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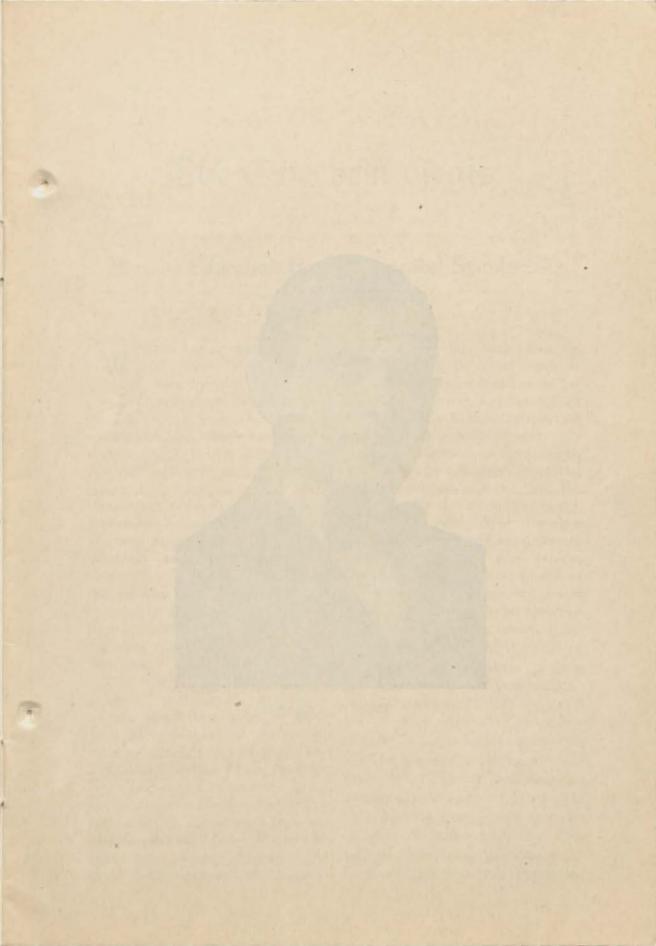
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The Otterbein Aegis

VOL. XIX

MARCH, 1909

No. 7

Musical Education From a Practical Standpoint.

PROF. G. G. GRABILL.

HEN one attempts to define the word "music," he at once discovers that a clear and concise definition in a single sentence, is next to

an impossibility. Some one suggests that "music" is the art and science of expressing thought and emotion by means of symmetrical sounds. Perhaps this comes as near being a comprehensive definition of the subject as can be suggested. But when one considers the fact that mere expression of thought and feeling through the medium of this "language," is only half of the make-up of music in its widest sense,-then he is approaching more closely the point I wish to emphasize.

The college student studies language and mathematics; not so much for the actual knowledge he gains from the subject, as for the mental training which is his thereby. The constant application, which was absolutely necessary to a thorough grasp of the subject in hand, has made him a clear thinker. And when he meets problems in real life,-problems differing very widely perhaps, from those encountered in his algebra or trigonometry,-this very training, which is really the chief result of his college study, is found to be his most valuable asset; and the college man goes to the head by solving the problems with logical clearness.

Musical education, to most minds, has long meant a very superficial study of musical material, and the "showing off" of this little knowledge by playing s selection or singing a song. This idea of musical education is, to say the least, very narrow. Even today there are hundreds of well meaning but misguided music teachers, who have no other ambition than to get their pupils to the point where they can present them to an audience, and have them perform some selection in a half-hearted manner. It matters not that the pupil has no idea what the composer's thought in the composition may be; why he plays loud here, and soft there; why he makes prominent this phrase, and subordinates that. He only does these things because his "teacher said he should." method of teaching has done much to make general a bad impression concerning musical education, and is very much to be deplored.

There is a great deal of forethought and system in the up-to-date teacher's method of making the pupil think for himself. Long before a pupil is ready to express thought and feeling by means of music, he must examine himself. He must be taught to know himself perfectly,-from a physical standpoint first. With this end in view, the teacher insists that the candidate shall master technical exercises to cover every possible situation. He must learn to know what his limitations are, and how to stay well within them. Then the theoretical side of the subject must be studied. Under this head the student is taught to know how a composer handles the material of musical composition; of what the material is composed, and especially, the laws governing its use, which all real musicians recognize. This work is at once mathematical and scientific, and requires the most diligent application and concentrated thought on the part of the student. Along with the theoretical work, a knowledge of the achievements of the great masters of the past should be gained through a course in the history of music. A systematic study of the best compositions, and of the literature of music can be pursued profitably in this same course.

When the student of music, as the college student above mentioned, has learned to think for himself and think clearly, then, and then only, is he prepared to put his knowledge to a practical use. In the case of the music student, he can begin trying the art of expressing to others what

he has gained from the compositions of the great masters.

