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OTTERBEIN ÆGIS



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EDITORIAL.

THE question of junior and senior publics still hangs in doubt on account of the failure of the faculty to come to an agreement. It dies hard and will have few mourners to attend its obsequies.

It is not the purpose of the ÆGIS to electioneer, but every voter who is a friend of Otterbein should not fail to cast a ballot for our honored alumnus, Judge John A. Shauck, regardless of party affiliations.

It is decidedly unkind in the faculty to deprive the ladies of their escorts from society on Thursday evenings. But the gentlemen are not to be thwarted in this way. If rumor be true some of them have made fast friends with the janitor, whom they say is a kind-hearted man if you only know how to approach him. It is understood that he has provided a waiting-room for certain parties, where they can enjoy

themselves in peace until the sessions of the societies are over. If this reaches the ears of the faculty we would not be surprised to hear of the janitor being suspended.

THE article in this number from the pen of Prof. L. H. McFadden, entitled "The Jumping Bean," is very interesting, showing how the scientific mind can make an apparent insignificant affair a thing of much thought and study. This is the first of a series of articles to be furnished by the members of the faculty, which we hope to continue through the entire year.

It is gratifying to note the improvement being made in the college library. The selection of books seems to be made with a view to quality and not quantity. Any student who is desirous of making investigations along modern lines of thought will find an abundance of valuable material in the college alcoves. A number of new books will soon be at hand, and those desiring to see certain works added, should hand the titles of such to any member of the library committee.

How is THIS matter about students reciting with open books before them? It is thought to be a good way of "bluffing" the professor, which however we are inclined to doubt. And yet what is an industrious fellow to do, whose mind is so occupied with the more important things of life that he has no time to waste on his studies? We are all as lazy as circumstances will permit, and some of us a good deal lazier, and yet it is doubtful if there is anyone either so busy or so lazy that he needs to come to class without any preparation.

THE organization of a reading circle by Prof. Zuck among the sophomores, juniors and seniors is certainly a move in the right direction. This affords an excellent chance to become familiar with the standard works of English authors. Do college students give sufficient time to standard works? It would not seem so, judging from the ignorance displayed by some of the higher classmen along this line. Everyone who possibly can should seize this opportunity for broader development.

THE practice, which is so prevalent, of hurrying through the prescribed course of study is by no means commendable. True there are those who may take twenty hours or even more, and make as high grades as the one who takes the prescribed sixteen hours. Grades are not the acme of college work, but development. It is not what we rush through, but what we appropriate to ourselves that makes the educated man. The curriculum is prescribed by wiser heads than ours, and each study is intended to be a stepping stone to the next higher, and thus the course becomes a unit. By taking advanced work before we are prepared for it, we destroy this unity and thus become losers. Thoroughness is what is wanted in our work, and no man, except he possess extraordinary ability, can thoroughly master more than sixteen hours per week. There is enough in a Greek preposition to occupy a lifetime in study. The German schools excel us in thoroughness, because they move more slowly and compel the most minute investigation. To become a scholar requires time and patience, and the way one studies when in college will largely determine the thoroughness of his life's work. The cost may be heavier, and you may enter active life a year or two later, but you will be abundantly rewarded for your patience and thorough work.

No ONE can contemplate the number of schools owned and controlled by the U. B. Church without feeling that this matter has been largely overdone. The Church in its zeal

for education founded school after school without counting the cost, and as a result she has a large number of minor institutions struggling for an existence, and not one which holds as high a rank among colleges as the numerical strength of the Church demands. At this day when the tendency of all Churches is to build up strong educational centers, it is folly to attempt to support all of these second-class schools, which sap the vitality of the older and more reliable schools of our denomination. There is no reason why a Church of upwards of two hundred thousand members should not support a first-class university. If the same energy and the same means that are being spent in this loose disunited system of education were centralized, it would make an institution to which we could point with pride, and which would take its place among the best. Not that anyone is ashamed of Otterbein, for it is a marvel that she has so long maintained her excellent standard of work, with the half-hearted support she has sustained. It may look like defeat to retrench in our educational work, but it is only answering to the demand of the age for centralization, without which our system cannot hold its own against those of other organizations.

The historical position, as well as the geographical location of Otterbein makes her the nucleus for this centralization. In brief, there should be but one United Brethren school between the Alleghany mountains and the Mississippi river, and that school should be Otterbein University. This would doubtless require sacrifice on the part of some, but where the best interests of the Church are concerned there should be no one to offer objections. This would mean a higher standard of education among our people, and a better standing among other church organizations.

A NEW FEATURE AT OTTERBEIN.

E. LUELLA FOUTS, '89.

"Fall in! Heels together, toes out, hips back, arms at sides, chest up, chin in, head

erect, eyes to front!" is the call which summons the gymnasium pupils to their class work. With feet marking the left, right, left, right, as the music leads, the pupils already feel rested and recreated, and the march to foot marks brings them to position ready for systematic work. Vigorously and diligently is each muscle brought into action by freehand gymnastics until the body is roused from lethargy and ready to perform new feats. Then follow exercises with wands, dumb-bells and Indian clubs, each with its special object for correction and development. A refreshing run closes the exercises in light floor work and the remainder of the hour is given to traveling and flying rings and chest weight and jumping exercises. The above routine constitutes an hour's recitation in the new gymnasium at Otterbein. Although the furnishings in this department are meager, the work has for its object that which a fully equipped gymnasium offers; viz, the development of the body in health and physical strength. We cannot afford to despise the day of small things, and the very fact that Otterbein has at last a humble beginning in systematic gymnastic work should interest both students and faculty. The fact that the gymnasium is not fully equipped is no reason that good work cannot be accomplished. There is no excuse for the round shoulders, hollow chest, ungainly carriage and slouchy pose of the body so commonly met with and which are not only aesthetic defects but do great injury to the health. We must have the erect body, elevated chest, and elastic step which bespeak physical and mental vigor. It is no difficult task to find those who think they have no need of the simple exercises of light gymnastics and would ignore dumb-bells and wands, thinking to acquire the hand-stand on parallels, fly-away on rings or giant swing on the horizontal. These exercises are well enough in their place, but until we learn to stand and walk properly, the more complex gymnastics should not attract too much attention. Any rational means that contribute to bodily health and vigor increase the power of intellectual and moral ac-

