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Dr. T. J. Sanders

VOL. IX FEBRUARY, 1899. NO. 6.

OTTERBEIN ÆGIS

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SOME very valuable articles have been crowded out of this issue. These will be published later.

LOYALTY to the institutions which honor you is the best reason you can give for the honor received.

THERE seems to be a mistake as to the proper sentiment in chapel exercises. The singing has not been as our better selves would dictate. Often we scarcely know whether we want to sing or not till the stanza is well begun, then break in with improper time or wrongly pitched tune. Perhaps some do not accent properly. And then do we enter the chapel exercises *just to see what will happen there;* to hear the announcements or to devote a portion of our time to the highest of all thought—the thought of God? Our attitude is not that of reformers but we venture to suggest that a little thought on this matter will help us to reform ourselves.

IT is gratifying to note that the coming oratorical contest promises to be of more than ordinary interest. Four contestants have carefully prepared and each expect to win the honor of being the delegate to the state contest. This is better than the school has done for some time past and promises a revival of the very useful and effective art of oratory. It is not too soon to plan for a large delegation to accompany our representative, whoever he may be, to the state contest and by our presence encourage him to his best efforts.

THE subject of Sunday study has received among the students of Otterbein some much needed attention. Perhaps there is no one deed so pernicious and not one, surely, that we would more dislike to own than the one that *we* are sometimes engaged in the preparation of our lessons on Sunday. This is not as it should be. The student, no matter how industrious he may be, should look forward to at least one day in seven for rest. The abnormal strain upon the system by constant application to study is not conducive to the highest realization of the capabilities of

the intellect. And the student who thus indulges himself can not live up to his opportunities. There must be time for rest, for recuperation, for quiet meditation, for thought of a higher and nobler kind. Sunday is the best time for this and such *work* seems best fitted to the day. Monday morning dawns the brighter for having entertained thoughts purer and better than before.

I doubt not we all admit the truthfulness of the statement. Yet how few can even be satisfied to give the day fully to rest of mind and body. The whole week is filled so completely with work of the most urgent kind in classroom, laboratory and society hall; Saturday brings its endless round of "odd jobs" and Sunday morning comes to find the student confronted with the entire routine of Monday's lessons assigned and unprepared. The remedy becomes a personal question. The difficulty may be in the number of hours a student carries. Whenever he can feel the pressure of work holding him exclusively to his books the work should be reduced. Overcrowded hours can not and hence do not render abiding results. Even though the knowledge may be retained throughout the class hour and a passing grade secured in every study yet its results which should contribute to a well-marked scholarship can not be permanent. Reduce.

Or, perhaps, too much attention is given to affairs not strictly connected with the student's first duty. Whenever ball or track athletics command such a portion of the students time that his studies suffer from lack of attention then track athletics and ball should be curtailed. Or if the demands of society work detract from the application to study during the study hours then this work should be lessened. Perhaps you are on too many committees, or too much absorbed in organization and drill for a coming open session. This is all well and good in its place. But your society can not rise above the level of its members nor can these lend to it what they have not procured by work or study. We need not enumerate the long list of demands upon the student's time. You already know them. The student's first and last duty is directly connected with the work of the classroom. Should any time remain, other matters can then command it. But why subtract from the highest privileges of the student to add a few marks to your personality by the way of an auxiliary organization? And after all, is there a record of his school days that any student can leave behind him so abiding as that established within the class-room or preserved upon the university rolls?

But pardon the diversion! Items relative to the individual left out, the only true solution of the problem of Sunday study lies with the problem of organization as to personal affairs. Students can command their own time. Very often the entrance to college is also the entrance to independent planning, meager indeed at first, but these small beginnings become the bases of an elaborate character. Hence the duty of starting aright. And if in the very first the day is hallowed and set aside for purest thought, the sentiment becomes sufficient assurance that it will continue so.

The School.

IN college circles the oft repeated question of the place of the classics has been revived and discussed. The tendency seems to be that the school reduce the required Latin and Greek courses by one year making these years elective. Advanced science is suggested as a substitute. A committee of the faculty has been appointed to investigate the matter and to submit a report. All students, and especially that class of students who desire to specialize in science, anxiously await the report.

This awakens an old question that has led to very different notions as to the nature of the educational process. There are those who contend that education means the develop-

ment of power within the individual—the realization of his potentiality. These would say that subjects of instruction are valuable chiefly as they contribute to this end. It is desirable on this ground to pursue a study not because it will add to the fund of practical knowledge possessed by the student but because it presents an excellent opportunity for mental training, enables him to think for himself, to grapple with the problems of life. In this way argue the advocates of classical study, in part, at least, upon the discipline afforded the mind. True the study may and does present much useful knowledge. But even though it may be entirely forgotten or may never be called forth by the affairs of life, yet the mental training secured by this means remains a permanent possession. It is quite natural that these should contend that the method of study is of more importance than the subject matter; or, as President Eliot says, "The method of study and the aim in studying are the all important things." It is in discipline that the value of education consists.

In opposition to this view of the disciplinary value of education comes a strong tendency to make its value consist in acquired knowledge. This opinion, we must confess, comes from the great mass of people who do not claim to be profound in their knowledge of the principles of pedagogy, but who, looking at education from the standpoint of life, are apt to regard a subject as educational when it contributes a vast stock of knowledge practical to every day life. Utility is the cardinal feature of this argument in its extreme view, or, if utility does not become its basis, then a fear of the overestimation of the purely formal is made the plea for less Latin and Greek. The question forms the major part of the discussions at every teachers' meeting. Every educator knows how hard it is to introduce a subject into the schools that does not contribute directly to the material needs of the pupil, and every innovation that does not possess this meat-and potatoes value is very apt to be resented as a fad. Between these two extremes of theory every college curriculum must find its way or strike a new path for itself; and upon this course our school, in common with many others, has started an investigation.

