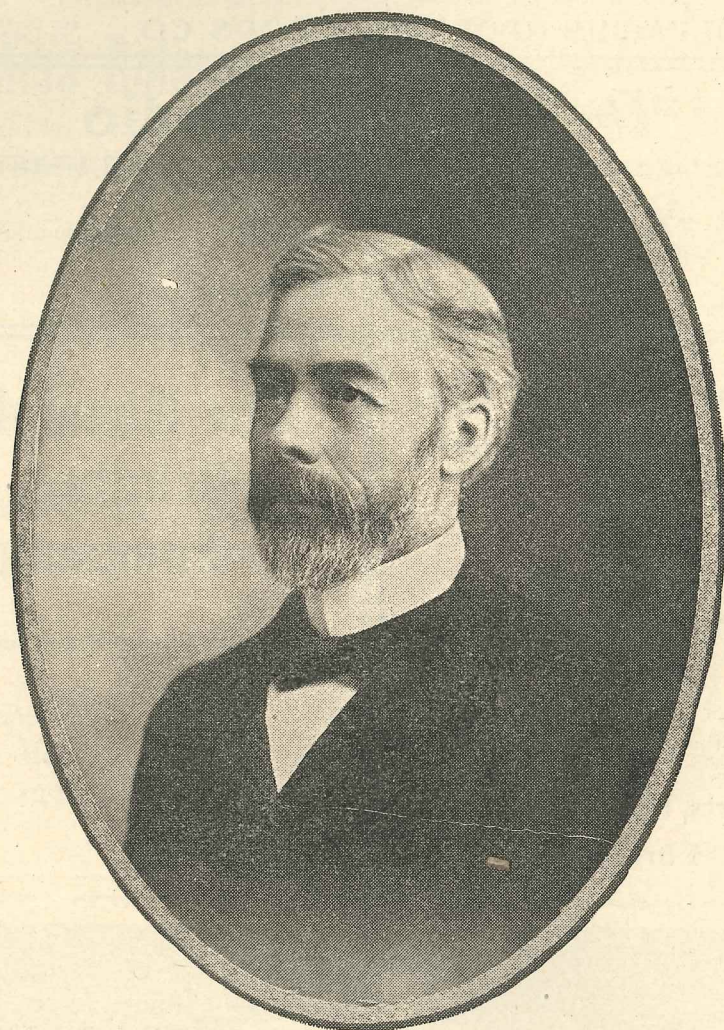




NOVEMBER, 1904



PRES. L. BOOKWALTER

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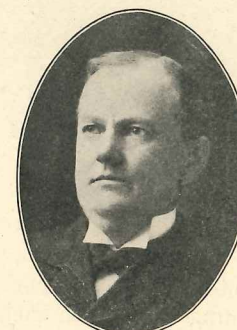
The Inauguration of Pres. Bookwalter

In all the history of the past fifty-seven years, during which Otterbein has lived, not an event has happened which, we believe, has meant so much for the college, as the inauguration of the new president, which took place upon the 4th day of the present month. It was a great day for old Otterbein, and we were glad to see it come. In response to a large number of invitations that were sent out to members of the alumni and friends of the institution and to many other prominent men, a large company

Peasant," by the college orchestra. Following this, Prof. A. B. Shauck, principal of Steele High School, Dayton, O., made a few introductory remarks, setting forth the significance of the occasion, and bidding a hearty welcome to all the guests. He also read a number of letters of regret from distinguished men among whom were President Roosevelt, Bishops Mills and Mathews, Mr. D. W. Bookwalter, cousin to the president; Hon. J. B. Foraker, and others.

Dr. Emory Hunt, president of Denison University, offered prayer, after which the college chorus of mixed voices sang very acceptably, "Sing Alleluia Forth."

The speakers were then introduced by President Rike of the Board of Trustees. Mr. A. T. Howard, A. M., Missionary to Japan, spoke in behalf of the alumni.



PROF. A. B. SHAUCK

of enthusiastic well-wishers were present for the occasion. The day was ideal in point of weather—nothing better could have been wished. The chapel in which the exercises were held which was beautifully decorated for the occasion, with palms, ferns and chrysanthemums, was taxed to its capacity. At a little past two o'clock the procession, headed by Mr. F. H. Rike and Dr. Bookwalter, consisting of the speakers, representatives of other colleges and members of the faculty filed to the platform amid the applause of the audience.

The first number on the program was the rendition of an overture, "Poet and

Address of A. T. Howard, A. M., For the Alumni

No greater pleasure, I am sure, could have come to the old students and alumni of this institution, than this opportunity of meeting, as we have, this afternoon with these distinguished visitors, and with members of this faculty, to clothe with authority our new president.

You at least remember the highest mountain you ever climbed in your life. As your journey took you above the trees of the valley, you saw just to your right perhaps a neighboring farmhouse, and over there an old orchard, and just coming into view was a far away mountain, and then you turned your steps for thirty minutes or an hour perhaps toward the upward climb. You did not turn again for a view until you stood on the top of the mountain, and then you seemed to be standing in another world. The foot

hills that had so effectually shut you in while you were in the valley, seemed now to have melted into the common plane below. You were obliged to toil for that experience, but when you left that mountain top, breadth and freedom were written in your natures more deeply than ever before. So today dear friends, we have met together, and this occasion is a mountain-top experience.

There are those among the number whom I have the honor to represent today, who have been coming to this meeting for a half century, and sometimes the winds have blown chilly in their faces, and the snows have caught in their hair, but we have met together with them this afternoon to rejoice with Otterbein University that she enjoys so much of public confidence as it does, and as this confidence has the ring of gold in it, we believe that it is well-placed and permanent.

I presume that the word "loyalty", will be often upon our lips today. We who called ourselves boys while on this campus, but elsewhere men, certainly had no motive to a return here today simply to say words, simply to confess loyalty to an old fancy that we no longer valued, but we here today believe in Otterbein University; we believe in it today more firmly than formerly. Our devotion, our loyalty, has been seasoned and strengthened with the flight of years, and today more than ever we would put this down as the first article of our creed, "We do believe in Otterbein University." We believe in Otterbein for the very purpose for which it stands. It is first of all, a fitting school for character. We were not invited here formally, simply to cull over some old dust heaps of facts, and select some that we thought would be of advantage to us in earning our daily bread. We did not in fact, go away with so many facts, but we do believe we went away with stronger characters, and a method by which our various duties elsewhere might be approached. And for this method, for this character, we are grateful to Otterbein University.

And then we believe that the alumni of this institution have a duty to perform to this school; that they have a duty which they have all accepted as fully as they could in the past. It is true that there

are other schools throughout the country to which young men may be urged to go. But there are some other special reasons for the young men of the Congregational, the Baptist, and different churches, should be urged to attend their own church colleges, and we can well see why young men who feel especially backward or deficient, might feel that they would get all the aids that they need at the State University. But when this is stated, that there are thousands and tens of thousands of young people scattered throughout this Church, who need the help of this school, we cannot wonder that we think we have a duty to perform. These groups are so scattered that it is impossible for the president to meet them all, and if the work is going to be done, it must be done by the



REV. A. T. HOWARD

alumni members of this school, because we touch young life on so many hands.

