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PROF. W. O. MILLS

The Otterbein Argis


Vol. XXI

JUNE 1911.

NO 10.

Changes In College Ideals

Prof. W. O. Mills.

O one interested in college life, the changes in its ideals furnish a very fascinating study. That there should be changes is as inevitable as the progress of civilization. It is a far cry from the times when colleges first began to be the ideals of today. Then the would-be collegian choose one of four lines of study and held rigidly to that. Now, he nibbles in many fields, consults his so-called peculiarities, self-styled his special mental gifts, "broadens his intellectual vision," follows nothing to mastery and settles down to a vocation in which his college years are little better than a memory. It matters not what phase of human activity you try to picture, whether art, literature, religion, industrial life, social customs, or educational systems, the tendencies will be found running through all, and your anxiety or satisfaction will be accordingly to your tendency toward content or discontent with things as they are.

The picture will be light or dark according as you love the old and established order of things, or have the notion and belief that many things are bad and ought to be changed. The day has passed when men of great learning hope to gather up the fragments of human knowledge into one book and give it forth as the sum of all

that is known or worth while to know, so in college life, the enormous multiplication of courses of study, from which the student is expected to select a few, is proof that the educational field has widened enormously.

From this widening of the field has come a corresponding variation in the ideals which animate men in the management of colleges and students in the selection of lines of work. However powerful the college may be in shaping the thought and ideals of the day, these things are ever more powerful in their influence upon colleges in shaping their ideals as to what they shall expect of their graduates. The influence of colleges, whether good or bad, is growing. In the early days when certain things only were expected of the college, this power to influence was necessarily limited. If the college-bred teacher, lawyer, doctor, or minister exerted any influence beyond his profession, it was rather because of innate powers of leadership than because it was expected of him. Today, the fact that one is a college-bred man is regarded by the really intelligent as promising evidence that he can be a power in the community and the state.

Now, what are more of the tendencies which prevent this from being universally recognized? Our viewpoint has much to do with our con-

cussion as to what are the defects of modern college education. The lawyer, overlooking the sort of material the college has to work upon, often regards the college as a failure, because its graduates can not reason nor plead skillfully, because he can not make out a brief of much value. The minister wants the young theologian to be a master fisher of men, forgetting that this power comes only by long contact with the world as it really is, not as he would have it. The business man expects a greater power to master the intricacies of business life than he possessed after some years of experience. Power which he has been years in acquiring, he demands of the college young man at once. The farmer insists upon the collegiate's immediate reclamation of the desert he himself has created by poor methods of farming. The manufacturer is disappointed because he does not find in the would-be mechanic that mastery of intricate details which he has been years in acquiring. The average member of a district school board is grieved because the graduate applicant for School No. 9 does not possess that fullness of knowledge and technical training which, if possessed, would command many times the salary he can offer. All these overreach themselves and reveal the narrowness of their views. Because the tool the college would put into their hands is not perfect, they too often condemn the maker who has really accomplished wonders considering the material, their sons and daughters, he has had to work with.

This critical attitude has reacted upon college ideals and made college faculties too submissive to popular demands. With this has naturally come too great subserviency to student fads and whims. From the very nature of the case, it is impossible to

satisfy all popular demands. The old style curriculum seemed to many too rigid. The system of electives has shown itself too flabby, the problem is to find some system of student guidance possessing adaptation without the faults of the old methods. It is a great weakness for a faculty to yield its judgment as to what constitutes a good course of study for minds of the average quality to student demands for things which chance to be popular subjects of study for a day but, in the long run have little cultural or other value.

The great majority of young minds are so little bent in any special direction as to be seriously injured by being held closely to studies which develop and train memory, season imagination, and other mental qualities.

Mental power is not most economically developed by permitting the young mind to travel along lines of least resistance. Because a student "likes" a certain line of subjects, one should not conclude that he is divinely gifted in that line and therefore should be permitted to pursue it to the neglect of those subjects which long experience has proven to be excellent in the development of mind and character. If these subjects seem not entirely fitted to the ways of modern life extreme care should be taken that the substitutes for them lack not these great essentials in the educational process. To close a fitting to the merely commercial needs of modern life seems a great danger confronting modern college ideals. Patrons who want their children made into this or that too often insist upon the processes beginning before mind and character have been developed to fit them for this or that. Four or more years in college almost invariably change the ways of living for a man. College life shapes

powerfully his habits of thought and action. It ought always to change these things for the better. If he has learned to study, he will be a student all his life. If his habit has been to take some subjects because they are easy and to avoid others because they are hard, his diploma means a devious course through the fields of knowledge in the vain search for a soft place in which to lie down and be at rest. There is as much hope for a fool as for him, so far as real achievement is concerned. Far better for him the old days when he would have had to do certain things and leave certain others undone. Hardening of the mental fiber is a better thing than muscular strength. If a young man enters college for a good time mainly, and mental development incidentally, and the college does not shake this folly out of him and then set his face toward some real achievement, great harm has come both to him and to the college.

The spirit of such a college has lost tone. Its ideals, if they ever were high, have been shattered. They have become hollow things full of noise, but not ringing true.

Lack of right ideals on the part of a college leads every student to lack of purpose and from this comes a multitude of evils. A student in such comes to a dread of hard work. He is ashamed to be a hard student. The pleasures of college social life, or the field of sports, become to him the things of chief interest and the pursuit of his studies the things to be endured and, as far as possible, avoided. His teachers are strangers to him, uninteresting to him, and uninspiring. They can give him nothing because he has no powers to comprehend them. Any idea a few years old is too antiquated for their progressive minds. Happily for the college and its future, this pic-

ture does not as yet fit the larger number of those who come within its influence.

A great difficulty in the way of the college's forming of great ideals and living up to these arises from the size of the field people expect it to cover. Lack of thoroughness both in extent of knowledge and in training is the almost inevitable result. A subject is looked at once for a semester and then pushed aside by another, not to be thought of again until needed. Is it any wonder that a shallow and superficial culture results?

The college man of today knows a little of too many things and nothing well enough to be efficient in its use. Before he can be regarded as a certain success in anything he must have some years of experience in its use. To use the phrasing of a Baltimore oculist he must spoil bushels of eyes before he can learn how to take one out skillfully. Lack of thoroughness is a just criticism of a large amount of college work.

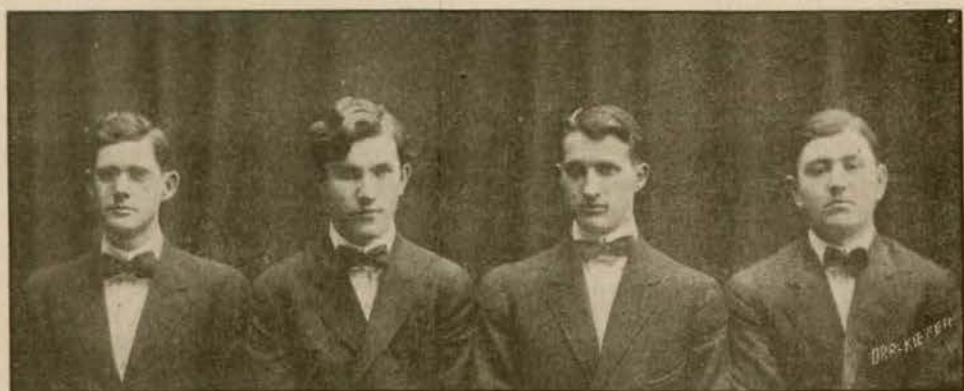
The first and great duty of the college student is to do his college work, to do it gladly and earnestly. He who finds it irksome has already lost its first great reward and is likely to miss its other benefits. He loses power of application and that greatest of intellectual traits, the desire to know. He becomes a dawler, and as soon as the elasticity of youth passes, an intellectual and physical weakling. If a college permits a student to drift into this sort of life it does him an irreparable injury. It clears itself of this reproach, only when it has persistently held before him in the most attractive light the loftiest of ideals.