In passing in review the departments of Latin and Greek it seems very much like bringing before our readers a subject already known. These courses are so thoroughly fixed in every college that scarcely a student spends a year within college walls that he does not meet them from some angle. It has been the policy to give the classics in Otterbein that prominence that the best scholarship recognizes as indispensable to a liberal education. In addition to the courses prescribed for the regular bachelor degrees elective courses are specified covering the remainder of the undergraduate period and affording considerable variety for choice which is, however, subject to the advice and consent of the professors in charge. Seminary work is organized to meet the demands of those who desire to pursue a more minute study of the language or of a particular author. In each department lectures are given illustrating the history, antiquities, public and private life, institutions, etc. To these has been added a course based upon recent excavations, the monuments and recovered art.

The library constitutes the laboratory and assigned work is being constantly prepared. Here are found many texts in both Greek and Latin, including some of rare value and educational worth. Commentaries and other works relating to the vast field covered by the classics have been added. Current studies in classical philology, archæology and mythology are secured. These are all available to the student as are also standard works on classic art.

Students are not encouraged to become specialists in the narrow sense but to pursue a reasonably wide range of classical studies and to give full attention to English literature and not neglect philosophy or science. The departments are kindly disposed toward other fields of investigation and the earnest student of the classics will soon enjoy a revelation of the meaning and content of his chosen subject.

He will learn to see in the ancient languages a superior instrument of scientific training, cultivating the faculties of observation, classification and judgement. The aim of the school is thus broad before being special. By a diligent application to their study the student will find that the ancient languages are intimately correlated with our own in art and culture; that here flowed the central stream of human history for centuries before it broke forth in modern splendor; here genius wrought in art; here eloquence flowed unrestrained; here civic and social germ-principles were laid, useful for all time and athletic contests find their source. And more, for here the highest ideals of literary style originated and grew;—methods of lyric sweetness; epic grandeur unsurpassed; satire, humorous, indignant and sarcastic; here, too, the drama was developed in all its forms. The courses are intended to lead to independent work and thought in each of these several fields.

"Captains Courageous."---A Critique.

MARTHA LEWIS, '99.

RUDYARD KIPLING has been called "the most remarkable writer of his generation." He is somewhat puzzling to critics and general readers, but one thing is clear, long after the books of Marie Corelli, Hall Caine and other such writers shall have been forgotten, Mr. Kipling's books will endure, because his work has what theirs has not, nearly all of the essentials of literature. He pleases not only the many who know what they like, yet cannot give the reason for their liking, but also the few who have discriminating, artistic tastes. He has such an intimate knowledge of so many things that it is hard to believe that he has learned all of them by study. It may be that his intuitions are so deep that he *knows* much of what others have to *learn*. He writes of ordinary matters and people, but not in an ordinary way. He has awakened Great Britain, great to be sure, but slow and unimaginative, to a sense of what her commonplace people are doing for her, and to a realization of what she ought to do for them. Others have told the same truths; he has told them most effectively.

Mr. Kipling's style is clear and vigorous but not beautiful. His characters are not persons from whom grammatical, still less cultured language is to be expected, and in his descriptions and delineations he is more graphic than graceful. The greatest fault in Mr. Kipling's works is the result of the attitude which he has assumed, as a writer, towards woman. There are such women as he portrays, women who are not true to themselves or helpful to others, but such women are in the minority, and should not be put before the public as representing the majority of women. No one can claim to be a writer for true men and manhood if he leaves out of his books true women and womanhood.

In spite of blemishes, Mr. Kipling's work is truly artistic. It follows that it is founded upon religion. The articles of his faith are two—faith and obedience; and he preaches the gospel of hard work and utter fearlessness.

The very title of the book which is to be discussed in this paper is suggestive. "Captains Courageous" is a story of the Grand Banks fishing season. An ocean liner is making its way slowly in the midst of a fishing-fleet. One of the passengers on the steamer is Harvey Cheyne, jr., son of a multi-millionaire. He has been badly spoiled by his mother. Unfortunately he has never been commanded to do anything. Whenever he has been asked, the request has been accompanied by reasons, arguments, entreaties; and finally he has done as he pleased, always. Mrs. Cheyne has been afraid that her son's spirit would be broken, and, in trying to prevent such a *blessing*, she has thoroughly shattered her nervous system, and is now on her way to Europe with her nerves and her boy, for the benefit of her own physical, and her son's moral health.

A German on the steamer is so disgusted with Harvey's boasting that he gives the boy a very strong cigar. A few whiffs make him

feel very queer, and he leaves the state room and goes aft to the second deck and sinks down by the flag pole. He is so weakened by the struggle with sea-sickness and cigar that a roll of the steamer sends him over the rail to the stern, which is in the shape of a turtle-back. He is washed from there into the sea and wakes up in a fishing dory. Manuel, the fisherman, rows to the schooner, "We're Here," and gives the boy into the charge of the captain, Disco Troop.

Harvey explains what happened to him on the steamer and demands to be taken back to New York, and tells how rich his father is and how well the captain will be rewarded. Captain Troop does not believe Harvey's story of his father's wealth; not one of the fishermen does, except Dan, the captain's son. The captain refuses to take Harvey back, and tells him that he must stay with the fleet until September, that he must do his share of the work, and that he will be paid thirty-five dollars for the four months. Harvey becomes furiously angry, and his imprudence is only ended by a literally knock-down argument from Captain Troop. After Harvey has regained his senses and can walk, he manfully begs pardon and yields to the inevitable.

He has inherited a high-strung, nervous temperament from his mother, and good business capacity from his father, and he settles down to work, consoled by the thought of what will happen in September when the fleet returns home and Captain Troop knows the truth. For the first time in his life Harvey is compelled to obey with no reasons asked or given; he is compelled to eat wholesome food, to do without wine and tobacco, and to work in the fresh air. Gradually he wins the liking of every fisherman in the fleet. He learns to face death and danger bravely. A love for the sea and its life springs up in him, and never leaves him. In September, after many toils and terrors, the fleet returns to Gloucester.

Harvey sends a message humming over the wires to his father. The message is repeated from east to west and reaches Mr. Cheyne in San Diego. Poor Mrs. Cheyne has been almost crazed by the loss of her boy, but is restored to happiness by the good news. The power of the railroad king is put in operation. Telegraph wires carry messages, tracks are cleared, the private car "Constance," named after Mrs. Cheyne, makes the journey to Boston, where Harvey is waiting, in eighty-seven hours and thirty-five minutes.