We can have much to do in the selection of the trustees who manage the affairs of this college. The work of higher education has been so thoroughly demonstrated, and its value in the world has been so great, that any man ought to feel honored who is chosen to manage a work which results in so much good to young men and women, and through them in after life, with all the world with which they come in contact.

Now, there are those among us who can remember a time when this school seemed to be considered the especial property of the president, and people would come here from year to year, trustees would come here sometimes from year to year, to see how the president was managing his school. But we believe that the

alumna members of this school have a duty just here, to stand by these men among the trustees who are loyal to the school, men who really take thought for its interest, and seek to work with them in the various conferences where they live, to develop a genuine interest, and every man being made to feel that his home is sub-headquarters for the interests of this school.

And then in the last place we alumni members believe in our new president. Other men may be chosen to direct the fortunes of larger bodies of students, but there that hand to hand contact which means so much more to us as young men than any technical training could possibly mean, is sometimes largely lost in the business routine of the impersonal university. But here our president will have his study door constantly open, and there in that study, in that room where he prays, there with discouraged boys and girls, he will work out his masterpieces, masterpieces as much greater than Raphael or Michael Angelo, as the eternal spirit is greater than the crumbling rock. And so great is this opportunity, that he would almost do well to be angered when any duty calls him forth from that study. We live among a commercial people, and the commercial spirit like a vandal sometimes gets down into the hearts of men to leave there a wreck and the waste of broken possibilities. As some of you know some years of my life were spent in Africa where people bow down and worship gods made of clay, and also years were spent in Japan, where people worship gods made of brass and wood, and our people when they know of these misplaced devotions are sometimes surprised, and yet is there very much difference between the man who spends all of his time and all his energy in seeking to add acre to acre, really worshipping the clay between his fences, and the man who worships a god of clay first hand? Or is there very much difference between the man who worships a god of brass, or the man who spends all his thought and all his energy in seeking to add to his store of gold, that has been minted with the stamp of the eagle. And just here, our new president has, as it seems to me, a most important duty to perform. If he can induce men and women to contribute their gold and

lands here where it can be transmuted from mere gold and earth stuff, into strong and symmetrical, and let us hope, Christian character, and double blessing will rest upon his labors, and we hope that he goes forth through these states and adjoining states, if any man has a right to regard himself as a God-sent man, he has the right to regard himself as that man. We are glad that he brings to this office the discretion, and the discipline, that can only come by long years of contact with the educational problem in its various phases. So thus coming, well equipped, he takes this position, and the alumna members of this school follow him in his future labors, with their confidence, and with their love, and with their prayers. (Applause.)

Address of E. E. Burtner, For the Students

Mr. E. E. Burtner next spoke on behalf of the student body, as follows.

"It has always been good to be a student in Otterbein. But at no time in its history has it been a higher privilege to be here, than now. I can safely say that the students realize this. Those who have attended this school, have always had a peculiar, and I may say, unusual reverence for Otterbein, but I, without hesitancy, venture to say that there has never been that clinging love for her which we students feel today. However, I do not speak of a new relation, but of the old love intensified, and I take it that the friends of this institution will be glad to learn that we are standing by in support of this its enlarged mission and opportunity, with no new and inherently different support; for those who have carried the burdens of this college, observing it grow and win for itself the good name and high eminence which it now possesses, in the education both of this state and the church of which it is the center of light, have been comforted by and have relied upon this devotion which every student of hers has given and today we reaffirm our vow of love.

I know of no better way to represent the student body upon this occasion than to speak of the dominant notes in it. And as I speak, I shall have in mind

him whom we honor today and of their bearing upon his administration, for I know that he, more than any other individual present, is concerned about them. If I have interpreted aright the spirit of my fellows the things most prominent in their attitude to our college are, earnestness, loyalty, and faith.

There is no time in life when to be in earnest means more than in student days. Indeed one not in earnest is not a student. This is a sublime quality of virtue and no scene is more thrilling than that of a body of young people mightily in earnest and seeking truth.

Otterbein students have always been earnest ones, as I believe many here from other institutions who have come into



E. E. BURTNER

touch with them in various ways, will grant. Otterbein did not come into being because its founders had access to a large sum of money and thought it would be as well to put it into a school of learning as any place. But in answer to a loudly calling need and with little money at hand they established it. All of this in the face of uncertainty was the profound conviction that it ought to be here, and with earnestness both sincere and sacrificing they toiled for it. Born of such parentage this trait of earnestness became an element in the character of this college and with what persistence it has not only retained its place but has grown in it, in beauty and strength, can be proven by the long list of students upon whom she has set her stamp and seal, having made of them earnest men and women. And in all candor I declare that, combined with a natural bent to earnestness,

all the pressure of this force gathered out of its daily increase, in past years, centers in this student body with no loss of weight and with none of its lustre faded, but rather deepened and more determined. Need I say that this spirit is the pledge and prophecy of the success for which Otterbein strives?

The next of the dominant notes among the students is loyalty. When I utter that word, I do not want you to think of the loyalty which expresses itself in noise at a football game, though all that we do in that way is genuine. But I do refer to that unswerving, bottom-rock loyalty which has always been the pillar of this institution. We came by our loyalty naturally. Otterbein has always had loyal, loving friends. Not one of them has been a millionaire, but she has had in friendships more wealth than millions, a better security than a state. No one can compute the value of such devotion. It is strongest in discouragement, tenderest in weeping, and most to be relied upon in an extremity. The faculty has always been composed of strong scholars. Some have been invited to larger schools and salaries, but have chosen to remain here, that they might be near the object of their affection. That is a tie that even strong hands cannot sever. Rare it is, but such is our tradition.

Now how does this influence the student? I answer, that its influence direct. This spirit has built itself into the students, making them loyal not only to their college but also to all duties.

But there is another reason why we are loyal. That reason is our love. Why do we love her so passionately? Just because we do. Not simply because we can but, if you please, because we must. Oh, the subtle mystery of the why and the how of our affections is beyond the reach of words to describe. Here she is—splendid, noble, good. One look and we love her. That is loyalty, the sweetest, the best. This loyalty to Otterbein not only displays itself but pledges anew, its vows. By this spirit we must forecast what manner of future lies ahead.