quirement and culture. No better authority on light and systematic gymnastic work can be found than the renowned Sandow and Attila, two of the best physically educated men in the world. The latter says: "The best way to acquire physical powers is to throw physic to the dogs and maintain a strict observance of nature's laws. Study the problem of health and strength as you would a profession. Exercise moderately, persistently and judiciously." Sandow believes exercise properly taken to be the panacea for all ills. I quote the following from his article in the June *Cosmopolitan*: "The parallel bars and much of the apparatus of gymnasiums, I have found of little use. My faith is pinned to dumb-bells, and I do all my training with them, supplemented with weight lifting. I would impress upon the young reader that excessive exercise is injurious. The usual idea seems to be that it is valuable in the ratio of its severity. Quite the contrary is the truth. The most valuable results in the complete muscular development of the body are reached by the simplest and lightest exercise. Anyone may build up and strengthen his muscular system as I have done by following my methods of physical training, which are so simple that a child can follow them, and which I most earnestly recommend to all in search of health and strength. It is not the mere acquisition of strength or even skill in the performance of certain feats that should be aimed at, but that degree of health and vigor of mind, which shall best fit the race for its various vocations.

THE BIBLE A TEXT-BOOK.

MRS. LIZZIE HANBY COLLIER, NEW ATHENS, O.

The Bible is rapidly assuming the place in literature and moral culture which it should pre-eminently occupy. Holding the phenomenal relation that it does to history, morals, literature and civilization generally, who can withhold it the supreme place it so royally deserves? The Mohammedan University at Cairo, with its ten thousand students, has for its chief

study the Koran, the book which Carlisle has described as "insupportable stupidity."

The most learned nation of the world sets the example, and the German Gymnasium has the study of Christianity extending throughout all its nine years' course. The Bible itself is studied in German, Greek and Hebrew, taking up also its history, biography, poetry, epistles, prophecy and doctrine, the life of Christ, the missionary journeys of Paul, the growth of the church, the history of the Reformation and of modern missions. A single society is scattering this wonderful book in two hundred and sixty-seven different tongues and dialects. Two centuries ago a book as large as an ordinary family Bible was filled with the titles of books written on this volume, and think what has followed.

What a focalization of thought and intellectual activity has been brought about by the International Lesson System. The printing presses of the world are teeming with the volumes of this precious word. More than twenty years ago, a man could collect a library of over five thousand volumes, every one of which was written on the Epistle to the Romans, and commentaries are written and published on every book in the Bible.

In writing to the *Pall Mall Gazette*, John Ruskin says: "Let me tell you what the Bible is; it is the grandest group of writings existant in the rational world, translated with beauty and felicity into every language of the Christian world, and the guide, since so translated, of all the arts and acts of that world which have been noble, fortunate and happy."

The literature of the whole Bible is a study upon which scholarly minds are directing ever-increasing attention. Every conceivable light is thrown upon it—exploration, collateral history and deep penetrating scholarship. It was composed by many authors, covering in the years of its composition one-third of human history. Authors wrote its inspired pages, numbering prophets and peasants, kings and fishermen, philosophers and poets, lawgivers and prisoners. Would you study history?

The Bible is the foundation of all history.

It is said that one chapter in Genesis contains a record of the early nations, which all the nations together could not supply. Bunsen calls it the most learned among all ancient documents and the most ancient among the learned. It is said that the books of Moses were written eleven hundred years before Heroditus, the so-called father of history, was born. Go to any general history and the first historical outlines are inevitably and universally taken from the Pentateuch.

There is naturally a disposition in the mind of a thinking man to reach out and inquire into the first things. The earliest events of the human race are chronicled, and the earliest forms of thought and expression are portrayed. A thorough course of history cannot be imagined independent of the books of the Old Testament.

Would you plunge into the labyrinth of jurisprudence? You will find the Decalogue given on the historic Sinai, and the Sermon on the Mount, the foundation and embodiment of all civil and ecclesiastical law. The eager student will find that the most scholarly writers in all the realm of ethics will lead their inquiring minds back of modern thought, far back in the dim twilight of the ages, and point with unerring finger to the handwriting of God on those wonderful tablets of stone.

The fundamental principles of all good government are taken from the same inspired source, and the secret of all the terrible social upheavals which are shaking the nations of this day, is found in the fact of the continual violation of the one great rule laid down for all mankind, and only in the study and practice of the Golden Rules by employer and employe, by high and low, can true peace and prosperity be obtained.

Every department of literature is exemplified in the canon of the Holy Scripture. Seek you biography? Where can you find more intensely interesting characters than are found in Abraham, Moses, David, Esther or Paul? Where more thrilling events than those given

in Old Testament history? It is said that "Joshua's subjugation of Canaan was a great military movement fraught with more far-reaching consequences than the Norman conquest. Jerusalem, the city of twenty-seven sieges, has as weird a history as any on the globe. The Galilean sea, but thirteen miles in length, has witnessed events more marvelous than the great and classic Mediterranean."

Where in literature is there found finer style than in the matchless forms of David, or the unparalleled imagery portrayed by the aged divine on the lonely Isle of Patmos. In the Psalms we have Hebrew poetry which sweeps through all the range of passion. The ecstatic pulsations of delight are expressed with a master touch, and the deepest minor chords of sorrow, of abject humiliation, of heart-rending bereavement, and soul-stirring emotion, are all found in the workmanship of this matchless poet. In speaking of the eighteenth Psalm, Prof. Francis Bowen says: "I know not anything in all Greek, Latin, or English poetry that matches the sublimity and grandeur, the magnificent sweep of the providence of God as manifested in the phenomena of nature."

Carlyle, the deist, calls the book of Job "one of the grandest things ever written with a pen," adding "there is nothing written, I think, in the Bible, or out of it, of equal literary merit. Where can be found a more perfect romance than is found in the book of Ruth; the book which the critical Goethe calls the loveliest specimen of epic and idyl poetry we possess?"

