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# The Otterbein Record.

A MONTHLY COLLEGE PAPER.

VOL. II.

WESTERVILLE, O., FEBRUARY, 1882.

No. 6



## 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.

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

WESTERVILLE, OHIO.



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THE DOCTOR PRESENTS THIS MONTH SOME

#### NEW TESTIMONIALS

In regard to his TREATMENT OF CATARRH.

From the Rev. J. S. MILLS.  
DR. G. T. BLAIR,

Dear Sir:—Permit me to gratefully testify to the merits of your treatment for Nasal Catarrh. After suffering from a severe chronic catarrh of the head and throat for many months, your mild and specific treatment has effected a thorough, and I believe a permanent cure. I can cheerfully recommend your treatment to those similarly affected.

Yours truly,

J. S. MILLS.

From Mrs. C. E. Chambers, wife of a prominent farmer, Delaware, Ohio.

Having suffered six long years with what is commonly known as nasal catarrh, and to describe my symptoms or to give you a partial account is beyond my powers of description. Suffice it to say, I had become so thoroughly diseased through my nasal organs that it was difficult to breathe. There was a constant discharge from my nose of a thick, tenacious matter, very offensive at times; "droppings" into my throat with a constant irritation. My disease had become so obstinate it had extended to my stomach, producing a constant burning and "water brash," spitting up particles of mucous matter. After eating, my food distressed me, and I had all the symptoms of a confirmed dyspeptic. My hearing was impaired, and my condition was indeed most miserable. I had given up all hope of recovery, having tried nearly every available remedy, but thanks to a kind friend, I was persuaded to try your most excellent treatment, and to which I am indebted for complete recovery from the dreaded disease, and I but speak the sentiment of a truthful heart when I cheerfully recommend your valuable treatment to any person who may be suffering from a like affliction.

From Rev. C. Hall, a student of Otterbein University.

Feeling under great obligations to you for the almost miraculous cure I have experienced through your treatment, I take this method of again expressing it.

Having been a sufferer for many years from chronic catarrh, the throat and nasal passages being involved, and having all the symptoms of catarrh in its worst style.

I followed your directions to the letter, and immediately began to experience relief, and now, after a few months treatment, I am entirely cured; am now as healthy as any man, being able to carry on my studies and do full work every day. I can only hope that others who may be similarly affected may try your inhalant and mild constitutional treatment. I am sure there was no more aggravated case than mine, and it is reasonable to suppose you can cure other cases as well as mine.

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CHAUNCEY P. LANDON, M. D.,

Physician and Surgeon,

Corner State and Walnut Streets,

WESTERVILLE, O.

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# The Otterbein Record.

Mailed at the P. O. at Westerville as Second Class Matter.

VOL. II.

WESTERVILLE, OHIO, FEBRUARY, 1882.

No. 6

## THE STATE AND HIGHER EDUCATION.

BY PROF. HENRY GARST.

It is generally agreed that the perpetuity and welfare of the state are so vitally dependent upon the intelligence of the masses, especially under a republican form of government, that the state is bound by the instinct of self-preservation to provide the means for elementary culture by a system of schools sustained by taxation and free to the children of all classes. The question to be considered is, whether the interests of the state likewise justify and require the foundation of colleges and universities, to be controlled by the State and sustained by taxation. In supporting the negative it is not considered necessary to assail or disparage state colleges and universities. On the contrary it is cheerfully granted that some of these State institutions are doing a noble work and well deserve the high repute they have gained. We wish to deal with the policy of founding and sustaining state institutions and not the merits or demands of any particular institutions. In opposition to such policy we contend,

1. That it is not necessary to the welfare of the state that it found and sustain colleges and universities. In this respect the relation of the state to higher education differs widely from her relation to common school education. It is important to the welfare of the state that elementary culture be placed within the reach of every rational child, but it is plain that this cannot be, unless the state establish a universal system of free schools, so that children whose parents are either too indifferent or too poor or too avaricious to provide the means of culture,

may not for these reasons be deprived of instruction in the elements of knowledge. The common school is for the masses of children, and the vast majority avail themselves of its benefits, and all should be required by law to do so. With the higher education the case is quite different. But a very small minority of youth at most, will ever avail themselves of the facilities for culture afforded by colleges and universities.