The last, but by no means the least of these notes is faith. And again in accounting for this feeling among us, I must call upon the history of this institution for an explanation. It was call-

ed into being by God. His servants, the founders we call them, were given a mighty conviction, that it has a place and a mission here. But it seems to have been the purpose of Him who has always been, and still is, the real president of this college, to allow it to work out its purpose amid darkness and struggle and sorrow. But there have always been those who had faith in it. Many of them have been teachers here, and some of them passed through awful ordeals and were bathed in bitter, hot tears, in their wonder if the day would ever come when it would be free. But remember these were men who had faith in this school. Those who walked in those fires suffered, but today they are beautiful heroes. It is better so. If some one of men had been permitted to plan her history, the one already made could not have been improved upon. Aye, if we could change it, we would not now. We have not had all the buildings we thought we needed; but Otterbein is not these buildings. We believe, however, these equipments are coming; all that we need, and they will be here quite soon enough. Had they been here since we first felt the need of them, Otterbein would not be as great and fair as she is today and will yet be, because we now have an invaluable something which otherwise we could not have had—a spirit with which to hallow those buildings and that will multiply their efficiency many times.

Yes the students have faith in Otterbein, both because she inspires trust, and is also worthy of it. This is a requisite with any college, for if it cannot obtain the respect and confidence of its students, it is folly to try to teach them; but if it does do that, they will heed its instruction and incorporate into their very lives its ideals and character. Such is our attitude to this school and its right to educate, and to its life and formative forces, we have submitted ourselves.

What does all of this count in the way of security for Otterbein. I cannot comprehend it. Every graduate that goes from her in a very real sense is born of her, a child in whom she has embodied her own character of royal fibre, having nourished him upon the meats of her virtues, and the bread of her life. He is heir of the richest legacy that is possible

for her to give him, and by him she perpetuates herself, for in him she lives. And too, to the heart of her every son and daughter, as they go out, she attaches a blue cord of loving interest which by no distance can be broken nor faded by the wear of years. In this is she immortal.

To such a student body, our new president has come. In its name I warmly greet him, assuring him that we look to him as a strong, safe and tried friend and leader and one keenly sensitive to the needs of students. We believe, too, that he is deeply in earnest, thoroughly loyal, and a man of vision and faith. We feel stronger in these three leading qualities, not because of a new president, but because of the one we have. I know I speak the purpose of my fellows when I say that for him we shall be in earnest, to him loyal, and in him we have faith.

To us the beginning of his administration appears to be auspicious. Within it we expect dear old Otterbein to unfold into its intended glory. Above the mystery of the past years, she has arisen refined more than we know and fitted for a place that is enviable, in the cause of Christian education. The dawn of that long-looked-for day, and I see that it is one all pregnant with promise, is fringing the horizon of our hope with a fringe of light. It must be here tomorrow.

At the conclusion of Mr. Burtner's address, President Rike presented Dr. W. R. Funk, agent for U. B. Publishing House, who spoke in behalf of the Church.

Address of Dr. W. R. Funk,

For the Church

"The Church is the greatest and best organization in the world. To it is entrusted the care and development of the body, mind and soul of man. Upon the degree of success in this effort depends the strength of the individual, the sanctity of the home, the purity of society, and the continuity of the republic.

In the work of the Church, the Christian college becomes at once the generator of force which is to develop the potentiality of the whole organism into a better manhood and womanhood. To be the head of any educational institution

is a great thing. To be the president of a Christian college the Church looks for the implanting of truth—which is more than knowledge—that has in it life, as God is life.

To you, Mr. President, and to your faculty are we as parents turning our eyes with the hope that you will be able to make the stars, in the study of astronomy, tell the truth of the better life of Him who put them in place; in geology, that our boys and girls may love Him who laid the foundation of the earth with such boundless possibilities; in botany, that they may learn the lesson of obe-



DR. W. R. FUNK

dience and purity as seen in all plant life. In all their mental toil the Church looks to you to save them from doubt and skepticism. You are expected to teach them the philosophy of the better life with all the certainty of the highest mathematical axiom. We turn then to you, not simply for a preparation for life, but for the beginning of that life,—the beginning of dynamic force by the control of body, the expansion of brain-cells, the awakening of spirit life to the greatest possibilities of coming time.

The Church does not look to you as the source of its strength, but it does expect that you will unlock the possibilities of the young life placed in your

care. Yours is, therefore, the great work of developing a nobility of nature in the young life of the denomination, that the future of the Church of the United Brethren in Christ may be achieved in accord with God's purpose in its organization.

The Church looks to you for the complete establishment of an institution of broad education, where all tendency to narrowness, bigotry, sloth, and selfishness shall be destroyed and where clear thinking, broad sympathies, pure affections, and nobleness shall be cultivated. We do not turn to this institution as we do to the factory that produces machines. It is not machines we want, but machinists that can produce the machines that will accomplish the new things of the next generation. The Church expects a large proportion of its philosophers, ministers, scientists, farmers, doctors, lawyers, and artisans of all kinds from within this college. The privilege to produce this condition is a divine heritage. It is yours.

The expectancy of the Church is heightened as we proceed, for it is the intelligent desire of the more than a hundred thousand members of the United Brethren Church within the co-operating territory of this college, that the student body of this school shall never be less than a thousand.

And now, Mr. President, you will pardon me if I say that the Church thinks that the enthusiasm which is to carry us to this mount of triumph is to begin here, and, spreading forth like rays of the morning sun, to give new life to all within its bounds of service. Then make it an institution of and for the Church, and thus inspire every one who has taken the name of our denomination as the standard of his Christian service, proud to co-operate with it; aye, more, to sacrifice for it.

But we do not expect to receive all and give nothing in return. If this school will do its part as a Christian college you may expect much and will receive much at the hand of the Church. The Church will give you sympathy. As long as Napoleon retained the sympathy of the French people, so long was he able to recruit an army. There are about thirty thousand United Brethren homes

within the bounds of your territory. These are homes of culture, piety and at least average wealth. To have them in complete sympathy would solve the question of students and money. Enlarge the institution, expand it in its scope of instruction and in its material wealth, and you will soon command the money now in the possession of our people that should go to the endowment of this school. Continue to grow as you have grown in the past few years and we will give you what is better than sympathy or gold,—we will give you our sons and our daughters. "These are our jewels," these the crown of our lives! We give them to thee, fair Otterbein, that they may become cultured. Yes, more than cultured, that they may become masters of themselves, and thus conquerors in life's conquest. Do we not, therefore, promise you much when we give these whose lives count more precious than our own? Finally, my brother, the Church prays upon you Heaven's wisdom as you begin the heavy but glorious task that is before you."

Following Dr. Funk's address the chorus rendered a beautiful anthem, "Seek Ye the Lord."