Mr. and Mrs. Cheyne find a different Harvey from the one whom they lost. He is not nervous. His eyes are clear, he is tender to his mother, and startlingly respectful to both parents. The father and son have long talks, and Mr. Cheyne tells Harvey his own life story. Harvey begs to be allowed to go into one of his father's offices at once, but Mr. Cheyne tells him how much at a disadvantage he has been, in spite of such success as he has had, because he has not been a scholar, and he makes such an earnest and forcible argument for college training that Harvey is convinced, and enters college. Dan, who has been Harvey's friend from the first, is taken into service on Mr. Cheyne's line of ocean steamers, and makes his way upward steadily. Everyone in the fleet receives some manifestation of Mr. and Mrs. Cheyne's grateful appreciation of what has been done for their boy, for they realize that his life has been saved in more than one sense.

With few exceptions the incidents in the book are such as are of frequent occurrence, and those few are handled in such a masterly way that to the reader they are real. Both in method and material the book is intensely realistic. The reader feels the jerk on the line, and the excitement of getting the fish on board; hears the groaning and sighing of the schooner; thrills with her exultant leaps and plunges; or tingles as she dances and skips over the waves. The heart aches over the pathos which fills the lives of women whose husbands, fathers and brothers "go down to the sea in ships." The dauntless courage of the fisherman wins respect and admiration; these men live close to death, they feel how helpless they are, yet the cool brain and sturdy heart never fail. Except Mr.

and Mrs. Cheyne and Harvey, the characters in "Captains Courageous" are working people, their lives are rough, yet everyone is heroic to the reader. Why? Because Mr. Kipling knows how to show that these rough fishermen are stamped with the divine likeness, that in their souls is a spark of the divine nature, that their work is a part of the universal toil, and that their hearts throb in harmony with the great heart of the universe.

Qualities Requisite for a Profession.

J. L. SHIVELY, 1902.

WE are living at an advanced age; at a time remarkable for advancement. As a result of this advancement there are many positions of church and state which must be filled by men who are qualified for these positions. There was a time in the history of the world when almost anyone of ordinary intelligence could perform the duties devolving on him in any vocation in life, but that time is past; it is no longer so; the standard has been raised and he, who would be successful and fill his position with credit to himself and his constituents must measure up to that standard.

Quality is that which makes a thing what it is and without which it ceases to be that thing. Quality is that which makes the man. The world does not need men in quantity but men of quality. While it is true that there are today many men of sterling worth, men of character and integrity, yet one of the crying wants of the times is men, men who possess the requisite qualities for positions of trust and honor, men who are not afraid to stand alone; men who will not hide behind some scheme but who will face duty and do the right at all hazards.

One of the most serious questions and possibly the most serious one that ever comes to a young man is: What shall my life work be? What profession in life shall I pursue? The question might be asked: What is a profession? We might say a man's profession is his employment. Whatever is his particular line of work is his profession. But in a more restricted sense when we speak of a *profession* we mean an occupation involving mental rather than manual labor. Especially one of the so-called learned professions. Nothing is more certain than the essential identity, among all ancient nations, of the professions, which the progress of civilization has developed into three—Religion, Law and Medicine. This however, is rather narrow and what is usually meant by a profession is an occupation requiring at least a liberal education.

The majority of young men to-day and especially those who are in college are looking forward to some profession as their life work. It is no longer as it was in those olden times, about which we read, when every man was satisfied to pursue the vocation of his father and "to dwell under his own vine and fig tree," but men have become more ambitious, more self-reliant and better things are expected by each succeeding generation.

Men are endowed with more or less ability, some in one direction, some in another. There is no universal applicability in man. Each has his special talent. This is one of the first requisites and every one who is anticipating a professional career should try to ascertain the strong faculty of his mind, fitting him for some special pursuit and direct his utmost energies to bring it to perfection. Emerson says: "A man is like a bit of Labrador spar which has no lustre as you turn it in your hand until you come to a particular angle, then it shows deep and beautiful colors." So it is with man; each one has a special inborn aptitude for some particular phase in life, which may not be apparent until he comes to that particular place. A professional man should recognize his talents and use them conscientiously; use them as *talents*.

In the very use of the word talent there is a clear recognition of the responsibilities which

go along with a professional career and the possession of intellectual gifts and endowments whatever these may be. An illustration of this is given to us in the parable by Matthew.

Another indispensable requisite for a successful professional life is devotion to one thing. The day of universal scholarship is past. A man may have the most dazzling talents but if they are scattered on many objects he will accomplish nothing. It has been rightly said that a great deal of the wisdom of a man in this century is shown in leaving things unknown and a great deal of his practical sense in leaving things undone. The range of human knowledge has increased so enormously and has assumed such proportions that no mind can grapple with it, and the man who would know one thing well must have the courage to be ignorant of a thousand other things, however inviting or attractive they may be. The professional man must single out his specialty for which he is qualified and into that he must pour the stream of all his energies. Broad culture and many-sidedness are beautiful things to contemplate and are admirable characteristics but it is the narrow-edged men—the men of single and intense purpose who accomplish the hard work of the world and who are everywhere and at all times in demand.

Too much care cannot be taken in the choice of a profession. This should be regarded as a serious matter and special pains should be taken so that the right avenue in life be found and that it may not be said as in Lessing's sarcastic poem—

> "Tompkins forsakes his last and awl
> For literary squabbles;
> Styles himself poet,
> But his trade remains the same—he cobbles."

I believe that every man is created for a specific purpose and that every man has some special personality suited for some special work.

Lord Chesterfield denied this doctrine of natural tendencies and held that any person by dint of energies, by making application of his powers may become whatever he chooses. He is said to have declared that any young man, who is willing to take the pains, may become as learned, graceful, eloquent and agreeable as he pleases without the slightest reference to natural aptitude. Acting on these principles he labored for years endeavoring to mould his dull, awkward, loutish son into a graceful man of fashion. A more absurd thing was never undertaken and the result was what might have been expected—utter failure. It cannot be denied that by thorough mental discipline, by application of energies, by education, which is the indispensable requisite for a profession and is in fact involved in the very term profession, a wonderful change is produced in man. If we consider how much education enlarges the mind and arranges the ideas it may well be reckoned equivalent to the acquiring of an additional sense. We cannot overestimate these acquirements; they are essentials to success, but after all they are but attributes. Back of it all there must be some controlling influence, some impelling force which is the keynote to the whole temperament of man. It is this which constitutes the personality of man and indicates in what direction his powers tend.

