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### Otterbein Aegis September 1910

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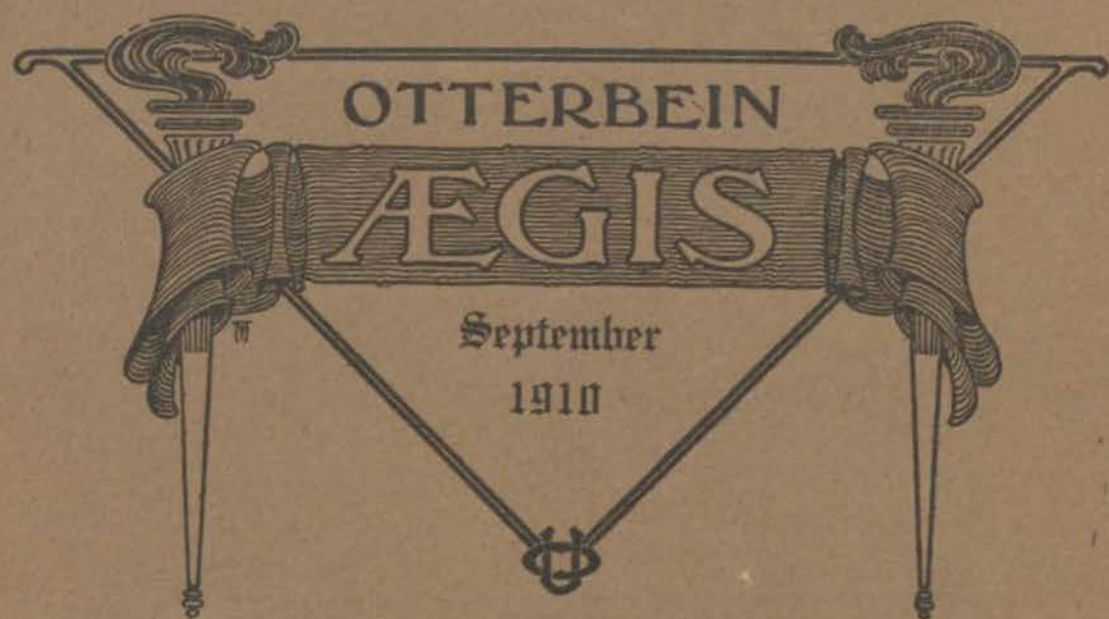
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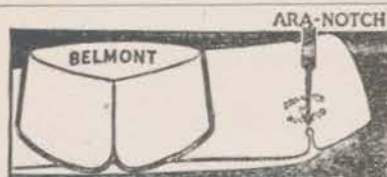
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Manuscripts must be written on one side of the paper only, and sent either flat or folded. Do not roll them, nor send letters with them unless special explanations are needed.

Be careful to put your name, your address, the name of your college, and the year of your class at the head of the manuscript. If married give in parentheses your full name at the time of your graduation. Where manuscripts are the work of more than one graduate these details must be given by each collaborator.

Be sure to preserve the original manuscript or to retain a copy of your story, as no manuscripts will be returned. No postage, therefore, need be inclosed. Such stories as are found worthy will be awarded prizes; others will be considered for purchase at good rates; the rest will be destroyed.

We reserve the right to withhold any or all of the prizes if in our judgment the stories do not come up to the required standard.

This offer will remain open until November thirtieth. All stories must be mailed so as to be in our hands on or before that date.

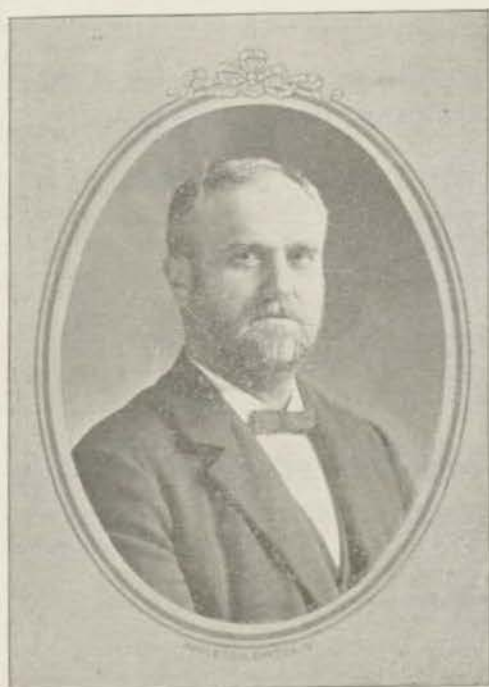
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**DR. S. D. FAUST**

Professor of Bible History, Bonebrake  
Theological Seminary, Dayton, O.

# The Otterbein Argis


Vol. XXI

SEPTEMBER, 1910.

No. 1.

## Education and The Christian College

Address in full Delivered by Dr. S. D. Faust at the Opening Exercises of the  
College Year, September 14.

O address this audience on an occasion like this is no ordinary pleasure, for the young people assembled here today are not of the ordinary type. In the territory from which they come are thousands of others having enjoyed similar school advantages, having received equal paternal care, rejoicing in no less physical strength, admired by no less loving friends, and supported by a no less degree of excellence. Among those thousands, a few there are, whose hearts are stirred by the same broad vision that today incites this large company of youth to take a place in this institution of learning. Like the bird that beats its wings against the bars of its cage, the few are moved by the instinct that a broader sphere of freedom lies beyond the narrow limits of the life they now live. But the thousands distinguish not the mind from the senses, separate not thought from habit, nor know that "to think is to live." James Oppenheim fitly says:

"We have the love of life—that is our glory!—  
No Hamlets we, no doubting Tennysons,  
But the young gods of science who have seized  
Million-huge power, and like genius feel  
Our possibilities. O sunrise age,  
O white-winged morning! lusty with new life

For power we cry, more Power, more Breath,  
more Life—

We crave great dreams, dreams that make  
pale the cheek,

Dreams that tax manhood, that we may rise up  
And amaze each other by our out-acting them.  
Is the earth huge? We'll mine and mould  
and mound it!

Is the sea vast? We'll shrink it to three days!  
Are the skies inaccessible and tall?

We shall take wings and soar! We are the first  
Of them that do not fear. Nor space nor time,  
Nor life nor death nor the invisible powers  
Affright us. We are mighty, we are modern,  
Children indeed of the strength-crammed earth,  
Yea, but creators, too."