Among the evils of our times are indifference to the higher things of life, selfseeking, love of pleasure, love of show. These evils may not be great-

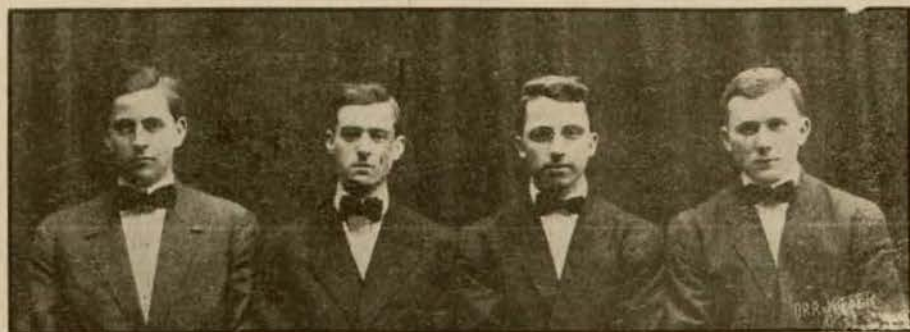
er than in former days, but they still have lusty life and powerfully influence colleges as well as other institutions. The antidotes for them the college should seek and apply with all earnestness, looking well to it that it follow not after fads and delusive short cuts to any real goal in education. It should keep steadily to its purpose of giving to the young that general well-rounded development of powers

needed in every walk of life. It ought not to try to give more than the beginnings in any special training. Its loftiest ideals ought always to be to fit for true and noble living. If "college is a life to be lived," it ought to be more than that. It ought to be a fitting for all after life. Happy is the college that knows itself and does not seek to live beyond its sphere and imitate institutions above it.

DEBATING TEAMS,



Affirmative, won from Heidelberg



Negative, won from Buchtel

The Power of Music

J. F. Williamson, '11.

The first question which naturally comes to some of us is, what is music? The musician answers, "Music is the art and science of expressing thought and feeling by means of symmetrical sounds," while the poet says, "Oh, music, thou art either a recollection of paradise or a foretaste of heaven."

But first let us consider how music is connected with us. Why does it so aptly express our thoughts and feelings and how is it different from the other arts? In answer the philosopher says, "It is the object of the arts to lead to the cognition of ideas through the representation of objects." They all represent the will but only through ideas for it represents the will itself, and, as the will, is the same everywhere. Music is easily understood by all nations. Thus the composer speaks the greatest truth in a language which reason does not understand, but a language which is understood the world over.

Schopenhaur says, "Good music tells us what we are or might be." Why is it that when we listen to good music we feel that the secrets of our hearts are being told us, and when we leave the concert hall we feel as if the world was a better place than we thought it to be. Music must have power or how could it exert this influence over us.

Is there a man who does not love nature, and yet what is nature but music? Complete silence would be unendurable; so God in His goodness gave us the wind which whistles around our houses in the winter (and who ever heard a more pleasant sound if he were seated before a cheerful fire.) He gave us the gentle patter of the rain and best of all, the singing of the

birds. Who can but feel that this old world of ours is a glorious place when on a May morning just after a spring rain he goes out into God's concert hall and listens to God's singers! Until late at night the concert lasts and then with the darkness come the birds of prey. It is a remarkable fact that no bird of prey sings. How like the birds people are. Some sing always with a happy strain, but as the birds the man who preys on his fellow men seldom has music in his soul, and he also delights in darkness.

The saying of Shakespeare is true. "The man that hath no music in himself nor is not moved with concord of sweet sounds is fit for treason, stratagems and spoils." However, over the worst criminal music has its power. Warden Bridges of Massachusetts State Prison says, "I have noticed that a good singer produces a better effect on the man than a good sermon." There must be some reason for this. I have seen hardened men cry like children when "Home Sweet Home" was sung. Was it just the song? No, it was the flood of memories that came rushing over them and that come over us whenever we hear the old songs. That is one of the greatest powers music has, the power to bring the past before us.

*When thru life unblest we rove,
Losing all that made life dear,
Should some notes we used to love
In days of boyhood meet our ear,
Oh how welcome breathes the strain,
Wakening thoughts that long have slept,
Kindling former smiles again
In faded eyes that long have wept.

Like the gale that sighs along

Beds of oriental flowers,
Is the grateful breath of song,
That once was heard in happier hours;
Filled with balm the gale sighs on,
Tho the flowers have sunk in death;
So, when pleasure's dream is gone,
Its memory lives in music's breath."

Is there a man who will ever forget the songs his mother sang? She had no desire for applause, just love. Every song was a prayer. Can we even think of those songs without being better? That music came from God whence all good music comes and why consider any other. When we study literature do we study works of a low standard? Then why will we look for low standard music?

Music and literature are linked very closely. Some one has said that, "Literature expresses thought and feelings by means of words, music thru sounds," so they have the same object. The old saying "Tell me what books you read and I will tell you what you are," holds true in music as well. You can tell a man by the kind of music he prefers. However we all having different dispositions will not like the same kinds of music. We cannot all agree with the Scotchman who said, "Eh mon! I dreamed that there was seven and thirty pipers a' playin different tunes at the same time, eh it was just heaven." But we can strive to hear and understand the best in music and we cannot help being made better if we start with only the enthusiasm of the Scotchman.

Music came from God. If not why did God in his Book mention its invention as he does in the fourth chapter of Genesis? Why did the angels sing, "Glory to God in the Highest?" If the Bible be true the power of music was known by Saul, for he called David to drive away the evil spirit with the

sweet sounds of his harp. The walls of Jerico fell at the sound of trumpets. We must believe that music is God given and has power or else disbelieve the Bible.

In its relation to religion music attains its highest meaning. Says Philip Emanuel Bach "One of the noblest objects of music is the spread of religion and the elevation of the human soul." As far back as history speaks of the church it speaks of music with it. Why is it that a sacred concert right here in Otterbein can draw a crowd of people that usually stays at home? Surely they do not come on the Lord's day to see who is there, to discuss gowns and the numerous other topics. No, we cannot believe that. It is the the inner longing which every man and woman has for the better, and even tho they will not hear a sermon they will listen and be helped by music. It takes us out of the common place plane of every day life into a world in which we dream and aspire for higher and nobler things; it lifts our souls toward God; it makes us feel that we are not alone in this world and gives us courage and faith to try to carry these aspirations into our daily lives.

Martin Luther said, "Song makes the sad joyful, it gives courage to the faint hearted, and the haughty it makes gentle." Those who love not song Luther calls "Blockheads who ought to be treated to the brawling of donkeys, the barking of dogs, and the squealing of pigs." Merz asks "Is there any power or human being that is so constantly with man as music? It follows him thru joy and sorrow; it is with him in sickness and health; it is a delight in the prison as well as on the pleasure ground; it is heard in the Sabbath school and in church; we love it in youth as well as in old age; it is wel-

come in peace and war; it delights us in the schoolroom as well as in the home circle; we hear it while resting on our mother's breast; it greets the bride on her wedding day and follows us even to the tomb."

Music was designed to express the inner longing of the soul, it expresses where words fail. It is the heart language and a heavenly language, and he who puts heaven from his heart cannot comprehend music.

But does music stop with religion? We know it does not. Next to religion music is one of the greatest civilizing powers. There is an inborn love for song in all men. Take as an example our own country. Here we have all nationalities and tongues yet all can understand the language of music. Once I had the privilege of hearing Harold Bauer. Back of me chattered a little French woman, and beside me sat a sturdy German and his wife. We could not understand each other, yet when Bauer played the audience became as one and I know we all understood.

Will not this power help to draw us closer as a nation? If properly used it cannot help make us better. Cabanis says, "Music of necessity teaches us obedience to the laws of right living. Its very nature is harmony and its effect upon mankind has been of a refining, uplifting character." Let us then strive to hear and understand the best in music that we can.