Where in all the range of literature can such matchless words of wisdom be found as are crowded into the book of Proverbs. From this wonderful canon the master minds of all ages have drawn their inspiration. Without it we would never have had the priceless treasures given to literature by such as Milton, Young, Pollok, Dante and Bunyan. Half the beauties of Goldsmith and Whittier, Longfellow and Tennyson would be lost were they robbed of all the Scriptures have done for them. Some one has said: "There is scarcely a book written or a speech made that is not somewhere

enriched by imagery taken from the Bible."

Where is there a grander piece of oratory than that of Paul before Agrippa, whom he caused to tremble on his throne? Should the youthful mind enter the realm of art, it would plod through paths where one stands spell-bound before the master pieces of the ages, which have derived their choicest themes from the Book of books. Witness Leonardi da Vinci's "Last Supper," Raphael's "Transfiguration," and the world-renowned paintings of the Madonna. Michael Angelo caught his highest inspiration in sculpture from the Holy Scripture. The student in music finds his soul stirred to the very depths as he hears the sublime music of Haydn in "The Creation," and of Handel in "The Messiah."

Take up the study of geology; read the story of the creation as written on the rocks, and you are led to the sublime truth of God, as voiced in the first words of the Bible—"In the beginning God created the heaven and the earth." Plunge to lowest depths, analyze and classify, and all, and everything testifies to the everlasting truth which becomes more vivid and more real, until you realize that in all the changing theories and opinions, the words of the Bible are as immovable and everlasting as the rock Christ Jesus. There is no real conflict between the truths revealed in nature and those revealed in the Word. The profoundest investigations only emphasize more deeply the truths laid down by Moses.

Exploded theories and visionary expositions lie all along the pathway of the world's seekers after truth, but the book which should be the supreme text-book for all mankind, has stood the test of thirty centuries, and while in these later years stupendous explorations and excavations are being made, the tabulated stone, the monumental histories are rising up all over the ancient world and testifying to the mighty truths which have withstood every opposition, criticism and other iconoclastic blows.

Pres. Sanders attended the sessions of the Central Ohio Conference the first of the month.

THE JUMPING BEAN.

PROF. L. H. M'FADDEN.

An attraction in some shop windows this summer was a tray of restless seeds, or fragments of seed pods. A placard informed the passer-by that the capsules were Mexican jumping beans, and that for a small consideration the shopkeeper would share his animated seeds with him.

Through the kindness of a friend one of these strange seeds came into my possession last August and furnished for a time an interesting subject of study.

The alligator pear is not a pear, neither is the Mexican bean a bean. It is the fruit, or rather one-third of the seed case, of one of the Euphorbias, a family of plants known in this zone only as herbs with milky juice. In the tropics the family is large, many of the species being shrubs and some of them trees. For the satisfaction of any who may want more precise information it may be added that the plant from which the jumping capsules come belongs to the genus *Sebastiania*, and it is found in Mexico. Three species of *Sebastiania* grow in California, all producing jumping capsules, but none of them appears to have been studied to any extent.

The curious spectacle of a seed, or any detached vegetable growth, hopping about as if "possessed" probably is not so anomalous as it seems at first sight. The minute galls growing on the leaves of our common white oak are quite lively for some time after they drop to the ground. Doubtless many other examples have escaped observation.

The motor which causes the gymnastic exercises of the Mexican bean is a larva a little less than one-half inch long, not unlike the ordinary worm found in apples. In fact the two larvae are relatives; each is the product of an egg laid by a very small moth; the one in the Mexican bean is known to entomologists as *carpocapsa saltitans*, while the one in the apple is *carpocapsa pomonella*. The latter—the moth *pomonella*—lays its eggs in the blossom end of

the apple soon after it is formed, and the larva as soon as it is hatched bores its way into the fruit. It is probable that the larva gets into the Mexican bean in much the same way, but instead of leaving it soon after the fruit is detached from the plant, or before, as is true of *pomonella* in the apple, it seems to make the seed a rather permanent abode and larder as well.

How a soft larva enclosed in a rigid seed pod several times longer than itself can not only roll the pod but make it jump bodily from the ground is difficult to comprehend. The case of a boy—a boneless boy—nailed up in a big store box making it hop along the sidewalk would be analogous.

My first experiments with the "bean" led me to think the motions were not random, but to some degree purposed and executed "head first." Subsequent observations confirmed this view. The preliminary movements after a period of rest were always feeble and uncertain in direction, but sooner or later a decided choice of direction was manifest. However a series of observations upon half a dozen or more beans is needed to expand the above conclusion into a generalization.

Without entering into too detailed an account of the experiments thus far pursued, which have been very simple, a few observations and conclusions respecting the movements may be given:

As a rule when lying undisturbed in a covered box the bean has been perfectly quiet for days. Rarely a gentle tapping would be heard in the box indicating that action had begun spontaneously.

The first observations of its movements are made by placing it in the middle of a sheet of paper marked by parallel crossing lines into half inch squares. The light was the ordinary diffused light of a room. Two trials gave almost exactly opposite results as to direction. In from ten to fifteen minutes the bean jumped from the paper having traveled about twelve inches by a very crooked path. Subsequent trials in strong sunlight and lamp light gave

quite uniform results in direction, away from the source of the light.

Some experiments were varied by placing a shelter of some kind in the path the bean was pursuing; when this was reached the movements became slower and, although the experiment has never been continued long enough to bring the bean completely to rest, the disposition to stop under the shelter was unmistakable.

Heat rather than light seems to be the stimulus that excites motion, since the bean begins jumping in from ten to twelve minutes if the box containing it is exposed to the rays of a lamp or the sun. This does not conclusively exclude light as an exciting agent, but thus far no opportunity of employing light without heat has occurred.

Another fact observed is that rudely disturbing the bean while in action, as in picking it up or turning it over, will bring it to a perfect standstill for a few minutes. One is forcibly reminded in this action of the 'possum playing noticeable in almost every rank of the animal kingdom.