Indeed, as the matter now stands, in most States where State universities exist, but a very small minority of those who seek a collegiate education select state institutions as the place for its attainment, and this small minority could very readily be accommodated in institutions founded and sustained by private beneficence. Therefore, for the state to assume the burden of a work, which her citizens will do by private benefactions, is unnecessary and cannot be sound policy.

2. The taxation necessary to found and sustain state colleges is essentially unjust and, for this reason it is not sound policy for the state to found such institutions. If it be true, as contended, that only a very small minority of the youth of the land will enjoy the benefits of the culture afforded by state colleges, then it must plainly appear that practically such colleges are sustained by taxing a large majority for the benefit of a very small minority, and that minority already the more favored class. Now it is freely granted that if there were no other way to secure the facilities for higher culture afforded by state colleges, it might be proper for the state to take hold of the work. The imposition of an unjust system of taxation might be a less evil than that there should be no suitable means for higher



culture, and the evil would be largely compensated by the incidental benefits which would come to all classes of citizens through the cultured few. But this is not the case which in fact we have to consider. There are other ways of securing the facilities for higher culture as the history of higher education abundantly proves. More than nine-tenths of the colleges of our land are private corporations sustained by private gifts. To found state institutions is unnecessarily to tax the many for the few, and such a policy cannot be sound.

3. It is not good economy for the state to found and conduct colleges. This is true not simply because it is spending money by the state for that which private beneficence will supply, which can never be good economy, but because, all experience attests, the same facilities afforded by a state college, will cost about twice as much as they will if supplied by individual enterprise. The tendency to extravagance and the corrupt use of money in the conduct of state enterprises is proverbial. The appropriations are made by State Legislatures, which are generally very liberal—with other people's money—and are sometimes, it is to be feared, made more with a view to reward obsequious place-men for political services than with a sincere purpose to promote true learning. True, some weary, discouraged agent of a struggling private institution of learning might think it a great thing to secure the wealth of a great state in support of his enterprise, but we are fully persuaded that it is far better that the student have before him in the institution he attends, though it be by necessity, an example of rigid economy and carefulness in the expenditure of money, such as shall train him in the important virtues as a part of his education, than to be surrounded by the luxurious appointments of some state college, with practically unlimited resources at command, so well calculated to

foster a habit of lavish expenditure so injurious to the youth of our land.

4. It is not sound policy for the state to found colleges because partizan politics is almost sure to interfere with their wise and efficient conduct. The trustees are chosen by the legislature, or are appointed by the governor, and in either case, the choice is apt to be determined by considerations of political favoritism, rather than by consideration of the fitness of the person selected. When there is a political revolution and one party goes out and another comes in, a state college, in its governing board, is always subject to re-organization. Such a state of things is opposed to steadiness and consistency of management. What is more important, it is opposed to that sturdy and manly spirit of independence which should stir in the very atmosphere in which our youth receive their training for their life work. Examples are not wanting in our country of institutions of learning being made the mere foot-ball of political parties, placed in charge of political favorites, and by them placed in charge of President and professors who, while perhaps scholarly, were yet notoriously unfit to train ingenious youth.

5. It is not sound policy for the state to found and sustain colleges because it is for the best interests of the citizens of the state that higher education be left in the free and voluntary control of such citizens. The general principle here is, that it is not wise for the state to do for her citizens what those citizens can and will do for themselves. The postal service, the common schools and a few other matters of universal concern, and which in some parts of the country would sadly fail, if left in the hands of citizens as such, may well be taken in hand by the state. Perhaps, too, special training for the state service, as for the army, at West Point, and for the navy, at Annapolis, may appropriately be in charge of the state, though



this is doubted by some very eminent statesmen. Rail Roads, Telegraphs, Higher Institutions of learning, Banking and all grades and kinds of mercantile business should be left to the control and management of the citizens, with the least possible interference by the state. Any other policy will sooner or later trench upon the liberty of the citizen, and is hostile to the spirit of our civilization. As to higher institutions of learning, in our judgment, the state will far more certainly and far more effectually serve the best interests of her citizens by leaving their management and support to the free choice of her citizens. In this way our higher institutions of learning will be, as they should be, expressions of sturdy self-reliance, far-sighted wisdom, and broad and generous beneficence of her citizens. And we may expect that the youth cultured in such institutions will catch the spirit of their founders, and will come forth with a thorough appreciation of our noble and free institutions and will be qualified to defend and perpetuate them.

