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Miss Lesbia Beardsley

VOL. II. APRIL, 1892. No. 8.

OTTERBEIN ÆGIS

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EDITORIAL.

WHILE we prepare the ÆGIS for the press, arrangements are being pushed to make ready for the entertainment of the Presidential Conference of the College Y. M. C. A.'s of Ohio, which meets here on the 21st instant. It is expected that the president of each college association in the State, with one or more men from the membership of each, will be present, together with Secretaries Gordon and Doggett, of the State Committee, and Secretary Mott, of the International Committee, who will act as lecturers to the conference. The object is to give the new presidents and their co-laborers instruction in the most approved methods in Association work, so that as little time as possible may be wasted by them in experimenting. The conference idea is a good one, and in the hands of our consecrated secretaries will be a practical help in the furtherance of college Christianity in this State. We are delighted with the opportunity of entertaining the conference, and trust that they may leave Otterbein a rich blessing in their coming and going. The power of consecrated young life over the world has never yet been measured, but we, who know something of its mightiness, anticipate rich results in our own college life from contact with these leaders in their respective schools.

WE have great satisfaction in noting the continued growth of interest in athletics in Otterbein. We are the more pleased because the interest manifested seems to be intelligent and healthy, partaking in no respect of a craze.

Our football team last fall was supported with a spirited, but discreet enthusiasm, which did not suffer athletics to interfere with routine work in any appreciable degree. Our baseball men will receive the same hearty but intelligent support. We are not going lunatic on the subject.

OTTERBEIN has been noted as a school where the highest grade of instruction is combined with very low expense for the student. Necessary expenses are put at the very lowest notch. Our tuition is as low as of any first-class college in the State Our club system furnishes excellent board at a remarkably low rate. The charges at the Ladies' Hall are unusually moderate. In brief, Otterbein is a poor-student's college. We believe it desirable for her to maintain that reputation;

and we think it the duty of loyal students to make an effort to keep the expenses of such projects as are supported by the contributions of students at as low figures as possible. Of course, no student is forced to contribute, but, equally of course, every self-respecting student will assist in every such enterprise if it is at all possible. Ball-clubs, societies, and other organizations we must have, and we must pay for them, but let us be careful that they are run on the most economical basis consistent with their success. A similar remark applies to the necessary luxury of a commencement. The graduating class of any year will do much for our school's best interests if it labors to keep the expense attending commencement within very low limits. As it is now, custom requires less outlay by the graduates here than at any college near us, we think, but retrenchment, rather than increased expense, should be constantly sought.

THE spring term is at once an advantageous and disadvantageous time for study. He is a youth of great will-power who is not smitten these smiling days with spring fever—an affliction not less real if it is outside the province of the doctor of medicine. But when one has once recovered from the annual attack of the malady, he will find in the long daylight hours excellent opportunity for vigorous study. It is the testimony of many old students that they accomplished more in the spring term than during the same length of time at any other period of the year. Consequently, they feel justified in loading on more studies during the last term than during either of the two earlier terms.

IT was our pleasure to publish, last month, a poem by Miss Nanna Safford, who is attending college here, which, we believe, bears marks of a genius, rich in promise for the future. It is a particular pleasure to discover poetic ability in our schoolmates, because it is so rare. The ÆGIS wishes it had the privilege of publishing more original verse, and would be delighted to have anyone else who feels the poetic fire try his or her hand at composing stanzas for our columns. We would especially hail the rise of a good comic poet in our midst, for the ÆGIS often longs for some good humorous verse to spice our columns. Who will help us?

WE are pleased to note a number of new students among us for the first time this term. Some of them enter to take courses; others who have been teaching come in for a few weeks' drill in common branches. It is a matter of pleasure that in our experience heretofore, students entering for the latter purpose have been so impressed with the value of collegiate studies that they have very often pursued their studies far beyond their first intention. We hope it may be so in the case of many who have come in this term.

THE bicycle is worthy the name of the student's friend. Nothing affords so delightful exercise, nor so exhilarating an antidote for brain weariness as a spin on a wheel. We only wish that every student in the school could have a machine. It would increase the efficiency of class work wonderfully, we believe. Some philanthropic millionaire might find a worthy disposal of his money in establishing a fund to provide indigent students with pneumatic-tired safeties.

A LARGE freshman class is in prospect for next year. Next year's graduates will be few, —twelve or fourteen, probably,—but present indications seem to prophesy that the size of the senior class will increase steadily from year to year thereafter.

THE amount of work a man can do depends largely on his ability to husband his time.

THE PRACTICAL VALUE OF A COLLEGIATE EDUCATION IN ACTIVE LIFE.

VIII. Dental Surgery.

In the third article of this series there was given a perfect representation of those acquirements known collectively as a college education. In the last article having been ably shown the practical value of a collegiate education in Medicine, we are now fully prepared to consider its most popular specialty, Dental Surgery. In the treatment of that specialty to which this article is devoted, it is not, therefore, so much my purpose to make a direct application of a collegiate education to dental surgery, as it is to present correct ideas of the latter, since the readers of the Ægis possess the qualifications enabling them to establish the proper relations.

If the public were to define a dentist, the popular expression would be, "One whose object it is to fill, extract, and make teeth." As representatives of the present civilization, and an institution like Otterbein, such an erroneous idea cannot justly be maintained.