It cannot be doubted that there is a purpose in the movements of animated seeds and galls, but what the purpose is not so apparent. The observations above noted are too meagre yet to afford more than the narrowest ground even for speculation. To conclude that the movements are executed for the protection of the larva by transporting it to the shelter of leaves and rubbish is quite plausible. But why the larva should laboriously carry its house about with it while hunting shelter instead of leaving it by a back door as its relative in the apple does is not easily answered. Perhaps away back in the dark ages of *carpocapsa saltitans*, when it was in the habit of making speedy egress from fallen seeds, some of the larvæ some summer on account of the unusual toughness of seed coats may have had serious trouble in boring out, and in their frantic struggles to break the case they may have rolled, seed and all, into depressions out of sight of the enemies that usually preyed upon them in their unprotected state. To remain in the seed may on this ac-

count have become through inheritance a fixed habit of the species.

On the other hand, perhaps *saltitans*' relative, the apple worm once rolled apples off to safe retreats and was compelled to break the habit because apples in the course of time grew too big to be rolled by an inside motor. Perhaps —, but this is speculating.

THE TEACHER'S INTELLECTUAL LIFE.

BY SUPT. ED. D. RESLER, '91.

[Read at the February teachers' meeting of the Westerville Public Schools.]

Some of the greatest teachers have not been great, because of pre-eminence in some special line of investigation. Not a few, indeed, have been wonderfully deficient in even ordinary attainments, along certain lines. In fact, so prominent has been this deficiency, that it has been preserved in history beside the record of their greatness. It would neither be scientific, nor logical, however, to argue that their greatness is ascribable to their inferiority in some particular, or even that their consciousness of this failing spurred them on to greater effort in other respects. This short-coming was only an accident or rather an incident in their career, having no part in their greatness, unless as a barrier to their further usefulness or greater achievement. While it is true that extraordinary ability in any study entitles a man to recognition and often brings renown, still fame is not assigned to him because of his pre-eminence as a teacher, but as a scientist, a philosopher or an original investigator. Neither unusual fitness or unusual unfitness in some one branch of study, then, contribute directly to a teacher's greatness. Nor can it be referred to the physical, and with some limitations, even the moral may be wanting. To explain the last statement; it may be possible for a person guilty of gross immorality, but not exposed, who is in other respects highly gifted as a teacher, and who conducts himself in the presence of his pupils as a man of upright character, and whose name

stands before the general public as a synonym of integrity, to exert a powerful influence for good. If, at last, he be discovered, it cannot undo his past as represented in the permanent character of his pupils, although it may shake their belief in human nature, which in itself is not an unmixed evil.

We may inquire, then, what is the secret of this power which may be possessed by the good and bad alike? It must be said as an indirect answer, that the elements of greatness are practically the same in all professions, though they will be manifested in divers ways. It is the ability to enter into sympathy with those whom you wish to influence, and to move them to deliberate action. Unquestioning or blind obedience from fear or even from its opposite, love, is not the highest manifestation of this ability. The first proposition you will grant; the second you may question, but let us see. We may love a person for selfish reasons, or by artifice we may secure the love of others, or still deeper and baser, we may by personal charm or magnetism or strong personality and will power, obtain the mastery and thus enforce a seemingly beautiful obedience. But greater than all this, high above such standards, is that influence exerted not through fear, or love, or blind obedience, or selfish desire, but because of an overwhelming sense of truth and right and justice, deliberately considered and independently acted.

Indeed, that teacher who thus succeeds without personal appeal to self interest or fear or love, either expressed or implied, and even where almost hated at the time as an individual, may and no doubt often does yield far greater influence in the end. In fact, by appeal to our own experience, we must come to the conclusion that those persons who have exerted the greatest lasting influence on our fixed habits which we call character, have not always, if at all, been those whom at the time, we loved most.

To express this thought more concisely, we may use the term PERSONALITY and inquire whether it be an endowment bestowed at birth or a something capable of infinite growth and development. What is personality? Is it mere

being? Is it a part of an all pervading essence, crystallized in individuals? To be sure, spirit life has much in common, and although each separate soul is spirit, and as such in close relation with all other souls, yet there is one attribute which must be entirely unique, namely the self, the ego, the person. So we say, such a person has a strong personality and such another person seems a mere cipher, a figure-head without volition or self assertion. Personality is assumed with life and ought and must be strengthened into vital activity along with the other powers of being.

Physiologists say the body undergoes a complete change in about seven years, and yet it is the same individual and it may be without much physical alteration. The change has been gradual; it is the same person and not the same person, every fiber, perhaps, different and yet everyone governed by the character of the previous one. There may be some analogy to this in personality. It is true that motives and aims have much to do in the latter instance, and as such may be changed in an instant and so give an entirely new direction to life, but still personality is not a coat to be put on and off at pleasure.

It is the personality of the teacher with which we have to do now, and not that of the pupil, and as the subject is as broad as the sea but a very small portion of it can be viewed in this connection. How shall personality be made assertive? We might argue along the line of the physical as manifested in heredity, environment, natural scenery, etc.; or along the line of the moral as shown in abstract principles or the teachings of religion. The intellectual life of the teacher while not all, or even the greater part of the influences engaged in developing personality, nevertheless plays an important part and in fact a most vital one, as for the one already a teacher, the greatest moral and physical impression has already been made.

That this statement is subject to exception, no one will deny, but the "exception only proves the rule." It is possible, of course, that the physical may undergo a radical change, but birth and childhood cannot come again, and so

after all, the greatest influences have had their effect. As to the discussion of the moral, it is presumed that the teacher, by his contact with pupils and the rigid examination which he must undergo as he is measured by his pupils and again and again by himself, has established himself firmly in this respect.

Now with regard to the intellectual, there can be no growth without reading and thinking, the one implying the other. Of course observation and experience teach us, but in reality call forth as much individuality as they develop. To the one who would quit threshing over old straw, who would develop in himself a never failing supply of ideas, which when used, like the hydra's heads, when one was cut off, two appeared instead, there is but one way, through the medium of thoughtful reading. It must not be supposed that original research and direct nature study is of less effect, but rather of greater benefit and higher usefulness, but this must be preceded by the other.

