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### Otterbein Aegis September 1907

Otterbein Aegis

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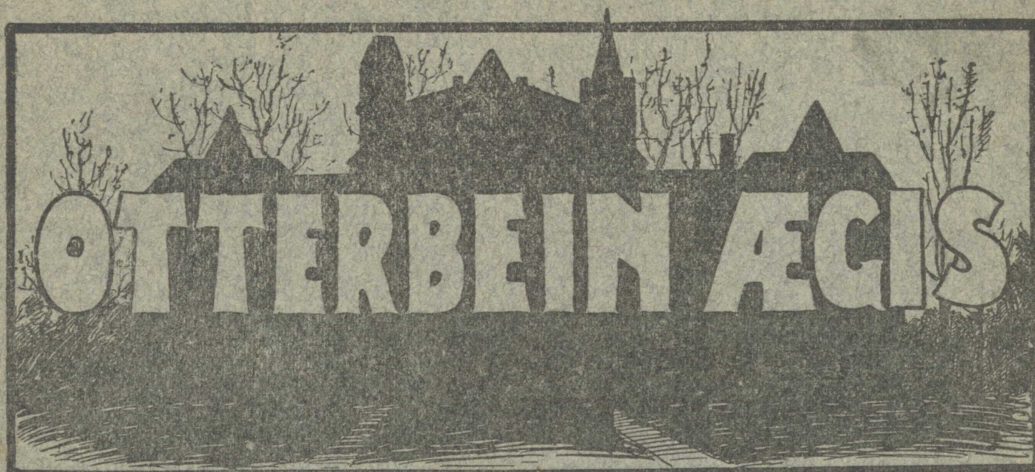
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*L. L. Quarter*



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SEPTEMBER, 1907





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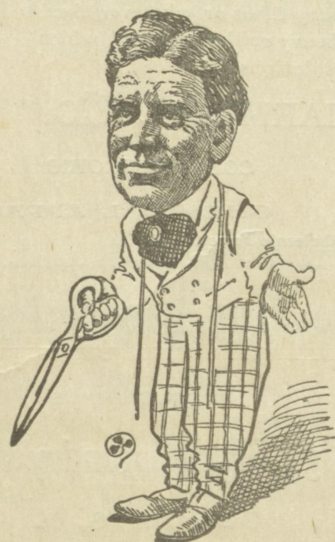
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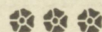
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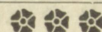
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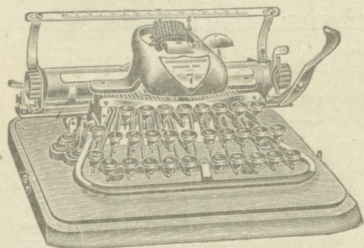
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7.30	2.30	7.30	7.30	2.30	8.30
8.30	3.30	8.30	8.30	3.30	9.30
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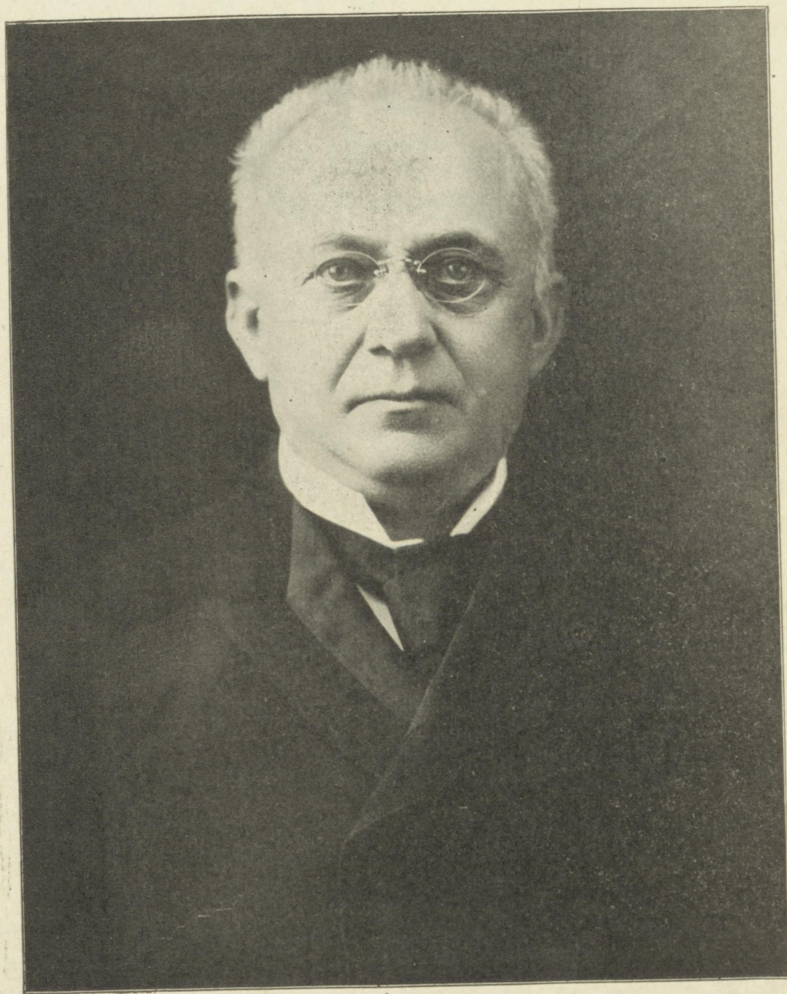
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VOL. XVIII

