a well-selected stock of

Cloths, Cassimeres

And Suitings.

Special attention paid to

CUTTING, TRIMMING & MAKING

A COMPLETE STOCK OF

SCHOOL AND UNIVERSITY

TEXT BOOKS.

STANDARD BOOKS.

Staple and Fancy Stationery

AT THE LOWEST PRICES.

GEO. H. TWISS,

Successor to GEO. W. GLEASON,

BOOK STORE,

69 South High Street, COLUMBUS. O.

DENTISTRY A SPECIALTY

I. N. CUSTER.

MARKLEY BLOCK,

WESTERVILLE, O.

The Otterbein Record.

A COLLEGE MONTHLY.

VOL. V.

WESTERVILLE, OHIO, APRIL, 1885.

No. 8.

THE MOUNTAIN STREAM.

BY J. S., '84.

Like a monstrous serpent, sliding
Down the hillsides broad and steep,
Through the leafy forests gliding,
And the rocky gorges deep,
'Mongst the rocks its way now wending,
Rippling o'er the pebbles small —
Makes soft music, ever blending
With the distant waterfall.

Thus the stream with crystal brightness,
From the regions of the moon,
Wends its way with sportive lightness
To the grassy plains below.
When the earth with sunshine dances,
Making all the hills seem glad,
Then the stream with beauty glances,
Like a shining silver thread.

From above, the branches, bowing
With their leafy burden gay,
Kiss the wavelets past them going,
'Till they laughing dance away.
'Neath the waves, with sunbeams playing,
Myriad minnows ever gleam,
Into fairy grottoes straying —
They 're the elfins of the stream.

E'en the lily — type of neatness —
Bows its head with sweet accord,
List'ning to the rhythmic sweetness
Which the waters do afford;
On its banks bright ferns are growing
In each cool, sequestered place,
And the waters past them flowing
Half reflect their perfect grace.

Nor, when all the earth is dreaming,
And the song-bird's voice is still,
Does the stream, so restless seeming,
Cease its journey down the hill,
But flows onward, rushing ever
Through the mead and o'er the lea,
'Till, in voice of sweetest tremor,
Tells its message to the sea.

THE STUDENT IN THE LIBRARY.

BY PROF. E. L. SHUEY, '77.

The college library has, as its primary aim, the furnishing of the opportunity for extended research in special topics connected with the student's education. As a secondary object, it supplies general reading in literature to its patrons. The volumes of history, biography, science, and literature, all serve to provide means for increasing the student's store of knowledge, and for the proper discipline of the mind. The shelves, filled with well-chosen books, indicate an appreciation of the need of such work, but do not prove that their use is well understood. Indeed, it is probably true that "the last thing learned is the use of books." That most students, in consulting the library, have in view only temporary purposes, and not permanent results and the acquirement of definite methods, can hardly be doubted.

It is not the purpose to speak of the library as supplying miscellaneous reading to the student, further than to suggest that few students have time for general reading, beyond the domain of their studies. Only enough of this can be done to give mental rest, and to open the way for wider reading in the future. The object, here, is to consider the library as a workshop in which the student may find tools and material for his educational products. The real use of the college library is to assist the work of the recitation-room, and of the classes in composition.

The intelligent student, however young,

familiarizes himself, through the teacher and the librarian, with the best books in the library upon the topics suggested by his text-books. To these he refers briefly, as time and occasion demand, and thus gains very much that the text-books and the brief hour of recitation do not give him. He may not read all that these books contain — indeed, a chapter or two may suffice — but he gains wider knowledge, and cultivates the habit of independent research. He studies the subject, not the text-book. That to this plan of study many students have to be urged, is to be regretted; that more of it would make better scholars can not be doubted.

Besides this use of the library for recitation work, is that more extended one, the gathering of material for composition. This includes the preparation of topics assigned for class-room work, for ordinary rhetorical classes, or for society — the method is about the same for all. It is here that the greatest difficulties and the danger of misuse arise. Many, often unintentionally use the library as a means of wholesale copying, rather than as an inspiration to earnest thought and original opinion. When preparing a paper on a topic, selected or assigned, students frequently read one book upon it, sum up the facts and thoughts suggested, and form a one-sided opinion from it. This is good exercise in paraphrasing, but can hardly be called composition. Such methods of work are not confined to young people, nor, indeed, to students — but they are not, on that account, to be commended. To avoid this difficulty, it is not necessary entirely to omit reading, nor to choose subjects for composition, the matter of which may be “evolved from the inner-consciousness. In the first, there would be no growth; in the second, very limited evolution.