Most certainly the afore-stated dental operations are well designed for those who, through a series of unfortunate circumstances, are respectively threatened with, or suffer, a loss of dental organs; while those who experience the same conditions through carelessness and disregard should be deprived of the service of a competent dentist, just as a person should be imprisoned for the results of criminal carelessness. In justice to the careless, the humiliation, inconvenience, and suffering often caused by artificial dentures, serves partly to atone for maltreated nature.

That practitioner of medicine, or any of its specialties, who merely strives to cure disease without putting forth an effort to prevent it, is proceeding in an irrational manner; he ignores the most noble object of his profession; he is practicing that which, relatively considered, is an injury to the race. Whether or not other branches of the healing art are leaning toward the prevention of disease, the conservation of tissue, that is the tendency of dentistry of to-day; and the more the dental practitioner knows pertaining to the human system, whether mental, moral, or physical, the better will he be prepared to serve his race.

While there is not a single operation, even prosthetic, which cannot be better performed with an extensive knowledge of the entire system, there are many which absolutely demand this knowledge for their safe consummation. So, as previously stated, in effect, all which has been said in the article on medicine, applies to dental surgery.

That this statement may be more fully comprehended, the particulars of Italy's recent dental law now follow. In April, 1890, the Government of Italy passed a law which requires that every matriculant in the medical department of any university of the kingdom of Italy must possess the degree of A B. Six years' study must then be spent in the medical course before the degree of M. D. can be obtained. Then, and then only, is the student allowed to enter upon the study of the dental specialty. This law means that the Italian nation shall not become edentulous; it means that the needless substitutions of man's frail design for the perfection of nature shall no longer be an insult to an Infinite Creator.

The recognized dentist is one whose object is, first, the normal maintenance of the contents and surrounding tissues of the oral cavity; second, the cure of diseases affecting these parts, including treatment of irregularities, fracture, and cleft palate, either congenital or acquired; third, the excision of diseased

tissue and abnormal growths; also, extraction of teeth when necessary; fourth, the replacement of lost teeth and other tissues with natural tissue or artificial materials, providing the previous history of the patient justifies it.

In order that the dentist may successfully perform these operations, a prescribed course of three years in a dental college is now required. No amount of previous practice or study, except in a recognized medical college, will shorten this course. The longer part of the dental course is spent in research pertaining to the entire system, practical operations serving as a relief from study.

The readers of the ÆGIS can readily judge whether or not collegiate education is of benefit in pursuing the dental curriculum, which embraces biology, histology, physiology, psychology, chemistry, physics, toxicology, bacteriology, general and special materia medica, pharmacy, general and special therapeutics, gynecology, obstetrics, general and special pathology, comparative, descriptive, and surgical anatomy, including dissection of entire cadaver, orthodontia, metallurgy, operative dentistry, general and special hygiene, and dental prosthetics.

At this juncture there may be general surprise concerning the necessity of such an extensive course of study. In answer to this probable inquiry, a prolonged treatise, involving the relation between the contents of the oral cavity and every other tissue of the human organism during the separate and simultaneous disease of each, may be avoided by recommending to the reader a true conception of the word *system*.

While for the majority it is unnecessary, yet, for the special benefit of a few who have tendered the dental profession a gross injustice by personally asking why a college education should be wasted upon dentistry, the following direct application may prove a great source of information. In the first place, while dental patients represent all classes of people, yet the majority are the most intelligent, who consult the dentist without pain as a cause. Therefore, the dental practitioner must be an educated man to maintain a successful relation with his patients. Secondly, the dental course of study is so full of technicalities, contains so much for the time allotted, and is made so complex with study, lectures, laboratory work, and operations, that no one but a student who is disciplined to use time and mind to advantage can assimilate that which is presented. Thirdly, concerning the benefits derived from individual studies, people who are disposed to favor education in any form must admit the importance of all studies pertaining to the English language. The terminology of dentistry comes directly from the Greek and Latin languages. A knowledge of French, German, and Italian enables the practitioner to study daily the writings of his foreign contemporaries, without which he will not be best able to manifest that progressive spirit which characterizes the profession.

All mathematics contribute to a more successful study of chemistry, pharmacy, orthodontia, metallurgy, physics, and the mechanical problems of physiology. Geometrical principles determine the articulation of teeth. Botany is introductory to materia medica.

There is scarcely a page in Snell's Olmsted but whose contents have a practical application in some branch of dentistry.

Physiology and chemistry are continued in the dental course. Psychological principles are important factors in all operations. The study of literature, rhetoric, and logic, and the drill in the literary societies, serve as a powerful weapon in professional meetings.

Zoology assists in comparative anatomy. A knowledge of sound and music is necessary for staphyloraphy and the mechanical treatment of cleft palate. A schooling in art gives that keenness of perception, precision of hand,

and that cultivated taste, which must at all times be exercised by the dental surgeon. Looking back at the ancient, mediæval and modern theories and doctrines, as given in the history of philosophy, we can discover numerous rudimentary and perfected theories, relating to the physics, chemistry, physiology, and psychology of to-day. From general history, history of civilization, and also from linguistic science, information is obtained, which accounts for the various types of constitution and physique, and thus the laws of heredity are more easily determined. Geology and mineralogy contribute to a better understanding of the elements and those compounds which are at the basis of materia medica and all organic structures. The principles of astronomy are so connected with physical phenomena that they must be taken into consideration in the study of cause and prognosis of disease. Lastly, and of much importance, there is natural theology, moral and political science, which serve to dictate the rightful exercise of all the previous qualifications.

