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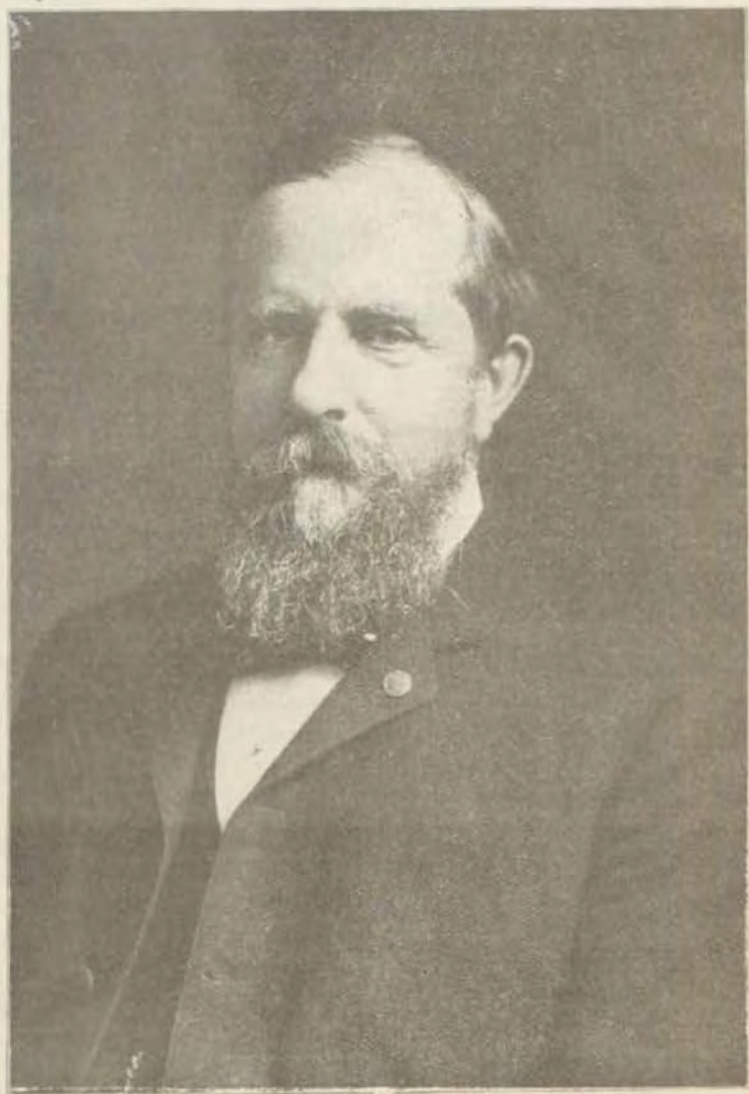


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Middle Row—L. Calihan, cf.; John, 1 b.; Wagner, Capt., 1f.; R. Calihan, p.; Funk, 3b; McFarland, c.

Lower Row—Hemminger, rf.; Wineland, c; Fouts, 2b; Stringer, rf.



Prof. E. A. Jones

The Otterhein Argis

Vol. XXI

APRIL 1911

NO. 8.

What Has Been the Effect Upon the Individual Pupil of the Multiplicity of Subjects of Study and the Refinement of Methods?

By Prof. E. A. Jones.



HIS subject suggests a comparison of results obtained in the old time schools when the pupils devoted their entire attention to a few branches, and the schools of today, with their greatly enriched courses of study covering twice the number of subjects.

The change in these respects has been very great, more so perhaps than we are wont to realize. I well remember the school of my boyhood days. The three R's had the most prominent place. Colburn's Mental Arithmetic was mastered from the first question to the last problem in the book. No time was given to language lessons or the diagramming of sentences, but we studied technical grammar and had thorough drill in parsing words found in the most difficult parts of Milton's *Paradise Lost* and Young's *Night Thoughts*. The older pupils learned political geography without a thought that it had any connection with the earth upon which they lived, and memorized Quackenbos's *United States History* by the page, four pages at a lesson, with out any reference to the relative importance or value of differ-

ent portions of the subject. We never dreamed of nature study and we were not instructed in music or drawing, physiology, or civics.

We had a kind of manual training, in full and rounded measure, on the farm, mornings and evenings and on Saturdays, with frequent touches of physical culture in the school room that produced a series of movements that were not of the Delsarte type.

This common school course has been gradually extended and "enriched" until it now includes in many of our elementary schools, in addition to the fundamental branches already named, (with but little elimination from any of them,) four or more years of language lessons, a good deal of literature, a much more extended course in geography, physiology, civics, music, drawing, art study, physical culture, manual training, and domestic science, and in some schools the elements of algebra and geometry and a year of Latin.

Our high schools, largely to meet the demand of the colleges, have extended their curricula until now the first grade high school includes sixteen units of high school work, which means four branches for each of the

four years of the course. A large number of the high schools in our cities are now offering to the student advantages superior to many of the colleges in the early days of the republic. In laboratory equipment and in teaching force they are superior to a good many of our colleges of a quarter of a century ago.

The colleges in recent years have added largely to their requirements for admission and have greatly modified their courses. They are giving far less prominence to Latin and Greek and more to science and modern languages.

In my college days, the faculty prescribed the course to be pursued for the first three years and the student was allowed some choice only in the senior year. At the present time the work is largely elective after the first year, and in some collegiate institutions, throughout the entire course.

In order to meet the demands of individual students the courses have been multiplied until, according to the Educational Review, the number of semester courses, open to undergraduates at Cornell University, is 510; at the University of Michigan, 698, and at the University of Wisconsin, 681.

I am aware of the fact that these changes have come about largely as a result of the demands of the times. The old curricula would not answer for today. We are living in a wonderful age. New discoveries and new inventions have revolutionized the industrial and business world. The adaptation of electricity to the service and comfort of man, the telephone, the rapid extension of interurban lines and rural delivery have materially changed life conditions in the last quarter of a century. Business is

transacted very differently from what it was in former years. The business methods of our fathers would not answer at all in this day and generation. And yet, when one reads of the dishonesty that has been brought to light as the result of investigation into municipal and governmental affairs, and the lack of fidelity to the most sacred obligations on the part of the officials in insurance circles and banking institutions, one cannot help wishing that more of the old time honesty and integrity might have been transmitted to the present generation.

It is well for the pupils in our public schools and students in our colleges today to commit to memory and appreciate fully the meaning of those lines of Robbie Burns:

Is there, for honest poverty,
Who hangs his head, and a' that?
The coward slave, we pass him by,
We dare be poor for a' that!
For a' that, and a' that,
Our toils obscure, and a' that,
The rank is but the guinea's stamp,
The man's the gowd for a' that!

What though on hamely fare we dine,
Wear hodden gray, and a' that;
Gie fools their silks, and knaves their wine,
A man's a man, for a' that.
For a' that, and a' that,
Their tinsel show, and a' that;
The honest man, tho' e'er sae poor,
Is king o' men for a' that.

