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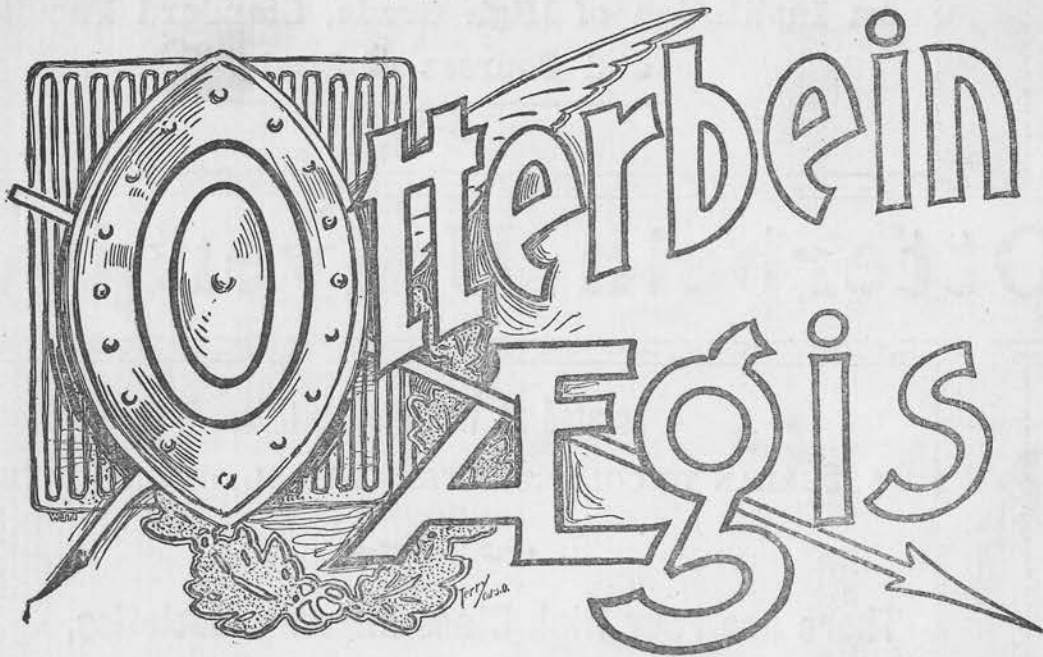
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Pres. Geo. Scott.




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September

1901



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Greeting

THE ÆGIS extends sincere greetings and a hearty welcome at the beginning of this new year to students new and old. Old students return and feel that they are coming back to a home. New students experience feelings much different and of far more serious nature. To the new student, leaving home and entering upon new scenes of activity are matters of no small weight. But to all whether an old student returning with eagerness or a new student fearful of the future THE ÆGIS extends cheerful greetings. May success attend your efforts.

OTTERBEIN opens this year with most flattering prospects. The enrollment for the first day exceeded by fifty that of last

year for the same time. Our first summer school which has just closed had an enrollment far beyond all expectation; viz., 71. Many of these students will remain in school this year while others have carried back Otterbein influences to their homes. If enthusiasm and earnest zeal mean anything we may hope for a most prosperous year. Last year was one of the best in the history of the school. This year the prospects are even better. Our faculty are stronger, our students more numerous, our local patronage increased, our supporters more active. All departments are filled to overflowing. These signs indicate a healthy condition in the school. Otterbein lives as never before.

IT is utterly impossible to judge from the appearance of an individual, what by careful training and culture he may in time become. In no place is this principle so clearly shown as in our colleges. Here the ambitious and the indifferent, the rich and the poor, the aristocrat and the plebeian, the country-bred and the city-bred, in a word, young men and women gathered from every avenue and condition of life meet together and contest for honors in the race. The awkward, ungainly, uncouth young man of this year will in course of time, stand with becoming dignity beside the fashionably-dressed student from the city or the aristocrat (who in this country can not be anything else than a bogus aristocrat) with his fastidious taste. The sneers of the one or the taunts of the other will only serve to awaken in him greater effort. The time will come when he will put them to shame. Real and

genuine manhood shall be his portion, things which are too frequently wanting among others.

THE year of 1901 is one of more than ordinary importance to Otterbein. The fact that it is the first year of a new century when every one naturally looks forward with some anticipation, together with the renewed agitation concerning removal add much interest and even anxiety to the course of events. Concerning this question of removal a word of caution does not seem to be out place if we may judge anything from recent action. Whenever the question has come up for discussion in the recent meetings there has been much acrimonious debate in which the partisans of each side have indulged themselves even to the extent of undignified personalities. This to be deplored; for a matter of so vital importance, not only to the school but to our whole church, should be decided only after mature reflection and deliberation, after all things that pertain to it in any way have been carefully weighed and estimated; after the truth or fiction of the whole matter has been held up to view and brought to light. Of such importance is it, that it cannot be settled in a moment and most certainly not, when reason and judgment are blinded by the heat and passion of conflict. One thing is certain, whatever may be the final result of this agitation, only by the united efforts of our people are we able to maintain a school of high standard. Turmoil, contention and division can not do otherwise than exert a disintegrating influence. The hope then of our school is in the union of our people. It is to be hoped that the men to whom is fallen the duty of deciding this question will not render a final decision until the claims of each side have been held up to light and the respective merits of each carefully estimated. If the name of our church means anything our people should be *United Brethren* whatever way may be the result and under all circumstances. "United

we stand divided we fall," is a maxim that needs no emphasis here. But when once the matter is decided it should be decided for all time. It will become the solemn duty of the minority to submit gracefully to the expressed will of the majority. Wherever the school may be, a loyal member of the church will lay aside his personal preferences or prejudices and show the extent of his loyalty by contributing something in a material way for the college.