If in this review, any of the college studies have been omitted; it is on account of the brief time allowed for the preparation of this article, and not because they have no practical relation to dentistry. For, since the dental practitioner must be a physician, surgeon, mechanic, artist, scientist, inventor—in all, a *genius*, there is no sphere from which he may not receive information.

But the predominating spirit of to-day is practicality. The great error of the American practical systems of education is that they teach the youth to take an utilitarian view of every lesson learned, and encourage young men to neglect studies in which they cannot discover some prospective pecuniary value. They teach that spirit of trade which regards classical study as a waste of years during which the youth can best acquire the mercantile idea of profit and loss. Limitation of mental culture in extent and direction is thus made to combine with the inevitable influence of all exclusive pursuit. The result is a rapid increase in all professions of men whose knowledge is even less limited than that pertaining to their special occupation and who possess none of that liberality which is the result of a generous education. It is by such early restriction of thought and action within narrow grooves that the physician is unknown beyond the sick-room, the dentist contributes nothing to the cause of science. "The routine of professional duties tends to make the scholar a mere practitioner; so it requires an extensive literary and classical education of boyhood to counteract the necessarily narrowing influence of the professional studies of manhood; it demands the largest possible infusion of purely scientific teaching, during professional pupilage, to correct the matter of exact influence of practice."

During the last quarter of a century, the science controlled by the dental profession has made more progress than any other, with one exception of chemical science; therefore, requiring, as it does, extensive qualification, the first requisite of success for an aspirant to the ranks of dental surgery is a complete collegiate education.

H. J. Custer, D. D. S.

ASTRONOMY.

The study of astronomy is less interesting to many students than it would be, if, instead of contenting themselves with a greater or less number of facts and statements memorized from the text books, they would make a study of the heavens after the manner of all real astronomers, who use their eyes and reasoning powers independent of the observatory instruments or even the telescope, just as students of other branches of science must do

if they acquire a satisfactory acquaintance with the science. Thus, the student of botany must study not only the text books, but plants. The student of geology must study minerals and rocks, as well as the text book.

As a hint to those who would like to become better acquainted with astronomy, I suggest a continuous course of observations of the planet Venus. This planet is now in the evening the most conspicuous object in our western sky, and it cannot be mistaken for any other star. Watch it from evening to evening. Try to range it with other stars north and south of it, so that you can observe its motion in space. It will be seen that its motion is eastward; and this motion is rapid enough so that it will be easily detected by a very few evenings' observations. Some of the readers of this article may have observed the motion of Venus as it passed Jupiter on the 5th of February.

An additional help to this study will be found in the use of the astronomical phenomena, as given for each month on the calendar page of all the almanacs. Thus, on the 29th of April, we read Venus is at the point of greatest elongation east, being 45½ degrees east of the sun. Also on May 28, the moon passes near to Venus. On June 2, Venus attains its greatest brilliancy. On June 16, Venus is stationary, and then begins to move westward, or retrograde. On June 25, the moon again passes near it. On the 30th of June, Venus and Mercury are near each other. And on July 9, Venus is in inferior conjunction with the sun, passing between the earth and the sun to the west of the sun; thus changing from evening to morning star.

Other planets, especially Mars, Jupiter, and Saturn, can be studied in a similar manner.

The motions and phases of the moon make an interesting study to the diligent, thoughtful student. But to the great number of persons, it is true, as it is of all common things, that the moon is the moon, and nothing more. It is by such persistent study the mind is expanded, till it can fairly grasp the remotest member of the solar system; and even in some degree comprehend the awful depths of the heaven of stars.

JOHN HAYWOOD.

THE ORIGIN AND METHODS OF UNIVERSITY EXTENSION.

WHAT *is* this University Extension?—I applied to one and another of my acquaintances for enlightenment—the *words* were familiar to all, but no one succeeded in evolving from the vague, misty generalities pervading the mind concerning it a satisfactory explanation of its plan and mode of operation.

Current literature came to my rescue, however, and now *I* turn informant,—my chief difficulty being to glean from the able articles treating of it the words that will most concisely, as well as most vividly, present it before you.

University Extension seems to be one of those new thoughts that sweep across our continent with the speed of the whirlwind. Whispered privately at first, the name quickly caught the popular ear, and then was out over the land like wild-fire.

As a distinct object of public interest and discussion in America, it is hardly two years old.

First, in a logical analysis of the subject, comes the *definition* of University Extension, which Mr. Moulton, of England, gives in the following simple formula: University Education for the Whole Nation organized on a basis of Itinerant Teachers. University education for the whole nation by an itinerant system connected with established institutions. It means that anyone, in any place and at any time, may take up advanced work

in any department of human knowledge, and that qualified men stand ready to help him. The end is to permeate the whole American people with a taste for culture, and then to provide means for satisfying it. Does that sound ideal?