A great many people complain, when they listen to so-called "classical music," that they do not get much There may be pleasure from it. several reasons for this: First, it would be absurd to try to enjoy a Greek poem, without having a fundamental knowledge of the Greek language. The application is plain: in order to enjoy the best music, one must know something, at least, of the "alphabet" of this interesting language. The second reason may be assigned to the performer. There is no doubt that in many instances the performer of classical music does not himself, have a clear idea of the composition he is trying to interpret. When both the hearer and the wouldbe artist know naught of the language of music, the result is confusing in the extreme.

In some schools are being offered courses in musical appreciation, ear training, etc., which aim to help the outsider to better understand and enjoy good music. Classics are played on pianolas and explained to the student by a competent instructor. While these courses are very much the same as reading a book "Chinese fashion," they are doing worlds of good. The class of people who derive the greatest benefit from these courses, are those who claim that they had no time for a serious study of this art, yet who desire to learn how to listen to it and how to enjoy it.

There is an idea abroad, that no one should study music unless he be endowed with marked talent. It is true that many unquestionably honest students seemingly fail to get results, but can it be said that their study has made them no stronger? Most assuredly there has been gain, even though it be nothing more than an appreciation of what others have done and are doing. I maintain, therefore, that every one should study music, whether he has a natural talent or not. He can at least learn to be a good hearer, and will see and understand many things which were formerly blanks; thus adding in large measure to his interest and pleasure in the "Universal Language.

A musical education is not to be acquired in one course of study, or in any number of courses, for that matter. There will always be something ahead. And we find that in the last few years, many colleges and universities are giving the study of music something of the prominence it deserves. One after another they are giving eredit for music in the course of study, both for admission to college and for graduation. This is especially gratifying to those who know what a large field there is in this "gentle art," and how much is yet undeveloped.

"Aud while we hear
The tides of music's golden sea
Settling toward eternity,
Uplifted high in heart and hope are we."
—Tennyson.

A Day Off.

S. F. WENGER, '11.



T was already the last of May.

Time which once seemed to
drag now verily seemed to
fly to most of the students
of Merton college. Only
two more weeks and study,

recitations, tests, finals and even Commencement itself would be over. Only two more weeks—just fourteen days—and the Seniors, cultured, dignified and awe-inspiring would lay aside their caps and gowns and with diploma in hand go out into the great, wide world. Then the Juniors, impatient and covetous, would rise to fill the void and leave their place to the Sophomores. Only two short weeks and the Freshmen like The Chambered Nautulus "would leave the past year's dwelling for the new"

and make room for the innocent and patient Preps. Freshmen! soon the name would be but an echo. Though for thirty four weeks they had been the butt of many a jest, theirs had been a great career. If any students ever enjoyed themselves, they, the Freshmen, certainly did. Now they must have at least one more good time, the memory of which they could ever cherish.

The occasion was not to be the mere commonplace. It must be unique. So a committee was chosen to make a report on the following day. The report in substance was as follows: They were to have a great picnic, the greatest that any class of Merton College had ever known. They were to take a day off, or in

other words, cut all classes and flunk completely. They would make a parade and give the citizens, students and Profs. an opportunity to pay them their compliments. That much they themselves would plan, the rest of the details were to be left to another who would afford them a treat of original entertainment. The gentleman in charge was to be James Bird, Esq.

When the name of James Bird was announced there was a roar of laughter. Every Freshman laughed with the exception of Molly Black. She seldom laughed. She just smiled, for Mr. Bird was one of those unfortunate fellows who provoked some to laughter and moved others to pity owing to the fact that he was not altogether right, as we usually say.

The report was adopted and a committee waited upon Jim to inform him that he was unanimously chosen to conduct the greatest pienic excursion of all time. Somewhat against his own will he accepted the invitation. Although he was known as Simple Jim, he was not so simple as not to realize that he was to be made the laughing stock of the entire company. The foolish have feelings as well as the wise and he took these things into consideration when planning the trip. Could he be blamed? For an entire day he was undecided what to do, then he hit upon a fiendish act of revenge. It pains me even now to write of it.

On June 2d, he drove seven miles to the home of his friend, Frank Norton, to arrange for the picuic in his oak grove—perhaps the only grove of its kind in the state. Mr. Norton at first tried to dissuade him from his purpose but finally granted the request to his simple minded but sincere friend. So he went to work to get things in readiness. He was to furnish something original. He was now fulfilling his mission if man ever did. He chuckled as he thought of it, yet a dozen times he said to himself that he would not carry out his plans if they treated him like a gentleman. It would all depend on them, he said.

In the meantime, the happy Freshmen were getting ready for the time of their lives. In their hilarity they became bold as pirates. Smuggling from the Dorm., boarding clubs and private homes they took everything conceivable but prunes and hash. In addition a supply of provisions was purchased, for they intended to have enough to eat, they declared. They were accustomed to that-at home. Thus they were busy far into the night. Would tomorrow be a fair day? Surely it would. Oh, how beautifully the stars twinkled! They seemed to wink, and wink like young lovers.