A Point to Students

THE average student upon entering college determines within his own mind to confine himself strictly to his lessons thinking that they are of such vast importance that it is pure folly to devote a small part of his time to anything else. Now we do not wish to underestimate the value of close application to lessons, but there are other duties which a student if he is wise, he will take upon himself. These duties are not so burdensome but that he can find time for them if he will. A student that does not avail himself of these opportunities fails as much as if he failed in a recitation. To be able to recite well is not all of college life. There are other things that should receive a just proportion of his attention. He should as soon as possible affiliate himself with one or another of the literary societies. This will prove to be a means of culture which will be of inestimable value to him not only in school but throughout his entire life. The Christian Associations should not be neglected. He should find time to do some general reading daily. A finely equipped library is at the command of every student wherein may be found both current and standard literature of all kinds. He should also take an active interest in the regular college athletics. This is a subject that has recently received much prominence. Formerly this privilege was given only to a select few. But now all can take part in athletics

in some form or another. The real student finds time for all of these and still has time for his lessons. No one should make the fatal mistake of narrowing or limiting his life in college to books alone. Books are good but there is a broader aim which every college student should seek to possess.

Inaugural Address

BY PRES. GEORGE SCOTT

THE distinctions in the names and functions of the various educational institutions of our country have not as yet been clearly defined by our educators. Hence has arisen a great deal of confusion. Much acrimonious debate might have been avoided if a previous agreement had been reached as to the meaning and scope of the different terms employed. The greatest disagreement is found in the use and conception of the terms college and university. There is general agreement as to the function of the kindergarten, the public school, the high school, and the academy. This has not been the case with the college and university. Colleges often aspire to do university work, and universities have often spent most of their energies in performing the college function. From the mist and haze of confusion of names and functions has now come a better understanding and general agreement with reference to this subject. Our educators now understand each other better, and discussions on educational questions are freed from annoyances caused by different uses of words.

The university is the crowning institution of our educational system and immediately succeeds the college. In its historical evolution it bears a similar relation to the college that the college does to the high school or academy. Most of our universities have a college as the center from which the university has grown. In a few the university is the central idea with a college attachment. We have as yet very

few institutions where university work only is done. It will be a long time, if ever, before such institutions as Harvard, Yale, Princeton, and others of similar type will discard their collegiate centers. State institutions will reach this point earlier, but even they are not yet ready for it. I believe that the state universities will gradually come to the point of dropping their collegiate corps, leaving that part of their present work to the college, just as they have already dropped their preparatory departments, leaving that work for the high school.

The American type of university has not yet been fully developed but is still in process of evolution. When mature it will consist of faculties embracing all human arts and sciences. Professional schools will form a part of it. Admission to it will then be gained through the door of the college only. The historical evolution of our institutions of learning plainly point to this goal for the university.

What are the functions of the university? Whatever differences of opinion may exist as to its comparative place in our educational system ultimately, all are agreed as to its present and future function. It performs college functions now as a part of its work, and may for a long time be compelled to do so, but its legitimate work begins where the college ends.

The university is the depository of present knowledge and present materials of science. It does this through its libraries and museums. Possessing wealth it can purchase books and preserve them. It can avail itself of all discoveries of remains of primitive man and new discoveries in science. All these can be stored away in its archives and museums for future study and preservation.

Again the university ought to discover knowledge, ought to add to the knowledge we already possess in all departments of human and physical science. Guided by his professor the student may work alone in the library, in the laboratory, in the field or forest, at home or abroad, on sea or land, making new discoveries everywhere. The university supplies the outfit for explorations and receives

into its buildings the collections of its workers. In this way our knowledge of the physical sciences and of man is being increased daily. For instance, our knowledge of the eastern ancient peoples has been so enlarged in the last few years that histories written ten years ago, of Egypt, Babylon, Palestine, and Greece, are already worthless or entirely untrustworthy as a guide to a beginner in these studies. The same thing is true in all branches of physical science.

Another function of the university is to communicate its knowledge to the world. Knowledge gained and kept by a few is of little worth. The university by the lectures of its professors and students, by its efforts to popularize knowledge by the publication of monographs, by all the work accomplished through the means of its extension department, gives back to the world in return for its rich endowments, the infinitely more precious endowment of science. The farmer, the merchant, the artisan in different crafts, the industrial world generally, and the different professions are all enriched. The university method and spirit is continued throughout life. All additions to knowledge and communications of it to the world are effected by the university method working in harmony with the collegiate function.