That the student, in preparing all papers, read carefully and extensively is important,

for his own ideas may be indefinite or erroneous. Only reading, more or less extended, will serve to make his knowledge definite, and teach him what is truth. Before beginning to read, either for recitation work or for composition, the student should carefully determine his own knowledge and opinions. If possible, he should arrange and classify what he has acquired by previous thought or reading. It is a rare thing that a topic is assigned of which the student knows nothing. When, then, he has exhausted his own knowledge, and has determined the purpose of his reading, he may turn to the library. The cyclopedia or biographical dictionary, consulted at the beginning, may assist in extending the outline begun, and may indicate books to be used for its fuller development. Reference lists and bibliographies, such as are found in every library, may give much help. Having obtained a clue, here and there, follow it as long as it offers any assistance. In unusual and unexpected places, facts and suggestions may often be found. How many students realize the value of the bound volumes of magazines to give thoughts upon the most important questions of the day, not to speak of the many facts and descriptions they contain? When the searcher's limit has been reached, and he has found all the sources possible by his own effort, then he may turn to the librarian and teacher for direction. To take the last step first might save much time, but at the loss of discipline and future power. Nothing but practice in searching for facts and thoughts will make one skillful. The college student should study the classification of the college libraries, learn to decide for himself in what division he will probably find the books wanted, and be able to follow any clues till they furnish the facts and suggestions sought.

In most cases, there is neither time nor necessity for reading all the book to find the

information desired. Hence, the student must learn to use the title page, index, notes, and cross-references in the choice of portions to be read. He must learn to draw conclusions from an author's paragraph. Having his plan definitely fixed, he may rapidly choose such points as are to his purpose, leaving others for a time when he may desire more extended reading. Thus, of some books, all will be read; of others, a chapter; of others, only a paragraph. Each will contribute something from which the writer may correct or confirm previous ideas and form new ones.

Thus, on the one hand, the college library should be adapted, not for the miscellaneous reader, but for the special student. This is particularly true where, from lack of funds, the number of books is limited. It must aim to furnish means for the thorough mastery of whatever questions may be suggested in connection with college work and college thought. On the part of the student, there must be a desire to use the library in its proper sphere. The importance of a power of ready reference and command of the literature of various subjects, must be appreciated. As the power of the lawyer may not be wholly in his great knowledge of all that has been written in his law books, but in the readiness with which he refers to what he wants, so the excellence of the student's education may consist partly in the ability to find what he needs, in the mass of literature upon every topic. "*Qui scit ubi sit scientia habenti est proximus.*"

* * *

SOCRATES AS A TEACHER.

BY D. F. MOCK, '81.

Some men live for a day, other men live for all time; some are citizens of a mere precinct, others are citizens of the world. As Christ is the Savior of the world, and Wash-

ington the founder of civil liberty for all nations, so Socrates is the prince of teachers for all time.

Though many educational reforms have sprung up since Socrates' day, few have added any thing new, of real merit. Prior to his day, philosophers and men of thought had made research only in the external world. The boundless realm of the mind lay as a vast nonentity before the apprehension of man. Socrates shut his eyes against nature, stopped his ears against the voice of the outward world, and declared self-knowledge to be the most valuable knowledge. He did not deem trees, mountains, cities, and stars important objects of study. What use of knowing the nature of wood, if you are ignorant of the instruments to shape and hew it? What value in iron without instruments and apparatus for smelting and moulding? Thus reasoned Socrates: The mind is the instrument of both external and internal knowledge. Socrates discussed the true aim of education. With him, education was not knowledge of arithmetic or astronomy; it was not the power to compute the distance of the sun, to make an engine, or to drive a sharp bargain. It was power to regulate the course of life with prudence; power to discern the true end of life, and to use all the faculties of the mind and soul to the attainment of that end.

How much we are in need of such instruction to-day! How much better for our Republic, and for the world, if we knew less of mathematics and more of honesty and integrity! less of law and merchandise and more of private and public virtue! That our nation may have permanence, it must be taught to fear God, love truth, and practice honesty. Holy Writ declares, "The fear of God is the beginning of wisdom"; but the possession of a strong, noble character is the consummation of wisdom. May we who are teachers from the desk, from the pulpit,

and from the press, teach with zeal and wisdom of that famous teacher of Athens!

Socrates' methods and theorems of teaching were not developed into a system. In fact, he knew no theory—his teaching was all practice. The work of systematising was done by his celebrated pupils, Plato and Xenophon.

Emerson says of Plato, that his biography is internal; that his supreme elevation is found in the intellectual history of the race; that he stands between all men and truth. It may as truthfully be said that the external biography of Socrates is limited; that his true history is written in the lives and characters of his disciples, and by them transcribed into the culture and learning of the modern world. If Plato stands between truth and all men, Socrates stands between Plato and all truth.