Mr. Henderson says the movement is really as practical in its methods as a paper-box factory. What it is doing and going to do, is simply this: to put the higher education within reach of those who care for it, and through them to stimulate in others a desire for the same thing.

We trace the *origin* of this great movement to our Mother country, finding that it was in no sense a *carefully-planned scheme*, but the product of a simple purpose pursued through many years, amid varying external conditions, in which each modification was suggested by circumstances and tested by experience. The term "University Extension" has no doubt sprung from the fact that the movement in England was started and directed by the universities, which have controlled its operations by precisely the same machinery by which they manage every other department of university business. The work in England is divided among four organizations: The London Society for the Extension of University Teaching, the University of Cambridge, the University of Oxford, and Victoria University.

The term University Extension serves the further purpose of defining the type of instruction offered. It is neither school education, nor technical training. It is to be the university of the busy. It may be conceived as a stream flowing from the high ground of universities through the length and breadth of the land; from this stream each individual helps himself according to his means and his needs; one takes but a cupful, another uses a bucket, while a third claims to have a cistern to himself; every one suits his own capacity, while the duty of the central offices is to see that the stream is pure, and that it is kept running.

A few of the chief defining term of University Extension are, first, the managing center, the local organizations, and the itinerant lecturers who connect the two; then we find that the key to the whole system is the unit course of three months' instruction in a single subject, in which course the salient features are the lectures, the syllabus, exercises, class, and the examination at its close, then the certificate, and, if least, not last, the fee. The instruction is intended to be as quite as thorough as that of the universities themselves, but the curriculum is elastic—studies are strictly elective, and never administered in prescribed amounts.

The chief business of the central office, which is a university or its equivalent, is to provide lecturers and to arrange courses. The unit course consists of twelve lectures on one approved subject; it covers three months, and constitutes one term in extension work. There are two terms a year, separated by the Christmas holidays. Each of these courses is a unit—a treatment complete in itself of the subject in hand. The majority of local centers can take only unit courses, but there is a plan in advance of this, by which students are affiliated to the universities; and full courses may finally be offered, leading to university degrees. These latter plans require series of unit courses, put together upon proper sequence of educational topics, and covering several years. Each local center is expected to meet the expenses of its own courses. The lecturer's fee is $15 a lecture. The incidental expenses vary with the locality. An average estimate of the total outlay of a local center for one course would probably be $250 or $300. The general public is welcomed to the lectures, upon payment of an appropriate admission fee, which goes far toward meeting the expenses

of the course. The lecture lasts about an hour, its office being to throw into view the prominent points of the study, and rouse the hearers to read for themselves.

The course of instruction is laid down in a printed syllabus, which contains thirty or forty pages, and costs but a trifle. The syllabus assists the general audience in following the lectures without the distraction of taking notes, and guides the reading and thinking of the students during the week. It also contains a set of exercises on each lecture. These are not tests of memory, but are intended to train the student to work for himself; they are to be done under the freest conditions—at home, with full leisure, and all possible access to books, notes, or help from other persons. The answers to these exercises and to questions propounded by the lecturer, are prepared by the students and mailed to him some time during the week between lectures. This writing of papers at home is regarded as of the utmost importance, since it brings out the thought and originality of the student in a way that a simple lecture never could. The papers sent in will vary in elaborateness from a scrawl on a postal card to a magazine article or treatise. One teacher reports receiving an exercise of such a character that the student considerately furnished him with an index—an exceptional case, as may be imagined.

When the public lecture is over a class is formed of all those who are enrolled as students, and the other hearers withdraw. The class lasts for about an hour, and it is here that the personal intercourse between lecturer and students comes into play. It is as conversational in tone as the bashfulness of the students will allow. The lecturer develops his points a little further, and explains any difficulties that may have arisen. He also uses the occasion to return the written exercises, and makes such criticisms and comments as he thinks best. Thus we see that the work of the student is, besides attendance upon the public lectures, (1) diligent reading upon the subject at home between lectures; (2) the preparation of stated exercises; (3) the class, after the public lecture; then at the end of the course, a final examination. Certificates are awarded on the result of the weekly exercises and the final examination jointly.

The greatest drawback to this extension of the educational ladder is lack of funds. Like all kindred movements, it does not pay for itself. But the outlook is bright—private endowment does much, and the possibility of enlisting Government aid opens a larger question.

One can readily see how much the success of this movement depends upon the personal qualities of the lecturer. He must be a man of a thousand, a well-qualified specialist; a brilliant speaker, and above all, a man of much fine tact and discretion. Each organization has its regular staff of lecturers, who hold, in most cases, some other position, and give only a portion of their time to extension work. A few, such as Mr. R. G. Moulton, of Cambridge, England, and Rev. W. Hudson Shaw, of Oxford, devote themselves exclusively to this work, and are its most successful exponents.

It is this system of *itinerant teachers* that differentiates "University Extension" from local colleges, correspondence teaching, and systems of which Chautauqua is the type. University Extension must stand or fall with its *teachers*. For many years outside lectureships have been carried on by Yale, Harvard, Johns Hopkins, and other university professors, thus anticipating the essential idea of the present Extension plan, though it was never called by that name. [The course as pursued for the past fifteen years by Johns Hopkins University—lectures with printed syllabus and bibliography—has approached most nearly the University Extension plan as just outlined.]