It is an age of great business activity and commercial enterprise. A spirit of commercialism and money-getting seems to pervade the atmosphere. Secure a fortune and all the comforts and luxuries that come therewith, and get it by the shortest possible route,

is a present day maxim. The young man wants to begin in business where his father leaves off, forgetful of the fact that the father attained his present position by years of honest industry, frugality and persevering effort. It is an age of hurry and get-there; short-cuts are in demand; men are impatient of delay. The Pennsylvania Flyer must cover the distance between New York and Chicago in eighteen hours no matter if a hundred lives are sacrificed every year by the fast schedule.

This spirit of haste has to a greater or less extent influenced our students and affected our educational institutions. The student is anxious to find a short route to knowledge; to enter as soon as possible upon his professional or business career. There is a willingness to sacrifice thoroughness in order to gain time. Oftentimes the student is anxious to receive assistance from any source that will help him in time of examination, and he is willing to be lifted over any obstacle that may lie in his pathway rather than take the time and put forth the individual effort necessary to remove it. In this way his intellectual vigor is impaired and his power to produce results is weakened.

While it is true that this is an age of wonderful development and the introduction of new and varied kinds of machinery has wrought many changes in the industrial world, and even in farm life, there are some things that have not changed. The farmer by the aid of the mower and harvester and other farm machinery can cut and harvest the hay and the grain much more comfortably and expeditiously than he could when dependent upon the scythe, sickle and the cradle. But the crops themselves do not take root,

grow and mature any more rapidly today than they did a half century ago. Nature takes time to do her work and usually nothing is gained by undertaking to hasten nature's processes.

I remember about twenty years ago a prominent business man, and at that time the president of the original Chautauqua, gave an address before an association of teachers in which he took occasion to criticise the public schools because they had not kept pace with the progress made in other lines. While wonderful strides had been made in transportation and patent devices had shortened the time required for the completion of work in almost all lines, no teacher had succeeded in devising or perfecting a process whereby the boys and girls could be thoroughly prepared for college or properly fitted for their several vocations in life in a shorter period than formerly. He regarded educational processes in the same light as industrial, and he ignored the fact that time is an important factor in education and no one has yet been able to successfully hasten child development or shorten the period required for reaching maturity. If you wish to build a patent fence around a ten-acre field, you can do the work much more quickly today than it could have been done thirty years ago; but if you wish to surround the same field with a natural hedge it will take just as long now for it to grow and reach maturity as it did then.

With the multiplicity of branches in the course and the same, or shorter, period of time, we should naturally expect more of superficiality and less of thoroughness. As the work is made more extensive it will become less intensive. Elementary pupils will be apt to go to high school with a limited and uncertain knowledge of many

subjects and lacking in a thorough mastery of the fundamental branches. They know something about many things; they are better informed than pupils of former times, but they have not as much power to grapple with the problems that confront them in the high school course.

Graduates from the high school who enter our colleges are better prepared in many ways, especially in English, than the students of twenty-five years ago, but they are said to be deficient in the power to think for themselves and the ability to do things, a power that comes from the habit of quiet uninterrupted study of one subject for a longer period than twenty or thirty minutes at a time and the custom of solving problems by individual effort without outside assistance.

Believing that college presidents are in a good position to judge of the results of our present day work as compared with that of former years, I submitted this question to quite a number and quotations from some of the replies received are herewith given.

One writes: "Speaking generally, and with no pretense at precision. I should say the multiplication of subjects of study and the refinement of methods have had a harmful influence on preparation for college.

A college needs as preparation not general information but thorough and systematic instruction in English, foreign language, mathematics and a few subordinate subjects. To my mind, the tendency of modern methods is to give the pupil a little knowledge of a good many subjects, without a thorough or workable knowledge of any. As compared with the entering classes fifteen years ago, the average student is better informed but less well prepared."

Another says: "It is very difficult to define causes and effects, and especially in education. It is, however, my impression that boys now come to college with a wider knowledge than in former times. I should hesitate to confirm what is sometimes said, that boys come to college less willing to tackle hard tasks. The community always has those who yield to slight temptations. If there is an increase in the proportion of these, this is due to an increase in wealth, rather than to any change in educational methods."

A third writes: "The great difficulty we find with students when they come to us is that they do not think for themselves, and I believe it to be due to the fact that teachers now do a great deal for their pupils which formerly the pupils were obliged to do for themselves. Whether the multiplicity of studies has been the cause of this on account of the wider range of work which the teacher must cover and consequently less time which can be devoted to each subject, I do not know, but I strongly suspect this to be true. My personal opinion is that we need now in our schools thorough instruction in mental arithmetic, to be followed by mathematical subjects, science, modern languages, English, history, civics. These are the important things to which time should be given."

From the fourth I quote as follows: "Pupils from the high school are coming to college now better prepared than ever before. I do not believe that method can be made a substitute for matter. I do believe, though, that the matter can be improved by the method."

From another letter I make the following selection: "My opinion is that we are attempting too much in every

field of educational effort. The child in the elementary school is not over-taught but is over burdened with subjects of study—some of questionable utility. The high school pupil must round out a course of study—in name—and the result is mental shallowness with its attendant insufferable conceit. Even in college halls some students are attempting much and doing little. The thinker is becoming an almost unknown factor in the educational life of our pupils and students. I doubt the power of the college student today to think more vigorously and rightly than his brother of forty years ago. Let some of our extensive work give way for a little more intensive work."

From these extracts it will be seen that there is a difference of opinion in reference to this question even among those in high places and men who have perhaps the best opportunity to pass correct judgment upon the results obtained from our present system of training as compared with that of former years.

Probably no one of us would advise that we go back to the old course of study of thirty years ago. There was need of elimination and enrichment. Elimination of some features of arithmetic, geography and grammar that could well be spared, and the addition of other subjects that would be helpful in the training for good citizenship. The difficulty has been in many cases that there has been no elimination. The enrichment has come as an absolute addition to all that was included in the course before. This has resulted in an over-crowded course and pupils have been over burdened. They have acquired a smattering of many things and a thorough knowledge of no one subject. Worse than this, they

have had no chance to form a habit of concentration or acquire the mental power that would enable them to take up the work of the higher departments in a satisfactory manner or grapple with the problems of life successfully.

In one of the questions cited the writer makes this statement: "The great difficulty we find with the students when they come to us is that they do not think for themselves," and he further says he believes it to be the fact that teachers now do a great deal for their pupils which formerly the pupils were obliged to do for themselves.

The same complaint comes from other sources. Dr. Greenwood, in the *Southern Educational Review*, writes: "I believe one of the most serious defects in our entire educational system from the nursery through the post-graduate work in our best universities is that the teachers and professors carry too much of the loads for the learners, that they explain and direct and lift the learners over too many hard places."

To what extent this may be due to the multiplicity of branches and refinement of methods it is difficult to determine. It may be that, having a large amount of work and being anxious to advance as many of the pupils as possible, the teacher finds it easier and quicker to lift them over the hard places than to allow them the time necessary to dig out the problems and do the work themselves. No greater mistake could be made. Unfortunately, many students seem willing to be carried, and it is greatly to be deplored that so many helps are available.

A catalog of a publishing firm that has been distributed broadcast throughout the country, with a view of

reaching as many students in secondary schools and colleges, as possible, advertises literal translations and interlinear translations of all the classics used in high schools and colleges, with the statement that a literal translation is a convenient and legitimate help. Students who rely upon these helps make a most grievous mistake. No student ever learns the Greek or Latin language from an interlinear translation.