SEPTEMBER 1907

No. 1

## *The Opening Address*

By CHIEF JUSTICE SHAUCK, '66.

**T**O these halls of learning I return for this occasion with cordial congratulations for you to whom their inspirations and opportunities are a present realization. Your presence suggests that you have dedicated your lives to intellectual pursuits, and that you are here to make preparation for the conflicts which surely await every one of you whom success awaits.

Preparation for an intellectual pursuit is education. Education is neither knowledge nor erudition, though both knowledge and erudition are among its valuable incidents and results.

It is trite and true that education is the ability to use knowledge. It is the development of the capacity to think. Other important truths are obvious, though improper uses are often made of them. All study tends

to mental development. The pursuit of an intellectual occupation makes important additions to mental power throughout the years which are not distinctly devoted to preparation. It is impossible to devise a course for preparation which shall include all study which has some educational value. It is, therefore, imperative that from the vast field of such subjects there be selected a course of study which may be accomplished in the years which may, with advantage, be devoted exclusively to preparation. The making of that selection. The making of that selection is the point at which there are many obvious departures from the truths to whose abstract statement all assent. The statement concedes that the curriculum should be composed of subjects whose study will most effectively conduce to the symmetrical



development of the powers of the mind, embracing as many of them as may properly be comprehended in the period of preparation. Under the admitted rule of selection controlling consideration cannot be given either to the subject studied or to the subjective pleasure of the study. Obviously the selection of the studies which should make up the curriculum is the appropriate duty of the wisest and most experienced educators. It is the most important, as well as the most difficult, of their duties. To the performance of that duty generations of such educators have suggested and commended represents the utmost wisdom which is available for that purpose. Originally, and the obvious sense suggested, all the studies of the curriculum were elective, that is, the subjects were selected from a number so large that all could not be comprehended. But the selections have been made. They have been made by those most competent to make them and revised in accordance with the suggestion of the broadest experience and observation. Should the curriculum be regarded as unalterable? Yes until it is changed by the same authority, and in accordance with added experience and the enduring principles upon which it was laid down—until it shall be considerably determined that other studies will more effectively conduce to the developing and disciplining of the powers of the mind. That is not the only basis for a legitimate election. Do we who have given no thought to the education of others imagine that we are capable of

making an election upon that basis. We know that we are not.

But the considerations which determine the choice of elective studies in college courses do not regard their true educational value. It is not a choice between subjects so nearly equal in educational value that the better cannot be designated with confidence. Every elective study is stigmatized, for it is offered as a permitted departure from the course which is believed to be the best. The excuse—surely the faculty will pardon the use of the right word—for offering elective studies is that there is a demand for them among those who contemplate attending college and other colleges offer them. You should not infer that a study is recommended because it is permitted. You cannot escape accountability to yourself for rejecting the advice which is suggested in the curriculum and doubtless expressly given by the individual members of the faculty. If some of you contemplate the pursuit of elective studies in the year upon which you are entering it is pertinent to inquire respecting the sufficiency of your reasons for that course.

You are here to prepare for an intellectual pursuit. That pursuit will present duties from which you will not be permitted to choose those only which afford the greatest pleasure or require the least effort. The novitiates among your rivals will be able to do the things which are easy. If you succeed it will be because you are able to do the things which are beyond the powers of those who fail. In such pursuits, success and pleasure are alike conditioned upon achieve.



ment. Descending grades are easily followed, but they do not lead to the summits. There is no intellectual pursuit in which you can reach success by "coasting." If the purpose which brought you here has been correctly assumed you realize that childhood is past. A college is not a playhouse. The Germans wisely designate it by a name which suggests its true function. It is an intellectual gymnasium. In the equipment of your gymnasium adapted to physical development you find no rocking horses, no toy balloons, no teddy bears. Your athletic teams do not prepare for their contests by subsisting on pastry and lying abed.

After preparation for an intellectual pursuit the acquirement of knowledge will be a proper object of study and the addition to mental power will be incidental.