The sentiment, "Our wishes are presentiments of our capabilities," is a noble maxim of deep encouragement to all true men and it is no less true. Nothing is more reasonable than to suppose that he who in attending to the duties of his profession, can gratify the predominant faculty, the reigning passion of the mind, who can strike "the master string that makes most harmony or discord in him," will be the most successful and the most contented with his work. Love for his work should be the incentive that prompts every professional man and should be the inducement that causes a young man to enter a profession. He should have that peculiar quality of devoting himself entirely to his work unmindful of him-

self. The man who would be successful in a profession and would rise to eminence must reach it largely by his own efforts. He cannot expect to reach it at a single bound but step by step. He must have that quality which will enable him to grapple with difficulties and to surmount the obstacles which may occur in his pathway. He must be characterized by that stamina of manhood which will cause him to rise *per aspera ad astra* until he reaches the goal of his ambition.

Ruth.

GRACE LLOYD.—PREPARATORY.

THE pages of history are filled with the words and deeds of great men and women. Men have become famous upon the battlefield and in the forum of politics and religion. Woman has distinguished herself through every kind of generous work and in long years of constant devotion in the name of woman's charity.

No one can know the tender sympathy of a woman's heart. She has gone from home and friends to risk disease and death upon many a battlefield to care for the mangled and wounded soldiers. She has sacrificed health and happiness to brighten and cheer the chambers of sorrow and shame in every street and hamlet in the land. In all that has been done to elevate mankind, woman did the most.

Although the lapse of years has thrown a veil of mist about the deeds of some who lived long ago, yet there is one whom the flight of time cannot destroy nor memory ever forget. The page that tells the story of her noble virtues is the brightest, sweetest one in sacred history. She was born in the land of Moab on the banks of the Jordan in whose fertile valley her ancestors had tilled the soil for many generations. When the famine in Judah drove the historic family of Abimelech into Moab they dwelt near the home of the maiden Ruth. The husband soon died leaving a wife and two sons. The sons married, nor was it long after until they died leaving mother and wives, Naomi, Ruth and Orpah, to mourn their sad fate. Life was a struggle without them as hard as hard could be. Crops had failed, famine and starvation were waiting at their door.

Naomi heard that the land of Canaan was blessed with abundant harvests, and longed to return to their native land. But such was their attachment that the daughters-in-law wished to return with her. Naomi entreated them not to forsake home and parents to journey with her into the wilderness of Judah and dwell in the land of strangers. Orpah said farewell with a kiss and returned to her parents. But the affectionate, tender-hearted Ruth could not leave Naomi, the best friend she had in all the world. A long, dangerous journey into a land of strangers, into the face of famine, was not so much to her as to remain at home through long, luckless years with a broken heart. She was bound to go where Naomi went, to live and die and be buried in the grave with her.

All the sympathy and advice of maturer years could not console her. Her affections were wounded, her spirit was broken by sorrows too deep for her tender heart to endure. She could never be separated from the idol of her life, whom she devotedly loved and worshipped.

They set out for the kingdom of Judah. Just ten years before, Naomi was driven from her home in this kingdom by the cruel hand of want. But the return must have been yet more sad for she goes back grieving the death of her husband and two sons, while her companion, Ruth, is lamenting the death of one of the sons, her husband.

They journeyed twenty long, dreary days and in the dim twilight of the last, wearied and worn, they reach the home of Naomi's kindred, where she had spent her childhood days. It must have been a sad and interesting occasion as she told her story to Ruth.

It was in the time of barley harvest, the fields along the road were golden with the ripened grain; but ten years before when they went by the same fields were famished for want of rain.

The next day Naomi goes on to her former home, it is all desolate and deserted. Now the house is old and rickety, the fences fallen in ruin, the old barn-floor where the harvests of many years were winnowed is decayed and no longer needed. The harvesters are dead and buried in the plains of Moab. The fields that once so pleasantly smiled with crops are now a wilderness of weeds. Imagination can hardly paint the sorrow and anguish of the poor old widow's heart as she beheld her once proud and happy home tumbling to pieces; now the sad and silent home of herself and widowed daughter-in-law. But a companionship as true as theirs could not be in sadness long. The scene of desolation and destruction soon changes to one of delight and beauty. That universal feminine trait, the love of nicety and neatness, soon wrought the change. The place where the weeds and tall grasses grew now was fragrant with the bloom of pretty flowers.

Naomi now aged and leaning toward younger hands remained at home while Ruth, young, pretty and cheerful gleaned in the barley fields of Boaz, a distant kinsman. By her kind and pleasant manner she at once won the admiration of Boaz, who told the reapers to intentionally scatter grain where she was gleaning. Not only did she carry the barley heads from the field but the heart of the noble Boaz as well. She loved Boaz and Boaz loved her. They were married and became the great-grandparents of King David and a long line of illustrious descendants.

But Naomi was still Ruth's dearest friend; neither was happy without the other. The peaceful, quiet years went by and neither famine, pestilence nor any disaster marred their domestic happiness. There was no brighter summer-home in all the kingdom of Judah. And through all the joys of those few short years of wedded life Naomi shared a generous part; not only shared but gave a large share in return. This home soon must lose her maternal smiles. Wearied with the flight of years, the idol of the home was slowly bending toward the grave, and sympathizing Ruth was gradually but surely declining with her. They fade and fall together and Ruth true to her promise at the parting in the land of Moab, dies and is buried in the grave with her.

She lived in the dim and distant long ago, but in spite of all the tales of sympathy and love, in spite of all the facts and fancies created by the genius love in all the centuries that have come and gone since then, there are none that so gently touch and thrill the tender chords of the human heart as this true and simple story of the purity and simplicity of the maiden Ruth. The land of Moab boasts of her birth, the kingdom of Judah mourned her death, and the whole world through all the generations since has praised her virtuous name.