What is the place of the college in our educational system? Its function is similar to that of the common and high school. The methods of the latter are carried to a higher degree and perfected in the college. The function is the same in kind but differs in degree. The primary function of the college is not the impartation of knowledge. The simple impartation of knowledge makes a machine, a dictionary, a museum; collegiate training aims to make men. Nor is it the business of a college simply to prepare a man for gaining a livelihood. If that were all it would be necessary only to teach him to read, to write, to add figures and compute interest, and to instruct him in his special handicraft. Now the college does impart knowledge and in the highest sense pre-

pares a man for gaining a subsistence, but not in the way often supposed. The college is primarily to develop latent power, to educate the man, to prepare him to do his part in all the relations of life to his fellow man, to the state, and to God.

The normal child is born into this world with all these powers in embryo. To develop these potentialities is the object of our educational system. The highest link in the institutions established for this purpose is the college. The college is intended to develop hidden power, the university furnishes us with all that is known on any subject and equips the mind already fully developed with facilities for experiment and for entering upon unknown and undeveloped fields and so adding to the stock of human science. A man is incapable of specializing to advantage unless he has somewhere and in some way laid the foundation of general mental development.

Now the problem for the college to solve is, What is the best way to complete this process of mental development already begun in the lower schools? The instruments hitherto used for this purpose have been the mathematical and physical sciences, the humanities, and philosophy. By the humanities I mean the language, history, and literature of different nations, ancient and modern, combined with the vernacular. The mixture of these different agencies in varying proportions has formed the college curricula of our own country all through its history. The difficult problem has been how to fix the proportions so as to secure the best result. This problem is still unsolved and has in late years been the subject of many an experiment in the different colleges. The discussion of these agencies with the methods of teaching each forms the interesting science of pedagogy.

To be more practical, Otterbein is an institution in which educative rather than investigative work is to be done, where the body, mind, and soul, are to be developed and existing knowledge imparted, rather than where discoveries are expected to be made. And

yet like other American colleges the inquiring spirit is not dead here and should not be. Many of the most important additions to the sum of human knowledge have been made in colleges but this is not their main object.

You are here to attend college. What do you expect to gain by it? What do you think the college can do for you? You think perhaps that you will acquire knowledge, gain a supply of facts, and increase your capacities for bread earning. All this you can get here as well as something much more valuable. You have it in your great resources undeveloped. It is your business here with our aid to exploit these resources, to develop these potentialities so that they may reach perfection and you become qualified to fulfill your missions in life.

To begin with the body, I believe that in all ordinary cases it is possible to so develop and train the body that it will be able to bear all legitimate strain throughout life. The body was intended to be strong and graceful on reaching maturity and it is your privilege and duty in these college years to make your bodies as perfect as possibly. You can all or nearly all acquire muscular vigor, an erect posture, and a graceful gait, if you are willing to pay the price of intelligent systematic work in regular training. The bean-pole type of man with contracted chest and chalky cheeks is no longer considered good academic form; the weakly, pale-faced young woman is no longer the universal favorite. We now admire the brawny young man, full of life and vigor, ready for any reasonable demand that may be made upon his physical strength, the young woman with a bloom in her cheek, and full of the enjoyment of life. And rightly, for this is their normal condition under proper education of the body.

Some of you have this bodily development already; maintain it by a proper method of life and systematic exercise. Most of you perhaps have defects of body, or impaired and undeveloped bodily powers; it is your mission here to make these defects disappear, to

strengthen and develop every weak part. If you come here weak and physically imperfect you ought to leave strong and bodily perfect. If you come with good health and strong bodies, it will be sinful for you and a disgrace to Otterbein to leave with impaired health and weak bodies. To prevent this a gymnasium has been provided and instructors furnished. All who have not had the advantage of a systematic physical education ought to look upon it as a great privilege to do daily work in the gymnasium under skilled direction. You are not as strong, as handsome, as beautiful, as you are capable of being. I hope to be able at the end of the year to compliment you on your improvement in these respects.

What about athletics? What is their relation to college life? Are they an essential part of the college or simply college luxuries on the physical side? The foundation of athletics is found in the gymnastic training which I have described. No one is fit to take part in any form of competitive athletics whose body has not previously been systematically trained. No weakling ought to participate in a boat-race, a game of football, or even a foot-race, yet boating, running and playing football are all good forms of exercise and efficient in developing strength of body. I would for recreation encourage walking, running, jumping, tennis, boating when possible, baseball, football, basket ball, boxing—all forms of athletics; I would encourage friendly contests in all these, provided the participants are physically capable. They all help to train the body and keep it in good form.

The one form of athletics which has been most decried in this country generally is football. Of course it has its defenders and these are more numerous and influential, than its opponents if we are to judge from its present popularity. The main objections that have been urged against it are four. First: It is dangerous. Second: It is expensive. Third: It takes too much of the time of the players. Fourth: Its moral tendency is downward.