I quote these words of Mr. Oppenheim because they have the beauty of poetry, and the might of truth. We are **Inspired**—inspired, but an inspiration! Created, but creators! Life-sparks, but life-givers! And blessed he who has the inspiration of the one, and the spirit of the other!

"The benediction of these covering heavens  
Fall on their heads like dew."

"For blessings ever wait on virtuous deeds,  
And though a late, a sure reward succeeds."

But I am to speak of Education and the Christian college, and in order to reach the thought I have in mind, let me first, in a somewhat limited way, describe the nature and properties of that thing which we call education, or may legitimately call a good education.

1. It is not capacity. Capacity is the abstract quality of being able to receive or hold. It is a native endowment, and may be small or great. When spoken of persons it is mental only and like other endowments of the mind, may be subjected to conditions by which the least or the most can be made of it. **Education Controls These Conditions.**

2. It is not instruction. Instruction is the importation of information. It represents to the person under consideration—the student, directions as to what to believe, what to do, or how to do it. The student is going through the process of education when he thinks through the instruction, and by so doing, develops the **ability** to think and to do. The **finished product** is education. Instruction gives specific direction, or definite commands, and is only conveniently necessary to education, but it is not education itself. It makes one informed, more fully acquainted with the subject matter involved, but the best instructor and the best instruction do not equal education.

3. It is not what is sometimes called culture, or good breeding. Good breeding has reference to the manner of outward conduct. It makes a person more polished, more agreeable. It represents surface, not contents, and is not that which forms the foundation, or ground-work of character. It is not fundamental. One's manner may be pleasing, his etiquette faultless, his politeness unexampled, his carriage fine, his bearing noble, his behavior admirable, his deportment excellent, and yet he may lack some of the essentials of good education. They are to be distinguished from good character, and good education and good character are inseparable.

But what are the essentials of a good education? 1. The formation of the mind. In Porter's Human Intellect is made this statement, "The nervous system might perform every one of its functions, without a single psychical result." "But an education involves psychical results." That which Porter says "Might be" must therefore not be in the process of education. Instruction, spoken or written, needs the use of the nervous system to reach the soul, for that is the field in which the process of education as carried forward, and the soul is the created, living, thinking percipient entity, influenced, impressed, changed by the process.

And education is the placing of all the power of the man in such cooperative relation to one another as that the sum total energy belonging to his whole being, stands as a reserve to be called upon at will for the accomplishment of any task, the enjoyment of any pleasure, the bearing of any sorrow, the rational response to any touch of God. A babe lies upon its mother's breast for the first time. It is a life spark from God, and yet it is utterly dependent upon maternal care for its continued physical existence. It is scarcely less dependent upon the sum total of its environment for its mental habits. Its learning to walk as others walk, to speak as others speak, to think as others think, to be as others are, is largely determined by others and not by itself. The process of education in relation to these things is the process of forming the child's mind in relation to them. He now walks and thinks and acts under direction of his own faculties and powers. His mind is formed so far as these particulars are concerned. By a similar process the student is to appropriate from the



course of study adapted to his age and stage of advancement, those presentations of truth, which, when wrought through his own mind, will give him the acquired ability to think and to act for himself with a wider comprehension, and a more particular definition, than otherwise possible. This ability is what I am pleased to call "the information of the mind," and an essential of education. 2. Another essential of education is the regulation of the heart. In his *Outline Study of Man*, Hopkins declares that natural affections as affections do not appropriate anything. And this may be true, but it seems to me that here in the heart-realm, the entire personality considered as capable of being moved, or influenced, has brought us under surveyance, and the affections and passions, as distinguished from the intellect and the will, are capable of being brought under the impelling power of truth in the process of education. The natural disposition, or tendency of feeling, in a sense may be instructive or rational, and while desire instinctively craves its object the affections on the whole are characterized by the rational giving out of the mind towards an object. It is quite clear that the education largely determines the man as to the class of objects towards which his mind goes out, and so far as that is under the control of reason the affections may herefore be said to lie within the reach of education. Without control, moreover, the affections and passions may under any incitement become a wild herd of Vandals, and the educated man countenances no such capricious behavior on the part of any of his powers. Scholastic training taken in a wide sense, and having reference to training in science, philosophy, literature, art, music, and so on, is for the

purpose of enlarging the powers, of mind for enjoyment and achievement, but the things which are true and beautiful, just and holy, sublime and divine, lie too near the vital interests of all men to be ignored in the process of their education. If the mind, the thinking faculty of the man, is to have its powers enchanced so that he may deal with the material world as if he knew and read God's thoughts after Him, let the heart also be led to become a powerful persuader to a recognition of the fact that the material world is God's thought and an exhibition of His benevolence and wisdom; and that the moral and spiritual are no less reality than the material, and are no less sublime in their conception and benevolence. Let the mind in its achievements be tempered by the qualities of a good heart. Let the scholastic training be so appropriated by the student as to make a **Man**, well poised, alert, untrammelled, and conscientious. Let him attain a formation of mind which adds freedom to authority, cognition to instruction and observation, soul-appropriation to mental conception, and moral obligation to conviction.

3. Another essential of a good education is the establishment of good principles. In every man there is a ground-work, a fundamental, upon which the character of life's superstructure rests, and by which it is determined. This fundamental acts continuously, though more or less uniformly. It is the ultimate that furnishes the final explanation of his actions. It is the standard by which the man measures his whole being, and to which he compels within himself, conformity. If it be good, the man is pious and his life truly altruistic; if evil, he is impious and malevolent, and his life is self-centered. Now good

principles must be established. They do not come accidentally or become at once permanent in ones life. There are contending forces. Evil is in the very core of our being. Righteousness and unrighteousness each invites our choice. We are assailed by our brute nature, or guarded by the pure light of reason. There are two of us. The field in which we live is a battlefield. Which of the two of us is to occupy the field? Who is to establish the government? Who shall enact the laws for our life, interpret them, and make them permanent. They are to be established, fixed, and confirmed.

The period in life in which these things are to be accomplished is the formative period, when the reason awakes in her strength, and the roses of youthful pleasure are in the bud, and Choice stands on the threshold of every one's life making irrevocable decisions, when the processes of education are crystallizing the man. Modern civilization puts the child, the youth, into the school during this whole period. The school is therefore responsible for, not only the scholastic training but also for the formation of the proper conceptions as to the things which have to do with morals and religion.