6. Finally, it is not sound policy for the state to found and sustain colleges and universities, because in state institutions education is almost secularized and thus the religious interests of the students, the most important of all, is apt to be neglected. The state must not teach religion. There must be complete separation between church and state, are propositions which are regarded as almost axiomatic by many persons. In institutions of learning under state control there often seems a wonderful sensitiveness lest Christian principles should be inculcated and Christian obligations enforced. The horror of sectarian bigotry in these institutions as a class, we think tends powerfully to latitudinarian laxness and positive irreligion. Now any education which does not teach and develop a student's religious nature must be radically defective, and if it be true, as

perhaps we are bound to admit, that the state is not at liberty to educate the whole man physical, intellectual, moral and religious, then we hold that the state should keep her hands off of this work and leave it to the voluntary enterprise and liberty of her citizens.

### COLLEGES AND NORMAL SCHOOLS.

BY A. E. DAVIS.

Within the last decade, more than ever before, the normal schools have been absorbing a large number of those who are seeking a higher education than is afforded by our common and graded schools. Many such schools have been established and so rapidly have they increased in popularity, that hundreds of young ladies and gentlemen flock to these so called centers of learning. Some which were only established two or three years ago now have as high as a thousand or twelve hundred pupils in attendance. Such being the case they must of necessity take many away from our colleges and seminaries of higher education. In this they are detrimental to the cause of a thorough college training. It is true, as is often claimed by the champions of these schools, that many attend them who have not the means to take a college course, and who would otherwise be deprived of anything beyond a common school education. It is readily admitted that the normal school has a noble mission and should be supported. Men and women are here fitted for the lower grades of teaching and with a great saving of time and expense over the college course. Those whose ambition rises no higher than to be a teacher in the common schools of the country and city, can find no better place of preparation than a good normal school.

The greatest objection to these schools is, that they claim to do that which in the very nature of things they cannot do. Their advocates claim that their two or three years



courses are about equivalent to the five or six years courses in our colleges. The following is from the catalogue of the National Normal School, speaking of the Scientific course—one year with a preparatory of one year. "This course is considered a good preparation for life." Again speaking of the classical course—one year in addition to the scientific—it is said, "Our diplomas are fully recognized in all professional schools, and our graduates lead their classes in these institutions." The fact of this last is certainly *doubtful*, if not absolutely false. How can it be true that men can get, in three years at one school, what it would take six or seven to acquire at another? By what artificial process of cramming can the training and discipline of six years be crowded into three? Perhaps it might be said that they do much more work at the normal school in a year, but who ever heard of anyone complaining in *college* that all their time was not employed? The college curriculum is full, every year of it, of work enough for any ordinary mind and if the studies are properly mastered, little time will be found for outside diversion.

The object of higher education is discipline, training. As the one who runs a race, puts himself through a long and vigorous course of training, so the mind needs a thorough discipline in the laws and habits of accurate and effective thinking. What the mind wants in a course of instruction, is not a flood of facts and principles, overwhelming it with their number and greatness, but the knowledge how to use its own faculties, and habits of close thinking. A thorough drill in the various departments of knowledge cannot be had in a short time. The study of Natural Philosophy at most colleges extends through a whole year and yet, one gets but a glimpse of the vast realm beyond. How very slight the glimpse, if less time were spent upon it? The same is true with regard to the other sciences.

Another reason why the college course is superior to the short normal course is, that we should learn to apply rules and principles as we go, a great stock of rules, and principles, soon to be forgotten, unless applied, will be of very little help in the active pursuits of life. The student should have time to make these, by applying them, part and parcel of his own being. He only is a good rhetorician and writes and speaks with freedom and grace and effect, who applies the rules of composition and elocution unconsciously. It takes *time* for habits of study to become fixed and settled. It takes *time* for principles to become woven into the very fabric of our natures. It takes time to gain that discipline, training and cultivation which will make our powers fully subservient to the will and render them best fitted to carry on the processes required in the world of thought and action.

For these reasons, as well as many others which might be assigned, the normal school cannot take the place of the college.