Then the sun came up like a stern father and the winking ceased; the third of June had dawned. It was an ideal day, the realization of a poet's dream. The college bell rang out its usual summons and as usual students rushed to and fro, with the exception of several couples. They just sauntered,—so lovely was the day. The same old routine was in progress, when hark! what was that noise they heard? The cause was soon determined when the Freshmen hosts came marching down Lincoln Avenue to the tune—or semi-tune—

of "Marching Through Georgia." How soldierly they marched to the music of the band, carrying their large banner of cardinal and green!

Following in the rear they represented the Senior class in the form of an old man bearing the Senior banner. Next in order was a young woman of about thirty-seven summers, attired in orange and purple, the Junior colors. Following her came a tall, lank flunky who seemed to have outgrown his clothes by at least two vears. He represented the Sopomores. Following him was a motherly woman, evidently a trained nurse. She was drawing a red express wagon loaded with three small children. Two of them were squirming and squalling, while the third one with a stick of red candy in its mouth was as well behaved as a little angel. This assortment was labeled P-R-E-P-S.

When the procession arrived before the administration building it was ten o'clock, the period for chapel. Marching to the music of drum and horn, seven times they marched about the building, then they gave a deafening shout. But unlike Jericho of old, the walls did not fall. However, chapel services were delayed in order that the faculty and students might witness the full performance: As the parade passed for the seventh time a scholarly looking gentleman, impersonating President Hilton, drove up and distributed two bushels of roses among the Freshmen. To the Senior, Junior and Sophomore representatives he gave lead pencils and examination pads. To the Preps he gave picture books. No one interfered with the farce. The performers were safe for the five classes had agreed to the ethics of non-interference in all class functions held prior to the last week of school. So unmolested they proceeded to the outskirts of the city where Simple Jim awaited them with the usual conveyances—two wagons with the hay riggings on. The wagons were coupled together and drawn by four white horses.

Ten minutes of jumping, boosting and pulling and the wagons were loaded. They would have been ready to start tour minutes earlier had they not encountered some difficulty in leading Betsy Jones. She required the assistance of three. Then Jim said "git up" and they were on their way, "happy on the way." That was a jolly crowd, for it was a rare treat to make, such an excursion through God's beautiful country. What a treat to see others at work, and they as free as kittens! What bliss to forget about the world's great heroes, to dismiss from the memory all thoughts of trigonometric functions and Greek and Myths!

They had not been longo n the way until "Snowball" Jordan, a ministerial student, forgetting the ten commandments, sneaked into the stock of provisions, seized a tumbler of elderberry jelly and a batch of cookies and jumped from the wagon. Needless to say, he was detected and pursued. But he was determined to make the most of his plunder; so soaking the cookies in the jelly he ate piggishly as he ran. However, the thief was soon overtaken and brought back. Injustice, sooner or

later, must face justice. The girls formed the tribunal of justice and proceeded to administer punishment by giving his face a liberal coating of jelly. Later it was discovered that Mayme Smythe and Mae Goodwyn had jelly on their faces. They declared they could not help it. Pray, why did they not scream?

There were many other capers "too numerous to mention," so we will not attempt to narrate the events of that trip. Playing the crazy band; singing everything from "America" to "Hail, Hail, the Gang's All Here;" shouting to every human being along the way; giving a series of hideous class yells and teasing Simple Jim—that is but a meager summary of the great Freshman push.

The dinner bells were ringing and they were all as hungry as wolves when they drove down Blind Lane and entered the grove. Here beneath the shady oaks were nearly a hundred cone-shaped heaps covered with clover chaff, which Jim said were to be their camp chairs. He ordered the the ladies to spread dinner for fifty on the west side of fifty heaps. This was done and the young men eagerly looked on. Oh, what a sumptuous spread! Had Timon of Athens ever spread such a banquet for his fawning friends? The "tables" spread, Jim announced his plan. There were afty-five picnickers and dinners spread for fifty. They must all start from a given place, then at a given signal make a rush for the heaps where the dinners were spread. Fifty would be successful, five unsuccessful. Thus five were to stand and watch the fifty successful ones eat.

After considerable protest they got in line. At the third tap of the drum they were to start. One tap, two taps, three- and there was a rush for the mounds. The winners were preparing to eat, when Jim reverently announced that he would first read a chapter. Then he pulled out a well worn old book and began to read. He read a portion of a chapter on Digestion from Steele's Physiology. He was perfectly calm but soon he saw that they were not. They seemed to be agitated, and suddenly with a scream and even oaths from several of the young men, they deserted the tempting feast. And not without reason, for millions and millions of red ants were crawling over every dainty. They were having the picnic of their lives, but the Freshmen were not. If the routed picnickers had stopped to inquire, Simple Jim might have told them that ihe hillocks which he had covered were ant hills and that they, like himself, did not enjoy being run over. He might have told them also that he hoped they would always remember Simple Jim and their day off.

Tints and Shades.

The work in jewelry and metal is progressing. The class is entirely full. Quite a number of pieces, both in silver and copper, have been finished.

For any information regarding the studio, especially china painting, call on the critic—Miss Whitesel.

The Sibyl editors are working with a determination that merits success.

