AN HISTORICAL STUDY OF OTTERBEIN COLLEGE
AT WESTERVILLE IN THE STATE OF OHIO

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DISSERTATION

Presented in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy in the
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University

By

WILLARD W. BARTLETT, B. S., M. A.

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Approved by:

[Signature]
Adviser
PREFACE

This study has been made largely from original materials in the records of Otterbein College. These records have been preserved with great care and are exceptionally complete. Minutes of all meetings of trustees, of executive committee, and of faculty, from the founding of the college to the present time are available. Files are complete of all student publications, of all catalogs, and of all annual reports of presidents and officers. Not only were all records and files opened to the writer, but, in locating information, he was given every assistance, by both faculty and administrative staff. He found particularly helpful the excellent work of Professor Henry Garst, History of Otterbein University. This work is not only an excellent secondary source of information, but it is quite as much an original source. Professor Garst was a student from 1853 to 1861. From 1869 until the time of the writing of his book in 1907, he was officially connected with the college; first as a professor, then as president, then as secretary and treasurer, and finally as historian.

The author is indebted to many persons who have been of material assistance in this study. At Ohio State University, initial suggestion was given by Professor Ervin E. Lewis, head of the Department of School Administration, and guidance in the work and valuable criticisms were received from the following three members of the faculty of the College of Education, who acted as an advisory committee to the writer: Professor Arthur J. Klein, chairman of the committee, who has sponsored the study, and Professors H. Gordon Hullfish and
Roscoe H. Eckelberry, who have been generous in giving their time to an examination of the manuscript. Special thanks is due to President Walter G. Clippinger, and to the trustees and faculty of Otterbein College, through whose consideration all records of the college were placed at the disposal of the writer. Miss Tirza L. Barnes and her assistants in the Otterbein College Library rendered invaluable assistance. Former President Thomas G. Sanders, Professor Charles Snavely and Treasurer James P. West of Otterbein College, have all read the manuscript through with exceeding care and furnished the writer with numerous corrections and criticisms, both particular and general.

It should be recorded that the author has no interest in Otterbein College other than such as has been aroused while doing this work. To him Otterbein was little more than a name, until it was selected as the field for this study.¹

¹ This study was planned some time before the college to be used was selected.
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INTRODUCTION

The present work is the result of an effort: first, to select a college which, in as large a measure as possible, is typical of the Christian college movement in the Central West; and second, to study and to interpret the more important phases of its development, showing the principal influences which have been acting on it and how it has conformed to or resisted conformity with the shifting demands of American civilization.

In selecting Otterbein College at Westerville in the state of Ohio, many factors were taken into consideration. It stands at the eastern edge of the great Central West, just north of the fortieth parallel which, if used as a dividing line between northern and southern colleges, would divide their numbers about equally.\(^1\) It is the seventy-seventh of the one hundred and forty-five permanent colleges founded in the United States during the prolific period of college organization between 1820 and the beginning of the Civil War.\(^2\) With an enrollment of 375 for the college year 1932-1933 it is neither so large nor so small as to be atypical. With total assets of approximately two million dollars, it is neither in the class of wealthy institutions nor in the class of struggling colleges. It is co-educational and denominational. It is not pre-eminently the result of


\(^2\) Donald G. Tewksbury, The Founding of American Colleges and Universities Before the Civil War, p. 16, et seq.
the work of any one great man or of any one great benefaction, but is rather the net result of the vision, the courage, and the perseverance of hundreds. Thirty years ago William Oxley Thompson said of it: "In many ways Otterbein is a typical denominational college." It lacks some elements common to many of the Mid-Western colleges; it was not organized to train ministers, it was not the result of an expansive movement of a denomination already strong in the East, it did not get its start through the help of Eastern money, nor did it try to follow the established methods of Eastern colleges. It is perhaps as nearly typical as any college which could have been selected, in the Middle-west.

In nothing is Otterbein more typical of the denominational college movement than in the conciseness and definiteness of its aim. The purpose of the church college grows out of the conviction that there is something in Christianity which is worth while, or more concretely that Christian character is the most important thing in the world, that it is the foundation of all worth-while civilization. At different periods Otterbein has phrased the statements of her purpose in different words, each characteristic of the thinking of the period, but each the same in essence. Briefly stated, this purpose may be said to be to develop a type of education which shall send out into positions of leadership in the life of the world, young men and young women whose attitude of

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toward their fellow men shall be similar to the attitude of Christ toward human life. The object of this treatise is to show the problems involved, the methods used, the mistakes made, and the results obtained in endeavoring to carry out such a purpose.

Of Otterbein College it may be said that she has never lost sight of this high purpose. It may today be stated in different terms than it was stated eighty-five years ago, but it is the same and is as clear and as strong as it was in the spring of 1847, when the first trustees started out to "establish an institution of learning for the benefit of the church and all mankind."

Otterbein College has been a part of American civilization, it has partaken of the weaknesses as well as of the advantages of that civilization, it has made many of the common mistakes of similar institutions, but its leaders have never lost sight of, or in any way lowered their high ideal for it.

The history of Otterbein College up to 1929 naturally falls into three periods. The first period was distinctly pioneer. Lewis Davis, the dominant figure, typified the virtues and the weaknesses of the pioneer. Ohio was still on the frontier, surrounding life and conditions were crude, the college buildings were plain, and the equipment was meager. The pioneer period ends somewhat abruptly in 1872. The first main building, with its unadorned plainness, had

burned in 1870, and Lewis Davis had resigned in 1871. In
the fall of 1872 a new and efficient building was ready
for occupancy and an entirely different type of man came
to the presidency. Henry Adams Thompson, as far from being
a pioneer as he was from being a financier, was a scholar
and an educator, while his wife was an artist of no mean
ability. The pioneer days of the institution were over and
the long period of financial difficulties, which we have
called the struggle against debt, was under way.

For twenty years this struggle was a losing one. By
1893 the total debt mounted to over $122,000 while the total
assets did not exceed $144,000. Then, within the space of
twelve months, the first debt reduction campaign cleared
approximately one half of the accumulation. Eight years later
the second debt reduction campaign lowered it to a negligible
figure, and debt has never since been a problem for the insti-
tution. This period of struggle lasted for over thirty years
and may be regarded as having ended in 1904, when rapid
advance began along many lines.

In that year the period of prosperity began almost as
suddenly as the pioneer period had ended in 1872. Four
buildings were secured in rapid succession, the endowment
increased, salaries which had remained practically station-
ary for thirty years began to mount upward, tuition charges
were raised, and the student enrollment and the size of the
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The total assets, which in 1904 were less than $200,000, had
by 1920 passed the $800,000 mark. More buildings were erected, the Diamond Jubilee Campaign brought in approximately one million dollars, and by 1929 the total assets had passed the two million dollar mark, an increase of over one thousand percent in twenty-five years.

Then came the month of November 1929; the financial mechanism of the United States jammed and a new period began for Otterbein College as well as for other institutions and organizations. The financial policies of the college had been conservative. Had she been able to foresee the national and world catastrophe she could scarcely have put herself in a stronger position to withstand the shock. She has not suffered as have many colleges, but her rapid advance has stopped. It is clear that she has entered a new era.

These periods of her history have been characterized by a gradual change from relative isolation to comparatively full participation in the affairs of the United States and of the world. Located in a small country town on the frontier, she was at first not greatly affected by many national movements. The events of 1872 which marked the beginning of a new period in the college history were entirely internal. The events which marked the next change, in 1904 were both internal and external. The college had cleared its debts and was ready for an advance; the country as a whole was on the verge of a period of abounding prosperity. The demarcation in 1929 was caused entirely by things outside of the institution.
Part one of this study is chronological, each of the four chapters taking up the outstanding events of one period. Part two is topical and its five chapters treat more thoroughly certain important phases of the work and life of the institution. The single chapter of part three is given to summary and conclusion.
PART I

CHRONOLOGICAL STUDY OF SOME OF THE MORE IMPORTANT EVENTS
CHAPTER I
THE PIONEER PERIOD
1847 to 1872

"The history of Ohio's colleges and universities is a record of sacrifice, of devotion and of achievement... there was a lofty patriotism in those early founders... their motives were as pure as their deeds were unselfish."

Otterbein College represents the first educational effort of the church of the United Brethren in Christ, and it may safely be considered its leading educational institution. To understand Otterbein college one must know something of this denomination. It is a purely American church. It, "is not an off-shoot from any other denomination", it was not "born of schism, faction or strife", nor does it present any radically new doctrines. In the latter part of the eighteenth century formalism was dominant in many churches. The organization of the United Brethren in Christ represented the getting together of kindred souls who desired a vital religion, a dynamic Christianity, and who sought fellowship with one another. It had its birth in the zeal and devotion of Philip William Otterbein, an earnest and highly educated young preacher who, in 1752 was sent to America by the German Reformed Church.


The churches of that denomination in America were, at the time, very largely dependent upon the Fatherland for preachers.

Philip Otterbein was born, in Dillenburg, Germany, in 1726, twenty-one years after the death of Philip Jakob Spener, the great prophet of Pietism. The Otterbein family had been charged with Pietism, when such adherence was an offence, and it is a reasonable supposition that they were one of the German families which were still under the influence of the Spener revival.4

At first Otterbein's work was among the Germans of Pennsylvania. About 1766 at a great meeting--Eine grosse Versammlung--held in Isaac Long's barn, near Lancaster, he listened to an earnest sermon by a zealous Mennonite, Martin Boehm. Otterbein, tall, cultured, of noble and commanding presence, found himself at one in thought and purpose with the short, spare, severely plain Boehm.5 When the latter had finished, and before he could be seated Otterbein arose and embraced him, crying, "Wir sind Brüder"--"We are Brethren." This was the beginning of comradeship in a work, out of which was later to come the church of the United Brethren in Christ. Both preached against the lifeless formality of the Church of the day. Societies of converts sprang up. Many found it difficult to remain in their

5. T. J. Sanders, op. cit., p. 2.
regular churches because of the warmer and more earnest spiritual life in these societies. The work spread west of the Alleghanies where English speaking groups were formed. Like John Wesley, Otterbein at first had no idea of starting a new denomination. In 1800, however, representatives of the societies met and organized the church of the United Brethren in Christ, electing Otterbein and Boehm as bishops.

By 1854 this denomination had thirty thousand adherents. Today it has approximately 3000 churches with over 400,000 members. Its work covers the states from Pennsylvania and Virginia on the east to the Pacific coast, and it has several conferences in the south. Its headquarters are in Dayton, Ohio, where its theological seminary, its printing house, and its business block are located. It also maintains Lebanon Valley College at Annville, Pennsylvania; Indiana Central College at Indianapolis, Indiana; York College at York, Nebraska; and a junior college at Dayton, Virginia.

While in ethics the denomination has tended to be strict, in doctrine it has tended to be broad and tolerant. Baptism is administered in any manner desired by the applicant. Its confession of faith affirms belief in the ordinances, but the manner in which they ought to be practiced is left to the judgment and understanding of every individual. The confession further states, "It is not becoming of any of our preachers or brethren to traduce any of their brethren whose judgment and understanding in these respects is different from their own, either in public or private." Once only has the denomination been seriously divided on a doctrinal question. That was in 1857 on the question of total depravity against partial depravity, and even in this case, a statement was finally agreed upon with but one dissenting vote.

Otterbein himself was a well educated man. His work at first, however, was confined largely to rural sections where education had made little advancement. Bishop J. J. Glossbrenner wrote that: "There were several large conferences which did not contain a single minister or layman who enjoyed the benefits of a college education." Many of the people

were not only indifferent to education but were opposed to it as tending to a low grade of spirituality, \(^{15}\) and even those who were interested in the movement to organize a college were for the most part themselves uneducated, and were wholly inexperienced in such work. There were no members of large wealth, in fact, the great mass of the members were positively poor.

The opposition to collegiate training for ministers was even more vigorous than the opposition to collegiate training for the laity. It was feared that an educated ministry would depend upon educational attainments rather than upon spiritual attitudes. \(^{16}\) The charge of establishing an institution which was to be a **priest factory**, while groundless, was sufficiently serious so that at one time the founders were obliged to go into the denominational press to defend themselves. \(^{17}\)

But the spirit of higher education was in the atmosphere. In Ohio two embryonic state universities had been chartered, Ohio University in 1802, and Miami in 1809. Kenyon had been chartered in 1826 by the Episcopalians, Denison in 1832 by the Baptists, Oberlin in 1834 and Marietta in 1835 by the Congregationalists, Muskingum in 1837 by citizens of its community.


\(^{16}\) Daniel Berger, *op. cit.*, pp. 478-479.

Ohio Wesleyan in 1842 by the Methodists, and Wittenberg in 1845 by the Lutherans. Tewksbury lists only 37 permanent colleges founded in the United States before 1820, but lists 60 founded between 1820 and 1845.\textsuperscript{18} Young people from United Brethren homes were attending these newly formed colleges, and in some cases were being lost by their own denomination.\textsuperscript{19} The problem was to retain their own young people in their own fellowship. It was not a question of conserving any denominational doctrines. This point was emphasized by Principal Griffith at the opening of the college: "Sectarian interests and prejudices ought not to have any influence here... whether Baptist, Presbyterian, Methodist or United Brethren we ought all to unite and co-operate heartily in the work. The interests of Christianity and the prosperity of our government alike demand it... Let us feel as though we had a work to do in common with our sister churches—one which involves the interests of our American people."\textsuperscript{20}

The initial step in starting a program of higher education was a resolution passed at the Quadrennial General Conference.\textsuperscript{21}

\textsuperscript{18} Donald G. Tewksbury, \textit{The Founding of American Colleges and Universities before the Civil War}, pp. 16, 33, 44.

\textsuperscript{19} Henry Garst, \textit{op. cit.}, p. 14.

\textsuperscript{20} \textit{Tbid.}, pp. 69-70.

\textsuperscript{21} The denomination is divided into conferences, each of which has jurisdiction over the churches within its limits. These meet yearly and are called Annual Conferences. The supreme authority is the conference of all the churches which meets once in four years and is called the Quadrennial General Conference.
held in Circleville, Ohio, in May 1845, recommending to the
conferences the establishment of institutions of learning.
The actual beginning of Otterbein College was due to a trivi-
al circumstance and to the keenness of a citizen of Westerville,
Mr. R. R. Arnold. In 1838 two pioneer farmers, Matthew and
Peter Westervelt, had given twenty-seven acres of land to the
Methodist Episcopal Church for the purpose of founding a semi-
nary. 22 Eight acres were set apart for the school grounds, 23
and the institution was called Blendon Seminary, taking its
name from the township. In July, 1839, Matthew Westervelt
plotted the remaining nineteen acres into lots to be sold for
the benefit of the seminary, and the settlement was named
Westerville. 24 Two buildings were erected and for a few years
the school flourished. But in the meantime Ohio Wesleyan Uni-
versity had been founded. The Methodists turned their atten-
tion to this new school and Blendon Seminary began to decline. 25

22. Blendon Young Men's Seminary was incorporated in 1839.
The title to the property lay in the hands of Matthew
Westervelt and eleven others. The only authority vested
in the Methodist body was that its Ohio Annual Con-
ference had authority to fill vacancies on the board.

23. Sibyl, 1922, p. 120.

24. History of Franklin and Pickaway Counties, Williams
Brothers, p. 477

25. Ibid., pp. 479-490.
In the fall of 1846, Mr. Arnold happened to be in a clothing store in Columbus, and overheard two United Brethren clergy-men talking of the contemplated plan to start a college.\textsuperscript{26} He returned to Westerville, called a meeting of some of the leading citizens, and suggested to the Blendon trustees that the seminary be offered for sale to the United Brethren. A committee was appointed to visit the Scioto conference, which was meeting in Bethlehem church near Circleville the following week. It was instructed to offer Blendon Seminary, including the eight acres of ground and the two buildings for the nominal sum of $1,300, this being the amount of debt standing against the school.

Without waiting to consult the other conferences, the Scioto conference appointed a committee to investigate. This reported favorably and the offer was accepted. Seldom have both parties to a transaction been more highly pleased. Trustees were appointed and at a preliminary meeting held in Circleville, December 5, 1846, Rev. Lewis Davis was elected general agent and was instructed to raise funds and to endeavor to secure the co-operation of the Muskingum and Sandusky conferences.\textsuperscript{27} The first trustees meeting recorded in the minutes was held in Westerville, April 26, 1847. At this time it was decided to open the doors for students on the first Wednesday of September

\textsuperscript{26} John Haywood, \textit{The Aegis}, June 1897, p. 7.

\textsuperscript{27} Henry Garst, \textit{op. cit.}, p. 26.
following, and Rev. William Hanby was directed to correspond with the managers of some of the leading colleges in order to get information concerning methods and management of colleges.  

How naïve was their conception of the task before them and how high were their ambitions is shown by the fact that they chose the name University. Concerning the naming of the institution, Lewis Davis said forty years later; "We thought of college, we did not know the difference between a college and a university. We thought, somehow, that a university meant more than a college; so we took it all in and called it Otterbein University."  

The original plant consisted of two buildings; a three story brick dormitory, standing just west of the present site of the soldiers' monument, and a white frame building standing about where the Christian Association Building now stands. The latter contained the chapel, a library room, and three recitation rooms.  

There were certain disadvantages in location, which were later to lead to suggestions of removal. The College is not surrounded by any large extent of territory which it can claim as especially its own. Twelve miles south is Columbus, which now has the State University and Capital University, eighteen  

28. Minutes of trustees, April 26, 1847.  
29. R. A. Thompson, Our Bishops, pp. 401-402.  
30. See Appendix 1.  
miles north-west is Ohio Wesleyan, twenty-five miles east is Denison, and forty miles northeast is Kenyon. Outside of Westerville, whose population is less than three thousand, there are but two small communities which are nearer to Otterbein than to any other college, and these have a total combined population of less than two thousand.

While Otterbein College has always received from Westerville a support, out of all proportion to the size of the community, the college has had to depend for the most part, on other factors than geographical location to provide it with a student body and with money. These facts have without doubt made progress slower and more difficult. But there have been advantages. The college has not had a large and dominating group of students who have had no interest in the ideals or purposes of the college, but who have attended merely because it was near their homes. It has not had to contend with the large city problem of a powerful group of local business men, who have been more interested in the financial benefits to the city than in the spiritual benefits to the students. Westerville has always been free from saloons, and from their ever present invitation to the student. Had Otterbein been located in a metropolitan center, some of her difficulties would probably have been less. She might have had a larger student body and might have been wealthier. It is doubtful, however, if she would have been able to have maintained her spirit and ideals as she has done.
At the time Otterbein was opened there was another college three miles to the south-east. This was Central College which had been organized under Presbyterian auspices in 1842.\textsuperscript{32} It had a five year advantage over Otterbein, and during the fifties the competition was keen. Central College, however, met reverses, and by 1880 was attempting nothing more than academy work.\textsuperscript{33} It continued, never-the-less, for about fifteen years before closing entirely.\textsuperscript{34}

Lewis Davis had begun his money raising efforts, and at the meeting of the trustees on April 26, 1847, he was made chairman of a committee to see that the buildings were ready for the opening in September. Mr. William R. Griffith, a son of a United Brethren clergyman and a graduate of Indiana Asbury (now DePauw) University, was engaged to take charge of the institution as principal. Miss C. Murray was employed as a lady teacher.\textsuperscript{35} At nine o'clock A.M. on Wednesday September 1, 1847, the college was opened with a service in the chapel at which Principal Griffith made the chief address. There were only eight students on that first day, but there was a total enrollment of eighty-one for the first year. Of these, fifty-two were young men and twenty-nine young women.

\textsuperscript{32} Ohio Laws, XL, 77, March 2, 1842.

\textsuperscript{33} History of Franklin and Pickaway Counties, Williams Brothers, pp. 481-482.

\textsuperscript{34} Franklin County, Historical Publishing Co., p. 98.

\textsuperscript{35} See page 118.
As far as can be determined from the records, Mr. Griffith's handling of the institution showed capability and high purpose. Unfortunately Lewis Davis, a mighty worker himself, did not always work well with others, and in August, 1849, because of "existing official difficulty between Principal William R. Griffith and the Agent Lewis Davis . . . William R. Griffith tendered his resignation." Rev. William Davis of Cincinnati, a member of the Miami conference, was elected president, but did not take the matter seriously and his connection, which lasted for but one year, was largely nominal. In 1850 Lewis Davis himself was made president.

The first catalog was published in August 1848 and a copy is still carefully preserved at the college. The names of nine trustees appear, three each from the Scioto, the Sandusky, and the Muskingum conferences. Under the heading of "Faculty" there appears the lone name of William R. Griffith, A.B. Under his name is a blank for another name, followed by the designation Teacher in Female Department. The college is described as "a school in which their sons and daughters, together with any others who may wish to patronize the institution, may receive a sound education. . . . The faculties of older institutions are not now claimed, but efforts are being put forth to make it, in every respect, what it should be." Concerning the boarding department it says: "The boarding hall, a brick building . . .


37. Minutes of trustees, August 29, 1849.
contains rooms for the accommodation of forty students, two occupying each room. Arrangements will be made for the boarding of the females in the family of the principal."

Under the first constitution of the State of Ohio all institutions of learning were chartered by the legislature. 38 A charter was secured on February 13, 1849, 39 and was published in full in the catalog of 1856. This provided that the trustees should be elected annually by the Scioto and Sandusky annual conferences, with any others which might be added thereto. It further provided that any annual conference of the church of the United Brethren, by contributing to the funds of the institution and appointing three trustees, might become jointly associated in the management. It contained a restriction to the effect that no degrees should be granted until the college had accumulated ten thousand dollars in resources.

In financing the frontier colleges during the denominational era, large dependence was placed on "agents", whose chief responsibility was the solicitation of funds. 40 The soliciting agent gave his time to seeking funds. The general financial agent, in addition to solicitation, did the work of business manager, of treasurer, of superintendent of buildings and grounds, of purchasing agent, and of general utility man. Otter-

bein's solicitation was confined almost entirely to the conferences and churches of her denomination. The people among whom these agents worked were poor and in order to get money it was frequently necessary to accept a note payable in the future, often in installments. The collection of these notes was a further burden. Often an agent would not collect enough in cash to pay his own expenses, and the college would find itself under the necessity of borrowing on the expectation of future collections. In an effort to make as good a showing as possible these pledge notes were usually reported as assets, and thus a distorted picture of the actual financial situation was ever present.

The first as well as the most successful of these agents was Rev. Lewis Davis. He it was who dominated the undertaking throughout practically the entire pioneer period, and who won for himself the title of The Father of Education in his denomination. As a solicitor, as general agent, as treasurer, as trustee, as president of the board of trustees, as general utility man, as president of the college, or as a bishop in the denomination, he was the leader. He was a man of thorough devotion, undaunted courage, and of imperial will. He was the typical pioneer, rugged, keen, usually right but perfectly sure of himself whether right or wrong. His formal education was limited.

He was born near New Castle, Virginia, in 1814, the year following the death of Philip Otterbein. By rigid economy he was able to attend an Academy for eighteen months. This constituted practically his entire schooling. But he had acquired a taste for books and ever afterward was a diligent student. In 1837 he joined the United Brethren Church, in 1838 he was licensed to preach, and in 1839 he joined the Scioto conference in Ohio. He was a member of the committee appointed to examine the Blen- don Seminary buildings, and also a member of the purchasing committee.

On being elected general agent for the college, he immediately threw himself into the task. On horseback he started out to raise money. It was December. He rode through the mud until frequently he could not tell the color of his horse. Once he stood up on its back while it swam a swollen stream. His salary was but one hundred and seventy-five dollars a year, yet he made the first subscription, fifteen dollars. On that first trip he secured $102.00, his own being the largest single pledge. One man offered him ten dollars if he would take it in books, he accepted, took the books and himself paid the ten dollars. The smallest contributions were gratefully received. But the idea of education was spreading; in 1852 several contributions of five hundred dollars each were received.

42. Minutes of trustees, September 1, 1847.
43. Henry Garst, op. cit., p. 29 et passim.
Antagonistic forces, however, had been aroused in the church as a result of these efforts to establish an institution of higher education. Of this Drury says: "Some in the church were opposed to education in itself. Some were favorable to education but did not believe that the church should undertake the work. None favored schools for the sole or principal purpose of preparing those that were to preach the gospel."45 The Religious Telescope, the official publication of the denomination, opened its columns in all fairness to writers on both sides. For several years the controversy continued. Garst speaks of it as the Period of Agitation and Debate. One opponent of education wrote:

We all agree that much learning will not make people pious . . . We have common schools, . . . The education we can get in them is fully sufficient if we are only well versed in the school of Christ . . . The Church is not yet a hundred years old and is said to number a hundred thousand members, secured without seminaries. How much more have those with them done? . . . The Brethren church so far has done well without seminaries, and my opinion is that if she establishes them they will land the church where Father Otterbein started from when he commenced it . . .

Brother H.'s expression about the scientific farmer, in my opinion, is rather a wild one. Farming requires labor. With all the science in the world you cannot raise wheat without tilling the ground . . .

And, finally, my opinion is that a majority of the Church are opposed to establishing seminaries of learning, and that the opposition is founded on the gospel and the experiences of the past.46

45. A. W. Drury, op. cit., p. 442.

Replying to such arguments as these William Pyle wrote in the Religious Telescope, August 6, 1845, "If all men had been as unlearned as themselves, they never would have had a text on which to display their ignorance."

The most able and influential of these opponents of higher education was without doubt Bishop John Russel, "a strong man, strong in intellect, with a mighty brain well stored, and strong in prejudices." He it was who was presiding over the Sandusky conference when Lewis Davis visited it to appeal for co-operation in the college undertaking. Davis had heard of the bishop's antagonism and approached him with trembling. "You be still," said the bishop. "I cannot be still," replied Davis. Several times he got the floor, but each time the Bishop ruled him out of order. Then the Bishop himself made a thirty minute speech opposing the project, and put the vote. But he lost, the vote for the college was carried by a small majority. There were now two conferences, back of the movement. Davis went on to the Muskingum conference, where he again encountered Bishop Russel. This time the bishop won, but only for a time, as the next year the conference reversed itself and became the third to join in the college undertaking.48

47. Lewis Davis, quoted by H. A. Thompson, op. cit., pp. 402-404.
48. H. A. Thompson, Ibid.
But opposition in the denomination was not the only difficulty. Indebtedness was beginning to accumulate. More class rooms were needed. There was no provision for housing young women. In 1853 the executive committee was authorized to go ahead with a new building, but no funds were available and nothing was done.

Then in January, 1854, Mr. Jacob Saum, from the Miami conference, made a gift of $1600 to be applied on the building of a dormitory.49 Other gifts followed and by the opening of the college year in 1855 Saum Hall had been completed and was ready for occupancy. The total cost was about $6,000. Thus started the life of a building which during the next three quarters of a century was destined to go through the most varied vicissitudes of any building on the campus, and, although in later years the most humble building of a beautiful group, to render an incalculable service. It is the only building which has belonged to, and has rendered service during each of the three periods of the college's existence. To Mr. Saum must be accorded the honor of starting a building program which was to continue intermittently for many years, until it resulted in one of America's fine small college plants. On completion, this building was occupied as a dormitory for young men and the old brick dormitory was turned over to the young women.

At the annual meeting of the trustees in 1854 it was decided to start a campaign for $40,000 to pay the indebtedness and to erect a main building. During the next year $19,148 was raised. This was the largest amount that had been secured for the college or for any other undertaking in the denomination, during any single year. On May 30, 1856, the agents reported that the total sum had been secured, and the executive committee approved the erection of a building. The first financial undertaking was a success, in that the desired amount was pledged. But its results fell far short of expectations. The agents had given assurance that this sum would be sufficient to erect the building and to pay the debts of the college. In fact there was only enough to start the building, and the debts continued to increase. A large portion of the amount subscribed was in unpaid notes; the expenses of maintaining the agents had been great; and there was a deficit in the running expenses of the college. This led to criticism, and when the trustees, in 1857, decided to appeal to the church for $60,000 more, it was necessary to give out an explanatory statement. This was prepared by Rev. William Hanby and was printed in the catalog of 1857. It was clear and concise and seemed to satisfy the denomination.

50. Ibid., p. 106.
52. Henry Garst, op. cit., p. 111.
In the meantime work on the new building was progressing but slowly. It could go ahead only as rapidly as pledges were paid. In 1857 the foundations were laid. In 1858 there was danger of the work stopping and a request was made for $500 in order that the building might be under roof before winter. In June, 1859, it was reported that the building was nearing completion due to the generosity of the citizens of Westerville who had contributed $3500.\textsuperscript{53} The interior however was not finished, and in fact was not finished at the time the building was burned in 1870.