Fourteen years Plato sat at the feet of his beloved teacher, imbibing the very essence of his pure, rich soul. No man can have a profounder reverence and a loftier regard for his teacher, than Plato had for Socrates.

Socrates knew the secret of the teacher's power: he taught more by example than by precept; he endeavored to make his life the personification of what he taught. Character, discipline and erudition, he discovered to be the true objects of teaching. The first two are comprised in virtue—which he claims to be the end of instruction.

The words of the Wise Man, "There is nothing new under the sun," is also true in the art and science of teaching. The world accords to Socrates the first place as a human teacher, surpassed only by that Divine instructor, Jesus of Nazareth.

* * *

COLORED students are refused admission to the University of West Virginia. There are thirty-one of them in the freshman class at Yale.

THE OLD COLLEGE BELL.

[Written by a student in '75"—since an alumnus.]

After the erection of the present college, a bell was needed, as all the other bells had been broken. Owing to the recent misfortunes from fire, the finances of the University were in a depleted condition.

Rev. J. B. Resler, then agent for the University, so ably presented the subject that Mr. Shupe, of Pennsylvania, was constrained to donate, for that purpose, means nearly sufficient to purchase a bell. The deficiency was soon supplied, and a bell purchased of Vanduzen & Left, Cincinnati, Ohio, weighing 1,030 pounds, and costing, with all incidental expenses, about \$700.

The above facts were gained from good authority. Were you ever close to the bell? You cannot appreciate its size from a distance of one hundred feet or more from the ground. I have been in the belfry—crawled or climbed up from the interior, although I think I should prefer ascending from the exterior, thus avoiding the gloom, dust and heat of the close attic and tower. I can safely say, the next time I will go up from the outside. The dust accumulated for twenty years, I believe, clung to my clothing. I did not ask permission of the faculty, nor did it occur to me that I should have done so, until I began to seriously despair of ever getting down alive. No one knew of my escapade except the janitor, and I feared he would forget it and lock the attic door, leaving me to the awful fate of being buried alive in that awful prison, to furnish history with a tragedy which would invest the old college with a very interesting romance. But the old bell was saved the sad duty of ringing my requiem that time, although I was near it when it rang for 12 M.; but I only remained to catch a few tones—I had too much respect for one of my five senses. One would presume the tower inhabited with

rats, bats, owls, spiders and other species of natural history, of which I have seen pictures in the Juniors' books, with such very long names that I wonder how any one can pronounce them. I feared they would resent my appearance among them very boldly, but I saw no living thing while there; dust was all I had to contend with. But I saw and touched the old bell!

The bell must be three feet in diameter, larger than an ordinary soap kettle, and I could hardly move the clapper, it was so heavy—it would be entirely too heavy for a potato masher. We are apt to think of the library and apparatus for elaborating the sciences, the museum and the skeleton, as being the only necessary accessories of the building. We do not realize that it would all be a failure without the bell performing its duty so faithfully and humbly. Take into account how many times it rings during the year. Does it ring for nothing? Is it a mere formality? Try to calculate the number of persons who have ever responded, or ever will respond to its call. We think its practical value can scarcely be computed. Like the material of all bells, it was dugged from beneath the surface of the earth—crude, rough, unseemly. What is the sequel? By refining, by chemical process, it is at last possessed of a fine tone, and presides over an institution of learning. From this may be drawn a moral—but I leave this to be inferred.

To students, the memory of this bell must be interwoven into the very warp and woof of their history. We are reminded each hour of the departed sixty minutes, which, if they have been misspent, call up visions of poor recitations and disgrace before the professor and classmates.

We cannot close our ears to its warning at 5 A. M., while the summons to breakfast is not so unwelcome. Then prayers are announced, all too soon, perhaps, for some

one, and we barely escape being tardy (prayers were held at 7:30 A. M., in '75, and our credit depended upon being present).

During the day, how differently each listener may be affected. Some, perchance, are awaiting a pleasure, and too slowly do the hours pass. Dear friends may be about to separate; then the intervals are too short. We are called to society, to lectures, social meetings, and worship; the Senior to commencement exercises. We have that experience to undergo, and, although several years are sure to intervene, we can almost feel the cold chills creep over us when we think of it.

At 7 P. M. we are commanded to study as decidedly as though the faculty made us a personal call, no matter how fascinating may be our occupation at the time. Nine o'clock comes all too soon when we are spending the evening pleasantly. If with friends, there is no such thing as hiding the time, you must leave soon, or they must leave you, whichever the case may be.

All of these little things go to make up the sum total of that which will render the memory of the bell permanent, and in after years, when nearing the place after long absence, the familiar sound of the bell, ringing for others, not us any more, will be the most suggestive thing of all associations, sending a thrill through our being, and, as a varied panorama, the scenes of the past flit through our mind.