What shall the teacher read? What shall he think? It is as important, if not more so, that he read and think aright as that he read and think at all. How often, when looking back over our past reading, do we regret that some one had not instructed us what to read. Those who have the greatest fondness for reading in childhood, do not make the best students. The trouble is, that the kind of reading done is such that wither on account of the character of the subject matter, or on account of the careless manner of the reading, it in reality results in more harm than good. Again such a taste is developed for light reading, that there is no pleasure in something substantial, and when the individual's energy is consumed in the school room, he is little inclined to battle against his corrupted taste, and cultivate a fondness for that which is unpleasant to him. However, if he wishes to live and grow, he must overcome his dislike, and turn his hatred to love. Learning to enjoy good literature is like learning to eat oysters: some like them from the first; others cultivate the taste only after repeated trials, while others never. It is not important that one should learn to eat oysters, but it is vital to one's intellectual life to learn to enjoy good literature.

By beginning with what is of interest to us personally or professionally, we may soon behold the entire range of our literary view sparkling with delightful anticipations. Our reading naturally divides itself into two classes: professional and general, and some would say also add a special study independent of the professional. We should be well read in the history of education, in the lives of great teachers, in the great fundamental principles, and especially should we be familiar with the nature and functions of the mind which we are supposed to properly develop. If it be true that teaching is as important a calling as law or medicine or theology, one cannot become a competent teacher any more easily than a proficient lawyer or doctor or preacher. The state laws require careful preparation of the doctor and lawyer and the church of the minister, but there is little demanded of the teacher. This absence of compulsion, however, we may look at, as a compliment, but should not therefore neglect what plain duty and honest conviction require.

The benefits derived from such study need not be enumerated; as well number the advantages of eating or exercising. Aside from the material results obtained by such study, there is a real growth arising from contact with a master mind, in whatever class of literature found. Only those who have been grounded in the old, can hope to be pioneers in the new, and he who has mastered well the past, is alone ready for the future.

But not only in professional study, does the teacher find inspiration. Whatever in literature appeals to intellect in any capacity, has an intimate relation to his work. Is there any experience in thought too unique, to ever occur again? Are the difficulties overcome in the past, never to be encountered afresh? Have the elements of beauty once discovered, forever disappeared? In short, is anything pronounced great by history and embalmed in literature, too insignificant for further study?

Says President Anderson: "The teacher of the future must have a comprehensive idea of the condition of modern thought in all departments, and the power and learning of a master in that which he assumes to teach." * * *
"He only can teach who looks down upon the

elements of his department, from the heights of broad and solid attainment." * * * "Example is better than precept, inspiration is better than instruction." Thomas Carlyle says: "It depends on what we read, after all manner of professors have done their best for us. The true university of these days is a collection of books." From Emerson, the following: "The student must embrace solitude as a bride. He must have his glees and his glooms alone. His own estimate must be measure enough, his own praise reward enough for him. And why must the student be solitary and silent? That he may become acquainted with his thoughts." From Palgrave: "We read at once too much and too little. *Multum non multa*. Without a pedantic exclusion of lesser and lighter matters, let one who wishes his natural mental rights and position, read mainly the best books, and begin again when the series is ended. Life is not long; but the available list is briefer still." * * * "It is books thus read that 'give growth to youth and pleasure to age, delight at home, make the night go by, and are friends for the road and the country.'"

If we may gather from the above quotations of eminent writers, the one prevailing thought, that careful, thoughtful, scholarly reading, followed by just as careful, thoughtful, scholarly thinking is an imperative condition of intellectual growth, the object of this paper shall have been accomplished.

It is only by reading that we can become conversant with the past; thus only may we enjoy the acquaintance of many master minds. It is a great thing to be a citizen of a noble country; it is a greater thing to be a citizen of the world. The broadest possible culture, the deepest sympathy, the most cosmopolitan mind can thus be attained. The nation is the enlarged individual; the world is an extensive self. Every man is a miniature cosmos, and every child is a little man. Can learning be too great? Can culture be too broad? Can sympathy be too profound? It is a little learning that is a dangerous thing; it is narrow culture and shallow sympathy which we must avoid. When instruction shall be considered unimportant, when incompetent teaching shall arouse no rebuke, when a premium shall be awarded for intentional crimi-

nality, then may the teacher relapse into mental stagnation. No, not even then; for high above such standards as duty to pupil and state, is duty to self and God. Life and time are opportunities for enlargement of self, for broadening the soul's horizon, for the glorification of humanity; and eternity can offer no more inspiring prospect than a never-ending succession of enlarging views of the sublimity and beauty of the universe and the mysteries of Infinity.

Y. W. C. A. NOTES.

Our president, Miss Ada Lewis, has been quite sick, but we are glad to report her convalescing.

Miss Edith Turner has organized a Bible training class. Miss Turner is well qualified for this work having taken special study along this line at the Lake Geneva summer school.

The state committee has accepted our invitation to hold the Y. W. C. A. convention at this place this year. The girls are anxiously awaiting the time for it to convene, Nov. 15-17.

A great interest is being manifested in Bible study this year. Quite a large class has been organized with Mrs. Sanders as leader. We bespeak success for this class, as this lady by the work done in former classes has clearly demonstrated her competency for this work.

The day of prayer for young women, Oct. 11, was appropriately observed. The early morning prayer meeting, subject, "Abiding in Christ," John xv:7, was led by Miss Sadie Newell. The afternoon service, subject, "All called to a righteous life," Acts x:34, 35, was conducted by Miss Alma Guitner. Both meetings were well attended and abounded in good feelings.

THE Y. M. C. A. WORK.

The meetings of the past month have consisted of a missionary meeting led by N. J. Mumma, which was made very practical and interesting by leader and members, and three prayer meetings led respectively by Messrs. Anderson, Bear and Funkhouser. The meetings have been of an intensely interesting character.

The new students are now for the most part enlisted in the association work, and this, together with the earnestness manifested by the old members lends much promise to the department of the Christian work of the college.

A pleasing feature of the meetings is the spirit of brotherhood manifested by the boys toward one another. Sociability among the members and a pure clean life in the individual determine largely the success of the association work. Endeavoring to make these prominent in our work, we may hope to witness a general awakening of power and a zeal for the winning of souls. We may expect to see manifested a still deeper realization of the object of the association and a corresponding increase in membership and spiritual blessing. Let each member take it upon himself to do his part in making the work of the coming month even more successful than the month just closed.