Do you err in election because you fail to appreciate the functions of language? We admire the attention to grammatical rules, the aptly chosen words and the conciseness and precision which constitute good speaking and writing. But important as is the function of language in the communication of thought it is secondary in both time and importance. The old excuse for appearing at the quizz without preparation "I know it but cannot tell it," was laughed out of the lecture room long ago. We have no clear conception which we cannot communicate clearly, for expression requires only the words already used in formation. In the processes of education how vital is the function of language. Without it the vision of the infant is but a meaningless gaze

devoid of observation. Without it the first step in rudimentary instruction cannot be taken. As the course of education advances to more complex and intricate subjects it is attended by the constantly increasing demand for a larger and more precise comprehension of language. What temerity it is to enter upon an intellectual pursuit with a huge table of synonyms always indicative of defective scholarship, always fatal to precise thinking.

But may not the converse be untrue? May not capacity to speak exceed capacity to think? Alas, yes. That it may is often and painfully demonstrated upon the rear platforms of railway trains, upon the rostrum, in the court room and pulpit, in the columns filled by space writers, in a very large proportion of the books which compose libraries gathered at random, and, most unfortunately, in some books which receive recognition in college courses, particularly among those which assume to treat of economics and sociology. How the atmosphere is jarred by the voices of those who speak without thinking. Misused moods and tenses, cases and numbers do not discredit scholarship, for they denote its absence. The supreme discredit to scholarship occurs when nonsense is uttered in euphonious words and phrases and in sentences which may be parsed. Oh, for a patron saint to banish from our land the huge mass of stuff in the form of literature, produced by tongues and fingers, and having neither sequence nor consequence. Deplorable as this condition, attention to proportions will encourage the belief that it is not growing worse.



More than a censure has passed since its conspicuous demonstration in the French Revolution. A large increase in population has developed larger numbers of the defectively educated who can speak and write they do not think. Through the ages this intellectual dissipation has interposed the most serious obstacles to individual success and to public progress. It has led the well-meaning to organize mobs, and it has wrought havoc in the fields of public policy and public morals. All this, in painful detail, has received the careful consideration of those who have devised a course of study for the development of mental powers. They have provided a remedy effective in varying degrees upon all who are amenable to the influence of education, if they place themselves within its reach. That remedy is found in the assiduous pursuit of the recommended studies in mathematics, and science philosophy, some of which you reject. The problems of mathematics will not submit to emotional solution. In the pursuit of this group of rejected studies passion and prejudice find no place. Every achievement requires accuracy of observation, a true perception of relations, a precise comprehension of the value of factors and a sane exercise of the true deductive faculty. All study in these fields is a quest for truth. All who really pursue it think. The assiduous search for truth strengthens mental powers and gives sanity to their operation. It develops love of truth which is recognized as the chief adornment of character. It is also conspicuous among the essentials of intellectual

power. When estimating the hazard you take in rejecting these subjects of study remember that you ignore all the reasons involved, you reject the results of experience and observation and you defy all respectable authority upon the subject.

The brilliancy of our civilization brings out its flaws. Education borrows too much from commerce. Things of commercial value manifest themselves to the baser vision, but it is only to the intellectual eye that the celestial light appears. Too much consideration is given to bulk, to the number of names enrolled, to the number of subjects announced in the curriculum, to optical rather than to mental impressions. There is a palpable reversal of the wise educational maxim, not many things but much. Upon the counters of merchants are displayed fabrics called "near-silks." The stuff resembles silk, but intrinsically it grades from cotton to wood pulp. Some offered courses should contain a group under the head of "near studies." Knowing that my vocation is peaceful you will not expect me to mention names. You will find it profitable to select for yourselves the subjects appropriate for that group and, having selected them, shun them.

Recently the president of a university having an arts course deficient in both time and character publicly asserted that the standard of higher education must not be placed so high as to be beyond the reach of the masses. What a heresy is this. Shall there be no excellence because there is inferiority? Shall there be no men of full stature because there



are dwarfs? Is the inclusion of the moon in the scheme of creation censured when its brilliancy hides the stars? Another has recently attempted to justify the defective preparation proposed in an abbreviated course by urging that considering the years which precede study, those which are required for the grades, for the high school course, and for a full course in college and for special study, one cannot enter upon an intellectual pursuit until he is twenty-five years of age. The speaker experienced a confusion of cardiac and cranial functions. He mistook an intense feeling for a profound thought. It may be philanthropic, however vain, to wish that preparation for great responsibilities and great achievements might be made easily and in a brief time. It is folly to assume that it is so. The educational value of such speeches as these is found in their illustration of the necessity for more thorough education, for greater capacity to think. Now is the time to know that those who succeed in these pursuits will devote more time to preparation than to performance until they have passed far beyond the age of twenty-five years. It is timely now because you now have superior facilities for making preparation.