Dr. Greenwood well says on this point: "The 'pony' is the worst possible mount for the youthful traveler toward the mountain tops of knowledge."

The study hour is as important as the recitation period. Any course of study that does not allow a sufficient amount of time for both study and recitation is over-crowded. The teacher should make every effort to so arrange the program that the pupils will have a fair opportunity for individual study, and they should be advised, encouraged and obliged, if need be, to do their

own work. One of the most valuable results that can come to our students from their training in the elementary and secondary schools and colleges is the ability to focus the attention upon one subject for a considerable period of time and the power of clear and rational thinking.

One of our poets has well said:

I love vast libraries; yet there is a doubt
If one be better with them or without,—
Unless he use them wisely, and, indeed,
Knows the high art of what and how to read.
At learning's fountain it is sweet to drink,
But 'tis a nobler privilege to think;
And oft from books apart the thirsting mind
May make the nectar which it cannot find.
'Tis well to borrow from the good and great;
'Tis wise to learn; 'tis god-like to create.

The Ephrata "Cloisters"

By R. H. Brane, '13.

In Pennsylvania just about midway between the cities of Reading and Lancaster, on what is known as the old "Horseshoe pike" the quaint little town of Ephrata lies nestled in among the beautiful hills of Lancaster county.

At first sight this flourishing little town does not appear to be at all out of the ordinary except for a distinct air of refinement and hospitality which is observed and felt immediately upon setting foot within its borders. But a visitor can be in the village only a

short while before he will realize that he is in a place of more than ordinary characteristics. The quaint old dwellings, the cleanly appearance of everything, and the pleasant smile and cordial greeting of the people, most of whom are old, makes one feel that some accident has occurred to the machinery of time and it has been turned back a century or more. But before you have time to pinch yourself to find out whether or not you are dreaming a great rumbling noise is heard and a monster traction car sweeps by

and you are convinced that nothing phenomenal has occurred and that you are simply visiting a beautiful but strange little village that has in a measure successfully stayed the rush of progress of the last century so as to give us a glimpse of "ye olden days."

We are all more or less familiar with the fact that in the earlier history of the country the people had many queer and sometimes fanatical religious ideas. The Dunkard church was strong in this particular section and among them was a certain Conrad Beissel who, soon after his baptism and accession to the church, became an advocate of a Seventh-day Sabbath and published a pamphlet setting forth his views on the subject. He also advocated celibacy as a higher order of christian life and, as a consequence of his radical views, created considerable disturbance in the church. As he soon realized that he was encountering more opposition than would permit him to carry his ideas very far, he withdrew from the church and established himself along the banks of the beautiful Cocalico creek. Distressed on account of the moral and spiritual condition of the church, according to his views, he thus cut himself off from all human ties and set out, as he said, to "find out a place for the Lord, and habitation for the mighty God of Jacob, and lo, we heard of it at Ephrata; we found it in the field of the woods."

At this place other adherents to his faith soon joined him and he assumed the name of "Friedsam Gottrecht," and adopted the garb of the Capuchin, or White Friars, for his celibates who also became known, by monastic names.

This mystic "Order of the Solitary," as it was called, obtained about a hundred and forty acres of land just

outside of the present modern Ephrata. At the western end of the town "the old Horseshoe pike," or Main street as it is termed within the limits of the village, makes a turn and as soon as you reach this turn the "old stone bridge" across the Cocalico meets your view and just on the other side of it is seen what remains of the ancient "cloister."

The visitor has the choice of two approaches to the place. He may cross the stone bridge and continue on down the pike some rods to a heavy white gate and enter there or, if he chooses, he may turn to the left just before reaching the bridge, and go down shaded "Lover's Lane" to the narrow foot-bridge and cross there. We have every reason to believe that this latter route was used before the stone bridge was erected.

As one approaches the strange group of buildings with their high gables and many small windows a strange feeling of wonder and awe comes upon him. The group consists of the Sister House, the Saal or chapel, and the Brother House, of which only the first two named are considered safe for visitors to enter. However, if you go there any day but Saturday, which is their Sunday, the few remaining adherents will gladly show you through the old but well-kept buildings and will, with considerable pride, tell many interesting things about their life in the Cloister.

Every year there are probably thousands of visitors who climb the steep, winding stairs, walk down the long narrow halls and peep into the small cells where the members used to sleep, some of them on rude beds and some on nothing more than a bench with a block of wood for a pillow. There are about fifty or sixty of

these cells in each of the buildings and on every hand one is impressed with the evidence of stern discipline to which the enthusiasts of this sect subjected themselves.

We cannot tell just exactly when these buildings were erected but it is known that "The Order of the Solitary" was organized about 1732 and that in 1740 there were thirty-six brothers and thirty-five sisters who had taken the vows of celibacy, and there seems to be little doubt but that the buildings were put up about this time.

The buildings are weather-boarded in part and partly covered with rough cast plaster. The latter protection was in all probability put on the walls in the first place and later when time had gradually impaired parts of it this more modern protection was put on.

The period in which these people flourished was, indeed, primitive as is indicated by the many articles of household use that were made of wood. Hinges, latches, knives, forks, spoons, and dishes, and even shoes were made of wood. The larger vessels were carved out of sandstone and the art of weaving straw had reached a stage of perfection where they even made

water-carrying vessels of that material. They owned and operated a paper mill, a grist mill, a saw mill, a fulling mill, a woolen mill, an oil mill and a tannery.

While it is true that these people lived in a very primitive way they were at the same time exceedingly progressive. Schools were early established and it is said that forty years before Robert Raikes founded the "Ragged school" in Gloucester, Ludwig Hocker, the school teacher of the Cloister started a school on Sabbath for the religious instruction of the young. Furthermore, some of the earliest and best printing in America at that time came from the Ephrata Press, for they had one of the best equipped printing establishments in America. They printed books in English, German and Latin.

The sect has gradually died out until there is practically nothing left except the old buildings and an exceedingly interesting history. The Ephrata Cloister was probably one of the most successful and complete communistic systems attempted in this country but, like all others, lacked that breadth of vision so essential to the success of any institution.



The Career of the Divine Poet

By Catherine Maxwell, '13.

In the days of Herod the king there was an expectancy in all hearts, an upward looking on all faces. With the coming of the lillies in March "the Angel Gabriel was sent from God, to a city of Galilee named Nazareth" to announce to a virgin that she would bear a son and that his name should be called Jesus.

Next we find this virgin mother knocking at the doors in Bethlehem seeking a place for this Child of Mystery. There was a rush of wings and a transport of holy passion up in the soft ethereal fields of air. A beautiful and mysterious trembling was going out upon the hearts of men.

Shepherds watching their flocks by night heard the embassy of angels announce the new King and straightway they left their sheep on David's hill and went hastening to pay homage to the Babe lying in the fragrant hay of the manger. Drawn by a strange new star came the wise men from the East with gold for the mortal; myrrh for the King and incense for the God. Now warned by a dream Joseph with the young child and his mother fled from Herod's wrath to wander among the pyramids.

One swift line tells all his youth—"He grew in grace and stature, in favor with God and man." So that white childhood swept into the innocence of all childhood. We think of it as going lightly, like a rose-petal dancing on the shining floor of a river.