A prominent feature of the meetings of the coming month will be an address by Professor F. E. Miller on the evening of Nov. 15. The other meetings are scheduled as follows: Nov. 1, "Promises of Help," Matt. xxviii:20; Isa. xli:10, 21. Leader M. H. Mathews. Nov. 8, "Duty and Work of Example," Matt. v:13, 16; I Peter ii:12. Leader L. H. Bradrick. Nov. 22, "Assurance of Eternal Life," John v:10, 12. Leader R. A. Longman.

AMONG OUR EXCHANGES.

Bishop Kephart speaks in glowing terms of the attendance, enthusiasm and work at Otterbein University.—*Watchword*.

The University of Michigan sends out a class of seven hundred and thirty-one members this year, the largest class ever graduated in an American college.—*Exchange*

The *Earlhamite*, of Earlham college, Richmond, Ind., celebrated its majority by uniting with the *Phoenixian* of the same school. The united paper retains the former name as being more suggestive of the college.

The first number of the *Kilikilik*, the successor of the *Heidelberg Argus*, is before us. The *Kilikilik* is published by the students of Heidelberg

University; the *Argus* having been issued by outside parties, an arrangement which was not entirely satisfactory to the student body. The *ÆGIS* extends greetings to the *Kilikilik*. May Eurus, Zephyrus, and the rest of them smile on its voyage.

"If you love me darling tell me with your eyes."

Thus the ardent poet did in song propose;

But the saucy maiden, much to his surprise,

Without look or gesture, answered with her noes.

—*Adelbert*.

The *Earlhamite*, of Oct. 15, contains an address on "College Ethics," delivered by Pres. John, of De Pauw, before the students of Earlham college. Thinking that the sentiments of the lecture deserve a wider publicity we quote the following paragraph: "Put into plain English the sentiments which prevails in many colleges, whether professional or literary, is this: To tell a lie is wrong on the street, but right in college. To use personal violence is wrong in a saloon but right in college. To boycott is wrong in Ireland; wrong even in the business circles of the United States, but right in a college. To destroy property is wrong in a cow-boy, but to deface walls or to carry off gates and sign-boards is right in a college student. To howl and screech on the street is wrong in a drunken man and should consign him to a diet of bread and water, but to make night hideous with unearthly yells is a sign of culture, provided the yells proceed from the throats of college boys."

LOCALS.

The members of Dr. Scott's sophomore Latin class are reading Eutropius' History of Rome, at sight.

How we smile when the president announces "a meeting of the male members of the junior class."

A number of Otterbein students attended the Republican rally at Columbus Monday, thirteenth inst.

The "little birds" have been telling Dr. Sanders a few things, on which he commented a few mornings since.

The beginner's class in French has been divided into two sections, one of which recites at

9 a. m. and the other at 3 p. m. The division was made on account of the large number of students in the class.

A college button is in preparation and will be a nobby affair. Messrs. Barnard and Stanley have the matter in hand.

The beautiful moonlight nights have afforded excellent opportunities for evening strolls, an opportunity of which many have taken advantage.

The unearthly noises heard in the college building after the adjournment of the literary societies on Friday evenings are said to be very annoying.

The president's little talks on whistling, jumping down stairs, and a few other little noises in the college seemed to have had their desired effect.

A few Sundays ago Bishop Kephart delivered an able and eloquent sermon in the college chapel on the subject "Opportunities and the consequences of their neglect."

A straw ride planned for Wednesday night the 17th inst., was postponed on account of the football players, who were compelled to be very careful of their sleep before the O. W. U. game.

"There is a better spirit for literary work this year, than ever before," said Mr. Morrison recently. "The books bought by the students this year are of a higher order, and the sales have perceptibly increased."

It is bad enough to use a translation in preparing a language lesson, but when one mutilates his "handy literal" by cutting out the leaves and taking them along to class it is time for an investigation by the professor.

The tennis club is at present in fine condition, the membership being large and the property of the club in excellent shape. The court is almost continually occupied by merry players, notwithstanding the attraction of football and other sports.

The sophomore class yell is as follows:

"Whoop-a-la Heioh Hip Hi Hi,
Vincere omnia quod sinit nigh
Flippity, floppity, flop, flop, flop,
'97, '97 semper on top."

A large number of the students attended the Democratic and Republican meetings on Thursday and Friday evenings last, at the town hall, and heard the issues of the campaign discussed by Congressman Jos H. Outhwaite and his opponent Mr. Watson.

The class of '96 met and organized lately as follows: President, C. B. Stoner; vice president, J. E. Eschbach; secretary, J. M. Martin; treasurer, W. R. Schrock; poet, F. O. Clements; class historian, W. L. Richer. There were just enough offices to go around.

At present there are in the senior class nineteen members, in the junior seven, in the sophomore twenty-six and in the freshman fifty, making a total of one hundred and two in the collegiate department. The freshman class is the largest in the school's history.

The freshman and sophomore classes are organizing teams, and we may expect some interesting developments soon in the way of a match game between these two classes. Judging from the material of these classes it would be difficult to predict which will be the victor. Both are confident of success.

The reading circle has selected Milton as the first author for study. *L'Allegro*, *Il Penseroso* and *Lycidas* will be read along with *De Quincie's* biography, and the critical essays of *Macaulay*, *Lowell* and *Brook*. The circle will number about thirty, and will meet weekly for the discussion of its various readings.

The members of the sophomore class are agitating the question of publishing a college annual. A committee has been appointed to canvass the students and the town in order to ascertain what support may be expected, and their efforts are meeting with fair success. Every loyal friend of Otterbein should rally to the support of this commendable effort.

If published the annual will be a better advertisement for the college than any catalogue, or agent, and will bring Otterbein into greater prominence. Those desiring to add their names to the list of subscribers may leave them with any member of the committee, viz *Miss Shauck*, *Messrs Stewart*, *Crites* and *Mathews*.

The senior class has organized as follows:

President, C. A. Funkhouser; vice president, Miss Sadie Newell; secretary and treasurer, W. C. Whitney; historian, Miss Daisy Custer; poet, W. G. Kintigh. The class has protested against the revival of "Publics," but the matter has been laid on the table by the faculty.

The freshman class met in Dr. Scott's recitation room a few Saturday's since and organized for the year with the following result: President, Miss Lenore Good; vice president, J. W. Stiverson; secretary, Miss Otis Flook; treasurer, W. L. Barnes; captain of the football team, W. C. Teeter; sergeant, W. R. Pruner. The class now numbers an even half hundred.