OTTERBEIN AEGIS

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TONTORIAL

The Winter Term, ending Thursday, March 18, was above all else an extremely busy term. Besides the heavier work usually carried by the majority of the students during the winter months, there were more events—athletic, literary, social and religious—than have been crowded into any period of ten weeks for several years at least, if it has ever been surpassed. The tendency (for the student) under

such conditions is either to neglect his studies for the special events of the day or to overburden himself with both. It is often brought to our notice that there are too many organizations in Otterbein for the number of students that take part in them, thus making a few do all this work. To a certain extent this is the fault of the few, who either wish to reserve these places for themselves or do not realize that the way to get all interested in anything is to give each one something to do; if at all possible. On the other hand, there are those who are not willing to help in the work of these college organizations, but who are always ready to find fault with those who are doing their part in this work. Fellow students, let us guard ourselves against both extremes and strive to attain our highest ideals of college training by diligent, unselfish, willing service in all that we know demands that service in college.

The students of Otterbein demonstrated their loyalty to the athletic association in making the minstrel show a grand success. The performance was given to cancel the deficit from the football season. This deficit has given our athletic board some worry during the past few weeks. But when interlocutor Libecap with his dusky cohorts faced the full house on March 2, everybody knew that the debt was largely provided for. The solos were unique and funny. The acting was entertaining throughout. All who helped to make the program a success and thus to benefit one of our best interests, are worthy of praise from every friend of Otterbein.

As students in college we are prone to forget the ultimate end and aim of a broad education. We do not always keep before us the ideal of becoming the leaders of thought and action in the more rigorous world of experience constantly in view. If we did, we should not fail so often to overcome self and thereby gain one victory in our world of conquest. It is only by these daily successes that one is fitted for a successful life. The power of habit cannot be over estimated, and the habit of victory and of success is the greatest habit for good in any life. If the student plans his work for to-day and then carries out his plan he has had one successful day and by doing likewise the second, third,

and fourth day he is well on the way to success.

One of our basketball guests recently was rudely insulted as he boarded a car for Columbus. The perpetrator of the despicable deed was not in any way connected with Otterbein University. There was no occasion for any such conduct whatever, and students generally were surprised and chagrined at the occurrence. The team of which the victim was a member is composed of gentlemen. Our teams have always been pleased with their conduct and glad to meet them in athletic contests.



S. S. DEVAUX, '11, Editor.

Y. M. C. A.

February 18. L. C. Hensel, '09. "The Second Mile." The leader spoke of the recent Marathon race held in England, and told how the winner of that race; John J. Hayes, had trained; how for six years he had every day ran five to ten miles in order to get enough strength to run the last part of the race equally as well as he did the first part. Mr. Hensel then said, "In the second mile of the race we are left entirely on our own resources; many a young man who has started out in life with bright prospects, aided and encouraged by wealth and friends, has failed in the second mile because of the lack of proper training and self-reliance. For success we need confidence, concentration and conquest. We ought always to pray so that we may finish the race of life successfully and be able to say with

the Apostle Paul, "I have fought a good fight, I have finished my course, I have kept the faith; henceforth there is laid up for me a crown of righteousness."

February 25. J. C. Baker, '10. "Patriotic Session." The following program was given:

Music-March-America Forever, Y. M. C. A. Orchestra.

Scripture ReadingJ. C. Baker

Reading-What is a Minority?.....G. E. Smith

Cornet Quartet-My Old Kentucky Home, Messrs. Weaver, Briner, Muthersbaugh, Reider

Song-Star Spangled Banner,

Y. M. C. A. Quartet-Messrs. Hatton, Brooks, Smith, Bennett. March-Triumphant Banner Y. M. C. A. Orchestra

Song-America

Benediction G. W. Duckwall

March 4. H. B. Drury, '10. "Reserve Power." Mr. Drury said, "When Taft was notified of his nomination last fall he retired to the Hot Springs, Virginia, and spent a great deal of time in an effort to gain reserve strength for the work and strain which he knew was to come to him later on in the crisis of the campaign; and, if elected, in the work of his office. Nineteen hundred years ago another man was facing a great crisis, to prepare himself for which he retired to the garden of Gethsemane and spent the night in earnest, intense prayer. So like these men, by caring not only for our body but also for our soul, we should endeavor to store up plenty of reserve power for those crises which are certain to come to us, if we do what we should do and fill honorably and successfully those offices which come to us in this life," The leader closed by saying, "The way to get reserve power is to do what Christ did at Gethsemane."

Y. W. C. A.

February 16. Intercollegiate meeting. Leader, Margaret Bonebrake. Miss Bonebrake showed in an interesting manner the relations existing between the Christian Associations of the different colleges. Letters of greeting from the Associations were read by Miss Buttermore. Miss Geeding gave a report of the charity work done by the Oberlin association. Miss Nelson gave an interesting talk on the work done by the Y. W. C. A. for the working class in the cities and for the factory

girls in the east. The meeting was very helpful as well as instructive.