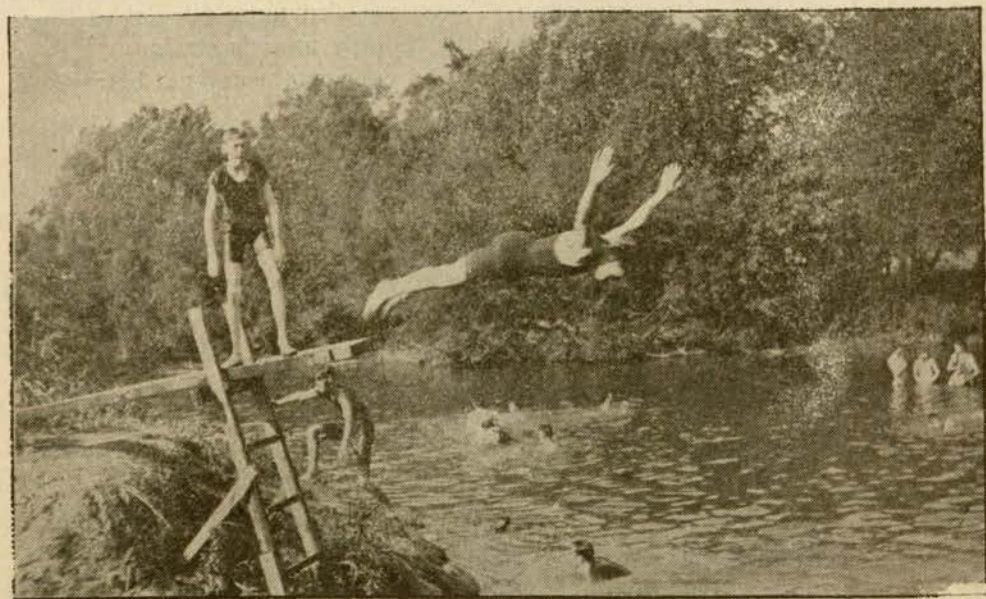
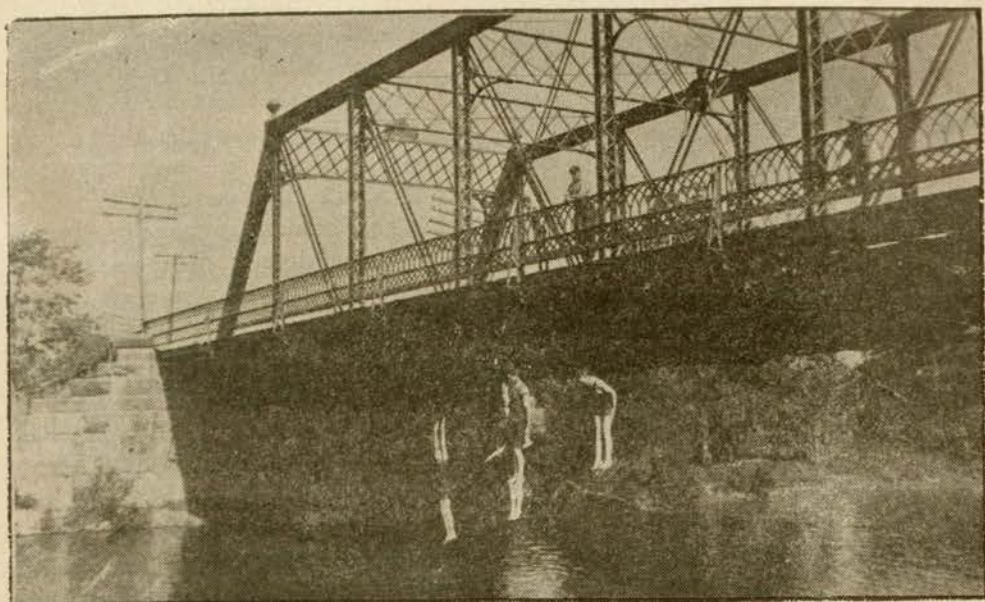
Man uses human language to express vileness and deceit; men swear and blaspheme in the language of words, but no one can swear or blaspheme in music. It is the language of God and heaven and the only thing that will not accompany us there. There we shall see it in all its beauty and glory.

"Music! oh, how faint, how weak,
Language fades before thy spell,
Why should feeling ever speak,
When thou can'st breathe her soul so
well.

Friendship's balmy words may feign,
Loves are e'en more false than they;
Oh, 'tis only music's strain,
Can sweetly soothe and not betray."



Prof. Moore, who travels abroad
the coming year.



"THE OLD SWIMMIN' HOLE."

The Waterloo of Number Four

L. M. Moore, '11.

The autumn sunshine shone in splendor on the gorgeously colored landscape. Its beams had lost their warmth. The icy chill of winter was changing summer's green into autumn's gloom and dreariness. The richly colored leaves were fast becoming sear and dead. Singly and in multitudes they were torn from the branches and whirled to the ground by the boisterous autumn breezes. With a dry, harsh rustle they remonstrated against the heedless footsteps of Ralph Earnest as he walked along the maple-bordered highway toward the little, red, brick schoolhouse on the hill. Nearly two months had passed since he had come into the neighborhood as teacher in District Number Four. Everything had gone nicely in the schoolroom until about a week before. This morning Ralph's face wore just the shadow of perplexity, which deepened as he drew nearer the schoolhouse.

His looks indicated neither sorrow or despair. Rather they showed deep thought on some perplexing question. As he hurried on he mused to himself, sometimes even in an undertone, "Four weeks ago Monday I came to District Number Four. Somehow or other those boys have awakened a peculiar interest in me. Strange that I should bether so much about their mischief. I don't suppose they spend one moment in anxiety for their own good. They just let come what will and go what may and care not whether school keeps or not. I ought not to bother so much about the matter. I get my salary of fifty dollars a month. That is not so bad. I can get that new En-

cyclopedia soon and lay up enough easily to pay my expenses to Yellowstone National Park with Professor Steadman. That is worth while working for. I can't forget how the normal teacher used to repeat: 'The duty of every wide-awake teacher is his own improvement and a part of his salary should be used in this way every summer.' Why bother with those unruly boys? You can't make a straight stick out of a crooked one, anyway, and every one of those boys are badly twisted now."

Deep down in his heart he did not approve of the sentiment of these meditations. He knew the true teacher should not have for his goal the dollars of salary. He had too often heard that the highest reward a teacher should seek should be the symmetrical mental and spiritual growth of his pupils. This rather peculiar crisis in his school work was destined to prove whether he would be true to his deepest convictions or not.

He could not be severely blamed for hesitating under the circumstances in which he was placed. He had set as one of his goals, "The good will," of his pupils. He sincerely wished to make their school days bright and happy for all the children under his care. This kindly disposition on the part of the young teacher was taken advantage of by some of his largest pupils—the very ones who would be expected to most appreciate wishes such as these on the part of the teacher. Perhaps they, in the beginning, had no particular aversion to Ralph and only gave vent to their boyish spirits. Be that as it may, there

was a gulf widening between teacher and pupils and the license the older ones were taking was weakening his influence on the younger members of his school, so that a serious problem had come into the young teacher's life. This it was that clouded his brow and gave his face a serious, thoughtful expression that bright October morning. "Perhaps," he thought, "since I am a new teacher in this school the boys just want to try me in order that they may discover the metal of which I am made. Well, any way, they will find I won't scare at nothing."

With this thought he tipped his hat just a little more defiantly and kicked the dead leaves just a little more vigorously as he walked on. Some sedate old wiseacre seeing his inner attitude might have said, "Take care, young man, you are on dangerous ground." But Ralph's good angel was vigorously battling for his best interests and something within him seemed to say, "Remember, after all, as a teacher your business is not so much self-assertion as it is the attainment of the highest good of your pupils." So, beaten and buffeted by contrary winds of doctrine, Ralph drew nearer his work for the day. This condition of affairs was new to him. He had never gone to his schoolroom in such a state of mind before. He instinctively saw that he was entering a critical moment in his school life. He felt that he must bring those unruly fellows under his rod, and it must be done in such a way that they would not again become insubordinate. But how was this to be done? This was the question as yet unanswered to his own satisfaction.