Hence I conclude that a good education includes the formation of the mind,—to be attained by the process of scholastic training; the regulation of the heart,—the rational control of the affections and passions, and their habitual giving of themselves toward those objects worthy of a rational being;—and the establishment of good principles,—the adoption of standards to which the highest reason can consent, and which the Almighty has adopted for the development of the human race,

It is evident then that any theory of education which does not place the chief emphasis upon the making of the man is defective and ruinous. For the man is greater than the vocation. He is to dignify it,—to glorify it and it is pitiful to see the attempt,—too often witnessed,—to make the halo of a noble vocation the adornment of the brow of a despicable, shameful degenerate. Our civilization is full to running over, of scholastic training un sanctified by the holy conception that the divine creation called man stands as the God-appointed representative of justice and love. And the superficial assumption that education is mere mental and physical training intended to include astuteness of mind, deftness of hand, and physical endurance, has already been almost fatal to the Christian elements of our civilization. The moral obligations we sustain to God and one another, have been so largely lost from sight in our processes of education, and we have not been taught the uses of restraint and constraint in the building of character, nor have we been able to chant with Shakespeare,

"Sweet are the uses of adversity;  
Which, like the toad, ugly and venomous,  
Wears yet a precious jewel in his head."

But failing in the proper determination of self, we have allowed the wild clamor of our lower self for gratification of holy ambitions, animal passions, and the desire for world possession to dominate us, and the holy things of denominate us, and the holy things of God have died within us. Undue attention to personal adornment, extravagant personal habits, uncontrolled desire for amusement, the ambition to appear to be in easy financial circumstances, and the gratification of a thousand other foibles of the mind, are



to personal integrity and high-minded living, what sulphuric acid is to the face of a beautiful lady. They induce discontent, graft, embezzlement, political and ecclesiastic chicanery, the oppression of labor, the white slave trade, lawlessness, a disregard of sacred things, murder and all the rest of the misanthropic horde, cankers of civilization. And the cause for the rapacity which these things are consuming us, is to be located in the fact that God, morality and the spirit-life, religion, are so largely excluded from the processes of education, with the result that restraint and constraint, from moral considerations, are almost negligible factors, and the pulpit itself has lost the clear tones of warning and admonition for which it legitimately stands, and has come to preach the gospel of social reform rather than the gospel of salvation. The steel has lost its temper; the deed has lost its doctrine; the tone has lost its pitch; and the man measured by what he achieves, forgetful of what he is, as is suggested by a little quotation, familiar to you all: "If a man preach a better sermon, write a better book, or make a better mouse-trap than his neighbor, though he build his house in the woods, the world will make a beaten path to his door."

The Christian college is a conception of the Christian Church, the early university having been the forerunner. In the earliest centuries of the Christian era all educational institutions were pagan. The last of these was suppressed in A. D. 529, by Justinian I. In the confusion attending the decay of the Roman Power and the conquest of the Germans, Europe fell into intellectual darkness. The multitudes lived in dense ignorance. Even the priests were illiterate. But great economic and political revolu-

tions changed the face of history, and at length an intellectual and scientific transformation of all Europe followed. It was a rebirth of emotions and faculties. Universities sprang up, but still the common people lived in illiteracy. A light to the multitudes arose in the person of Gerhard Groot of Deventer, in the Netherlands, founder of The Brothers of the Common Life. This society of pious priests sought to benefit the people by preaching, pastoral visiting and **instructing the youth**, having as many as twelve hundred scholars in their care. Here is located in the church the fountain head of popular education. For four centuries this idea of The Brothers of the Common Life, to teach youth, spread and intensified itself in the church, until society at large, under the influence of levererism, and in the fresh atmosphere of a new free country, took it up and instituted the state school. The church taught the state that every child has the right to enjoy school advantages, but has also allowed the state-school to become entirely secularized, in the sense that it fails to distinguish between sectarianism and religion, and that in attempting to avoid sectarianism, which is not native to the child-mind, it tabooose religion, which is native to the soul, and fundamental to the making of a good citizen. The church has lost its younger child and has turned its attention to the older, the college.

This college she calls Christian, and places it under a sort of ecclesiastical paternalism. She founds it and supports it for a specific purpose. This specific purpose is apparent when it is remembered that it is the devout man or woman, the loyal churchman who supports it financially. The underlying thought upon which it is built, is that



it shall afford opportunity for soul-education, as distinguished from mere scholastic training. Scholastic training it is to give, sufficiently articulated in relation to the affairs of the secular world to furnish its students for their life's work. But the Cristian college is not here in the manner of scholastic training differentiated from the state school. It is not maintained in order that its students may have better scholastic training than is afforded in the state school. It is not to be inferior in this respect, but if it even proposes to give the scholastic advantages equal to those afforded by the state school, and **Nothing More, It Has No Right To An Existence.** It has no right to accept the money of devout men and women who give it for other specific purposes, and in answer to appeals based on other specific grounds, unless it proposes to recognize the circumstances of its existence, and give attention to thing in addition to those pertaining to mere academic instruction, and those things are they which pertain to character, and that not only in the ethical sense but also in the religious sense. The Christian college stands for the kind of education which I am today calling a good education. It stands for the formation of the mind; it stands for the regulation of the heart; it stands for the establishment of principles.

Is it worth while? Is it worth while to maintain the Christian college? Is it worth while to try to stem the tide sweeping towards the complete secularization of the mind? Is it worth while to insist that the education of our youth shall not face towards infidelity and etheism?

All these questions resolve themselves into this,—Is it worth while for the student to seek such an education?

And if he does not desire such an education, is it disadvantageous for him to attend the Christian College? My answer is that it is worth while,—a thousand times worth while, and it cannot be disadvantageous to attend the Christian College.

1. If the student's desire is only intellectuality, if he cares nothing for the more divine aspirations of the soul, if he deliberately chooses the world-spirit, if he prefers astuteness rather than integrity, if he desires the lust-life rather than the rational, he loses nothing and gains much by attending the Christian College. The fact that his instructors face their instructions towards the eternal verities of the moral and the spiritual, cannot detract from its excellence as food for the intellect, for science and philosophy alike are futile unless they find their base in the truth, and truth inheres only in what God has thought and done. To be a Christian,—to be a Christian instructor in the highest sense, demands incisiveness of mind, a depth of understanding far superior to that of the instructor whose profoundest stock in trade gives him no wider conception as to the relation of the things with which he has to deal than that which leads him to prate about the latest and most advanced thought and a cosmogony without a cosmos. The advantage of this incisiveness of mind, this depth of understanding, on the part of the instructor, can surely work no harm to the student who chooses intellectuality alone, but on the other hand must afford him the opportunity to work through his own mind a broader, more profound problem, which, by its solution, must intensify his intellectuality.