Eighteen years of silence, and lo, a Voice in the Wilderness. It is the hairy Baptist coming from his long struggle with the Unseen. The Spirit

of the Desert is upon him and he cries a glowing message which stirs all Judea into the flame of its burning. Suddenly Jesus appears from the north to enter upon his lonely apostolate. Kings are silent; priests make no sign. Nothing stands forth for the young Messiah but the desert and its herald. At the ford of the Jordan Jesus is suddenly hailed as the Messiah by this Voice of the Desert. Hereupon comes a Voice from Heaven bearing witness to the young prophet, as he enters upon the long career weightied with the fate of men.

Now breaks in a crash of tragic chords. For at this cry from the heavens, He is shaken with new strange questions and destiny—How? When? Whither? Should He fight the world with flame from hell or fire from heaven? So straightway He is driven into the desert to be tempted of the devil. For holiness is conquered territory. To for holiness is conquered territory. To every strong man comes the watch in the wilderness and the dread hour of the questioning's. Shall I take the easy way or the hard way? Shall I serve God or mammon?

So Jesus was driven into the solitary mountains of Moab beyond the Jordan, away among the sterile cliffs of hoary stone, hollowed with caves and furrowed by ravines—a lair of wild beasts. Forty days he fasted among the grim gorges. Long, long thoughts must have passed over His mind as He wandered in the bare brown solitude, pondering the mystery of our world.

Suddenly the tempter of men and gods appeared, and Jesus stood facing

the two careers possible to men and gods. The Son of Man must choose. It was the battle of the soul with the world spirit. We seem to hear the dark voice cry "I am the God of this world; and I give to whomsoever I will. Kneel to me and I will give you all. Kneel to me; there is no other God!" And we hear the young Seer answer, "Get thee behind me, Satan!"

So for a dark season the lyric Seer faces the visage of the Abyss. He weighed the bribes of Satan and put them by. He would not win His way through privilege and pride, through miracle and the sword. He would appeal only to the reason of the heart. He would set His steps in a new path; He would summon men to the beautiful adventure of love. He would sweep away the cold prose prudence of the world, and call men to the lyrical wisdom of the heroic life. In the poetic passion of His spirit, He had rejected "the kingdom of the world." He would establish a kingdom of the higher order, a kingdom founded on service and self-denial, a kingdom that would be rejected by the proud and ambitious Pharisee but would be accepted by the "poor in spirit," and those "who hunger and thirst after righteousness." So He set Himself to the organization of a social order that should shift the center of spiritual gravity from common greed to a common God, from private weal to common weal. Love was to be dramatized in life.

Jesus was a fountain of energies to the wasted and wayworn; He gave out life as a harp gives out music. It was not miracle but Law. It was all as natural as the blossoming of a wayside rose. At His word, the lame cast their crutches into the fire, at His touch the blind again saw the beauty of the day. But greater wonders were

to come: in the night of the Mystic Power under which He was moving, the dead would take on the color of life again, coming softly back from the silence into the rosy blush of renewed life to whisper the story of it all at the wondering fireside.

We are told that no one need to take thought for his life, "what he shall eat or what he shall drink; nor yet for his body what he shall put on." These things will be provided in the Kingdom on unselfish service and lighted by the Poet's dream. All shall live the care free life of the wild birds. "Behold the fowls of the air, for they sow not, neither do they reap, nor gather into barns; yet your Heavenly Father feedeth them." It was the passionate purpose of Jesus' life to draw men out of the prose of their lives into the poetry of His comrade Kingdom. So he turned to the heavy laden world and cried, "Come unto me all ye that labor and are heavy laden and I will give you rest." What an astounding promise to issue from the lips of this lonely man who was without party, prestige, purse and palace. It was the Poet's dream. He had rest for all the world, for the pleasure seekers pallid in their pleasures, for the rich men poor in their riches, for the toilers robbed of the fruits of their toil and for the hordes of the miserable which drift down into the horrors and poverties of great cities. In the dimensions of His passion He had rest even for the priests in their impieties, and for kings in their treasons. He saw the ages in their desolations—Ireland in her miseries, India in her poverties, France in her revolutions, Russia in her wrongs; and yet He could bear away the burden of it all. He turned to the world lying dumb and desolate under the blight of selfishness, and He made it all His own

territory to be transformed by heroic love into something beautiful and heavenly.

Rest, rest from hate and rest from greed, rest that would give time for love and joy—this was the world's great need. For a season the people heard Him gladly, attracted by this poetic ideal of a Fraternal Order. But soon He broke down the traditions of the Elders and finally was rejected and despised by the ruling classes as the enemy of "law and order." Because of His battle against a dead church, His precious strength was wasted. He was forced to flee to the unwasted fountains of the Divine. Little by little He was left alone, until He was one man against a thousand. It has ever been thus: all prophets are rejected—Socrates is murdered, Dante is exiled. All are rejected until they pass from human vision.

Yet in spite of human failure, Jesus had his moments of joy, moments of beautiful communion with the central Peace. We are told of one night of stars and wonder when with His three disciples—His dearest ones—He climbed the long slope of Hermon in the cool of the afternoon. It was an hour of solemn quiet broken only by the delicate fall of distant waters or the low call of a late bird homing to its nest on the secret bough.

There on the mountain He lifted his arms to the Eternal, when suddenly His garments became dazzling white as snow, and the fashion of His countenance was altered and His face did shine as the sun. Do we wonder at this sacred mystery? So shall it be with all who overcome the world: their faces shall become luminous. Is it not written that in the end of days "the righteous shall shine forth as the sun in the kingdom of the Father?" And

the poet David sings that "God is a sun," that "he covers himself with light as with a garment."

Now He has reached the hour of the great resolve. Antagonisms are closing in upon him like iron walls. At last He will descend to Jerusalem to face the Pharisees in that place of plotting. But a rift of light broke across the dark. For a Jesus went riding into Jerusalem, multitudes of people threw branches of palm leaves in His path crying, "Hosanna to the Son of David." For one brief hour it looked as though the Christ-passion had touched the people and that "a nation would be born in a day." But alas, the rude chords of the world came crashing in upon this idyl of love and joy. So the final day darkens upon Him. The hours run swiftly to an end. Soon the young Seer is out on the way of sorrow to the hill of agony. They are sending to the cross the one whose only crime was His purpose to form a church that should be a social paradise. The King appeared and men had no throne for Him but the cross. To all appearance, the Hero of the Cross had gone down in final overthrow. Near the gate of the city a "disturber" had been crucified. In the long vista of time would it not all seem only a momentary whirl of insects in the gray light of an endless road? No verily, for soon this obscure cross would be lifted up until its shadow fell across the world, across the heavens. It was soon to become the eternal symbol of the sacrifice that is at the heart of all heroic life, the symbol of "the lamb slain from the foundation of the world." In the light of the cross, men were to see the diviner joy and more glorious meaning of their existence. It was to become poetry to them, the poetry that arouses and redeems the world.

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EDITORIAL

With the passing of Eastertide the hope and assurance of better things are kindled anew. Hope, the one thing that keeps us from despair, that makes life worth living. The man without hope is the man with hard features; the man without hope is the man who cares not for fellowship; and the man without hope is the man who cares not to live, and is ready to snuff out the life given to him by the Source of hope. Give us hope, then we have life.