The conflict over the entrance of the church into the field of higher education had hardly passed when a new point of contention arose. During the first half of the century there swept over the country what was known as the Manual Labor Movement. Field sports were considered child's play, and daily manual labor by students was advocated for health and for self support. In 1831 there was established a national organization called The Society for the Promotion of Manual Labor in Literary Institutions. By 1833, however, there had arisen an apprehension that there were insuperable difficulties in the way. A large investment in implements was necessary in order that many might work at once. Management was expensive, changes of clothing were annoying. Often a group would only get to the field when the bell would ring calling them back to study, and perhaps at a point when the crop needed long hours of steady work. Even its

\textsuperscript{53} Minutes of executive committee, May 31, 1858.
promoters saw the difficulties and early in the forties the movement declined. Among other places in Ohio where it was tried were Oberlin, Denison, Heidelberg, Marietta, Western Reserve, and Lane Theological Seminary. In each case it failed.

The Manual Labor Movement in Otterbein came late, beginning several years after the main wave of interest in it had passed. Here it presented the peculiar spectacle of a serious conflict with the contestants for the most part on one side. The trustees favored the movement, at least until they had tried it sufficiently to find it unworkable. The opposition did not consist of individuals but of the insuperable difficulties in the execution of the plan itself. The constituency of the college was largely rural, knowing more about manual labor than about higher education, and it is in no way strange that the movement found many champions among them. An insistent demand arose, and a compulsory system was adopted by the trustees on June 20, 1854. It provided, however, that the executive committee might excuse, "persons of feeble health, and also those whose stay may be very temporary and who may desire to study all the time, also other cases unforeseen."


56. Minutes of Trustees, June 20, 1854.
Eighteen acres of land in the vicinity of the present athletic fields were purchased and developed into gardens, in which some students found work. The next year a farm of forty-two acres east of the village was purchased. Unfortunately it was not found possible to enforce work, or to provide steady work, or to provide work for any considerable numbers, and the efforts resulted only in increasing deficits. But the advocates of the movement were insistent. For several years the controversy raged in the conferences and in the Religious Telescope, alienating and dividing the friends of the college, and weakening the general state of confidence. In 1860 Rev. Jonathan Weaver in reporting on his year's work as agent, stated that it had been the most difficult year he had experienced, due to lack of harmony, particularly "over the manual labor matter and within the board of Trustees." He had found it more difficult to get collections on subscriptions than to get the subscriptions in the first place. Before another meeting of the trustees, however, the country was in the midst of the great civil conflict and this controversy was pushed to one side never to be brought to the front again.

57. Minutes of trustees, June 23, 1859.
58. Ibid., June 21, 1860.
Closely associated with the manual labor movement in Otterbein was what was called the Scholarship Endowment Plan.\(^{59}\) The debt which in 1854 was $2,513, had by 1856 increased to $9,416. In 1855 it had been decided to endow the school as soon as possible,\(^ {60}\) and in 1856 the following plan was adopted. It was decided to sell $75,000 worth of scholarships which amount was to form a permanent endowment fund. Twenty dollars purchased a scholarship for four years, thirty dollars for eight years, fifty dollars for eighteen years, while one hundred dollars purchased a perpetual scholarship. These scholarships were transferable.\(^ {61}\) Several agents were put into the field and at the end of the year nearly one half of the $75,000 had been subscribed.\(^ {62}\) By the fall of 1858 the infeasibility of the plan began to be apparent and obligations in the hands of the agents were called back.\(^ {63}\) However the solicitation continued and by June 1859 the entire amount had been underwritten. In the meantime trading in these scholarships had begun, and in the fall it was necessary for the executive committee to pass a rule forbidding the agents to deal in them at second hand, either for themselves or for any other person.\(^ {64}\)

\(^{59}\) The selling of scholarships was a common way of raising funds. Allegheny College secured $90,000 in this way, Oberlin $100,000. The plan was successful if most of the purchasers regarded the purchase as a gift, if a large proportion of the scholarships were used, the plan defeated itself. See George P. Schmidt, *The Old Time College President*, pp. 67-68.

\(^{60}\) *Minutes of trustees*, June 19, 1855.

\(^{61}\) *Minutes of executive committee*, June 16, 1856.


\(^{63}\) *Minutes of executive committee*, Oct. 25, 1858.

\(^{64}\) *Ibid.*, June 13, 1859.
It was at this point that the distrust and the dissatisfaction over the manual labor system was bearing heavily against the college. Many of those who had purchased these scholarships claimed that they had been bought with the understanding that the school was to be a manual labor college, and refused to pay for them. Garst states that the manual labor system dragged the scholarship endowment plan to ruin. It might be added that in so doing it prevented an even worse catastrophe, which almost certainly would have ensued if all of these obligations had been floated. It became apparent that most of the students, through transfers, would hold one of these scholarships and that the college would lose more in tuitions than it would receive in interest on the endowment. That the trustees clearly recognized the mistake is shown by their desire to lift every certificate on the best possible terms. At the annual meeting in 1860, the abandonment of the entire scheme was discussed, and in 1861 the agents were instructed to ask all holders of scholarships to give up the same in return for the notes which had been accepted in payment. Agents were instructed to ask those who had agreed to purchase to make a subscription of all, or of one half of what was to have been paid, and in this way something was salvaged. But the scholarship endowment plan was a complete wreck after three years of hard and expensive

work. Many of the scholarship certificates were not given up and in some cases these circulated like scrip. In very recent times some have been used to cover tuition charges. The writer saw one of these which the treasurer of the college repurchased in 1928 for fifty dollars, after it had been in circulation for seventy years. It was originally purchased for one hundred dollars and entitled the assignee to "perpetual instruction, for one pupil at any time in any department."

In 1857 the board had resolved to ask the denomination for an additional $60,000 and a campaign was started. The following year the amount asked was increased to $80,000. But a large portion of the pledges on the first campaign were unpaid, and the agents were in the midst of the selling of the scholarships. In the meantime the debt continued to increase; by 1859 it had reached $22,729. That the situation was becoming desperate will be apparent. The building was not complete, the manual labor controversy had alienated many, and the scholarship endowment plan was a complete wreck. While all of the $40,000 sought in the first campaign had been pledged, there was trouble in collecting. One of the agents wrote: "I think more than one third of the claims that I hold never will be collected, and all seem unwilling to pay." The country was only beginning to recover from the panic of 1857-1858. A late frost in the

70. Minutes of executive committee, Oct. 25, 1858.
71. Guinier, loc. cit.
72. Minutes of executive committee, Sept. 27, 1858.
spring of 1859 did great damage to the wheat crop. 73 The
minutes show that creditors were making demands for their money, 74
and that at least one judgment against the college was standing. 75

It was at such a period as this that there arose an internal
dissention of an entirely new sort. Many lodges of Freemasons
had been formed in Ohio, and there was much opposition to them.
For some years The Ohio Register and Anti-Masonic Review was
published in Columbus but "the Masonic Lodges having generally
disbanded, and the anti-masonic excitement ceased, the paper
was discontinued." 76 The United Brethren in Christ was one of
the denominations in which anti-masonic sentiment ran high. 77
In this sentiment Lewis Davis was a leader. Berger writes:

Lewis Davis was opposed to secret organizations
with an intensity which became a kind of morbid infatua-
tion. He was always watchful over the attitude of the
church and often opposed or supported other issues
according to their supposed or possible bearing on this,
to his mind, central issue. 78

73. Ibid., June 28, 1859.
74. Ibid., June 25, 1858 and June 30, 1858.
75. Ibid., July 16, 1859.
76. William T. Martin, History of Franklin County, p. 63.
77. At the General Conference in 1861 action was taken to
the effect that membership in secret societies "be
dealt with as in the case of other immorality."
A. W. Drury, op. cit., p. 450.
The first evidence that this controversy was reaching into the college was the following resolution, which appeared in the minutes of the executive committee of June 15, 1857:

Resolved, that we have heard with sorrow that some of the ministers, church members, and citizens of our place, have recently taken the preliminary steps to form themselves into a secret oath bound society; and Resolved, further, that we look upon all such organizations as in direct opposition to our common Christianity; the interests of Otterbein University, and the peace and harmony of our community.

Among those who early allied themselves with Freemasonry was Rev. William Slaughter, one of the most successful of the early agents of the college. By earnest endeavor and willing sacrifice he had arisen to a position of commanding influence in the Scioto conference and in the affairs of the college. The recent closing of Mt. Pleasant College, a younger United Brethren institution in Pennsylvania, had left the five conferences which had previously supported it, in a position to support Otterbein. All eyes were now turned toward these conferences; on securing their support the future hinged. The problem was to find the man who could win their allegiance. On December 31, 1857 arrangements were made for William Slaughter to go to Pennsylvania to undertake the task. This aroused the opposition and two days later, January 2, 1858, we find the following entry in the minutes of the executive committee:

William Slaughter resigned from the prudential committee, after seven years of service, as a sacrifice to appease popular feeling against him caused by his favorable attitude toward the ancient order of Masonry.

The controversy was not confined to the executive committee. At the annual meeting of the trustees the succeeding June we find that the following resolution was passed by a vote of fifteen to four:

Resolved that we employ no person in any department of this institution who favors secret associations. And any person . . . when found in opposition to this feature of our church government, either in influence or practice, or both, will be promptly dismissed from the service of the board.

That this action was not intended to be entirely impersonal is indicated by the fact that the following words were added and later crossed out, "Whatever may have been his previous friendship to the college."

On January 4, 1858, two days after Rev. Slaughter's resignation, Rev. J. C. Bright was selected to secure the co-operation of the eastern conferences. He returned a month later having received assurance of the support of the East Pennsylvania Conference and having secured a considerable amount in pledges. This however only partially solved the problem and six weeks later Rev. A. Miller was appointed to go east. There is no record of his having gone, and in September following the executive committee was still seeking a satisfactory person for the task. It was now suggested that Rev. Slaughter be re-employed, 

50. Minutes of executive committee, Jan. 4, 1858.
51. Ibid., Feb. 4, 1857.
52. Minutes of trustees, March 17, 1858.
in spite of the resolution concerning secret societies.\textsuperscript{83} On October 29th he was appointed and apparently started immediately, for at the meeting of the executive committee in December it was reported that he had already secured £1,985 in cash and $10,000 in pledges.\textsuperscript{84} But the masonic controversy as well as the third financial undertaking were shortly to be brought to a termination. A great catastrophe was about to break out over the land which was destined to put a sudden end, alike to worthy undertakings and to petty controversies.

In the meantime the closing of Mt. Pleasant College, mentioned above, proved to be a most fortunate thing not only for Otterbein but for the whole program of higher education within the denomination. This was the period of denominational competition in the founding of colleges. Like other denominations the United Brethren started too many. Today the combined resources of three out of their five colleges are not sufficient to meet the minimum requirements for recognition of one college in the regional associations within whose jurisdiction they are located.\textsuperscript{85}

\textsuperscript{83} Minutes of executive committee, Sept., 27, 1858.

\textsuperscript{84} The square and compasses on the monument to William Slaughter in the college cemetery, bear mute witness to the conflict through which he passed.

\textsuperscript{85} Statement based on statistics in the \textit{Christian education Handbook for 1931} and in the \textit{College Blue Book, 1928}.\textsuperscript{85}
Mt. Pleasant College, promoted by the Pennsylvania con-
ferences, had been opened in 1850. At first hopes, if not pro-
spects, were bright, but financial support failed. 86 In 1857
a proposition was submitted to Otterbein College of transferring
its property on condition that Otterbein would assume its indel-
edness, which amounted to about $4,500. The proposition was
acted upon favorably. 87 The minutes of the board of trustees of
Mt. Pleasant College, now preserved with the records of Otter-
bein, show that the union was unanimously approved and apparent-
ly in very good spirit. The agents of Otterbein College were
cordially invited to promote the interests of that institution
within the bounds of the conferences previously promoting Mt.
Pleasant College. The following year the property was sold for
$3,500. 88 The sale was negotiated and carried through by Rev.
J. B. Nessler, former agent for Mt. Pleasant College, who now be-
came an agent for Otterbein. He came with experience and proved
himself to be one of the most successful of the early agents.
His first task was to raise money within the bounds of the Alle-
gheny conference itself to pay the Mt. Pleasant deficit. Look-
ing back through the perspective of the years it would seem
that, had this union not been brought about, both institutions
must certainly have floundered. As it was, it brought to Otter-
bein the support of five new conferences, some of them among the
strongest and wealthiest in the church. 89 It also brought an

86. A. W. Drury, op. cit., p. 694.
87. Minutes of trustees, June 23, 1857.
88. Ibid., June 24, 1858.
89. Henry Garst, op. cit., p. 110.
addition to the student body, and a most effective agent in Rev. J. B. Resler, who served intermittently until 1885.

In the meantime the Miami Conference in southwestern Ohio, the Virginia and the Parkersburg Conferences to the southeast, and the Michigan Conference to the north, had been brought into affiliation. In all, thirteen conferences were now co-operating. In 1860 it was decided to prorate the indebtedness, which had mounted to $31,000, among the thirteen. This plan however, was but one of the many things abruptly terminated by the Civil War.

In the spring of 1857 Lewis Davis was elected a bishop of the denomination and in June resigned as president. Professor Ralph M. Walker served as acting president for a year and in June 1858 Rev. Alexander Owen, a member of the Allegheny Conference, was elected president. He resigned because of failing health in 1860 and Lewis Davis, although his term as bishop had not yet expired, returned to the presidency.

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90. Minutes of faculty, Sept. 11, 1857.
91. Minutes of trustees, June 24, 1860.
92. Henry Garst, op. cit., pp. 77-78.
93. Minutes of trustees, June 22, 1853.
The actual work of the college itself was progressing. The number of students had increased until in 1860 there were 267. In the catalog of 1856 the names of the college students proper are first separated from those of the preparatory students. The latter were in the majority and in fact it was not until 1889 that the number in the collegiate department predominated. However in 1859, ninety-three are recorded as regular college students. The same year there were six on the faculty, five men and one woman, the latter being principal of the Ladies Department.

The first commencement was held in 1857, just ten years after the opening of the college. For several years previous, there had been anniversary exercises, in which advanced students presented productions of their own. These were held under a tent, as the white chapel was not large enough to hold the crowd. And it was under this tent that the members of the first graduating class received their degrees. It consisted of two young women, Miss S. Jennie Miller and Miss M. Kate Winter. The latter, as the wife of Benjamin R. Hanby, was for a great many years to be one of the best known figures connected with the college. The principal address was made by President Lewis Davis.

94. See Appendix VI.
95. See Catalog 1859.
These were years when some institutions, particularly Oberlin College and Lane Theological Seminary, became centers of agitation in regard to the admission of colored students. At Otterbein the state was set for a similar controversy, for the denomination was preponderantly anti-slavery and Lewis Davis was exceedingly sympathetic with the colored people. The local tradition connecting his home, on the present site of the Carnegie Library with the underground railway is substantiated by Garst who was an inmate of that home for four years immediately preceding the civil War. The trustees did not try to dodge the issue. In 1854 they requested the agents to secure some colored students. The college was saved from a serious controversy by the simple fact that colored students did not apply for admission. In 1859, however, a lone negro student did appear. He was William Hannibal Thomas, the son of a local colored family. He seems to have been the only colored student in the


97. Minutes of trustees, June 20, 1854.

98. William Hanibal Thomas rose to considerable prominence and is still living at 256 Nineteenth Street, Columbus. He served in the civil war and lost an arm. Later he was a member of the legislature of South Carolina and a colonel in the National Guard. He is author of The American Negro, (The MacMillan Company, 1901). He celebrated his ninetieth birthday while this manuscript was in preparation. His mind is exceedingly keen and his memory for events which can be checked, both in national history and in the history of Otterbein College, is so accurate that the writer has placed a high degree of confidence in his statements. In recent years he has been very friendly toward Otterbein College.
institution before the war. A group of students opposed his attendance and endeavored to drive him out. Another group befriended him. The faculty and executive committee found themselves faced with a delicate situation. On November 14, the latter took the following action:

Resolved that it is inexpedient and unwise to admit students of color until the board of trustees representing the conferences ... shall have been permitted to pass upon this whole question.99

Thomas accordingly was called before a group of members of the faculty and executive committee, who asked him to leave, offering to pay his way to Oberlin if he would go there. He refused this offer but only remained in Otterbein ten weeks. No other colored students applied and further controversy was avoided. Since the war only a few colored students have applied for admission to the college,100 and these have been received courteously and on equal terms in the class room and in the church. Much of the time however there have been no colored students.

Just before the turn in the century, there was in the college a young colored man from the African mission by the name of Joseph Caulker. He was a fine athlete and was exceedingly popular. His unfortunate death, due to burns received while trying to start a fire with oil, threw a pall of sorrow over the institution.1


100. In the catalog of 1850 a student is listed by the name of Emancipation Proclamation Coggeshall. The student was a young lady of the white race, who was born in 1863, and whose father was a strong abolitionist.

Among those most closely associated with beginning of the college was Rev. William Hanby. "Brother Hanby gave me twenty-five dollars—grand good man!" said Lewis Davis forty years later.  

"One of the earliest, most trusted, and helpful associates in the work," said Garst.  

No story within the history of the institution has touched the heart strings, and no story has been as often retold as that of his son, Benjamin R. Hanby, the author of Darling Nelly Gray.  

An escaping slave from Kentucky, by the name of Selby, had once taken refuge in the Hanby home. He contracted pneumonia and died. Before he died however he confided in the son, Benjamin R. Hanby, and told him of his sweetheart Nelly Gray, from whom he had been separated when she was sold down into Georgia. It was in 1856 while he was a sophomore in Otterbein that Benjamin wrote the words and music to the song

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3. Ibid., p. 16.
4. For other accounts see:
   Aegis, May 1897, pp. 7-8.
   Henry Garst, History of Otterbein University, pp. 141-144.
   Aegis, Sept. 1907, p. 20.
   Ibid., Nov. 7, 1930, p. 2.
   Ibid., Jan. 16, 1931, p. 3.
   Ibid., May 31, 1931, p. 2.
   Alma Gutner, Mrs. Hanby and her Husband. Historical paper.
Darling Nelly Gray. This immediately struck a popular chord and was rendered by concert companies all over the land, and even sung in Europe. Concerning it Garst says, "It is certain that the song was of great service in promoting the cause of human freedom and deserves to be classed with Mrs. Stowe's "Uncle Tom's Cabin and Helper's Impending Crisis, in the influence it exerted."6

Benjamin Hanby was a member of the second graduating class, that of 1858, and shortly after graduation was married to Miss Kate Winter one of the two members of the previous class. Two children were born into the home. The success of later songs began to give promise of a bright future. But the shadow of death was over the home. The two children wondered at the change in the father as with increasing feebleness he wrote his music. On the morning of March 16, 1867, the life of the song writer ended, at the age of thirty-three. He is buried in the cemetery, near the college and his grave is visited by many. Among the visitors in recent years was John Philip Sousa.

Space permits us only to mention how the wife became a teacher, reared her two children, and lived on, respected and loved, until 1930. She for many years was the oldest living graduate of the college, her life spanning the entire three great periods of the college's existence. One of the brightest events of the commencement of 1907 was the unveiling of the bronze tablet in the library, erected in honor of Benjamin R.

5. See appendix XIII.
Hanby. In May, 1922, Mrs. Hanby was present at the diamond Jubilee, and thus the college had the rare privilege of celebrating its seventy-fifth birthday and having one of its first graduates present.

Benjamin R. Hanby was but one of the happy hearted students who thronged the campus in the days preceding the great conflict. Many years afterward one of these students, in looking back to this period said: "College days, when everything went merry with music, sports, social gatherings and literary societies, or strolling through the old campus, where light hearted boys and girls plighted their friendship,—perhaps love—talked not only of the present, but of the future, little dreaming that their joyous hopes were destined to be soon broken by the cruel fate of war." Only eighteen young men had been graduated before 1861 and only twelve were graduated during the war period. Thus no considerable number of alumni were in the service. But many of the undergraduates and former students enlisted. In later years a list of over one hundred and seventy Otterbein men, who were in the conflict, was collected.

The College was not in a good position to withstand the shock of war; that it survived at all seems almost a marvel. In 1862 the enrollment dropped to about one half that of the preceding year. Salaries were behind and the faculty sent a letter to the trustees concerning their "claims against the


institution." The spirit seems to have been good and it is probably largely a matter of coincidence that in 1862 the entire faculty resigned. Writing in the Aegis over thirty years later F. Riebel succinctly presents the situation:

I was present as a looker-on at the board meeting of sixty-three. The civil war then had reached grave proportions. The students of the spring term were so few that I blush to name the number, but at the June meeting of the board quite a colony of trustees appeared on the ground. The situation did not improve during the next two years. In 1865 the trustees met as usual. Ten of the small number of students had been expelled during the year. Their fathers complained of the mal-administration of discipline. There was a cry of mismeasurement and talk of selling the grounds and buildings. Whether or not the temperament of the president, Lewis Davis, may have added to the problems of this period is not clear. It is clear, however, that to him should go the largest share of the credit for the new campaign for $60,000 endowment which was started in 1865 and pushed through to ultimate success in 1870.

It was at this time that the Flickinger Chair of Latin Language and Literature and the Dresbach Chair of Mathematics were established. The latter represented a gift of $5,000 by Jonathan Dresbach, one of the three original trustees. This was the largest single contribution which had been received up to that time. It was also during this campaign that the first cash endowment was funded. It should be said to the credit of the

9. Minutes of trustees, June 7, 1862.
11. Minutes of trustees, Aug. 8, 1871.
12. Minutes of faculty, May 11, 1871.
13. Minutes of trustees, June 7, 1867.
managers of that day that, in spite of the heavy indebtedness, the receipts on endowments were kept intact and carefully loaned.\textsuperscript{14} But the debt was increasing with alarming rapidity; at the meeting of the trustees in 1868 it was reported that it had increased $4,000 during the year.\textsuperscript{15}

Here let us go back for a moment to a trifling incident which occurred in the fall of 1853 and which, had it turned out differently, might have profoundly affected the future of the college. A lad of seventeen, bound for Westerville to begin work in the preparatory department of the college, arrived in Columbus and hired a livery-man to drive him to Westerville. After a tedious ride a large brick building was pointed out as Otterbein College and he was left at a little hotel near by. He did not know of the intense rivalry between Central College and Otterbein. By chance he discovered, before the livery-man had left, that he had been taken to the wrong college.\textsuperscript{16} One wonders what might have been the result had the little trick or mistake, whichever it was, resulted in the lad's remaining in Central College. For he was no other than Henry Garst, destined to become one of the greatest, perhaps the greatest, figure in the history of Otterbein College. As Saum Hall is the only building which has served the college during each of the three periods of its existence, so Henry Garst is the only man who rendered active

\textsuperscript{14} Ibid., June 7, 1867.  
\textsuperscript{15} Ibid., June 2, 1868.  
\textsuperscript{16} Henry Garst, \textit{op. cit.}, pp. 269-291.
service during each of these periods. Like Saum Hall his service was humble but indispensable and like her he was always ready to be used. He was graduated in 1861, pursued a course in Lane Theological Seminary, and after preaching for several years became a member of the faculty in 1869, thus beginning the long period of service which he was to render the college.

As he began his work the pioneer period was drawing to a close, but before the end the institution was to pass through a catastrophe which was to test the courage and capacity of its pioneer president as even the Herculean tasks of war times had not tested him. About two A. M. of January 26, 1870, the new main building, containing the chapel, library, recitation rooms, laboratory and three nicely furnished society halls, was discovered to be on fire. There were no facilities in the small community for fighting a big fire and the building burned to the ground. Tewksbury, in speaking of the mortality of colleges in the United States, calls attention to the amazing number which met their fate through natural catastrophes, of which destruction by fire was one of the most common and most disastrous. "Colleges in general were forced, as a consequence of destruction by fire, to resign themselves to their fate."17 But at Otterbein, Lewis Davis was still on the job. At four A. M., in his home across the street from the blazing building, he called a meeting of the faculty and laid upon them the necessity of going on with the

work. Arrangements were made for holding classes in other buildings and in the homes of professors. During the day the executive committee met and decided to fit up the White Frame chapel and Saum Hall for recitations. The work went on without interruption.

Before the purchase of the Blendon Seminary buildings, several places had been discussed as possible locations for the proposed college, and some preference had seemed to exist for Dayton. During the intervening years there had been a gradual centering of interests of the denomination in that city which was to become its national headquarters. The printing house had been moved there from Circleville, and the new theological seminary was getting under way. The large city of Dayton gave promise of more students and of better financial support. It is therefore not surprising that the burning of the main college building should bring up a suggestion of the removal of the college to Dayton. Tewksbury, in speaking of colleges of the period, remarks, "They were bid for and sold in the open market, the highest bidder generally winning out in the transaction. In the case of Otterbein, bidding offered a good way in which to settle a difference of opinion. The $20,000 insurance money had been applied on the debt, and the trustees decided to open the question of location and "that any community within the state of Ohio which presents the greatest inducements . . .

shall have the University." Dayton offered $65,000 in money and in real estate, Westerville offered $35,000. Whether or not the Dayton gift was enough larger to make up for the abandonment of the old plant and for the expense of moving is a question for debate. It is certain however that at its meeting in May the board, by a vote of seventeen to three, voted to accept the Westerville offer.\textsuperscript{23} It will be said that Westerville had a selfish financial interest in retaining the college, and so it did. But when it is remembered that this was but a small rural community and that it had just completed the giving of $10,000 toward the endowment fund, it will be evident that there were other than selfish interests. In the raising of the Westerville money Lewis Davis took the leading part.\textsuperscript{24} It was his last financial effort on behalf of the college, and the fifth financial undertaking of the institution.

It was decided to begin work at once on a new college building, which was to be placed in a more central part of the campus.\textsuperscript{25} During its construction it was not an unusual thing for President Davis to arise during the night and to go out to the unfinished structure and there to pray that it might be a blessing to the hundreds of young men and young women who would make use of its facilities in the future.\textsuperscript{26}

\textsuperscript{22} Minutes of trustees, Feb. 16, 1870.
\textsuperscript{23} Ibid., May 27, 1870.
\textsuperscript{24} Henry Garst, op. cit., p. 183.
\textsuperscript{25} See appendix I.
\textsuperscript{26} Alma Cuitner, Paper of 1928, p. 5.
In 1871 President Davis resigned and took up a professorship in the Union Biblical Seminary (now Bonesteel Theological Seminary) in Dayton. After his resignation the trustees elected Rev. Daniel Eberly, of the class of 1858. He, however, continued his work at a school in Pennsylvania and delayed giving his answer to Otterbein. In March the trustees became impatient and insisted on an answer of: "Yes", or "No". He accepted for the year, but only came to the college to perform the functions of president during commencement season and then resigned. And with his resignation the pioneer period of Otterbein College may be regarded as having reached its end.

27. Minutes of faculty, Aug. 21, 1871.
32. Henry Garst, loc. cit.
CHAPTER II
THE PERIOD OF STRUGGLE AGAINST DEBT
1872 to 1904

A college is not a campus, brick and mortar, great structures and vast libraries, but it is life, quickening life, a spiritual thing.¹

Great changes were taking place in Otterbein College. The Civil War had swept away many of the petty difficulties and the great problem of debt was slowly, but surely taking the center of the stage. The changes in the autumn of 1872 were so marked that this may be regarded as the end of the pioneer period.

The new building which has been gradually coming into use during the previous school year, was now ready for complete occupancy. The earlier buildings were built without the aid of architects; they were crude oblong buildings of distinctly pioneer type. The old main building had an uncomfortable auditorium on the top floor,² the recitation rooms were smoky, and the tower gave it the appearance of a church. The new building, which replaced it, was planned by architects and today, after sixty years of use, is still a matter of pride both as to its architectural beauty and as to its efficiency. The old brick dormitory was torn down during the school year 1870-1871, and the material used in the construction of the new building.³

² Henry Gerst, History of Otterbein University, p. 183.
³ Minutes of trustees, Aug. 8, 1871.
The young women were moved to Saum Hall, and the young men were sent out into the community to find rooms.\textsuperscript{4} The white frame chapel was removed in the summer of 1873.\textsuperscript{5} That fall Saum Hall was partly destroyed by fire.\textsuperscript{6} The following summer, with the help of the insurance money, it was rebuilt and modernized. Thus we see that within a trifle over four years the entire character of the plant changed from pioneer crudeness and inelegance to what may be considered at least a fair degree of modern good taste and efficiency. At the same time a similar change was taking place in the character of the leadership. The pioneer president, Lewis Davis, had retired and in August 1872 the educator, Henry Adams Thompson, assumed the presidential duties, which he carried for fourteen years.