2. The education for which I contend is worth while because it contem-

plates the truly altruistic life. The chief good and the supreme end of conduct are to be found in a pure devotion to the interests of others. And the world wants men and women who think it worth while to determine themselves, in the every day occupations of life, in such a way as not to invade the interests of others. No it wants more, it wants noble men and noble women, who will not count life too dear to be poured out at the altar of service,—high minded men who can think nobly as well as act nobly,—great-hearted men who can feel the throbs of pain wringing out of other hearts the groan of oppression and the cry of injustice,—who can unreservedly give themselves to the task of changing this world, bedraggled in the miasmas of low thinking and low-living, into a paradise inhabited by gods. Not only does the world want such, but the world's needs present a glorious opportunity,—an opportunity to think benevolently, to act generously, to love

purely. The heart of the world is just longing for such examples,—it needs, —O how it needs such examples, but more than the world longs for, and needs such examples, you, yourself need the sublimity of thought and life which alone can make you examples of nobility and greatness. Ah, more than others need you, you need yourself! You need your own noble self, your own benevolent self, your own sweet self.

That the world may seem glad some, that life may really be an uninterrupted song of joy and rational gratification, you need that composure and poise and culture which will make you good as well as wise, and broad and great enough to think out the world's problems for it, and then just love it back to God, and that so far as yourself is concerned, will enable you to see yourself, in utter unselfishness, as the architect of the greatest thing in the world, character,—your own character.

## NEW FACULTY MEMBERS

**EDWARD A. JONES**

**Professor of Bible and History.**

Prof Jones, who occupied the chair of History and Economics, during the absence of Prof. Snively last year, has been elected to the chair of Bible and History. Prof. Jones has held many prominent positions in the educational world and his wide experience makes him at home in his department. He has a well trained and master mind, and teaching seems to be a real pleasure to him. His success in Otterbein is an assured fact.

A recent honor bestowed upon Prof Jones was his appointment by the National Superintendent's association to represent it at the centennial of Mexican independence. He was chosen as one

member of the committee of three, the other two being State Superintendents Blair, of Illinois, and Cummings, of



Utah. However on account of his work he finds it impossible to fulfill the appointment.

**S. F. WING**

**Professor of Romance Languages.**

Professor Rosselot was granted a year's leave of absence this year, and Prof. Wing is occupying the chair during his absence. Prof. Wing graduated from O. S. U. in 1907, and from Oxford in 1910. He was a winner of the Rhodes Scholarship in 1907.

Prof. Rosselot is on his way to Europe where he will further equip himself for his work in Otterbein.

**LUCCELL E. GILBERT**

**Instructor in Violin.**

Mr. Lucell E. Gilbert, the new violin instructor, comes from Greenville, O. He has been under the instruction of Prof. Chas. Holstein, of Dayton, O. Prof. Gilbert was director of Mann's Orchestra, Greenville Band, Wayne Glee Club, Treaty City String Quartet; Chorister First M. E. Church, Greenville, O.; violin soloist with R. E. Peary Concert Company.



**Prof. Heltman**

**HARRY J. HELTMAN**

**Professor of Public Speaking.**

Professor Heltman graduated from Pert Allegheny high school in 1902; attended the Dickenson Seminary one term, and was valedictorian at Genessee Wesleyan Seminary, Lima, New York, in 1906. He attended Pennsylvania State College for one year, and received his B. S. degree from Syracuse university in 1910.



**GRACE E. DENTON**

**Instructor in Piano and Voice.**

Miss Denton studied with Professors Gherkins, Lindquist and Harroum, of Oberlin Conservatory: with Professors



Hull, Duskurtz and Wieke, of Toledo, and Professor Francis J. Sadlier, of Hiram college. Solo soprano in Second Congregational church, Oberlin, O. Graduate of the Public School Music Department of Oberlin Conservatory of Music.

**LUELLA SOLLARS**

**Instructor in Art.**

Miss Sollars has charge of the design work.

The new class in Design has made a very successful beginning with Miss Louella Sollars as instructor. She was educated in the Columbus schools and studied Design at Ohio State University. The Art department has been very fortunate in securing the services of this talented young lady.



## Student Enrollment

There are about 335 students enrolled to date. The list of new students far surpasses that of last year, there being an increase of about 30 per cent, but owing to the inability of so many of the old students to return, the increase in the total enrollment is not as much as it might be expected, however the increase is gratifying. The following are the new students enrolled to date:

Mary Alkire.  
Mary M. Bard.

Helen M. Bradley.  
Grace M. Brane.  
Myra Brenizer.  
Velva A. Burns.  
Arabelle Campbell.  
Martha V. Cassler.  
Iva M. Coe.  
Ruth M. Cogan.  
Lucile Coppock.  
Hazel Cornet.  
Hazel F. Dickson.  
Agnes Drury.  
Mabel P. Duckwall.  
Blanche Fleck.

Delta Gailey.	Grace B. Simpson.
Ila Grindell.	Adeliade L. Smith.
Lulu B. Groves.	Florence M. Stephens.
Anna B. Grover.	Mary L. Stewart.
Dewitt A. Bandeen.	Ada M. Stock.
Edmund Barkemeyer.	Alta S. Suttle.
T. M. Beal.	Anna Thomas.
I. G. Beck.	Katharine Wai.
T. B. Bell.	Grace M. Weaver.
Ralph L. Bierly.	Carrie L. Webber.
Raymond Bowers.	Donald Horn.
C. K. Bradley.	Sprinkle Jones.
R. R. Caldwell.	H. R. Kahler.
A. D. Coffman.	H. A. Kirkwood.
E. H. Dailey.	Clyde D. Knapp.
I. M. Dempsey.	R. C. Kohr.
F. W. Fuller.	Albert Lambert.
E. N. Funkhouser.	C. E. Lash.
L. E. Gilbert.	U. E. Leahy.
J. D. Good.	A. G. Leichliter.
G. E. Hollenshead.	R. W. Ling.
Julius Householder.	J. M. Livengood.
G. R. Jacoby.	W. E. Mallin.
Faye Grover.	F. O. Miller.
Ethel Householder.	A. B. Newman.
Boneta Jamison.	H. W. Niswonger.
Blanche Keck.	Forest Overholt.
Mae King.	R. K. Parent.
Maude Linton.	J. R. Parish.
Mona Linnabary.	C. R. Patterson.
Irma Martin.	R. E. Pennick.
Ruth J. Maxwell.	W. E. Roush.
Blanche Meade.	E. C. Russell.
Carrie Mills.	E. L. Saul.
Anna Nicholson.	J. R. Schutz.
Gladys Nichols.	I. D. Sechrist.
Grace Owings.	John Slaughter.
Elsie Pace.	G. H. Stein.
Bertha L. Richards.	W. R. Sunderland.
Florence Ritchie.	F. E. Williams.
Emma Robinson.	R. F. Young.
Minnie Shane.	Anita L. Weir.
Anna Shane.	Marguerite Weir.
Lura Sherbine.	Minnie Welch.
Nell Shupe.	Mary Williamson.
Ethel Shupe.	Inez Pearl Wilkin.
Eva Simon.	Edith Wilson.