Do not permit anyone to deceive you, more important still, do not deceive yourselves, by false inference from the achievements of self-made men. All well-made, self-made men have been unusually endowed, at least, in the qualities of courage and perseverance. If one has not these qualities in a degree sufficient for the completion of the course recommend-

ed by the faculty with the inspiration and the helps which are here offered, be assured that he would not master the first reader of an effective course in self-making. Remember that the self-made speak with one voice in admonishing you to shun the course which from supposed necessity or mistaken choice they themselves pursued. If there are giants among you who could bear the self imposed burdens of that course, expend your strength in extraordinary achievements, in rising to pre-eminence among the educated. The work of full preparation must be done now or hereafter, here or elsewhere. These are inevitable deductions from fixed conditions. The unnecessary blending of preparation with performance is always unwise, and when it implies learning through failures in performance, at the expense of those who confide in your ability to perform, there is a manifest desertion of correct ethical standards.

Although this theme is fruitful of suggestions, its vital monition lies upon the surface. You are engaged in constructing careers which will demonstrate that every one is the architect of his own fortune. If good fortune shall be yours, it will be because you give practical recognition to the established order that the laying of the foundation precedes the erection of the superstructure, and to the obvious truth that fundamental defects will effect the entire structure with insecurity.

---

We cannot forget the past. "Sam Dodger" Keihl is back to remind us of it.



## OTTERBEIN ÆGIS

Published on the 20th day of Each Month of  
the College Year,  
In the Interest of OTTERBEIN UNIVERSITY.

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## EDITORIAL

Once more vacation days with their varied experiences are over and the new college year has begun. Old Otterbein has thrown open her doors for the sixty-first time to welcome the ambitious student. The opening exercises were held in the college chapel Wednesday, September 11, at 10 A. M. John A. Shauck, '66, Chief Justice of the Supreme Court of Ohio, delivered the address. An extract of this address is published in this number of the ÆGIS. We regret that for lack of space we cannot publish the address in

full. Justice Shauck is a profound thinker and his address is a masterpiece.

The ÆGIS with this number finds itself in new hands. The editorial staff of the past years which has done its work so nobly has dropped its mantle upon the shoulders of others. We feel keenly the responsibility which it brings but with the cooperation of the student body and faculty will do our best to uphold the standard which has been set up by our predecessors. It shall be our aim to represent all the different departments and to promote the best interests of the University.

The watchword of the student should be faith—faith in what you have. The man who accomplishes anything in this world is and must be a man of faith. Faith has blazed the way in the wilderness for the invading armies of progress. Faith has been a guiding star in the conquest of the unknown and the unexplored, sending forth her beam of light while the flag of victory was planted upon the battlements of doubt and unbelief.

Hannibal had faith in his forces and the icy peaks of the Alps could not withhold him from the proud plains of Italy. Morse had faith in an idea and the very artillery of the skies were at his command eager to bear his messages through the stormy Atlantic to the world beyond.

Student, does the college course seem difficult? Have faith in yourself, a faith that perseveres in duty, and that faith will lead you up by nature's pathway through the dark clouds of discouragement and the troubled waters of difficulty until you shall stand in the true strength of manhood upon the heights of success.



# LOCAL ITEMS.

Work on the Carnegie library is now being steadily pushed. This elegant structure is to be completed by the first of April, 1908. While some inconvenience is being experienced by the music department, the old conservatory being demolished in order that the library might occupy that corner, still this is more than overcome by the bright expectation of the new Conservatory, the Lambert Memorial Hall, to be erected in the near future.

The most successful and largely attended summer term of Otterbein University opened June 18, 1907. On Thursday evening, June 20, the C. E. reception was the pleasant feature of the day. Several other social occasions were enjoyed during the term. The term closed July 26, 1907.

A Freshman went to Hades,  
To see what he could learn;  
They sent him back to earth again,  
He was too green to burn.

Did you ever hear of the Chautauqua desk? If not, talk to Hensel awhile, then you will.

The returning students are noting with satisfaction the improvement around the campus in the shape of the cement walks.

Notice—Will the lady in the tan jacket and tennis shoes, who smiled at the handsome gentlemen about 7:30 last Monday evening, at the corner of State street and College avenue, kindly address him at box 46, Westerville.

F. KLINE.

Otterbein is granted a rare privilege

in having for a student Mr. Mercado, a native of Puerto Rico. The inhabitants of Mr. Mercado's home town are sending him to the United States for an education and through the watchfulness of Mr. Drury he was sent to O. U.