President Thompson was a graduate of Jefferson (now Washington and Jefferson) College of the class of 1858. He had also had two years of work in the Western Theological Seminary, Allegheny, Pennsylvania,\textsuperscript{7} and had been a professor in Otterbein from 1862 to 1867. He was a student, a writer, and a speaker. He was an ardent party prohibitionist, and in 1880 was that party's candidate for the vice-presidency of the United States. His ideas of the duties of a college

\begin{itemize}
  \item \textsuperscript{4} "History of Saum Hall", \textit{Aegis}, April 1893, p. 12.
  \item \textsuperscript{5} \textit{Minutes of trustees}, June 3, 1873.
  \item \textsuperscript{6} \textit{Minutes of executive committee}, March 4, 1874.
  \item \textsuperscript{7} Henry Garst, \textit{op. cit.}, p. 191.
\end{itemize}
president are well expressed in his annual report to the trustees in 1876. He says in part:

The president . . . should be a teacher as well as the others. He should go before the classes with as much preparation as the others. He should seek to be respected as a teacher. . . . He should give time to the preparation of special lectures. . . . The obligation to write and investigate is as binding upon him as upon any other. . . . He is expected to know something of other departments. . . . He should watch the movements of other colleges, study the literature concerning them. . . . He should know of the improvements in educational matters. . . . He should keep it before the people by articles. . . . He should represent it [the college] in college gatherings.

He was in touch with movements in other colleges in America, and he knew what the universities on the continent were doing. He urged research as a part of the work of every faculty member. He was one of the first from the college to make a trip to Europe. He endeavored to improve the quality of teaching. Concerning teaching methods he said:

Students are not children, they are persons of very inquisitive minds. . . . The professor must encourage their inquisitive quize, [Sic] and be prepared to respond. And he must cultivate them so they shall seek such opportunities. He must help them to grapple with the subject in hand. Rehearsing to them some simple platitude or asking them the precise questions in the book is not the way to make them thinkers.10

8. Annual report of president, 1875.
9. Otterbein Record, October 1881.
10. Annual report of president, 1876.
President Thompson's educational ideas were good, but one gathers a doubt as to his ability to get other men to carry them out. He was exceedingly verbose, and this undoubtedly contributed to his inability to gain acceptance for his educational policies. It was nothing strange for his annual report to run to over five thousand words. His ideas were thus so well buried under masses of rhetoric, that the college was effectively protected from ever being set on fire by them. He gave little or no attention to financial affairs and indebtedness accumulated rapidly. At different times there was dissatisfaction. Never-the-less there was a distinct advance in the educational work, and it was this which brought the greatest credit to his administration.\textsuperscript{11}

He had taken the place of Lewis Davis as president, but he had not taken his place as the dominant spirit of the college enterprise. The real leadership of this period was not the driving power of Lewis Davis, nor the educational efficiency of Henry Adams Thompson, but it was the human sympathy of Henry Garst. The latter never sought authority, he never needed it. He had within himself a spirit which caused men to wish to follow him. Other men might occupy the positions of leadership, he was contented to spread friendliness, to disseminate encouragement, and to watch for and to give attention to the vital detail which otherwise might have been overlooked. The quality of his leadership within

\textsuperscript{11} Henry Garst, \textit{op. cit.}, p. 195.
the faculty is illustrated by the following item which appears in the minutes of the faculty meeting of May 27, 1872:

Professor Garst having retired, it was voted that we regard Professor Garst as a proper man and as our choice for president of the university, . . . that we hold this opinion in reserve to be given out in case it is called for by the board.

At this time Professor Garst had been a member of the faculty but three years and, with the exception of two music teachers, was the junior member of that body. His leadership among the students is nowhere better illustrated than in an item written by an unidentified student in the Aegis of January 1894:

Dr. Garst in his characteristic manner gave one of his excellent talks on the morning of the 22nd inst. It was called forth by some actions on the part of a few students last term. Dr. Garst showed plainly his great interest in the student body, and the welfare of each individual in a manner that should indicate to all the students the great love he had for them. His appeal to the gentlemen students was touching and forceful. No doubt many if not all the boys there purposed to be manly. The scene at the close of his remarks, in which a number of students implicated themselves in an action which was compromising to themselves, was most unusual, and called forth the admiration of many who considered the act of confession a manly one.

Professor Garst, in addition to being a member of the faculty was continuously a member of the board of trustees from 1876 to his death in 1911. In accepting his resignation from active teaching in 1899, the board passed a resolution which contained the following words: "To Dr. Garst,

12. See catalogs, 1869 to 1872.
more than to any other man, belongs the credit for the high
standing of Otterbein University."13

A glimpse of the faculty life of the time is obtained
from the minutes of the meeting of December 16, 1873, which
are here reproduced in full:

The faculty met agreeable to adjournment,
the president wonderfully tardy. Professor
Quinney was complimented by being called to the
board to execute the future schedule, he and
Professor Haywood being the special committee for
said schedule.

After putting a form on the black board he
retired. Professor Haywood did not appear at all.
A motion was made to recommit the schedule to the
committee. Carried. After much fruitless look-
ing and talking the faculty adjourned. Lizzie K.
Miller, Secretary. (Ended one of the pleasantest
terms I ever spent in Otterbein University).

Within the denomination the earlier opposition to support-
ing institutions of higher education had largely died out. The
Seventeenth General Conference, held in 1877, passed the fol-
lowing resolution:

Resolved: That the giving of money or other
material aid for the support of the educational
interests, and more efficient spread of Bible
truth through their instrumentality, is as much the
duty of the membership of the Church, as giving to
any other department of church-work; and as a General
Conference, we so instrust out people everywhere.

That it is the duty of parents to their children,
especially at the present age, to furnish them the
blessings of a liberal education—an inheritance infi-
nitely more valuable than stocks in banks, railroads,
or landed estates.14

14. Proceedings of the Seventeenth General Conference,
of the United Brethren in Christ, 1877, p. 127.
The college, however, was not able to hold all of its co-operating conferences. In 1860 the East Pennsylvania Conference withdrew,\textsuperscript{15} and six years later founded Lebanon Valley College at Annville, Pennsylvania.\textsuperscript{16} During the years this has grown into a strong institution. In the early eighties the Allegheny, the Michigan and the North Ohio Conferences voted to withdraw. The Otterbein authorities opposed this, taking the stand that, for them to do so would be to repudiate obligations which they, with others, had assumed.\textsuperscript{17} These Conferences, however, persisted in their withdrawal, but have since returned. All of this territory is today in co-operation with the college.\textsuperscript{18}

At no time in the history of the college did the agents play a more important part than during the first twenty years of this period, which we have characterized as the period of struggle against debt. The college was conducted on a basis of the strictest economy, but the annual income was insufficient to meet even these very low annual expenditures and the debt continued to increase. That the college was able to continue at all is due to friends, some of whom were willing to lend it money, and others to lend it their credit

\textsuperscript{15} Minutes of trustees, June 21, 1866.

\textsuperscript{16} A. W. Drury, \textit{A History of the Church of the United Brethren in Christ}, p. 831.

\textsuperscript{17} Minutes of trustees, June 21, 1863; Minutes of executive committee, August 1, 1882.

\textsuperscript{18} See catalogs of years mentioned, also A. W. Drury, \textit{op. cit.}, p. 713.
by indorsing its paper. In 1873 Rev. D. Bender became general agent. For two years he had been doing successful work as a soliciting agent. Mr. Bender found himself almost immediately faced by the panic of 1873 and the long depression which followed. It was he who first suggested issuing bonds, secured by a mortgage upon the college plant. These were issued first to the amount of $25,000 and later to the amount of $30,000, thus affording temporary relief.

While no special campaign for funds was carried on during the remaining years of the seventies, agents were constantly kept in the field, and Mr. Bender himself gave much time to solicitation. Probably his greatest single service was in securing from Mrs. Caroline Merchant the money for the establishment of the Merchant Chair of Physics and Astronomy. Money thus secured was at first carefully funded, so that the endowment grew with the debt but less rapidly. This solicitation also brought in large amounts of contingent assets in the way of pledge notes. Had these notes been in cash, they would have taken care of a large portion of the debt. They however served a purpose, in that the great faith which was placed in them probably tended to keep up the courage of all concerned. Another thing which tended

20. Minutes of trustees, July 30, 1873.
to prevent discouragement was the fact that there was still little if any idea of the real bigness of the task which had been undertaken. In the minutes of the trustees of June 3, 1879 there appears the following item:

...that the agents and prudential committee be instructed to push forward the collection of this fund to at least $100,000. Such a sum at 6% interest would yield $6,000, which with $2,500 from other sources would be $8,500, a sum almost sufficient to carry on the college on itself.

During these years the endowment fund was in charge of Rev. D. R. Miller, a soliciting agent who rendered invaluable service. He loaned the endowment money, collected interest on it, and solicited more money for it. He also served as a member of the board of trustees for thirty-four years.

Mr. Bender finished his work as general agent in 1879, and was succeeded by Rev. S. M. Hippard who remained with the college for thirteen years,24 and guided its finances through the darkest years of the debt period.25 Before his coming the indebtedness had increased to more than $73,000. At this time the endowment was stated at $94,445,26 but this consisted of at least four distinct classes of assets:

1. Unproductive pledge notes which later proved uncollectable.
2. Unproductive pledge notes which were eventually collected.
3. Productive pledge notes on which the donors paid interest, and for which they sometimes gave security.
4. Money which had been collected, funded, and loaned.

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25. See Appendix IV.
26. Minutes of executive committee, Oct. 10, 1878. The actual productive portion of this endowment was about $55,000 or $20,000 less than the indebtedness.
In 1880 it was determined to put forth special efforts to secure $100,000. This campaign\(^{27}\) was pushed vigorously to a successful culmination on the evening of July 1, 1884.\(^{28}\) It resulted, however, neither in a decrease in the indebtedness, nor in an increase in the endowment. The reasons for this are not altogether clear in the records, but one gathers that whatever was collected was used as it came in. The college itself was running steadily behind; the expense of maintaining the agents and of carrying on the campaign was heavy; interest on the debt had to be paid; and annuities had to be taken care of. To meet the demands falling under these four heads required about $175,000 during the thirteen years of Mr. Hippard's financial administration. The actual total of cash received from solicitation during the same period amounted to about $145,000.\(^{29}\) This explains why in spite of the effective work of one of the college's most successful agents the indebtedness had, by 1892, increased to over $114,000.\(^{30}\) It will also explain why the managers continued a practice, begun during the previous administration, of borrowing from the endowment to meet current

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27. For further information concerning this campaign see:
   a. Minutes of trustees, June 13, 1882; June 12, 1883; June 10, 1884.
   c. Catalogs of 1883 and of 1884.
   d. George Wells Knight and John R. Commons, The History of Higher Education in Ohio, p. 142.

28. Minutes of trustees, July 1, 1884.


30. Minutes of trustees, June 7, 1892.
expenditures. It was a question either of doing this or of closing the college at once.31 And it must be acknowledged that, risky as was the proceeding, it saved the life of the institution. Later every dollar of these borrowings, with interest, was repaid.

During these years considerable anxiety was caused by the development of the State University. This institution, located in Columbus only twelve miles from Westerville, was opened in 1873 as the Ohio Agricultural and Mechanical College. In 1878 the name was changed to the Ohio State University. By 1890 it had an enrollment of 312 students.32 At Otterbein it was both opposed and feared. It was opposed because it was thought that private benevolence could and would supply the need, that partisan politics would interfere with its work, and that the religious interests of the students would be neglected.33 It was feared because it was thought that it might either bring all smaller educational institutions within its organization, or that it might sap their life blood that it would cause them to perish from the earth. The effect on Otterbein was for a time depressing.34

32. George W. Knight and John R. Commons, op. cit., pp. 36-47.
34. Thomas J. Sanders, Annual report of president, June 10, 1901.
It was natural that Henry Garst would share these feelings. He, perhaps, had Otterbein more on his heart than any other individual. For this reason it was also natural that when in 1886 the trustees were looking for a president, they should turn their eyes toward him, as the faculty had done fourteen years before. One gathers that Professor Garst himself did not wish to be president, and that he chose the first opportunity to slip back again into a teaching position. His administration of three years was for the most part uneventful. The one thing worthy of special mention was the increase in the number of students, particularly in the college proper. During the previous five year period the number of college students had dropped from 90 to 60. The year after Professor Garst became president, the number began to mount and three years later reached 139, which was the highest point during the first two periods of the college's existence.

The administration of Hon. Charles A. Bowersox was even less eventful. He was a graduate of the class of 1874. He never took up his residence in Westerville, and during his two years as president, from 1889 to 1891, his professional duties as an attorney in Bryan, Ohio, absorbed most of his time.

Here should be related the story of an experiment which proved to be more a matter of annoyance than of benefit.
The United Brethren of Northern Indiana, in 1878, had prevailed upon the trustees of Otterbein College to take over the Roanoke Classical Seminary, which was in financial difficulties, and to run it as a feeder for the college. 35 Rev. D. N. Howe, a graduate of the class of 1876, was sent out as principal to manage the seminary for the college. 36 From an educational standpoint it seemed to prosper. Its creditors however pressed the college for payment of bills and in 1882 it was necessary to send some of the college's agents into Indiana to solicit money with which to settle these claims. 37 Mr. Howe, as principal, was responsible to the Otterbein trustees back in Ohio. The distance was such that he had a large degree of independence. By 1888 the Seminary was being run largely as a Normal School, and Otterbein had not yet received a single student from it. In 1889 someone at Otterbein saw a notice in a newspaper to the effect that Roanoke Seminary was to be moved to North Manchester. The matter was at once taken up with the denominational authorities in Indiana from whom it was learned that this was "mainly a personal enterprise of Professor Howe." 38 The discovery came too late to save the seminary in Roanoke and in August the Otterbein trustees appointed a committee to take charge

35. Minutes of executive committee, July 10, 1878.
36. Annual report of president, June 1887.
38. Minutes of trustees, June 11, 1889.
of the property until it could be disposed of, which was accomplished in 1893. The new institution in North Manchester became Manchester College, and Professor Howe became its first president, serving for five years. Otterbein was probably wiser if not wealthier because of the experiment.

The college, however, had her hands too full at home to worry over the loss of an academy in Indiana. Some idea of the courage required to continue may be obtained when one considers that for over forty-five years, that is, from the first establishment, the debt had been continually mounting. It now hung like a millstone about the neck of the institution and threatened to sink the whole undertaking. Only by supreme efforts had the agents been able to keep the college afloat. It was losing its credit and could not borrow money over its own signature. Then there came the day of personal endorsements. Trustees, friends of the college, and even members of the faculty loaned their credit, sometimes for all they were worth. During the year 1892-1893 the debt had

40. Ibid., June 20, 1893.
41. Manchester College Catalog 1929-1930, p. 14; Otterbein University Bulletin, Vol. VII, No. 4, (Dec. 1910) p. 79. After leaving Manchester College Mr. Howe preached for one year, was principal of the Normal Department of Michalls University for one year, taught Latin and Greek in O-io Normal University for two years, and then retired to a farm.
42. Aegis, Oct. 1913, pp. 7-8.
increased $8,000 and now amounted to approximately $122,000. It was almost equal to the entire value of plant and equipment. The annual interest amounted to more than the entire annual faculty payroll.\textsuperscript{43} Many of the best friends of the college feared that the time had now come when the doors would have to be closed.\textsuperscript{44}

It was into this situation that Thomas J. Sanders had come as president in 1891. His administration was destined to form a striking contrast to the uneventfulness of the three preceding ones. He had a vision of the real bigness of the undertaking. He seems to have been the first to advocate what today might be regarded as a real college program. He urged the securing of more land in the vicinity of the campus for future development; he emphasized the need of several additional buildings; he called attention to the fact that the college had never yet come into possession of $10,000 at any one time, and that money should be sought in fifty and one hundred thousand dollar sums.\textsuperscript{45}

One of the most interesting facts in the entire history of the college is that it was the student body itself, entirely on its own responsibility, that carried through the

\textsuperscript{43} Minutes of trustees, June 13, 1893, see also Appendix IV.

\textsuperscript{44} Alma Guitner, Paper 1929, p. 7.

\textsuperscript{45} Minutes of trustees, June 11, 1895, also Annual Report of President, 1897.
project which proved to be the turning point in the history of the college. The initial step in this undertaking was an address made by John R. Mott at the first Ohio Y. M. C. A. student presidents' conference. This was held at Otterbein in the spring of 1892. Mr. Mott spoke on the importance of Christian association buildings in colleges. 46 This greatly stimulated the students, and the idea was given impetus when it was realized that such a building might be combined with a gymnasium, for which there had been considerable agitation. 47 The financial condition of the college was such that it was clear that the students and their friends must assume the entire responsibility. Fourteen of the young people met and decided to lay before the student body a proposition to raise $4,000. These fourteen themselves pledged a total of $800, to start the movement. The plan was presented to the entire student body at a chapel meeting, where it was not only ratified, but where the amount asked was over subscribed. Further canvas brought the student pledges up to $7,000, while pledges of faculty and friends brought the entire amount up to over $11,000. 48

It was at this point that Henry Garst slipped quietly in to clinch the success of the project. He saw that at best it would be some time before all of these pledges could be paid, but that actual work must be started at once

47. See files of college papers from 1890 to 1892.
while the enthusiasm was still high. One afternoon he
finished teaching his classes and, without speaking to any-
one, quietly left town, taking the evening train for Dayton.
He laid the situation before some good friends of the col-
lege, including D. L. Rike who had been a member of the
board of trustees since 1880. He found that these men had
learned of the undertaking through the newspapers and were
already deeply interested. They told him to go ahead, that
they would join him in guaranteeing the money which it
would be necessary to borrow. Professor Garst returned by
a night train and appeared before his classes as usual in
the morning, no one being aware that, while they had been
sleeping, he had insured the success of the plan in which
they were all so deeply interested.

These events happened in the spring of 1892. By fall
the building was under construction.49 It was occupied
for the first time in December 1893; the total cost having
been a little over $15,000.50 Of this project Garst says:

When it is considered that the attendance was
less than three hundred students, all of them of
moderate and a large majority of them of quite
narrow means, this building enterprise is one of
the grandest achievements, not only of the sixty
years' history of the university, but in the entire
history of the United Brethren Church.51

49. Aegis, September 1892, p. 398.
50. Minutes of Faculty, Dec. 4, 1893.
Before the building was completed, however, the by-products of the movement had in some ways outreached the value of the building itself. The spirit of loyalty, the self-sacrifice, and the liberality which the students had manifested had stirred the souls of more than one individual. At the annual meeting of the trustees in June 1893, Mr. John Knox, a business man of Westerville and a very good friend of the college, asked permission to speak. He referred to the students' building, which was then nearing completion, only a few hundred feet from where they were meeting, and laid upon the board the necessity of proving themselves worthy of the care of such an unselfish group of young people. He then outlined a plan. It was to raise $80,000 between then and the board meeting of the following year on notes to become due when the total amount had been pledged. His plan further provided that all persons paying $1,000 or more should become members of a committee to which should be delegated the management of the financial affairs of the college. 52

In order to understand the situation it is necessary to go back a little. Up to this point the management of the institution had been very largely in the hands of clergymen. Every president except Charles A. Bowersox had been a minister. 53 All of the agents and most of the trustees were preachers. 54 This does not mean that the teaching staff was

52. Minutes of trustees, June 13, 1893.
53. Mr. Bowersox had also been a preacher in his younger days.
largely composed of clergymen; it was not. Schmidt says
that on the staffs of the old time colleges, ministers
predominated.\(^55\) This was not true at Otterbein. The col-
lege was managed by preachers; but from the first, teachers,
trained in their respective departments, were sought for
the faculty. Rev. William J. Zuck became a member of the
faculty in 1884 and taught English for nineteen years. Four
other ministers taught a total of ten years. These were the
only clergymen who were on the teaching staff during the
first fifty years.\(^56\) The management however was almost ex-
clusively in the hands of preachers.

The college was now confronted by an overwhelming in-
debtedness. The ministers were blamed and a protest went
up against clerical management.\(^57\) Dr. A. W. Jones, M. D.,
of the class of 1876, writing in the Aegis of May 1891,
said: "The United Brethren Church has already had enough
preacher-owned, preacher-managed, and I had like to have
said, preacher-bedeviled, institutions of learning." The
fact was that the debt amounted to less than an average of
$2,700 per year for the forty-six years during which it had
been accumulating. To have maintained a college, with ac-
ceptable standards, for that length of time, without endow-

\(^55\) George P. Schmidt, The Old Time College President, p. 50.

\(^56\) Henry Garst, op. cit., pp. 306-308. See also files of
College Catalogs of the period.

\(^57\) Annual report of president, 1891.
ment, and with an average annual deficit of only $2,700, was a truly phenomenal accomplishment. And it must be remembered that, not only had they maintained the college, but they had acquired the plant and had started the accumulation of endowment. But it was 1893; the country was already under that illusion of the Infallibility of the Business Men, which was destined to be so abruptly shattered thirty-six years later. The attitude is well illustrated by an editorial published in the Aegis in April 1893, after the appointment of business men to a finance committee:

This board is now composed of the representative men of the church, not only of ministers, as has been a fault of the past, but also of the best business men to be found in our denomination. Those who have been slow in supporting the college on account of poor business management, will have no fears now of throwing money away by donating it to the institution. Otterbein cannot be otherwise than safe under so efficient a board, and a finance committee composed of such competent business men.

The ministers were attacking the debt problem with the same determination with which they had attacked other hard problems. But they found themselves handicapped by this new prejudice. In 1889 President Garst had urged a com-

58. Thirty-five years later, Feb. 14, 1928, an editorial in the Tan and Cardinal, written in a spirit of disparagement of the clerical friends and supporters of the college, sums up the situation in two sentences, and unconsciously pays a high tribute to its intended victims. It says: "It is the laymen in the long run who support the college. The pastors talk them into supporting it."
paign for $150,000 and the employment of a capable man to take charge of it. In retrospect, it would seem that this was the only course to pursue. But President Garst was a clergyman, and his words fell on deaf ears. He resigned, and Dr. Sanders came to the presidency. During the winter of 1892-1893, the latter worked out a plan to raise $100,000. This amount with the unpaid pledges on hand would be more than enough to cover the entire debt. He figured that the success of such a campaign would bring sufficient pressure to bear so that most of these old pledges would be paid and that the debt would be cleared in one move. He went to see Mr. John Hulitt, then of Rainsboro, Ohio, and laid the plan before him. Mr. Hulitt not only approved, but offered to give his support and to contribute one-twentieth of the amount as a start.

At the annual meeting of the trustees in June, Dr. Sanders presented his suggestions. It was when the board reassembled in the afternoon, and while these suggestions were still under consideration that Mr. Knox brought forward his plan. It differed from Dr. Sander's plan in two respects; in reducing the amount from $100,000 to $80,000, thus abandoning the hope of clearing the entire debt, and in providing for the turning over of the business management to a committee of business men. The one clear superiority of the plan was that it took advantage of the popular belief that business

59. Minutes of trustees, June 11, 1889.
men were more efficient managers than were clergymen.

The plan was adopted. A sub-committee, appointed to
direct its execution, met immediately after the board
session and started the movement by pledging $11,000. Then,
within a few weeks, there broke over the country the panic
of 1893: one of the worst financial storms which the country
had ever known. President Sanders, from the beginning of
his administration, had thrown himself heart and soul into
the work and had inspired hope and confidence. He traveled
widely; giving addresses, talking with people, and interest-
ing them in the work of the institution. The financial con-
dition throughout the country was such that it seemed im-
possible to raise money for anything, but this only caused
him to redouble his efforts. At his suggestion a bishops'
council was called at Johnstown, Pennsylvania. This council
recommended that the college invite trustees, presiding
elders, preachers, and laymen from the co-operating terri-
tory to a meeting in Westerville to consider methods of re-
lief.

This meeting was called in January, and first made a
thorough examination of the college. Internally it was
found to be prosperous. It had a splendid spirit, an ex-
cellent and growing student body, and its financial affairs
had been conducted with strict economy. The meeting recom-
mended the institution to the liberality of the conferences
and those present pledged an additional $7,000. Interest in
the campaign was renewed. But seven of the twelve months
were gone and less than one quarter of the amount had been pledged. The campaign grew more intense as it advanced. The business men threw themselves into it with the same energy, devotion, and capability that the clergymen had been showing for so many years. Chief among these was Mr. S. E. Kumler of Dayton. He left his own business and placed his entire time at the disposal of Dr. Sanders. He traveled throughout the territory, laboring with great zeal and success, paying his own expenses and contributing largely from his own resources. He opened a column in the Religious Telescope, through which the denomination was kept informed of the progress of the campaign. The time of the annual board meeting arrived. This was the meeting whose adjournment would terminate the campaign. Subscriptions were still $6,000 short of the goal. On the second day of the meeting, June 13, 1894, a recess was taken and a mass meeting was called in the chapel. Everyone realized that the crisis was at hand.

It was a never-to-be-forgotten day in the history of Otterbein. But let the doings of that day be related by an eye witness:

It was a day to become historic—a day that two generations hence grandfathers who recall it among their student reminiscence will tell their

63. Minutes of trustees, June 12, 1894.
grandchildren of. . . . It was one of those times when epochs hinge on minutes, and the course of years is fixed in the passing of a single hour. . . . A clearer sun never looked down upon a brighter day day. . . . There were great elements of hope. The mails of the previous day had brought nearly a thousand dollars. The early mail just at hand had fifty more. But counting carefully through the subscription list, they found they yet lacked almost $6,000 of the necessary $80,000 to clinch the pledge. . . . A mass meeting was announced for four o'clock. . . . During the day busy people flitted hither and thither intent on all manner of college business. The trustees were in session during the morning. . . . The alumni had elected their officers. . . . By this time four o'clock had more than come, and a great crowd was gathered in the chapel. . . . The Euterpean band, stationed in the gallery, rendered music. The hour for the final effort had come.

There was a pause. At length D. L. Rike, unflinching, unwavering supporter and helper of Otterbein—God bless him—got upon his feet. He had given already, he said, all he could possibly give; but he couldn't help it—he would be one of five to give $500 apiece just then. A moment after Wilson Martin, of Columbus Grove, made the second of the five. D. R. Miller, of Dayton, proposed to be one of ten to subscribe $100 apiece, and several hundreds followed that. W. J. Shuey doubled his former gift, making it a round thousand. So the work progressed, sometimes with long intervals of quiet, sometimes with a quick succession of cheering announcements. . . . Every new subscription was greeted with enthusiastic applause and cheers, which sometimes swelled to a great volume when some particularly significant gift, either in amount or in the sacrifice it implied, was recognized. The band promised the proceeds of Thursday evening's concert, which they had expected to spend on new instruments. President Sanders found a modest Pennsylvanian in the audience who gave $500, but not his name. . . . The expectant company knew that the end was close, and waited almost breathlessly. But they were hardly prepared for an immediate denouement. Judge J. A. Shauck was speaking in the corner of the room. Said he, "I know a certain man who for reasons of his own withholds his name, whose note I have in my hand. I know him to be perfectly responsible. In fact, if the obligation is not paid in sixty days, I will cheerfully pay it myself. The amount—everyone held his breath—'is $500.'" Fred Rike bent over his figures. By a desperate effort he held his voice steady, "Our figures," he said, "now foot up $80,320.77."
That audience seemed to dissolve that minute in one tremendous shout that almost rocked the building. . . .

But Mr. Kumer was helping Mrs. Sanders to the high platform. Silence could scarcely be procured for her to speak. She told briefly of the Co-operative Circle. . . and ended by subscribing for the Circle $2,500 cash and $2,500 more to be paid in two years. Then lungs, and hands, and feet, and the horns overhead, and the big bass drum gave themselves to demonstration again. "Give us a tune," cried the chairman, and the band broke into triumphant march measures. On the floor below men embraced one another, and wept on one another's shoulders. No eye in the house was dry, and every face shone. Only the men who had toiled most for the result were subdued and tender. . . . But Mrs. D. L. Rike, had a thought and a message. She came to the platform, and in a voice that emotion almost choked, recalled Miriam's song by the Red Sea, "Sing ye to the Lord, for he hath triumphed gloriously." "You may give human honor to whom you will, but it is the Lord who has made possible our deliverance this day, just as surely as he led the children of Israel through the sea." And the audience, in a reverent hush responded "Amen. Amen." So in that spirit they went a few minutes later from that ever-memorable meeting.64

This is but one illustration of a spirit which is back of Otterbein, the significance of which cannot be overlooked. Such scenes as these have been among the mightiest influences which have acted, not only on Otterbein, but on other Christian colleges.