February 23. "Not to be ministered unto but to minister." Leader, Mrs. Minnie Hall. A joint meeting was held in the chapel. After a talk by the leader, many took an active part and carried the meeting through successfully by songs and testimonies.

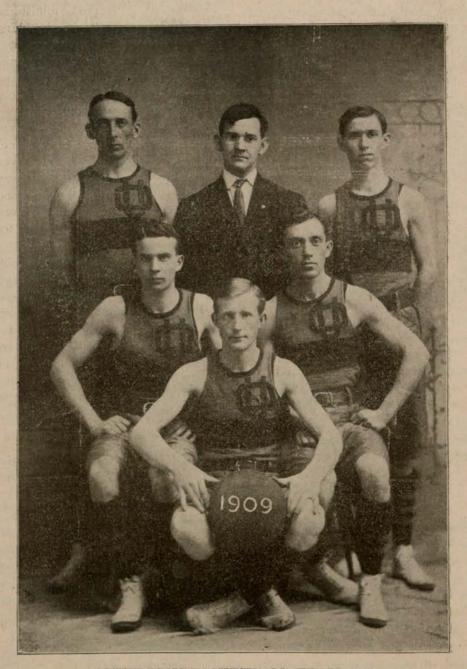
March 2. "A College Girl's Sunday." Leader, Ada Buttermore. Many interesting thoughts were given on the 4th commandment and the way in which a college girl should spend her Sundays. Reasons were also given why the Sabbath day was set apart for rest.

March 9. "Ideal Womanhood." Leader, Miss Edna Moore. Miss Moore gave a very instructive lesson on "Ideal Womanhood," by holding up before the girls such Bible characters as Ruth and Lydia and Dorcas, who are found among the types of Christian womanhood. The leader also brought out the influence that a true and noble li'e may exert on others.

Tuesday, March 9, the "Four Artists" gave a good musical program in the chapel.

One of the novel events of the year was the rendition of a minstrel by the Athletic Association on the evening of March second. The gentlemen who participated are certainly to be commended.

Saturday, March 6, Coach Werner gave a gymnastic exhibition in the gymnasium. Gymnastic exercises, basketball, boxing, club swinging and fencing were the principal events of the evening.



OTTERBEIN BASKETBALL TEAM 1909



A. S. KEISTER, '10, Editor.

OTTERBEIN 52, DAYTON VARSITY 35.

Determined to win back the laurels we lost at Dayton, the basketball team played some fast ball, February 20, when the Dayton Varsity club met us on our own floor. Our team took the lead from the jump and carried away the game with a vim and spirit that showed the enthusiastic crowd that Otterbein still knew the game, Davton's team was evidently unaccustomed to playing on foreign floors, for they failed to locate the basket very many times from the floor. Hughes, Dayton's clever right forward, pulled up the score to 35 by throwing an unusually large number of fouls. Over half the total number of points gained for our opponents were made from fouls. Libecap threw even more and, while fouling was exceptionally frequent, still the game was not rough nor characterized by ungentlemanly conduct.

Otterbein surprised her followers by appearing in their new tan and cardinal suits which surely reflect credit on the team, the management and the college.

OTTERBEIN 35, FINDLAY 40.

We have met the enemy and we are theirs. Findlay College has accomplished the very rare feat of scalping an Otterbein basketball team on our home floor. To what was our defeat due? Some say because we went to sleep at the start and let Findlay gain an immense lead that was impossible

to overcome. Others say some of the men were not in perfect condition to play their best. But while we did not wake up until our opponents had run up a large score, and while one or two of our men have played better ball during their careers than they did that night, still we believe that does not account wholly for our defeat. Was it not due rather to the splendid team work and the hard consistent playing of the Findlay five? We believe in giving credit to whom credit is due. and surely great credit is due Findlay's playing rather than our misplaying for the score. The last few minutes of the first half and the entire second half witnessed some of the fastest ball ever seen on the local floor, and Otterbein more than held her own in the second half-scoring more points than her opponents-but it was too late to overcome the large lead our visitors had gained.

OTTERBEIN 27, FINDLAY 31.

The first game played on the two day trip north was the return game with Findlay on March 5. An even fiercer contest than took place on the local floor was the result, Findlay finally nosing out a victory by four points. Our team was determined to get even and started out to clean up on our opponents and during the first half Otterbein played in old time form, the half ending Otterbein 16, Findlay 11. In the second Otterbein seemed to

slow up, while Findlay gained in speed and gradually overcame our lead and passed us. Toward the close of the second half John replaced Clymer at forward and, while new life was injected into the team for a time, still it did not suffice to pull us out victors.

The treatment accorded our men by Findlay was in marked contrast to some of the colleges with whom we have had athletic relations and was all that could be desired by anyone. We wish to congratulate Findlay on her two victories over us and the splendid treatment she extended to our team and hope our athletic relations may continue to be as pleasant as in the past.

OTTERBEIN 34, DEFIANCE 44.