#### CRANKS.

There are cranks and cranks. It might be difficult to define a term of such recent introduction to popular use with strict limitation, but I think by the word crank we generally understand a person who is unbalanced, or warped, either by his own will or desires, or by some outside pressure.

Cranks are of many kinds—social, political, religious—and we find that science also is not free from cranks. Some one fancies that he has originated an idea, forthwith adopts it as his hobby, and even after, on every occasion, proper or otherwise, trots it out for the admiration of suffering friends. Another stumbles on some phenomenon which he misinterprets, supposes he has made some grand discovery of vast importance to the race, finds others less cautious or more weak than he is who acts as the herald of his grand



discovery to the world. Who does not remember the "blue glass" craze of a few years ago. Still another seeks to discover nature in his books and in his closet. How many mistaken cranks of this kind, have lived and died, will ever be a mystery. Their number is becoming less.

Others again seek to immortalize their names by accomplishing the impossible; or by finding out the unknowable. The favorite object of investigation with these experts, of late years, is the origin of life on this planet. Having adopted a theory which traces all life on this globe, (or elsewhere with equal reason,) back to its origin in the monad, the next thing to determine is, whence came this monad; for they all admit the utter inability of the theory to account for the beginning of life—the monad.

Not long since the President of the British Association, in his annual address setting forth his very advanced evolution doctrines, caused a ripple of excitement among his hearers, which became a wave that rolled through the scientific world, by undertaking to account for the beginning of life by supposing that somehow, at sometime, cosmic dust, containing the germs of vitality, floating in space, reached this earth, just as cosmic dust is now continually falling to the earth, and that from these germs sprang the monad. But, if true, the question still remains, whence came the vital germs?

The latest crank of this kind claiming notoriety, (and getting it,) is a Dr. Hahn, of Germany, who has been examining thin sections of meteoric stones with the microscope, and who astounds us by announcing with confidence that he has discovered organic remains in these stones which have reached us from outside space. Therefore, say he and others, life on this earth might have had its beginnings in a fusilade of meteors from some other part of the universe.

But so far Dr. Hahn is regarded as vision-

ary—as seeing that which he wishes to see, with distorted mental vision.

Probably the best authority on the microscopic examination of meteors is Prof. Smith, of Louisville, who has made their study a specialty for years. He pronounces the lines and marks seen by Hahn, to be merely the optical effect of minute crystals—long known.

If Hahn's purported discovery prove true, and the existence of *remains* of minute forms of life in meteoric stones be admitted, several important matters as to conditions of life remain to be disposed of, before we can admit the possibility of life reaching the earth in that way. How did the organisms get inside the dense stone and live? How exist in space without an atmosphere and water? How exist in the very low temperature of space? How endure the sudden and extreme change of temperature, when, entering the earth's atmosphere, the heat produced was sufficient to fuse the stones.

Even should we be compelled to admit as a scientific truth, the possibility, probability, or certainty of life reaching the earth in this way, the most important question yet remains—whence the life?

#### STUDENTS AND TOBACCO.

Some schools in this country have forbidden their students the use of tobacco. Horace Mann, addressing the teachers of Ohio in regard to the use of tobacco, said: "It should be not only denounced, but the student who uses it should be expelled, on the ground that the practice is unfit for a scholar and a gentleman." In the French military schools it has been found that smokers are inferior in position as scholars. In Germany if a boy is caught smoking he is locked up.

—Five women have held the office of county superintendent of education in Nebraska during the past two years.



## The Otterbein Record,

A MONTHLY COLLEGE PAPER.

Subscription price, \$1.00 per year, postage paid.

MANAGING EDITOR, . . REV. J. S. MILLS.

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### FEBRUARY, 1882.

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#### STONES OF BAALBEC.

Travelers' tales are not always true ones, nevertheless some of the most important information we have and the best mental stimulus we get are from narratives of travelers in distant lands.

I shall never forget the impressions made by my first reading an account (by the famous Stevens) of a visit to the ruins of Baalbec, following a visit to the rock-city of Petra and the obelisks and pyramids of Egypt. I have no doubt that his vivid descriptions, acting on the youthful ardor of a generation ago, have been the cause of many a traveler following his footsteps, impelled by a desire to see the same wonders. I have, ever since reading Stevens, had an intense desire to see Baalbec, Petra and Karnak, but that desire has been much modified by an equally vivid conception, derived from the same source, of the discomforts and dangers of the journey. The immense size of the structures, and the

more than proportionally immense size of some of the stones which have been hewed out and placed in the walls of these structures, act as powerful stimuli to the imagination of tourist, narrator and hearer. Your true traveler makes correct measurements, and then gives play to his ideality.