Now that University Extension is fairly

launched in America, there is a boundless field open for the exercise of ingenuity, both theoretical and practical, for there is in it a working idea that contains immense promise.

America does nothing by halves. Results unparalleled even in England are already seen here. We need the higher education in America, and we need it in large measure, for we are a people with a large opportunity. We need the infusion of a spirit of culture into the national thought and life, and we have now fallen, it may be hoped, upon better days, when the education of men and women has become a national purpose.

Who of us dares to forecast the future of University Extension in America?

LELA GUITNER, '92.

THE MAN UP A TREE.

I SEE a lot of new people around. Just come into school for the first time. Delighted to see so many. A good many of these spring term students come up to try Otterbein. If they don't like it here they can go somewhere else next fall. But I notice they always like it enough to forget about going anywhere else in the fall term. Of course, Otterbein may not be a wonderful or great college, but there is a sweet something about her that soon wins a student's affection. You can count on one thing—her students all love her.

***

CLASS prayer meetings are a good thing for class spirit and for religion both. Healthy mixture of the two. You're missing heaps of good if you miss class prayer-meetings.

***

IF you're talking about things that have helped Otterbein this year, you want to be sure to mention the Women's Coöperative Circle. It has already helped nicely in a financial way, but that is not the best good it's doing. It is making Otterbein a matter of household interest in multitudes of homes. When the women and children get interested in a cause, they talk about it at the table and around the fire. The average man might be thinking of giving a couple of million to the endowment, and never say "beans" about the school to his children. More than Otterbein ever suffered for need of money, she has suffered for want of young people who were interested enough in her to look forward to being educated here. The Women's Circle is raising up a generation of childish Otterbeinites, who will swell the catalogue list in years to come.

***

BEFORE the term is closed this year's Catalogue will be out. It will be interesting. Some changes of importance.

***

IT must be supremely, exquisitely, entrancingly delightful, to have a bicycle, and plenty of chance to ride it. It's pretty hard on the tenth commandment to see other fellows on their wheels, and not be able to raise a hundred and fifty dollars—nor cents—to get a machine for yourself. However, there's one thing to be grateful for—it don't cost anything to enjoy seeing those other fellows enjoy themselves.

***

FIELD day looms up in the distance. It's going to be great, without doubt. Big practice going on already. Some people that haven't been supposed to be in athletics at all, are beginning to show great interest, and there's likely to be a lot of new stars developed between now and the great day of the year.

***

THE man of influence in a college is a man to be envied. He isn't just an any-sort-of-a-

man. It takes a combination of qualities that's mighty seldom found in a bunch to make up a man who takes a commanding place among his fellows. It's pretty hard to define just what it takes, but it amounts to a general all-roundness. Good in classes, good on the campus, good in Sunday-school—good everywhere. The young chap who hopes to reach such a position in school is coveting earnestly a whole lot of the very best gifts.

***

WHAT does it take to go to school a year? Well, you could blow in five hundred dollars, you know. But you'd have to throw some of it in the creek, if you got rid of all that. If you feel as if you must live a very luxurious life, you'll need $300. If you want to live just plainly and comfortably, $200 is your figure. If you can afford to practice pretty close economy,—not stint yourself, you know, but count your dimes and quarters,—$160 will serve you. You take your choice, but somewhere between the last two is the best place for a studious student.

***

SOME of the fellows stop out of school to make money to carry themselves on. There's no great sight of financial wisdom lurking around in this particular corner, but to "a man up a tree" it seems that it is better in the long run to borrow money if you can, give a mortgage on your life (this is an insurance advertisement, of course), and keep your course up without a break. There's a big advantage in that—an advantage that will make it pay if you have to give eight per cent. on your money. You'll make it all back in a little while if you live—and if you don't, there's the insurance.

***

QUITE the most delightful nuisance in college journalism in Ohio is the ex-man on the *Spectator* of Capital University. He has been trying lately to talk about the "man up a tree." In his vagaries he wanders off the subject and begins to describe himself thusly: "He is the embodiment of egotism and a miserable grumbler, and the sooner he comes off of his high perch the better. He is one of those people who want to reform everything and everybody." If you were up this tree, sonny, I could set you on a dead limb with perfect safety, unless the wind should blow you off, for you're such a light weight you'd never break it. Go home and think on what that meaneth.

ALUMNAL NOTES.

THE ÆGIS calls attention to the circular letter sent to all the members of the Alumnal Association, concerning the annual reunion in June.

O. L. Markley, Class '83, has, with his family, removed to California. Otterbein is well represented on the Pacific slope. There are at least a dozen of our graduates there.

E. R. Mathers, Class '89, has resigned the secretaryship of the Y. M. C. A. at Hamilton, Ohio, and is now taking a trip in some of the Western states with a view of finding permanent work.

A. L. Keister, Class '74, is president of the First National Bank, of Scottdale, Pa. He devotes all his time to its interests, and the business is constantly growing.

Miss Olive Morrison, Class '88, professor of Greek in the Northeastern Ohio Normal College, at Canfield, spent a few days visiting her parents in Westerville and renewing old acquaintances at the college.

M. A. Mess, Class '75, is an employee in the Land Contest-Claim Division of the Land Department at Washington, D. C. He is also professor of German in the Georgetown Col-

lege—teaching from four to six o'clock in the afternoon. Mr. Mess is a busy and hard-working man, and deserves the confidence he has won.