# OTTERBEIN AEGIS

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## EDITORIAL

Old Otterbein has opened her arms  
once more to receive her old friends  
and to welcome the many new ones,  
who are eager to avail themselves of the  
many opportunities that she holds out  
to them. Last year's graduation class  
thinned out our number, as has also the  
failure of many old students to return,  
but fortunately our ranks are being  
filled up more rapidly than they are be-

ing thinned. We are truly glad to  
see the new faces and sorry to lose the  
old. To the old students who have  
left us we wish you the greatest success  
possible and may the spirit of Otter-  
bein remain with you.

To the new students we extend a  
hand of greeting. Your number is  
greater than ever before. You have  
come with a desire to learn, and what  
great talent there may be stored up in  
you, which only needs awakening, and  
development. Do not be afraid to  
work, that is what you are here for.  
If some of you have had not had the  
educational advantages that others  
have had do not feel discouraged, but  
have the "never give up" spirit and  
you will win. If you find your Latin,  
Greek or Mathematics difficult for you  
do not feel that you are wasting your  
time by putting three or four hours on  
a lesson. You will soon get them in a  
much shorter time and you will be re-  
paid for your strong effort. It is dan-  
gerous to say that you cannot get a  
thing and then quit trying. Keep try-  
ing and reaching upward. You will  
grow taller and stronger by reaching  
even though you never gain that for  
which your heart longs.

Another busy year has begun. Our  
studies must be attended to; associa-  
tion work must be upheld; and the  
athletic reputation of Otterbein must  
not fall from the high standard to  
which it has risen; but first of all, our  
physical life demands attention. With  
a weak body we cannot put our shoul-  
der to the wheel in any of these things.  
Students let us not feel that we are  
here just to study, study every mo-  
ment. We must have time to take ex-  
ercise, to take part in athletics, and the  
many organizations here. If some of



us are not willing to give some time to other things what will our standard soon become? Let us not tear down our bodies by taking an unreasonable amount of work, and give something to those things which make college life worth living. Using the old time expression, "Do not become a book-worm," if we do we will find our mistake sometime.

## CONSERVATORY NOTES

The Conservatory of Music under the direction of Prof. Grabill opens this year the most auspiciously of any previous year. Not only is the enrollment larger, but a greater number of students are taking full work than ever before. With our beautiful conservatory and the excellent faculty this year should mean much.

Each professor has his time well filled and the classes in Harmony, History and Theory as also the class just started in counterpoint promises to be well attended. In connection with the study of Theory, the study of ear training has been introduced.

The work of the new violin instructor, Prof. Gilbert, has started out very nicely, as has that of Miss Denton, teacher of piano and voice, and who has also started the course in Public School music. The latter is being given much attention in all the better colleges, and the public schools are calling for teachers who have taken such a course. This can be completed in one semester, and a number of students are showing much interest in it.

Prof. Resler, head of the vocal department, looks forward to a full and pleasant year as do many of his pupils.

Miss Hanawalt and Prof. Fries, instructors in piano also expect to have their time well taken up.

## DIRECTORY OF COLLEGE ORGANIZATIONS.

### Football.

Captain, H. P. Lambert  
Manager, C. L. Bailey.

### Basketball.

Captain, C. K. Young.  
Manager, J. T. Hogg.

### Baseball.

Captain, C. M. Wagner.  
Manager, Ralph Smith.

### Track.

Captain, To be elected.  
Manager, To be elected.

### Y. M. C. A.

President, S. C. Shumaker.

### Y. W. C. A.

President, May Dick.

### Cleiorhetea.

President, Miss Coblentz.  
Secretary, Miss Sheller.  
Critic, Miss Meyer.

### Philalethea.

President, Miss Gifford.  
Secretary, Miss Daugherty.  
Critic, Miss Weinland.

### Philomathea.

President, W. L. Mattis.  
Secretary, I. D. Warner.  
Critic, J. O. Cox.

### Philophronea.

President, T. C. Harper.  
Secretary, J. A. Stringer.  
Critic, R. M. Crosby.

### "Varsity O" Association.

President, C. F. Sanders.

### Tennis Association.

President, H. B. Simon.



It is only proper to give a brief review of the glorious and successful baseball season of 1910. Since our last issue Otterbein has won her first inter-collegiate baseball championship in several years past.

On Commencement day, we met Ohio Wesleyan University, the claimants of the championship of the conference teams. When the last out was made and Captain "Skinny" Wineland and his band of veterans left the field, O. W. U. had met her Waterloo, and the score of 5 to 2 tells the Climax and ending of the most successful season in the history of Otterbein. Let us hope for a repetition of it in 1911. It is possible, for only two of last year's team left us by the sheep-skin route. The team certainly made no mistake in its choice for captain when they chose C. M. Wagner, '12, to lead them on the 1911 campaign. He is a fast fielder, a heavy hitter and a fast man on the bases. He also has a complete knowledge of inside baseball, besides being a good congenial fellow.

Baseball is a thing of the past and the warriors of the gridiron have donned their armor preparing for the battle. While no write-up of games can be given telling of victory for Otterbein, and a little early to forecast what will be the outcome, let us look at the prospects for this year's eleven. In the first place we have a captain whom we know will turn out a winning team, for he proved it in the season of 1909. Coach Exen-

dine the best of all coaches in the country to us is here again to repeat the performance or do more than he did so nobly and well last season. But if he and captain Lambert are to accomplish that, the hearty-cooperation and enthusiasm of the student body must be made evident.

It is true that four of last years veterans are not with us, for Stouffer and Menke, tackles; Ditmer, fullback; and Warner halfback, went by the way of graduation. But as a nucleus the remainder of last years team is intact, which with last years subs and the large number of new recruits, ought to fill up the gaps made in the ranks.