These are serious charges and if admitted in

their entirety are sufficient to condemn it. Let us examine them. The danger element has been greatly lessened by the modification of football rules in late years. Danger there still is and serious accidents are liable to happen in any game, but this is true of baseball also, and other forms of athletics. The expense is a serious problem for most colleges. The consumption of time is a matter that can be regulated. Nor do I believe that the moral tendency of football is debasing. True, there are elements in it such as the tendency to professionalism, the desire to win by means fair or foul, occasional exhibitions of rowdiness after public games, especially at the time of Thanksgiving games between the large universities, that are greatly to be deplored. On the other hand the habits of the team during the training season teach abstemiousness and genuine temperance in all things; the hard and continuous practice teaches lessons of endurance and perseverance; the meeting of antagonists on the field inculcates the virtues of self-restraint and true manhood. I have watched the development of football in Otterbein from its beginning, and while I have been made sorry by some accidents that have happened, while I have been chagrined at some moral lapses of the players and their followers, I believe the good that has come to Otterbein through football far outweighs the evil. I think it would be a distinct loss to give it up. I am still a warm friend of the grand old sport.

I have spoken so fully on the topic of body culture that I must not dwell long now on that of the mind and soul. The whole college curriculum with the aid of the entire faculty will be given to assist you to develop these higher parts of your beings. The college will teach you to observe, to develop the power of attention, of memory, of comparison and classification, and of judgment. When you have finished your college course you will be called educated. If you are truly educated you will be able to reflect to think. You will grow constantly and be able to do, to act. You will be kind, gentle and reverent.

I ought on this occasion to say something on conduct and discipline. There must be right conduct and wise discipline in a college as well as elsewhere where human beings mingle. The state finds it necessary to enact laws and provide means for their enforcements in order to secure the safety and happiness of its citizens. Every mercantile establishment is forced to have strict regulations to be observed by those it employs to prevent disorder and guarantee success. Every educational institution likewise is forced to have its rules in order to carry out its purpose. College rules and regulations are not intended to curtail legitimate individual liberty but to secure the greatest good and well-being of the entire body. The governing bodies of colleges are not tyrannically disposed. They aim at securing the greatest good to the greatest number. In order to reach this end individual wrongdoing has frequently to be suppressed. Individual lawlessness tends to disturb and corrupt the whole body and hence must not be tolerated.

My theory of college government can be briefly stated. First. Young men and women who attend college ought to be treated as gentlemen and ladies with the greatest consideration and courtesy. Second: They ought to be subject to the civil law of the community as other citizens. If they violate that law they ought to be treated by the civil authorities as others are treated, and the college ought not to protect them. Third: Regarding the students' relation to each other and to the college and its governing bodies there is an unwritten code which ladies and gentlemen generally understand and the observance of which tends to decency and good order. It ought not to be necessary in this generation to speak to students of behavior in class, in chapel, or in public gatherings generally. Disorder in such places is the strongest evidence of ill breeding or indifference to the common courtesies of good society. Whenever the requirements of good society in those places are disregarded persistently by students their presence in col-

lege should cease. Besides this there are two things which a college ought not to tolerate, laziness and viciousness. If a student *will not study* he is out of his place in college and ought to be sent home to work. If a student is persistently lawless or vicious his presence in college is inconsistent with the good of the whole body and his connection with it ought to be severed.


From what I have said I think you will understand that while in college you will be treated as men and women, as ladies and gentlemen. If you get into trouble it will be because you have forgotten yourselves or deliberately done wrong. The relation between faculty and students in these days is no longer that of watcher and watched, but of the most intimate friendship. A former graduate of Otterbein said to me a few days ago that he made a great mistake when in college by always avoiding the faculty. "If," said he, "I were in college again I would spend hours with the faculty every day." I suppose he meant outside of the recitation rooms and faculty meetings. Perhaps this might be too hard on the faculty. But he was right. There ought to be a more intimate relationship of friendship and good will between student and teacher. You will often need help outside of your lessons. The condition of your financial affairs, the choice of a profession, your doubts and difficulties on religious matters, and many such things will worry you. I invite you at the beginning of this school year to feel free to consult the faculty whenever you feel the need of advice. You will always find them sympathetic and ready to help you when they can. If you fully realize at the outset that the faculty are your friends there will be very few misunderstandings. The relationship of Christian friendship will solve many difficulties.

A Christian college suggests and demands a Christian education. A Christian education will add to what I have mentioned a careful training in the ethical principles and religious teachings of Christ. Through the influence of

the Christian Associations, the churches of Westerville, and other means, you will be led, I trust, in a systematic spiritual growth, and brought to think more and more of your relation to the Divine, and come to realize more fully that the solution of most of the serious problems you will meet in life must be accomplished by the spiritual forces in the world.

The Progress of Invention

A. L. BORING, '04

S we stand on the threshold of this new century and with longing eyes eagerly look in at the slowly opening door in search for what the future has in store for us, it is a fit time to turn about, and from the high position to which progress has brought us, look down through the years of the rapidly retreating century.

Progress has been the watchword and the new developments along all lines show that this watchword has been closely followed and the march of the century has been onward and upward.