Miss Anna Thompson, Class '90, is principal of the Ladies' Department of Westfield College, Ill. She writes that she is most content in her work, and that the college is in a prosperous condition.

It is earnestly desired that the attendance of the graduates of the college at the coming Commencement be largely increased over that of previous years. Let as many as can possibly do so, arrange to be present this year.

Drs. L. E. and H. J. Custer, Class '84 and Class '90, respectively, were summoned to their home on account of the sad and sudden death of their sister, Miss Mary. The funeral occurred on the afternoon of March 31.

Dr. Charles M. Baldwin, Class '78, of Port Townsend, Washington, has been appointed health officer of the Puget Sound Board of Health, a position which pays about $4,000 per year. Dr. Baldwin has been living at Port Townsend only since 1888, but was chosen to this position over an old and popular physician, native in the city. The doctor is vice-president of the Washington State Homeopathic Association.

VISIT OF MR. AND MRS. WEST.

EASTER Sunday was signalized by the visit to Westerville of Rev. R. N. West and wife, who for ten years have been missionaries of the United Brethren Church at Rotufunk, Sierra Leone, Africa. They are now in the United States on a well-earned vacation. Their visit to Westerville had been looked forward to with interest, and proved very beneficial in awakening missionary enthusiasm. At the chapel service, Easter morning, Mrs. West described at considerable length the work which is being carried on at Rotufunk, speaking practically, but thrillingly, of the readiness of the natives to receive the gospel. Mr. West told of his journeys into the interior, and gave some hint of the vast work to be accomplished. The service, though somewhat tedious, was inspiring, and many hearts were touched with a determination to do more for the benighted. Mr. West and his wife both spoke briefly at the Sunday-school exercises in the evening.

Mr. and Mrs. West were entertained at the home of Prof. Guitner, where they received callers on Monday the 17th, an opportunity which many accepted for the sake of meeting the honored missionaries personally. At night, in the Philophronean Hall, they were tendered a public reception which was largely attended, and where they again spoke informally.

The station at Rotufunk is the station where the Misses Frankie Williams and Elma Bittle, formerly students here, are now located. It is a very prosperous station, and has had a useful history.

IT is better to be a good conversationalist than a good orator.

WE will be able to publish an outline of the Commencement program next month. We would have been glad to present it this month, but it is not yet quite complete.

THE ability to say on paper precisely what you want to is an accomplishment that compares favorably with mastery in music.

GENIALITY is a virtue every college student ought to cultivate. Moroseness and selfishness don't belong in a college community.

PERSONAL AND LOCAL.

Be planning to come up to the Commencement.

Twenty new students have entered school this term.

Come up and hear President Sanders' inaugural at Commencement time.

Rev. R. A. Langman spent his vacation with his old charge at Ashville, Ohio.

Miss Nellie Adams, of O. W. U., spent her vacation with her parents in Westerville.

The coming Commencement season will be an epoch time for Otterbein. Have it in mind.

Rev. R. L. Swain held services at the chapel each evening during the second week of the term.

F. M. Pottenger was away from town on a visit a few days recently. Whither he went he doesn't tell.

Mr. J. E. Leas and his sister Flo have returned after an absence of one term, and have again entered school.

Mr. Rowe, of Holmes County, made a flying visit to his friends, Messrs. A. W. and S. B. Fair, Monday, the 11th.

H. E. Altman, having finished the business course with credit, has left us for his home in Putnam County.

Harry Rowland and Miss Bertha Waters were called to Ottawa, as a witness for the State in the Van Loon trial.

Prof. Dickey, of Central College, led the devotional exercises at the Chapel on the morning of the 28th of March.

Edward Burtner, of Germantown, was visiting among the boys a few days this month. He will return to school this fall.

Miss Daisy Billheimer and the Philomathean Quartette assisted in the music at the Easter service of the Presbyterian church.

The ladies' societies installed new officers on the evening of the 14th. A few specially invited friends only were present.

President Sanders and family have occupied the Landon property on South State Street, and will make it their home hereafter.

During the last week of March, the Rev. Wallace, of Newark, Ohio, held a series of successful meetings at the Presbyterian church.

The College has put in new shelving in the reading room, and moved a large portion of the college library to these new shelves.

R. E. Kline and M. S. Martin have been having a senior vacation of their own invention. They are expected to return before Commencement.

Some one ought to teach the "preps" how to sing at prayers. The noise that arises from that part of the Chapel is ridiculous, to say the least.

Mrs. Electa Edwards Mahan, daughter of the late Bishop Edwards, died at her mother's home here, on Sunday, March 27. She was a student in Otterbein, in the late '60's.

Louis Thompson, captain of the ball team, who was suffering from the effects of a sprained leg, received on the ball ground, is much improved, and will soon take his place in the team.

The Philalethean library has been transferred to the alcove formerly occupied by the college books, while the Philomathean library is to overflow into the old Philalethean alcove.

Open sessions of the Philomathean and Philophronean societies were held in their respective halls on Friday evening, April 1. The programs rendered were rather above even the high standard which these societies always maintain.