I verily believe the stones are as large as they are said to be, but seriously doubt some things said concerning them. Speaking of the difficulty of moving such immense masses travelers generally say that *modern* mechanics could not move them or place them in the wall. The latest writer I have read says: "From anything the world now knows of the use of mechanical powers in past ages or at the present, it appears almost a miracle."

Nothing miraculous about it; brute force at the bid of a despot, or mechanical powers in the hands of modern engineers are sufficient. Make a calculation. The largest stone is said to be 64 feet long, 13 feet wide, and 13 feet deep, and therefore contains 10,816 cubic feet. The specific gravity of the mass, whether granite, sandstone, or limestone, is not over 3, so that its total weight is less than 1,000 tons.

Now, many examples could be given where much greater masses were securely moved and elevated by moderns. Placing the tubular iron bridge across Menai Strait in Wales, by Stevenson, is a noted one. In this case a mass of iron 460 feet long, weighing 1,800 tons, was elevated more than 100 feet, and safely placed with its ends on piers in mid-channel. Recently, in Boston, a hotel building, estimated to weigh over 5,000 tons, was lifted from its foundation and moved sideways to widen a street, without disturbing the business of its occupants.

Captain Eads proposes to lift the largest ships and steamers (probably 10,000 tons), from the waters of the Atlantic, transport them over the Isthmus by rail, and launch them into the Pacific; a project pro-



nounced entirely feasible by many English and other engineers.

I have no doubt that able mechanics could be found in Ohio, who would be glad to take a contract to transport the big stone from Syria, and set it up on end, on the shore of Lake Erie, as a monument to Garfield.

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## Literature.

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The great activity of publishers during the recent holiday season has not continued in its intensity to the present date. The immense sales of gift and other books which our people are more and more demanding at Christmas time form a sort of climax in the year's trade, after which there is a noticeable shrinkage in the volume of sales, as well as in the activity of publishers and authors.

Perhaps the most important of the books of the month, certainly the most interesting to scholars, is *The New Testament in the original Greek*. Introduction and Appendix, by Drs. Wescott and Hort.

This is a companion volume to one issued last fall by the same authors, the latter containing the Greek Text of the New Testament with annotations. The companion volume now issued contains an elaborate statement of the principles that controlled the editors in the preparation of their text, their views of textual evidence and criticism, the application of critical rules to choice of texts and readings, to revision of the text, to the determination of orthography, punctuation and the entire notation. The work is the most complete one in its line that has ever appeared and will revolutionize the whole subject of Biblical criticism.

Further works in the department of *Religion*, recently issued, are the Bampton Lectures on the Organization of the Early Churches; *Around the World*; *Four of Christian Missions*, by W. F. Bainbridge;

Dr. Godet's *Defense of the Christian Faith*; Dr. Ladd's *Principles of Church Polity*; Dr. Alexander Blaikie's *History of Presbyterianism in New England*, and Dr. Henry B. Smith's *Apologetics*, the last about to be published.

In *Biography*, the most striking issue of the month's press certainly is John Morley's *Life of Richard Cobden*. This biography, says a reviewer, is remarkable for its symmetry as a literary composition, and equally so for the profound interest it excites for its subject. It may be studied with profit by the veteran statesman and read with pleasure by the general reader; but the largest sphere of its practical usefulness will be among the thousands of the rising generation who, as was the case with Cobden, are springing from the humble planes of life and entering upon their life work with no other capital than sound bodies, rigorous minds, energetic wills, patience, perseverance, honesty and a resolute determination not to "spoil a horn," but to "make a spoon."

Other biographies worth notice are the new *Life of Garibaldi*, by J. T. Bent, the *Life of Christopher Wren*, by Lucy Phillimore; Rev. E. P. Hood's *life of Robert Hall*, and Dr. Ridgeway's *Life of Bishop Jones*. These studies of lives, some of them great, some of them good, are a valuable accession to our literature, and as a means of improvement for the young are unsurpassed, and should displace much, if not all, the fiction which enlists their attention.