But hope is not all, we must work to attain the end for which we hope. We may hope to some day be a great artist, a great musician, a great mathematician, a person of many talents, but the way to these ends have to be cleared by hard consistent work. Why are we not greater than we are? Simply because we give up a difficult task too easily, because we dislike the trouble of working. Some one has said that man will do most anything to avoid the trouble of thinking, and this must be true of work also. Think and work and we can justly hope.

Faithfulness and trustworthiness are most necessary in all departments of activity. The employer who can leave his business in the care of an employee is a fortunate man. He has found what every business man and corporation are looking for today, a man of trust, a man who can be depended upon in small things as well as great things, for it is the looking after of small things that leads on to greater. And it is the doing of just a little more than one really has to that measures a man's breadth. The man who looks after his employer's business as though it were his own is not going to be the 'under dog' very long, but let him keep on complaining about the amount of work he has, and never cease asking for an advance in salary and see how much he will benefit (?) by it. A man is seldom bigger than his position. If he is he will soon have one that fits him, the man and the position soon adjust themselves.

A college professor once asked the members of his class if they intended living the same kind of life after leaving school as they were while in school. What would we answer to a question of

that kind? Do we intend to slacken the reigns every time the employer turns his back, as we often see the athletic teams do when the coach is not looking? Are we going to "doctor" the books as many examination papers are "doctored" by the little prescription tucked neatly under the tablet leaves? And are we going to toss work that

is ours to do on the shoulders of some one else? But possibly "getting out into the world" will change things! If it does it certainly will not be for the better. If we are not becoming broader when we leave college we will never broaden; and our lines of strength are in danger of converging into nothingness.



Basketball

O. U. 2nd, 30

Capital 2nd, 27.

The second team in their last game with Capital seconds treated the handful of spectators to one of the fastest and roughest games that has been played on the home floor for some time. The seconds were in the game for revenge, for the defeat on Capital's floor. When the game was over and the smoke cleared away the score stood 30 to 27 in favor of the seconds who wore the cardinal. The first half ended 19 to 11 in favor of the locals. Victory went where it rightfully belonged and came as the result of great team work on the part of the home boys. Considering the fact that the Capital boys lost only two games out of about sixteen shows that we were playing no modicore team. Dempsey and Stringer at forward secured five goals each while Bandeen and Weinland held their opposition safe. Lambert got two baskets while his lengthy opponent got only one. Renter and Bonk played the best game for the visitors. The line up:

Dempsey

r f

Pilch

Stringer

l f

Renter

Lambert

c

Fay

Bandeen

r g

Bonk

Wineland

l g

Schmidt

Field Goals—Dempsey 5, Stringer 5, Lambert 2, Pilch 3, Renter 1, Fay 1, Bonk 2, Schmidt 1. Foul Goals—Stringer 6 out of 10, Renter 11 out of 12. Umpire Young.

Otterbein 55

Massillon High 36.

Professors W. G. Snively and F. H. Menke former graduates of Otterbein and teachers in the Massillon High School at the present time took Otterbein in on a post season trip. The team representing Massillon won the inter-scholastic championship of northern Ohio. As there are several Seniors on their team and consequently looking for a college for next fall, Prof. Snively thought he would like to give them a look at his "Alma Mater" and stack up against varsity. The night before they met the varsity they trimmed the Kenyon five to the merry tune of 47 to 11. Incidentally they expected to do the same here. The first half started off in whirlwind fashion,

and probably the best team work of the year was shown by the local team, and the half ended 38 to 9 against the high school boys. The second half saw the substitution of the entire second team and the game ended by the safe margin of 55 to 36. Heyman played best game for the visitors, while all the home boys found the baskets regularly. The Massillon team was made up perhaps of the most husky bunch that has appeared on our floor this year and considering their weight and speed, played a remarkable clean game. Everyone of the spectators would indeed be glad to see any one of them wear an O. U. uniform next season.

The line up:

O. U.	Massillon High
Dempsey	r f Seese, Blackburn
Young, Stringer l f	Miller
Crosby, Lambert c	Heyman
Bailey	r g Stoner
Cook, Hall Bandeen l g	Blackburn
	and Sonnhalter

Field Goals—Young 7, Stringer 2, Dempsey 5, Crosby 4, Lambert 1, Bailey 5, Cook 1, Seese 2, Miller 4, Heyman 7, Stoner 2, Blackburn 1. Foul Goals—Young 4, Stringer 1, Heyman. Umpire Fouts.

BASEBALL

The baseball lid at Otterbein is lifted if it is not really off. Last Tuesday the "Doctors" from S. O. M. U. came up from Columbus to play off the postponed game of April 1. Otterbein's line up was somewhat changed owing to the absence of John at first and Funk at third base. But nevertheless the local boys had no trouble in getting away with the long end of a 4 to 0 shutout. Both teams were weak in hitting and it was mostly a pitchers battle between Calihan and White-

head, in which the former bested his opponent. The first two scores came in the initial frame when Funk got in by an error. Young was hit by a pitched ball and came home on a three base hit by L. Calihan. The other two came in the fourth when Fouts got in by an error and Hemminger walked. They advanced on a pass ball and came home on a hit by Wineland. Considering the line up and short time of practice, it looks as if Otterbein will have another winner.

Summary:

	ab	r	h	po	a	e
Funk 3b	2	1	0	1	0	0
Jones 3b	2	0	0	1	0	0
Young 1b	3	1	0	9	1	1
L. Calihan ss	4	0	1	1	3	0
Wagner lf	3	0	1	1	0	0
Stringer rf	4	0	1	1	0	0
Fouts 2b	3	1	0	3	1	1
Hemminger cf	3	1	0	0	0	0
Wineland c	2	0	1	10	1	0
R. Calihan p	3	0	0	0	5	0
Total	29	4	4	27	10	2

	ab	r	h	po	a	e
Tipple lf	4	0	0	1	0	0
Coffman cf	4	0	2	2	0	0
Whitehead p	4	0	0	2	4	0
Starr ss	4	0	0	1	0	0
Winans 2b	4	0	0	1	0	0
Snapp 1b	3	0	0	5	2	0
Fox 3b	3	0	0	2	1	3
Wolford rf	3	0	0	0	0	0
Damsel c	3	0	2	10	2	0
Total	32	0	4	24	9	3

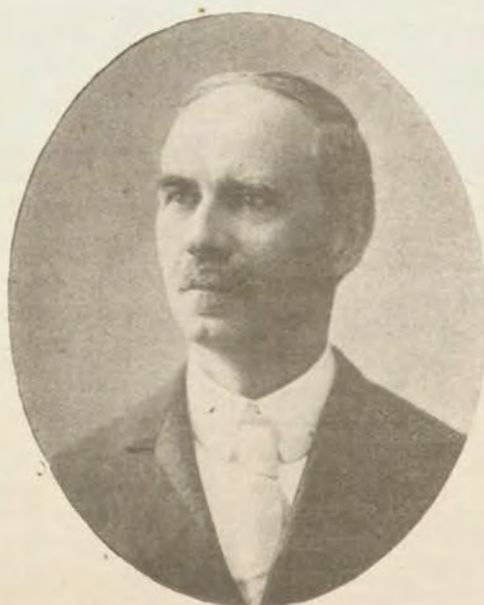
Three-base hit R. Calihan; stolen bases, Wagner, Stringer, Fouts, Wineland 3, Damsel 3, Fox 1. Struck out by Calihan 11, by Whitehead 10. First base on balls, off Whitehead 4. Passed balls, Damsel 2, Wineland 2. Umpire, Grabill. Attendance 150.