* * *

THE Amherst college senate threatens to withdraw the base ball nine from the league, if betting on the game becomes as prevalent as it was last spring. The senate is supported by a strong element in the college, who believe that "backing up" the nine by wager is the most effective means of demoralizing the players—whereby the grave dons loose both their temper and their wagers.

THE OTTERBEIN RECORD.

A COLLEGE MONTHLY.

Published by the Philophronean Literary Society.

SEPTEMBER-JUNE.

Subscription Price, \$1 00 Per Year, Postage Paid.

EDITOR-IN-CHIEF—J. O. RANKIN.

ASSOCIATE EDITORS :

W. C. STUBBS, L. W. KEISTER, A. A. NEASE, G. B. SHUPE.

G. F. BYRER - - - - - Business Manager.
A. A. SCHEAR. - - - - - Assistant.

Contributions are respectfully solicited from ex-students and all friends of the institution. Subscribers will be considered permanent until otherwise notified and all arrearages paid. Address communications to the Managing Editor and subscriptions to the Business Manager.

APRIL, 1885.

CONTENTS.

Table listing contents: THE MOUNTAIN STREAM (POETRY), THE STUDENT IN THE LIBRARY, SOCRATES AS A TEACHER, THE OLD COLLEGE BELL, EDITORIAL, LOCALS, PERSONALS, SOCIETY NOTES, COLLEGE NOTES with page numbers.

WE have a notice at the head of this column, inviting all who have been students to contribute to our columns. Some seem to suppose that this is only placed here for manners' sake, or to fill up space, or some thing of that kind. Now, we mean every word of it, and would be glad to receive articles from any one who will send them. We do not know who can or will write for us, or we would ask you personally. However, that is unnecessary if each one will consider this a personal invitation. We would much rather publish articles from you than write them ourselves—and probably our friends would rather read them.

OPPOSITION is, in itself, a good feature; but it may have evil effects. No person has ever arrived at an eminent and responsible position, in any department of life, in a dead calm. Animation, activity, and untiring diligence are important motors to true greatness. But the very moment such advancement is begun, certain difficulties will appear in the way. Some body else is striving in the same direction. It is natural for each to desire to excel the other. This is applicable to classes and societies, as well as individuals. But good common sense ought to control all competition.

* * *

BOOK NOTICE.—We have received and examined a copy of Professor Shuey's "Hand-Book." It is a neat little volume, giving, in a concise form, a comprehensive view of the history, beliefs and principles of the United Brethren church. It is just the thing for those who have not the time to read a longer treatise, and yet wish to form a correct opinion of this branch of the church. Here are brought together such facts, and only such, as are of vital importance in an intelligent understanding of the subject. While the book is invaluable for reference, it is, at the same time, an entertaining volume to read.

* * *

THE question is frequently asked, Why attend college instead of normal school? A few moments of thoughtful consideration will settle this inquiry. How can a person acquire an education in one or two years? To what degree of qualification can he attain in so short a time? He certainly can not climb the hill of science very far, nor obtain much of literary culture. At a normal, the student is dragged through the branches of learning, and has nothing thorough—unless it be an excess of bigotry, bombast and egotism. One has not even time to think

for himself. Reflection is wholly lost sight of, and the pupils are forced by the shrewd management of the normal instructors, to believe that they are doing excellent work. But when they have finished the course, and the re-action sets in, then many of them get their eyes open. At best, they have only learned how to work, in a tricky, shamming way, and are then obliged to enter college for a complete classical knowledge.

There is not only more definite, explicit, and individual work done in college than at a normal school, but there is also a better moral training. College students are moving in a wholesome Christian influence, which will be of priceless value in their development. To cultivate the faculties of the mind and neglect the moral part of man, is a sad mistake; it is like hewing out "cisterns, broken cisterns, that can hold no water."

* * *

OF THE large number who enter college, it is surprising how few ever finish the course, and it is hard to account for the fact that so many fall by the wayside. Lack of means cannot be the cause, for quite frequently those who complete the course would be the ones to stop if this were the case. Of course, in many cases, there are perfectly valid reasons why students should quit school, but in the great majority of cases, we can discover nothing to account for it but lack of energy and pure indifference. Many a man has, when too late, expressed the regret that he had not improved the time when he might have educated himself so that he might perform with efficiency the duties of life. But mis-spent time can never return. Time and time again has it been demonstrated that a young man of energy need not despair of completing a college course. We have young men here who depend upon nothing but their own energies; they are following the ex-

ample of others who have gone before and are now making their mark in the world. By no means always are the sons of fortune favored most in the end. The world wants men who are accustomed, not to wait for ways, but to make ways. These are the men who are sure to succeed anywhere and everywhere.