Messrs. Agnew, Haller, Oldham, and Sheldon, and Misses Kelch, Oldham, and Ogden are last term's students who are not in school this term. We expect the return of all of them.

The ball team will probably be made up about as follows: R. E. DeVore, 1b.; C. W. Stoughton, 2b.; Thompson, lf.; Resler, cf.; Miller, ss.; Milliman, rf.; Streich, 3b.; Ackerson, p.; Replogle, c.

About fifty delegates will be present at the Presidential Conference of the Y. M. C. A. The sessions will continue from Thursday evening next to Saturday evening, with special services on Sunday.

Rev. J. B. Toomay, an alumnus of Avalon College, Missouri, and for a year past the pastor of a United Brethren church in Denver, Colorado, has entered school here. He will graduate with '93.

Mr. R. E. Bower, of Chillicothe, a former student of Otterbein, paid us a short visit at the beginning of the term. He intends returning next year, and will then remain in school till he finishes his course.

There was an uninteresting circus on the ball ground Saturday the 14th. No one can be found hereabouts who retains any memory of it now, and the score has passed into utter oblivion. Our boys vow that it won't happen again after that fashion. We think it will serve the purpose that the battle of Bull Run did in a certain historic crisis. So mote it be.

Two glee clubs have been organized among the boys, each consisting of twenty voices. This is a new feature for Otterbein, and the friends of the College may expect to hear from them by Commencement.

New library chairs have been provided by the Philomathean and Philalethean Societies. A handsome new case for the Century and Britannica, with reading desk, has been put in by the Philophroneans.

A very pleasant social was given by the Y. P. S. C. E., of the Chapel congregation, in the society halls Saturday evening, the 16th instant. A program of good music was rendered, and Rev. Swain made an address.

The bicycle fever still rages; W. A. Garst, W. B. Gantz, W. E. Bovey, H. L. Pyle, John Howell, and Prof. Marrow have purchased wheels, and several others have sent in their orders. There is strong talk of organizing a club.

The ball team had arranged to play at Recreation Park, Columbus, with the professional team of that city on Thursday, the 14th inst., but the day was too rainy for playing. Of course, we are sorry to have missed the chance of doing up the professionals.

The community of Westerville was deeply shocked by the sudden death on Monday, March 28, of little Mary, youngest daughter of Dr. I. N. Custer, from spinal meningitis. Dr. Custer's family has been so long and intimately connected with the College that

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their affliction touched deep chords of sympathy in the hearts of the students. College exercises were suspended during the funeral in the Chapel on Thursday.

The first division of the Junior Class entertained a good audience in the Chapel, Saturday, April 2d. The program was very creditable to the class. Subjects and performers were: "The Masses a Factor in Civilization," E. E. Lollar; "Beyond the Alps Lies Italy," May Irwin; "The Power of Silent Force," W. H Fouse; "Aspirations Realized," Elizabeth Cooper; "Mazeppas of To-day," E. E. Everitt.

FOUNDERS' DAY.

We hope all the friends of Otterbein remember that the 26th instant is Founders' Day, and hope that it will be observed appropriately by all of our University's constituencies. President Sanders has forwarded to every pastor in the coöperating Conferences an urgent request to preach, either on the Sunday preceding or that following Founder's Day, a sermon on education in general and Otterbein University in particular. We trust that there may be compliance with this request wherever it has gone, and that, moreover, opportunity may be given for all hearers to practice in the good doctrine set forth by contributions to the financial aid of the school.

MEMORIAL.

At the regular session of the Philalethean Society, held April 7th, the following resolutions were unanimously adopted:

Whereas, By the decease of Mrs. Electa Edwards Mahan, which occurred at the home of her mother, Mrs. Bishop Edwards, Westerville, Ohio, March 27, 1892, the Otterbein Philalethean Society has lost one of its early and honored members, who contributed largely to the life and prosperity of the society in the years 1865-67, and who was, in the succeeding years, a loyal, steadfast friend of the Society; therefore,

Resolved, First, that we recognize with sorrow that by this sad event the circle of Philalethean Sisters has again been narrowed, and the church has been deprived of an efficient worker, who was characterized by an active interest and zeal in whatever she undertook.

Resolved, Second, that we tender our sincere condolence to the afflicted relatives, and commend them to Him who alone can comfort and heal.

Resolved, Third, that these resolutions be spread upon the minutes of the Society, that a copy be sent to the bereaved relatives, and that they be published in the Otterbein Ægis and the *Public Opinion*.

Lela Guitner,
Laura Smith,
Mary Murray,
Committee.