Coach Wrigley



Capt C. M. Wagner



Dr. T. J. Sanders, who is making an extended tour through the East.

ASSOCIATION NOTES



Y M C A

March 16—Leader, Rex John. He gave an especially helpful talk to those who had recently started in the christian life.

A cornet solo was rendered by Mr. Reider, after which Mr. John spoke on the subject, "The Consistent Life." As a model to us for a consistent life, the life of Christ was held up. To be consistent, one must seek christian influence.

Four points were developed as qualities which a consistent life must possess. First, it must be pure. The pure life should not only exert an outward control of passion, but also banish all impure and indecent thoughts from the mind. The individual cannot live a pure life when his mind is clogged with impurities.

A consistent life must possess honesty. Everyone should not only be true to himself, but also to others as well. Truth is indispensable to right living.

A third requisite to a consistent life is unselfishness, a complete mastery and subordination of self. We can be of greatest service to our fellow-men only as we subordinate self. Great care is necessary that our ambitions are not prompted by selfish motives.

Finally the crowning need of every life is love. Love implies a forgetfulness of self and personal pleasures in serving others. Love prompts the most beautiful thoughts and emotions

and the most Christ-like of service.

After dismissal a jolly good time was enjoyed by all, consisting of light refreshments and a good spirit among the fellows.

March 23—The Y. M. C. A. men were given a very helpful message by H. P. Lambert on the subject, "Be What You Are."

Do not make yourself out to be something you are not. You only make things worse. The man who pretends to be a christian and visits places of gambling and questionable amusements, is a strong factor for evil in keeping men away from Christ.

If you are going to be a christian, it pays to live a christian life everywhere you go. The unsaved are watching the christians all the time, and his example will influence them greatly either for good or bad. If you are afraid to acknowledge Christ, you are working against him. If you profess christianity, live it. You need not make much noise about it, but live your religion every day. The easiest thing for a non-christian to do is to point at another's faults and think he himself is all right.

The argument that one cannot have a good time if he is a christian, has no weight. If one engages in sport which is not right, he always gets the worst of it some way. One can have the best time when he is a christian.

It does not pay to try to lead a two-

faced life. You may keep it concealed for a while, but you will be found out by your friends and your parents. Everybody will lose confidence in you.

March 30—Leader, Dr. Bishop. Subject—"Human Betterment."

The leader used the life of Jacob from which to draw lessons, showing the two sides of "human betterment," the divine side and the human side.

Jacob was a real sneak thief—he had weaknesses.—yet he reached a place of prominence and honor. His portrait is hung up in the picture gallery of the eleventh chapter of Hebrews.

The wrong-doer thinks no one sees his deeds or knows them. Yet Jacob realized at Bethel that God is everywhere. He saw that his young manhood was blighted. Here he had his eyes opened and sought relief. He made a vow to God, and thereafter sought to be a man. He was driven to prayer by trouble. So some of us need to be scourged before we feel our need of God.

Our part in our own betterment, is "Watchfulness." Prayer will not take the place of watchfulness. "Watch and pray that ye enter not into temptation." Whatever be the weakness, let us put a guard there and set ourselves to beat it out.

April 6.—The president of the Association, D. C. Shumaker, gave his yearly report of the work of the Y. M. C. A. This report showed that the past year had been a very successful one in association work.

Every man in the school, with the exception of two, are members of the Y. M. C. A.

Ninety-two men were enrolled for Bible study, and over ninety different men for Mission study during the year.

Financially, the Association is in ex-

cellent condition. The budget was raised from \$375 to \$400, and the year closed with over \$200 in the treasury, above all expenses.

Surely no little credit is due the one who has been at the head of the Association this year, for the excellent record made. He has toiled with untiring energy, always at his post, and constantly on the look out for methods of improvement.

The president-elect, A. D. Cook, together with the other officers-elect, were installed by Pres. Clippinger. With the best wishes of every fellow for a successful year, the new cabinet took up its work.

Y W C A

March 14—"Have I the Time"—Leader, Garnet Thompson. The leader used the parable of the guests invited to the feast as the scripture lesson and showed how prone each of us is to thus avoid difficult or unpleasant tasks. The excuse we hear most in college is, "I haven't the time." But we really find that those who are always busy are most ready for the duty they are asked to perform. Each one has twenty-four hours a day and they should be used conscientiously.

March 21—"Neglect not the Gift Which is in Thee"—Leader, Agnes Drury. The leader said: The word talent suggests development, and each talent that we possess must be developed or it will atrophy like an unused member of the body.

Mamie Geeding, '09, presented the subject of deaconess work. She explained the great need for this work; there are so many in our large cities who need sympathy and friendship to withstand the difficulties they meet. The call for college girls here is strong, and it should appeal to them because of

the bigness of the work, and the great joy which comes from knowing that she is doing something worth while.

March 28—At this meeting Margaret Gaver, the new president, was elected voting delegate to the Indianapolis Convention.

Miss Helen Sewall, Territorial Secretary, then spoke to the Association on "God's Plan for Human Lives." She explained that His plan always includes the best things for which we are capable, that He is more ambitious for us than we can possibly imagine, and that He will plan for every single hour in our lives and guide us if we but submit to be led.

April 4—"Strangers within Our Gates."—Eva Simon leader. "The

popular idea of the filth and ignorance of immigrants does not always hold good. Their homes are often clean and many are removing to rural communities to become some of our best citizens. Work is needed among them to help them mingle with Americans, to educate them, and to preach to them the true Christ and His Love.

April 11—Miss Opal Shanks led the Easter service. In a most impressive way she related the story of that joyous morning and the thrilling message it brought, showing how we can make this Easter just as bright and blessed for those about us and for ourselves. The meeting was a most interesting one because so many of the girls spoke in answer to the question, "What is your best Easter thought?"



Miss Una Karg, '09, attended the International Y. W. C. A. convention held at Indianapolis, Ind., this last week.

Miss Lillian Resler, '10, teacher in the public schools of Westerville, O., has been compelled to resign her position and go home on account of a nervous break down.

Rev. B. L. Seneff, '94, of Westerville, and D. H. Seneff, '97, of Cincinnati, will celebrate the golden wedding anniversary of their parents Rev. David R. Seneff, '72, and wife, of Westfield, Illinois, in the near future.

Rowland P. Downing, '08, who has spent the last few months traveling as a member of the Chapman-Alexander party, and especially as pianist for Dr. John Elliott's division of the work, is now home on a vacation. He reports that his trip and experiences have been quite interesting, having taken in, among other places of importance, Brooklyn, Toronto, Montreal and Chicago.