* * *

MAN is wonderfully susceptible of influence; so much so that it almost seems that his circumstances have more to do with his character and habits of life than his own will. The very air which he breathes and the soil which he treads have a most marked influence on his life and character. This being the case we do not wonder that the language a man speaks, plays an important part in directing him, and determining many things relative to his conduct and general tendency. It is only by language that we give precision to thought; and hence, while language is the "vehicle of thought," it still acts in a wider sense to mould thought. This principle is found to hold good in the various dialects spoken. The general character of any people corresponds to the peculiar characteristics of the language which they speak. A coarse, harsh language is just as surely spoken by a hardy vigorous race, who are just as unbending as the language itself. The characteristic of the English language is energy and progress and the English speaking people have taken the lead in bringing about our present advancement in civilization. For an example of a language that is vigorous with a rather harsh tendency, notice the latin. And what is more striking than the resemblance of the people to their language. For a smooth, gliding language take the French. The result of it is a nation given to ease, elegance and remarkable for politeness and ease of bearing. And so on we will find a different shade of character for every

language or modification of the same language. One language affords great variety of expression, as one cannot fail to notice very different language used by different classes and grades of society. These facts plainly teach us the importance of always choosing language that is elevating in its tendency and avoiding that which has a reverse effect. By this means we become habituated to the use of language that is ennobling in its effect upon those who use it.

* * *

There is no accomplishment more valuable to the student, and yet is more seldom attained than concentration of mind. It is, in a word, to become master of one's mind so that it will do his bidding. In the first part of the course, long, weary hours are spent over lessons, when the mind is but under imperfect control and repeatedly wanders to other subjects, while, if the mind had been disciplined to do its work properly, the task might have been accomplished in much less time. If the mind can be concentrated on one subject, it is surprising what an amount can be accomplished in a short time. To some, this power comes much more natural than to others. But any one, by the proper effort, may reach a degree of efficiency. No one can become a deep thinker without this power. Our great thinkers are men of wonderful concentrative ability. One philosopher would become so absorbed in whatever he was about that he would even forget to eat his dinner when it was brought to him. Though this ability is in some cases natural, one may, by practice and habits of application, gain complete control of his mind.

* * *

GAMBETTA.

To you who so proudly love to sound the name of Gladstone as the great jewel of

statesmanship of Europe, I say as great a man was Gambetta, who, though now dead, lives in the hearts of the people of France. To Gambetta, indeed, more than to any other man France owes what she is to-day—a free republic. It was he who thirteen years ago proposed the vote in the Corps deposing the empire and establishing a republican government. He it was who organized, amid defeat and disaster, the force which continued to resist the Prussian invasion to the end; and who raised the only army—the army of the Loire—which inflicted a defeat upon the Prussians. As dictator of France during that desolate period, Gambetta displayed wonderful executive ability. He not only raised armies and governed France by his superior genius, but he preserved order, inspired the patriotism of his countrymen and saved France from utter prostration at the feet of her foe. But these deeds of his dictatorship were not all the service he rendered his unhappy country. After the peace, he entered the assembly to use his power of party leadership and of matchless eloquence to found and firmly establish the republic. No man ever evinced more tact, courage and patience, more persuasion than did Gambetta in this great work, and he was rewarded with ample success. I think it is not too much to say that during the past six years of Gambetta's life he was by far the most powerful man in France. He was president of the Chamber of Deputies, in which office he betrayed yet another capacity in the dignity, promptness and energy with which he presided over that strong body, and he also for a short period occupied the yet higher post of Prime Minister. There is no doubt but that had he allowed his ambition to overcome his patriotism, he might have become the President of the republic of which he was the founder, after the retirement of Marshal MacMahon. But Gambetta with all his power and all his splendid gifts always

showed a live, honest and ever self-sacrificing love for his country. His reputation as a public man, though he was leader in many a bitter and furious party conflict, was from first to last without a taint. He never took advantage of his position to acquire a fortune, nor did he ever grasp at an office when it seemed best for France that he should refrain from taking it.

Gambetta made his reputation suddenly by a great speech delivered in a court of justice in 1868, in which he thrillingly arraigned the Second Empire for its follies and its crime. The day after this he was famous from one end of France to the other, and within a few months found himself a national law-maker. No orator in France, perhaps none in Europe, was anything like his equal. His always splendid eloquence entranced even his bitterest enemies, who always sat spell-bound when he was thundering from the tribune. He had at command every resource of the true orator—a splendid voice which adapted itself to every emotion, the most resistless power of persuasion by appeals to the heart, the widest range of language and mastery of rhetoric, a most powerful and effective delivery. Of the three greatest European statesmen of the age—Bismark, Gladstone and Gambetta, the latter was by many years the youngest, for he was only forty-four years of age at his death, and the world might have looked to him for many more brilliant achievements. Before he had reached his prime, Gambetta had had one of the most brilliant and dramatic careers in the annals of European politics. He had at last secured a high renown for all time. His death was a sore loss to the young French republic, which needed the wisdom and patriotism of a great and true son such as he always proved himself. But the name of the defender of the nation, the wise and strong dictator, and the founder of the third Republic will never be forgotten as long as such a nation as France exists.