On the evening of the first inst. the Philophronean Literary Society tendered a reception to her honored ex-active member, Bishop Kephart. R. E. Bower, president of the society, presided. Music was rendered by the Philophronean glee club and quartette, followed with a piano solo by Miss Arnold. President Sanders then spoke in a happy and encouraging vein of the prosperity of Philophronea, and of his pride in being one of her ex-active members. The Bishop then delivered the speech of the evening. He spoke of the fact that he was one of the charter members of the society, and made some interesting statements of the condition of Otterbein during the civil war, closing with an amusing incident illustrating that in some respects at least our customs were about as they used to be. After the program some time was spent in social intercourse, and all dispersed feeling that it was an event to be looked back to with pleasure.

OTTERBEIN VS. O. W. U.

Saturday, Oct. 20th, dawned bright and clear, and it was generally remarked that it was an ideal day for football. As early as 9 a. m. the enthusiastic O. W. U. men began to arrive by the score, accompanied by tin horns, noise and yells galore. Fully one hundred Delaware men were in attendance.

The game was called promptly at 2:30 with O. W. U. confident of victory. The teams lined up as follows:

OTTERBEIN.	POSITION.	O. W. U.
Bennett	Right End	Ehnes
Barnes	Right Tackle	Williamson
Rhodes	Right Guard	Sayers
Seneff	Center	Shaw
Haller	Left Guard	Cosler
Long	Left Tackle	Crawford
Davis, (Capt.)	Left End	Beacom
Gilbert	Quarter	Clark
Teeter, W.	Right Half	Bass
Teeter, C.	Left Half	Wigger
Jones	Full Back	(Capt.) Welch

Umpire—E. Barnard, of Otterbein. Referee—H. Brownwell, of O. W. U. Linesman—C. B. Stoner, of Otterbein.

O. W. U. won the toss and chose the ball, Welch kicking off. Otterbein lost the ball after making heavy gains. Bass and Welch bucked Otterbein's line several times in vain. On the third down Bass was foiled in his attempt to get around the end and O. W. U. lost the ball on the fourth down. Otterbein took the ball and by bucking the line made heavy gains, after which Davis took the ball, and making an end run, with splendid interference, placed the ball behind the goal, but Brownwell decided that the ball had not been put in play, inasmuch as he had called time to inquire about a decision.

Otterbein yielded the point and in two plays forced the ball through O. W. U.'s line for a touchdown. Jones kicked goal. Time was soon afterward called for the first half, leaving the score 6 to 0.

The second half opened with Otterbein in possession of the ball. Jones kicked off and O. W. U. gaining possession of it made heavy gains carrying it into Otterbein's territory, but lost it on four downs. Otterbein took the ball and forced it back into O. W. U.'s territory with steady gains. Then Teeter encircled the end for a forty-yard run and carried the ball over the goal line. Jones failed to kick goal and the score stood 10 to 0.

O. W. U. kicked off. Otterbein made a good gain with the ball and steadily forced it into O. W. U.'s territory. On the five yard line the signal was given for a buck and Jones carried the ball over. Jones kicked goal.

O. W. U. kicked off and Otterbein again carried the ball rapidly up to O. W. U.'s twenty-yard line. Jones was then sent into the line and in the scrimmage Cosler secured the ball

and after a long run secured their only touchdown. Within three minutes time was called.

Score:

Otterbein,16.

O. W. U., 6.

NOTES.

O. W. U.'s team showed a lack of training, their men being easily winded especially in the second half.

The average weight of O. W. U.'s backs was far above those of Otterbein. Otterbein's backs averaged but 143 pounds.

The schedule as now arranged is as follows: Otterbein vs. Denison, at Granville, October 27. Otterbein vs. Kenyon, at Gambier, November 3. Otterbein vs. Wittenberg, at Springfield, November 29, Thanksgiving Day.

DE ALUMNIS.

B. V. Leas, '91, of Delaware, was down to attend the O. W. U. vs Otterbein football game.

A. C. Streich, '92, was in town a few days at the beginning of the month, arranging for post graduate under Dr. Scott.

Robert Cline, '92, has been nominated for county surveyor of Montgomery county, O. He is running on the Republican ticket.

L. A. Thompson, '94, of Dayton, stopped over in the village on his way to New York, where he is engaged in pursuing his medical studies at Bellevue Hospital.

G. W. Jude, class '91, is still pursuing post-graduate work in the historical department of the University of Chicago. Mr. Jude will appear as a contributor to the December number of the Ægis.

N. R. Best, class '92, has gone to Plain City, O., where he expects to establish and edit a newspaper. Mr. Best was formerly connected with the U. B. Printing House, of Dayton, and is well qualified for his new enterprise.

Dick Kumler, '94, took high honors in the fall athletic meet at Princeton last week. His record in the broad jump was 22 feet and 5 inches, and in the running high jump 5 feet

5 inches. In both events Mr. Kumler took the first prize.

The *Commercial Gazette* of Oct. 6 says: "Resident graduates of Otterbein University at Westerville, O., met at the Y. M. C. A. Building last evening and organized a local Otterbein Association, with Edgar R. Mathers as president, and R. L. Blagg as secretary and treasurer. The following are the charter members: W. S. Mathers, J. E. Gilbert, Charles R. Kiser, S. Carey Swartsel, W. V. Thrush. R. L. Blagg, R. W. Kohr, A. C. Streich, E. B. Kephart, E. R. Mathers, S. J. Flickinger, Dr. A. Jay Timberman. President T. J. Sanders, and ex-President H. A. Thompson, of Otterbein University, and Bishop E. B. Kephart were entertained at dinner by these gentlemen, and the organization of the local association was the result of the after-dinner talk.

PERSONALS.

D. L. Davis visited home last Monday.

J. S. Zent, of Roanoke, was seen in town recently.

Miss Olie Bower has gone home on account of sickness.

Earl Ammon visited his parents at Gordon, last week.

Ben Hess, of South Columbus, has entered college again.

Misses Immel and Moyer lately visited friends in Columbus.