After the anthem, President Rike introduced Hon. E. A. Jones, A. M., State School Commissioner, who spoke on behalf of the state. Mr. Jones' address is as follows:

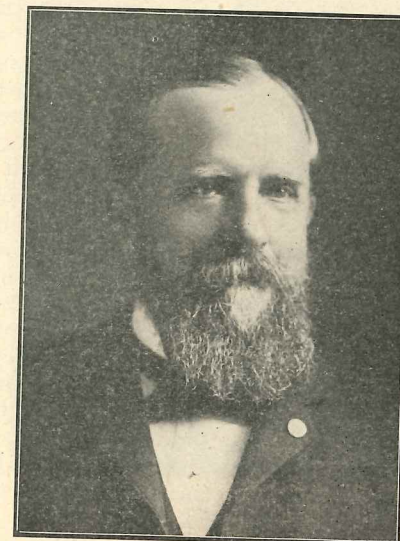
Address of Hon. E. A. Jones, For the State

Mr. Chairman, and Fellow Citizens: I am very glad indeed to have the pleasure of being with you at this time. I can readily understand that this is an occasion of great interest to all the alumni of this institution, founded in 1847. More than six hundred have completed their courses here. They are scattered far and wide, and I can readily understand that today their hearts turn to this place with a great deal of interest.

The student body feel a deep interest in this occasion, in pledging their loyalty to the new administration, and in listening to the future policy as it will be outlined by the new executive.

And, so to the citizens of this place, it is an occasion of unusual interest, for Westerville is known throughout the country, and Otterbein University is known through the students that have been trained here, far and wide.

And there is a deep personal interest, I can understand, that will be felt on the part of the Trustees and the faculty and the other colleges, and while this is true, I may say that this is an occasion that



HON. E. A. JONES, A. M.

is of great interest also to the state of Ohio. Ohio is a great state, great in territory, in population, favored in her location among the other states, great in her mineral resources, her agricultural resources, her mineral wealth, and greater still in the men she has produced, who have achieved prominence in the state and nation.

And we recognize the fact today that these men were the product of the common schools and higher institutions of the state.

Dr. Stearns, who was President of Amherst College, while I was a student in that institution, I remember once said the idea of education is the formation of men, men capable of high scholarship, of professional eminence, and honorable achievement, but best of all, men.

What constitutes a state? Not high battlement or labored mount, thick hood or armored coat. Not cities fine with

spires and turret crowned. No, men, high minded men. Men who their duties know, who know their rights, and knowing, dare maintain. These constitute a state. In a despotic form of government, education is not desired, for the stability of its institutions rests upon the ignorance of its subjects. But in a government like of ours that is, as Lincoln termed it, of the people, by the people, and for the people, education of all its citizens becomes a necessity. I remember in the old reader the lesson that began, "We must educate, or short will be our race from the cradle to the grave." Our fathers understood this, and when they came to the New England shores they established not only the elementary school, but they made provision that as soon as a certain number of families were included in a community, there should be a higher school, that should prepare for college, and they early founded those universities, Harvard and Yale. And we find in the history of the towns and cities of Massachusetts that to this fact was due largely the great prominence that was achieved by those men of national affairs in the early part of our history. Our poet, Whittier, has well expressed this duty in one of his poems:

"The riches of the Commonwealth
Are free, strong minds, and hearths of
health.
And more to her than gold or grain
The cunning hand and cultured brain.
For well she keeps her ancient stock,
The stubborn strength of Plymouth Rock,
And still maintains, with milder laws,
The clearer light the good old Cause.

Nor heeds the sceptics puny hands,
While near her school the church spire
stands;
Nor fears the blinded bigots rule,
While near the church-spire stands the
school."

President Felton, on one occasion in Boston, referred to the city in this way: "Her numerous schools and the universities are her best securities; her regiments of teachers are her best defences."

And so it is. When the early settlers came to Ohio they were the descendants of those New England people, and they

brought with them the same ideas which had grown up in New England. They established not only the common school, but provided for higher instruction, and only last year they celebrated the one hundredth anniversary of one of the universities of the state. During the early years the colleges and academies multiplied, and great was the influence of that force on the state. Ohio has more colleges probably than any other state in the Union, and sometimes I believe this remark is made disparagingly, but I do not think she has one college too many. We did not enter upon the era of colleges until within the last few years, and the men who had exerted so much influence in our earlier years, were those who were trained in these smaller colleges, and what an influence they had and how closely they are connected with the common school institutions of the state is seen by the fact that they are interested in the work of the normal schools where those who are called upon to discharge the important duties of teacher are trained.

Now, I remember that there are many on the program who are to follow me, and I must not take more of your time. I remember the introductory prayer of a Southerner who was called upon to offer a prayer before the speaker was introduced, and he said, "Oh, Lord, give us access and success and recess", (laughter), and on this occasion I know certainly he would have emphasized the recess. I will close by simply saying that I wish in behalf of the State Department of Education of Ohio to extend to Dr. Bookwalter a most hearty welcome to this important field upon which he is about to enter. And I wish for good old Otterbein a great success in the future, and a period of most remarkable prosperity in the days which are to come. (Applause.)

Dr. T. J. Sanders, Hulitt professor of philosophy, had been chosen to represent the faculty and was next introduced. A copious and enthusiastic applause had greeted each speaker up to this point, but when Dr. Sanders arose to speak the applause was unusually prolonged and vigorous, a little token of the esteem in which he is held and for his loyal ser-

vice to the college in the past. We are compelled to omit a part of his address, for the lack of space.

Address of Dr. T. J. Sanders,

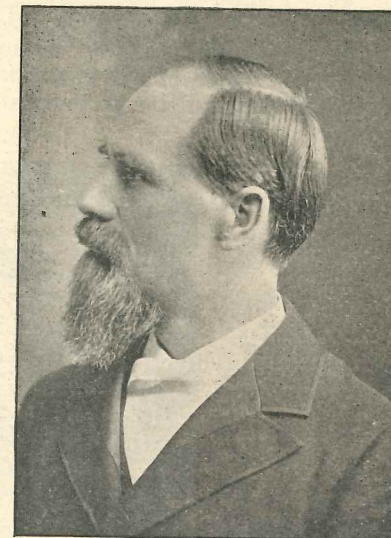
For the Faculty

"Education is the handmaid of religion. It is not so much a department of church work as it is fundamental, conditional, for the successful and efficient carrying forward of all departments of church work. It is fundamental and vital, not only to the church but to the state and the nation. See Roberts College—that beacon light,—the leaven of Turkey. Side by side the church and school must be planted to the ends of the earth, else years of toil and sacrifice may perish in a day.

So it was that our fathers planted better than they knew. Founded in faith and prayer, but with an adequate conception of what constitutes a college and the cost of the same, they began the work more than half a century ago. Small were the beginnings, feeble the efforts, and burdened with debt from the beginning. There has been from the first an enlarging conception of the work, a growing debt, till recently, and a growing college. But the days of experiment are over and past; the crises,—those terrible life and death struggles for existence,—have been met and triumphantly passed through, and today our beloved Otterbein stands on the summit of fifty-seven years of history, tradition and sentiment; fifty-seven years of toils, prayers, and sacrifices; of trials, triumphs, and victories. To the ends of the earth, already this tree is sending its roots, and its branches reach into the heavens. This is an auspicious time, the opening of a new day, the beginning of a new era. I congratulate you, Mr. President, my personal friend and co-laborer, brave and heroic man that you are, a man for times and seasons and great occasions, that you have come to this kingdom at such a time as this. It is no small thing to be called as you are called to be the head of Otterbein, the pioneer of education in the denomination, a typical Christian college, typical in its organization and government, and standing as it does for all that

is truest, noblest and best in humanity and civilization, it becomes the powerhouse and dynamo for the whole organism—the Church.