The success of this first debt reduction undertaking known as the Knox Plan, was the pivotal point in the history of Otterbein College. The debt was not entirely cleared, but it was started on a downward course which continued until it was finally wiped out. And to the student body in the spring of 1892 should go a large portion of the credit.

64. Nolan Rice Best, in Religious Telescope, June 20, 1894.
To them Garst pays this tribute:

They intended to provide a home for the Christian organizations of the university and a place for physical training; a most laudable purpose, surely, and worthy of all honor. But in the orderings of providence they were given the greater honor of being the advance guard to lead the university out of the wilderness of debt in which it had wandered for more than forty years. 65

Among the results of the early efforts of President Sanders was the organization of the Women's Co-operative Circle referred to above. Of this Mrs. Sanders was the efficient head. Among other objectives, this organization aimed to assist in securing students and to glean the smaller amounts of money. 66 In 1892 they had brought in over a thousand dollars. 67 That year they aided in the Association building project, and the following year it was their $5,000 which climaxed the success of the Knox Plan. Probably an even greater service was that which they rendered in arousing interest throughout the denomination.

One of the happiest occasions of President Sanders' administration was the Semi-centennial celebration, held on June 23, 1897. This date marked the completion of the fiftieth year of the work of the college. In Westerville, stores, shops, and residences were decorated; flags flew everywhere. Ex-Presidents Thompson and Garst made speeches at a mass-meeting in the morning. Over one hundred and thirty alumni joined with trustees, faculty, and students in a parade in the afternoon. A great banquet in the evening brought the

67. Minutes of trustees, June 7, 1892.
day to a close.

During these years the Ohio College Association—formerly called the Association of Ohio Colleges—had become an increasingly powerful factor in stimulating the higher educational institutions of the state. This organization came into existence in 1867 and at first held its meetings in connection with those of the Ohio State Teachers’ Association. In 1871 and 1872 interest in the association had reached a low ebb. But the following year the meeting was held with Otterbein at Westerville. This turned out to be the pivotal meeting of the association, as the interest and attendance largely increased, and thereafter the affairs of the organization moved steadily upward. 68 Otterbein has always continued to be an active participant in the various undertakings of the association which, in turn, has repeatedly been the means of stimulating Otterbein to strive to maintain her educational standards on high levels.

Among other things this association had prescribed minimum standards, in equipment and facilities, for the teaching of science. Otterbein did not meet these requirements and was in danger of losing her membership. In the meantime Saum Hall, which had never been very satisfactory as a ladies dormitory, 69 had gradually fallen into disrepair and disuse. Many of the young women pre-

68. George W. Knight and John R. Commons, *The History of Higher Education in Ohio*, pp. 243-244.

ferred to live out in the community and to enjoy the greater freedom. During the fall of 1896 there were but four young women living in the building. At the meeting of the board in June 1898, President Sanders presented a proposition to remodel Saum Hall for the use of the Science Department. The board was too much occupied with problems of finance to give it attention, but finally consented to permit the president to endeavor to raise the $1,800 necessary. He raised $2,400 and the building became Saum Science Hall. It served as such for over twenty years, until the present science building was built.

It will be remembered that the Knox Plan provided for a committee of business men to manage the financial affairs of the college. At the close of the campaign this committee took charge of the books and moved the business office to Dayton. Collections were followed up with such effectiveness that, within the first year, over $62,000 of the $86,000 was paid into the treasury. But here the efficiency stopped. No agents were in the field, and little new money was coming in. In June of 1899 the financial report showed that the donations for the year had amounted to only $440 in cash and nothing in notes. Even during the dark thirteen years preceding the campaign

70. Aegis, Sept. 1896, p. 18.
71. Ibid., Sept. 1898, p. 6.
72. Minutes of trustees, June 16, 1902.
73. Ibid., June 13, 1899.
the cash donations had averaged over $11,000 per year.\textsuperscript{74} It was plain that if the current needs of the college were to be met and the portion of the debt not covered by the success of the Knox Plan was to be provided for, the canvass must in some form be resumed. The infeasibility of directing the business affairs from Dayton was now apparent to all and the management was transferred back to the executive committee in Westerville.\textsuperscript{75} Mr. Knox himself recognized the necessity and acquiesced in the change.\textsuperscript{76}

Garst makes the following remarks concerning this experiment:

For the six years from 1894 to 1900, there was almost no field work to promote the material interests of the university. This condition of things put to the test the theory of those friends of the university who contended that if the financial management were placed in the hands of experienced and successful business laymen of the Church, the money needed would be supplied without costly intervention of soliciting agents. It is certain that the theory did not work in the case of the university, for while there were no soliciting agents in the field there was almost no addition of new funds to the resources of the university, although for four years of this period the financial management was in the hands of a committee of the most experienced and successful business men in the Church.\textsuperscript{77}

In 1900 Henry Garst resigned his professorship and was made financial secretary and treasurer. President Sanders was still urging more vigorous financial efforts. Together they renewed the recommendation, which the former had made eleven years before, that a qualified man be

\textsuperscript{74} Henry Garst, \textit{op. cit.}, p. 202.

\textsuperscript{75} Minutes of trustees, June 14, 1898.

\textsuperscript{76} Henry Garst, \textit{op. cit.}, p. 218.

\textsuperscript{77} Ibid., p. 219.
employed to take charge of the solicitation. There was a little more willingness to trust the judgment of clergymen and educators than had existed before the experiment. Their recommendation was approved and Rev. Lawrence Keister, an alumnus of the college, was employed. It was now March 1901 and it was decided at once to launch a new campaign. The canvass started with considerable intensity. A number of large and liberal pledges were taken at the outset, and the prospects were encouraging.78

At this point Mr. Keister secured from Mrs. Sarah B. Cochran, of Dawson, Pennsylvania an offer of $25,000 to erect a memorial ladies dormitory, on condition that the entire indebtedness be cleared. This was by far the best offer that the college had ever received.79 The offer was made as a memorial to her husband, Philip G. Cochran, a former Otterbein student. This would have been the most encouraging point thus far in the history of the institution, had it not been for the fact that, almost simultaneously with the receipt of this offer, a controversy developed which for a time, threatened to divide the friends of the college as the Manual Labor controversy had divided them forty years before.

Although the project of removing the college to Dayton had been decisively defeated in 1870, the agitation for such

79. Minutes of trustees, June 10, 1901.
a change had not ceased. Dayton was now a rapidly growing city of about ninety thousand population, with over one thousand pupils in high school. In it were twelve United Brethren Churches with a total membership of over three thousand. The Westerville community was so small that no large number of local students could ever be expected. There Otterbein was hemmed in on every side by other colleges. Earlier it had been hoped to draw a fair percent of the patronage of Columbus; but now the State University was not only taking practically all of this, but was drawing a portion of the anticipated local patronage. On the other hand, the $10,000 Westerville endowment was conditioned upon the college remaining in that community, and $35,000 had been paid by the citizens in 1870 to permanently fix the location there. In honor, and probably in law, these amounts would have to be returned should the college be removed. The existing buildings and campus would be an almost total loss.

By 1900 the Dayton agitation had become so strong that at the annual meeting of the trustees in June a committee was appointed to advise with local committees and to offer, to the board, such recommendations as they saw fit. About the time that Mrs. Cochran's offer was received, in the early part of 1901, there appeared a circular outlining a proposition to remove the institution to grounds adjoining the city of

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90. See The Otterbein Record, Sept. 1884, p. 12; Minutes of trustees, June 17, 1888; Ibid., June 10, 1901; Editorial In the Aegis, June 1898, pp. 7-8.

91. Minutes of trustees, June 13, 1899.

92. Ibid., July 23, 1901.
Dayton.\textsuperscript{83} Interest was diverted from the campaign to the controversy. At the June meeting a definite proposition was received from Dayton offering a tract of land of fifty-three and one-half acres, ten city lots, and a cash subsidy of $71,000. Citizens of Westerville promised that if the college remained, the city would install water works and a sewer system, as well as pave its streets and extend its sidewalks. After considerable discussion the board adjourned until July 23.\textsuperscript{84} In the meantime the discussion, in some quarters, became acrimonious; the partisans even indulging to the extent of undignified personalities.\textsuperscript{85} The \textit{Aegis} of October of that year carried a student cartoon, more crude in its execution than in its conception, which showed two men standing at the either end of the main building. Each had a rope attached to his end and they were pulling in opposite directions. Faintly in the distance the clouds took the shape of Father Otterbein with hand upraised.

At the meeting in July the matter was fully discussed and brought to a vote. The ballot stood thirty-four in favor of relocation to thirteen against it; but a three-quarters vote being necessary, the move was lost. This may be said to have practically ended the relocation project. There was a slight effort to revive it in 1912, but the Dayton flood, occurring

\textsuperscript{83} Henry Garst, \textit{op. cit.}, p. 222.

\textsuperscript{84} Minutes of trustees, June 10, 1901.

\textsuperscript{85} Editorial, \textit{Aegis}, Sept. 1901, p. 6.
the following spring, caused the matter to be dropped. Since then the plant investment and the other resources of the college have grown to such an extent that any further raising of the question is improbable.

The autumn of 1901 found many changes. The pledges, which had been received in the spring had been taken with the provision that the entire amount should be raised by commencement time. These were now forfeited, and with them the opportunity, for the time at least, of claiming the gift of Mrs. Cochran. Mr. Keister had finished his service in August. Dr. Sanders had retired from the presidency and had been made professor of philosophy. The board had elected as head of the institution Professor George Scott, Ph.D., who since 1888 had been professor of Latin, and who by the capability and faithfulness with which he had performed his duties had won for himself a position of the highest respect. Dr. Scott did not know that his name was being considered until a committee came to his home to notify him of his election. He accepted on condition that he might continue to occupy the chair of Latin and that he be not expected to do field work.86

In January 1902, Professor Garst, as financial secretary and treasurer, endeavored to recast the financial plan which had been dropped the year before. It had been Dr. Sanders's inspiration which had first prompted this plan and he now threw his energies into the renewed effort as heartily as

86. Henry Garst, op. cit., p. 222.
he had into the former effort while he was president. The revised plan was to raise $40,000 by May 31, and the remaining $20,000 by the first of the following January.\textsuperscript{87} With the starting of the new campaign, many of those who had given pledges the previous year now renewed them.

The interest was not as great as it had been during the Knox Plan efforts, but suffice it to say that the new campaign was a complete success.\textsuperscript{88} In the meantime John Hulitt had made an additional gift of $20,000 to establish a Chair of Philosophy and gifts for endowment were received from Mrs. Harriet Hively Smith and her parents which resulted in the establishment of the Hively Chair of German Language and Literature.\textsuperscript{89} By June 1903 more than $90,000 had been received or pledged.\textsuperscript{90} This sum was secured mostly by solicitors, among whom Dr. Sanders was chief.\textsuperscript{91} The entire cost of securing this amount was about two percent, and it is reported in the minutes of the trustees, at the time, as "probably the most inexpensive money ever gotten for the university."\textsuperscript{92} Among the immediate results of this campaign was the repayment of the last cent of money which had been borrowed from the endow-

\textsuperscript{87} Editorial in the Aegis, May 1902.

\textsuperscript{88} Alma Guinier, Paper 1929, p. 9.

\textsuperscript{89} Minutes of executive committee, Sept. 15, 1902.

\textsuperscript{90} Annual report of president, June 1903.

\textsuperscript{91} Minutes of trustees, June 15, 1903.

\textsuperscript{92} Ibid.
ment fund. Another result was the renovating of the chapel, including the installation of electric lights.

With the success of this campaign, the long period of struggle against debt came to an end. By the time of the resignation of President Scott, in 1904, the total indebtedness was under thirty thousand dollars and pledges were in hand to cover that amount. High educational standards had been maintained; the institution was respected wherever it was known. The spirit in the institution, in the community, and throughout the denomination was all that could be expected. Everything was set and ready for the abounding prosperity of which the college was to partake during the succeeding quarter of a century.

93. Annual report of president, June 15, 1903.
94. Aegis, October 1901, p. 18.
95. Minutes of trustees, June 13, 1904, p. 142.
CHAPTER III
THE PERIOD OF PROSPERITY
1904 to 1929

Nothing but the call for service in the King's business and a realization of the fact that through that service the lives of many men will be touched, has prompted that which has been accomplished.¹

There are certain facts which cannot, in any adequate way, be expressed in words. The abrupt upward turn in 1904, in the lines representing the trends of advancement at Otterbein College is one such fact. It is therefore suggested that the reader turn to Appendix V,² and that he study, for a few moments, the developments there presented. The approximate total clear resources of the college were $76,000 in 1872; $143,000 in 1904; and $2,019,000 in 1929. The average yearly increase during the twenty-five year period of prosperity, exceeded the total increase for the entire thirty-two years of the period of successful struggle against debt.

This rapid expansion was not confined to financial resources.³ Appendixes VI and VIII show a similar rapid

¹ Ira D. Warner, Aegis, March 1910, p. 9.
² The figures in appendices IV and V will not always correspond exactly with the figures stated in the records. Different methods of accounting were used at different times. For purposes of comparison and charting all statements were reduced to a uniform system. The chief difference is that, in many of the records, pledges are counted as endowment. In the tables from which the charts were made, only cash actually received is counted. No recognition is given to pledges until they are paid.
³ "With the growth in numbers has come also growth in the standards, the college spirit, and general tone of the student body." Minutes of trustees, June 7, 1903.
development in the size of the student body, particularly in the college proper, and in the size of the faculty. Attention should also be called to the sharp upturn taken by faculty salaries and tuition fees in 1904, as indicated in Appendix VII. No disparagement of the work or of the workers during the earlier periods must be inferred from this. It was the courage and perseverance added to the unselfish hard work previous to 1904 which had brought the college into a position to share so largely in the unparalleled prosperity of the years following.

While five different men occupied the position of chief executive during the pioneer period, and five during the period of struggle against debt, only two men occupied that position during the period of prosperity. Lewis Bookwalter was president from 1904 to 1909 and Walter G. Clippinger has been president since. At the time of this writing the latter is finishing his twenty-fourth year of service; his administration is already the longest in the history of the institution, exceeding by six years the total of the two administrations of Lewis Davis. President Bookwalter's period of service was characterized by a remarkable building advance. Of the ten buildings now forming the college plant; two were erected during the pioneer period, one during the period of struggle against debt, and seven during the period of prosperity. Of these seven, four were built within the five years during which President Bookwalter served the college. President Clippinger's administration has been characterized by a re-
markable accumulation of endowment; approximately ninety-two percent of the present endowment having been secured since his service began.

The administration of Lewis Bookwalter was in many ways spectacular. It started with an elaborate inauguration ceremony. In America we profess democracy and inaugurate our university presidents as if they were Roman potentates. Our small colleges discover that this is one place in which they can very nearly equal, or possibly even outdo the great universities. The result is that new presidents are frequently handicapped at the start, by having the expectations of the constituency raised to such heights that a later phenomenal success will be regarded as only commonplace, and that anything short of that will be regarded as failure. Certain it is that no other president has come to Otterbein, whose previous record so well warranted such ceremonies. President Bookwalter was fifty-eight years of age. He had had experience as an academy principal, as a college treasurer, and for nine years had been a professor of ancient languages. Before coming to Otterbein he had been two years president of Westfield College in Illinois, and ten years president of Western College, in Iowa. Both of these institutions belonged to that group of United Brethren colleges which have since closed their doors.

The rapidly increasing student enrollment added in making

The rapidly increasing student enrollment aided in making President Bookwalter’s administration conspicuous. At the beginning of his second year the attendance was 401, the largest in the history of the college up to that time. They were expecting 500 the following year,\(^5\) and their expectations were very nearly realized as the enrollment went up to 477. Two years later it reached 551. The most conspicuous thing, however, was the erection of the four buildings during the five years. President Bookwalter spent a large part of his time in the field; Dr. Scott, as vice-president, looking after the actual running of the college. The president was instrumental in obtaining the renewal of Mrs. Cochran’s gift, with the figure increased to $30,000.\(^6\) He was largely responsible for securing the gift of the library building from Mr. Carnegie. He solicited funds to provide the site for Cochran Hall and each year secured enough in cash to meet current shortages and to prevent deficits.\(^7\) During his last year he started an effort to raise, in one year, a fund to meet the prospective deficits for three years. This was in order that, during the next two years, chief attention might be given to a $200,000 endowment campaign which was contemplated.\(^8\) But he seems

7. Minutes of trustees, June 10, 1907.
8. Ibid., June 8, 1908.
never to have quite reached up to the expectations aroused by the inauguration and in January, 1909, he handed in his resignation, to become effective the following June.⁹

For purposes of study and consideration, we have grouped under the head of Major Building Efforts, the story of the four buildings referred to above. If grouped together as one unit they form the tenth financial undertaking of the college.¹⁰ In reality they are not one unified undertaking, but a number of different and closely related efforts.

Since Saum Hall had been turned into a science hall in 1898 there had been no place where parents could send their daughters and have them properly housed under the control of the institution. It was in the autumn of 1904 that Mrs. Cochran renewed her offer of a gift for a women's dormitory; still on condition that the indebtedness be entirely paid. Since the close of the second debt reduction campaign there had been sufficient pledges on hand to pay the indebtedness entirely, but collections were slow. At last a group of trustees and faculty members personally underwrote the unpaid balance and thus secured her gift. The corner stone of the building was laid in June 1906,¹¹ and the building was first occupied in January 1907. At the opening it lacked but four of being full to its capacity of seventy-eight young women.¹² The building cost a trifle over $30,000 and

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¹⁰. See Appendix III


Mrs. Cochran added another $1000 to her gift. Shortly afterward she contributed $5,000 to the endowment fund. Dr. Garst in his book, written in 1907, speaks of this $36,000 as being the largest single gift to the institution up to that time.\(^{13}\) Two years after his book was written Mrs. Cochran made another pledge of $50,000 to the endowment.\(^{14}\)

During these years there was a practically continuous solicitation of gifts for permanent funds. In 1904 the clear productive endowment amounted to about $83,000. By 1909 this had increased to $109,000. Most effective among the agents of this period was Dr. W. R. Funk.\(^{15}\) He it was who secured funds for the heating plant, which was erected during the year 1906-1907.\(^{16}\) In 1905 an offer was received from Andrew Carnegie of $20,000 for a library building, on condition that the college raise an additional $20,000 as an endowment for it.\(^{17}\) A great deal of credit is due to Dr. Funk for securing funds to meet this offer.\(^{18}\) This new endowment was complete in June 1906,\(^{19}\) the plans were accepted in January 1907,\(^{20}\) the contract was let the following July,\(^{21}\) and the building

\(^{13}\) Henry Garst, History of Otterbein University, p. 279.
\(^{14}\) Aegis, January 1910, p. 7.
\(^{15}\) Minutes of trustees, June 11, 1906.
\(^{16}\) Henry Garst, op. cit., p. 278.
\(^{17}\) Public Opinion, April 6, 1905.
\(^{18}\) Minutes of trustees, June 11, 1906.
\(^{19}\) Minutes of executive committee, June 1906.
\(^{20}\) Public Opinion, January 31, 1907.
\(^{21}\) Ibid., July 25, 1907.
was dedicated June 9, 1908. 22

In the meantime plans had been developing which were to provide housing facilities for the work in Music and Art. During the eighties the demands of the Music Department had quite outgrown its space in the college buildings. Lewis Davis still owned his former home on the present site of the Carnegie Library. In 1889 this came into possession of the College, partly by purchase and partly as a gift from Mr. and Mrs. Davis. Thereafter it was called the Davis Conservatory of Music. 23 In a short time this also became too small, and for some years there was an insistent demand for a commodious music conservatory building. 24 In 1906 the college received, from Mr. George A. Lambert and family, the offer of a gift of twenty-five thousand dollars for the erection of a hall of music and art, to be called the Eva Glen Dora Lambert Memorial. 25 Due to the financial disturbance of 1907-1908 the building was not constructed until 1909. 26 During that year Mr. Lambert and his family increased their gift by $3,000 in order that it might be completed. 27

It was during 1907 that Dr. Garst completed his history of Otterbein College. Seldom has a college had the privilege

22. Editorial, Aegis, April 1908, p. 10.
23. Minutes of trustees, June 11, 1889.
24. Ibid., June 15, 1903.
26. Minutes of trustees, June 8, 1908.
27. Ibid., June 7, 1909.
of having its history written by one so well qualified. Mr Garst was a thorough scholar. His book shows exhaustive study, accurate observation, and unbiased presentation. He had entered the college as a student in the preparatory department in 1853, and with the exception of eight years had been continuously associated with it. In addition to his service of thirty-six years as a member of the faculty, president, financial secretary and treasurer; he was continuously a member of the board of trustees from 1876 on, and much of that time was also a member of the executive committee. Added to these qualifications he had a facility of expression which makes his book as readable as it is accurate. The year following its publication the college conferred upon him the degree of LL.D. 28

The writing of this history may be said to have been the last great service of Dr. Garst to the college. He passed his seventy-fifth birthday on January 30, 1911. On that day a student reporter from the college paper visited him and wrote the following:

He was found on top of his house mending the roof, to which he had climbed by means of a step-ladder that only reached within three feet of the edge of the roof. As the writer offered to steady the ladder for him to descend the reply came, 'You don't need to worry about me falling.' . . . Every one who knows him will testify to his youthfulness of spirit, going about with a cheerful countenance all the time, now speaking a word of cheer or giving a bit of advice to those who are traveling the path over which he passed many years ago. He is loved by all. 29


On the evening of the twenty-seventh of the following month he passed quietly away while sitting in his large chair before the fire. The work of a great man was done. The college to which he had given his life was now firmly established. Another and a younger man had come to take his place as the dominant spirit of the college; a man with an educational training far superior to his, but with a spirit and attitude strikingly similar. For over a year this man had been in the president's chair, and it had been decreed that he too was to serve the institution for many years.

The mantle, which in 1871, had passed from Lewis Davis to Henry Garst, now fell upon the shoulders of a man as forceful as the former and as democratic as the latter. Walter G. Clippinger had been graduated from Lebanon Valley College in 1899 and from Bonebrake Theological Seminary in 1903. At the time he was called to the presidency of Otterbein, he was occupying the chair of Religious Pedagogy in the latter institution. 30 He was also working on a doctorate in education at the University of Chicago, and accepted at Otterbein with the understanding that his work should be so arranged that he might be able to finish. 31 The exacting duties of the office have never permitted time for that, but several honorary doctorates have been conferred upon him. He slipped quietly into the presidency without ostentation. There were no inaugural ceremonies. His administration has been characterized by this same reserve. Great things have

been accomplished with comparatively little outward display. His energies have been devoted chiefly to accumulating endowment, to strengthening the faculty, and to building up the spiritual foundations. Three fine buildings have been constructed, but each has come naturally and without undue pressure. In fact, the president has frequently opposed an excessively rapid expansion of the building program, which would have erected buildings faster than endowment was accumulated with which to man and to maintain them.

Dr. Clippinger has never permitted the weighty problems of finance and administration to obliterate the fact that the welfare of students is the chief end of the college. An item is here quoted which illustrates the student response to his methods. It is from the *Tan and Cardinal* of May 10, 1920:

Few things have done more to clear up the doubts and questionings that, in the nature of things, arise from time to time in regard to the college's policies and prospects, than the straight-forward but considerate statements of our President in his chapel talk of Wednesday morning. The frank open manner in which he discussed the school's present situation and future outlook cannot but command the respect and inspire the confidence of every student. Such expressions are calculated to promote a better understanding between the student body and those in charge and to convince us all that there is little real difference in our views and purposes, once we really understand each other.

His administration may be said to have been ushered in by the great parliament of November 1909. Arrangements for this had been made at the meeting of the trustees the preceding June. The plan was to bring to the campus between three and four hundred laymen and ministers from the co-operating territory, paying their expenses and entertaining
them for two days. The chief feature of the program was to be the dedication of Lambert Hall. In this way it was hoped to get before the representatives of the different conferences, the significance of the college in the work of the denomination. The undertaking appears to have been a success. Both students and citizens co-operated heartily. The mayor of Westerville appointed a committee of one hundred on arrangements, and the people opened their homes for the entertainment of the delegates. A souvenir booklet containing pictures of the college was published and distributed quite generally.32

Another move which was under way at the time of the coming of President Clippinger, was a campaign for additional endowment. Dr. Funk had suggested a canvass for $500,000, to be raised in blocks of $100,000 each. The effort was to be quiet; publicity was not to be given to the campaign. This was approved by the trustees and Dr. Funk was made director.33 In December, the month following the great parliament, word came from him that Mrs. Cochran, to whose generosity the college was indebted for Cochran Hall, had made a pledge of $50,000.34 Other gifts followed, and at the June meeting of the trustees in 1910 it was announced that the first $100,000 had been pledged. The campaign was not pushed much beyond this point, and as some of the larger pledges

33. Minutes of trustees, June 7, 1909.
were made on condition that the entire half million be raised, it was not possible to collect them. Most of these, however, were renewed in whole or in part during later campaigns and the greater share of the money, including $40,000 of Mrs. Cochran's gift was eventually received.

Dr. Clippinger's financial policies may be summed up in nine words, endowment is foundation, buildings are superstructure, get foundation first. His ideas were carried out in three successive campaigns, each larger than the preceding one, and each a complete success. The endowment campaign of 1913-1914, secured $100,000; the quadrennial Campaign of 1917-1918, brought in $400,000; and the Diamond Jubilee of 1922-1923 climaxed all previous efforts by adding $1,000,000. These were the twelfth, thirteenth and fourteenth major financial undertakings of the college. Of these three campaigns; the first was, in many ways, the most stirring.

In June 1913, the trustees authorized the president to undertake a campaign for $500,000 additional endowment. The entire amount was divided into units of $100,000; payment of the pledges was conditioned upon the completion of the unit. Much impetus was given to this effort by the fact that the endowment of the college was not sufficient to meet the requirements of the Ohio College Association and of the

35. Minutes of trustees, June 14, 1910.
and of the North Central Association of Colleges and Secondary Schools.\textsuperscript{37} The College was in danger of losing its membership in the latter. In order to retain this it was necessary to complete the first unit before the meeting of the association the following March.\textsuperscript{38}

By January first, 1914, $70,000 had been pledged. The campaign was carried on through February and into March. The crisis was reached on the seventeenth. The North Central Association was about to begin its session in Chicago. President Clippinger was supposed to be at the convention; but he remained at the college knowing that to go without having secured the new endowment would mean the loss of the standing of the college. All day on the seventeenth he sat at the telephone keeping in touch with workers in many fields. Evening came; he was near the end of his physical resources, but the fund was still short and he continued to keep the wires busy. Students and workers secured the community for additional gifts. At exactly nine, success crowned their efforts. Some of the students rushed to the bell, and for an hour it sounded forth the tidings of victory. Students, faculty, and townspeople gathered.\textsuperscript{39} An impromptu meeting was held in the chapel, the students carried the president through the campus and to the platform on their shoulders. The scene was exceeded only by the wild enthusiasm of June 13, 1894. The pledges thus secured within a single year were almost equal to the total endowment.

\textsuperscript{37} See pages 232

\textsuperscript{38} Minutes of trustees, June 9, 1914.

\textsuperscript{39} Aegis, March 1914, p. 11.
ment previously acquired. The membership of the college in the accrediting associations was saved, and the maintenance of her scholastic standards assured. The following evening a more formal meeting was held and the president was presented with a silver loving cup.

It was while plans were being made for going on with the second unit of the campaign, that the breaking out of the World War caused a three year lull in money raising undertakings. It was during this lull that there occurred an event, which brought the students of the period of the World War face to face with some of those who had been students during the Civil War period. In 1906 Colonel W. L. Curry, an early Otterbein student and a veteran of the Civil War, had suggested the erection of a memorial to commemorate the services of the students of Otterbein in the war for the preservation of the Union. A committee, with Colonel Curry as chairman, had been appointed to collect a roster of students who had served during that conflict. This committee issued a call for a reunion of Otterbein veterans on June 9, 1908. Twenty-nine were present and it was decided to make an effort to have a memorial erected. The committee carried out the plan and, on June 14, 1916, during the commencement season, the beautiful monument on the front of the campus was intrusted to the care of the college. Colonel Curry made the presen-

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40. Minutes of trustees, June 9, 1914.