The fact that he hesitated in deciding such a question as this gave evidence that he saw the real gravity of the situation and felt the responsibility

he was under to act rightly. He had to struggle with the question alone, too. There was no one near him whose advice he was sure he could take. How he wished for the experienced counsel of Professor Steadman. This was out of the question. He was a hundred miles away. Oh, of course he had plenty of advisers. For instance, there was old Peter Wayback, it had not been five minutes since he had assured Ralph that the only thing the young rascals needed was a good old-fashioned "Drubbin'." "I'll tell you, young feller," he had said, "when you get to be as old and have worked with younguns as long as I have, you'll know that thar's nothin' like lickin' in the process of larnin'." "Why," said he, with impressive dignity, "the Scriptur' says, 'No lickin', no larnin'.'" Then just before he left his room good old lady Tenderheart, with whom he boarded, had told him, with a tremble in her tones, "Don't furgit your own boyhood, and remember these are jest young fellers. You must not be too hard on younguns, else you'll git em turned agin' you; then you will have trouble. Now there's my own Jimmy, he never felt the brutal rod, and Jimmy is a good boy." With a smile Ralph thought of Jimmy, a great big, gawky, lethargetic mass of incorporate indolence who didn't have ambition enough to turn over when he got tired sleeping on one side. No wonder no corporal punishment was needed for him, he was too slow to catch cold. Yes, Jimmy! Ha ha!" and Ralph's smile grew suddenly into a full grown laugh. He knew these boys he had to deal with were anything but Jimmies. There was snap and ginger in these boys; there, too, was the stuff of which men are made. Men of fibre and nobility or men of

villany and shame. Some way or another, as never before, Ralph saw them standing at the parting of the ways, one of which led to success and the other led to failure, and he felt keenly the responsibility resting on him of getting them on the right way.

Never before had this, the real responsibility of a teacher, borne upon him as it did this morning. It seemed to him that he held in his hands the power to frame for weal or woe the destinies of at least three human lives. Then the responsibility grew until he felt the weight of all the young lives under his care. The thought came with such crushing force upon him this morning that his usual jovial, light-hearted disposition was gone and his brow was clouded, and the wrinkles of care for a time furrowed his manly forehead. He seemed suddenly to leap into manhood as he felt the burden of his work and almost groaned beneath its weight. "Ah," thought he, "I am not a teacher for money; I am a teacher for eternity, and though I confess it would do me lots of good to make those fellows smart for the mischief they've done, I wonder whether this would do for them what I ought to do as their teacher? How much would be gained in the long run if I made their bodies smart and failed to conquer their spirits?"

Filled and thrilled with these thoughts of the real significance of his position, he almost started as he laid his hand on the knob and opened the door of the dingy little room where his pedagogical work was done. Even his footfall on the bare floor seemed to give forth a warning sound, and the echoes seemed to whisper, "Have a care." "Pshaw," said he aloud, "what's the matter with me this morning?" His resolution was formed

all at once, and it became fixed, a calm settled over his face and his look of perplexity was gone. His actions were unhesitating. There was a new ring to his voice as he greeted the first children who entered the house. Soon the day's routine of classes was monotonously grinding out. And this of all days seemed especially to grind. The boys were especially trying. Several times he came near losing his temper. With a calm determination he held to his one purpose and gave no hint to the unruly ones as to what his intentions were. They mistook his reticence for fear, and failed to notice the calm determination in his manner. The very fact that he did not play with the same spirit as he had on other days was misunderstood by them. They thought they had won and acted accordingly. Henry just scrawled his solutions on the blackboard. Frank purposely neglected his geography, while Sam cut up all sorts of pranks. "It's enough to try the patience of a saint," said Ralph more than once that day; but he regained his composure by saying to himself, "Now, hold on, young fellow; don't be too fast; eternal consequences hinge on what you do."

There, the last class was finished. "Put away your books." Now you may get your wraps," he said, and all were ready to retire. The boys gave an exultant chuckle as each winked at the other, thinking the day was done. But their looks changed as Ralph said quietly: "Henry, Frank and Samuel may remain for a few minutes after the rest are gone." As he dismissed them he took his place as usual at the door and bade each one his usual, "Good night." When the last child was out he quietly shut the door. Now the critical moment had come. His heart gave a queer sort of a leap. He said

to himself, "Will it work? It is not the usual way." But he betrayed none of his hesitation to the three boys in the room who were eyeing his every move. Each had signed the other that he would stand by him, come what may. They had mentally measured their strength with Ralph's and it was plain to see the result of a physical contest, but they were doomed to disappointment. Ralph walked to the platform at the front of the room. He turned and kindly and calmly looked the boys over. They were taken completely by surprise.

In a calm, clear tone Ralph began to speak to the boys. He was not giving them a lecture. He was not rebuking them for the things they knew he had a right to rebuke them for, but he was appealing to them as reasonable creatures. He was not forcing them into a humiliating position by showing them just what they were, but earnestly, yet surely, he was bringing them to see the value of the time and opportunities they were wasting.

"Boys," came the clear, earnest voice, "I do not wish you to feel that I am rebuking you for your deeds. I know you are young. In all your pleasures and in every task you have my sympathy. I like fun as well as you do, but boys there is a serious side to this thing I wish you could see. Two of you have widowed mothers at home who are doing all they can for you. They are caring for you. They are trying to help you. They are doing hard work at home, which you could more easily do than they, that they may keep you in school and give you a chance in life. I could tell you to take your books and go home; I do not need to use corporal punishment with boys of your age. But, boys, how would your parents feel if I should do

this? It is for your good I am working here every day. In order to help you, I am up late every night. I am trying to do all I can to help you. Do you think you are treating your parents right? Can you feel you are doing right toward me, who have, as you know, in everything been your friend? And most important of all, are you doing right to yourselves by neglecting these opportunities for self improvement?"

Ralph had wielded an instrument of punishment entirely new to the boys. He had taken them completely by surprise. He had them completely disarmed. His words were emphasized by the earnest life he had lived among them, and the warm-hearted way in which he appealed to them touched every one of their hearts, and as he closed, every one of the boys was in tears, and at least one of them was sobbing. He had asked them to make no promises; he had administered no harsh rebukes, but he had conquered them completely. After that if one of the boys even accidentally did something contrary to Ralph's wishes, he never failed to explain and apologize to the young teacher, though Ralph did not even suggest such an action. School was home to Ralph and his boys after that day. Barring the inevitable gloomy days all was sunshine, and the winter days passed pleasantly for Ralph as he saw his pupils develop under his care.

Years passed. Ralph had forgotten the circumstances. When, one day, he was standing on the railway platform in the college town of G—a young man stepped up to his side and said in a respectful tone to him: "Is not your name Earnest?" Ralph looked at him in surprise and said, "Yes, but I don't know who you are." The young man