Coach Exendine is working hard with the squad for the State game Saturday, and it can be said that O. S. U. will know that they have played a game next Saturday evening.

Thursday night at the Y. M. C. A reception President Clippinger, Coach Exendine and Captain Lambert gave short speeches along the line of Athletics and urged the hearty cooperation of every student. Let us give the team our support by being present at the O. S. U. game and cheer our own team to a victory in the land of the enemy.

Manager Bailey has arranged a complete as well as a hard schedule as follows:

Sept. 24	O. S. U.	Columbus
Oct. 1	Kenyon	Gambier
Oct. 8	Findlay	Westerville




Oct. 15	O. N. U.	Ada
Oct. 22	Heidelberg	Westerville
Oct. 29	Antioch	Westerville
Nov. 5	Univ. Cincinnati	Cincinnati
Nov. 12	Ohio Univ.	Athens
Nov. 24	Wittenberg	Springfield

### FOOTBALL RALLY.

It would scarcely seem like a football season without a genuine old football rally, and that is why such a large number of the student body met in the chapel Wednesday evening September 21. Enthusiastic speeches by President Clippinger, Captain Lambert, Prof. Wagoner and Dr. Vanbuskirk, interspersed with yells and songs, aroused the football enthusiasm to a high sticking point. President Clippinger said that he was never in a football game and never would be so long as he retained

his right mind. We hardly think that our worthy President meant to cast any reflections upon the mental status of the gridiron squad, because his heart is with them. After these speeches, the President of the Athletic Association stated the three things necessary for a successful season, enthusiasm, grit and "greenbacks." Only the last however, was lacking, but for a short time only. The students and several members of the faculty responded nobly to a call for financial aid, and in fifteen or twenty minutes almost \$500 was subscribed to the Association. The students then put the finishing touch on the rally with a huge bonfire on the football field. The war dances around the fire were taken part in by boys and girls alike. We hope that such enthusiasm will continue throughout the year.

# ASSOCIATION NOTES



With the opening of the new college year began a new campaign of work for the Y. M. C. A. Our wide-awake president, with a corps of helpers, was early on the grounds to see that the new men were taken care of, and were brought in touch with the Association as soon as they landed on the college grounds. The new men were directed to the Association parlors where they were greeted with a hearty welcome, and steps were taken for securing for them suitable rooms for the year.

The young men of the college are coming to realize more fully the rightful place and the helpfulness of the Association in college life. The men of the Y. M. C. A. are not the weak-mind-

ed, soft-hearted class, but the strongest men, both mentally and physically, are the warmest friends of the Association. This is evident that one can go upon the athletic field, or engage in any phrase of real college life and still be a Christian.

Each Thursday evening from six to seven o'clock is set apart for the devotional meeting of Y. M. C. A. To many of the old students this is an hour of recreation when they may turn aside from the crowding duties of regular work. The new men will make no mistakes in excluding from this hour on Thursday evening all other duties, setting it apart as the hour of the week when the men get closer to-



gether than any other time, and where all on a common level talk heart to heart with each other. This is a source of real strength to the college man.

### Y. M. C. A.

Sept. 15. When the hour came for the first devotional meeting of the Y. M. C. A., the young men filled the Association Hall. A good spirit was manifested thru out the whole meeting. After a rousing song service President Clippinger gave the men a sketch of the life of Hugh Beaver. He told of the conversion of this young man and of the decisive stand he took to live a Christian life when he returned to college in the fall. The course of his whole life was changed. The jollity and cheer which always found a large place in his life, still remained with him. He became a real "lover of men." The president mentioned how at crucial points in his life, Beaver would be singing his favorite song, "My Jesus, As Thou Wilt." Another point spoken upon was the purity of Beaver's life. He wrote a pledge stating his determination to live a pure life. The President spoke of the crucial time in college life, and among the things which influence one's character, he named the following; the things one sees; what he hears; the kind of company he keeps; the kind of books he reads; and the imagination.

It was evident that the President's message had taken hold of hearts when a number of men arose stating that they would do as did Hugh Beaver, live a pure life.

### THE RECEPTIONS

On Thursday evening, after the devotional meeting, the boys met in

the Association parlors where a good hand-shaking and a general good time followed. Especially were the new men greeted with a hearty welcome. Short speeches were given by President Clippinger, Coach Exendine, Football Captain Lambert, and Shumaker, President of the Y. M. C. A. The trend of the speeches was that of the Association and Athletics. Approval was given by President Clippinger to good, clean, wholesome athletics. Exendine stated that he was coaching a gentleman's team, and that "dirty" playing in any game did not meet with his approval. The barrier, which sometimes exists between the Christian and the Athletic Associations, has been broken down, and the two are working together for the development of better manhood.

The football spirit ran high when the boys all joined in singing the college songs and giving the yells. Some refreshments were served by the Social Committee.

A joint reception to all students and faculty was given in the Association parlors, Saturday evening, September, 17. This was undoubtedly the largest reception ever given at the opening of the college year in Otterbein. The attendance reached nearly four hundred. After an hour or more had been spent in getting acquainted, the following program of music was rendered: Piano solo by Edith Colblentz; Vocal solo by Miss Denton; Violin solo by Professor Gilbert; Vocal solo by Mr. Resler. The evening was enjoyed by all present, and the good social spirit peculiar to old Otterbein was manifested thru out the whole evening. As refreshments; punch, nabisco and ice cream were served.

## LOCAL ITEMS.

With the opening foot ball game with O. S. U. only a few days off, all Otterbein is astir with interest as to the result. We are free to predict that Otterbein will make the best showing for years, and the team is confident of a victory. Of course that is contrary to "dope," but even the wise guys sometimes get fooled.

---

School starts off with a fine prospect in every direction. The enrollment of new students is much larger than ever before, although a number of the old ones dropping out may prevent the general attendance from going much higher than last year. The faculty has been strengthened in several ways, athletics are on the boom, and the social life seems as free and pleasant as ever.

No serious cases of homesickness have so far been reported. That speaks well for the new students and also for the sociability of Otterbein, where there is no favoritism and everyone is received cordially.

The usual reception of the new Dorm girls was held in Cochran Hall, from 8 to 10 o'clock, the evening of Sept. 14th.

On Thursday evening, the 15th, the Y. M. C. A. was followed by a "love feast." Stump speeches were delivered by Pres. Clippinger, Coach Exendine, and others, and at the conclu-

sion everybody declared they had a "peach" of a time.