Dr. T. J. Sanders, '78, and Mrs. Sanders, '77, left Thursday, April 13 for an extended trip through southern Ohio and the East, to be gone eight or nine weeks. The Doctor has for his

main purpose the study of different phases of educational life and advancement as portrayed in the leading educational institutions of the parts of the country through which he will travel. They will go first to Dayton to have a short visit with friends there, thence to Hamilton where they will stop to see Dr. and Mrs. Newton (nee Anna Baker, '98). From here they will go to Cincinnati to investigate the splendid educational system of that city which begins in the kindergarten and ends in Cincinnati University. They will then go up the Ohio River by boat to Pittsburg. The principal places of interest here, to the Doctor, are Carnegie Technical Institute and the wonderful Museum of that city. From Pittsburg they will go to Philadelphia to visit the University of Penn. and the great Museum of Archaeology there.

Some of the largest institutions of East which he will visit are Princeton, Columbia University of New York, Yale, Harvard, Boston Technical Institute, and Philips Exeter Academy.

Investigation of educational systems and progress will be his main aim, but anyone who is acquainted with Dr. Sander's sunny and cheerful disposition as well as that of Mrs. Sanders along with their broad acquaintanceship, can easily realize how large a portion of their time will be given to the meeting and greeting of friends. We bespeak for them a pleasant and profitable journey and we know that the Doctor will come back with renewed enthusiasm and vigor in his efforts to direct us all to "that one far-off divine event toward which all creation tends."

Quite a number of Alumni were in town Saturday and Sunday, April 1 and 2. Among them were L. J. Essig, '10, F. H. Menke, '10, and J. A. Wagner, '10.

Miss Grace Heller, '10, assistant principal of high school of Stillman Valley, Illinois, was a welcome visitor here April 7 and 8.

Born to Mr. and Mrs. Leslie Strahl, both of '09, on March 19, a son, Leslie has begun to make preparations already to send him to Otterbein.

Dr. Andrew Timberman, '03, of Columbus, specialist in eye, ear, nose and throat diseases and Professor of Ophthalmology in Ohio Medical University recently had the forefinger of his left hand amputated. Later blood poison set in and Dr. Timberman went to Cleveland to consult a specialist on diseases of the blood. It was found necessary to amputate the middle finger also, from which operation he suffered intensely.

Miss Mary Geeding, '09, who is now a deaconess and in charge of the Cheviot Mission in Cincinnati and also taking some school work in that city, visited in Westerville March 21-23.

Prof. J. W. Funk, '06, who is spending the year in Western Reserve was welcome here among his many friends during a short vacation.

J. F. Smith, '10, and Mrs. Smith, '01, spent their spring vacation here with parents and friends.

LOCAL ITEMS.

I'm the original college kid;
I wear the original college lid;
The cut of my clothes is all the sneeze;
I wear my pants turned up to my knees;
I take in every swell affair,
There is nothing doing when I'm not there;
You never can lose me in getting a bid,
For I'm the original college kid.

A geometry original: If two things which are equal to the same or equal things are equal to each other, why don't two fellows who like the same girl like one another?

Junior—"I don't see how those Seniors keep their caps on their heads."

Freshman—"It is by compressed air."

Vocal Student—"Holy smoke, this room's cold!"

Mrs. Resler—"Yes, Mr. Fries just left."

According to mythology, Iodine died of love; but chemists say Iodide of potassium.

A hint to the athletes: For water on the knee, wear pumps.

Prof. Snavelly—"Some of you may think I am somewhat of a Socialist, but when it comes to tests and exams I am a pronounced Individualist."

"The plot thickens," said the old lady as she sowed the grass seed for the third time.

Scientific names evolved in Otterbein:

For snoring—sheet music,
noodles—slip-quicks
butter—lubricant
dried peaches—old maids
macaroni—rubber hose
cross-eyed tears—bacteria
a pine shingle—the Board of Education.

It is a scientific fact that celery is 94 per cent water. What kind of heads have those people who eat celery as a brain food? Water on the brain?

Prof. Wagoner—"Now, there is certainly no romance in Caesar!"

Calihan—"Oh, yes! When he came to the Rhine he proposed to Bridget (bridge it)."

A certain Dorn girl was constantly being told by her friends that she had a model beau. Being at a loss as to the exact meaning of this assertion, she concluded to consult the dictionary, when to her great surprise she read: "Model; a small imitation of the real thing."

Bailey—"Will you have pie, Joy?"

Reider—"Is it compulsory?"

Bailey—"No, sir, it's raspberry."

Dr. Sanders, in Ethics class—"In Lower Manhattan Island, land is being sold for \$800 per square foot. I wonder how much land most of us could buy."

Miss Grise—"I see where I would have to live on one foot."

Lives of flunkers all remind us
We may flunk while we are here;
And, departing, leave behind us
Goose eggs on the Register.

First Senior, on way to class—
"Have you got your lesson?"

Second Senior—"No, I don't know a
thing about it."

First Senior—"Neither do I, so let
us take off our caps and gowns."

Freshie—"What part of the body is
the scrimmage?"

Senior—"The what?"

Freshie—"Well, I read in the news-
paper where a boy got hurt in the
scrimmage."

"Time is money," said the student,
as he pawned his watch.

Before

There are metres of accent,
There are metres of tone;
But the best of all metres,
Is to meet her alone.

After

There are letters of accent,
There are letters of tone;
But the best of all letters,
Is to let her alone.

In the lab—Prof. Weinland—
"What's the symbol for wood?"

Miss Staub (who did not hear the
query)—"Oh, my head!"

Ponies balk and ponies start;
Ponies often pull a cart;
The thing that seems so dreadful hard,
Is teaching them to help your card.

Druhok—"I'm doing my best to get
ahead."

Troxell—"Well, Heaven knows you
need one."

Proper Coats—
For an undertaker—Box coat
judge—Fine coat
housemaid—Duster
old maid—Coat of mail
housekeeper—Newmarket
sightseer—Rubber coat
college girl—Pony coat
glutton—Eaton coat
smoker—Tuxedo coat.

It is not well to laugh at a fellow
student's answer to a class question—
and then flunk it yourself.

Two old Germans who knew noth-
ing whatever of French, were bidding
each other farewell.

"Au-reservoir!" said the first.

"Tanks," replied the second.

There once was a little girl named
Grace,

She was a peach from toes to face;
But she didn't like him,
Who liked her;
This must be true, for he lost the race.

These bits of nonsense are hard to
make, and a whole lot harder for you
to take.

Englishman—"What's in this soup?
Why, it's a needle."

Waiter—"It's a typographical
error; it should have been a noodle."

He—"I shouldn't marry a woman
unless she was my exact opposite."

She—"You'll never find so perfect a
being as that."

Prof. (to new student)—"Why did
Hannibal cross the Alps?"

New Student—"For the same reason
that the hen crossed the road. You
don't catch me with no puzzles."

If a body see a body,
 Flunking on a quiz;
 If a body prompt a body,
 Is it the teacher's biz?

An athlete (?) whose last name is
 John,
 Went out so 'tis said, for some fun;
 But a girl he did meet,
 Right out in the street;
 And the fun of John begun to be done.

A Love Story

Chapter I. Maid one.
 Chapter II. Maid won.
 Chapter III. Made one.

The college men are very slow,
 They seem to take their ease;
 For even when they graduate,
 They do it by degrees.