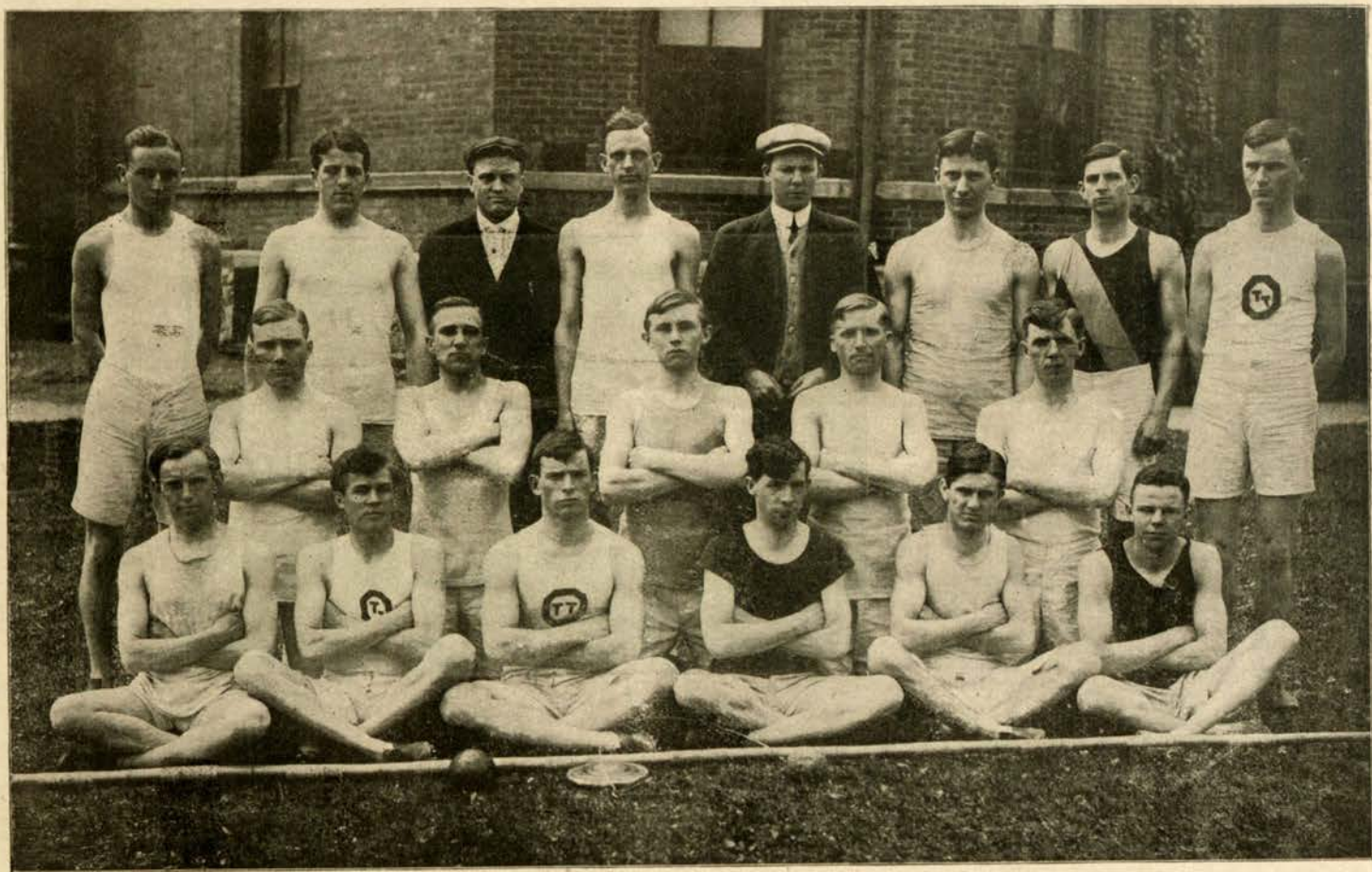
smiled and said, "You were my teacher once when I went to the little red schoolhouse in District Number Four. I am Frank's brother; you remember him, don't you? We have often talked about you and wished we might have a chance to tell you that we look to you as the one who gave us our start in life." Ralph meekly said, "I thank you and I am glad to see you again. What has become of the boys?" The young man answered, "Frank is now an Evangelist, Henry is a teacher in Oklahoma, and Sam is a prominent

business man in the town of B—. I am now a junior in the college here, studying for the ministry; I am on my way to my appointment now. We shall never feel able to thank you enough for what you did for us. We used to think you were pretty strict and sort of cranky about some things, but now we see you were right." Just then the train whistled. Ralph took it, feeling, after all, it was worth while to work even as a teacher for a better reward than money.

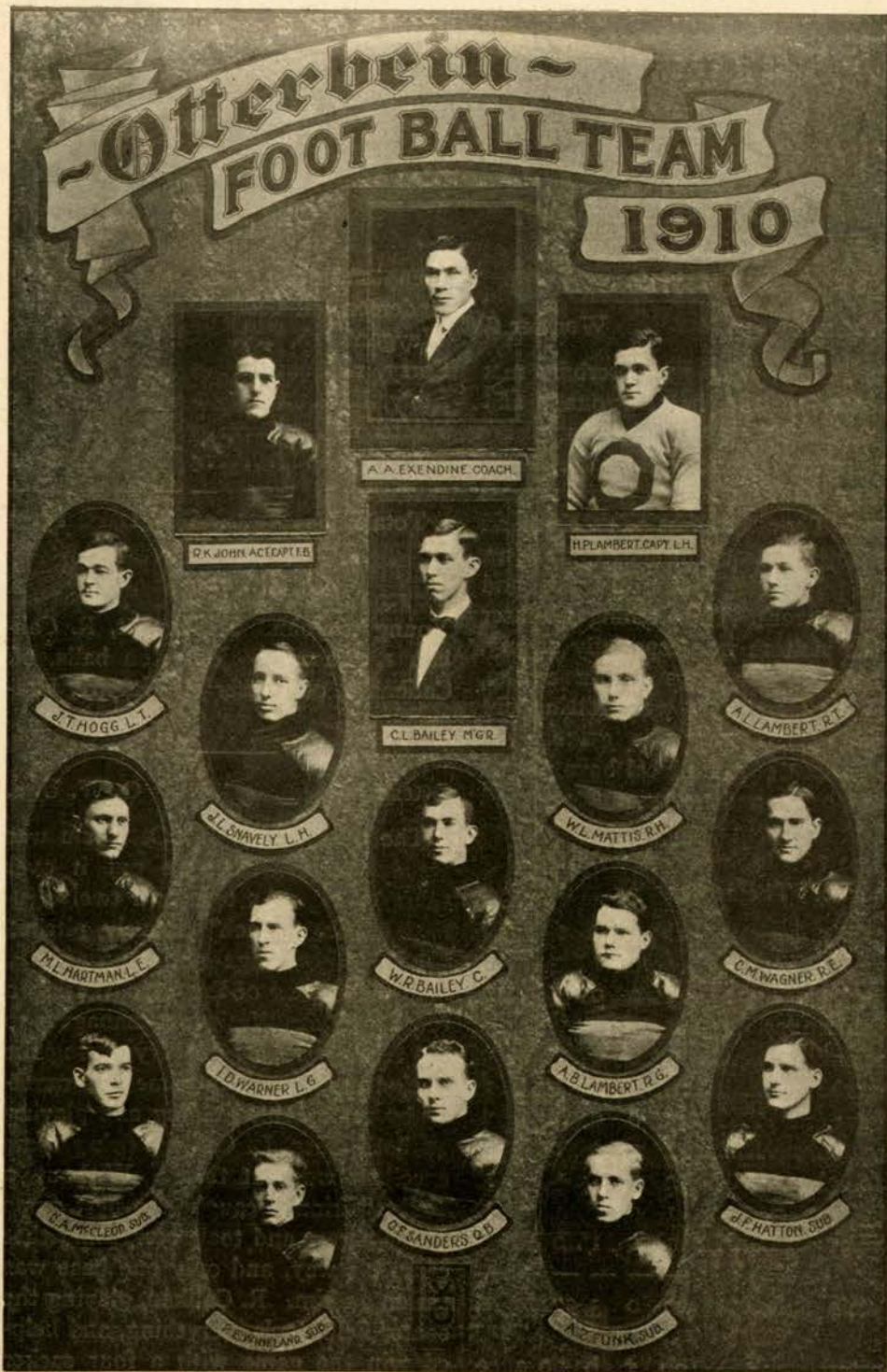


A. A. EXENDINE,

who returns next fall, for the third time, to coach our football squad.



TRACK TEAM, 1911.



FOOTBALL TEAM, 1910.



BASEBALL.

Otterbein 0.

Wooster 6.

On Friday, May 19, Otterbein met Wooster on the home grounds and was defeated 6 to 0. This was Wooster's first appearance on the local field for any athletic contest for several years. They brought with them an exceedingly strong baseball machine, well equipped in both offensive and defensive work. The pitching of Blaser for the visitors was especially strong, he holding our boys to three hits, while his teammates were hitting out eleven and winning the game. Although shut out, the local boys played a good game and never gave up until the last man was out. Snavelly pitched the last two innings and held the visitors safe. The score:

Otterbein	ab	r	h	po	a	e
Wagner, lf.	4	0	1	2	0	0
Young, 2b.	3	0	0	1	1	1
L. Calihan, ss.	4	0	0	1	6	0
Wineland, c.	4	0	0	3	0	0
John, 1b.	4	0	0	1	7	1
Stringer, rf.	3	0	0	0	0	1
Jones, cf.	3	0	0	1	0	0
Fouts, 3b.	2	0	1	0	2	0
R. Calihan, p.	1	0	0	1	10	0
Snavelly, p.	1	0	1	0	0	0
Totals	29	0	3	27	20	2

Wooster	ab	r	h	po	a	e
Collins, 2b.	5	1	4	1	2	0
Beach, 3b.	5	1	1	1	1	0

Compton, ss.	4	2	2	1	1	1
Anderson, cf.	4	1	2	2	0	0
Weygant, 1b.	3	0	0	1	0	0
Corry, rf.	4	0	0	1	0	0
Eddy, lf.	4	0	0	1	0	0
White, c.	3	0	1	9	1	0
Blaser, p.	4	1	1	1	10	0
Totals	36	6	11	27	15	1

Summary—Stolen bases, L. Calihan, Blaser. Double plays, Calihan to Young to John. Struck out, R. Calihan 1, Blaser 9. Base on balls, off Calihan 2, off Blaser 1. Umpire, Kramer.