On Saturday evening, the 17th, the joint reception of the Y. W. C. A. and the Y. M. C. A. was held in the Association parlors. Of course this was the crowning event of the opening week, and a number of new "points" are now safely started on their first semester of perpetual love and sunshine.

---

Shoemaker, in Y. M. C. A.—Any student that does not attend the game with State next Saturday, and root as hard as he can for Otterbein to win, does not deserve to be a student in this institution."

---

Dick, on the Reception Committee, approached another young man on opening day, appropriately questioning, "Are you a new student?"

"Why—er—not exactly," replied Prof. Wing.

"I'm the new French instructor."

---

Frank King must have been incorrectly classified, for his trunk was sent to the second floor of the Dorm.

---

Dr. Scott, rubbing Hetzler's ear—"The difference between a fawn and a man is that the fawn has a projection

on the lobe of the ear. Now This is a man!"

"Polly" Wenger: "I'm glad to meet you, Mr. Slick Slider" (Leichlighter.)

An improvement that has been badly needed for the past year or more was the recent work on the tennis courts. New nets were put up on two of the courts and the ground was leveled off in better shape. What is needed is another good court or two for the increased number of students, and a system that will eliminate all those who do not belong to the college or the tennis association from monopolizing the grounds. Tennis is becoming a more and more popular form of American recreation, and deserves a higher standing in Otterbein. Why not have tournaments and give a Varsity "O" for proficiency in this line of endeavor the same as many other up-to-date colleges do.

Admirers of the T. R. principles are not lacking in O. U. Carl Eugene now holds the desirable title of second son to our friend Duckwall. Have you noticed the augment in his paternal frown,

Jesse Montz, our prominent Board of Trade man, will not be in school for the first semester; submerged too deeply in contracting business.

Our long time friend Geo. Meyer is now generating gas for a new kind of buzz-wagon.

Ira Warner is still wearing that Y. M. C. A. grin but it is now with a "What club are you in?" twist on it.

Sando playing Tennis:  
That's two points for you Miss Staub:  
I only need one,

# "A FALL OPENING."

There's a busy humman' bustle  
Bout our quiet little town  
Everybody's awful busy  
Just a straight'nin things aroun'

'Cause the autumn is a comin'  
With the openin' college days  
An' the folks are gettin' ready  
In a thousan' difrent ways.

Out there on the college campus  
Haris rakes with all his might  
In an' out the o'l gymnasium  
Moves our Moon with soft delight.

Who's that dapper lookin feller  
Walkin' up an' down the street?  
Why that's "Prexy." He's all ready  
Student boys and girls to greet.

Over at the Science Buildin'  
Slowly moves the pond'rous Mills  
Funk, Durant, and Weinland also  
Each his mind with knowledge fills.

Mister Keihl's a smilin' softly  
Lookin' at professor West  
Rangin' physics apparatus  
An' hard geometric test.

Over in the college buildin'  
Doctor Sanders, leanin' back,  
Deeply racks his brain a makin'  
Philosophic nuts to crack.

Dr. Sherrick sets a thinkin'  
Shakespeare, Chaucer, Tennyson.  
Dr. Miller's eyes are twinklin'  
With his mathematic "fun."

Snavely, Jones an' Moore's a tryin'  
To have ready full as much  
For the folks of each department  
As Mis Guitner has in Dutch.

Who's that goin' here an' yonder  
Up and down the stairs an' hall?  
Why, it's Rudy, sure's you're livin'  
Looks as if he owned it all!



And there's Cornetet with the big  
book,

Goin' roun' so anti-meek,  
Registrar for all the college  
An' dispenser of the Greek.

Grabill, Resler, each are wond'rin'  
Where the queen of Scott is at,  
'Cause they want the Fine Art Buildin'  
'Fore the op'nin' fixed up pat.

Madame Zeller, with grave features  
An' a dignity sublime,  
To the dormitory journeys  
An' begins her throne to climb.

So with grim determination  
Noise an' bustle everywhere,  
All the faculty is ready  
For the college days so fair.

Senior, Junior, Sophomore, Fresh-  
man,

Scattered up an' down the lan'  
Sadly scratch their heads an' wonder  
If the tough ordeal they'll stan'.

Yes, an' all the tender "prepies"  
Goin' first from pa an' ma,  
Anxiously await their comin'  
To the halls they never saw.

So the busy hum an' bustle  
That disturbs our quiet town  
Reaches out in all directions  
Into all the country roun'.

Good old Bryant's "melancholy"  
From the autumn time is gone  
'Cause the op'nin' days of college  
Quickly now are comin' on.

—EBEN EZER.



Ernest J. Pace, '05, and wife are on  
their return from the Philippines to  
spend one year furlough and will ar-  
rive in San Francisco Sept. 27.

D. L. Cornetet, '10, started Sept.  
14 for Dayton, Va., where he will  
teach Greek, physics and chemistry  
in Shenandoah Collegiate Institute.

Harris Bear, '03, received the de-  
gree A. M. from Harvard this last  
summer. He is now principal of  
schools at Miamisburg, O., and also  
the proud father of a girl only a few  
weeks old.

W. T. Trump, '02, spent the sum-  
mer at Columbia University where

he took post graduate work. He is  
superintendent of Miamisburg schools.

H. L. Frank, '76, formerly superin-  
tendent of schools at Marion, ., has  
been called to one of the professorships  
in Ohio Northern University at Ada.

Rev. W. G. Stiverson, '97, pastor of  
one of the Altoona U. B. churches, and  
formerly college pastor at Otterbein,  
has been appointed a chaplain in the  
regular army by President Taft.

Rev. Daniel Eberly D. D., of Han-  
over, Pa., died July 9, 1910 at the age  
of seventy-seven. He was one of the  
first graduates of Otterbein having  
graduated in 1858. He was one of the

strongs friends of the church, having served as educator as well as minister of the gospel.

Rev. S. W. Keister leaves his pastorate at Park Ave. church, Johnstown, Pa., to take up work as field agent for the Home Missionary society.

Some people say if you want to get married just go to Otterbein a year or two. However this may be, judging by the following it looks as though cupid must have worked day and night in recent years. He numbers among his victims the following:

Lewis A. Weinland, '05, professor of chemistry, Otterbein University to Miss Alice Keister '04, June 16. Prof. Weinland received his M. A. degree from Ohio State University this summer.

G. G. Grabill '00, director of Conservatory of Music, Otterbein University, to Miss Celia Ihrig of Wooster, June 16.

E. C. Worman, '07 to Miss Emma Guitner, '01, June 15. They sail Sept. 27 for India where they will take up Y. M. & Y. W. C. A. work.