A high honor has come to you and with that honor, great opportunity and great responsibility. Our Faculty



DR. T. J. SANDERS

knows you to be a true and tried man,—a man of vision, a man of faith, a man of conviction, a man of victory. Our work is one; our aims one; yours to lead, ours to follow. On behalf of the Faculty of Otterbein University I welcome you, heartily welcome you. We believe in you, every one of us; we trust you, and loyally will we support you and co-operate with you; and may the Father Almighty bless, preserve, and keep you.

At the conclusion of Dr. Sander's address, Dr. Henry Churchill King, president of Oberlin College, prince of educators in Ohio, spoke on behalf of the colleges of the state. At various times his speech was interrupted by the hearty applause of the audience. We give in the following, Dr. King's address:

Address of Dr. Henry C. King.

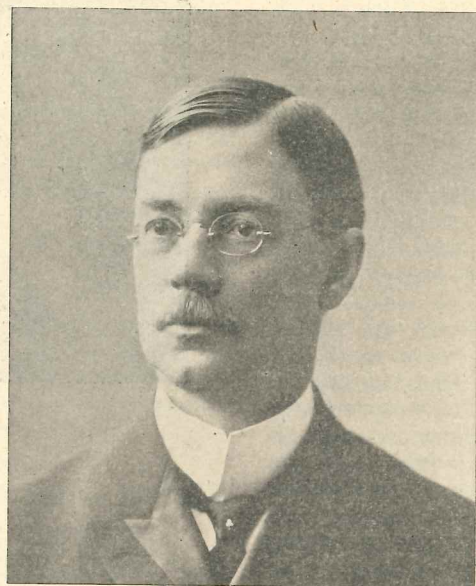
For the Colleges

Mr. Chairman and Mr. President: On behalf of the other colleges of the state and of the nation, I am very glad indeed to be able to bring to you three words today, a word of congratulation, a word of sincere and hearty fellowship, and a word of well wishes.

A word of congratulation upon the more than fifty years of worthy service rendered to the Church, and to the state, in the pouring into the life of the state

is a most difficult task, and you are to be congratulated that you have been able to call to this position a tried and trusted and honored leader, one in whom you can be indeed and in truth United Brethren, and I have only come lately to appreciate at its worth the beautiful, splendid quality of that name, United Brethren in Christ.

And a word of fellowship for the colleges for which I speak, for after all, back of them, Mr. Chairman, for the most part, are similar great convictions and ideals that have underlain the foun-



DR. HENRY C. KING, D. D.

and of the nation rather, a continuous stream of personal life. You have sent them out into the nation to be the social leaven of the nation, those children of the kingdom who are the good seed, the light to scatter the darkness, and to bring on that coming kingdom, of the rational, ethical democracy. That is a great thing for any institution to have had a part in the furthering of such a work. And upon more than fifty years of such work I sincerely, on behalf of your sister colleges of the state and nation, congratulate you.

I congratulate you in the second place upon the successful accomplishment of the election of a college president. It

dation of this college. The great moral, religious and educational convictions and ideals that have gone to make this state what it is, and this nation what it is, and what it shall be, and what it is every more increasingly becoming among the nations of the earth, are the foundation of our colleges. Because you stand for convictions and ideals like these for which we stand, we bring our hearty and sincere word of fellowship.

I may perhaps claim special right in answer to your invitation to speak for this fellowship of the colleges, because your name, like our name, is a personal name, and comes back to a great personal life, and indicates the vital touch

that you as a college have meant to put, person upon person, life upon life, the touch of life upon life, to bring life, wherever any student of your college shall go. And I may perhaps claim also the privilege of speaking for those colleges that stand in close connection, those because of their polity are related, with the Congregational churches,—for I can hear still in my ears the representatives of your church as he spoke to the Congregational churches, in the beginning of that movement which I hope may be the beginning of a mighty break, toward that great on-coming unity of the Church of Christ, in which perchance it may be the privilege of your church and mine to have some leading part.

And I bring you the further word of fellowship, because after all we have passed the stage of hostility, and the stage of ignorance, and the stage of idle boasting, and come on to the stage of mutual self-respect and co-operation, when colleges of the state of Ohio and of the nation stand together, not as competitors, but as co-operators in the greatest work that can be committed to man. The time was when I thought that it would have been better for the state of Ohio, if we could have had three or four splendidly endowed universities, but one has only to read the history of our greatest universities to see that two-thirds of their students attending the institutions come within a radius of one hundred miles of each particular institution, to see that the omnipresence of the Ohio University has much to do with the omnipresence of the Ohio man. And I have long ceased to throw stones at even the smallest Ohio college because it means so much to the state and the nation that every Ohio man should have a college within a stone's throw of him. Because you have a part in this work I bring you this word of fellowship. The greatest personality, the most potent and vital that has ever been introduced into the history of mankind, did his greatest work, not in his preaching, not in his miracle-working, not in the sound of his voice going over multitudes of men, but in the close, vital touch with a few closely chosen. To no man is granted greater work than to touch with his life a few such men. That opportunity

is granted as almost nowhere else to the man who stands at the head of even the smallest of our colleges.

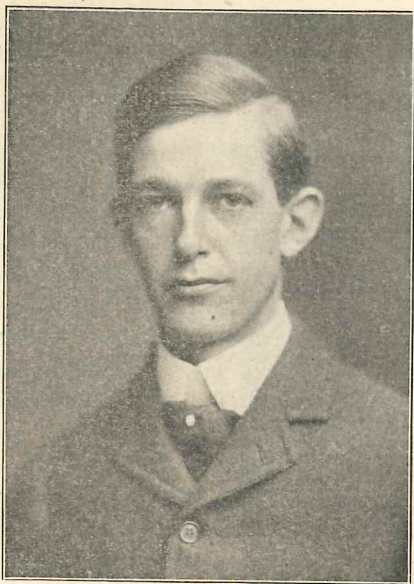
And a word, finally, Mr. President, of well-wishing. Two great things it is given to any man to do for another, and only two that are supremely great,—to touch that other with a high and noble spirit, and to bear witness to that other of those best things in which he most loves. I wish for Otterbein University under your administration that it may send out men who shall be able to put the touch of the high and noble character upon other men, and who shall be of those who count because they have the conviction, the character and judgment, the disinterestedness, and the power to make real and rational and vital, which together make the effective witness. There have come back to me words that I remember of learning as a boy since I sat here upon the platform. These have come back to me, and I close my well wishes for Otterbein University, speaking on behalf of these other colleges, with these words: "God give us men. A time like this demands men who possess opinion, and a will, men who have honor, men who will not lie, men whom the lust of office cannot spoil, men whom the spoils of office cannot buy, men who can stand before the demagogue and damn his treacherous flatteries without winking; tall men who live above the clouds, in public duty and in private thinking, for while the rabble with their thumb-worn creeds mingle in selfish strife, lo! freedom bleeds, wrong rules the land and waiting justice sleeps." Into the production of such men may Otterbein University under your administration come. (Applause.)