41. See pages 37.
tation address. On one side of the monument is a list of one hundred and seventy-two boys of Otterbein who served in the Union army, and on the other is this inscription:

In Honor of the Sons of Otterbein who bore arms in defense of their country in the Civil War 1861-1865. May this tablet ever call to memory the bravery and the glory of the men who wore the blue.42

During these years of building construction and of money raising, the business management had chiefly devolved upon W. O. Baker who, as financial secretary and treasurer, had succeeded Henry Garst in 1905. Mr. Baker was a practical business man, and for twelve years successfully handled the growing financial interests of the institution. In 1917 he was succeeded by James P. West, a graduate of the class of 1897. For nine years previous to his appointment as treasurer, Mr. West had been a member of the faculty. Of his work the auditor said in 1926, "We will further state that we found Mr. West's books to be in fine shape, much better than is ordinarily found in church colleges."43 He is now, 1933, completing his twenty-fifth year in the service of the college and his sixteenth year as treasurer. This is the longest service of any business officer in the history of the institution. The second in length of time is Rev. S. M. Hippard who was general financial agent and treasurer for thirteen years. Mr. Hippard's service cov-


43. Certificate of Auditor Elmer E. Ullrich, Public Accountant, Dayton, Ohio, quoted in Minutes of Trustees, June 14, 1926.
ered the darkest financial years of the college's history; Mr. West's has covered the most prosperous financial years of its history. Each period made extraordinarily heavy demands upon the business officer.

In 1917, the year in which Mr. West succeeded Mr. Baker, an action was taken which indicates the direction of the deeper underlying currents as do few things in the history of the school. After being called Otterbein University for seventy years, the name was changed to Otterbein College. And, strange as it may seem, this was accomplished with very little opposition. The only real obstacle was the legal phase of the change.\(^{44}\) Recognition of the fact that the name did not fit the school began to come early. Lewis Davis realized it in his later years.\(^{45}\) The Aegis of January 1895 contains the following editorial:

"Otterbein University is what we call our school. But have we a university? To this question there can be but one answer. Then why not call things by their right names? Otterbein College would not be quite so dignified as our present name, but it would cover all we have without giving a false impression. Call a university a university, and a college a college, and do not cover with a name what we do not possess in fact. True the old name has become dear to many of us, but who would not give it up for the sake of calling our school by its right name?"

In his annual report of 1895 President Sanders said:

"I have time only to mention a matter about which I have thought for years. We ought to take steps to change the name of the institution to that of a college, or take steps toward making it have some of the elements of a university."

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45. A. H. Thompson, Our Bishops, pp. 401-402.
In 1914 the trustees recommended that steps be taken to bring about the change.46 In 1915 the president reported that he had secured expressions from many of the alumni and found that the desire for a change in name was practically unanimous.47 A year later he reported that he had the endorsement of all of the co-operating conferences.48 In 1917 a special act of the legislature consummated the change.49 When one sees the numerous colleges, with few or none of the attributes of a university, which nevertheless call themselves Universities--to say nothing of the many institutions of only a weak junior college or secondary school rank which hang tenaciously to the high sounding title University--it is refreshing to find an institution pervaded by a spirit such as that of Otterbein.

It was only a few weeks after the legislature had sanctioned the change of name, that the United States was drawn into the World War. The experience of Otterbein was the experience of other colleges. Men went into the training camps. The student body was at first reduced. The young women carried on the student activities. Later the number of students was increased by the establishment of a unit of the Student Army Training Corps. Prices soared at

46. Minutes of trustees, June 9, 1914.
47. Annual report of president, 1915.
48. Ibid., 1916.
49. Laws of Ohio, 1917, p. 626.
the same time that income from fees was diminished. The budget adopted in June 1916 for the school year had been based upon the then existing conditions. Suddenly the college found itself faced with a prospective current deficit of $7,000. President Clippinger undertook to secure the money needed and by the end of the fiscal year, on May 31, he had reduced the actual deficit to $2,566. 50

Then was made one of the wisest as well as one of the most daring moves in the history of the college. In the fall of 1917, in the very midst of the country's participation in the war, a whirlwind financial drive was launched to finish, in one effort, the four remaining $100,000 units of the campaign which had been so abruptly terminated by the opening of the war. The leaders saw that, in spite of the conflict, there was money in the country, and a spirit of giving in the air. There was an insistent demand for a science building, and this was the chief objective. The remainder of the $400,000 was to be added to the endowment. It was called the Quadrennial Campaign and Dr. Clippinger was made manager. Work was thoroughly organized in each of the co-operating conferences during December, January and February. March was given to concerted work by the church leaders and April was reserved for the final drive. The undertaking proved to be less dramatic than the previous one. But it had been timed exactly right; its execution was almost faultless; and it moved smoothly and swiftly to complete success. Many hundreds

50. Minutes of trustees, June 12, 1917.
participated in the effort; over six thousand pledges were received; the spirit of co-operation, confidence, and good will abounded; and the entire denomination received a vision of larger things. 51

Money was now available for a science building. One was greatly needed. At best Saum Hall had been only a makeshift. But the time was inopportune for building. Material and labor were the highest that they had been since the Civil War. Transportation was uncertain. Yet such a building had clearly been promised to the givers, and without it justice was not being done to the students. It was quite possible that the psychological effect of a new building, at just this point, would outweigh the excessive cost. While the question was being debated the armistice was declared. Prices did not decline but in 1919 the building was constructed. This was at almost the peak of the highest prices that the country has ever known, but it placed the college in a position to take full advantage of the great rush of students to college which followed the war. Whether or not it would have been better to have waited is still a matter of opinion. But it is certain that the president and trustees fully realized the situation, and considered every aspect of it before going ahead. The estimate was $83,000 not including the contractors fee and equipment. 52 The final cost was about $150,000.

51. Minutes of trustees, Nov. 27, 1917; Ibid, June 11, 1918.
The building was named McFadden Science Hall in honor of the McFadden family who had given to the college so many years of service. 53

And thus Saum Hall, which had been useful in so many ways, finished its service as a science hall. But it was not to be retired. The number of young women applying for admission to the college was increasing. It was proposed to remodel the hall, to fit it with modern conveniences, and again to use it as a dormitory for young women. It was while the board was casting about to discover some source of funds for this purpose, that the Inter-church World Movement, with its brilliant promises, made its appearance. Various denominations united in underwriting the expense necessary to carry through this undertaking, and were to share pro rata in the proceeds. Otterbein College was asked to guarantee $5,000 of the amount which its denominational board of education was underwriting the movement, and was allotted $200,000 of the prospective returns. 54 The failure of this project is but a part of the history of the Protestant Church in America. Otterbein however, realized a little over seventeen thousand dollars from it. This it used in remodeling Saum Hall, again making it into a dormitory. The cost of the work was about nineteen thousand dollars, three times the original cost of the building. It now provides very satisfactory accomodations for thirty

53. See pages 258.

54. Minutes of trustees, June 15, 1920; Minutes of executive committee, March 5, 1920.
young women.55

The college was now approaching the time which would mark the seventy-fifth year of her history. At the annual meeting of the trustees in 1918 the president had suggested the launching of a campaign for one million dollars, and the board had authorized such an undertaking.56 At the June meeting in 1920 there had been announced a gift of $7,500 from the General Education Board, to be used in increasing faculty salaries for the current year, and a grant of $6,000 to continue the increases the following year.57 By February of 1921 the plans for the campaign, which was to be called The Diamond Jubilee, were well matured.58 The one million dollar goal, recommended by the president, had been increased to two million. Of this it was proposed to use $500,000 for buildings and to add $1,500,000 to the endowment. In the spring of 1922, in connection with the launching of this campaign, Calvin Coolidge, then vice-president of the United States spoke on the campus. After his address he placed a wreath on the Soldiers' monument.59

Two magnificent offers gave such impetus to the campaign. The Carnegie Corporation proffered a gift of $75,000 for endowment, when the college should have secured $225,000

56. Ibid., June 11, 1918.
57. Ibid., June 15, 1920.
58. Ibid., Feb. 22, 1921.
from other sources; and the General Education Board offered a gift of $250,000 when the college should have secured $500,000 from other sources. The campaign was thoroughly organized and was carried out during the Jubilee year of 1922. It culminated in November when an effort was made to reach every individual in the co-operating conferences. The response was even more general than that which had been received in other campaigns, and the amounts were larger. The student body, numbering about five hundred, pledged $28,936; the local United Brethren Church, $36,132; the alumni, $140,000. The total received from all denomination- al sources was over $400,000. However, the amount needed to claim the General Education Board gift was not secured. The time was extended. January 15, found the fund still $25,000 short, and it was not until early in February that the goal was attained.

The total pledges secured amounted to about $925,000, and this figure was later increased to over one million. The raising of the goal to two million was characteristic of a period when people were talking in millions, and apparently was not based on any careful estimate of the available re- sources. Fortunately pledges were not taken on the condition

60. Ibid., June 14, 1912; June 12, 1922.
62. Ibid., Nov. 20, 1922, p. 1; Minutes of trustees, June 11, 1923.
64. Minutes of trustees, June 11, 1923.
of reaching any such optimistic goal, and the net result of the change was negligible.

Then there came the long process of collection. In June 1925, two years after the close of the campaign, the following statement of uncollected amounts was made: 65

Campaign of 1914, ($100,000)... uncollected $11,000
Campaign of 1918, ($400,000)... " 43,890
Jubilee Fund, 1923 ($925,000)... " 247,353

In June 1926 there remained $177,000 uncollected on the pledges and consequently $84,604 still unclaimed of the General Education Board's offer. 66 Twelve months later $8,000 still needed to be collected to claim the last $4,000 of this offer, and the extended time limit was about to expire. At this point eight members of the board underwrote the remaining amount, assuming a responsibility of $1,000 each, and thus secured the last of the General Education Board's gift. The following year, 1928, the president reported that through new gifts and the collection of delinquent pledges, they had been able to cancel the entire amount and to release the underwriters. 67 Thus closed the Diamond Jubilee, the fourteenth and the greatest of the financial efforts of the college.

During these years many improvements were made to the plant. In 1924 the chapel was decorated and opera chairs installed. Through student gifts it has been since pro-

65. Annual report of president, 1925.
66. Ibid., 1926.
67. Ibid., 1928.
vided with pulpit chairs and with curtains. In 1927 a gift of an electric program clock and bell striking device was received from Mr. George M. Walters of the class of 1902.

In 1926 the college faced the problem of limiting enrollment. The number of students had been steadily increasing until during the year 1925-1926 there were enrolled 606 students. It was clearly a larger number of students than the college could handle efficiently with its equipment and resources. Several possible courses presented themselves. The college could submit to the overcrowding and accept the consequent loss of quality. It could employ additional teachers and strain its financial resources. It could restrict the enrollment and maintain its standards, by refusing students. What it did do, was to raise its standards, and thus automatically to reduce its enrollment. Requirements for admission were raised by limiting the acceptance of freshmen to those ranking in the upper two-thirds of High School graduating classes. Requirements for continuance in college and for graduation were raised by the introduction of the honor point system of grading.

It was also in 1926 that the college acquired a sightly and efficient dormitory for men by a transaction at once unique and worthy of emulation. When the old brick dormitory was torn down in 1871, the young women who occupied it were

68. Ibid., June 9, 1924.
69. Ibid., June 13, 1927.
moved to Saum Hall, and the young men were sent out into the community to shift for themselves. For fifty-five years thereafter the college had no dormitory accommodations for men. It was through the generosity and farsightedness of Rev. John R. King, D.D., and Mrs. King that the college was again able to house its young men. At the suggestion of Dr. King—a graduate of the class of 1894—and by arrangement with the trustees, the beautiful dormitory known as King Hall, situated west of McFadden Science Hall, was built in 1926. It has housing facilities for eighty men and dining room facilities for one hundred and thirty. Dr. and Mrs. King furnished the greater part of the funds, and took in return a life annuity, for the amount of their contribution.70

While King Hall was quietly and unostentatiously being erected, plans were being formulated for another urgently needed building. The old Association Gymnasium had long been inadequate. Agitation for a new one had begun soon after the erection of McFadden Science Hall.71 An alumni campaign for a new gymnasium had been started in 1923 and $13,000 had been pledged. But it had been postponed to avoid conflicting with a campaign by Bonebrake Seminary, the theological school of the denomination.72 During the next few years the attention of the college was so much given to

70. Annual report of president, 1926.


72. Minutes of trustees, June 9, 1924.
collecting the Diamond Jubilee pledges that the gymnasium fund was not pressed. In May 1928 the Jubilee effort was over, and that month a joint meeting was held of the executive committee of the college and of the alumni gymnasium committee. The amount secured during the effort of five years before, had been increased to $38,000 of which $28,150 was in cash. It was now planned to finish the campaign during the summer and fall, reserving the first ten days of October for the intensive part of the solicitation.\textsuperscript{73}

The plan included the erection of a new gymnasium for men and the remodeling of the Association gymnasium for women. The goal was tentatively set at $150,000. The alumni took loyal hold of the undertaking. The chief promoter, as well as the largest individual contributor, was Frank Orville Clements, of Detroit, a graduate of the class of 1896. Mr. Clements was, and still is the chairman of the board of trustees of the college. The campaign was completed in October, as had been planned, and produced about $125,000. In November ground was broken for the building, during the largest homecoming in the history of the college.\textsuperscript{74} The building was pushed rapidly to completion, and has proved itself highly satisfactory. Its addition has given the college a well rounded plant, one which may justly be classed as one of the fine small college plants of America. As happened in the quadrennial campaign, this effort was almost

\textsuperscript{73.} Annual report of president, June 11, 1928; \textit{Ten and Cardinal}, May 22, 1928, p. 6.

\textsuperscript{74.} Annual report of president, June 10, 1929.
perfectly timed. Had it been delayed for twelve months, one hesitates to hazard a guess as to how long Otterbein might have waited for her gymnasium.

There is one other building which belongs to the college and which should be mentioned; it is the president's home. The date of its construction is approximately fixed by the fact that it was built by Ralph M. Walker during the time he was a member of the faculty; that is between 1853 and 1858. It was originally located on the present site of Cochran Hall. The property was acquired by the college in 1904, when purchasing the site for this dormitory. \(^\text{76}\) At the time it was known as the Walker-Goodspeed-Sible House. It was removed to its present site north of Saum Hall and was remodeled as a home for President Bookwalter in the summer of 1905. \(^\text{77}\) The best that can be said of it is that it is probably as adequate for the president's residence as a small, pre-Civil War, professor's house could be expected to be. It is characteristic of the spirit of the college, that the man who has guided its destinies through the years of its greatest prosperity, himself lives in this little house, a relic of the early pioneer days. During recent years there has been agitation for something better. In 1924 the trustees decided to buy or to build a new president's residence.

\(^{75}\) Henry Garst, \textit{op. cit.}, p. 278.

\(^{76}\) Minutes of executive committee, Sept. 12, 1904.

\(^{77}\) \textit{Aegis}, Sept. 1905, p. 13.
and to devote the old house to the use of the Home Economics Department. The president, however, called attention to the unwisdom of endeavoring to raise money for it while the gymnasium campaign was in progress.\footnote{78}

But the goal of the gymnasium campaign had been set a little too high, and the building was constructed on a scale commensurate with the aspirations of the campaign rather than with the results. Moreover, upwards of $15,000 was spent in remodeling the Association Building for the use of the young women. And thus it was that September 1929 found the executive committee planning the organization of another campaign to raise $50,000 to complete the undertaking.\footnote{79}

But this new campaign was destined to be indefinitely postponed, for two months later there began the worst depression that the country has ever known. The prosperity which the United States had been enjoying for so long, was brought to a sudden end. And with it ended the rapid advance being made by Otterbein College. The causes for the cessation of progress were wholly outside of the institution. But the college was a part of the civilization of the United States, and like so many other institutions within that civilization, it entered a new era.

\footnote{78} Annual report of president, June 20, 1925.
\footnote{79} Minutes of executive committee, Sept. 7, 1929.
CHAPTER IV
THE OPENING OF AN ERA
SINCE 1929

The liberal arts college as an institution is facing a real crisis. The crisis is, on the one hand, an adjustment of the work to new social conditions and, on the other, of being able to finance itself during this period of economic reorganization.¹

If any one should be inclined to doubt whether or not Otterbein College has entered a new era, he is invited to study the lines of progress as shown in Appendices V and VII and to note how suddenly the upward trends ceased in 1929.

If he will then turn to Appendix VI, he will note that the trend in enrollment has also discontinued its upward climb, but that in this case the change is direction came three years earlier, in 1926, when it was decided to limit enrollment by raising standards. This chapter must of necessity be largely an exposition of the situation in which the college finds itself at the opening of the new era.

Otterbein is facing the common problems of the American small college. The universities with their professional courses are holding out inducements to students from the upper classes. The junior colleges are appealing to those who would become members of the lower classes. State and public institutions offer free tuition or make only a nominal charge. The Christian academy has been supplanted by the modern high school, and it is a question whether or not the state university will, in the same way, supplant the Christian college. Denominationalism is on the wane, many factors are

¹. Annual report of president, June 10, 1932.
tending toward the break down of the old denominational units which, in the past have formed such effective instruments for promoting educational, social, and missionary work. To these problems are added the multitudinous difficulties which are the result of the present chaotic world conditions.

Moreover, Otterbein College has difficulties of her own. In the first place the college is faced with a decreased number of students. The enrollment, deliberately lowered by raising standards three years before the beginning of the depression, has continued downward until it presents a very real problem. In the second place the college is faced with the gymnasium deficit. Not only were the pledges insufficient to cover the cost of the project, but since 1929, payment on these pledges has been slow.2 The treasurer's report for 1931 showed that although $15,062 had been received on this fund during the year, there was still an unpaid balance of $58,652, and that the interest charge for the year had been $3,732.

In the third place the college is faced with problems which arise from attitudes within its supporting denomination. For many years the college has insisted that it should receive greater support from the conferences. As far back as 1910 Fred H. Rike, then president of the board, called attention to the fact that the college was not supported by the church as an organization, but that it had lived through the generosity of a comparatively few loyal, generous, far-sighted men and women of the church, who appreciated its necessity, as the

2. Ibid., June 13, 1930.
foundation of all other work of the denomination. In 1922 there went into effect a new arrangement by which the college was to receive its current expense money directly from the general church treasury, rather than from the annual conferences. Under this arrangement Otterbein was at first given an annual apportionment of $30,000. It, however, did not receive the full amount, and in 1925 it called attention to the fact that the new method was not fair to Otterbein, in that it amounted to a partial reduction of the support which had previously come to it. Since then the amount received for current expenses has continued to decline. This has been especially true since the beginning of the depression. The college now has an annual appropriation of $12,000. During the last five years the amounts actually received on this appropriation have been as follows:

1929 . . . . . . . . . . $ 11,000
1930 . . . . . . . . . . 10,000
1931 . . . . . . . . . . 9,256
1932 . . . . . . . . . . 7,670
1933 . . . . . . . . . . 4,975

There has developed, within the denomination, an attitude of complacency and of satisfaction, a feeling that Otterbein is now in a position of security. Efforts have been made to transfer some of her territory to other and weaker institutions.

4. Ibid., June 12, 1922.
5. Ibid., Jan. 20, 1925.
6. Annual report of president, June 10, 1929.
7. Ibid., June 15, 1925; Report of special committee on conference relations, Minutes of trustees, June 15, 1925.
In this problem Otterbein is facing one of the most common as well as one of the most disastrous attitudes in organized Christian work. It is a weakness of human nature to undertake too much; and this is especially true of religious effort. In such work it is a common thing to start an organization, to put money into it until it has reached a point where it is on the verge of rendering effective service, and then to turn to a new undertaking, leaving the first to survive as best it can. When the new work, in turn, is brought to a point where it is in a position to begin to cope with vital problems; it, like the first, is deserted for still another undertaking.

As the writer has had occasion to say previously, in reference to missionary work:

It is one of the easiest things in the world to start in a long distance race, it is a quite different thing to finish up among the leaders. It is one of the easiest things in the world to start new branches of missionary endeavor, it is a quite different thing to stick to these until they are brought to fruition.8

President Clippinger said in his annual report of 1929:

"It is quite commonly agreed among educators at large that the so-called denominational college is in danger of losing some of her rich heritage—that of a fine ideal of life and of service." A certain amount of money is required to bring a college up to the demands of modern educational efficiency. This might be called the point of survival. If the college

is to be carried on further to what might be called the point of effective Christian service, additional funds must be provided. Its president and its faculty must not be so driven with work but that they will have time for personal and intimate contacts with students. Money must be available for bringing prominent speakers and leaders to the campus, for local conferences and retreats, and for assisting students in attending conventions. The average denominational college stops about the time that it reaches the point of survival and fails to pass on to the point of effective Christian service; either because it is deserted by its denomination, or because at each step it undertakes a bigger program. Otterbein has clearly reached the point of survival, and she has repeatedly turned her back on the bigger programs. It remains to be seen whether the denomination will desert her at this point or will provide her with funds to do what few colleges have done in recent years, that is to pass on to a high degree of efficiency in developing Christian character.

These are some of the difficulties with which Otterbein is now confronted. Comparing her with other colleges and universities of the country, she may be said to be in a strong position to cope with her problems. She has at her head a distinguished leader who for twenty-four years has proven himself to be a master of college administration, and whose physique and spirit are such as to give assurance of many more years of leadership. She has never weakened herself by indulging in an ostentatious building program, as have many
institutions. The crisis found her with approximately sixty-two percent of her total resources in endowment. This was invested in conservative and well diversified securities. She has never speculated. She has never yielded to the temptation to gamble on the continuance of prosperity by floating bond issues for buildings or equipment. She has not permitted her students to slip into careless habits of meeting their financial responsibilities to the college. In the years immediately preceding the panic she had not run annual deficits. In his annual report in 1928 the president said:

Otterbein again closes the year with all bills paid and a surplus of $7,319.65 from the year's work. ... The Treasurer's report will show a substantial increase in the endowment amounting to $70,147.11, and a total increase of assets of $102,728.00.

On May 31, 1929 the fiscal year was again closed with no deficit and with a comfortable increase in assets, although not as large as in 1928. At this time the college had an accumulated surplus of over $25,000 for current expense emergencies. Unfortunately, when this was needed, it was found to be in frozen assets.

It is clear that, comparatively speaking, Otterbein was in a strong position to meet the difficulties which have confronted her as a result of the national catastrophe. The strength of an institution does not depend upon its size, but upon the ratio of its resources to its undertakings. Rated on this basis Otterbein may safely be classed as among the stronger American Colleges. She will suffer from the present situation,
as will all institutions, but may be expected to suffer less than most. And back of her material and physical resources, stand her resources in character. She has not been able to maintain her former salary schedule, but as far as the writer has been able to ascertain in months of intimate association with the faculty, there has not been one suggestion of cutting the school year or of, in any way lowering the quality of the work. In 1931-1932 the faculty voluntarily returned a percentage of their salaries, and in 1932-1933 doubled the amount rather than in any way to infringe upon the permanent resources of the college. The spirit of Lewis Davis and of Henry Garst is still alive. Otterbein has not lost her character resources.

We have now finished our chronological sketch of the more conspicuous events which have occurred during the years since that day in May 1845 when the quadrennial general conference recommended the establishment of an institution of learning. Let us now turn our attention a little more closely to some of the phases of activity which have found a place within the college. We will consider the most important first, and will look at the students themselves.
PART II

TOPICAL STUDY OF SOME SELECTED ASPECTS
CHAPTER V
STUDENT LIFE

Keeping away from everything that
might savor of sectarianism, (we) have
sought the . . . welfare of the students.1

The fact that most college catalogs place the names of
the students last is not indicative of their relative place
in the purposes and plans of the institutions. Sometimes
presidents and trustees, as well as faculties, have been so
harrassed with problems of finance, of organization, of ad-
ministration, or of research, that they have almost forgotten
the fact that, after all, it is the students who come first.
Otterbein has clung tenaciously to her ideal of subordinating
all else to the welfare of young men and young women. Some-
times her efforts have been misdirected, but there has been
no faltering.

The relative merits of small colleges, as over against
larger institutions, are subject to differences of opinion.
But whatever may be the advantage or disadvantage, Otterbein
is very clearly in the small college class. The student life
always has been typified by that intimate friendly atmosphere
so characteristic of the American small college. A student
thus describes it in the Tan and Cardinal of March 31, 1924:

Freshmen and new students tell us that one of
the things that first impress them at Otterbein is
the congenial and friendly spirit existing on the
campus. They find this is in marked contrast with

1. Otterbein catalog 1872, p. 41.
their high school life. They tell us that in high school no one spoke except personal friends and acquaintances. . . . Here at Otterbein on the other hand they found nearly everyone tried to be friendly and helpful. Perfect strangers took an interest in them and were more than willing to help them get into the swing of things.

That this smallness is the result of a definite purpose, rather than of circumstances is shown by the way in which the standards were raised and the enrollment was cut in 1925. The attitude of the trustees is well illustrated by the report of the committee on student life, presented to and accepted by the board at its annual meeting in 1919. The following is a quotation from this report:

Otterbein should not strive for "highness" in student attendance. . . . Quality not quantity is what we should aim at. Let Otterbein serve her constituency and serve it ideally; that is her mission. It is more worth while to produce fifty fine, clean, well trained young men and women, keen for the race of life and imbued with the sense of service, than to graduate five hundred of shallow character, indifferently equipped for life, and without the vision of a useful life.

For the most part the student body has been drawn from United Brethren homes within the co-operating conferences. That is to say that the majority have come from Ohio, a considerable number from Pennsylvania, and a few each from Michigan, West Virginia, and Indiana. A large source of students has been Westerville and the surrounding territory. A report in 1908 indicated that at that time 20% of the students were from the community, and an additional 33% were from within a radius of twenty-five miles. 2 The catalog of 1933 shows

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2. Minutes of trustees, June 8, 1908.
that, out of an enrollment of 375, the Ohio students number 305. Next to Ohio comes Pennsylvania with 41 students. Michigan sends four, West Virginia three, and Indiana one. There are a few scattering students from other states and from foreign countries. Of the entire enrollment 63% are from United Brethren homes.

**CO-EDUCATION**

This enrollment has always included both young men and young women. While in the earlier days the young men predominated; in more recent years the tendency has been for the enrollment to be divided about equally between the sexes. The peak enrollment of 606 students in 1926, consisted of 303 young men and 303 young women.

History has accorded to Oberlin the honor of being the first college to open its doors to women. Otterbein claims to be the second. The writer, in making a careful search of the history of the period, has been able to find but one other claimant for the distinction, that being Antioch, which has been repeatedly mentioned in this connection. Antioch,


4. For a complete account of co-education in Otterbein College, see Henry Garst, *History of Otterbein University*, Chapter VI.

however, was not organized until 1853.\textsuperscript{6} Otterbein had twenty-nine young women enrolled during its first year, 1847-1848.\textsuperscript{7} Claim has also been made for Antioch that it was the first college in the world to admit women to its faculty, because of the fact that it had two women on its first teaching staff in 1853-1854.\textsuperscript{8} But Otterbein continuously had had at least one woman on its faculty from its beginning six years earlier. It is quite possible that the Miss C. Murray, who is listed in the Otterbein catalog of 1848 as principal of the Ladies Department, was the first woman in the world to be a member of a college faculty.\textsuperscript{9}

In the denomination, women had voted for delegates to the general conference since 1815, and had been accorded a somewhat more prominent place than was common.\textsuperscript{10} The founders had no funds with which to build and to maintain separate institutions, and they wisely concluded to put both sexes in the same school. It will be remembered that the first graduating class in 1857 consisted of two young women. Succeeding classes were divided, the men usually predominating in numbers. Following accepted custom, most of the positions of leadership went to the men. It was during the World War that the young women

\textsuperscript{6} Donald G. Tewksbury, The Founding of American Colleges and Universities before the Civil War, pp. 33, 44.

\textsuperscript{7} See Otterbein College Catalog, 1848.

\textsuperscript{8} W. A. Bell, op. cit., pp. 72-74. The early faculty of Oberlin was wholly composed of men. See Delevan L. Leonard, The Story of Oberlin, p. 165.

\textsuperscript{9} See page 11.

\textsuperscript{10} A. W. Drury, History of the Church of the United Brethren in Christ, pp. 424-425.
took over many of the activities, including the entire work
of editing and managing the college papers. The college was
pleasantly surprised to learn that they could do these tasks
as well as the men. "The girls not only did the editorial
work, but even read proof, wrote heads and solicited adver-
tising." 11 Women have long been recognized in the councils of
the college. In 1859 ladies were specially invited to attend
the sessions of the board, 12 and as the meetings have been
open, it has not been an infrequent thing for some to be pre-
sent. The first woman whose name appears as a member of the
board is Mrs. Maud (Bradrick) Pilkington, of Westerville.
Her name is first listed in the catalog of 1913. There are
now four women on the board.

LIVING CONDITIONS

After young women had been admitted to the college,
the next problem was to provide suitable living conditions.