In poetry, the month has produced some notable works. That school of poetry which Mr. Stedman has entitled the Neo-Romantic is represented by three new books; *Ballads and Sonnets*, by Dante G. Rosetti; *Mary Stuart*, a tragedy, by A. C. Swinburne, and *Poems*, by Oscar Wilde. It is said that the central idea of the Pre-Raphaelite brotherhood was opposition to artificial or academic art in architecture, sculpture, design and



literature, and a return to the simplicity of nature. Some of their work has been salutary certainly, but some again went too far until simplicity became boldness, and nature has been degraded into the crude and the bad. In the case of the three authors mentioned above, the world will hardly be the better for them, and sheer neglect of their "poems" will be none too cruel treatment.

Valuable poetical works of late date are Alpine Poems, by Frances Ridley Havergal; Palgrave's The Vision of England; Professor Plumptre's Metrical translation of Aeschylus and Sophocles, in which the metres of the original choruses are followed; and Theodore Martin's translation of the Works of Horace, the Odes only having been published more than twenty years ago.

In *Science*, we have to note Professor Huxley's Science and Culture and other essays; Professor Proctor's Easy Star Lessons.

In *Travel*, we mention F. C. Selous's A Hunter's Wanderings in Africa; F. Vincent's Noosk, Lapp and Finn, or Travel Tracings from the Far North of Europe; W. H. Gibson's Camp Life in the Woods; and for early issue, Nordenskiöld's Voyage in the Vega, a record of his voyage in the north of Asia and Europe. These books have in large measure the romantic interest belonging to all works of their class.

The new works in *History* are not voluminous, but of very popular kind and deserving the attention of one who would be acquainted with what is doing in the world of letters.

The campaign of the Civil War, published by the Scribners in series will attract general notice. Germany, Past and Present, by S. Baring-Gould, is a rather careless production but interesting and instructive to the less learned reader. Portugal, Old and New, by Oswald Crawford; Young Folks' History of Russia, by N. H. Dole; Russia, past and present, by Mrs. Chester; Rev. A. J.

Church's Story of the Persian War, for Herodotus and Rannie's Outlines of the English Constitution, are valuable historical works and should be in the library of every scholar.

## Locals.

—Valentines.

—No boguses at the last "public."

—Public of the 1st Division March 4th.

—A new law in O. U's. code: "the law of expediency."

—The latest song at O. U.: "We won't play cards any more."

—The Philophronean bi-weekly has been abolished. A step forward.

—Bishop Dickson preached in the chapel on the morning of the 12th.

—The societies are considering the propriety of purchasing musical instruments.

—The Philomathean Society has appointed a committee to arrange for a mock trial.

—Public of the 2d Division April 1st. No doubt the performances will be appropriate to the day.

—This year the college congregation contributed \$101.75 to aid needy young men in obtaining a higher education.

—It is an acknowledged fact that each public this year has been better than the preceding one. Let this continue so to be.

—President Thompson delivered the first of a course of lectures on his travels in the Eastern countries, on Sunday evening the 12th.

—Prof. Todd's new orchestra consists of the following: 1st violins, Prof. Todd and E. E. Flickinger; 2d violin, Miss Emma Stone; flute, W. O. Reese; clarinet, S. S. Spencer; cornet, M. Jaycox; bass, L. E. Custer; viola, D. E. Lorenz; piano, Mrs. W. L. Todd.



—W. H. Wickham and O. T. Sears, who are attending the Medical College in Columbus, spent the 3d and 4th with W. M. Wickham.

—President Thompson will lecture before the literary societies of Westfield College on the evening of March 11th. His lectures will pertain to his travels in the Eastern countries.

—In the rhetoric class: President—"Who has for a subject, 'The Growth of Corruption in Republics?'" Quidam—"Fall and Spencer." Spencer—"Kumler, my right bower, has it." President—"Let Fall read his, and then I'll *pass* to Kumler." Kumler—"Then I'll take it up and play a lone hand. Give me your best, President."

—The following are the officers of the Philalethean Society: President, Alice Dickson; Vice President, Ida Markley; Recording Secretary, Justina Lorenz; Corresponding Secretary, Ida Zimmerman; Critic, Jessie Thompson; Censor, Eva Landon; Chaplain, Anna Scott; Treasurer, Mollie Miller; Chorister, Maud Dwyer; Librarian, Nellie Knox.