A desert grave, unmarked, forgotten now, where the wandering Arab tribes graze their flocks and herds; but her life and deeds have written a touching inscription in every heart and home for all the time yet to be. The Bible tells the story of her virtues, a higher tribute could not be paid—a monument as lasting as the stars. She is the model of sincere affection and purest womanhood, because no better, truer, purer woman ever lived than the Moabitess maiden Ruth.

Day of Prayer.

ALMOST nineteen centuries have witnessed the growth of Christianity in the world. Its founder was rejected by the people; the nations did not want it. The strong and learned contemned it; to the poor it became a treasure. Implacable fury poured its vengeance upon the heads of its most humble followers; malignant hate confronted its most ardent

admirers. Yet it lived, and has grown till this present hour, and to-day, bids well to subdue, —no not subdue, but to exalt all nations.

The territorial extension of Christianity was made quite apparent by the day of prayer for colleges celebrated this year as a day of universal prayer. From a babe in Bethlehem has followed the broad expanse of Christian nations; from a narrow strip of land in Asia has come one continuous belt so that the Word might have "free course, run, and be glorified." Yet this belt has grown till like a cloak it covers the whole earth. Let anyone consult the globe to see how wellnigh the earth is dotted. Beyond the broadest oceans, far in the iciest seas, across the dreariest deserts and among the roughest mountains are planted its colonies, is felt its influence.

We count ourselves a part of this immense system, an atom in the universe, a mite in the storehouse of treasures. Yet in the presence of her alumni, from the shores of Africa, from the venerable halls of Germany, from China, Japan and the islands of the sea, Otterbein, following the course of prayers sped on their mission to heaven, resounded one continuous strain of anthem.

Here in Westerville we approached the day with a sense of our weakness, knowing how little we could do. Chapel and prayer services during the week preceding the day of prayer were made to contribute to increasing the results of the Sunday's services. Sunday, Dr. G. A. Funkhouser was with us. The morning's services were devoted to thoughts on the fullness of life. In his earnest manner the speaker found true greatness to consist in loyalty to God's place for our lives. We should emphasize the spiritual in contrast with the natural and material. Students should study to establish the requirement God has planned for them. Not to do this leads to discord with self, with nature, with society, with everything. Again we should give ourselves to the things that are of eternal significance to ourselves, to our nation, to God. Retirement allows calmest meditation upon things spiritual. John found his retirement in the desert of Judea. So must we to be great debase ourselves,—must find our desert place. A great man is God's man, doing God's work in God's way for God's glory.

The evening's discourse was practical. An urgent appeal was made for a deeper spiritual life, and a fuller consecration of purpose. After the services Dr. Funkhouser met many students in conversation always directing their attention to a more earnest life service for good.

The University and the Kaiser.

ALMA GUITNER, 1897.

ON the Thursday before Christmas we attended a memorial service for Prince Bismarck at the University of Berlin. The hall of the University in which the service was held was beautifully decorated in green and white, and marble busts of Kaiser Wilhelm I., Kaiser Wilhelm II., and Kaiser Freiderich III. stood on the platform behind the speaker's desk, and in front was a bust of Bismarck, in a bower of palms and white lilacs. Precisely at noon, the Faculty and students of the University entered the hall. First came a large body of students, in the uniform and with the banners and colors of their corps or fraternity. From each corps there were four in uniform, one carrying the banner and three to guard it. They wore small round caps, like a circular box lid, about four inches in diameter. The caps were so tiny that they had to be held in place by an elastic, like a little girl's hat. They wore, also, sashes of their colors, passing over their shoulders and tied at the side, hanging down in long streamers. Only the four representatives of the corps may wear the sashes, but all the members wear the caps with the colors. The combination of gray, green, and white seemed to us the handsomest of the colors. There were white trousers, gray coats trimmed with green, high cavalry boots with spurs, and swords. Some of the corps

had purple coats, some red, and some the conventional black suit. There were fifteen different corps represented.

After these came the Faculty in their caps and gowns of different colors and degrees. Some wore red, others black gowns lined with red and red caps, others black gowns lined with purple and purple caps, and still others had lining and cap of dark blue. They all had the sleeves turned back a few inches and tacked, so as to show the color of the lining. We noticed particularly in the procession our professor, Dr. Erich Schmidt, whose lectures we are regularly attending. He wore the dark blue cap and black gown lined with dark blue, and we thought his appearance the most majestic of them all.

The hall was now well filled, and one of the professors arose and delivered an eloquent eulogy of Bismarck. Two selections of music, rendered only as Berlin talent can interpret it, completed the program and the great audience passed out. We had a good view of the Director of the University, in his long garnet velvet cape, richly embroidered in gold.

A few evenings ago, on the 100th anniversary of the first production of Wallenstein in Weimar, we attended in the Berlin Opera House a representation of Wallenstein's Lager and Piccolomini, at which we had the good fortune to have a near view of the Kaiser (Emperor) of Germany, the Kaiserin (Empress), the Crown Prince and two of his brothers, the Grand Duke of Weimar, his daughter, and several others of the nobility, fourteen in all. We had previously seen the Emperor, at a review on his birthday, but it was a distant view and not very satisfactory. In the opera house, our seats were in the dress circle, nearly opposite and in full view of the Emperor's box. It was an unusual and most favorable opportunity to see the Emperor and so many dignitaries together. The Emperor's party came in rather late, arriving only a few minutes before the opera began; and as they entered their box, all the people in the house rose, and the Emperor and Empress bowed in response. The Emperor and the Grand Duke were in uniform, as were also two of the court people. The princes were in citizens' clothes. The Emperor wore a coat of military blue, with white cords over the front. His trousers had two crimson stripes, over an inch wide, on each side. The uniform of the Grand Duke was simpler, of navy blue, and he wore a sword. The Empress wore evening dress of pale pink, simply made, with sleeves of net or lace. She had a long chain of pearls about her neck and diamonds in her hair. She is a very sweet looking woman, really prettier than we had expected from her pictures. The Crown Prince is very fair, with very light hair, the other princes somewhat darker. They are three extremely handsome boys. They all wore black suits, with low cut vests and long black cravats, patent leather shoes, and white kid gloves. The Empress left the box during the first intermission and did not return. The three princes had to leave during the second intermission. Before they left they said their good-byes to all in the box, and each kissed the hand of the Emperor and all the ladies of the party. That was just as sweet as it could be, and we were delighted to see it. The Crown Prince attempted to kiss the hand of the Grand Duke, but he did not permit it, as he, of course, is not of as high rank as the Crown Prince. I thought it a pity that the princes had to leave before the play had ended; but they say here that the Emperor is very strict with them and requires them to keep seasonable hours.