As the sun shades itself free from the darkness of night and mists of the morning, slowly ascending the heavens till it reaches the zenith, so has been the progress of invention. One hundred years ago the inventive progress was hid by the dark clouds of superstition and ignorance, but slowly it shook itself free from these and moved upward until to-day it is just at the zenith. It's bright rays have penetrated the darkest corners and awakened to life the sleeping genius in the minds of many men, and the new inventions and improvements in the old show to what extent these have responded to the gentle touch.

God created man in his own image and endowed him with unmeasurable powers. The voice of the Creator has come to the human race and commanded it to push on to perfection. In the past century the movement toward this goal has been more rapid than in

any two centuries previous, and "it doth not yet appear what we shall be" or shall do with the hand of God to guide and the eagerness of man to excel in some line. Man is ambitious and this trait of his character is the cause of so much progress and will be the means of some day bringing him to perfection or as near that mark as it is possible for man to attain in this life.

This is the world's golden age so far as invention and discovery, intelligence and material progress can bring it. Measured by achievement, each year is a century and the past one hundred years is marked by improvements in transportation, revolution in science, world wide exploration and extensive discoveries. The harvest of useful inventions has been great and still the soil of men's minds is capable of bringing forth even greater things than those which have astonished the generations of the past. It must be a great invention which causes the people of this day to stand in awe for we have come to think that nothing is impossible to man when led by the creator of the universe. No height too high to attain, no depth too deep but can be fathomed by the powers of man's genius. One writer has called this feature of our times "the great outbreak of human inventiveness which left no province of human affairs unvisited." The scales fell from men's eyes and they saw how crude were their methods and appliances, and at the same time those eyes were endowed with scientific insight given by the hand of the loving Father. Before man stretched paths of progress leading to a goal so advanced, yet so enchanting, that the vision quickened the pace of the whole race and made man determined to seize the golden prize given only to him who goes on to perfection.

Wherever a high civilization has shone, mankind has felt a thrill of passion for investigation and improvement. The nineteenth century has been the most fertile in invention of all ages, the one great epoch of discovery, not only in political and social developments, but in general progress, in art and science, leaving

behind all other centuries. We have seen huge strides, leaps forward, which make all past advance seem like a snail's pace. The movement onward and upward seems, even to those who were carried on and up by it, almost incredible. World wide exploration has opened many doors hitherto barred against the onward march of civilization and progress. At last the once trackless ocean has been lain open to travel and the watery paths are as accessible as the streets of our cities. Old Neptune has been conquered and to-day huge ocean steamers plow through his kingdom, no longer fearing the huge waves or gigantic monsters which inhabit them. Steamships have diminished distances by shortening time to less than one-tenth of the period required for an ocean voyage in "ye olden times."

Land and sea yield up the secrets of thousands of years. We feel sure that no land exists where the foot of man has not penetrated. The frozen poles have been forced to unbar the gates of their ice castles and the triumphant explorer, like the knight of old, enters and unfurls his flag on the crystal battlements. The prows of our ships, ploughing furrows in every sea, have made the vast ocean harvest fields of commerce; the dauntless explorer has pierced Asiatic jungles and African forests and has scaled the mountains to their very summits; the seclusion of hermit nations has been invaded and the veil has been rent before their closely guarded shrines, opening a place for civilized commerce and religion. The railroads, like a huge spider web, envelop the continents and the iron-horse not only climbs the steep mountain side but bores his way through its rocky heart, bridges chasms, spans rivers, tramps down forests, and dares the snows of Siberia and the hot sands of Sahara. The postal service reaches the remotest regions of the globe and the telegraph wire and ocean cable, yoking God's lightning to human thought, flashes news to the ends of the earth. Now there are no distant lands: all are brought together. Communications like these making a contact so constant, so univer-

sal, never entered into the wildest dreams of the ancients and to our grandfathers would have seemed impossible.

Although the land has been drenched in blood and the dark clouds of war have obscured the bright sky of peace, the boom of cannon has rolled down the darkened sky like the muffled drums of thunder and the shrill blast of the war trumpet has called men into action, arraying nation against nation, brother against brother, yet we believe that the time of universal peace is near at hand. Mankind is learning a better way to settle disputes than by the sword. The policy of live and let live is more and more becoming the ruling power in man's actions toward his fellowman. Trade and travel bring men together, they learn to know each other and to feel that war must cease. Man grasps the hand of his fellowman with the feeling of brotherhood.

This world-wide exploration has brought universal intercourse between man and man. Not alone does trade include the products of the soil or factory but an exchange in thoughts, a traffic in ideas thus bringing about such marvelous results. The barriers between peoples are broken down. China sends her young men to the west to study the problems of human progress at the centers of Christendom. The "Celestial Gods" actually ask questions of the "foreign devils." The African now comes to the land of the Christian and at the feet of our learned men receives instruction which he carries back to his less fortunate brethren thus scattering light in dark places. Barriers of mutual misunderstanding and superstition are falling. The "foreign devils" are found to be brothers with hearts full of love.