Students of O. U. marked with pleasure the reception given them by the citizens of Westerville. The feeling between the students and the citizens should be none but the most friendly.

Two of the most enjoyable features of the opening week of college were the Y. M. C. A. and Y. W. C. A. receptions on Thursday and Friday respectively. A fine attendance was found at each reception. Refreshments were served.

We often wonder:—

What the sidewalk in front of the postoffice is for.

How Darr got his valise from his last stopping place.

If Yates will find a squaw this year.

How much Hensel and Titus get for running the college.

Why "Pete" Williams leaves town so often.

What is fresher than Clarence Mathias.

If the Freshmen class will have the nerve to do anything this year.

If the new student thinks everyone runs a club.

Gryce (collecting laundry bills):—

Student asks him—"How much do I owe?"

G.—"Have you your laundry slips?"



Student—"No."

G—"Then it is \$1.87."

Saturday evening, September 14, Dan Cupid reigned supreme. The occasion was the joint reception of the Y. M. C. A. and Y. W. C. A. where a large crowd of the fair sex and gentlemen of the University were intermingling. Here it was that many a man, both new and old, found a lassie to love for the year to come.

Will there ever occur such a thing as

the Trimmer Memorial Hall for ladies.

Until the new Conservatory of Music is erected, the music students will be somewhat scattered. Pianos are now placed in the old Flick, Cooper, and Philophronean properties.

Rev. Keister and family are now living in their fine new house on West College avenue.

For any particulars concerning Otterbein University address Mr. K. J. Stouffer, Field agent, Westerville, Ohio.



The year has begun with great prospects for the season of 1907. Football is the cause of commotion at the beginning of the school year and prospects for a winning team in this branch of athletics is especially bright. Under the efficient coaching of director Werner much may be expected of the team this fall. Many of the old warriors have returned. Among the famil-

iar faces for Gridiron honors, the following appear, Stoffer, manager, Weaver, Lloyd, Martin, Lambert, Beeson, Ditmer, Staley, Ressler, Libecap, captain, Watson, Titus. Much good material is available from last year's second team. Many new men are taking interest in the game and all told this should be a glorious season for O. U.

### Echoes from the Conservatory.

Never has been the Music Department in Otterbein opened so auspiciously and at the same time under such difficulties. The enrollment has now far exceeded that of last year at this time. The conservatory pianos have been scattered about, part are in the old Cooper building where Dr. Meyer and Miss Baker have their studios, and part in the old Flick building, over

which Miss Hannawalt presides. Professor Barrington still teaches in the Y. M. C. A. building and Mr. Du Bois at his home. The Department is to be congratulated in securing Miss Hannawalt as an assistant. For several years she has been a very popular and successful teacher in Westerville, and during her senior year in the Conservatory she filled Miss Baker's place very efficiently while Miss Baker had a year's leave of absence.



Professor Barrington is much pleased with the outlook for the vocal Department and reports an unusual amount of talent among his pupils.

We hope that a college orchestra will soon be organized. It was one of the special features of the Conservatory last year.

Mr. Grabill sailed on the Pretoria, Aug. 31, for Germany where he intends to spend the year in study at Leipsig Conservatory.

A special chapel choir will be organized, the members to be appointed by Dr. Scott and Dr. Meyer, upon the

recommendation of Professor Barrington.

Hereafter Otterbein will confer the degree of Bachelor of Music on the Conservatory graduates who also complete a proscribed literary course. This step is especially gratifying to Dr. Meyer, for he has always advocated a liberal education for the music students.

A large attendance is promised for the classes in History of Music and Harmony, and these studies are urged upon all music students who expect to attain any degree of advancement.



### Y. W. C. A.

The Y. W. C. A. anticipates a bright and successful year. The membership committee started its work early and wisely by sending a welcome greeting to every new girl. Many of the rooms in the dormitory were brightened by little bouquets placed there by this same committee.

A reception was held for the new girls in the Association parlors Friday evening, September 13. Here they were heartily welcomed by all the Association girls and entered fully into the spirit of Association life.

### Y. M. C. A.

September 12, '07. "*Now is the accepted time.*" President J. H. Weaver, '08. The leader strongly urged the new men to immediately begin

their activities in Y. M. C. A. Many promising new men took part.

After adjournment, occurred the annual reception for the new men—a jolly, good natured and informal affair. The refreshments were buns, wienies, scalded fingers and mustard.

On Saturday, September 14, the Y. M. C. A. and Y. W. C. A. gave the annual reception to the new students. A pleasant evening was spent in becoming acquainted.

The chairman of the devotional committee, C. F. Meyer, '09, will not be in school this year. With this exception the cabinet is unbroken.

One of the most enjoyable features of the last commencement was the reunion of the class of '77. Seven out eight members of the class were present. The '78s expect to have a reunion next June.