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P. M.	P. M.	A. M.	Lv. U. Depot. Ar.	P. M.	A M.	P. M.
1 05	8 00	8 00	CLEVELAND.....	5 40	7 00	12 30
1 19	8 14	8 14	" Euclid Ave....	5 26	6 46	12 16
1 35	8 29	8 29	" Newburg.....	5 10	6 30	11 59
2 10	9 10	9 05	.....Hudson.....	4 32	5 50	11 20
2 25	9 25	9 20	...Cuyahoga Falls...	4 16	5 36	11 06
2 40	9 40	9 35	.....AKRON.....	4 05	5 25	10 55
3 12	10 14	10 09	.....Warwick	3 31	4 43	10 18
3 37	10 42	10 36	.....ORRVILLE.....	3 10	4 20	9 55
4 25	11 27	11 21	.....Millersburg ...	2 19	3 23	9 02
4 38	11 40	11 34	Ar... Killbuck ...Lv.	2 07	3 06	8 48
No. 38.	No. 14.		**Dresden Branch.**		No. 13.	No. 35.
P. M	A. M.				P. M.	A. M.
.....	4 00		Lv..Millersburg..Ar.		10 35	....
4 45	4 30		Lv...Killbuck.....Ar.		10 05	8 25
5 28	6 00		.....Warsaw.....		8 50	7 42
6 10	7 38		.....Trinway.....		7 40	7 00
7 25	8 35		Ar...Zanesville ..Lv		6 20	5 50
P. M.	P. M.	A. M.		P. M.	A. M.	A. M.
4 38	11 40	11 34	Lv.....Killbuck....Ar	2 07	3 06	8 43
5 38	12 40	12 33	.....Gambier.....	1 09	1 59	7 46
6 08	1 00	1 03	....MT. VERNON...	12 58	1 47	7 35
6 36	1 28	1 29	.....Centerburg	12 33	1 09	7 04
6 59	1 49	1 49	.....Sunbury	12 15	12 48	6 43
7 19	2 06	2 06	.....Westerville	11 58	12 30	6 25
7 45	2 30	2 30	Ar...Columbus ...Lv	11 35	12 05	6 00
P. M.	A. M.	P. M.		A. M.	MIDN'T.	A. M.
P. M.	A. M.	A. M.		A. M.	N'T.	A. M.
.....	6 40	7 40	Ar ..Cincinnati....Lv	8 00	8 00	.....
.....	11 40	10 00	.....Indianapolis ...	3 45	3 45	....
.....	7 00	7 00	Ar....St. Louis....Lv	7 30	7 30	.....
.....	P. M.	A M.		P. M.	A. M	.....

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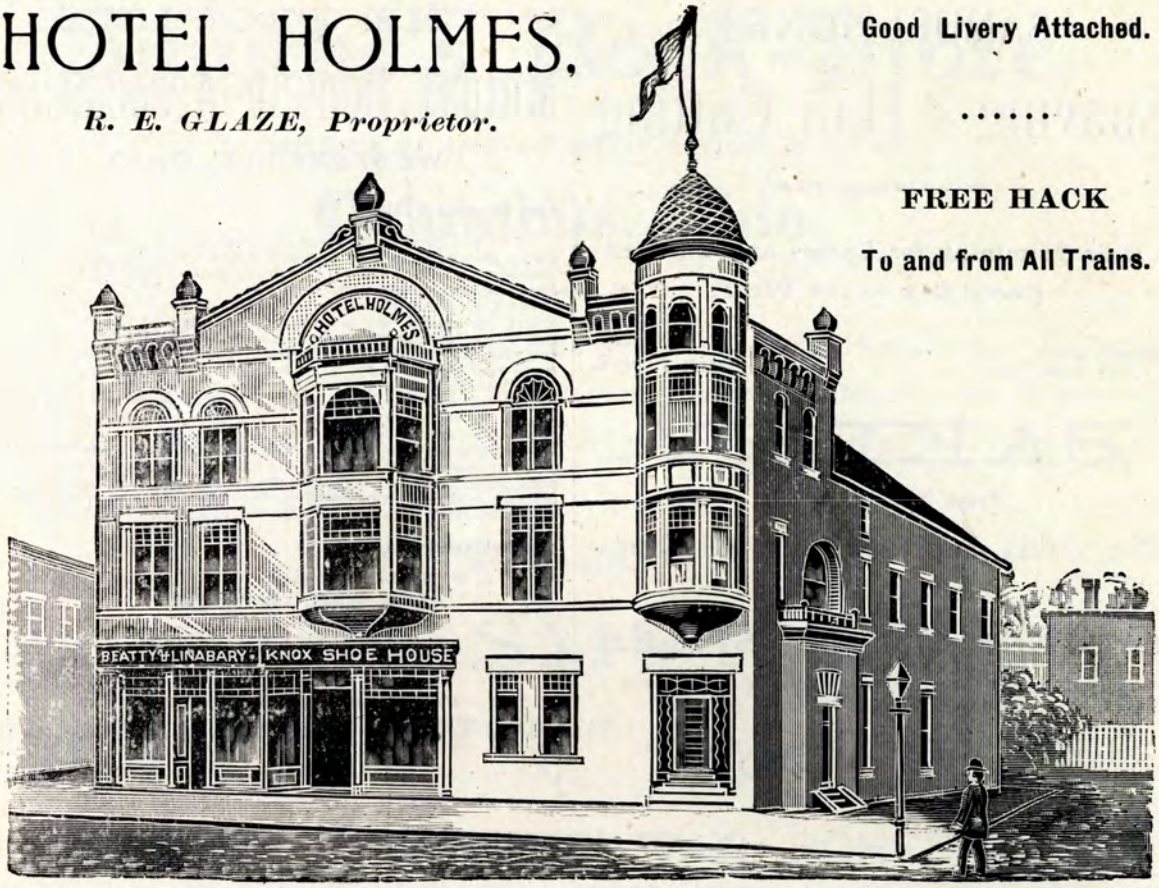

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