The last century has marked the downfall of human servitude. The great conflict of '61-'65 in our own fair land could not end while upon one slave there remained an unbroken fetter. Mankind is learning the great lesson of humanity and its force is heard crying "away with those fetters!" and appealing for a par-

liament of man in which there shall be no commons but all shall sit as peers. When suffering Cuba, fettered by a tyrant's hand and drenched in blood, called to us across the waves, in the name of humanity and with a feeling of common brotherhood, the stars and stripes were sent to her assistance and with them went freedom, commerce and intelligence. Knock from the body its shackles and the mind begins to soar to higher realms. The man learns the dignity and majesty of mind and that no chain ever forged is strong enough to bend a thinker. He learns that truth is as resistless as the waves of the sea, mighty enough to wreck the strongest bark of falsehood. With these thoughts in mind, schools and universities have been established all over the world for the purpose of raising man to higher intellectual plains. The past century has seen great progress in education and to-day education is still on the upward march.

God has, through modern science, given to man the magic wand. The genius of nature, with all his mighty forces, waits to do our bidding, helping us to carry out our highest ideas of progress. "Necessity is the mother of invention." When man saw his necessity he began to search for something to meet that need and the numberless inventions of the last one hundred years are evidences that he succeeded to a great extent. "Progress is this—that what we receive as bud we give to the following generation as flower and what we receive as flower we hand down as fruit."

We received from our predecessors the horse, we bequeath the bicycle, the locomotive and the motor car; we received the goose quill, and bequeath the typewriter; we received the scythe, and bequeath the mowing machine. For the hand loom we give the cotton and woolen factory; for the dim tallow dip we give the brilliant electric lamp. In place of the slow sailing vessel depending on the wind for its power, we leave to our posterity the great ocean steamship, defying the

forces of wind and waves. The beacon light flashing news from mountain to mountain has given place to the telephone and wireless telegraphy. See the human body become practically transparent as the X-rays, the microscope, and electric lamp guide the physician and surgeon in searching the darkest corners for disease. Limbs once amputated are now straightened and strengthened. Machinery now works cotton, wool, metal and wood, and motors do our planing and carving, hammering and rolling, sowing, mowing, plowing, reaping, binding, and threshing. The animal, mineral, and vegetable kingdoms yield nothing which does not succumb to man's overmastering powers. The electric telegraph is the first invention which is obviously final. In the race of human improvement, steam may give place to some mightier power, but "no agency for conveying intelligence can ever excel that which is instantaneous." Here for the first time the human mind has reached the utmost limit of its progress. This unparalleled progress belongs chiefly to the half century just closed. The first sun-picture dates back but sixty years; almost the entire system of railway is the product of this brief time. Already the sunbeam has surpassed the painter and given to us photographs of dainty color as well as form. The phonograph has made it possible for future generations to hear the words of dead orators, statesmen, poets, and preachers, as uttered by themselves. Giant explosives—nitroglycerine, dynamite, and giant powder, have already displaced older and more tedious methods of clearing the earth's surface of stumps and opening its veins of metal and mineral.

Delicate photometers and micrometers, every form of monster machinery or delicate mechanism belong to this age; while science teaches us drainage and irrigation, analysis and enrichment of the soil, and secrets of fertility, turns deserts into gardens and makes every spot available for the habitation of man.

If such be the progress of the past century in invention and discovery, nothing which men may imagine seems impossible in the new era which has just opened, when science promises to navigate the air as well as sea. Forms of force hitherto unknown are now undergoing experiment; secrets, hidden even from the past century, are yielding to human investigation and a decade of years may witness a revolution greater than that which has turned the world upside down in our day.

The possibilities which lie hidden in man cannot be measured and day after day will develop new powers and step by step will be the march of progress and future generations will live, surrounded by inventions of which we in our wildest dreams dare not hope and cannot imagine.

Football

ONE week after commencement last June, notice was served on the manager of our football team by the Denison Athletic Association that they had voted to cancel the Otterbein-Denison Thanksgiving day game at Dayton and had voted further to sever all athletic relations with Otterbein.

It has been learned since that this action was taken at the instigation of Physical Director Day of the Dayton Y. M. C. A. It is not necessary to give our readers a history of the business relations between Professor Day and our Athletic Association. His treatment of our football managers on two occasions is already too well known. Last spring, the official board, profiting by the experience of former years refused to sign contracts submitted by Day for the Denison game at Dayton, and submitted contracts drawn similar to the contracts used by most of the colleges in the state. Word was received by Day that these were satisfactory and that they would be signed by him just as soon as all the members of their athletic committee returned to the city. The next word that was received from him

was to the effect that Otterbein was counted out and that Miami was given the game.

Denison's action in this matter looks extremely funny to us for just lately their manager wrote to the manager of our second team requesting two games between the two second teams, one at Granville and one at Westerville. We are too busy to spend any time with people who change their mind so frequently; and as for Prof. Day, we would recommend to the trustees of the Dayton Y. M. C. A. that if they would have the standard of integrity, implied in their name, come up to the requirement they will have to replace the incumbent at the head of their physical department.