Professor Bendinger, instructor in Vocal Music, favored the audience with a beautiful solo, "Abide With Me," following which Mr. Rike spoke on behalf of the Board of Trustees.

Address of Fred H. Rike,

For the Board of Trustees

There is no controlling body of any institution either clerical or secular, that has more of a responsibility resting upon its shoulders than the Board of Trustees of a denominational college. By virtue of the fact that these trustees are necessarily scattered and meet but once or twice during the year, they are greatly handicapped in their ability to assume this responsibility. What the board must do is to be sure that at the head



FRED H. RIKE

of the institution we have represented intelligent, Christian, leadership. The President of the Church College, made president by the act of the Board of Trustees, must, in order to succeed, become the leader and light of the Board; the leader in the life and work of his church and his surroundings. To select such a man as this was the task imposed upon the Board of Trustees of Otterbein University when they met last June. Like all other Church colleges in the state, Otterbein has had its bitter struggle with debt and poverty. But, thanks to God, and the hosts of its generous and loyal friends, these great burdens have been overcome. The Trustees had an institution to entrust to some man's leadership and control that was

practically free from debt. Not that our debts are all paid, but we have assets sufficient to more than pay these debts. This is made sure by the written signed agreement of ten responsible men to assume the payment of all indebtedness, provided the assets outside of the endowment and the buildings and the equipment be turned over to them. We have a college that turns out as much finished material as any institution in the state. Not that our institution is as large, but the quality of the work done is a credit to our church and college in the intellectual centers of the land. We had an institution to entrust, patronized by a student body larger than any other in the history of our school, an institution whose alumni cheers their alma mater with more evidence of hearty loyalty and support and love than ever before. So much for the institution we represent.

The great care and anxiety of the trustees in the past years has been to provide funds for the payment of debt. Now the great aim of the trustees and our president must be along the line of advancement and enlargement, the securing of students and the increasing of endowment, and the building up of our school and its equipment. The President of Otterbein University faces the largest field of opportunity for work in our denomination. This lies at the very foundation of all our other interests, and the measure of the success of Otterbein University is the measure of the success of them all. So much for the work to be done. And now for the man.

After careful deliberation the trustees unanimously decided upon the man to fill this great office, the man who seemed called to the kingdom for a time like this; a man broad and full in his Christian character, and in the scope of his intellectual attainments; a man of great personality, whose whole record throughout his service to the church shows clean as polished gold, with every thing attempted a success, never a failure. Ladies and gentlemen, I have the pleasure, on behalf of the Board of Trustees, of introducing to you the President of Otterbein University, Dr. Lewis Bookwalter. (Great cheering and applause.)

At the conclusion of his remarks, the climax of the occasion was reached, namely, the formal introduction of Dr. Bookwalter. This was the signal of an uproarious burst of applause, and enthusiastic demonstration. The audience had been provided with flags which they vigorously waved at this juncture, presenting a truly inspiring sight. The demonstration lasted for some time. Twice or three times, three cheers were given with a will, for the president, followed by college yells in rapid succession. As soon as the demonstration subsided, Dr. Bookwalter proceeded with his inaugural address, a masterful, scholarly effort. We regret that our space is so limited that we cannot publish the address in full. However, we can give excerpts from it that will show the trend of thought. His address occupied forty minutes in the delivery. In substance he spoke as follows:

Address of President Bookwalter

It will be permitted me, first, to express my appreciation of the confidence imposed upon me and of the honor conferred upon me in having been called to the presidency of Otterbein University. While the position is one of such responsibilities—as I would never have sought to assume, yet having come to me—as it has, I enter upon the duties it imposes with pleasure, and with hope. I here promise that it shall be my first concern and constant endeavor to fulfill to the best of my ability, by the help of God, and your aid, the duties of this important and sacred trust.

But I interpret this universal and hearty expression of interest, both as spoken, and as manifested also in every feature of this delightful occasion, as in fact, and especially, an expression of a deep and abiding interest in Otterbein University itself. And it is this important fact—this gratifying condition, that brings to us as friends of this college, the high pleasure, the strengthened purpose, and the inspiration of the hour.

At this time we will remember that we are here because others have been here and have wrought here before us. They in their day did their work. More than half a century of heroic toil and large

achievement has gone into history. We are come now in our day to do our work, to play our part in the life of an institution whose life shall go on when we shall have passed away. But while we live, its life is in us; and from this fact comes our commission and our inspiration. We are called to high duty and to great achievement.

The fact of importance respecting the work done in college is that the ultimate results are those affected out from and far beyond the academic halls. At college are moulded the moulders of men. It is a center of wide-reaching influence. At the college we are at the center of the circle where a small movement sweeps a large arc at the periphery. Inspire and commission a man here and you awaken a thousand there. The education which these walls and this occasion represent is pre-eminently that which aims to make leaders. So, as a fitting theme for discussion this hour, I have chosen, "The College and Leadership."

In every age leaders have moulded the thought and shaped the affairs of peoples. History is largely the biography of great, controlling spirits. Their names and deeds loom high before us at the mere suggestion. Command its leaders and you command the world. All movements, all enterprises, depend upon leadership for success, and so much so that frequently the enterprise is lost sight of in the man who carries it triumphantly forward. Thinking of great movements, for instance of a political kind, national or international, our thought gathers about great, influential characters. Within our own country the great political discussion in progress is plainly enough not so much one of politics, as of men—as of who shall be in leadership.

In America the making of leaders is a matter than which there is none more vitally important. Nor have we as a people failed to see the importance of this work or to provide means of its accomplishment. The larger part of the educational work of the land is designed chiefly to qualify for the multiplied more common, though none the less necessary—and honorable duties of life—to make intelligent, faithful followers. But, upon the elementary and secondary edu-

cation of the public schools, as a solid foundation, we build the higher education, we build the college, the school for making intelligent, faithful leaders. In our educational system it is the province of the college to provide, for those who seek it, that general education, that "General enlargement of spirit and release of powers," which bring a wide and catholic view, gives adaptation, and qualifies the person to "play those parts of Captaincy" which are demanded by the interests of Society.

It has now become a well recognized fact that the road to place and enlarged usefulness lies through the college.

President Wilson of Princeton, says: "The College is not for the majority who carry forward the common labor of the world, nor even for those who work at the skilled handicrafts which multiply the conveniences and the luxuries of the complex modern life. It is for the minority, who plan, who conceive, who superintend, who mediate between group and group, and who must see the wide stage as a whole."