Otterbein 5.

O. W. U. 2.

The next victory for Otterbein was at Delaware, where we put it over Ohio Wesleyan 5 to 2 in a twelve inning affair. "Jack" Snavelly pitched his first big college game and pitched it to the sorrow of the Ohio Wesleyan rooters. Ohio Wesleyan managed to get ten hits off his delivery during the twelve innings. The game was marked by remarkable fielding and playing on both sides, L. Calihan doing some excellent work at third. Without a doubt "Skinny" caught the best game of his career and took everything that came his way, and only one base was stolen on him. R. Calihan, playing the center field, took everything, and helped win the game with a four sacker over the right fielder's head, in the second inning. Score:

catches by Wagner and John's stop of a hot liner were the features of the game.

The game at Ada against O. N. U. resulted in a two to one game and was brilliantly played by both sides, only two errors apiece being made. Snavelly pitched a fine game, allowing only two hits, but they came at the right time, and coupled with a squeeze play gave them two runs. It was a hard game to lose and was lost mainly through poor base running.

Otterbein	ab	r	h	po	a	e
Wagner, lf.	4	0	0	3	0	1
Young, ss.	4	0	1	4	3	1
Stringer, rf.	4	0	1	0	0	0
Wineland, c.	4	0	0	6	0	0
John, 1b.	4	1	2	6	2	2
L. Calihan, 3b.	3	0	1	1	0	2
Fouts, 2b.	2	0	1	3	4	1
Hemminger, cf.	3	0	0	1	0	0
R. Calihan, p.	3	0	0	0	4	0
Totals	31	1	6	24	13	7

Wooster	ab	r	h	po	a	e
Collins, 2b.	3	2	2	1	5	0
Beach, 3b.	5	3	3	2	1	0
Compton, ss.	5	0	0	3	0	0
Anderson, cf.	3	0	0	0	0	0
Scott, cf.	1	0	1	0	0	0
Weygant, 1b.	2	0	0	9	1	0
Corry, rf.	3	0	1	0	0	1
Eddy, lf.	3	1	1	2	0	0
White, c.	3	0	0	8	1	0
Blaser, p.	3	1	0	1	4	0
Totals	31	7	8	27	12	1

Summary—Stolen bases, Collins 2, Beach, Scott. Two bas hit, Collins, L. Calihan. Double play, Young to Fouts to John. Hit by pitcher, White. Base on balls, off Calihan 2. Struck out, by Calihan 5, by Blaser 8. Umpire, Wilhelm.

Otterbein	ab	r	h	po	a	e
Wagner	4	0	1	0	0	0
Young	4	1	1	2	1	0
Stringer	3	0	1	0	0	0
Wineland	4	0	1	4	2	0
John	3	0	0	12	0	1
L. Calihan	4	0	1	3	1	1
Fouts	3	0	0	2	2	0
Hemminger	3	0	1	2	0	0
Snavelly	4	0	0	0	8	0
*R. Calihan	1	0	0	0	0	0
Totals	33	1	6	24	14	2

*Batted for Fouts in ninth.

O. N. U.	ab	r	h	po	a	e
Morand, cf.	4	0	0	1	0	0
Ford, 3b.	4	1	1	3	1	0
Bowman, ss.	4	0	1	2	4	1
Small, rf.	2	0	0	0	0	0
Thompson, 1b.	3	0	0	10	0	0
Thomas, c.	3	0	0	8	0	0
Wallace, lf.	1	0	0	1	1	0
Sprahn, 2b.	3	1	0	2	2	0
Roberts, p.	2	0	0	0	4	1
Totals	26	2	2	27	12	2

Stolen bases, Ford. Sacrifice hit, Heiminger. Two base hit, Wineland. Base on balls, off Snavelly 4, off Roberts 1. Struck out, by Snavelly 4, by Roberts 8.

Review of Season.

On Saturday, June 10, Muskingum College will help close the 1911 baseball season at Otterbein. It can be said that the season was a success in every way, although the sheet shows more games lost than last year. But we must remember that last year was an exceptional one and not the standard. The team this year played a much stronger schedule and eight of the twelve games played were with conference teams; and three of the five

defeats were received at the hands of Wooster and Ohio State, the two aspirants for state championship. Of last year's team four regulars, three of whom hit over the three hundred mark, were missing from this year's ranks; and consequently the team did not have the hitting power of last year. Because of injuries and faculty regulations, the team has been shifted around considerably. Rex John held down the first sack throughout the season, and did it in fancy style. Fouts played the second sack and center field, and did remarkably well for his first year of Varsity ball. Young, at short and second, was at home at either position, and played a strong game. L. Calihan, at short and third, played a fast and consistent game, and his strong arm pulled the team out of many holes. R. Calihan, pitcher, and "Skinny" Wine-land, our ex-captain, made up one of the best batteries in the state, and had the team worked as consistently as this pair the result of the season would have been different. Channing Wag-ner, our captain, played the left garden and it was well taken care of indeed. He ran the team in first-class shape, hit well and worked hard for the good of the team. Hemminger played the majority of the games in center field, and won his letter by hard and con-sistent work. Stringer, who played his first year, worked at third and right field and did well at either position. We must not forget our manager, Ralph Smith, who prepared such an excellent schedule and managed so successfully. Snavelly, who pitched three games and won two of them, shows that Otterbein has a coming

star. Jones, Funk and Dempsey also played one game or more of varsity ball, but not enough to win their letter. They will have little trouble in winning a position for themselves by another year. Of this year's team, John, Young, Wineland and Stringer will graduate.

TRACK.

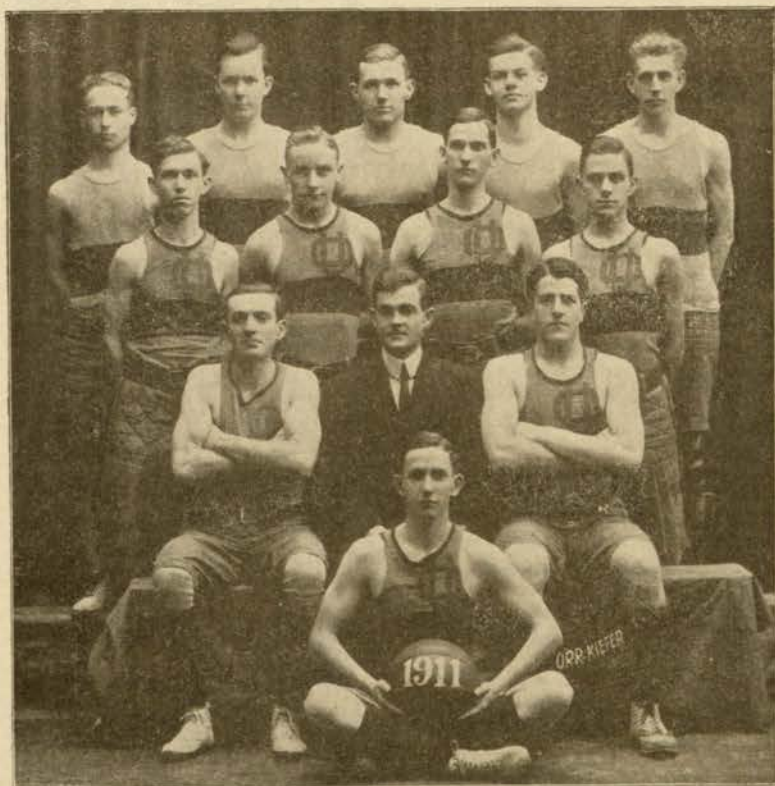
Of the three outdoor meets schedul-ed, two had to be cancelled on account of rain, leaving only one outdoor meet, with Ohio University, which was easily won. Both indoor meets were lost to Ohio State and Ohio Wesleyan. (Five men were entered in the Big Six meet.) Because of the small num-ber of colleges that have track teams and because the limit of four meets on a schedule, if any are cancelled on account of weather conditions, it makes but few times for track men to perform, who train the most consist-ently of any athlete. The require-ments for the track letter have been lessened, but the interest in track will never be strong until enough meets can be secured to promote interest and careful training.