The outlook for a winning football team is not so good as it might be. Our coach is doing excellent work and some good men are being developed. But the greatest hindrance to a successful team is the lack of men. Some very good men, who were expected to do good work this fall, have not yet returned to school. Some, who are in school and who can play and have played, do not show the proper Otterbein spirit in refusing to play without giving any apparent good reason. Then there are some, who no doubt would develop into "stars" in time, and it is to be hoped that some of these will soon make their appearance on the field. Three reasons are generally given by those who refuse to play. We will try to answer these as briefly as possible. First, some say, "I don't know how." Well gentlemen, neither did "Shorty" Howard when he entered O. U., but by dint of hard work and perseverance, he has developed into one of the most brilliant players in this state. "Go thou and do likewise." Next, they say, "Well I am not heavy enough." My dear friends, mention could be made of many of the brightest stars that ever appeared on a gridiron who did not weigh more than 130 or 150 pounds. But you will say that these are exceptional cases; in reply to this, let me ask you if you think that there is a young man in

Otterbein, who does not think that he is or may become an exception in some way or other. Finally, some will say, "Really I have no time." To be sure friends, some sacrifices must be made, and anyone, who has the good of his college at heart, will be willing to make them. It doesn't take any more time to play than to watch those practice who do play. The season only lasts about ten weeks, so come, boys, give up, if necessary, some of your walks and bicycle trips with your girls; they will or should think all the more of you for it.

Manager Hall has arranged the following schedule:

- Sept. 28. O. S. U. at Columbus.
- Oct. 5. Antioch at Westerville.
- Oct. 12. O. M. U. at Columbus.
- Oct. 19. O. W. U. at Delaware.
- Oct. 26. Wooster at Wooster.
- Nov. 2. Wittenberg at Westerville.
- Nov. 9. Buchtel at Akron.
- Nov. 16. Ohio at Westerville.
- Nov. 28. Heidelberg at Tiffin.

Y. W. C. A. Notes

The reception given by the Y. W. C. A. on Wednesday evening, Sept. 11, was very largely attended by the girls and also by the wives of members of the faculty. Refreshments were served and a profitable evening enjoyed by all.

On the following Tuesday evening a decision meeting was held in the prayer room of the Association building. All the girls are very enthusiastic for the year's work and this first meeting will be remembered for its beautiful manifestation of the Holy Spirit working in the hearts of the girls. At this meeting there were twenty-two girls united with the Association, for whom we are truly thankful and whose presence encourages us to hope and pray for greater spiritual results.

On Tuesday evening, Sept. 24, a very important part of Y. W. C. A. work will be

presented to the girls—that of Bible study. This is recognized as very essential in all Christian work, and every girl should find time for systematic Bible study. Teachers have been secured and classes will be organized as soon as possible. Let every girl be enrolled in at least one of these classes. Girls, let us make this year's work count for Christ.

Y. M. C. A. Notes

Yes, it does one a world of good to meet the boys again; look upon the Association building, and pass through its halls. We are glad to be here.

The information bureau in the cabinet room of the building during the opening of college, proved a success. Here a list of rooms for rent was kept with a plot of the town, location the same.

The annual reception to the new boys was held on Thursday evening, Sept. 12, from 7:30 to 9. These receptions are a great benefit in getting the boys acquainted with one another, and introducing them to the Y. M. C. work.

The first regular meeting was held on the evening of Sept. 19, and was a precious one indeed. Mr. Arthur Rugh, State College Secretary, was secured by the Bible study committee to present that subject. Mr. Rugh's services are always appreciated and they do us a

world of good. A canvass for Bible study was made at the close of the services and thirty-five names were enrolled. We trust that this number will be increased to sixty-five. Fellows, find your place in a Bible class.

The Joint reception was held in the Association parlors Saturday evening, Sept. 14, and was a success in every way. The evening was spent in social conversation, interspersed with vocal and instrumental music. A finer body of young people is seldom seen.

Information, Consecration and Evangelization are the watchwords of the Missionary department for this year. Another cycle of mission study begins this fall with the book, "Progress of Missions," and it will pay a student to follow this course through the next four years.

The Y. M. C. A. greets you who are here for the first time with a warm heart, and welcomes you into their midst. We know your situation as a new student with changed environments, the problems to be solved, the diffi-

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6.30	3.30	6.30	3.30
7.30	4.30	7.30	4.30
8.30	5.30	8.30	5.30
9.30	6.30	9.30	6.30
10.30	7.30	10.30	7.30
11.30	8.30	11.30	8.30
P. M.	9.40	P. M.	9.40
12.30	10.50	12.30	10.50

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culties to be surmounted, the discouragements to be met, that we feel a special interest in you. Make the Association your friend. Give it a place in your college life. It is worthy of your support and will do you an infinite amount of good. Plan to be at the Devotional meetings every Thursday evening from 6 to 7 and take an active part in them. Join a Bible class and begin at once a daily, systematic study of the book of books. You may think you have no time for these things, but remember all are essential to the well-rounded, broad-minded man. Again we say, we welcome you into our midst and into our Association.

Alumni

R. D. Funkhouser, '99, is now Secretary and Treasurer of the Home Telephone Co., Dayton, O.

A. L. Gantz, '00, and Jessie Kohr, '01, were married July 10, at the home of the bride's brother, Rev. Ralph Kohr, La Rue, O. Mr.