Worn out by two days of traveling and sight seeing, the quintet of basketball players representing Otterbein University were in no shape to tackle Defiance Saturday evening, March 6. A listless game ended in a defeat for our team by a margin of ten points. John again showed good form when tried at forward in the second half and is a splendid man for team work. We regret that we did not get to meet our opponents in better condition and hope to see no more tiresome two-day trips on future schedules, unless financial conditions make it imperative, for no team is able to do its best when traveling around for two days and playing two hard games in succession.

OTTERBEIN 21, RESERVE 25.

The last game of the season, played on the local floor, proved to be a heart-breaker for the local team and her admirers. After leading our opponents throughout the entire game up until the last five minutes, the game was rudely snatched from us by a certain tall individual by the name of Cripps.

The game began by Sanders shooting a clever basket over his shoulder from the corner of the gymnasium. This proved to be the first, last and only basket "Fink" got during the game. Libecap put the next one in, then Clymer got one and then Libecap another, making 8 points before Reserve fully realized it. Barney then secured two baskets for his team, and Clymer annexed one to his credit. Libecap after missing three fouls finally landed one. and his opponent Cripps then caged his first ball of the evening. Barney, of Reserve, after some clever dribbling and team work secured a basket, followed soon after by Bailey, who shot a a nice one from a distance. Clymer came in for his third one after some fine passing by Otterbein and just before the first half ended Reserve got two more baskets, making the score 15 to 12, favor of Otterbein.

In the second half Otterbein seemed to lose their speed somewhat, while Reserve came back strong. In dribbling the ball from one end of the floor to the other the visitors were especially clever, and a shot for goal nearly always resulted in adding two points to their score. Cripps, however, broke up the game by landing five baskets during this half, the last two coming in the last minute of play and pulling them out victors. Final score, 21 to 25.

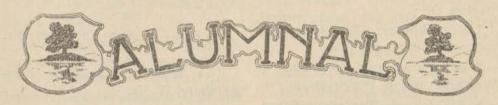
The game was remarkably clean and fast. Fair officiating was noticeable. The only hindrance to the play was the resemblance of Reserve's suits to our own. Several times in quick passing the ball was shot to a man on the other side by mistake.

Line-up and goals secured:

Sanders, 1	R. F Oldenburg, 2
Clymer, 4	L. FJelly
Libecap, 3	

The season has closed, a financial success as basketball always is. However, the majority of games must be credited to the lost column, notwithstanding the fact that Otterbein has scored 540 points to their opponents' 390. It seemed that in the 5 games won Otterbein has always given her opponents a sound beating and the 7 games lost have been by comparatively small

scores. Sanders and Clymer at forward, Lloyd and Bailey at guard and Captain Libecap at center have stood the burden of the work and made up the team in nearly every game. They are the 5 men to receive the basketball "O" this year. Clymer and Libecap graduate in June, leaving two holes to be filled by the hard-working scrubs, who deserve not a little credit for the success which has come to Otterbein this year.



K. J. STOUFFER, '10, Editor.

Ernest S. Barnard, '95, Secretary of the Cleveland American Baseball Club, has won for himself quite an enviable baseball reputation throughout the entire United States. He has the reputation of being a baseball encyclopedia, the baseball sphinx of the age and in truth that of being the wisest man in baseball today. The Ægis wishes him and his team the best of success.

Mrs. George S. J. Browne, '70, of Cincinnati, O., attended the senior reception at Cochran hall, March 3, 1909.

Rev. D. Ira Lambert, '97, pastor of the Presbyterian Church at Pleasant Ridge, O., on Monday, February 15, addressed the Presbyterian Ministerial association of Cincinnati on the subject, "The Holy Spirit and Revivals in the New Testament."

L. E. Myers, '07, representative of the Home Herald Co., was about the college a few days the last of the

L. E. Garwood, '08, was calling on his friends in town on February 20 and 21.

Frank Edwards, '03, student of medicine at S. O. M. U., at Columbus, visited Prof. R. H. Wagoner on February 28.

Charles A. Bowersox, '74, member of the state legislature and former president of Otterbein University, addressed the student body at chapel, March 11.

W. E. Riebel, '03, a minister in Columbus, O., and former missionary to Africa, addressed the Y. M. C. A. on the subject of "The Work in Africa."

STORK VISITS.

Mr. H. E. Young and Mrs. Nellie Boring Young, '07.

Mr. O. H. Charles, '07, and Mrs. Caroline Lambert Charles, '01.

CLASS OF 1909-WHERE THEY ARE.

COLLEGE.

Blanche Bailey—Teaching at Kirkwood, O.

R. D. Bennett—Junior partner in firm of H. L. Bennett & Co., Westerville, O.

Lulu Bookwalter—Governess in Essex Falls, N. J.

L. P. Cooper--Manager Student Sales Dept. of Thomas Mfg Co., Dayton, O.

'L.K.Funkhouser-With Home Tel ephone Co., Dayton, Ohio.

Mary Funkhouser—Teaching at Westfield College, Ill.

L. E. Garwood—Teaching in Piqua,

Mabel Gardner—At home in Middletown, O.