The annual Senior reception will occur in Cochran Hall at 8 o'clock Saturday evening, April 22. All students are invited.

The Otterbein Glee Club will appear in Canton April 30 and May 1, in Akron May 2, and at Barberton May 3. A trip to Dayton is being planned for the middle of May, and to Circleville the first of June.

The Recruit Club has organized as a permanent factor in Otterbein's religious activities, and certain it is that it will not be the least important. Homer Lambert is president, and meetings are being held every Tuesday evening in Dr. Sander's recitation room. To date the Club has enjoyed talks along the line of practical, applied Christianity, for what it stands, from Dr. Miller, Dr. Jones, and Prof. Wagoner. Every

one is invited to attend these helpful meetings.

A public exhibition was given by the girls' gymnasium classes Tuesday evening, April 4. A large crowd was out and gave the exercises universal approval.

At a recent union meeting of Westerville citizens, the sum of \$750 was raised for the purpose of civic improvement and prosecuting violators of the temperance laws.

Following the Massillon-Varsity basketball game, the visiting team was banqueted at the Bailey Club. Those present were the members of the first and second teams, the members of the athletic board, and Dr. E. A. Jones.

Considerable local interest is being aroused over the appearance of Madame Galski, the noted lyric and dramatic singer, at Memorial Hall in Columbus the evening of April 24. Prof. Grabill will be in charge of the Otterbein delegation.

Otterbein Day will be observed again this year by all churches and Sunday schools in this territory. May 14th is the date except for Sandusky conference which will observe May 28. The proceeds from the collections at this time will be applied towards Otterbein's current expenses.

The Senior pins and rings have finally arrived, after much waiting. The class has decided to give during Commencement week the Shakespearian play "As You Like It." The characters will be coached by C. B. Robbins, a professional in that line of work from Columbus.

A big, enjoyable banquet was held in the 1st U. B. church at Dayton, Monday evening April 17, by the Otterbein folks of Dayton and the Miami Valley. Dr. L. E. Custer was head of the committee on arrangements, while on the program appeared the name of President Clippinger and other leading Otterbeiners.

The first public appearance of the Otterbein Quartet for the present season was made in the College chapel, Wednesday evening, April 5. The audience, while not unusually large, was well pleased with the program. The proceeds went to the new athletic field project.

Easter vacation began Wednesday April 12 at 4 p. m., and ended Tuesday morning April 18.

The last two numbers of the Lecture Course proved to be the best of the year. On Wednesday evening April 5, Judge Geo. D. Alden of New York gave a most interesting and instructive talk on "The Needs of the Hour." On Friday evening, the 7th, Mrs. Isabel Garthill Beecher, interpreter and reader, gave some splendid selections and pleased a large audience.

Prof. and Mrs. Frank J. Resler pleasantly entertained the College Glee Club at a six o'clock dinner, Saturday April 1.

B. F. Bungard is now a full-fledged business man, having purchased the Elliott Dyer barber shop on West Main street.

The Otterbein quartet has now commenced fulfilling its schedule of engagements for the year, of which

there are more than thirty-five scattered over the states of Ohio, Pennsylvania, New York, and Michigan.

J. F. Hatton has been engaged for next year to teach public speaking and vocal music in West Lafayette college.

J. R. Miller, who was a student in Otterbein last year, has again resumed his studies here.

The Otterbein Glee Club has again demonstrated its ability to entertain. On the evening of March 22, the Club appeared before an appreciative audience in a most pleasing and entertaining manner. The Club gives much time and effort in preparation of programs, which can plainly be seen in the easy and pleasing style in which the programs are rendered.

The program was excellent throughout, being interspersed with readings by Prof. Heltman, and banjo solos by Mr. Spafford. We can promise satisfaction to all audiences before which the Club will appear.

Miss Anna V. Zeller

The students and faculty of Otterbein were shocked last Thursday, April 13, to hear of the death of Miss Zeller. Although she had been ill for some time and underwent an operation at St. Elizabeth's hospital, Dayton, O., April 8, no one thought that she was in such immediate danger. The funeral took place in Dayton Saturday, April 15.

Miss Zeller had been matron of Cochran Hall ever since its opening and many mourn her departure. Memorial services will be held in her honor in the college chapel next Sunday, April 23.

Joys at Easter-tide

By H. C. Elliott, '13.

The howling wint'ry blasts are o'er,
And spring-time dawns today,
While birds and bees the Lord adore,
With songs so bright and gay.

The grassy meadows now are seen,
In verdure wrapt sublime,
While in the forest all serene,
Sweet flowers with beauty shine.

And these I'm sure, with one accord,
In silent voices tell,
Of resurrection, and reward,
And heav'n, where men may dwell.

Yea ev'ry thing on this glad day,
Which God in love hath made,
Seem, with a thousand tongues to say,
"The Lord is risen, be glad.

And as the zephyrs calmly float,
In accent soft and sweet,
They seem to say in gladsome note,
Love's vict'ry is complete.

Then sing, ye merry birds of spring,
Of Him who died to save,
Oh, chant His praise, and gladness
bring,
Of vict'ry o'er the grave.

Yes swell the chorus, loud and shrill,
'Till men and angels sing,
And heav'n and earth with praises
fill,
Of Christ, our risen King.

Oh sing of vict'ry over sin,
On this glad Easter morn,
That we a crown of life may win,
And heaven may adorn.



Miss Anna V. Zeller

Climb Though the Rocks May be Rugged

L. M. Moore, '11.

"Climb though the rocks may be
rugged,"

That lie in your pathway of life,
If you reach a high stand you must
struggle;

You'll ne'er win success without strife.
As you look over history's pages,

Adorned by the lives, that are gone,
You will read about men of high
standing

Who fought in life's battle and won.

"Climb though the rocks may be
rugged,"

You may say at the foot of life's hill,
But you don't comprehend the full
meaning

Or know what depends on the will;
For beyond in the days of the future

Is the time when the rocks must be
scaled;

And the end of your work is the prov-
ing

Of whether or not you've prevailed.

"Climb though the rocks may be
rugged,"

You may say when the sun shineth
bright,

When the winds are perfume-laden
zephyrs,

And each hour is filled with delight;
When the rocks are but pebbles of
trial

And you see not the boulders of
woe;

When the thorns by the roses are hid-
den,

Nor gales of adversity blow.

"But climb though the rocks may be
rugged"

Can you say when the sky is o'er-
cast,

When before you are steep cliffs of
trouble

And you're tossed by adversity's
blast

When each step that you take seems
a failure

So under life's burdens you groan;
When friends of your bright days have
left you

And you travel life's pathway alone?

If you when the sky is o'erclouded,
And shades of despair hide your
way

Can "Climb though the rocks may be
rugged"

With steady ascent day by day,
Then safe in the care of the Future

Awaits you a crown rich and bright
And the glittering jewels that deck it
Are victories won in the fight.

So "Climb though the Rocks may be
rugged,"

Press on as your strength will per-
mit;

When men lure you back never falter,
Nor difficult task ever quit.

When mounting steep hills never
waver,

Or scaling high cliffs never drop,
But ever press onward and upward
Until you have climbed to the top.

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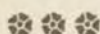
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