—The following are the officers of the Cliothethan Society: President, Anna Daler; Vice President, Lottie Hamlin; Recording Secretary, Olive Morrison; Corresponding Secretary, Ohio Bacon; Critic, Ethlinda Jarvis; Directress, Jennie Gardner; Treasurer, Kittie Waters; Chorister, Mollie Miller; Librarian, Kate Spencer; Chaplain, Lida Cunningham.

—The following are the officers of the Philomathean Society: President, D. E. Ambrose; Vice President, E. E. Flickinger; Censor, C. D. Brown; Recording Secretary, C. N. Queen; Corresponding Secretary, D. E. Lorenz; Critic, W. O. Kumler; Treasurer, P. B. Holden; Chaplain, B. T. Jenkins; Librarian, L. C. Shuey; Chorister, D. Lorenz; Anonymous Reader, A. P. Funkhouser.

—C. E. Bonebrake has accepted a position as reporter on the Columbus Daily *Journal*. He is now engaged in the work but we understand he will return to graduate with his class ('82).

—One of the seniors in Political Economy asked the Professor which would be the more valuable if the two kinds of timber were equally obtainable, an oak chair or a popular chair. If demand creates value, we should think the *popular* chair.

—Officers of the Philophronean Society: President, T. Fitzgerald; Vice President, T. H. Sonedecker; Critic, J. B. Phinney; Recording Secretary, W. C. Rebok; Corresponding Secretary, D. A. Holms; Treasurer, J. J. Spencer; Censor, O. L. Markley; Chaplain, C. Mourer; Chorister, J. E. Randall; Librarian, W. F. Hatfield; Assistant Librarian, R. P. Miller; Sergeant-at-Arms, —. Morrison; Judges, L. Keister, S. A. Thompson, A. F. Mathias.

—The 4th Division of Prof. Guitner's Rhetorical Class gave an entertainment in the Chapel on the evening of the 4th. The following are the names of the speakers and their subjects: E. E. Flickinger, The Record of Eighteen Hundred and Eighty-one; Mary E. Bovey, The Power of Opinion; R. B. Moore, Tyranny Personified; Florence Reese, Resistance to Realities; S. S. Spencer, Relics of Barbarism; T. H. Sonedecker, The Limit of Progress; Justina Lorenz, Martin Luther; W. C. Rebok, Progress and the Church; Discussion: Is there more to be learned from the study of History than from the study of Natural Science? Affirmative, J. S. Zent; Negative, W. M. Wickham. Music was furnished by the Odeon Quartette, and by Miss Elida King, W. C. Reese, Harry Custer, Miss Laura E. Resler, Mrs. Lydia K. Resler, L. E. Custer, E. E. Flickinger and W. Z. Kumler. The music was the best we ever heard at a "public."



## Personals.

(This column is given to notices of graduates, old students, and those now connected with the University. We earnestly solicit the assistance of graduates and old students, by sending us notices of themselves and others, in order that it may be full and interesting.)

'75. Mrs. Starkey has been in town several days visiting parents and friends.

'78. Rev. P. E. Holp, of Dakota Territory, while on his way to Washington, stopped a few days in town, to visit friends. He preached one evening in the chapel.

'79. W. A. Shuey is attending the U. B. Theological Seminary at Dayton.

80. F. O. Keister, after attending Eastman Business College, is now keeping books at Dawson, Pa.

'81. While C. B. Dickson was gone to attend the inter-State Homeopathic Convention at Chicago, as a delegate from the Cleveland Medical College, he made a trip of a few days to Iowa, where his home was formerly.

'82. J. B. Phinney went to Columbus on the 16th, inst., to attend a play.

'82. W. D. Reamer is expecting to be in school by the first of next term.

Miss Frank Hillhouse, an early member of '82, was in town a few days this month visiting friends.

'83. J. O. Scheel a former member of '82 is expected to be in school next term to join class '83.

'85. C. E. Bright has quit school for this term, and has gone into business with his brother, of Columbus.

Prof. Shuey is with *vim* at the head of his classes again.

President Thompson attended the anti-Liquor Convention which convened in Columbus on the 26th, and 27th, ult. He was Chairman of the Convention.