LOCALS.

April.

Only nine.

Bumming.

"Next Tuesday."

Spring fever.

Observe your pauses.

Spring has come at last.

"This is too nice to study."

New students are scarce this term.

Counterfeit money in the collection.

Schear says he has bought the furniture.

Ask Will whether he likes sardines in mustard.

Some times, when I say relation, I mean revelation.

Why did our little man go to Dayton?—To see Lebanon.

"Thank you, gentlemen, I feel that is the best I can say."

It will soon be time for base ball. Kelly, trot out your nine.

Byrer and Councillor want their money which they gave to the sacred concert.

Several of our students think of attending the Seminary commencement at Dayton.

Some of the society boys feel lonesome because there are not many new boys to "ride."

Those students who went home to see ma were as tardy as usual in returning to school.

Quite a number of the boys and girls have gone home to help pa and ma with the spring work.

Professor Shuey was unable to hear his classes on the 8th and 9th, on account of sickness.

The last Junior public of the year will occur May 2d. According to the established custom, it has been postponed two weeks.

Student.—"Professor, did you hear the bell ring?"
Professor.—"Yes, sir, I was only giving you this one to report."

The last private rhetorical of the Seniors was Saturday morning, April 11th. They must feel very much relieved.

Our Seniors seem to have a serious time making arrangements for commencement. We hope they will all be ready in time.

The college band has been giving some excellent music on the streets. We only wish they would play by day, instead of by night.

The officers of the Y. M. C. A. for this term are, President, W. S. Gilbert; Vice President, G. B. Shupe; Secretary, B. E. Cassel; Treasurer, B. L. Seneff; and of the Y. W. C. A., President, Emma Bender; Secretary, Maude Dwyer; Treasurer, Ena Landon.

On Easter Sunday, our pastor, Rev. W. J. Davis, instead of the regular sermon, gave a very interesting Bible reading on the resurrection and mission of Christ. The scripture passages were read by the Sunday school classes and brought the work especially before them.

No doubt it will be pleasing news to all the friends of O. U., that the Y. M. C. A. and Y. W. C. A. have at last secured permission and means to furnish a room of their own. They have received the north-east room of the second floor, and will prepare it for use as soon as possible.

The sacred concert, given by the choir, on Easter evening, was not as good as some they have given before, owing to the fact that some of the singers were very hoarse from excessive practice. The solo by Miss Resler, was very fine, also the duet by Dickson and Cummings, and several quartettes sang well. The chapel, including the gallery, was filled to overflowing, and all seemed to be well pleased.

The meetings which have been in progress for a few weeks in the chapel, resulted in fourteen accessions to the church, and a general revival of its members. Rev. Parret, of North Manchester, Indiana, who aided our pastor for a few days, is a very powerful and effectual preacher, and not as most evangelists have, a certain hobby by which they frighten people, but used the best of logic and Bible doctrine.

PERSONALS.

A. A. Shear spent his vacation visiting (?)

Mr. W. B. Forbess, of Colorado, has entered school.

'72. Mr. D. R. Seneff is preaching at Mt. Erie, Illinois.

'62. Daniel Surface is engaged as manufacturer at Richmond, Indiana.

Miss Gettys and Miss Kumler will remain out of school this term.

Miss Mary and Hattie Hendren left school at the close of last term.

'65. J. M. Strasburgh is principal of the schools at Richmond, Indiana.

'62. J. T. Merrill is superintendent of the high school at Lafayette, Indiana.

'72. M. H. Ambrose is pastor of the Congregational church at Olney, Illinois.

Mr. Tuller, a member of the Preparatory department, lately started for Kansas.

'85. W. C. Stubbs has been obliged to give up study and go home on account of sickness.

'74. C. A. Bowersox is judge of Common Pleas court in the Third Judicial district of Ohio.

'82. W. D. Reamer has given up engraving and lithography, and is devoting himself to law.

Mr. J. A. Bovey made his appearance among the boys a short time ago. He is looking natural.

'62. Reverend John A. Kumler is presiding elder in the Methodist church at Jacksonville, Illinois.

Mrs. Billheimer, of Dayton, recently spent a week here visiting her daughter, Miss Lulu Billheimer.