Ada Gaut-Barnes—At home near Westerville, O.

G. C. Hamilton-Bookkeeper in office of Northwestern Mutual Life Insurance Co., Pittsburg, Pa.

R. K. Staley—In the office of the U. B. Publishing Co., Dayton, O.

Edna Streich—At home in Portsmouth, O.

G. D. Swartzel—Teaching Physics in Leander Clark College, Toledo, Ia.

M. O. Titus—Teaching German and Commercialism in Ligonier, Ind.

Evelyn Todd—At home in Cleveland, O.

Dot Warner—Teaching at Sugar Grove, Pa.

J. H. Weaver—Teaching in Plain City, O.

C. W. Plessinger-Principal of Van

Buren Township High School, Montgomery county, Ohio.

MUSIC.

Pearl Downing-Studying music in Columbus.

Edith Hanawalt—Teaching music in Westerville high school and the town.

Lela Hyatt—Teaching music in Mt. Vernon, O.

Allie Johnson—At home in Westerville, O.

ART.

Ida Belt—At home in Marysville, O.

Elva White—At home in Freemansburg, W. Va.

Beyond the Natural Order,

By Nolan Rice Best, '92, Editor of "The Interior," is a scholarly written book on "The Dynamics of Prayer," "The Rationalities of Prayer," "The Possibility of Miracle," "The Probability of Miracles," and "The Miracles of Jesus," with the co-ordinating, or underlying thought, that if God is our Father, He must know all His children personally and deal with them individually, because impersonal and mass relations, would not be fatherly.

All the subjects are ably treated and must be very helpful to the careful and prayerful reader; but the opening chapter of the book, on "The Dynamics, or Power of Prayer," is especially suggestive, helpful and encouraging. Here the reader finds that prayer "that strains the sinews of the soul," not his body, becomes his Spiritual dynamo. "Beyond the Natural Order" is an able work.

Notes and Bars.

Mrs. Whalen will spend the spring vacation at the home of Miss Vernelle Rohrer in Dayton. Mrs. Whalen's many friends will be sorry to learn that she will not return to Otterbein next year, but will teach in the East.

The building which is now used as the main conservatory is to be torn down in a few days, preparatory to erecting the splendid new music hall. This will be on the site known as the Cooper house.

On the 18th will close a very successful term for the music department. A number of students return home to organize classes of their own for the coming season. Among them is Vernelle Rohrer, who will teach voice at Wilmot and Ogiereto Fisher, who is a piano teacher at the same place.

Cochran Items.

(Dining room) Miss J. to Miss N., the waiter—"You just look like a bride."

Miss N-"I hope to be one some day."

(Translating German at the dinner table)—"My arm craves to embrace her." "Isn't that awful," said the translator.

Miss Hix—"Why I don't mind that."

On Feb. 27, 1909, Miss Albert from Dayton was visiting her friend, Miss Rohrer.

Mabel Laughlin, from Germantown, Ohio, a former Cochranite, has returned for a few days visit with the present inmates of the "---tory."

Notice! Men!—The matron would like to recommend all the young ladies as competent. Ask her.

Wanted—to know if the young men saw any wall flowers at the Senior reception? Do not indulge, as they are to be "left."

The only way that the Senior girls could get the best of all the girls, was to give them "punch" for dinner.

On March 7, 1909, Mr. and Mrs. Coduer spent the day with their daughter, Hazel.



Upper Iowa has recently received \$30,000 towards her endowment from Andrew Carnegie.—Ex.

Robert P. Scott, the millionaire of Cadiz, Ohio, has just given Ohio State \$100,000 to be used in defraying the expenses for the education of twenty needy young men.—Ex.

Many exchanges for February have given prominence to men whose centennials were celebrated during that month—but especially to Lincoln. Those papers which reached us were very appropriately dedicated to these men, and also contained some articles of decided literary merit.

The Mercury contained three articles very well suited to the patriotic spirit of the past month. One represented the beginning of our nation in the life of Washington; another, the crisis in the life of Lincoln; and the other, the modern times of the nation during the life of William McKinley.

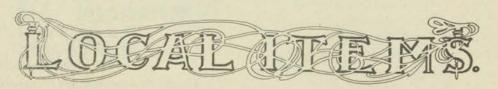
College Chips, dedicated to Lincoln, gave a very clear summary of the great activities of this patriot. Besides these interesting articles in honor of a statesman, a very good article was dedicated to the honor of a musician, Felix Mendelssohn, who was also among those honored with centennial celebrations the past month.

The Tuskegee Student is an instructive weekly publication. The recent number gives the addresses of President William H. Taft and Dr. Booker T. Washington on February 23 at a meeting in the interest of Hampton Institute.

We are pleased to receive among our exchanges The Association Seminar and Springfield Student published monthly by two organizations of the Y. M. C. A. Training School, Springfield, Mass.

The Board of Education of New York City has authorized the city superintendent to make arrangements for starting a school for the blind in connection with the public schools. It will be the first of its kind in the city and will begin with four classes.

—Ex.