It was at first arranged that they should live in the home
of the principal, but three years later the old Blendon Semi-
inary dormitory was fitted up for them. 13 Next they were pro-
vided for in a building rented for the purpose, while the
dormitory was given over to the young men. 14 On the com-
pletion of Saum Hall in 1855 it was assigned to the young men,
and thereafter the old dormitory was used by the young women

12. Minutes of trustees, June 1859.
13. Minutes of trustees, Nov. 6, 1850.
until it was torn down after the great fire. They were then transferred to Saum Hall and the young men were sent out into the community to shift for themselves. The dormitory rooms were provided with heavy iron stoves and the students kept their own fires.\textsuperscript{15} In the early days the trustees prohibited the passing of wood in through the windows, because of the damage done to the window frames. Later, coal was used, and in 1883 we find that the hours for carrying coal were from seven to eight A. M. and from four to five P. M.\textsuperscript{16} In the years preceding the Civil War, the town cows grazed in the streets, and the students in the dormitories were sometimes annoyed by the doleful noise of their bells during the night.\textsuperscript{17} The college yard, as it was called, was protected by a fence. In 1864 the faculty received a petition from the young women requesting that the stiles be removed.\textsuperscript{18} The fence itself was not disposed of until 1890.\textsuperscript{19} The lady principal looked after the welfare of the young women, while the matron cooked their meals.\textsuperscript{20} The community has always been ready to throw open its doors to those students who could not be provided for in the dormitories. Writing of these days, George W. Bright

\textsuperscript{15} Tan and Cardinal, Nov. 15, 1920, p. 2.
\textsuperscript{16} Minutes of faculty, March 19, 1883.
\textsuperscript{17} Argis, March 1897, p. 13.
\textsuperscript{18} Minutes of faculty, March 25, 1864.
\textsuperscript{19} Minutes of executive committee, Aug. 4, 1890.
\textsuperscript{20} Tan and Cardinal, Nov. 15, 1920, p. 2.
said in the *Aegis* of March 1914:

Homes were thrown open to the students and they were given board and lodging at a nominal price. Some boarded themselves and others worked for their board. I remember one morning of calling on a young man who was preparing a breakfast of hot cakes and New Orleans molasses, who told me he lived on 50 to 75 cents a week. Many came wearing their homespun suits, made by their mothers. They would use tallow on their boots because some thought it wicked to use shoe polish.

**STUDENT EXPENSES**

The college has always endeavored to keep its charges sufficiently low so that students, like the young man mentioned above, might be able to attend. The list of charges at the opening in 1847 were as follows:

- Tuition per quarter,
  - Primary department: $2.50
  - Higher branches: $4.00
  - "Higher branches commonly taught in all universities": $5.00
- Boarding at the hall, per week: $1.00
- Boarding in clubs: $.50
- Washing per week: $.13

The price of board apparently went up within the first few years, for in 1851 the trustees voted to reduce it to $1.31 per week. That, even in those days, students were not always satisfied with the board, is indicated by the following item from the minutes of the faculty meeting on May 1, 1857:

> Agreed that Bro. H. inform the students that the course pursued by certain ones in sending a letter to Bro. H. with regard to board is regarded as very discourteous: and they are requested to find board elsewhere, and that any who are dissatisfied with the board have only to settle up peaceably and leave and all will be right.

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21. Minutes of trustees, April 26, 1847.

By the close of the Civil War students were paying three dollars per week for room, board and wood.\textsuperscript{23} It 1877 the steward reported that during the seven years in which he had had supervision of the dormitory, the charge had been reduced from $3.00 per week to $2.50 per week, that he had had an average of 12 boarders, and that he had made a net profit varying from $21.00 to $200.00 per year.\textsuperscript{24} The tuition varied according to the subjects pursued until 1862, when it was placed at $20.00 for all courses. In 1866 it was raised to $24.00 at which figure it remained until 1878. In that year President Thompson presented a list of the tuition charges in sixteen of the leading colleges of the state. These varied from $27.00 at Oberlin to $50.00 at Western Reserve.\textsuperscript{25} The Otterbein trustees increased their tuition to $30.00. It is an interesting sidelight that the accumulated indebtedness which so nearly swamped the college in 1893 amounted to a trifle less than $13.00 per student per year during the time it was accumulating. In other words, had the college been able to have increased her tuition $13.00 per year, and to have maintained her enrollment, there would have been no debt. Beginning with 1899 the tuition charge went steadily up, with the increasing prosperity of the college and of the country, until it reached its present figure of $160.00 in 1929.\textsuperscript{26}

\textsuperscript{23} Minutes of executive committee, Aug. 11, 1865.

\textsuperscript{24} Minutes of trustees, May 30, 1877.

\textsuperscript{25} Ibid., May 28, 1878.

\textsuperscript{26} See Appendix III.
RESTRICTIONS

While the expense of attending Otterbein has never been excessive, as much cannot be said of the rigor of the discipline. Rules and regulations were not a part of the early college life, something stronger was desired, and codes of laws were accordingly drawn up. The following quotations from the laws adopted in 1860 give an insight into the ideas of conduct and of discipline prevalent at the time:

The faculty, in presenting these laws to the students, wish to have them received, as they are given, in the spirit of love. . . . Willingly receive them then in this spirit, and be ready to obey, even when your personal comfort or convenience is interfered with. . . .

This is not presented as a complete code—it is imperfect; but its imperfections will be supplied from time to time as they may appear. . . . Neither is the language and expression of these laws legally perfect; but no quibblings or technical evasions will be permitted. . . .

Students will be required to sign the following pledge and on signing it will be admitted to membership in the college, viz:

We, the undersigned, students of Otterbein University, promise a full and cheerful compliance with all the rules of this institution; that we will maintain a respectful bearing towards all its officers and faculty; that we will render a ready obedience to all their requirements; that we will disapprove all disorderly and irregular conduct, and all violations and evasions of the rules; and that we will, when required, bear testimony in cases of discipline. . . .

The hour for rising shall be 5 A. M.; students are expected to retire as early as 10 P. M., and all lights must be extinguished at that hour. . . . All students are admonished to keep constantly in mind the dangers of fire; and no one shall carry fire from one room to another except in a closed vessel. . . . The sexton's work must be completed as early as 7 A.M., and no student shall sweep the dust from his room after the halls have been swept in the morning, till after 9 P. M. . . .
Ladies are not allowed to walk with young gentlemen, or receive visits from them, not go into company without special permission. . . . Young ladies boarding in the Hall will be required to have their mail matter carried to and from the post office by the Steward. . . .

Violations of Decorum: Collecting in groups around the doors of the college buildings; . . . carrying a cane or umbrella into the Chapel or any recitation room. Keeping the head covered during any recitation or lecture.

But these laws were not found to be sufficient. It was necessary to add a statute to the effect that students should not visit each others rooms for the purpose of studying in concert. 27 There existed another which required young ladies to remove their bonnets during class. In 1866 the entire code was revised. We present here a few items from this revision:

Should anyone express sentiments or language contrary to the amendments of the president, he shall be refused a diploma [Sic]. . . . The sanctification of the Lord's day is indispensable; no student, therefore, shall indulge, on that day, in the ordinary pursuit of study, unnecessary business, diversion, visiting or receiving visits, or walking abroad in groups; and any reading, conversation or employment inconsistent with the religious observance of the Sabbath is to be carefully avoided.

HIGH OFFENCES

Unlawful combinations; disrespect to the faculty or other officers of the institution; riotous and noisy behavior. . . . refusing or neglecting to answer a summons by the president or faculty; refusing to give testimony in any case when required by the faculty, or falsifying therein; resisting or obstructing the instructors or other officers in the discharge of any duty . . . use of intoxicating liquors. . . . playing at any game for anything of value, or playing under any circumstances at billiards, cards, or any game of chance; encouraging or countenancing any person under sentence of dismissal or expulsion; association with any prohibited person. . . . being actively connected with any secret society, or military company; being concerned in any bonfire of unauthorized illumination; attending any

ball, dancing party, dancing school, theatrical exhibition, horse race, or any place of similar resort; making, or being present at any festival entertainment or private party, without express permission. . . .

Young gentlemen and ladies will not be permitted to take walks or rides together, under any circumstances, except by special permission. . . . Matrimonial engagements will not be permitted; those who offend in this respect may be dealt with at the discretion of the faculty.

The more serious offences were criminal cases, and records of them were kept in a separate book. 28 Unfortunately for the historian this book does not seem to have been preserved. In 1864 a young man and a young woman were brought before the faculty charged with having gone in company to a lecture in the Presbyterian Church. The disposition of this case does not appear, but a foot note in the faculty minutes informs us that it may be found in the Extra Record of Criminal Cases. 29

Little if any thought was given to protecting the feelings or sensibilities of the person who had violated a rule. One gathers that the faculty acted on the assumption that publicity would act as a deterrent, and it probably did. The list of students in the catalog of 1861 contains the name of a young man, followed by a star referring to a foot-note, which contains the single word; Dismissed. Students were sometimes required to write letters of confession, and these in turn were read before the other students 'with appropriate remarks.' 30 Effort was made to rigidly enforce the rule requiring students to testify against each other. In February

28. Ibid., March 11, 1864.
29. Ibid., Dec. 2, 1864.
30. Ibid., Nov. 14, 1864.
1863 a young man was dismissed from the institution for refusing to answer when called as a witness against two other students. We quote from the faculty minutes, the records of another such case which occurred during the school year 1881-1882. These items tell their own story:

On motion Mr. "H" was suspended from recitations for refusing to testify as to the parties who had fastened the chapel doors during prayer time. . . . Minutes of faculty, Nov. 21, 1881.

A petition from a number of students for the reinstatement of Mr. "H" was read. On motion it was decided that the action of the faculty did not change. Ibid., Nov. 29, 1881.

Mr. "Y" brought in the student "R" who confessed that he did the fastening on the chapel doors, and "B" who said that he saw it. It was agreed to restore Mr. "Y" to his standing and permit him to enter his classes. Ibid., Jan. 11, 1882.

A system of demerits was installed in the early sixties, by which each student was required to keep track of his own violations of the rules and to report periodically to the faculty. In 1876 it was discovered that the better and more honest students were reporting their demerits, while the more careless ones were not doing so.31 The system was altered but was continued. As late as 1887 "special public mention was made of all students whose demerits exceeded ten."32

Much of the college work was as strenuous as was the discipline. D. W. Coble, M. D., writing of the early days, in the Aegis of March 1897, tells of getting up to recite Greek at 5 A. M. Students did not always do their work in a manner satisfactory to the faculty. They however did not

31. Ibid., May 30, 1876.
32. Ibid., Dec. 19, 1887.
"fail", but, in the nomenclature of the college, they "ran up." The following action was taken by the faculty in 1883 concerning two young men who had been "running up:

Agreed to advise the parents of S. K. and D. K. that the progress their boys made in studying will not justify them in experimenting further in the educational line.  

The college has always stood very strongly against the use of tobacco, and for many years smoking was an offence punishable with dismissal. A recent check by the writer, of twenty-two Ohio college newspapers, brings out the fact that the Otterbein Tan and Cardinal is one of ten which do not accept or print tobacco advertising.

Like other colleges, Otterbein has had at times a small minority of students of the lawless, mischief making type. For many years the favorite pastimes of this group seem to have been stealing the bell clapper, assulting the janitor, and distributing bogus programs at public functions. The latter was especially annoying to the faculty. How they were effected is indicated by the fact that at their meeting of December 1, 1890 they recommended to the executive committee that a reward be offered for any "information leading to the arrest and conviction" of any one connected with the distribution of the bogus programmes. Five hundred dollars was suggested but on consideration the amount was left blank.

34. Minutes of faculty, June 4, 1883.
35. Ibid., June 3, 1895, et passim.
The time came, however, when the faculty ceased being annoyed and the bogus program idea died a natural death. In later years the Otterbein faculty, like other American college faculties, came to realize that their work was to guide young life rather than to discipline it, to work with the students rather than against them. These realizations, together with the self government system have changed the entire aspect of what was once called discipline. This has been accomplished, however, without going to the opposite extreme of allowing complete freedom, as is illustrated by the fact that dancing is still strictly prohibited.36

SOCIAL LIFE AND CUSTOMS

It should be born in mind that these earlier attitudes were characteristic of the times rather than characteristic of Otterbein. Similar conditions might have been found at almost any other institution. Likewise in considering the social life, it should be remembered that the customs which we are about to describe, were typical of customs in general. It was an accepted idea that the social life of young people should be carefully hedged about. The life of American College students was much like the life of soldiers in barracks. All arose at the same time. There was a fixed time for eating, for study, and for retiring. Practically their entire existence was regulated by elaborate sets of laws. Dancing, theatre attendance, and card playing were, as a rule, strictly pro-

36. See page 151
hobited.\textsuperscript{37}

At Otterbein, in 1855, the faculty established two reading rooms, one for young men and one for young women.\textsuperscript{38} It was required that all mail matter of the young women, boarding in the hall, be sent or received through the steward.\textsuperscript{39} In 1859 the faculty recommended and the executive committee adopted a rule prohibiting young men and young women from walking together without permission.\textsuperscript{40} There is a campus tradition to the effect that at one time students asked the president how far apart they should walk. He replied that it should be not less than ten feet. Thereupon the students are said to have provided themselves with ten foot poles, and to have pursued their walks while holding on to opposite ends of these poles. Professor Streeter left the community in 1860 and the students asked permission to pay him a farewell visit. The faculty acceded to the request "on Monday evening next, provided they do not remain longer than 7\frac{\text{3}}{4} o'clock."\textsuperscript{41} In 1865 a young woman was investigated by the faculty for having received the company of gentlemen at her home, while away from the college during the vacation.\textsuperscript{42}

\textsuperscript{37} George P. Schmidt, \textit{The Old Time College President}, pp. 79-80.

\textsuperscript{38} Minutes of faculty, Oct. 24, 1855.

\textsuperscript{39} Ibid., Jan. 25, 1860.

\textsuperscript{40} Ibid., June 26, 1859; Minutes of executive committee, June 28, 1859.

\textsuperscript{41} Minutes of faculty, March 23, 1860.

\textsuperscript{42} Ibid., May 15, 1865, et passim.
As the years passed, however, the social restrictions were gradually eased. In 1875 it was agreed that gentlemen be permitted to make short calls upon ladies in the hall, out of study hours, at any time according to the discretion of the principal.\(^{43}\) In 1894 the revised rules for Saum Hall contained the following:

> Young ladies may receive gentlemen callers Wednesday from four to five and six to seven P.M., and Saturday from one to five and six to nine . . . young ladies will not be permitted to have gentleman company on Sundays.\(^{44}\)

It was during these years that an interesting custom apparently unique with Otterbein, sprang up. It is thus described in the Review of April 23, 1917:

> There was also in the old days the quaint custom of "term points." If a young lady accepted an invitation from a gentleman at the beginning of a term, she would have no invitation from anyone else during that term. She was the gentleman's "point," he was her "point"; together they constituted a "term point." For the time being they became each other's social property, and for another gentleman to have intruded upon the arrangement would have been an unpardonable breach of college etiquette. As the end of the term drew near speculation was rife as to how many of the "old points" would hold over, and the first entertainment of the new term was sure of a full and prompt attendance, as every one was eager to be on hand to see the "new points" come out.

Theatre attendance was among the things prohibited, or at least discouraged.\(^{45}\) In 1879 the faculty agreed in view of the fact that three exhibitions were to be given during the week in the town hall, "to caution the students against

\(^{43}\) Ibid., Aug. 16, 1875.

\(^{44}\) Ibid., Oct. 1, 1894.

\(^{45}\) Ibid., Feb. 5, 1859.
such patronism. [sic]." It seems to have been the combined genius of William Shakespear and of Edwin Thomas Booth which first began to change this attitude, for in 1882 a special train took forty students to Columbus to see Booth play Hamlet. That the prejudice was not broken but only softened is indicated by the fact that two years later, in answer to a request of the students for permission to attend the play Julius Caesar in Columbus, the faculty agreed to discourage such attendance but to authorize the president to grant permission at his discretion. In more recent years, with the gradual emergence of the custom of dramatic presentations by students, the older attitudes for the most part have changed and restrictions have disappeared.

The earliest reference to the dancing problem, as far as the writer has been able to discover, is in the faculty minutes of April 30, 1888, when it was agreed to discourage the students from attending an Indian dance. Since that time Otterbein has maintained the stand, which she takes today, that the practice of social dancing is not to the best interests of young people. It has never been permitted and today is prohibited both on and of the campus. In recent years it has been the occasion for several clashes between a minority of

46. Ibid., May 14, 1879.
48. Minutes of faculty, Feb. 11, 1884.
49. Ibid., March 10, 1919.
the students and the faculty. The latter, however, has main-
tained its stand. The student body is about evenly divided;
a questionnaire in 1926 brought out the information that 174
favored it and 152 did not. 50

An account of student life at Otterbein would be incom-
plete without a reference to the large part which the bicy-
cle played in the lives of the students of the nineties. An
editorial in the Aegis of April 1892 thus sings its praises:

The bicycle is worthy the name of the student's
friend. Nothing affords so delightful exercise, nor
so exhilarating an antidote for brain weariness as a
spin on a wheel. We only wish that every student in
the school could have a machine. It would increase
the efficiency of class work wonderfully, we believe.
Some philanthropic millionaire might find a worthy
disposal of his money in establishing a fund to pro-
vide indigent students with pneumatic-tired safety.

Another student describes the sport and makes the reader
fairly see the spinning wheels:

Bicycling at Otterbein has become one of the most
enjoyable sports for outdoor exercise. One only needs
to see the jolly group of cycler as they line the
walks of the college campus, or speed around the running
track of the athletic grounds, to desire to take unto
himself a wheel and join the increasing company. We
would suggest that the wheelmen organize, and arrange
for a parade commencement. 51

Another feature which played an important part in the
social life of the college and of the community was the Annual Lecture Course. As far back as 1870 there was an Otterbein
University Lecture Course. This brought to the campus many
great speakers, including such men as Frederick Douglass and

Wendell Phillips. What was known as the *Citizens' Lecture Course* appears to have begun late in the fall of 1892, with a lecture on "The Great Naval Battles of the Rebellion." It was a co-operative undertaking by the college and community, and for many years stood high in the favor of both. But the rush of modern life finally crowded out this type of activity at Otterbein as elsewhere. The college catalog of 1929 is the last to carry an announcement of this course.

During the last two decades the system of class banquets has grown in favor until these affairs have become one of the most enjoyable and profitable among the social functions of the college. For a number of years there were occasional outbreaks of rowdyism on the part of non-participants, but with the coming of organized methods for the direction of class spirit, this seems to have disappeared.

Class spirit has long been strong at Otterbein. Twenty-five years ago it found its annual expression in a tug-of-war across Alum Creek. Later it degenerated into irresponsible duckings and other forms of rusticity. In 1915 there was inaugurated the custom of *Scrap Day*. The faculty granted a holiday, and a series of organized contests were held between freshmen and sophomores, which determined the class supremacy for the year. This custom tended to eliminate most of the midnight escapades, and met with the approval of both faculty and students.

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and student body. Later on, freshman regulations were adopted, and the Varsity "O" Association was authorized by the student council to enforce them. This is the association of all men who have won the college "O" in athletic contests. At first there was a tendency on the part of the "O" men, to overdo the matter of enforcement, and to bring considerable criticism upon themselves. This however, was soon outgrown, and during the last few years class rivalry has for the most part been orderly.

One of the finest expressions of class spirit, however, has been shown in the custom of the graduating classes of leaving "something to Otterbein beside their good wishes." The athletic field, which has already been mentioned, the gate at the north-east corner of the campus, the beautiful lights on Grove Street and on College Avenue, the plush curtains in the chapel, the pulpit furniture, and the sundial all have been gifts from classes. Band suits have been given, and several classes have contributed to the endowment. Within the last few years there has sprung up a pleasing custom in the observance of what is called Senior Recognition Day. This is held in April and Seniors appear in cap and gown for the first time.

57. Ibid., March 30, 1926, p. 4; Minutes of faculty, May 27, 1927; June 6, 1927.
LITERARY SOCIETIES

Among all the various influences within the student body, the one which for many years was the most powerful, was the literary societies. In general, the history of this movement in Otterbein has been much the same as its history in other American colleges. These societies flourished during the last half of the nineteenth century, but began to decline soon after the opening of the twentieth. Otterbein, however, seems to have been one of those institutions in which the literary societies played an especially prominent part, and in which they maintained themselves longest.

The students in the spring of 1851 formed an organization called the "Otterbein Lyceum", for literary and parliamentary drill not obtainable in the regular courses of the college. All students, including both young men and young women, took part in this effort. On account of the large numbers it was divided into two groups, each having its own officers, but both working under one constitution. These styled themselves the upper and lower houses, from the positions of their places of meeting. In the year 1852, Miss Sylvia Carpenter, then principal of the Ladies Department and later wife of Professor Haywood, conceived the idea of founding a literary society for young ladies. The result was the organization of the Philo-mathean Society in 1852. About the same time the Lyceum, now left to the young men, became the Philomathean Society.59 It still met in two sections, and in May 1857 was divided into

two separate societies. One retained the old name of Philomathean; the other took the name of Zetaphronean.

That summer Mt. Pleasant College united with Otterbein. With the Mt. Pleasant students there came a men's literary society called the Philorhetean. This group joined the Zetaphronean, and the name was changed to Philophronean. For a number of years these societies had no quarters of their own, but held their meetings in class rooms or in the old chapel. When the first main building was erected, commodious halls were provided for each of the three societies. They were very nicely furnished and decorated by the students, and gave a touch of culture to an otherwise pioneer environment. Into them were moved the libraries which the societies had already begun collecting. These halls, together with the furnishings and the libraries were all totally destroyed by the great fire of January 26, 1870. Like the college itself the literary societies started over again. It was immediately after the fire that the ladies group was divided and a new society formed, which called itself Cleiorhetea. In the new administration building there were provided rooms for each of the four societies. These were soon decorated and furnished even better than the older halls had been.

For many years the student life of the university centered in these organizations. As the writer has talked with

60. Minutes of faculty, June 12, 1857; Sibyl 1901, p. 95, p. 101.

61. Sibyl, 1901, p. 111.
students of previous years, he has been struck by the very apparent impression which the literary societies had made upon them. The catalog of 1891 contains the name of a freshman young woman, the daughter of a former student, whose middle name was Philalethes. Garst speaks of these societies as having been great factors in the work of the university, and as having done much to stimulate loyalty and devotion to it. Just what the influence was on that smaller, and presumably less favored group which was not admitted to membership, is not as apparent. An editorial in the Aegis of April 1894 disapproves of the action of the faculty in doing away with rhetoricals because it deprived the forty percent of the students who were not members of literary societies, of their only opportunity of doing literary work.

Among the various activities of these societies have been the publishing of periodicals. For over thirty-five years the college news sheets were exclusively in their hands. When the Otterbein Record was first published in the fall of 1880, it was the expectation that it would be published jointly by the four societies. The first issue has blank spaces for the name of one editor from each group. The paper, however, quickly fell into the hands of the Philophronean Society, who published it monthly for four years. It then suddenly ceased with no apparent reason. In 1890 the same society started another monthly news sheet and literary magazine, called the Aegis. In 1909 the rival society, the Philomathean, began

the publication of a weekly news sheet called the Review. Both were published until the latter part of the World War when the dwindling interest in the societies, together with generally disturbed conditions, caused their discontinuance and the establishment of one college publication, the Tan and Cardinal. At first this was under the joint management of the four literary societies, but in 1926 they relinquished control to the student council.\textsuperscript{63}

From the foregoing it will readily be seen that these were powerful organizations. They were generally favored by the administration and by the faculty. The attitude of the college toward them is illustrated by the fact that, although they were private societies with exclusive membership, from which a considerable portion of the student body was debarred, they were each given the exclusive use of a room, rent free. The reciprocal attitude of the societies toward the college is typified by the fact that, in 1891, one of the them presented the executive committee with a bill for $50.00 for damages done to their hall by a leak in the bell tower and by smoke from a defective flue.\textsuperscript{64}

A fair evaluation of the literary societies is difficult. The college records abound with reports of the splendid things which they accomplished, but say little of the bitterness with which the years of rivalry were accompanied. This is lightly

\textsuperscript{63} Minutes of faculty, June 7, 1926; Tan and Cardinal, Sept. 28, 1926, p. 5.

\textsuperscript{64} Minutes of executive committee, March 11, 1891.
passed over by Garst with the following remarks:

Occasionally, indeed, especially in the somewhat remote past, this rivalry may have become unduly and unpleasantly intense. In such cases the question as to which society could surpass the other in comfortable assurance of its superiority is one with which, happily, the historian need not deal.65

Here and there in the records, however, one catches glimpses of this other side. In 1891 a group from one of the societies appeared before the executive committee of the college to protest against the university's subscription to the periodical published by the rival society, alleging that in so doing it was aiding the other society by helping to advertise it abroad.66 The Aegis of January 1915, says of its own origin twenty-five years before:

It was proposed that the four literary societies unite in the publication of a college paper. However, the typical society spirit, which Otterbein University is and was then so noted, was never more intense than at that time. Society rivalry was too prominent to give promise of successful inter-society co-operation in such an enterprise.

An editorial in the Aegis of March 1898 is more outspoken. It refers thus to the society situation at the time:

Go to chapel exercises and there the same spirit is visible. Put one more Philophronean on the rostrum than Philomathean and at the next exercises you will not see a Philomathean in the choir, or select one more Philomathean than Philophronean for the orchestra at the next meeting you will not find a Philophronean taking part in the music. Go to the athletic field and you are confronted by the same unwelcomed sight, whether in football, baseball or track team. Enter the social circle and you find it tainted to the core with this detestable society spirit, which is causing enmity where friendship should exist.

65. Henry Garst, op. cit., p. 170

66. Minutes of executive committee, March 11, 1891.
It was during the second decade of the new century that the decline in interest in the literary societies began to set in. Students complained that they required too much work, lectures and other Friday evening affairs interfered, and a multitude of college organizations scattered the interests formerly concentrated in the literary societies. The *Tan and Cardinal* of September 27, 1920, contains the following optimistic note:

Colleges and universities all over the land are bewailing the decline of interest in things literary while Otterbein's literary work continues a vital and fascinating part of the students' education.

Nevertheless the work was not continuing to be "a vital and fascinating part of the students' education." In an effort to bolster up the declining interest, a regulation was passed requiring that every member of any one of the new and popular social groups, must become an active member of a literary society. This brought about a forced and unwilling attendance, and served only to accelerate the decline. In 1924 a student wrote that the societies were "flickering out." The following year the president reported that they were losing their hold on the students. Indebtedness began to accumulate, new members hesitated to join and thus to

72. *Annual report of president*, June 20, 1925.
subject themselves to assessments to pay back debts of the societies.\textsuperscript{73} An editorial in the \textit{Tan and Cardinal} of March 22, 1927, faces the problem squarely:

When any organization, no matter how old or how much bound up by tradition, has fulfilled its aims and purposes on a decidedly over-organized but modern campus, then that organization should be relegated to the scrap heap. Perhaps the last vestige of a wonderful past is the literary society.

In the ladies' societies the decline was not as rapid as in the men's. Both of the former are still maintaining their organizations, but the latter have entirely disbanded. Simultaneously with, and undoubtedly partly responsible for, this decline in the literary societies, came the rise of another type of organization.

\textbf{THE FRATERNITY PROBLEM}

At Otterbein fraternities were unwanted and unwelcome guests. Three such organizations were formed in 1908, or more accurately speaking three afterward claimed this as the date of their organization.\textsuperscript{74} They were first given permission to exist as "social groups" in 1921, and were recognized as Greek letter organizations in 1932.\textsuperscript{75} During the intervening years the faculty was divided in its attitudes.\textsuperscript{76} The records seem to indicate that the trustees were very nearly, if not quite, unanimous in their disapproval.

\textsuperscript{73} Minutes of faculty, March 2, 1925.
\textsuperscript{74} Sibyl, 1931, p. 90.
\textsuperscript{75} Ibid., 1932, p. 89.
\textsuperscript{76} Minutes of trustees, June 13, 1916.
Over and over again they voiced their opposition, and passed drastic prohibitory regulations. To appreciate fully the significance of the various moves in the long fight against fraternities, one should keep in mind that these clandestine organizations have been in existence on the campus of the college since about 1906. An early attitude toward them is illustrated in the following item from the Review of February 19, 1912:

We have noticed numerous items in our exchanges stating that efforts were being made to start fraternities at Otterbein. Undoubtedly the writers of these articles have been misinformed, as no such movement has come to our notice.