Mr. Clarence Folkerth to Miss Mary Hall '10 June 27.

Mr. F. L. Strahl '09, to Miss Delpha Ballinger '09, June 22. They are at home in Hopedale, O., where he has accepted a position as cashier of 1st National Bank.

Elbert Rymer, '06 to Miss Bertha Boob June 29.

L. E. Garwood, '08 to Miss Nora Thompson '10, August 15. He is professor of History and Economics in Piqua High school.

E. E. Burtner, '06 to Miss Maude

Truxall, '07, August 17 They go to Missoula, Montana Oct. 1 where he takes up the pastorate of the Congregational church.

C. W. Hendrickson, '05, to Miss Myrtle Scott, '05 August 17.

G. C. Hamilton, '08 to Miss Blanche Bailey, '08 September 8.

C. F. Meyer, '10, to Miss Ethel Bowers. Mr. Meyer has been elected to the professorship of Latin and Greek in Indiana Central University at Indianapolis.

Wm. Weber, '06, will marry Miss Justina Lehmerman of Cleveland Sept. 27th. They will sail on the 29th for Berlin, Germany where Mr. Weber will resume his studies.

Mr. Wm. Brown to Miss Beulah Bell, '10, Sept. 12.

Miss Melcient Secrist, died recently at her home in Seattle Washington.

It was the pleasure of the writer to have a chat recently with Rev. W. K. Albright graduate of 1870. It will be remembered that this was the year in which the college building burned and it was interesting to listen to the relation of the hard circumstances under which the class '70 graduated. The following is a present day sketch of the class.

Rev W. K. Albright, Greenville, O.  
Bishop G. M. Mahtews of Central District.

Mrs. Emma Browne (nee Carpenter) of Cincinnati, O.

Rev. D. D. DeLong pastor of Fellowship Congregational church, Chicago Illinois.

Mrs. Urilla Workman (nee Guitner) of Columbus.

Mr. L. L. Hamlin, Des Moines, Iowa who is president of Des Moines Tent and Awning company.

Mr. John Hoffman of Dayton, O., who is connected with Malleable Iron Works.

Mr. Henry G. Nease merchant of Point Pleasant West Va.

Mr. Frederick Reibel.

Mrs Annville Kircofe (nee Rundles) Huntington, Indiana.

Mrs. Rosella Kumler (nee Snoddy) Columbus, O.

Three of the class Abram Kohr, Samuel Kemp and Jacob Flickenger are deceased.

Rev W. K Albright who is at present in insurance work at Greenville, O has been 40 years in the ministry and the year he took up the ministry at Springfield he conducted a meeting which resulted in two hundred conversions. He said that he had married 969 couples and hoped the Lord would let him live to marry a thousand. He served in the army during the civil war and was at that time chaplain.

A. S. Keister, '10 will take post graduate work at Columbia University this year.

Miss Lulu Bookwalter will sail as Missionary to Udivil, Ceylon some time in September.

James Weaver, '08, now holds the position of professor of Mathematics in Ohio State University.

Roscoe Wales, '10 is teaching in the High school at Fremont, O. and Wal-

do, '10 holds a similar position in the Newark schools.

The Aegis extends its sympathy to Miss Mary Hewitt Beal and Mr. R. L. Hewitt in their late bereavement of their mother.

F. H. Menke, '10 is teaching and coaching football in Massillon High school.

K. J. Stouffer is teaching and coaching football in the preparatory school for Chicago University, at Beaver Dam Wis.

P. R. Downing, '09, has left for Boston where he will join the Alexander-Chapman Evangelistic company.

N. B. Nunemaker, '10 is principle of Canal Winchester High school.

J. A. Wagner, '10, holds principalship of Thornville, O. High school.

C. F. Williams, '10 is attending Ohio State University this year.

Miss Minnie Garst, '10 is attending Ohio State University this year.

F. D. Zuercher, '10 is assistant principal of the Blairsville, Pa., High school.

Viola Henry, '09, has been elected to a position in the Barberton, O., Public schools.

O. W. Albert, '09, will take a course in Columbia University this year.



### The Lecture Course for 1910-1911.

One of the most interesting and instructive features in Otterbein is the lecture course given each year. The course becomes more attractive each year, and is attended in a most excellent manner by both the students and the citizens of Westerville. The very best talent possible has been secured for the course this year, which is as follows:

Dr. F. W. Gunsaulus, a most eminent and forceful speaker, and a native of the Buckeye State.

Gov. J. W. Folk, of Missouri. No man in the public eye has been more in demand than Gov. Folk, and no man harder to get.

Judge George D. Alden, of Boston, one of the most eloquent men connected with the legal profession in the Eastern States.

Alton Packard, of New York, a master American cartoonist, humorist, and versatile entertainer.

Isabel Garghill Beecher, an interesting interpretive reader of wonderful talent.

The Pasmore-Clark Trio.

The Whitney Bros. Quartet.

The price of the season ticket is one dollar. Reserved seats extra.

The first number will be about the middle of October.

The summer term which ended July 29, was the most successful in the history of the University. The enrollment was one hundred and fifty-four, a grand increase over all previous summer terms. This large increase certainly speaks well for the Normal Course which has been added in the summer term. Another point of much interest was the course of eight or ten free lectures given on art, literary and scientific subjects. They were well attended.

We are glad to have Dr. Snively back with us again this year. He has emerged from the wilds of Arizona, where he spent the last year on a ranch, without any outward signs of the desperado.

Prof Durrant, who is teaching in O. S. U., is conducting a class in Biology in O. U., this year.

Dr. and Mrs. Scott, who have been traveling in Europe during the summer, have returned safely. Dr. Scott left at the beginning of last spring term, and was joined later by Mrs. Scott and party. Dr. Scott has been such a frequent visitor in the land of the Latins that even the gods of Mt. Vesuvius stand in awe of him and fear to breathe; the great volcano was perfectly silent.

Prof. Funk, who is on a leave of absence this year, is continuing his course in medicine in Western Reserve University, Cleveland, O.

Owing to the illness of Professor Sherrick, she is unable to take charge of her work at the beginning of the year, but will doubtless return before many days. Miss Katherine Barnes has charge of her work at present.

The following is the enrollment of the college classes at present: Senior 44, Junior 44, Sophomore 50, Freshman 75. The senior class this year bids fair to equal that of last year, as there are others who will probably enter before the close of the year.

Otto Bailey, '07, was an interested visitor on the gridiron Friday evening.

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