L. L. CUSTER, '10, Editor.

[Maxtown Special] "Bishop" Bungard was at Maxtown on Sunday, March 7 and sang beautifully both morning and evening. The evening selection was especially touching.

The contract for the new conservatory has just been let to Contractor Karg. It is to be completed by September 1st.

The Senior class entertained the students, faculty and alumni in Cochran Hall Wednesday, March 3. The reception parlors were charmingly decorated in class colors, and together with light refreshments it was made a very pleasurable evening.

February 25. A strange sight on

State street—Rev. Daugherty and Mr-Mattis carrying a washing machine. The question is to which gentleman did the machine belong.

W. A. Gardner, a former student of O. U., called on friends here, February 27.

Miss Lorena Garrison was in Westerville, February 26.

"Dad" Trimmer, an old Otterbein landmark, came up smiling Friday evening, February 26.

R. A. Thuma and L F. Bowers, former students here, called on friends in Westerville, March 12.

SPLINTERS.

J. O. Woodburn, seeing a pair of shoes in the dining room, mischievously put some molasses in them. But it is one on "Jimmie," they were "Mother" Johns' shoes.

Stein—"Who wants to buy a ticket for the minstrel?"

Smith—"Why, how does it come you have one to sell?"

Stein—"W-Wh-Why, I was going to take Miss W. but I am afraid of getting stung."

Happier than ever—Daisy and Ditmer.

Oh! If Miss Parlette could only see "Jack" eat mashed potatoes.

Prof. Durrant and Bossart are both agreed that "a blind hog gets an acorn once in a while."

Dr. Scott to Brooks—"I see you've fallen back on your old love again!!"

Mrs. Cooper—"Boys, Boys, not so much noise."

(Minstrel note) Wanted—Someone to hold Zuerner's and Keister's noses

A quick stage transformation— Black Faced Saul to Speckle Faced Saul.

Crosby—"I defy any and all mathematicians to prove that a vote of 30 to 13 is a two thirds vote." Let's see who can win everlasting fame and glory by doing so.

Prof. Cornetet has just placed an order for a sign to be printed bearing the following inscription—"Ladies,

Gentlemen, Children, Villagers and Students, the entertainment is now over, you may go home."

Dr. Sanders to Mary Hall—"I believe that you a nd Mr. Wellbaum would agree all right."

DeVaux—"I've found it to be a true saying that a man can never understand a woman."

(Almira Buttermore in Shakespeare class)—"There are people today just like Lear. They are not satisfied with being loved but they want to be told that they are loved."

The class gets a broad on.

(A. B.)—"Well, I'm not talking from experience."

The class roars.

(Dr. Sherrick)—"Well, I am quite sure, Miss Buttermore, that no one ever suspected that you were."

When will

Claudius Grant's tie quit riding?

Niswonger be away from his girl? Dr. Scott expel the boys who whistle in the halls?

There be plenty of reserved seats for the lecture course?

That new science building be an assured fact?

Preps quit taking Senior studies?

Boys get credit hours in college for knowing how to earn a living, and girls get credit for knowing how to make good butter?

Our endowment be written in seven figures?

Ground was broken for the new music hall March 15. The pianos have been removed from the old con servatory to the L. M. Barnes house on Main street. Prof. Mills—"Sit down and cool off and see how much you have warmed up."

Dr. Sanders—"Has anyone seen a robin this year?"

Miss Fouts-"I saw one in Columbus Saturday."

Miss McCoy-"I saw one too "

Dr. Sanders—"Do you mean the same bird Miss Fouts saw?"

Rev. Daugherty and Mattis are certainly very cleanly. They carry their wash machine with them.

Prof. Wagoner—"Which of the vowels do you drop to form the adverb?"

Miller W. H .- "T."

Miss Sayre—(concluding a discussion on girl's schools)—"Gee! I wish I were at a girl's school. I'd sure get engaged."

Shumaker—"We'll have to elect an officer to protect the society hall on Sunday afternoons."

Williamson-"Yes, I've been holding that position for some time."

Prof. Snavely—"What did the colonists gain by the revolutionary war?"

Bungard—"The freedom of the slaves."

What would the conservatory be without Almira and Bennett?

Prof. Durrant (looking out of the window and noticing Agnes and Devaux walking arm in arm)—"I don't see how some of these girls are able to get up stairs when they are not able to get over here alone."

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"Varsity" Surrell—"I ran up in mission study class today."

Ziegler-"How natural!"

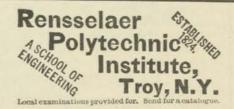
Mary Russell (coming from chapel after hearing the Wesleyan Male Quartet)—"I wish I had nothing else to do."

Prof. Durrant (motioning to Mr. Good)—"Mr. Gizzard will speak on the good."

'Tis certainly a charming coincident that both Miss Parlette and 'Jack' are to be out the next term and then return for the fascinations of summer school.

Miller says he can still hear a faint echo of "Oh, I suppose so."

Dr. Sanders—"Does 27x52=24."
Miss Garst—"Yes."



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