TENNIS.

Otterbein won the tennis match from Capital University on the local courts by taking both singles and doubles. Dempsey worsted his op-ponent in the singles by the score of 4-6, 6-3 and 6-4. In the doubles, Demp-sey and Crosby won by the score of 6-4, 3-6, 6-2. The doubles were in-teresting and Dempsey showed some clever work with the racket, while Crosby had them guessing to get his serve.



BASEBALL TEAM, 1911.




BASKETBALL TEAM, 1911.

Games Won
 Bliss
 Kenyon (2)
 Ky. State
 Wittenberg

Games Lost
 State
 O. W. U.
 Muskingum
 Denison (2)
 Antioch

ASSOCIATION NOTES



Y. M. C. A.

May 18th.—The men gathered on the new athletic field to hear a number of short addresses on the Summer Conference at Vermilion, Ohio. There were ten men attended the Conference last year, and each of these men gave an enthusiastic speech on the Conference. The men were delightfully entertained, for the full hour, by the inspiring talks.

Our slogan for this year is "Fifteen Men for the Conference." A number of men have fully decided to go, and others are falling in line. Fellows are willing to sacrifice some other vacation pleasures for the Conference. The men who have attended before have come back to school with a different view of life, and their lives have meant more to the college.

The social committee arranged a fine treat for the men after the regular Y. M. C. A. meeting.

May 25th.—This evening the men were addressed by two speakers. The first part of the hour was taken up by Homer Gifford, who spoke on "The Value of a Consistent Life." The speaker emphasized the thought that we should never shirk our duty. When we are called upon for service, we should be ready and willing to do what we can. He said that our wills have much to do with our usefulness. We should will to do the right thing, and duty will be a pleasure.

Rev. George McDonald, who was de-

tained because of late trains, talked to the men for a short time on "The Christian Ministry." He claims that there is no field into which a young man can go which will afford him greater opportunities of usefulness and real happiness. There must be no commercial value placed on the Christian Ministry, but rather, one must expect a life of sacrifice. The friendships of the Christian Ministry are more lasting than any other friendships. This is one of the ministers' grand opportunities, the making of lasting friendships. Rev. George McDonald is a good type of Christian Minister, and he has gained the friendship of many of the fellows during his short stay here.

June 1st.—"The Neglected Truth," Rev. S. F. Daugherty spoke to the men on the subject, The Second Coming of Christ. Christianity recognizes Christ as the historic Pattern and Savior; the Ideal and Head of humanity; also, as the Coming Redeemer and King. The Second coming of Christ is an integral and necessary part of our faith. It is necessary to complete and fulfill the first coming of Christ.

This truth has been neglected by most teachers, theologians and ministers. The second coming of Christ cannot mean his coming at death.

At his second coming the long-sundered ties shall be united again to be broken no more. It shall free us from our present evil surroundings. We shall be given a new atmosphere in which to live. The inner fountain of

life shall be changed. We will not have our present evil desires and passions. He shall free us from all these.

Jesus did not tell his disciples the time of his coming. Altho we do not know the time of his coming, we must be watchful and expectant, and we should be ready to meet him any time. This truth is a great incentive to holy living, and we should make it a part of our lives. Let us be doing nothing of which we would be ashamed if Jesus should come while we are doing it.

Y. W. C. A. NOTES.

May 24.

Mrs. Coffman spoke to the girls at the missionary rally. She is enthusiastic about the work and is herself in active service in the W. M. A. She brought to the girls a vision of what can be done in the different non-christian countries and the zeal with which they receive the message. Pledges were taken for the coming year.

May 31.

Due to the inclemency of the weather the girls held their annual Summer Conference Rally and Y. W. C. A. spread on the association steps instead

of on the campus as planned. A pleasant social time was enjoyed while the girls ate their supper. The girls who had attended the last Summer Conference gave their appreciation of what it had done for them and urged as many as possible to attend. An unusually large number of girls are planning to go this year. The conference is to be held August 22 to September 1, at Granville.

June 6.

The alumna meeting was led by Bessie Daugherty. Many of the local alumnae were present. Two special talks were given. The keynote of Mrs. Keister's talk was "Just where you are." Girls have many opportunities for service, but the place to begin is "just where they are." When the girls return home for vacation they can be busy in helping others, especially those who live in cities, by joining in the work of the city Y. W. C. A.

Mrs. Carey talked to the girls on "Being Kind." She emphasized the various ways of being kind and urged kindness, not only to friends but to those who seem unkind toward us.

PUBLIC SPEAKING COURSE—SUMMER SCHOOL

A wonderful growth of interest in public speaking during the past few years in the public schools and colleges of the United States has led to a demand for systematic training in the fundamentals of good reading and good speaking, and the leading schools and teachers of the country recognizing this demand, are establishing courses to that end.

The course to be given this summer, consisting of thirty lessons, is designed to thoroughly cover the fundamental and essential principles of public speaking, and will be especially valuable to teachers in developing efficient

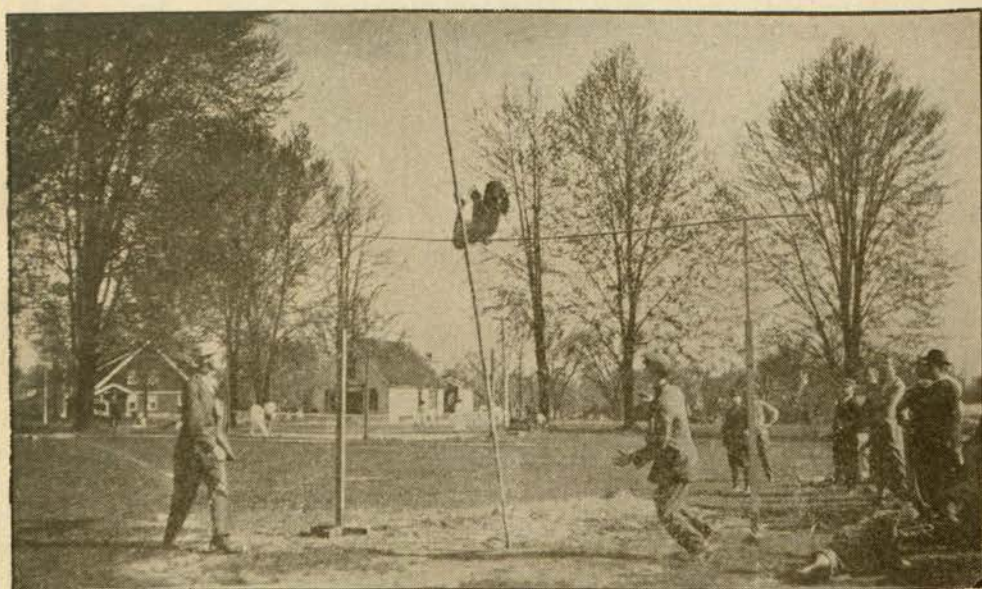
cy in their reading classes, and establishing public speaking departments in the schools.

One-fourth of a unit will be granted to all students who desire credit in their college undergraduate course.