The college man has eight hundred chances, to one chance for the non-college man, to reach success and usefulness.

Bismark said of the students of Germany that one-third drop out of college through incompetency, one-third rot out through immorality, and the other third rule Germany.

While we are glad that in American colleges no such frightful rotting out and dropping out is known, yet it is true that college graduates rule America. Says Carroll D. Wright, an eminent leader in political and social science: "If you look at the roll of public men, you will find that the man trained in the college is coming to the front in executive and administrative matters in a larger degree than at any previous period in our history. This is hopeful; it is most encouraging, and the prayer of all good citizens is that the habit may grow and become universal."

Does this magnifying of public efficiency, of the objective and altruistic, as ends in higher education, seem to any like an overlooking of those ends which mean the good of the individual himself? Education would fall sadly short of its

true meaning did it not bring to the person as his own reward a truer, happier life, and the ability to enter enlarged life which it is the right of every one born into the world in this glad age to possess. Higher education aims at full, perfected manhood and womanhood, and that culture which brings those keener perceptions and those delicate tastes that give to life its highest delights.

This soul development for its own sake, was in the thought of Platen, when he said, the more things thou learnest to know and enjoy, the more complete and full will be for thee the delight of living."

But life means more than this. No man can live within and for himself. He is a part of a community. Life assumes a larger form and takes on other more personal meaning and interest. It becomes altruistic.

The necessity is seen of what Drummond calls "other selfishness." By the Great Teacher and Leader of the race, the service of our fellows is given as life's highest ideal, and the greater the servant, the greater the man.

At the dinner of the alumni of Harvard College, two years ago last June, President Roosevelt used these strong, true words: "If a college education means anything it means fitting a man to do better service than he could do without it. If it does not mean that, it means nothing; and if a man does not get that out of it, he gets less than nothing out of it. No man has a right to arrogate to himself one particle of superiority in consideration of his having had a college education, but he is bound, if he is in truth, a man, to feel that the fact of his having had a college education imposes upon him a heavier burden of responsibility; that it makes it doubly incumbent upon him to do well and nobly in his life, private and public."

President Eliot says that a young man should take a college course "In order that the young man may discover what his powers are, and learn to use them for his own good and the good of others."

Since then it is both theory and fact that in our colleges our leaders are made, colleges become places of overshadowing interest. The standards of learning and life there, the policies and spirit prevailing there, the quality of the pro-

duct sent out from there, are matters in which all are concerned.

Because I conceive it of fundamental character, I mention first the cultivation of independence, of personality, originality, in the student. It is often charged against the college that it makes formal, stereotyped, method-ridden men and women. Possibly to some extent the criticism may be just. But I have to say also, as a charge against many organized activities of our day, that far too much stress is placed upon what is called method. Organization, machinery, method, are in danger of over-shadowing and supplanting men. This is self-destruction; of what possible use are methods without men? Method is not the supreme aim, nor is the college to attempt to make men and women in a common mould, by wholesale, being made to think alike, to work alike, but we are to develop them individually, each being aided in becoming his own best, distinct self.

In the peoples and movements of civilized society, uniformity in this respect is desirable, but it dare not be such as destroys individuality and curbs self-energy and prevents the person being a consciously distinct factor in the general life. In the wide-reaching organization of all lines of effort in our day, there is a tendency to place upon all men, or at least upon large companies and committees of men the same stamp; but at the same time modern life is becoming more and more complex, and the demand for free individualism and for higher developed specialism is constantly becoming greater. And, it has been the full play of individual talents and traits, so characteristic of recent times, that has produced the marvelous, general advances of the century just closed, by producing the eminent specialists who have awakened and led the astonished and enthusiastic world.

In our education of the youth let no system be tolerated which would have a tendency to spoil their God-given endowments, but let the aim be to "Help guide them into that life calling into which nature intended them to go." The elective feature prevailing in the upper years of college courses aims specifically to develop the student's individuality. After his general foundation is well laid

the young man enters thus with interest and purpose upon the line of work to which his natural powers and tastes lead him; and that man is destined to large influence and usefulness among his fellows, for, as David Star Jordan says, "The world turns aside to let any man pass who knows whither he is going." We do not want to *finish* any man—only begin him. "What we want is not finished scholars, but equipped learners, minds that can give and take; intellects not cast into a mould, but masters of a method."

Further, the student should be encouraged to think for himself, to see the truth through his own eyes, and so *really* see it. There is a tendency frequently to be content with what has been handed down, resting with lazy satisfaction in venerable theories, dogma and tradition. The college should be the last place in the world to teach the worship of mere authority. The only authority in any field is truth itself. Forbid further search for knowledge, for new interpretation of truth, and advancement ceases. Deny the student the privilege of free investigation and untrammelled thinking and you take from him the very stimulus of all true study and the means through which all intellectual keenness and power are obtained.

Plato's definition of a man is a "hunter after truth." "The intellect," says Aristotle, "is perfected not by knowledge but by activity." And one may fitly point the lesson with the memorable passage from Lessing: "Did the Almighty, holding in his right hand 'truth,' and in his left, 'search after truth,' deign to tender me the one I might prefer, in all humility, but without hesitation I would request, 'search after truth.'" So about the college, let the moral and intellectual atmosphere be surcharged with the stimulating ozone of free, aggressive thinking.

In short, every feature of college life should be so organized and directed as to lead the student to self-determined habits of thought and action.

In the government itself of the institution the policy should be such as to stimulate self-direction, under the large freedom supposed to be granted self-respecting ladies and gentlemen.

Freedom, in a word—personal, conscious freedom, under the kindly and helpful guiding hand of teachers—freedom to go and to grow along one's own individual lines; to think for himself, to morally look after himself—this as his college life will develop in every sincere, earnest student the element of strong character and successful leadership.

Need it be urged that quality, thoroughness, should be esteemed of prime importance, as a result of college training? This is a day of haste, feverish haste, but some things can not be hastened, and one is the making of a man or woman. A young man asking the president of Oberlin whether he could not take a shorter course, received the reply: "Oh, yes, but that depends on what you intend to make of yourself. When God wants to make an oak He takes a hundred years, but when He wants a squash He takes only six months."

Our colleges should foster and develop true democratic spirit. It is sometimes charged that in our colleges there is a tendency to a spirit of caste. It is readily seen how that, in a community necessarily gathered out of the general community, and intent solely upon intellectual pursuits, there might be a new spirit and social consciousness. This fact is natural, and in many of its features this unique college life is most wholesome, is invaluable. It puts character-building elements into the student's life not possible to be gotten elsewhere. All this may obtain and the college life not be out of accord with the general life about it.

The evident fact is that to educate students away from the people, from the levels where flow and throughout the vital currents of American life, is to cruelly sever them from the living social vine, and blindly defeat the very ends for which, as we all agree, we are conducting all this vast machinery of the higher education. No, we cannot permit any elements to take root and grow in college life which would make it in the least un-social, un-American.