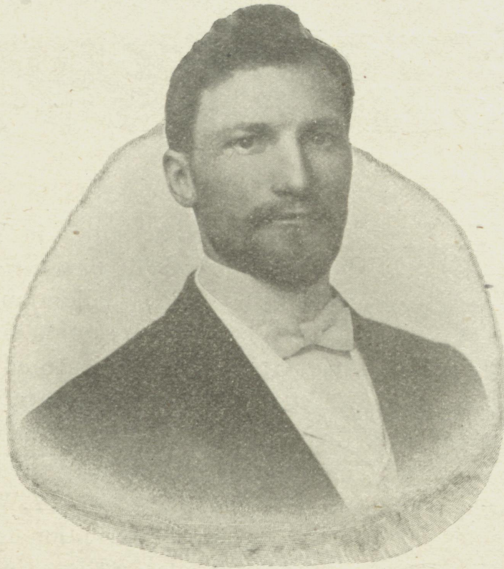
### Policy.

The aim of the professional coach whose only aim is to produce winning teams no matter if it does cost the health of a dozen students, will soon be a relic of the past. Up to date colleges demand at the head of the department of physical education and athletics, a man who has completed a thorough course in physical training, and understands the physiological effects of exercise.

This man, who has under his direct

of time, it is the duty of the coach to remove such a man from the team even tho it may cause the loss of the game. The health and physical efficiency of a player is of far greater importance than the winning of a single game. This does not mean that a player should loaf when he is in good physical condition, it does mean however that he should not be permitted to strain his system foolishly, and consequently suffer thruout the remainder of his life.

The athletic director must therefore



supervision all the physical activities of the institution, must abound in moral courage. He must at the right moment be able to see, and dare make the proper move, even it is against the wishes of the spectators, captain or players on the team.

When the director knows that a few more minutes of strenuous exercise will physically deplete a player for life, or even for an indefinite length

be able to detect any physical weakness. A chain is no stronger than its weakest link. He must at all times be familiar with the general health of every man on the team.

But the director with such a training will not be contented if he reaches merely the men who will be candidates for the football team. He is interested in the health of every student in the college, and especially



in those who are physically inferior to their more fortunate fellow students.

It should be just as absurd for a student with a bad breath or a bent back to leave any educational institution as it is for him to leave West Point with such ailments. If the department of physical education accomplishes anything it ought to be able to stimulate the circulation of the blood, and to secure good posture for all who are not crippled. But it should do far more, it should give the student regular habits in eating, sleeping, bathing and exercising.

A student with sluggish muscles, and digestive tract will invariably have a sluggish brain. It may not always be evident, but it will come to the surface within a few years after graduation. However, the bent back and desk stoop are noticeable, and must be overcome.

Nothing is of greater aid to the system in the removal of the waste products, in keeping up the tonicity of the muscles, as well as the circulation of the blood and lymph, than systematic exercise and a graded bath followed by vigorous rubbing with a rough towel. Make time for exercise, or take time to be sick.

EDW. A. WERNER.

### Words of Appreciation of Prof. L. H. McFadden.

Prof. McFadden has been a teacher in Otterbein University the past quarter of a century.

The first two years he was adjunct professor of Natural Science, then professor of Natural Science for fourteen years, and then professor of Physics

and Chemistry for nine years to date.

He has been a member and secretary of the executive committee, librarian, and vice president for two years. For a number of years he was a member of the village council, and he has served with marked ability on important committees.

Prof. McFadden is a man of high Christian character and life. He has a keen sense of justice and right, is faithful, earnest, conscientious and pains taking in all he does. He is clear and concise in thought and expression, simple and unassuming in manner.

He was an able and efficient teacher, and fully maintained the high standard of excellence given the department of Natural Science by his father,—Dr. Thomas McFadden.

In matters of college administration he always took an active part and proved himself a safe counselor.

The Faculty wish to express their appreciation of him as a man, teacher, scholar, citizen, and of his twenty five years of highly efficient continuous service.

While deeply regretting his departure from us, our hearts and prayers shall follow him into his new field of toil.

L. BOOKWALTER,

T. J. SANDERS,

Committee.

### Cochranitems

Cochran Hall opened Tuesday, Sept. 10, with glowing prospects.

All rooms are engaged, but a few of the occupants have not yet arrived.

Cochran Association held its first business session Saturday morning. Miss Rebecce Shumaker was elected to fill the vacancy made by Miss Faye



Stevenson as art representative. About forty members were added to the association.