Mrs. M. A. Fisher is at home again, after her short visit.

P. W. Ratzborg is attending school at the Ohio State University.

Mrs. H. A. Thompson takes lessons of Elias Martin, on Saturdays, in Columbus.

A. F. Mathias went home to attend the funeral services of his cousin, on the 5th, inst.

L. G. Altman, a former student of O. U., completes a course in medicine at Chicago this year.

Miss Ida Rosecrans, a member of '82 when in Sophomordom, is now at home, after several weeks visit at Sunbury.

'84. A. F. Crayton has quit school for the present, and is clerking in the hardware store which his father bought of S. Jarvis.

H. F. Shupe, president of the Freshman class, on account of sickness, left school, and is now visiting his uncle in Unadella, Nebraska.

T. H. Sonedecker '83 and H. Stauffer '85, as delegates from O. U., were sent to the State Y. M. C. A. Convention at Toledo, Ohio.

Mr. and Mrs. Cole, who have moved to Westerville, spent a day visiting classes in O. U. Mrs. Cole taught in the institution about nine years ago.

D. L. Bowersmith and S. J. Flickinger took a very prominent part in the entertainment of the Curtis Press Club, in Columbus, on the 17th, and 18th, inst.

## Exchanges.

THE *Herald of Reform* comes to us, edited by Dr. E. H. Myers, and published by the Reform Publishing Co., Columbus, O. It is a new monthly Journal devoted to "true culture and higher civilization." It has a laudable mission, and this first number gives promise of being very useful in its mission.



Doctor, we wish you success in this enterprise. Price, \$1.00 a year.

WE have received recent numbers of the Puget Sound *Weekly Argus*, published at Port Townsend, W. T. From these we learn that Collector Bash is rendering complete satisfaction in performing the work of collector at that port. By his energy and tact new furniture has recently been put into the custom house and the house put into first-class style. Mr. Bash and his wife (Flora Spanglar Bash) and his brother are exerting a fine influence for the development of that Territory.

THE *University Mirror* is the successor of the *College Herald* of the University at Lewisburg, Pa. The healthy condition of the first number gives promise of long, vigorous life and distinguished usefulness. Along with several interesting articles there is one on "Book Learning," from which we make the following extract:

"It seems to be the opinion of many that the only and proper source of knowledge is books. It is supposed that a man's culture may be justly estimated by the number and variety of books he has mastered. It is thought by some that a constant application to books will develop the intellect to potency and fill the mind with useful facts, and that a college course is the thing necessary to make a man a great power and to give him a prominent place in the world. But colleges, though they have been the making of many useful lives, have ruined many, and books are by no means the only, the primary, or the natural sources of those important truths which make men powerful. Education, in the true sense, does not consist of book-learning, nor can it be obtained alone from books. 'Nature itself, experience, personal thinking, feeling and acting are the original and proper sources of knowledge.' We reverence the wise old Greeks and Romans for their learning, but they did not obtain

that learning from books. Books are of a more modern invention.

"Gibbon says the masses give themselves their education. They obtain it from life and the affairs of life; from necessity, the mother of invention; responsibility, that teaches prudence and inspires right. In the words of another writer, 'Book-learning does not make up five per cent. of that mass of common sense that runs the world, transacts its business, secures its progress, trebles its power over nature, works out in the long run a rough average justice, wears away the world's restraints, and lifts off its burdens.'

"We would not underrate the value of books. They are the registers in which are recorded the great truths as they are discovered—the great store-houses in which are garnered the world's treasures, and from which the student draws as he wills. Books are indispensable, but we are in danger of overestimating their value, even where they seem to be the most necessary. At the best, they are mere helpers to knowledge. They only serve to fill up many gaps, to correct and to widen our acquirements after our culture has begun in the great creative powers that lie without the domain of books. 'Genuine knowledge,' Blackie says, 'grows from a living root in a thinking soul, and whatever it may appropriate from without it takes by a living assimilation into a living organism, not by mere borrowing.'

"It is often asked why so many college graduates fail to attain any distinction in life—why they disappoint the expectation of their friends by failing to wield that power in the world that might reasonably be expected of them on account of their educational advantages. It is because their knowledge consists solely of what they obtained from their textbooks and class room lectures."

—“So far so good,” said the little boy as he finished the first pot of jam.



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