At its annual meeting in 1916 the trustees recognized the problem and passed the following resolution:

College fraternities and college secret organizations have been discountenanced at all times because they interfere with the fullest development of the democratic ideal of the University. . . . Inasmuch as it is evident that there are in Otterbein University groups and societies which are in both principle and practice subversive of the traditions and ideals of the University, and without faculty approval, Resolved, that hereafter all students matriculating be required, while in Otterbein, to refrain from participating in any societies and groups, secret or otherwise, that do not have faculty recognition. . . .

Resolved that the Board of Trustees renews its adherence to the honored policy of the college to encourage the broadest democratic spirit among its faculty and students, and instructs the faculty under no circumstances to give recognition to any organization that would in any way seem to interfere with this principle.

This action was reaffirmed at the annual meeting in 1917, was strengthened in 1918, and in 1919 the following clause was added:

That the violation of this rule by any student
shall be the cause for his immediate dismissal and that the president and faculty be charged with the strict enforcement of this rule.

This vigorous attitude continued until the spring of 1931, and then changed suddenly. On April fourth of that year the faculty had passed the following resolution by unanimous vote:

1. That any student belonging to any group or organization not authorized by the faculty be dismissed from college.

2. That organizations be given until 4 o'clock, April 11 for dissolution and for adjustment of their affairs.

3. That a complete, frank and unimpassioned statement of the situation be made to the entire student body.

In answer, the students adopted certain resolutions and suggestions concerning the social life. The substance of these resolutions was accepted by the faculty on June 13, when they took the following action:

Any group of students desiring to associate themselves together for literary, social, scientific, religious or other legitimate purposes shall be permitted to do so provided that each group secure the permission of the faculty for its organization and that a member of the faculty be chosen as sponsor.

With this action social organizations, closely resembling fraternities and sororities, formally entered Otterbein College. They were placed under certain restrictions, including the requirement of a faculty sponsor for each group, and the prohibition of the use of Greek letters. Apparently the trustees felt that these restrictions constituted a final victory over the fraternity system. The trustees at their meeting on the succeeding day passed the following resolutions:
We have received, with great pleasure, the plan approved by the students and faculty for the adjustment of the fraternity and related problems. We heartily appreciate the spirit of the plan, and approve it.

One also gathers that the students did not realize that these organizations had won their long fight for recognition. The *Tan and Cardinal*, in commenting on the student resolutions, says:

Elsewhere in this issue are printed in full the resolutions concerning Otterbein social life, adopted recently by the student body with scarcely a dissenting voice. . . . To say that the resolutions are an attempt to legalize the discarded secret fraternity system is not only ridiculous but indicates a morbidly suspicious mind.77

We shall shortly see whether or not it was ridiculous and indicative of a morbidly suspicious mind to suggest that these resolutions, and the faculty action which resulted, tended to "legalize the discarded secret fraternity system."

At a meeting of the faculty on the twenty-sixth of September following, four of these social groups were approved. By June 1922 there had been recognized seven clubs among the men, with a total membership of 104, and six clubs among the women, with a total membership of 81.78 The minutes of the meeting of the trustees in June 1927 contains the following item:

A new era began formally on our Campus about six years ago with the introduction of recognized groups or organizations. These have grown in number until we now have eighteen. Ten of these are for women, and eight for men.

78. Minutes of trustees, June 7, 1922.
Shortly after the recognition of these clubs there began to appear such terms as: pledging, bidding, initiations, rushing season, rushing rules and rush parties. Even the word fraternity was found in student publications. In the college annual of 1928 the approved names of the social clubs--Alps, Annex Country Club, Jonda, Arcady, Greenwich, Lotus, etc--disappeared and in their places there appeared Greek letter names--Alpha Beta Sigma, Pi Beta Sigma, Pi Kappa Phi, Eta Phi Mu, Rho Kappa Delta, Theta Nu, Theta Phi, etc. It is interesting that, although fraternities were supposed to be strictly debarred, the following item appeared in the Ten and Cardinal of February 28, 1928:

A petition was submitted to the faculty last Monday evening asking that the present ruling banning the owning and operation of fraternity houses by the fraternities themselves, be repealed and that the fraternities be allowed to operate their houses without the supervision of the faculty.

These customs, however, did not meet with the approval of the trustees. The minutes of their meeting of June 11, 1923 contain the following:

Let it be known, that the trustees will seriously object to any attempts that will look toward fraternal organizations, with rules and fraternal buildings.

That they objected not only to the organizations but likewise to the use of the word fraternities, is indicated by the fact that the petition was submitted, but not acted upon.

79. Ten and Cardinal, Editorials; Nov. 17, 1925; Jan. 22, 1929; et passim; Minutes of faculty, March 23, 1922; Nov. 7, 1927; et passim.
by this quotation from the minutes of their meeting of June 10, 1929:

In regard to the social groups we notice the tendency to refer to them as fraternities in newspaper reports and in the college publications. This is unfortunate and should be discontinued.

It was in 1930 that the fundamental character of Otterbein College began to show through the haze with which this problem had been surrounded. In that year the committee on social groups appointed by the trustees, thus faced the problem:

These groups, from the day of their recognition by the college, were denatured fraternities. Each year less of the denaturant and more of the original product is found. At first they were spoken of as fraternities with the hand over the mouth, but now they are referred to in campus publications as fraternities and rarely by any other name.80

The instructions of the chairman of the board of trustees, Mr. F. C. Clements, to this committee are worthy of preservation. Said Mr. Clements:

You are to keep an open mind and study this question from every angle. I am hoping that you will include in your report to the Board next June, all the advantages and disadvantages of the social groups. I also hope that you will go far in your research on this subject; investigating other schools of a denominational type of about our classification. Let me suggest that character building be your yardstick. We want a product keen mentally, with sound bodies, and hearts on fire with high purpose, capable of making this world a better place in which to live. "Do social groups help or hinder? Do they put too heavy a financial burden on our young people? Do they interfere with school spirit and awaken minor loyalties? Such are some of the questions you will need to face in your inquiry."81

80. Minutes of trustees, June 13, 1930.

81. Loc. cit.
One might gather from the following item, which appeared in the 1932 *Sibyl*, that the fraternity system had received final approval from the faculty:

The faculty moved that hereafter Greek groups should be called fraternities instead of the somewhat mushy social groups and that the Greek names be used instead of the Old English names.

The fact is, that at its meeting on January 18, 1932, the faculty approved the use of Greek letters as names for these social organizations. But the use of the word *fraternity* was not sanctioned. As late as the spring of 1933, a petition from a social group was returned by the faculty because it contained the word *fraternity*.82

The relationships between a college faculty and a student body in a matter such as this is not unlike a ratchet wheel and reciprocating lever. Differences of opinion within a faculty group tend to result in a certain amount of fluctuation in actions taken. Every movement in the direction of the dominant student desire, means a permanent gain for the students, while their tenacity acts as a pawl which effectively prevents any loss on the return swing. Thus the fluctuating attitudes of a faculty tend eventually to give the students everything which they desire.

Thus, against much opposition, these new social organizations have supplanted literary societies. And it is probably safe to say that the opponents of the new organizations have not found them as bad as was feared. Both systems

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82. Minutes of faculty, March 20, 1933; April 17, 1933.
have advantages and both have faults. Both are exclusive in their membership, and under either, there will be those students who will suffer heartaches because they fail to obtain membership in a group. In the minutes of the trustees of June 15, 1926, the percentage of students outside of these organizations is estimated at about forty. This is exactly the same percentage which the Aegis of April 1894 mentioned as being outside of the literary societies. And it must be born in mind that while some of these students are depressed by being left out, others are spurred on to more earnest endeavor.

In either system there is tendency for rivalry to become bitter. But in the new system, with the larger number of groups each relatively less powerful, there is little danger of it ever reaching such a point as it attained in the old days when "if a committee was appointed it had to have the same number of Philomatheans and Philophroneans or there was trouble." The literary element has been lost, unfortunately. But this is the result of changed attitudes and of different times, not of fraternities. Both types of organizations were literary fifty years ago; in each the literary element tended to wane and the social element to wax as the years passed. It is true that the fraternities have rituals and secrets. These, however, are but

83. Report of committee on social groups, Minutes of trustees, June 13, 1930.

84. "Most of the older fraternities, now purely social in character, were at one time devoted to literary exercises. . . . In general the literary society has disappeared." John Henry MacCracken, American Universities and Colleges, p. 42.
innocuous young peoples amusement, whose only influence is
to add to the fun. The character and calibre of the students
composing these groups at Otterbein was testified to by the
opponents of the system when they said:

In most instances, we think, that the social
group maintains a high standard of morality, if we
may not say spirituality.85

The fact that for many years the college was without
dormitories for young men, contributed to the development
of the new system. Rooming in homes in the community was
not satisfactory to a considerable number of the men stu-
dents. It was natural that they should seek to secure for
themselves more satisfactory living conditions. The fratern-
ity house was the result. This system was so firmly estab-
lished that, by the time King Hall was built in 1926, there
were not sufficient men left to fill it. The matter was hand-
led firmly, however. All freshmen and sophomores were re-
quired to live in the dormitory, while upper class men were
permitted to live in the fraternity house.86 This arrange-
ment seems to be working out in a satisfactory manner.

The fact that these social groups have come to Otter-
bein does not mean that all of the evils of fraternities have
come. The long fight which was waged, did not prevent their
establishment, but it did ward off at least one great danger
and one great evil. The danger is that of outside, powerful,
nation wide organizations, whose policies in time to come

85. Minutes of trustees, June 15, 1925.
86. Sibyl, 1932, p. 89.
may be very different from those of the college, obtaining an organic control over certain groups of students. This is spoken of as a danger rather than as an evil, because in the past, in other colleges, these national organizations have used their influence and power, to such a large extent, to promote the more desirable attitudes among the students in their local units.

The evil referred to, one of the greatest in American college life, is that of corporate groups of students augmenting their independence of college control by acquiring large vested property interests. Perhaps it would be more correct to say, "by assuming heavy bonded obligations", for in so many college fraternity situations the vested property rights are trifling, while the bonded indebtedness is staggering. That individual who visited one of our eastern colleges and afterward spoke of the student palaces on one side of the street and the faculty cabins on the other, only looked at the outward appearance; he did not examine the titles to the palaces.

The finest periods in the histories of such organizations are often those early years in which they are fighting for establishment. At Otterbein today, these organizations may be said to be at their best. Most of them have comfortable, well furnished, rented houses. None of them has acquired real estate, and consequently none has acquired mortgages, indebtedness, or the other forms of grief which accompany the same. None of them has the problem of

bonded indebtedness which so often forces fraternities to choose their members largely on the basis of financial ability. None of the groups has a national charter or any outside affiliation or responsibility. As yet the expenses of membership are low. It is true that the serpent of extravagance has shown his head, and that future battles may be expected with it. Here the faculty must depend on its own firmness as well as on the good sense of the students.

We have dealt at some length with the problems of the literary societies and fraternities, because the large part, which they played in the history of Otterbein, is typical of the part they have played in many colleges. We mention one other organization for a quite different reason; because of its uniqueness. During the later years of the existence of the Preparatory Department, the students were mostly men, and not being regular college students, they were debarred from many of the college organizations. The Art Department and Music Department were also considered as somewhat apart from the regular college, and their students, mostly young women, were often not asked to join the college societies. In 1921 the young men of the Preparatory Department and the young women of the Art and Music Departments, formed a three sided social club called the Triangle Club. For a number of years this club flourished and filled a great need. With the dwindling and final closing of the Preparatory Department however, it came to an end.

88. Sibyl, 1921, p. 55.
THE PROBLEM OF OVER-ORGANIZATION

Recent years have brought a new and perplexing problem into American college life, that of the multiplicity of organizations. In this, student life but reflects the life of the nation. We are an organizing people. We form organizations of all kinds and for every conceivable purpose. To the college student, a new organization offers, in addition to the accomplishment of its intrinsic purpose, an added opportunity for social life, a bit of recognition by fellow students, and perhaps a little exclusiveness. Generally, each one is innocuous in itself, but they increase until educational institutions are overrun. The situation at almost any college might have been summed up as it was at Otterbein in the meeting of the trustees of June 13, 1927:

This student life has become so varied and the activities so complex and exacting that it becomes difficult for even a serious minded scholarly student to control his time.

This difficulty is intensified in American colleges by the influence of that student publication called the college annual, which has certain pernicious features not generally recognized. In the first place, it is one of the worst of student extravagancies. Its publication is made possible by the fact that its cost is divided up and secured through many different channels, and by the fact that student sentiment, and sometimes college regulations tend to force these various payments. To begin with, the price which the student pays for the book is exceedingly high. In addition
each student pays for his own photograph, his own cut, and pays dues into each organization of which he is a member, from which in turn the organization pays for its picture and cut. Under the guise of advertising, the merchants of the community are solicited for subscriptions, and frequently a tax is assessed against the members of the class which produce the book. Thus by indirect the students pay for their annual an exorbitant price, and one which would probably astound them, were it prorated and paid in one sum.

This annual lists the honors of certain groups of students, usually of the senior class. Naturally each student wishes to make a good showing by having a considerable list after his name. Predominating in numbers, among these so called honors, and frequently the most easy to obtain, are the offices in the various student organizations. These offices, therefore, come to be sought, not alone from interest in the work to be done, but in order to add another line to the student's final write-up in the college annual. Social groups or fraternities, wishing their members to have the longer lists of honors, crowd election meetings. A popular student often accepts several offices. Organizations long since dead in reality, retain the forms in order annually to elect their officers and thus to swell the honor lists of their friends. In these respects Otterbein may be regarded as very fairly typical of American colleges in general. Her students dabble in many interests, publish an annual, and vie with each other for honors. Student organi-
ations multiply, and the study program is the loser.

Any one who has attempted to count a yard full of chickens, will be able to sympathize with him who attempts to list all of the student organizations in a modern American college. A portion of them come and go so rapidly that it is difficult to ascertain just how many exist at any one time. The following organizations, however, have been mentioned in the records of Otterbein College during the last few years:

Seven men's fraternities.
Eight women's sororities.
Two literary societies.
Four class organizations.
Student Council.
Campus Council.
Men's Senate.
Women's Senate.
Men's Inter-fraternity council.
Women's Inter-fraternity council.
Women's Athletic Council.
Cochran Hall Board.
King Hall Board.
Young Men's Christian Association.
Young Women's Christian Association.
Christian Endeavor Society.
Student Volunteer Band.
Life Work Recruits.
Prohibition Association.
Publication Board.
Tan and Cardinal Board.
Sibyl Board.
Phi Kappa Delta, (Forensic Fraternity).
Cap and Dagger, (Dramatic Club).
Theta Alpha Phi, (Dramatic Fraternity).
Chaucer Club, (English).
International Relations Club, (Social Science).
Quiz and Quill Club, (Literary).
Apollo Art Club.
Home Economics Club.
Sigma Zeta, (Scientific Club).
Music Club.
Orchestra.
Band.
Men's Glee Club.
Women's Glee Club.
Mandolin-Guitar Club.
Oratory "O" Association.
Varsity "O" Association.
West Virginia Boosters.

An interesting illustration of how organizations tend to multiply lies in the formation of what is called Campus Council. In 1921 a system of student self-government was established in the college, with a Student Council which was to be a connecting link between the students and the faculty. 89 In 1926 another group known as the Campus Council, was formed which was to be a connecting link between the Student Council and the faculty. 90

Among the many organizations, there are others which have played parts of more or less importance, but which obviously cannot be discussed here. For the most part the student life has been typical of life in the small denominational college of the Middle-west. In adopting co-education Otterbein was well ahead, but later other institutions quite generally followed the same policy. She was somewhat slower than the average in loosening up the rigid restrictions of earlier days. It is not surprising that the literary society system maintained itself long, or that the fraternity system was fought with vigor, when it is considered that for forty years the major part of the faculty has been chosen from the college's own graduates, 91 who have naturally clung to the system with which they have been most

89. Minutes of faculty, Sept. 26, 1921.
91. See page 216.
familiar. The influence of the denomination is seen in the tenacity with which the college holds to what it considers to be the highest ethical standards, and in its continued purpose to keep the life simple and the student expense low. But in order to appreciate more fully the various aspects of student life, we must look at another potent influence, and that is at the administrative methods and devices which the college has used and is using.
CHAPTER VI
ADMINISTRATION AND CONTROL

Administration is the entire personnel of an institution working as an organic harmonious unit for the achievement of mutually desired goals. 1

The eighty-five years since the founding of Otterbein College has witnessed remarkable developments in the science of management. The way in which many of the administrative problems of the college have been handled, even in fairly recent time, will seem ponderous and awkward to those familiar with present day methods. It should be remembered that what is today regarded as modern efficiency in administration is of very recent origin. In Otterbein, efficiency has been a matter of development, but the spirit of democracy has existed from the first.

DEMOCRATIC CONTROL

Democracy in America has often meant freedom to do as you please and to force the other man to do the same. Kirkpatrick, in the name of democracy, severely criticizes the limited autocracy of college trustees and advocates in its place an absolute autocracy by the faculty. 2 Recognizing clearly the danger of a nominal democracy being but a new form of autocracy, and recognizing also that our so-called democratic institutions are often far

1. Ervin E. Lewis and Oscar H. Williams, Creative Management for Teachers, p. 8

from that in reality, never-the-less it may be said that Otter-
bein College has approached this ideal to an extent that is rare.
Thought and work has been put into the college by large numbers
of men. In reading the proceedings of the trustees, one is struck
by the numbers of committees, which each year have made careful
written reports. These reports show that time and thought and
study had been given to the tasks assigned. It has not been one
mind forming conclusions to which others have given assent, but
it has been scores of minds thinking together on problems. Prob-
ably the nearest to autocracy that the college has been was under
President Lewis Davis, and his was a thoroughly benevolent au-
tocracy, the outgrowth of the force and unselfishness of his charac-
ter.

In the early days there seems to have been no objection to
members of the faculty being elected to the board of trustees and
to its executive committee. At its meeting in November 1850 the
trustees authorized the appointment of a committee of three to
confer with the faculty and to decide on any matter of importance
during the interval between meetings of the board. By 1856 this
committee had been increased to nine members of whom Professor
Thomas McFallen was one. The following year Professors John Hay-
wood and Ralph M. Walker were added. During the sixties Professor
Samuel B. Allen was for a long time a member. In 1866 the board
took action to the effect that all ministers and members of the
faculty be recognized as advisory members of the trustees.

3. Minutes of trustees, June 8, 1866.
It has always been the policy of the board to regard its meetings as open. In 1872 a resolution was passed providing that hereafter the sessions be private, but in his annual report in 1873 President Thomson made the following request:

If there be one class of persons who are interested in a college, . . . it is the faculty . . . . They ought to be consulted in all plans for its advancement: not for their own sakes, but for the sake of the work. I would like to ask that, by special act never to be repealed while you hold office, you invite all who are regular members of the faculty to sit and counsel with you in your deliberations.

The trustees immediately passed a resolution inviting all members of the faculty to be present at their meetings. Thereafter these meetings were open and faculty members were frequently elected to the board and to the executive committee. In 1872 three out of six of the members of the latter were from the faculty. Of the thirteen trustees votes which, in 1871, blocked the relocation plan, four were cast by faculty members. In recent years no professor has been elected to the board, but its meetings are still open. At these meetings there is usually a considerable group of visitors, composed mostly of clergymen, members of the faculty, and interested citizens. Sometimes students attend. It is not unusual for the visitors to be so numerous that it is necessary to seat them in the ante-room and hall.

At its annual meeting in 1882 the trustees received a communication from the alumni association asking for representation

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4. Ibid., May 28, 1872
5. Ibid., June 5, 1873.
6. Ibid., June 23, 1901
on the board. The matter was left in the hands of a committee, which reported the following year:

We find that the law of Ohio provides for alumni representation. *Believing that the alumni association of Otterbein University is eminently worthy of representation on the board and that such representation will inure greatly to the advantages of the University, therefore, we recommend its adoption.*

The report was approved and the alumni association was invited to select representatives, which it did the following day. Since that time the group of members elected by the alumni association has played an important part in the work of the board. Alumni have also been elected as trustees at large and as conference representatives on the board. In 1926 over fifty percent of the trustees were alumni.

The recognition of the alumni in the management must not be interpreted altogether as a democratic tendency. At least two other motives probably hold weight; to secure greater support from the alumni, and to keep in line with the tendencies in other colleges. More indicative of a democratic spirit, was the attitude

8. Revised Statutes of Ohio, 3747, 3748, 3749.
9. Ibid., June 12, 1883.
10. Ibid., June 13, 1883.
11. For a more complete discussion of the relationships of the alumni to the management see pages, 298-299, 301-702.
of the trustees in recognizing the faculty. Equally so, and more unique, was their attitude in seeking a means by which the student voice could be heard. At their annual meeting on June 10, 1929, they passed the following resolution:

Whereas, it is difficult at best for a non-resident board of trustees, charged with the responsibility of properly legislating on behalf of the students, to have sufficient direct knowledge of all the problems and situations that currently develop . . . Be It Resolved by this Board of Trustees that the Student Council of the College be requested to name three undergraduates as advisory members of each of the present and any future standing committees of the board of Trustees, who shall be invited to attend all respective committee meetings and to assist in the formation of governing policies . . . that these student advisory members of Board Committees be invited to attend Trustee Meetings and voice their sentiments on all questions coming before the body.

It is worthy of note that this action was not taken on student request or suggestion but entirely on trustee initiative. In fact, the students have given little attention to the matter, and it is of interest chiefly as indicating the democratic attitude of the trustees.

THE BOARD OF TRUSTEES

There is a strong feeling, at least among certain leaders that, for purposes of educational control, a small board of from three to seven members is the most efficient. 13 For this reason private colleges with large boards of trustees are frequently criticized. This criticism overlooks the fact that such boards are not chiefly for control, as are the boards of many state in-

stitutions. They represent rather the connecting links between the college and its constituency, which is often scattered. They serve to maintain interest in their respective districts, to keep the college in touch with its clientele, and to keep it informed as to existing conditions and attitudes. These boards generally elect an executive committee of from three to seven members, which serves as the chief unit of control. In this way the same efficiency is secured as in institutions having the smaller boards, and in addition the college secures the benefit of the interest and influence of the larger group of men.

When the Blenolon Seminary property was secured by the Scioto Conference in 1836, a purchasing committee was appointed, composed of Rev. William Hanby, Jonathan Dresbach, and Rev. Lewis Davis. The conference also constituted the members of this committee as board of trustees to receive title to the property.14 When the Sandusky and the Muskingum conferences joined in the movement, each appointed three trustees, and thus a board of nine was formed. The charter, secured February 13, 1842, provided that the board of trustees should be composed of three representatives from each conference. These were elected annually.15 In 1857 the term of service of trustees was extended to three years, the term of one


15. Catalog of 1857, p. 23; Ohio Laws XLVII, 267, Feb. 13, 1842; The original charter, under which the college is still operating, provides further that the trustees shall have power to "make and to alter from time to time all such by-laws as shall be deemed necessary for the government of said institution, provided that such by-laws are not inconsistent with the constitution and laws of the United States and of the states."
member of each conference group expiring each year. In 1868 there were thirteen conferences co-operating and consequently thirty-nine trustees. In that year the board was reorganized and terms were made six years, each conference electing one member every second year. In 1876 President Thompson, in his annual report, presented a masterful study of the relations of the trustees to the college. He suggested smaller boards and longer terms. In 1880 he called attention to the fact that the college had one third as many trustees as students. Like other of his recommendations, which seem reasonable in the light of history, this one was not heeded. The size of the board was not decreased but was increased. In 1883 there were all ten alumni trustees, and in 1886 ten trustees at large. The former were elected by the alumni association and the latter by the board itself. There were now fifty-seven members and the need of a reduction in numbers was apparent. At different times there was agitation for such action. It was not until 1917, however, that the board reorganized to its present basis. It now consists of three members from each of the nine supporting conferences, ten trustees at large elected by the board, and ten trustees, elected by the alumni association; a total of forty-seven.

17. Ibid., May 28, 1877.
18. Annual report of president, 1880.
20. Ibid., June 13, 1904; June 13, 1913.
21. Ibid., June 12, 1917.
The committee of three appointed in 1850 to confer with the faculty and to decide things of importance, became the executive committee. In 1859 it was styled the prudential committee and was known as such for many years. Recently it has again been called the executive committee. The number of members has varied from three to nine. At present it has nine. In the early years the trustees met frequently, but gradually this executive or prudential committee assumed responsibility, and, with the exception of times of special stress, the trustees now meet but once a year. This meeting is held during the commencement season in June.

The early meetings were serious affairs, usually lasting several days. They assembled as early as six-thirty in the morning, and were in session morning, afternoon, and evening until the business was completed. In 1860 the annual meeting lasted for an entire week, adjourning from Saturday night to Monday morning. The last day of the meeting of 1859, the board was in session until twenty minutes of two A.M. How the members were affected by some of these meetings is illustrated by an entry in the minutes of the annual meeting of 1869. It is here reproduced, exactly as it appears in the record:

The board closed its session after 11 o'clock P.M. Wednesday and amidst the daze, weariness and drowsiness of those few who remained (and who could fault any one for leaving such an hour of the night) adjourned appointment for the meeting on the next board.

22. Ibid., June 24, 1858.

The meetings of the executive committee and of the faculty were not as long, but they were held more often. During the last six months of 1889 the executive committee held twenty-four meetings and the faculty twenty-five.

There are many examples of long and faithful individual service on the board, the longest being that of Rev. I. Bennehoff, of the Erie Conference, who first became a member in 1865 and, with the exception of seven years served until 1917. His total service was forty-five years and it was fifty-two years from the time of his first appointment until his final retirement. The longest services on the present board are those of Fred H. Rike who has served continuously since 1894, and of E. L. Weinland who has served continuously since 1900.

Denominational interest and loyalty have been chief causes of the faithfulness and devotion with which trustees have served. The membership of the board has been confined largely but not exclusively to the United Brethren Church.

**DENOMINATIONAL RELATIONS**

Otterbein was founded during what has been called the denominational period in the history of the American college movement. This was a period of intense rivalry. A new country was being opened up and each of the strong eastern denominations was desirous of possessing the land. One of the most aggressive moves was to found a new college. The part played in this drama by the United Brethren in Christ, however, was not that of an aggressor. The founding of its colleges was rather a defensive move. It was not a strong eastern denomination seeking expansion,
it was rather a small western denomination seeking to protect itself from aggression.

The strength and character of Otterbein College is due in a large measure to the fact that it has maintained the strong ties with which it is bound to this denomination. It was founded primarily as a school for the young people of the United Brethren Church, and as such it remains today. While it always has sought as well as welcomed young people from outside of the denomination, and while its spirit is sufficiently broad so that such students find themselves at home, yet it has never disregarded denominational ties in the interest of greater popularity or of larger numbers. With the exception of the gifts from the Carnegie and Rockefeller interests and a portion of the Westerville support, the college has placed its financial reliance almost wholly upon its denomination.

One of the worst errors into which the more powerful denominations fell was that of starting too many colleges. And the United Brethren, although not as aggressive, made the same mistake. That various conferences or groups of conferences, each should wish to start its own college, is not surprising when we consider the present day tendency for each of a group of hamlets to build its own small and inefficient high school, or, in some states, for small cities to build junior colleges without considering whether or not their tax duplicates are sufficient to maintain them.

24. The writer recently had a conversation with one of the students, a young man of another race and religion. Although he lives in a large university center, he chose Otterbein because of its atmosphere of breath and toleration. He expressed himself as being very happy in his choice.
In the tendency of the denomination to dissipate its energies by starting too many colleges, Otterbein has found one of its hardest problems. The resolution of the quadrennial General Conference of 1845 apparently contemplated the founding of a single institution. But the impulse once started, spread widely. Almost every conference discussed the matter and many took definite action. The result was the founding of more institutions than could be maintained. This error had the same result that it has had in practically all denominations; it worked to the disadvantage of all the schools and tended to prevent any one from attaining efficiency.

Drury, in 1924, listed fifteen colleges and fifteen academies which had been started by the denomination, of which six colleges and one academy survived. Since that date the number of colleges has been reduced to four. One is appalled as he reads of the history of these defunct institutions, of the unselfish purposes behind them, and of the amounts of money put into plants, later to be abandoned or to be sold for a pittance.