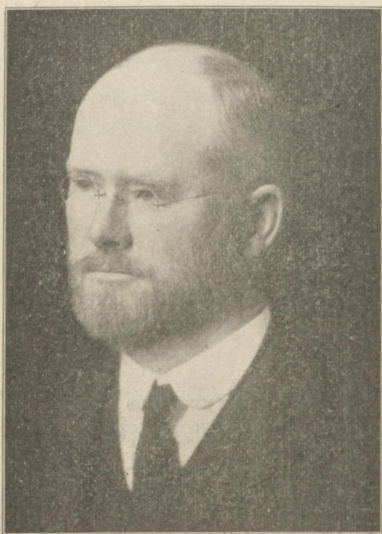
The girls of the Hall had an Anti-Homesick party in the library Tuesday evening to drive away thoughts of home and to become acquainted with each other.

Wednesday evening the parlors were opened to all the lady students of the college. The rooms were artistically decorated with golden rod and daisies. Punch and cake were served.

Society horses are on a gallop.

### Professor Mills.

Professor W. O. Mills, who takes the professorship of Physics and Chemistry made vacant by the resignation of Professor L. H. McFadden, is a



graduate of Otterbein university, class of 1888.

He is what old Diogenes hunted for in the streets of Athens—a man; a man of high character and solid integrity, modest, simple, unassuming; he

is a student, a scholar, a teacher. The past nineteen years have been given to the work of education in West Virginia and in this work he has achieved great efficiency and marked success.

Otterbein University is fortunate in securing so noble a man, so fine a scholar, so efficient a teacher, as he.

We heartily welcome him to the faculty as teacher and counsellor and to Westerville as a worthy citizen.

T. J. SANDERS.

### New Students.

At present there have matriculated three hundred and fifteen students. The following is a list of new names:

Muthersbaugh, Grover Cleveland.  
Williams, Laura May.  
Stouffer, Katharine Cover.  
Bauman, Hazel May.  
Coblentz, Grace.  
Coburn, Herbert Edwin.  
Banleen, Oren Ivan.  
Hummell, Robert Cleveland.  
Findeiss, Margaret Helen.  
DeVaux, Spuegue Saybert.  
Warner, Ira David.  
Garrison, Anna Lorena.  
Mellbourne, Cletus Raymond.  
Beery, Ethel.  
Bolinbaugh, Mary.  
Bockman, Minnie.  
Gee, Lulu.  
Hughes, Arthur Eleanor.  
Plessinger, Charles Wallace.  
Mattis, Roy Walter.  
Shisler, Sara Christine.  
Yates, Charles Dennis.  
Snow, Dona.  
Hicks, Bernice.  
Bennett, Edith Lure.  
Fox, Ralph Michael.  
Mathias, Clarence.  
Parlette, Rhea.



Parent, Klor L.	Johnston, Minta Almira.
Arnold, Glenn Castle.	Wriggle, Thomas Frank.
Brown, Herbert Hugh.	Jones, Frank Atkin.
Brown, Ada Lucile.	Brann, Pearl.
Smith, George.	Altman, Adah Gertrude.
Hetzler, Charles Emory.	Converse, Helen.
Gifford, Homer Randall.	Scott, Jessie Voleria.
Dempsey, William Warren.	Baker, John Clarence.
Coblentz, Edith Opal.	Marsh, Oran Waters.
Kopittkey, George W.	Waller, Hazel Augusta.
Kloppenstien, George.	Park, Lelia Myrtle.
Einsel, Don Witten.	McDonald, Josephine Marie.
Montz, Jesse Pulaski.	Alexander, Elizabeth Zoa.
McCoy, Mabel.	Judy, Hazel Michael.
Prinkey, E. Cora.	Demorest, Bennah Leora.
Hood, Ralph Alex.	Michael, Ruth.
Good, Robert Eckert.	Johnson, Allie.
Hershner, Ora Vinette.	Walkins, Jessie Cornelia.
Berry, Jessie Mabel.	Bale, Ila May.
Myers, Edith Belle.	Shunk, Mabel Belle.
Spitler, Mary Alice.	Stringer, Anna Pearle.
Doll, Gretchen.	Fritz, John Herman.
Myers, Grace.	Fritz, Elsie Myrtle.
Staiger, Bertie Marie.	Hall, Luther C.
Young, Mary Alice.	Montague, William Otterbein.
Reynolds, Lionel Paul.	Sleight, Chas. A.
Hartman, Milo L.	Allebrand, Carl Frederick.
Hartman, Guy F.	Coning, Anthony Henry.
Snyder, Ira.	McCally, Ethel Blanche.
Mercado, Ermetindo.	Potts, Anna Hortense.
Dunzweiler, Will Ralph.	Freeman, Carrie Francis.
Surrell, Donna.	Latto, Hazel Lucile.
Surrell, Clarence.	Fouts, Paul.
Bowers, Iva Belle.	Keys, Alta.
Zinsmaster, Florence Augusta.	Shay, Anna Ethel.
Simon, Hallis.	Russell, Mary Elleanor.
Walton, Leonard Clifton.	Darr, John Hiram.
Whitney, Harrie Levi.	Earls, Lulu May.
Wolfe, Archie Spangler.	White, Ora Ellis.
Reinhart, Arthur Conrad.	Shane, Minnie Belle.
Rasey, Harry Burdette.	Nichols, Alma Marie.
Wineland, Park.	Shane, Anna Laura.
Slotterback, Ray H.	McFarland, Goldie.
Hebbert, Clarence M.	Clark, Sarah Amanda.
Hebbert, Charles Ray.	Calhoun, Lena.
Ranck, Harry Edwin.	Williams, Ella Ophelia.