Dr. King, the distinguished president of Oberlin, in his inaugural address in June, 1903, said, in part, in defining the function of the college: "It is to give

the best preparation that organized education can give for entering wisely and usefully into the complex relations of life, and for furthering unselfishly and efficiently social progress. It seeks to train a comparatively small, self-selected number, who shall be the social leaven of the nation." This is an admirable statement of the case. The spirit of social service must be the dominating spirit in the college, if our purposes in equipping our young people are to be realized.

It will be seen, too, that the growth of the spirit of caste in our centers of influence would, in a dangerously direct and rapid way, be enhancing the acknowledged greatest peril in our nation today, our gross selfishness, ever-destructive of the spirit of social service.

Says President Butler, "Unless all signs fail we are living today in the midst of a great epoch making revolution, which is going on all about us, silently and almost unobserved because of its very complexity and magnitude. We need to face that revolution and its results in the true spirit of the college and its training, and with college trained men and women in the ranks of all our citizenship. I refer of course, to the stupendous economic changes which surround us on every hand. Whatever these changes are or may become, whatever extraordinary reconstruction is to take place, there are certain fundamental principles of human right and human liberty which are the product of the ages and which our American citizenship must be prepared to recognize, to struggle for and protect. The leadership in that struggle will devolve upon the men and women whom the American college has educated to see what those fundamental principles really are."

This point is one of wide-reaching significance.

Our colleges as a whole, it is gratifying to believe, are growing less patrician and more plebian as the years pass. Here birth and wealth count for nothing, genuine ability, merit, manhood and womanhood being the standards of measurement. Snobbery stands a poor show in an American college. American students, as a rule, are pre-eminently free from the spirit of false social distinctions and privileges, are believers in equal rights, friends of fair play, and genuine

ladies and gentlemen. They may with confidence be sent out, from the model world in the midst of which they have moved, into the great, real world, to bear to society the spirit with which they have been imbued—and to lead the community forward upon higher plains.

Some things are so all-embracing, so much a vital part of everything, that they are found at every point we may touch of the great circle of human interests. Of these, Religion, emphatically stands first. It would be impossible to talk intelligently of education and leave out the religious and moral elements. Let it be noted that religion not only is itself an important part of the world of truth, but also, and more, its development in the soul brings love of truth, old or new, and makes the person a *student* in spirit and in fact. It promotes a conscious acceptance of every new interpretation of truth, adjusts it to the general scheme, and stands loyally to in its defense and advocacy.

The importance of the religious and moral in individual character and human affairs is being shown and insisted upon, in these later years of *truer* and *broadier* scientific thinking, in a more effective way than ever before. The great emphasis put a score of years ago upon the intellectual is now seen as not only not justifiable, but a serious omission. Some years ago, President Jordan of Leland Stanford University, in naming the qualifications necessary to a position on his faculty said: "The first is intellect, the second is intellect, the third is intellect." But it is worthy of note that while recently he still names three, he gives a different list, "First character, second intellect, third, pedagogy." Character first—significant! The moral qualities outrank all others. Education means, assuredly, knowledge and skill, but noble, pure character and unselfish social service are its true ends.

It may not be possible to name the features that will have special attention in the education of the future, but of one thing we may be assured, to religion will be given large and increasing prominence. That the systematic study of religion and morals will be given larger place in the curricula of colleges may surely be predicted, and as a result, the

Christian college will, more and more represent and embody the essential things of human life. It will stand as a living protest against all unrighteousness, individual and social, against carnal struggle for private advantage, the gross, short-sighted, gain-getting spirit of the age; and for the things of the spiritual.

It seems that in the order of God's ever-unfolding providence, the colleges of the land were especially prepared for such a time as this. For whence, but from their halls, shall come the men and women equipped for leadership in this great age of forward movements. And we of the colleges are not the only people who see this. Men of affairs, statesmen, philanthropists, men of wealth, see it and are siezed by the thought. The common people, also are turning, as if by instinct, to their colleges with interest and expectation. Nor shall they, nor shall we, be disappointed in these justly placed hopes. Our colleges are rising to the great occasion which they have largely themselves created, and will lead the forces of the kingdom of God in the great struggles and triumphs that are before us.

In this work Otterbein University will endeavor to do its part. Through all its history it has stood in the forefront of advancing educational ideas. Its high standards of intellectual and spiritual life will be maintained and if possible, advanced.

We are come down to this day, through struggle, with gratitude to God and with mutual congratulations for what has been accomplished. Further, we believe that this college has entered upon a new career. The past has been, in large part, a time of foundation-laying. The time has come when further building of the superstructure may be carried on more rapidly. The call is to enlargement, and this shall be the policy—enlargement, in equipment, in endowment, in buildings; enlargement, in students, and enlargements in life. Our motto is "Forward into wider fields and enlarged usefulness."

The consecratory prayer followed the president's inaugural, offered by Dr. I. L. Kephart, editor of the Religious Telescope, in which he commended to God the

new president, and invoked heaven's blessing upon the future work of the college.

The quartette then rendered a selection "Response," followed by a march by the College Orchestra, and dismissal.

Inaugural Banquet

At 7 o'clock on the evening of November 4th, a reception was tendered President and Mrs. Bookwalter, by the Board of Trustees of Otterbein. Over three hundred persons, including members of the board of trustees, professors, stu-

appearance. Full justice was done to the delicious banquet, and then Professor Shauck introduced Judge J. A. Shauck, of Columbus, as the toastmaster of the evening. Mr. J. A. Weinland was first called upon to respond to the toast "Untitled Heroes," and he spoke briefly of some of the Otterbein boys, who had not been graduated from the college, yet had brought honor to its name.

"Our Relations" was the toast to which President Riker of Mt. Union College, responded in a happy way and called forth many bursts of applause. Mr. S. J. Flickinger, of the class of '72, was



dents, citizens, and visiting friends met in the parlors of the Association building to bring greetings and words of congratulation to him who had just been formally inaugurated president of Otterbein.

In the receiving line were Prof. and Mrs. Shauck, Dr. and Mrs. Bookwalter, Mr. and Mrs. Rogers, Mrs. Workman, Mrs. Drury, and Mrs. Tollman.

After an hour of pleasant conversation had passed, the door was opened into the gymnasium where the inaugural banquet was to be served. The room was prettily decorated with bunting and college pennants and presented a very attractive

next introduced, and the subject given to him was "A Man of Letters—of Many Letters." As a journalist, and himself a man of many letters, Mr. Flickinger was able to treat his subject in a very entertaining manner.

The last speaker of the evening was President Perry of Marietta College, whose theme was "Our Work." He spoke very earnestly of the mission of the small college, and the importance of the personal relation existing between the student and the teacher. College cheers and songs added to the pleasure of the occasion, which was altogether a fitting termination to the exercises of the day.