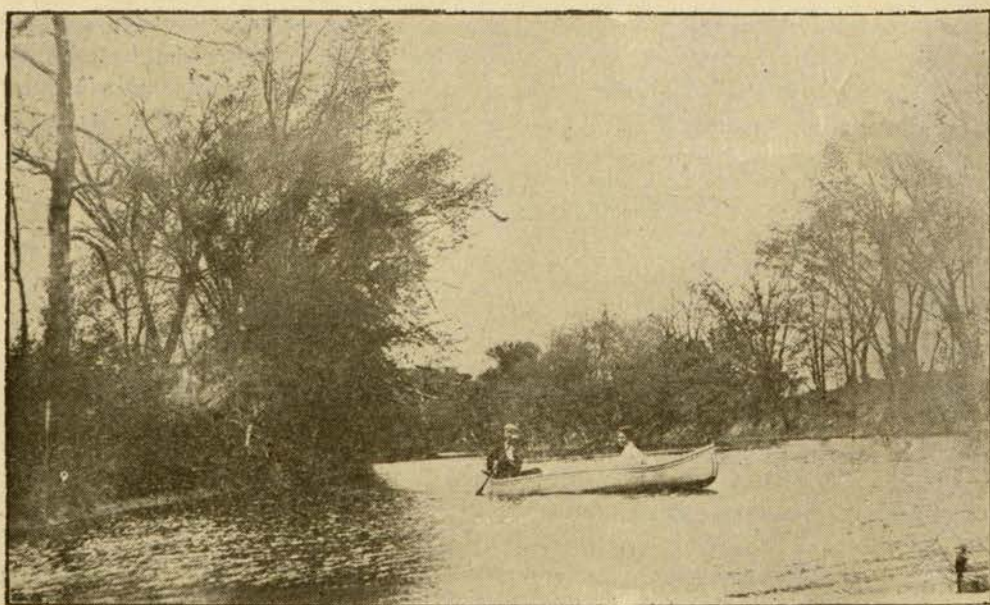
The course consists of combination of text book lectures and practical work of the student. The last half of the course will be devoted to practice in public speaking and class criticism.

The fee for this course is \$3.00 for thirty lessons.

Mr. Fred G. Bale will be the instructor.



RODGERS BREAKING THE POLE VAULT RECORD.



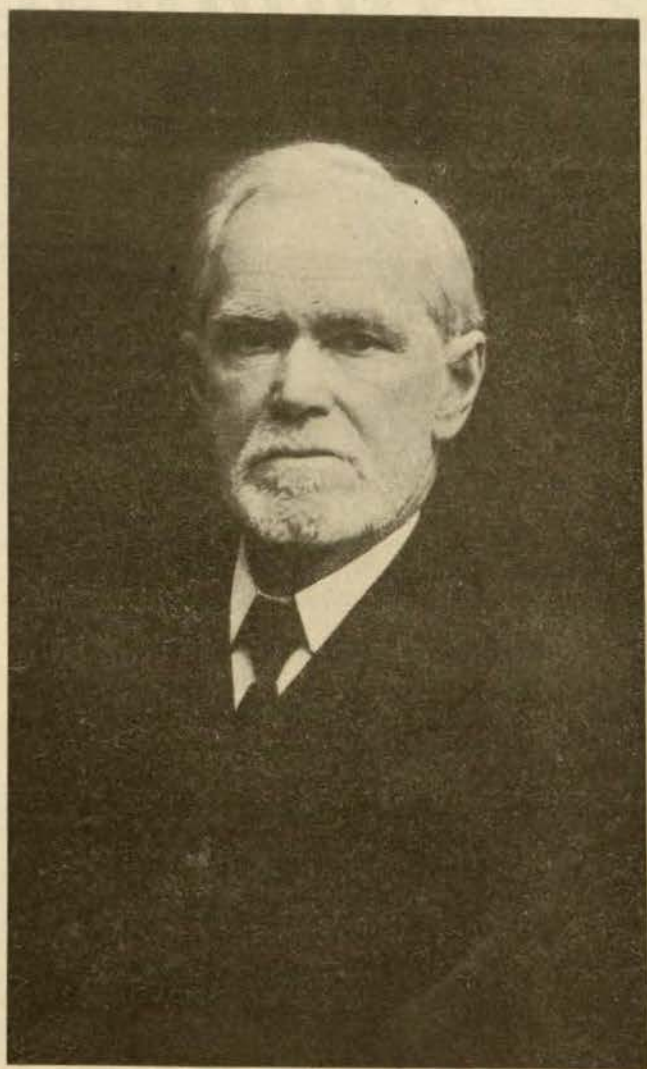
ALUM CREEK



ÆGIS STAFF, 1910-11.



SIBYL STAFF, 1911.



DR. HENRY GARST

During the past year Otterbein has lost one of her most devoted friends, Dr. Garst. Everyone loved him for his loyalty to Otterbein and his true Christian spirit.



Rev. Dr. J. G. Huber, '88, addressed the R. E. A. on May 24th on the subject, "The Call to the Ministry." He also remained in Westerville over night and lead chapel services the next morning.

Mrs. Beulah (Bell) Brown, '10, of Burgettstown, Pa., called on relatives and friends in Westerville, May 26-28.

Horace Drury, '10, who is now with the C. A. P. Barrett Paint Co., of Dayton, O., spent several days visiting his sister, his Alma Mater, and friends of Westerville.

Seymour B. Kelly, '86, of Dayton, O., made an auto trip through to Westerville to see the baseball game between O. S. U. and Otterbein May 27.

L. E. Walters, '09, called on friends here Sunday, May 14th.

E. L. Weinland, '91, is a candidate for re-election to the office of city solicitor of Columbus, Ohio.

Karl H. Rymer, '07, and Elbert Rymer, '06, spent Friday and Saturday, May 19 and 20, in Westerville.

Miss Louella Smith, '10, entertained a number of her friends at her house in Arlington Saturday, May 20, at which time the date of the wedding of Miss Smith to Jno. Nau, '10, was announced. The wedding will take place June 27, as will also the wedding of Miss May Kalter, of Dayton, and I. R. Libecap, '10.

Prof. G. G. Grabill, '00, is the author and composer of the latest Otterbein song, entitled, "Otterbein's Marching Song." The song is a decided success and all who hear it sing and whistle it everywhere they go. Every alumnus should have a copy of it.

Miss Mary Baker, '06, librarian of Carnegie Library, Elwood, Ind., visited with her parents of this place a few days recently.

Miss Lillie Ressler, '10, of McKeesport, Pa., spent May 27-29 in Westerville.

The following alumni of Otterbein have been taking post-graduate work in several of our larger institutions of learning, and will get their degrees this spring: J. H. Weaver, '08, will take his degree from O. S. U.; A. S. Kiester, '10, and Orrin Albert, '09, from Columbia, and Dr. J. W. Funk, '06, from Western Reserve.

Prof. Edna Moore, '04, left Thursday, June 8th, for a trip through Europe. She sailed Saturday, June 10th from Boston for Naples and will visit the principal cities of Italy and Switzerland. The Black Forest and a trip down the Rhine will be included in the trip, after which the professor will finish the summer at Paris. Farther than this the trip has not been planned, but it will cover about six months' time.

LOCAL ITEMS.

Dr. Chas. Snively and his class in Sociology, numbering about twenty, spent a day in Columbus visiting the Juvenile court and Associate Charities and the work house.

A mammoth crowd of citizens and students gathered on the new athletic field the evening of May 24th, to witness the largest bon fire ever held in Westerville. It was in celebration of the secural of the necessary cash interests by the Senior class, led by that valiant hustler, Jimmy Cox. President Clippinger and Dr. Van Buskirk addressed the crowd, and the air was made to ring with college songs and yells. The grading and leveling of the field has now been in progress for some days, and indications point to a most excellent field by the time school opens next fall.

Most of the Seniors are in the field for positions for next year. A good many excellent teaching positions have been secured, and other deals are now in process of consummation. The opportunities and salaries, all are above the average, which speaks well for Otterbein's reputation.

Announcement has been made of the marriage of Prof. H. J. Heltman to Miss Helen Caflisch at Keating Summit, Pa., June 28. In behalf of the Professor's many friends here, the AEGIS extends congratulations.

The first edition of the Sibyl was put on sale Friday evening. The earnest efforts of the Juniors, headed by a capable staff, have made this one of the best year books ever put out. The class is to be congratulated upon its success, and every student, alumnus, and friend of the institution should possess a copy of the work.

The Otterbein band is rendering a new selection, "Maple City," a rousing two-step composed by Prof. Grabill and arranged by Prof. Gilbert.

The last meeting of the Recruits Club for this year was addressed by Prof. Durrant who gave a splendid lecture on "The Care of the Body."

Otterbein recently enjoyed a visit from Mrs. Winship, the unique old lady who at eighty years of age is taking college work in O. S. U.



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