D. L. Ewry entertained his father, of Vandalia, O., on the sixth inst.

J. M. Martin, '96, visited old friends at Central College, Sunday, Sept. 30th.

F. E. Noland, of Big Plain, has left college, to study dentistry at London, O.

H. H. Haller visited Miss Mary Miller, of Maxtown, Sunday, the 30th ultimo.

N. E. Cornett, class of '97, filled the pulpit at the chapel on the evening of the 30th ult.

Harry Hunt, of Westerville, a former Otterbein student, is attending the Cleveland Medical University.

W. M. Swayne's father visited him last week. Mr. Swayne is a prominent attorney of Ft. Wayne, Ind.

"Doc" Miller has changed his course from Literary to Philosophical and will graduate in '96 instead of '95.

Mrs. Dr. Gardner, of Plain City, O., visited her son who is a member of the Freshman class, the first of the month.

Win. D. Morman, of South Charleston, has entered for a course. Mr. Morman is a candidate for junior standing.

S. C. Markley has had the pleasure of entertaining his uncle, of near Cincinnati, O., during a portion of the past two weeks.

The college pastor, Rev. Fries was tendered a reception upon his arrival home from the conference. The affair which partook of nature of a surprise was entirely informal and was greatly enjoyed by all present. A number of students were in attendance.

The sophomore class has organized for the year as follows: President, Miss Katharine Thomas; vice president, W. R. Rhodes; secretary, Miss Sherrick; treasurer, W. C. Crites.

Prof. Kinnear, who had charge of the Davis Conservatory of music for the past two years, is at Oberlin College, directing a chorus of one-hundred voices, which is to render the "Messiah" at Christmas.

Miss Johnson, professor of modern languages, paid a visit to Columbus recently in order to compare the quality of work done in the college there with her own. She reports Otterbein fully abreast with the times.

Captain Stoner, who was injured in a practice game of football several weeks ago has resigned and Del Davis has been elected to fill the vacancy. Although sorry to lose Captain Stoner, Capt. Davis is giving excellent satisfaction to the players.

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
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SCHEDULE.

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SOUTH BOUND

Central Time.	2	28	38	4	8
	A M	P M	P M	P M	
Cleveland.....Lv	8 40	8 00	12 45	3 25	...
Euclid Ave.....	8 52	8 11	12 57	3 40	...
Newburg.....	9 04	8 29	1 12	3 55	A M
Hudson.....	9 40	9 12	1 55	4 35	5 35
Cuyahoga Falls.....	9 55	9 30	2 10	4 50	5 53
Akron.....{ Ar	10 03	9 40	2 18	5 00	6 03
Barberton.....{ Lv	10 07	9 45	2 23	5 05	6 08
Warwick.....	10 22	10 01	2 37	5 21	6 24
Warwick.....	10 36	10 16	2 52	5 36	6 38
Orrville.....{ Ar	10 53	10 35	3 15	5 55	6 55
Holmesville.....{ Lv	10 58	10 42	3 22	Ar	7 10
Millersburg.....		11 12	3 52		7 42
Killbuck.....	11 35	11 22	4 03		7 52
Brink Haven.....	11 48	11 35	4 16		8 07
Danville.....		11 59	4 41		8 35
Gambier.....		12 14	4 51	10	8 49
Mt. Vernon.....{ Ar	12 32	12 22	5 10		9 09
Mt. Liberty.....{ Lv	12 40	12 32	5 22	A M	9 22
Centerburg.....	L 1 00	L 12 42	5 27	6 30	9 27
Sunbury.....			5 45	6 50	9 45
Galena.....			5 54	6 58	9 54
Westerville.....			6 13	7 22	10 9
Columbus.....Ar			6 36	7 26	10 23
	2 15	2 15	6 55	8 05	11 00
	P M	A M	P M	A M	A M
Cincinnati.....	6 00	6 35			
	P M	A M			

NORTH BOUND

Central Time.	3	27	35	9	7
	A M	P M	A M	P M	P M
Cincinnati.....	8 00	8 00			
	Noon	Night	A M	P M	P M
Columbus.....Lv	12 10	11 55	6 00	12 30	4 30
Westerville.....	12 36	12 20	6 25	12 57	4 57
Galena.....		12 32	6 38	1 11	5 10
Sunbury.....		12 36	6 42	1 16	5 15
Centerburg.....	12 57	12 54	7 05	1 46	5 35
Mt. Liberty.....		1 02	7 13	1 56	5 45
Mt. Vernon.....{ Ar	1 17	1 20	7 28	2 15	6 00
Gambier.....{ Lv	L 1 22	L 1 30	L 7 33	Ar	6 20
Danville.....	1 32	1 42	7 44		6 33
Brink Haven.....		2 01	7 58		6 49
Killbuck.....	1 12	2 42	8 33		6 59
Millersburg.....	2 22	2 54	8 46		7 33
Holmesville.....		3 05	8 56		7 45
Orrville.....{ Ar	2 55	3 40	9 27	A M	7 55
Warwick.....{ Lv	3 00	4 00	9 32	7 15	8 28
Barberton.....	3 18	4 26	9 51	7 34	8 38
Akron.....{ Ar	3 32	4 49	10 08	7 52	9 01
Cuyahoga Falls.....{ Lv	3 45	5 05	10 25	8 09	9 18
Hudson.....	3 50	L 5 20	L 10 30	8 14	9 35
Newburg.....	4 02	5 34	10 42	8 27	9 40
Euclid Ave.....	4 15	5 50	10 55	8 45	9 50
Cleveland.....Ar	5 01	6 46	11 43	9 25	10 05
	5 15	7 00	11 55	9 38	10 15
	P M	A M	A M	A M	P M

* Runs Daily. † Daily except Sunday. f Flag Stop
| Meals L Lunch.

Where no time is given trains do not stop.

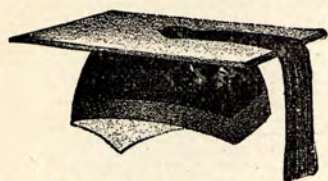
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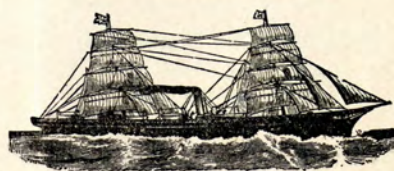
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