During the first intermission the imperial party all left the box, but during the second they remained in their seats, and waiters from the buffet brought in cakes and wine to them. The Emperor, however, declined both to eat and to drink.

We were very fortunate to have seats from which we could see so well; for there were comparatively few seats in the whole house from which we could have had so good a view, and we had two of them. It ought to be admitted that perhaps we paid more careful

attention to the princes than to the performance of the evening.

Berlin, Germany, Feb., 1899.

Social Events.

THE mid winter social season has brought many pleasant events to the students of Otterbein. The pleasures of the winter's skating were experienced by all previous to the snow and extreme cold. Then came sleighing with its merry parties and jingling bells. The Sophomore class planned a trip to Worthington which, notwithstanding the extreme cold, was successful. Three sled loads of Preparatory students spent the evening of the 11th at Hotel Central, Worthington. The evening was spent with games and conversation. After an oyster supper the excursionists journeyed homeward. Many smaller parties were organized during the continuance of the winter's snow.

President Sanders entertained his class in Pedagogics on the 13th with a five o'clock dinner. Conundrums, conversation and pedagogical discussion were the events of the evening. A four course dinner was served. Mrs. Sanders assisted in receiving and at table.

On Saturday evening, the 3d, Miss Emma Barnett invited her Sunday school class of young boys to the Carpenter residence on College avenue. The time was spent in conversation and crokinole. The evening's joys were heightened by an apple pealing contest, a prize being offered to the ones making the longest and shortest pealings. After the contest fruits, Neapolitan cream and cake were shared by all. At the conclusion of the partv the class presented their teacher with a neat toilet case bearing an appropriate inscription.

A merry crowd of sixteen young people people gathered at the parlors of the Misses Detweiler and Knox for an informal party and progressive crokinole. Cards with pink and white carnations were drawn by each and thus the places at the tables were assigned. Misses Alice Shauck and Meta McFadden won honors at the game. After having spent a pleasant time light refreshments of ice cream, cake, and grape nectar were served. Pleasant remembrances accompanied the guests to their homes.

President and Mrs. Sanders entertained the board of control and faculty of Davis Conservatory to a formal dinner on the evening of the ninth. Among the invited guests were Hon. J. A. Shauck and wife, Mr. and Mrs. E. L. Weinland, Prof. F. O. Clements and mother, Prof. Gustav Meyer and wife, Prof. Byer, Miss Andrews and Miss VanAnda.

On Saturday evening, January 28, Misses Ola Rogers and Marguerite Lambert entertained with a party and reception that was not only out of the ordinary but extremely handsome. The affair was suggestive of the hospitable entertainments of home and many pretty compliments were received by the hostesses on the novelty of their plan. Games were enjoyed during the early evening; then the guests were asked to identify twenty different solutions which were set before them. Mr. J. B. Hughes recognized the greatest number and was awarded with a box of bonbons; Mr. B. F. Cunningham received a large stick of candy because he detected the least number. To add to the joys of the evening most tempting refreshments were served. Vocal and instrumental music occurred at proper intervals. All too soon came the time for departure when the guests expressed their delight for the happy time.

A most hearty welcome and pleasant reception greeted the chapel choir at the home of President and Mrs. Sanders on Monday evening, Feb. 6th. The early evening was passed in friendly greeting. The table was beautifully decorated with smilax and cut carnations. Covers were laid for twenty. While the splendid five course menu was being served the time was passed in conversation based upon conundrum and literary cards that were

found at each plate. The evening's pleasures were complete. But a surprise was in store. Hosts and guests were treated to a graphophone concert by Mr. H. M. Kline. It was a most enjoyable concluding feature and after expressing their highest regards the guests departed homeward.

A unique party occurred at the home of Miss Katherine Barnes on the evening of the 17th. Sixteen girls had collected each bearing something for a feast. No one knew what the others brought. The table was quickly spread and the feast enjoyed. Songs, impromptu toasts and the many little joys held dear to girls hastened the evening away. The party made a sally to serenade the boys' societies which were then in session.

Alumni as Ministers.

WHEN Otterbein University was founded it was the purpose of the school to educate men and women for work in the United Brethren church. Otterbein being the first school of the church, it may fairly be said, that from her has grown the educational system of the U. B. church. At first, however, the demand for educated men to fill positions of trust in the church far exceeded the supply. And so we find many graduating from the institution to enter the ranks of teachers and ministers of the gospel. It is true that over fifty per cent of the alumni of Otterbein are now engaged in these two callings, and wherever these men and women have gone, they have made it known by their success that their preparation was thorough.

OTTERBEIN'S ALUMNI IN THE MINISTRY.

Of the denominatious in which Otterbein's alumni are engaged, we will speak of their work with special emphasis, though wherever our graduates have gone, let it be understood that their efforts have always been characterized by energy and pluck, and invariably crowned with success. The three denominations in whose work the majority of Otterbein's ministers have been engaged are the Presbyterian church, the Congregational church, and the church of the United Brethren in Christ. In these churches, the work of Otterbein' alumni is best known. In order to bring these alumni before the minds of our readers, we have deemed it expedient to make a short catalogue of alumni in these several churches.

IN THE PRESBYTERIAN CHURCH.

In casting our eyes down the long roll of alumni, we find that twenty-three graduates of Otterbein have been or are now ministers in the pulpits of the Presbyterian church. Four of these have died: Rev. W. K. Boggs, '61; Rev. Lesko Triest, '68; Rev. F. A. Ramsey, '73, and Rev. J. C. Shurer, '75.