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Gantz is now teaching in the Worthington High School. The many friends of Mr. and Mrs. Gantz wish them a happy life.

N. R. Best, '92, formerly city editor of the Zanesville Courier, has accepted an editorial position on The Interior, Chicago.

F. S. Minshall, '96, is traveling salesman for the White Line Washing Powder Co., Indianapolis, Ind. His home is in Anderson, Ind.

W. B. Kinder, '95, was married the early part of the summer to Miss Stockwell, of Cleveland, O. Mr. Kinder has a position in the Cleveland High School and carries with him the wishes of his many friends for his success.

The funeral of Mrs. Mary E. White, '60, was held at the residence of her sister, Mrs.

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M. A. Fisher, in Westerville, Sunday afternoon, Sept. 22. Dr. G. A. Funkhouser, of Daoton, conducted the services. Mrs. L. K. Miller and Miss Cora McFadden, of Dayton, were among those who attended the funeral.

A. C. Streich, '93, has a position in the Cleveland High School.

Bertha Monroe. Art, '98, will teach art at Mouth-of-Seneca, W. Va.

B. O. Barnes, '00, is a banker now. He is in the Bank of Westerville.

Samuel Zecher, '99, is Secretary Cleveland Y. M. C. A. He entered upon his duties in August.

C. R. Frankham, '96, and W. F. Coover, '00, were visitors in Westerville Saturday and Sunday, Sept. 21 and 22.

N. E. Cornetet, '96, was elected in July to take the chair of Greek in this institution, made vacant by the death of Prof. Guitner.

Locals

Prof. W. J. Zuck represented the college at the Allegheny Conference.

We strongly urge severest test of value in our new line of fall underwear. MARKLEY.

Rev. F. P. Sanders has been acting as

college pastor since the resignation of L. F. John.

About fifteen students attended Sousa's concert at the Great Southern on Friday evening, Sept. 20.

Memorial services were held in the college chapel on Thursday afternoon, Sept. 19. Addresses were made by Prof. Snively, Rev.

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Bradrick and Dr. Sanders. All recitations were suspended for the afternoon.

New students have arrived from all parts of the country, some had very long rides and many are still riding.

The student who thinks he knows everything knows not that others know that he knows nothing. MARKLEY.

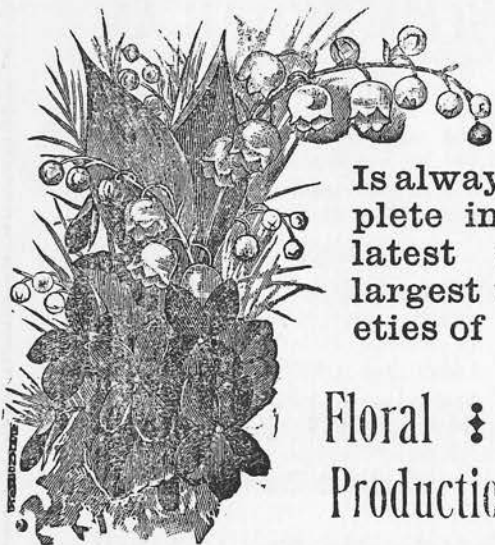
Miss Mamie Ranck, who has been teaching for the past two years, has re-entered school and will be a member of the Sophomore class.

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The church choir is now under the management of L. M. Barnes, as director and Miss Maggie Lambert, pianist. We are sure to have excellent music under the direction of these able instructors.

The Y. W. C. A. tendered their usual reception to the girls on Wednesday evening, Sept 12. On the following evening the boys

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were given a reception by the Y. M. C. A. On Saturday evening, Sept. 14, the joint reception was given.

Otterbein opened very auspiciously on Sept. 11, twenty-five more students matriculating on the opening day than on the first day last year.

The Otterbein Male Quartet has been organized again. It will be composed of L. M. Barnes, E. M. Hursh, Roy Hildebrand and H. U. Engle.

Mr. Rue, State Secretary of the Y. M. C. A., addressed the young men of the college on the subject of "Bible Study" on Thursday evening, Sept. 19.

The student body welcomes the return of Messrs. Wise, Bard, Edgerton, Kundert; Misses Mary Appenzeller, Lottie Bard, Flora Bennert and Myrtle Scott.

Chas. Keller, I. W. Howard, John Shively, jr., L. M. Barnes, Miss Ola Rogers and Mrs. Jessie Kohr Gantz, all members of the class of '01, spent several days with their friends at the beginning of the term.

The citizens' lecture course is not yet a certainty. Last year it was a failure from a financial standpoint, and the committee does not feel like going ahead in this matter, unless they are assured of the hearty support of the students and townspeople. A most excellent course has been arranged and will be carried

out, if sufficient patronage is guaranteed. The course, as arranged for, is as follows:

Oct. 12, The Swiss Bell Ringers.
Nov. 23, Hon. Champ Clark.
Feb. 8, Leonard Garver.
March 1, W. J. Clark.
March 12, Chas. Fraser.
April 25, Mendelssohn Quartet.

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