Gifford, Carl Ellwood.  
 Weir, Louise Anita.  
 Granger, Edna.  
 Whitsel, Lucie Frankham.  
 Ford, Ruth Manis.

### Hanby Memorial Tablet.

One of the brightest and happiest events of the commencement of 1907 was the unveiling of the bronze tablet, erected by the Alumni, in honor of Benjamin Russell Hanby, class of 1858, author of "Darling Nellie Gray."

Many of the illustrious sons of the Buckeye state have come and gone and their words are well nigh forgotten, but there is hardly a schoolboy in this great country of ours who would not recognize the notes of "Darling Nellie Gray." From Mr. Galbreath, State

Librarian, we learn that Mr. Hanby born almost seventy-four years ago in the hamlet of Rushville, Ohio, was the son of a minister of the gospel. He came to Westerville to prepare himself for the ministry. He proved to be an industrious student and was successful as a teacher. His sympathies were broad and his love for children inspired many of his minor compositions.

Mr. Hanby wrote many humorous songs in dialect, religious hymns, and children songs.

Not far from the classic walls of Otterbein University repose the ashes of this sweet singer, whose pen has brought so much gladness into the world.

"Oh, my darling Nellie Gray, up in heaven  
 there they say

That they'll never take you from me any  
 more."



On June 29 at 4 o'clock at the home of the bride's parents in Westerville, Meta, daughter of Prof. and Mrs. L. H. McFadden '74 was married to Mr. James Harbaugh of Toledo, a former student. The ceremony was performed by Dr. G. A. Funkhouser '68. Among the guests present were, Mr. and Mrs. Robert Funkhouser '99, Ray and Mary Hewitt '06, Cora McFadden '77, Mary Baker '06, Mary Weinland '07, Mr. and Mrs. C. M. Starkly '05, and Hugh Kline '01.

Miss Georgia Scott '04 was married to Mr. Harris Bear '03 on June 5, by Rev. Thomas H. Kohr '78. The cer-

emony was followed by a reception at tended by one hundred and fifty guests.

Mr. and Mrs. Bear are now at home to their friends in Miamisburg where Mr. Bear is a teacher in the high school.

S. W. Bates '05 having graduated from the law department of the university of Missouri last June is now practicing in Webb City, Mo.

Mr. Clarence R. Weinland '06 and Miss Nellie A. Scott '99 were married on Aug. 7, at the home of the bride's father in Westerville. Mr. Weinland has taken a position as teacher in the high school at Troy.



Prof. J. P. West '97 has been appointed a Franklin county school examiner.

Rev. A. R. Hendrickson '01, pastor of the U. B. church at Wauseon filled the college pulpit Sunday evening September 15.

Prof. M. H. Mathews '97 has resigned his position as teacher of mathematics in the Steele high school at Dayton, a position which he has held for the past nine years, to become president general manager of the Thomas Manufacturing company, a large wholesale cutlery house of Dayton.

T. E. Hughs '05 has accepted a position as teacher in the high school at Wheeling W. Va.

Miss Lela Guitner '92 General Secretary of the Y. W. C. A. at Colombo, Ceylon is home on a furlough.

Clarence M. Bookman '04 was married in June to Miss Ethel Metz of Newark. They are now residing in Columbus, where Mr. Bookman is a teacher in Central high school.

Prof. L. F. Ramaley '01 a teacher in the high school at McKeesport, Pa. has been elected secretary-treasurer of the Pennsylvania Otterbein Association.

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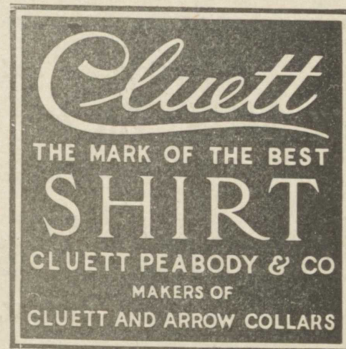
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


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