In the class of '59, the third class graduated, there is Rev. Solomon W. Zeller, who has found his life's work in the Presbyterian church. His charge is at Benbow, Missouri. Rev. Daniel A. Tawney, '60, is pastor at Claremont, Minnesota. Rev. W. O. Tobey, '66, who was formerly at Marseilles, has recently moved to Chicago, where he is turning his attention to other fields. We now come to two men who have charges in two of our large cities. The first is Rev. W. P. Shrom, D. D., '68, who is pastor of the sixth church at Pittsburg, and the other is Rev. G. S. J. Browne, '69, of the Poplar Street Presbyterian church at Cincinnati. The class of '72 gave to the ministry of this church three of its young men: Rev. M. H. Ambrose, Palestine, Ill.; Rev. F. M. Kumler, De Graff, and Rev. T. H. Kohr, Westerville. The last named has been pastor of the Presbyterian church in Westerville for almost fifteen years. Other men, now active and successful pastors, are Rev. L. M. Kumler, '75, of McConnellsville; Rev. M. DeWitt Long, D. D., '76, pastor of the Fifth Avenue Presbyterian church, Columbus; Rev. C. A. Price, '78, of Earl Park, Indiana; Rev. E. A. Snook, '75, of Mifflinville, Pennsylvania; Rev. D. E. Ambrose, '82, of Sterling, Kansas; Rev. R. P. Miller, '83, of Homestead, Pennsylvania, and Rev. D. E. Lorenz, '84, pastor of Church of

the Good Shepherd, New York City. Rev. W. S. Gilbert, '86, as was said in a previous number of THE ÆGIS, is chaplain of the Second Oregon Regiment, U. S. V. Infantry, now at Manila. Rev. James A. Barnes, '94, is one of the latest graduates who have taken up work in the Presbyterian church. On Sunday, Feb. 11, Rev. Mr. Barnes was formally installed as pastor of the West Broad Street Presbyterian church of Columbus. Rev. R. W. Kohr, '94, has charge of the pulpit at La Rue, and W. B. Gantz, '95, fresh from the McCormick Theological Seminary at Chicago, has received a charge at Beaverdam, Wisconsin.

ALUMNAL EDITOR.

Locals.

F. B. Bryant spent several days following the 18th in Dayton.

J. W. Alder, of Columbns, visited his sister, Miss Katie, on Sunday the 5th.

The subjects of the senior theses are to be presented to the Faculty by March 1st.

Miss Bertha Monroe has recently finished a valuable art study of the American flag.

A disabled furnace caused chapel exercises to be omitted on the 14th and 15th inst.

O. C. Ewry received a visit from William Ross, of Galena, near the close of last month.

The members of the senior class have received invitations to the Columbus alumnal banquet.

Ira Barnes, of Rushville, visited among relatives and friends in the school about the middle of the month.

The Otterbein Male Quartet sang at the annual session of the Farmers' Institute on the 8th and 9th inst.

Miss Myrtle Scott was suddenly called by telegram to the bedside of her little brother who is seriously ill.

After two year's absence from the Art Department Miss Anise Richer has resumed her work in china painting.

A severe cold confined Professor Garst to his home about the middle of the month. His speedy recovery was much appreciated by his classes.

J. D. Miller and H. Karl Schaff are receiving instruction on the violin in the city. Mr. Schaff is also studying the cornet with the same instructor.

The art department announces its regular reception at the close of this term. The entertainment will include an art display, decorations and an evening's program.

W. L. Steele, superintendent of public schools, Galesburg, Ill., visited Miss Martha Lewis on the 20th. Superintendent Steele was on the program at the educational meeting at Columbus.

O. C. Ewry was absent from school the week following the 20th to open a series of meetings at Dean. On Monday, the 21st, he was joined by the college pastor, Rev. L. F. John, who assisted through the remainder of the series.

President Sanders dismissed his class in pedagogics that they might attend the sessions of Department of Superintendence of the National Educational Association iu Columbus. Several members of the class availed themselves of the opportunity.

Increased attendance and interest show greater energy in Y. M. C. A. circles. A new plan of seating is proving successful. Rows of chairs have been filled with regular occupants. A certain rivalry for a perfect record in attendance has led many to become more active in this branch of college life.

The first of the series of sermons to young women was among the best prepared during the year. It dealt with "The Aspiring Young Woman." Others of the series are to follow.

The chosen subjects are "Employments of Women," "The College Woman," "The Young Woman in Society," "The Young Woman in the Church."

The eighteenth anniversary of the founding of the Y. P. S. C. E. was celebrated with a very appropriate program in the college chapel on the 5th. The following program was interspersed with music: D. R. Wilson, "C. E. Statistics;" Edward Fogelsoug, "C. E. in the Army and Navy;" Miss Carrie Lambert, "Cuba as a Mission Field;" Miss Effie Richer, "Christianity in the Philippines." Every number was carefully prepared and well presented. The Juniors were present and assisted with the music. For them Miss Mary Baker read a splendid paper on the history and progress of Junior work. At a roll-call of committees the watchwords for the year were sounded.

Exchanges.

There is scarcely a school but that some particular phase of the desire to elevate mankind has called it into being. This can be seen and quite easily discerned by a careful study of the curricula of the ordinary American or foreign college. But to even the most casual observer we need recall no more striking example than Mr. Booker T. Washington's school at Tuskegee, Alabama. As you know, the school was founded with the intense desire and purpose to afford manual training to negro boys and girls. So their industrial training is one of the greatest needs and the thorough Christian atmosphere which Mr. Washington has planted within his school will add the greatest of spiritual blessings to the realization of the greatest physical need of its patrons. The school has already received a number of Cuban and Porto Rican boys and girls into its tutelage and the consideration by our government to establish the plan within these newly acquired territories adds new interest to the movement towards negro education. *The Tuskegee Student* furnishes a reliable record of the working of the plan in great part from the standpoint of the students themselves. The articles are timely and fully alive with the spirit of the movement. Though small it is a monster and should interest all who devote a part or all of their time to the progress of educational movements. The real worth of the school is shown in "The Bootblack's Transformation;" its field is revealed in such articles as "The Negro's Part in the South's Upbuilding," from Mr. Washington's own pen. Students' Notes and Notes on Negro Conferences make up the remainder of the paper.

Recent numbers of *The Wittenberger* have contained some meritorous discussions on the subject of college enthusiasm. The literary value of the paper is much improved, while to the departments relating more directly to the school a sparkle of healthful wit is added. We congratulate *The Wittenberger* upon its noteworthy improvements.