'58. Mrs. L. K. Miller has for a year or longer made her home with her brother, Reverend L. M. Kumler, pastor of the Presbyterian church at Berwick, Pennsylvania.

'83. Reverend R. P. Miller, of Madison, Pennsylvania, has been secured to represent the Philophronean society at the anniversary of the four societies next commencement.

'72. Mrs. L. R. Keister spent a short time in town last Friday. She was on her return to Dayton after spending a week in Pennsylvania, where she was holding missionary meetings.

'76. Professor I. A. Loos, of Western college, recently spent a week at the home of Reverend J. B. Resler, of this place. Mrs. Loos, who for some time has been staying at the home of her parents, returned with him to Iowa.

'72. Dr. A. N. Jones is engaged in the practice of his profession at Flat Rock, Illinois. After graduation, he pursued studies in the University of Michigan, looking to the degree of Ph. D.; but becoming interested in his profession, he failed to present himself for the examination required for that degree.

SOCIETY NOTES.

The smiling countenance of J. F. Detweiler may be seen once more in our hall.

The Ladies' Societies held their Installation exercises for the term, Thursday evening, April 16th.

Bren Bovey, formerly a student of O. U., and a member of our society, was present Friday evening, April 3d.

Mr. G. B. Shupe, an active member of society, has returned from his home, where he has been engaged in "teaching the young ideas how to shoot," and will be with us in our literary work this term.

The Philomathean Society postponed their exercises on the evening of the 3d, in order to attend the exercises in our society. We are glad to see the spirit of brotherhood existing between the societies and hope it may long continue.

The following was the program for installation evening: Retiring critic's address by S. F. Morrison, subject "The Issue of the Day"; president's valedictory by J. O. Rankin, subject "Moral Character in National Life"; president's inaugural by A. F. Crayton, subject "Competition"; essay by A. A. Schear, subject "The Progress of Inquiry"; oration by D. A. Murphy on "Sympathy"; declamation by G. B. Shupe, subject, "How Rubie Played It"; discussion, question "Does Nature without Divine Revelation Teach the Existence of God?" Affirmed by A. A. Nease. Denied by B. L. Seneff.

The Philophronean society held their installation exercises Friday evening, April 3d. The following persons were installed in their respective offices: President, A. F. Crayton; Vice-President, A. A. Nease; Critic, J. O. Rankin; Recording Secretary, S. F. Morrison; Corresponding Secretary, G. F. Byrer; Chaplain, W. C. Stubbs; Librarian, B. L. Seneff; Assistant Librarian, Byrer; Treasurer, D. E. Resler; Chorister, J. F. Detweiler; Sargeant-at-Arms, W. E. Dickson; First Judge, B. F. Durling;

Second Judge, G. B. Shupe; Third Judge, L. W. Keister. The evening of Installation was very unfavorable, yet the Hall was completely filled, and all present seemed to enjoy the exercises and the excellent music.

COLLEGE NOTES.

The Persian language is taught at Cornell.

The University of Virginia "takes the cake" in fraternities. It has sixteen.

Bishop Wiley has bequeathed his entire library to Ohio Wesleyan University.

It is announced that vice president Hendricks will deliver the annual address at Yale commencement.

A new law in Pennsylvania requires the teaching of scientific temperance in the public schools of that state.

"The best school of journalism in the world," said Charles F. Thewing, "is the editorial staff of a college paper."—*Exchange*.

The *College Rambler* is now edited by the Sophomore class. We hope it may continue to ramble on in the path of usefulness.

The first college journal published was the *Dartmouth Gazette*, in the year 1810. Daniel Webster's first literary efforts were given to this paper.

The annual contest of the societies of Washington and Jefferson College, was held March 25th. The Philo Union won the declamation, oration, and debate.

The Western Theological Seminary has obtained \$5,000, for the purchase of the library of the late Professor S. J. Wilson, and \$10,000, to endow a chair of Elocution.

The students of Union College are deploring the want of papers and magazines in their reading room. This should certainly be remedied, as no college is complete without a well furnished reading room.

Of the eighteen Harvard graduates since 1881, who now occupy newspaper positions, thirteen were formerly on the editorial staff of the college paper.—*Exchange*. Cheer up, brethren, we will all be rewarded some day.

According to the *Christian Union* but few Professors can read Greek or Latin at sight. It further adds: It is true that in very few is sight reading required, or even attempted; and that in nearly every college in the land the instructors in the first two classes are mere mechanics, who use Homer to teach Greek grammar and not Greek grammar to teach Homer.

GAULT'S PHARMACY.

DRUG DEPARTMENT.

Patent Medicines,
Purest Drugs,
Chemicals,
Cosmetics,
Lamp Oil,
Paint,
Oil,
etc.