The McMicken Review has pointed out a few anachronisms in the content of "Our Dumb Animals." Too frequently, we believe papers devoted to a single reform movement ignore the truthfulness of movements possessing greater breadth. This little item in the *Review* shows that paper's usual liberal spirit and

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conservative judgement. "Micah's Dream," a well written story showing a carefully developed plot, occupies the major portion of the literary department of the paper for January.

The College Transcript presents its readers with a deserving Valentine number this year. A lecture by President Bashford invites careful attention The symposium on "Football" by the Alumni of Ohio Wesleyan shows a division of opinion on the national sport for American colleges. As a college newspaper the *Transcript* deserves a rank among college weeklies.

The College Folio rises above the ordinary college magazine. The amateur spirit, so common among college journals, is entirely absent and the articles possess literary value. Tennyson has received careful attention. Student life is portrayed carefully and in detail. The production on "Browning's Theory of Poetry" is especially commendable. The stories show ability in the developement of plot and in the introduction of glimpses of scenery to enliven it. Short and crisp descriptions bear the imprint of familiar situations. In poetry are to be found the aspiration and the spirit of the poet. "The Song of a Mother" retells the joys of the holy mother. "Ye Christmas Bells" and "The Christmas Story" herald the old, old story. "The Death of Hiawatha" successfully reproduces the meter as well as the tender pathos of the original Hiawatha.

A magazine that has attracted much attention upon our table is *The Rose Technic.* In the line of a paper from an institute of technology the *Technic* leaves little more to be desired, and to the thoughtful student who reads to combine the pleasures of the well printed page to the

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profits of acquired knowledge, furnishes suitable employment for his spare time. Its articles are studies conducted in some original field and by persons competent to deal with th ir chosen subject. Hence to readers beyond its own school the *Technic* is valuable.

The *Hiram College Advance* ably treats some timely students' problems in its February issue. "What Constitutes a Classic" s a clever paper in the *Advances'* usual style. In recent numbers we have noticed "The New Union" and "The Nation of Destiny" both of which possess merit.

We are sorry to note the death of Alfred C. Alford, 1st Lieutenant Co. B 20.h Kansas Volunteer Infantry, who was killed in the recent battle in the Philippine Islands. "His character was above reproach. He was above all things clean. He lived before his men as he thought they ought to live. Such a soldier, such a student and better than all, such a man is he whose fate it was to be the first Kansan, and the first Kansas University man to lay down his young life for his country in the Spanish war. We honor him for his devotion and his sacrifice." THE ÆGIS extends sympathy to the *Kansas University Weekly* from which the extract is taken.

From another quarter and furnishing information in another branch of science we have *The Industrialist* that has also received attention from our students interested in science. In recent numbers have appeared an outline of the fundamental history of the United States, accompanied with a tabular view of the "Mint Bill." This article which is continuous, will well repay careful study. In natural science the questions discussed usually grow from the conditions of farm and dairy life in the Middle West. The reader who will follow closely the mathematics of the articles will find much valuable information in the series on the applications of modern geometry in mechanics. Of a literary nature are offered articles on "Camping in Florida," and several articles on postgraduate work in pure science. This last series notices that Johns Hopkins University is regarded a typical university, even by European universities. A group of Johns Hopkins professors prefaces the issue of December, 1898.

Ye Alumni.

S. E Shull and wife, '98, have closed their series of meetings in the City Mission Church at Dayton. Thirty conversions have been reported, most of whom have united with the Church. The membership has been nearly doubled and the congregations pack the house to overflowing. A permanent investment in Church property is anticipated in the near future.

M. H. Matthews, '97, gives in the Dayton "High School Times" an interesting and well prepared sketch o. Otterbein University. The history of the school is traced systematically from its beginning, April 26, 1847, to the present time. The writer shows how the student body, which in early years came mostly from the farm, induced the college to buy a farm and give instruction in agriculture. Otte bein's place in the Civil war follows; and then the great fire and the erection of new buildings. The several departments are passed in review and their work noted. The article is illustrated with half-tone cuts which add a lively interest to the description. As an indication of the tone of the school we quote the last sentence from the article: "Otterbein is not so large as many colleges, but has a curriculum equal to any in

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the state of Ohio, and to a student willing to do faithful, conscientious work it offers ample opportunities for higher education and general equipment for life's work."

The visits of Dr. G. A. Funkhouser, '68, are always appreciated by the students of Otterbein. Not only will we remember his formal sermons but his informal talks before the student body and before classes will remain with us and continue to benefit us.

The Otterbein Alumnal Association of Columbus re-organized by electing the following officers: President, Dr. Andrew J. Timberman; secretary, Miss Mary Westervelt; treasurer, Charles M. Rogers. February 28th was selected as the date for the annual banquet, and the following committee on arrangements was chosen: Hon. L. D. Bonebrake, Dr. H. J. Custer, Miss Sarah Kumler, and Miss Rowena Landon. During the past year the association has lost by death Mr. E. Clay Briggs, who was an active member. Mr. C. E. Bonebrake was appointed a committee to draft resolutions in memory of the deceased.

Opera Season

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Cleveland & Buffalo	†9:15 am	†12:40 pm
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N. Y. & Boston Ex	*11:40 am	*4:15 pm
Cleveland & Buffalo	*11:40 am	*4:15 pm
Delaware & Cleveland	†4:15 pm	†9:10 pm
Local to Cleveland	†4:15 pm	†9:10 pm
Southwestern Lim	*10:00 pm	*7:03 am
New York & Boston	*10:00 pm	*7:08 am
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Louisville & Nashville	*2:10 am	*1:30 am
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Dayton & Cincinnati	*7:15 am	*9:55 pm
Indianapolis & Chicago	*7:15 am	*9:55 pm
Dayton & Cincinnati	†9:25 am	†6:30 pm
Local to Cincinnati	†9:25 am	†6:30 pm
Dayton & Cincinnati	†1:00 pm	†4:05 pm
London & Springfield	†1:00 pm	†4:05 pm
Dayton & Cincinnati	*4:25 pm	*11:35 am
Indianapolis & St. Louis	*4:25 pm	*11:35 am
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