*Students
and the trade
in general will find
our stock complete in all
departments, and sold at lowest
prices possible for pure goods*

SUNDRIES DEPARTMENT.

Fancy Letter Paper,
Invitation Cards,
Regret Cards,
Envelopes,
Reticules,
Pencils,
Ink,
etc.

The Celebrated Alfred Wright's Perfume in quantities to suit the purchaser. Cloth, Hair, Nail and Tooth Brushes in variety. Physician's prescriptions carefully compounded at any hour day or night. We solicit your favors when in need of any thing in our line.

W. P. GAULT.



Makes the best \$8.00 First premium Cabinet Photographs

MADE IN OHIO

FOR \$3.50 PER DOZEN.

ALL WORK GUARANTEED FIRST CLASS.

All rates reduced to Student. Call at the Mammoth Art Palace and get the best

work produced. 216 and 218 South High street, Columbus, Ohio.

Its Proof Beyond a Doubt

THE NEW YORK CITY STORE

135 & 137 NORTH HIGH STREET, COLUMBUS, O.

Is the place to buy Dress Goods, Silks, Velvets, Velveteens and general Dry goods. Largest stock of Cloaks and Winter Wraps in the city and positively the lowest prices.

Respectfully

T. J. BOYD & CO.,

135 & 137 NORTH HIGH STREET

D. W. COBLE M. D.

PHYSICIAN AND SURGEON.

SOUTH STATE ST,

WESTERVILE, OHIO.

TROY LAUNDERING CO.

Oldest Established and Largest

STEAM LAUNDRY

in Central Ohio.

WORKS, 15 E. STATE St. Near P. O.

Superior work guaranteed.

STUDENTS, IF YOU WISH THE VERY BEST PHOTOGRAPHS
GO TO

BAKER'S GALLERY OF
PHOTOGRAPHIC ART,
No. 163 AND 167 SOUTH HIGH STREET, COLUMBUS, OHIO.
(OPERA BLOCK.)

The Largest and Finest Gallery in America. All work Warranted and Satisfaction Guaranteed.

DE WE GIVE STUDENTS SPECIAL RATES. TH

Our prices are as low as good work can be made and we will not be undersold.

J. Beal & Son,
MERCHANT TAILORS
AND
Dealers in Gent's Furnishing Goods.

J. W. MARKLEY & BRO.,
DEALER IN
STAPLE AND
FANCY GROCERIES.

Also a complete assortment of

Canned Goods and Vegetables.

Please call before going elsewhere.

COATES & DELAMATER,
DEALERS IN
HARDWARE,
INCLUDING
Table and Pocket Cutlery,
Plated Goods, and
BUILDERS' HARDWARE, STOVES,
IRON, GLASS, KEYS etc.
MARKLEY BLOCK, S. STATE STREET.

F. P. Gardner,
PUBLISHER OF THE
WESTERVILLE REVIEW,
Are prepared with new Presses and Material to do
ALL KINDS OF FINE JOB WORK.

CATALOGUE AND PROGRAMME WORK

A Specialty.

ACTIVE AGENTS WANTED!

— FOR —

“Journeyings in the Old World;”

— OR, —

EUROPE, PALESTINE, AND EGYPT.

BY JAMES W. HOTT, D. D.,

EDITOR RELIGIOUS TELESCOPE.

This new, attractive, and valuable book is now ready, and will be sold **by subscription only**. *Active agents* are wanted *immediately*, to push the sale.

For full particulars as to terms, territory, etc., address

W. J. SHUEY, PUBLISHER,

United Brethren Publishing House,

DAYTON, OHIO.

Agents are Making Money

SELLING OUR ENTIRELY NEW LINE OF FAMILY

BIBLES.

A Most Magnificent and Massive Family Bible,

With Bible Helps of Priceless Value, forming a

COMPLETE BIBLICAL LIBRARY.

CHEAPEST OUTFIT EVER OFFERED.

Agents Wanted. Send for Terms, etc.

ADDRESS

W. J. SHUEY, PUBLISHER,

DAYTON, OHIO.

T. H. McKINLEY,

JEWELLER

126 South High Street, COLUMBUS, OHIO,

Watches, Diamonds, Spectacles and Silver Ware,

SOCIETY PINS AND BADGES MADE TO ORDER.

H. BUSHNELL,

— DEALER IN —

University and School Text Books,

STAPLE AND FANCY STATIONERY, PICTURES AND FANCY GOODS,

WESTERVILLE, OHIO.

O. H. VAN HORN,

MERCHANT TAILOR,

198 South High Street, Columbus, Ohio.

If you want First-Class Suits, Warranted to Fit, call on

O. H. VAN HORN.