There were many in the denomination who early saw these dangers. The following is a quotation from the report of the committee on education to the Eighteenth General Conference in 1851:

But however great our satisfaction in the work accomplished and the position attained, we dare not close our eyes to the fact that after one third of a century of effort, we have not to-day a single fully endowed and thoroughly equipped institution of learn-


ing in the Church. It is of the utmost importance that we as a General Conference give this part of our church-work earnest consideration, and do all that is in our power to advance and strengthen it. We recommend that the General Conference earnestly repeat the counsel given by previous conferences against the undue multiplication of institutions of learning. To found and adequately equip a college requires a large sum of money not easily obtained; and to multiply such institutions unduly will so divide our energies and means that, as an inevitable result, there will be weakness and inefficiency where the exigencies of the times and the interests of the Church imperatively demand there should be strength and efficiency.

Four years before, in 1877, the denominational board of education had been organized. It was believed by many that great good would result from the organization of a board which would have authority to collect statistics, to publish them, and to endeavor to create a fund which would aid young men in preparing for the ministry. That the avoidance of duplication of institutions was one of the objectives, is shown by the following sentence from the report of the committee recommending the organization:

It is a subject of deep regret, in the opinion of your committee, that our system of education, both in the literary and the ecclesiastical departments, is so distributive that we have not one harmonious whole. As might be expected, the faculty of Otterbein College took a leading part in the formation of this board of education. The plan of organization was prepared by President


Henry A. Thompson. He was elected secretary. Henry Garst president, and Lewis Davis treasurer. The new board was instructed to impress upon the denomination, the great need of religious culture for all its children, and to raise means whereby the church might provide for herself a competent and devoted ministry. Throughout the years this board has been an increasingly powerful factor in promoting co-operation and efficiency. Today it has power to say what colleges shall exist and what their constituent territory shall be. All college property is held in trust by the respective institutions but reverts to the denomination in case the college should cease to exist.

This board of education has accomplished many things. Never-the-less the problem of the small and inefficient colleges and schools of the denomination has, for the most part, been settled, not by the board of education, but by the force of financial necessity and by the pressure of universities and of accrediting associations. Throughout these years of stress and strain, Otterbein has been the one of the United Brethren institutions which has risen to the top. Let us examine more closely the way the college has been managed, and ascertain, if possible to what extent her administrative policies and methods may have been responsible for her success.

**INTERNAL ADMINISTRATION**

The division of responsibility between trustees and facult-

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ty was not clearly indicated in the early days. The members of the teaching staff were as a rule, employed by the trustees, but cases are on record where additional members were engaged by the faculty. In 1853 the board passed a resolution to the effect that thereafter professors should be employed permanently and that, in case of dismissal, which was optional with the board, the reason should be made known to the incumbent. The college was several decades ahead of its time when, in 1875, President Thompson prepared, and the board adopted, a code of rules for the government of the faculty and the trustees. In general these rules made the teaching staff the instrument of the latter for carrying out its ordinances and regulations. They did provide, however, that the faculty might propose to the trustees such laws or measures as it deemed requisite or useful for the effectual discharge of its functions. This code seems soon to have fallen into disuse and to have been forgotten. The first degrees were awarded in 1857 and were voted by the faculty without reference to the trustees. The following year the degrees were conferred by the trustees on recommendation of the faculty, and this formality has since been a fixed practice. Financial matters have usually been conceded to be the responsibility of

31. Minutes of faculty, Jan. 13, 1873; Feb. 17, 1873.
32. Minutes of trustees, June 22, 1883.
33. See report of committee on rules, Minutes of trustees, May 31, 1875.
34. Minutes of faculty, June 12, 1867.
35. Minutes of faculty, June 18, 1858; Minutes of trustees, June 23, 1868.
the trustees, but in the earlier years there are occasional records of the approval of bills by the faculty.

The duties of the president also lacked clear definition. There was little if any conception of the president as the head of the entire college undertaking, as the director and co-ordinator of all phases of the work. The trustees, with their meetings several days in length, functioned as the head, they were responsible for the entire work, for the details as well as for the policies. In the rules adopted in 1875 the only duties and responsibilities given to the president were to call and preside at meetings of the faculty; to preside at public assemblages of the university; and to see that the ordinances were observed by professors, teachers and students. Actually, the duties which fell upon the president varied according to the capacities and interests of the particular man. In the cases of Presidents Thompson and Scott the duties were largely internal and academic. In the cases of Presidents Garst and Bookwalter the duties were largely external and financial. President Lewis Davis was an exception; he seized the leadership and retained it. But this was a matter of his personality and not a plan of organization. He was quite as much the dominant spirit while Mr. Griffith was the nominal head, as when he himself was head.

Lewis Davis was one of those presidents of whom Schmit said: "He was the greatest single force in college life. He made or

36. See for example, Minutes of faculty, June 1, 1897.
37. Minutes of trustees, May 31, 1875.
marred the college. He was the president." This type of individual leadership was not only typical of the early college but is typical of many colleges today. MacCraken says: "On the character, intelligence, and energy of the president largely depends the efficacy of an American Institution." In Otterbein College, however, this has not always been the case. It has been to a large extent the board and not the president on whom the efficacy of the institution has depended. At some periods the business officer has been the great force. President Thompson was never able to get himself fully accepted; President Garst shrank from the aggressive type of leadership; President Sanders suffered from the distrust of the clergymen due to the exaltation of the business man; President Scott confined his interests to internal affairs, largely to teaching; President Bockwalter was never given a free hand; and President Clippinger has proven himself too big a man to dominate, exhibiting rather the rare skill of developing and using the latent leadership within both board and faculty.

The president has always been a member of the board of trustees, either elected or ex-officio. President Thompson in 1876 was president both of the college and of the board. He it was who, in 1873, made the first written annual report. Four presidents have served as members of the board after the expiration

38. George P. Schmidt, The Old Time College President, p. 42.
of their terms; these were Davis, Thompson, Garst, and Sanders.  President Thompson took the stand that the function of the president was to carry into effect the wishes of the faculty. However, the faculty actions were very largely concerned with matters of discipline and this function seems to have been exercised directly and seldom delegated to the president.

It will be seen that at Otterbein the president has not occupied the commanding position that the presidents of many colleges have held, neither has he had the diversity of duties. Schmidt says: "Finance, law, real estate, brick and mortar—-the president must know them all." But during much of the history of Otterbein such affairs have been the duties of the business officer or of the executive committee, while the responsibilities of the president have been more or less limited.

With the idea of the president as an officer of somewhat restricted powers and duties, it is not strange that the selection of a new president was not regarded as a matter of extreme importance. The following is the entry in the minutes of the trustees concerning the election of President Eberly on August 8, 1871:

On motion it was decided to elect a president for O. U. by ballot. On ballotling Daniel Eberly, A. M. was elected.

It has already been pointed out that all of Otterbein's presidents have been clergymen. Chief among the duties which fell to them were those of teaching and of money raising. In 1876

40. Minutes of trustees, May 30, 1876.
42. See page 64.
President Thompson reported that in addition to carrying administrative work and looking after outside interests he had taught fifteen hours per week. He asked that he be relieved either of part of the teaching load or of part of the administrative work. At the board meeting in 1906 two opposing views of the responsibilities of the president came into conflict. The committee on faculty recommended:

That as head of the institution he (the president) exercise the authority proper to his position, and feel himself responsible for the direction of the various interests of the school.

The opposing view was stated thus:

The president’s time ought not to be divided between home and field duties. One or the other, not both. The best interests of the college demand this.

The older idea apparently predominated at the time for a year later a committee of seven was appointed to select a president who should represent the college in the field, and in 1907 the following action was taken by the trustees:

That since the increasing duties of the president will more and more require his presence in the field . . . therefore be it resolved that the president be relieved of all the internal work of the college.

At the meeting of the board in June 1909 a new president was being sought, and these differing ideas as to his duties were again brought to the front. The problem is clearly stated in the following quotation from the minutes of that meeting:

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43. Minutes of trustees, May 30, 1876.
44. ibid., June 16, 1903.
45. aegis, June 1904, p. 24.
46. ibid., June 10, 1907.
If he is to be President in fact, in close touch with the internal life, determining policies, nominating instructors, the head of his institution, while also representing it in the field, for publicity, students and large gifts, let it be so understood. If, on the other hand, as is being interpreted by the Executive Committee and Dean, he is to have practically no hand in shaping internal affairs, but is to be only a field man and primarily a money getter chiefly to see running expenses met, let this be so understood.

But the ideas of the duties and responsibilities of the President were growing, and with this growth there came an increasing realization of the importance of making a wise choice. The minutes of the meeting mentioned above contain this statement:

If at all possible the Committee having in charge the selection of the President for the College shall decide and report to the Board the name of a man. This is greatly to be desired, although it were better to run with a Dean in charge of the internal work and an agent in the field looking after the money and students, than to hurry in the selection of a man and thereby make a mistake.

The place of the President in the organization was finally settled at the called meeting of August 12, 1906; the meeting at which President Clippinger was elected. The following is the action taken:

That the President shall have complete control of the management internal and external, according to the custom of colleges of similar grade, and shall be the acknowledged head of the same.

President Clippinger thus elaborated upon the action:

The interpretation of this shall not mean arbitrary or independent control but simply that which should devolve upon the head of a purely democratic institution. It implies that all interests, financial, educational, social and publicity shall be thorougly federated under the direction of the President, with his executive com-
mittee is advisors representing the board of Trustees.

The place of the dean in college and university organization varies greatly from institution to institution. In the medieval university the dean was the elected officer of a group of teachers. In America he is either an instructional or a personnel officer or both. In the university the title is usually applied to the officers of instruction who are the heads of the various divisions or schools, while the titles dean of men and dean of women are applied to the personnel officers who have direct responsibility for the welfare of the students. In the colleges there is no one general practice. The dean may be the officer, next in rank to the president, who is responsible for the faculty and instructional administration, he may be purely a personnel officer with responsibilities similar to those of a dean of men in a university, or his duties may at the same time cover both of these fields. Smaller colleges often operate without a dean, the president performing the administrative duties and the faculty the personnel duties. As a college grows a dean usually becomes indispensable and is likely to become of more direct importance to the student than the president.

Like many small colleges Otterbein has never had funds with which to maintain a large corps of administrative officers. During the greater part of her history she has dispensed with the

47. Minutes of trustees, August 12, 1909.

services of a dean. and even in more recent years, when she has
had such an officer, it has meant only the giving of the title
and the adding of a few administrative duties to a member of the
faculty, who still retained a considerable portion of his teaching
work.

It will be remembered that when Dr. George Scott accepted
the presidency in 1901, he accepted on the condition that he
should not be expected to do field work. President Scott's han-dling
of the internal affairs was satisfactory, but it was soon
realized that the future demanded a president who could spend at
least a part of his time in the field. To meet this situation
the following action was taken at the trustees meeting of June
13, 1904:

We recognize the invaluable services rendered by
Dr. George Scott to our University in the executive
department and we recommend that he be made Dean of
the Faculty for the ensuing year... and that he have
entire charge of the internal management of the college
as heretofore... We recommend that a committee of
seven be chosen by the present board, whose duty it
shall be to select a president of the University who
shall spend his whole time in the field, securing stu-
dents and procuring money... .

Dr. Scott, however, desired to limit his duties to his
teaching and immediately resigned the deanship. A year later
he was elected vice-president with the responsibility for the
internal administration. Two years later, in 1907, this title
was changed from vice-president to dean. He served in this

49. Minutes of trustees, June 13, 1904.
50. Ibid., June 12, 1905.
capacity for two years and in 1909 again resigned, taking up his preferred work as a professor. The college was then without a dean for a long period. There gradually arose an agitation for such an officer to relieve Dr. Clipinger of responsibility and to permit him to devote more of his time and effort to the bigger problems. At the annual meeting in June 1921, Dr. Noah E. Cornetet, professor of Greek Language and Literature, was elected Dean, but continued to teach sixteen hours per week. In 1928 there was some agitation for a dean of men in addition to a dean of the college. However, the panic of 1929 was at hand, and when Dr. Cornetet resigned, Mr. Floyd J. Vance, the registrar, was asked to take over the duties of the dean. This arrangement has continued to the present.

The dean of women is the personnel officer responsible for the welfare of the young women. While the title is of comparatively recent origin, the position dates back to 1847 when the college was opened with Miss C. Murray as lady teacher. The duties of this position were to teach and to look after the welfare of the young women students. The title Principal of the Ladies' Department was applied to it almost from the first. When the opening of Saum Hall, in 1858, made it possible to use the brick dormitory for young women, its management was added to the

52. Minutes of trustees, Aug. 12, 1909.

53. Review, April 26, 1915, p. 4; Report of the committee on alumni co-operation, Minutes of trustees, June 10, 1919; Minutes of executive committee, Jan. 1, 1921.

54. Minutes of trustees, June 7, 1922; June 9, 1924.

duties of this position. In all there were fifteen different principals, the longest incumbency being that of Mrs. Lizzie K. Miller who served two terms, a total of eleven years, between 1862 and 1875. In 1898, when Saum Hall was turned into a science hall, the college was without a dormitory for young women, and the position was discontinued.

In 1906, when Cochran Hall was occupied, it was placed in charge of a matron, but no position analogous to that of principal of the ladies department was created. It was not until this position was assumed by Miss Cora I. McFadden in 1916 that the duties of the office were expanded and the title of dean of women used. Miss McFadden was a graduate of the class of 1877. It was her father and brothers who rendered such long and valiant service in the science department, and she herself had taught English in 1883-1884. As the first dean of women to bear the title she served until 1928. She was succeeded by the present incumbent of the position Miss Hortense Potts. Miss Potts, an Otterbein graduate of the class of 1913, has a Master's degree from the University of Chicago, and is the first dean of the college who has had special training in personnel work.

Special training for the various administrative positions in college and university work is something of quite recent origin. In the past most such positions have been filled by appointing various members of the faculty. These have ordinarily used good common sense, and by the trial and error method have learned 56. See pages 158.
a great deal about the work. Three forces have been tending to bring about a change. First, the increased emphasis which is being placed on research, and the coming into general use of systems of testing, have made it impossible for the untrained person satisfactorily to do much of the work. Second, many of the larger universities are now offering definite courses in preparation for the various college administrative positions. Third, competition is so sharp, that the college without trained administrators is at a disadvantage.

Until quite recently student accounting, the work of the registrar, was considered of minor importance. Any member of the faculty, an inexperienced clerk, or even a student could satisfactorily look after it. Capen speaks of this work as having passed through three periods; the period when it could be done by any clerk or faculty member, the period when it became a high class clerical job, and the present when it is recognized as a professional post. Zook says: "The importance of student records can hardly be over-emphasized." At first these records were of concern only within an individual institution. Now the entire community of institutions depends upon them. By them it is made possible for a student easily to transfer from any one institution to any other. They furnish much of the information by which institutions are rated. In the past there has been a great deal of carelessness, among many mid-western colleges. Records have been kept in such


haphazard ways that they could not be interpreted a few years later when students have wished statements of their work. Records have been lost, have been tampered with, and not infrequently have been destroyed by fire.

In the early days at Otterbein the student records were kept in the back of the book containing the faculty minutes. These were arranged by classes and not by individuals. This system was comparatively simple, as students chose between several curricula (at that time called courses) and all students in the same curriculum took the same subjects. In the spring of 1877 the faculty studied the scheme of recording and decided that a grade account should be opened with each student. A separate book was installed, in which one half page was given to each student's record. In 1888 the system was again revised and a large record book was printed and ruled for the purpose. It had a page for each student, which was divided into twelve sections, providing for four years of three terms each. In each of these sections were columns for the names of the courses and for the grades, but not for the hours. Beginning in the fall of 1901 the number of hours was written in after the name of each course. The present system, consisting of a large card for each student with general information concerning him on one side, and his scholastic record on the other, was installed in 1918. For many years all records have been carefully kept in fire proof safes.

59. See note page 234.

60. Minutes of faculty, March 5, 1877.
The introduction of modern efficient methods of handling office routine was rapid. Practically the entire development from the first employment of a stenographer, to a thoroughly modern efficient system, may be said to have come during the twelve year period between 1899 and 1911. In 1899 President Sanders requested a stenographer for the summer in order that he might "do two or three times as much work in the office, and much more in the field." His request was approved with the restriction that the total expense should not be more than thirty dollars. Twelve years before, in 1887, the general agent had been authorized to secure clerical help in order that he might spend more time in the field, but up to 1899 development in office procedure had been insignificant. That year the annual report of the secretary and treasurer was printed for the first time, and the year following the report of the president was printed. In 1902 telephone service was installed. In 1906 it was agreed to pay fifty dollars and tuition for a stenographer for the president's office. In 1908 typewritten minutes began to appear in the records. Three years later there was a complete file of nearly fifteen hundred prospective students, with detailed information concerning each, and a careful follow up system of letters and personal visitation. The next year, 1911, the

61. Minutes of trustees, June 13, 1899.
62. Minutes of executive committee, Jan. 1, 1887.
63. Ibid., Oct. 20, 1902.
64. Ibid., July 5, 1906.
65. Minutes of trustees, April 7, 1910.
As indicated in my former report we are pursuing a very rigid and systematic policy in the office with reference to keeping in touch with our prospective students, the givers of other years, as well as the prospective givers. In card files we keep a double record, one alphabetically arranged, the other geographically, by which we are keeping in closest touch with both students and donors, and upon which is recorded from time to time every item of interest which will enable us to approach them in the most helpful fashion . . . . Our correspondence is prompt. We aim to answer letters as fast as possible the day they are received. We are pursuing a policy of ethics in the office that no unkind word shall be said to anyone, in consequence of which it may be said, that we do not in return receive any unkind communication. We keep a careful file of all our letters and replies. All of these things are open to your inspection in the office.

The earliest type of publicity was the catalog. The first issue appeared in 1848, at the end of the first year of the college. Another was printed in 1852, and beginning with 1855 it has been published annually. Copies of all issues are on file at the college. The churches of the denomination offered another early avenue for publicity. As far back as 1862 all ministers in the denomination were requested to preach one sermon each year on the claims of education. The church organization has continued to be the chief reliance both for securing money and for securing students. One development, of comparatively recent date, is the effort to have all churches throughout the cooperating conferences observe one Sunday each year as Otterbein Day. This plan was started by President Bookwalter in 1908.

67. Minutes of trustees, June 7, 1862.
68. Ibid., June 8, 1908; Review, May 9, 1910, p. 4.
Newspaper and periodical publicity has been used only to a limited extent. In the spring of 1872 there was a spurt of interest in it. The president and the general agent were urged to advertise more extensively. Just how they did this is not clear, but the following year the enrollment jumped from 160 to 203, and the credit was given to greater and more judicious advertising. In more recent years the method of printing special pamphlets has been used frequently.

One interesting and effective publicity move was the Press Club. This was an organization of students whose object was to get the college before the public by submitting write ups of college activities to the local papers of their home towns. It was organized in 1908-1909 while Professor A. P. Rosselot was advertising manager, and did effective work for a number of years. The use of solicitors for new students began in 1899, when several students were employed for this work during the summer vacation. In 1916 the question arose of having a worker constantly in the field, and in 1921 Vernon L. Phillips of the class of 1917, was employed. His work was to visit churches, high schools and homes,

69. Minutes of trustees, May 26, 1872.
70. Ibid., June 3, 1873.
72. Minutes of trustees, June 13, 1899; Aegis, June 1900, p. 27; annual report of president, June 15, 1903.
73. Minutes of trustees, June 15, 1915.
to interview parents and prospective students, to collect over-
due accounts and to organize alumni associations. At present
Mr. Lewis W. Warson, a graduate of the class of 1905, is director
of alumni relations and has the chief responsibility for this
type of work.

Various special days have been effective for publicity as
well as for sociability and recreation. Founder's Day originated
about 1890. It was at first held in connection with the annual
field sports. The plan of visitation days for prospective stu-
dents, originating in 1917, developed into the spring home-
coming, while the fall home-coming developed in connection with
football interests. The first Parent's Day was held on October
6th, 1923. The fall, however, was found to be crowded, and in
the spring of 1925 the event was combined with May Day, which
had been observed by the Young Women's Christian Association for
many years. It has now developed into one of the most interest-
ing and enjoyable days of the year. The annual Otterbein night
is a radio night and its object is to get as many of the alumni
and friends as possible to turn their thoughts toward the college.
An all Otterbein program is broadcast from station \( WAIU \) in Columbus.

74. Ibid., Feb. 22, 1921.
75. Minutes of faculty, Feb. 24, 1890.
76. Ibid., June 12, 1917.
78. Ibid., Sept. 24, 1923, p. 1
79. Ibid., May 5, 1925, p. 1
The first program of this sort was put on the air during the evening of Friday, March 25, 1928. The most recent innovation in the publicity line is the Annual Scholarship Day, which was first held in May 1931. Invitations are sent to high school seniors, who rank in the highest third of their classes, to come to the campus to compete in scholarship examinations. The three highest prizes are full tuition for one year.

In 1928 there was held at the college an educational conference, with the purpose of bringing together denominational leaders, from the entire territory, to consider the mutual problems of Christian leadership and training. Delegates were appointed by the various conferences. "Now that we have secured the means, through the lately completed endowment drive, we shall next fix our primary attention upon the ends toward which we must strive," was the substance of a statement made by President Clippinger at the time. One hundred delegates were planned for and over one hundred and twenty-five came. This conference proved to meet a need, and has now become an annual undertaking.

Thus have the administrative methods of Otterbein College developed from the days of Jacksonian simplicity when, regardless of training or experience, any man was regarded as being qualified for any job. In her system of control she has maintained a fine

80. Ibid., March 20, 1928.
81. Minutes of trustees, June 12, 1931.
83. Annual report of president, June 11, 1928.
spirit of democracy. Her large board of trustees delegates the
greater part of the management to the executive committee. Thus
the college gains the efficiency which is characteristic of the
small board, and at the same time gains the advantage of the
influence and contacts which result from the large board. She
has never been influenced, by the popular sentiment against de-
nominations, to in any way weaken the ties which bind her to the
Church of the United Brethren in Christ. These relationships
promise to be in the future, as they have been in the past, one
of her greatest sources of strength.

The trustees have always taken a vital interest in the col-
lege and have played a more important part in its history than
have the trustees in many institutions. The presidents possibly
have been a little less prominent, while the part played by the
other instructional administrators has been insignificant. In
the developments which have characterized higher education during
the eighty-five years of her history she cannot be said to have
been in the vanguard of progress. She herself has contributed
little, if anything, to the science of college administration,
but has usually been ready to accept new and better methods
which have been developed elsewhere, more so, perhaps, than to
accept the new ideas of her own prophets.
CHAPTER VII

BUSINESS AND FINANCIAL MANAGEMENT

The wise use of money is a root of every kind of good.¹

The denominational college in the United States derives the greater part of its income from three sources: Student fees, income on endowment, and gifts. A portion of the latter is, in some cases, gathered by the denomination and given to the institution in the way of an annual appropriation. Most colleges had no endowments in the early days. This was doubly hard on the institution. In the first place its sources of support were not three but two, and in the second place, it was under the necessity of securing gifts not only to meet the current expenses but to begin the accumulation of endowment. Perhaps it is well that the early managers were not experts in finance and accounting, for had they fully realized the enormity of their financial problems they might have given up in despair.

In the eyes of those trained and experienced in business procedure, the financial methods -- or perhaps better, lack of methods -- of the early college managers were lamentable. But there were reasons for the unfortunate conditions. The institutions generally lived a hand to mouth

¹. H. G. Wood, Personal Economy and Social Reform, p. 79.
existence. Frequently the president did not appreciate the need of an accurate accounting system, and usually he had no funds with which to employ a bookkeeper. When business men on the boards endeavored to install business-like methods, they sometimes imposed systems well adapted to commercial organizations but not suitable for educational institutions.  

DEVELOPING METHODS

Otterbein, almost from the first, had her general agents. While these men were not trained in business methods, they were as a rule men of shrewdness and common sense. The early business officers often loomed larger than the presidents. There were several individual agents without whom the college would probably not have survived. The chief business officer has gone under various names. At first he was the general financial agent. From 1879 to 1894, he was general financial agent and treasurer. When Henry Garst assumed the position in 1900 he was called general financial secretary and treasurer. Today the simple term treasurer is used. The duties have been, in general, those of business manager plus a large amount of responsibility for securing funds. In addition to this general business officer, there were soliciting agents or field agents. Often one man held a

2. Trever Arnett, College and University Finance, pp. 6-7.
combination of offices. In 1857, it is recorded that "Brother A. Winter tendered his resignation of the offices of treasurer, manual labor agent, assistant resident agent, and travelling agent on endowment."3

These financial officers were almost exclusively clergymen. Previous to 1904, every general agent and all but three of the thirty-five soliciting agents were clergymen. Their abilities varied, but all were characterized by tenacity and devotion. They worked hard and lived frugally. In the summer of 1866, Lewis Davis secured $7,200 in Miami County. His total expenses on the trip were $10.71.4 At another time his total expenses were but $21.60 for a trip on which he secured $5,250.5 During 1869 the soliciting agents reported their collections and expenses monthly. For four months, Rev. J. M. Spangler raised an average of $555; his average monthly expenses were $12.60. For three months, Rev. Levi Moore averaged $410. and Rev. J. B. Reasier $404; their average monthly expenses were $10.25 and $7.50 respectively.6 The salary of these men at the time was $37.50 per month.

4. Minutes of executive committee, June 27, 1866.
5. Ibid., November 20, 1866.
6. Calculated from random selections of monthly reports of soliciting agents, during the fall of 1869, as recorded in the various minutes of the executive committee.
The first available statement of annual expense is in 1850, the total amount being $1,611.85 for 123 students. In 1932–1933 the budget was about $138,000 for 336 students; this is over eighty-five times as much for less than three times as many students. The first appraisal was in 1857 when the county auditor estimated the value of the property at over $71,000. The first mention of insurance is in June 1863, when the college property was insured for $10,000. The first suggestion of legal action is the following from the minutes of the executive committee of September 19, 1857.

"Brother Hanby was authorized to pursue the gospel method in collecting the debt due the institution from Brother...........; and in case that fails, then to resort to legal measures."

The early agents had many virtues, but skill in bookkeeping was not one of them. Each individual kept accounts in his own way and often the various records did not fit together. Frequently financial responsibilities were divided among different individuals, each of whom kept an account. In 1857, William Hanby was appointed to make a full financial report of the condition of the institution from the beginning. This report was published in the catalog of

10. Ibid., June 24, 1857.
1857, it said in part:

"It is true, that the books in some instances, have not been kept very systematically; yet the receipts and disbursements of money have been kept quite accurately. Vouchers are on file for nearly all the money transactions."

Soon afterward a treasurer was appointed and an effort was made to have all money go through his hands. But soliciting agents frequently collected money and applied it on their own salary or to needs of the college, and reported to the general agent; the treasurer having no record of it. In 1867, the latter was instructed to so keep his book as to show the exact amount of liabilities and assets, as well as parties to whom money was owing, and from whom money was due the college. This seems not to have been accomplished for in the spring of 1870, we find the following note, attached by the secretary to a financial statement:

"If anyone can see anything like correctness, they can do more than I can."

In June of that year, Mr. Henry A. Guitner was appointed the first general financial secretary. In his report a year later, he said:

"On entering upon the duties of Secretary of Otterbein University, June 1, 1870, I made a thorough examination of the

11. Ibid., June 22, 1860.
12. Ibid., June 7, 1867.
13. Ibid., May 31, 1870.
books and papers of the Institution, and
found them deficient as to any established
or well regulated financial system ... .
In accordance with your wish of last year
I have used utmost diligence in endeavoring
to ascertain the cause of the discrepancies
appearing in the reports of the financial
agents heretofore but in this, I have failed
and can only state the figures as they ap-
pear upon the face of the reports ... . We
have no means of knowing whether the out-
standing liabilities of the institution have
all been presented or not, in this we can
only hope."14

In 1875, Rev. D. Bender was general financial agent,
Henry Garst was treasurer, and John E. Guitner was gener-
al financial secretary. To this array of financial offi-
cers, there was added Rev. D. K. Miller as endowment
agent.15 The board continued its efforts to obtain an ac-
curate system of accounting,16 but the discrepancies con-
tinued.17 In his annual report of 1876, Mr. Bender recom-
mended:

"In view of the discrepancies that
occur in the books of the college from
year to year ... . that a secretary
be employed who has not only the ability
but the time to keep systematically and
correctly the books."18

But while accounting was not one of the strong points
of these early financiers, there were other things which

14. Ibid., August 8, 1871.
15. Ibid., May 31, 1875.
16. Minutes of executive committee, January 2, 1873;
May 30, 1873; August 5, 1874; Minutes of Trustees,
May 30, 1876.
17. Minutes of trustees, May 31, 1875.
18. Ibid., May 30, 1876.
more than offset this weakness. First, there was energy and high purpose. Second, there was absolute integrity. Throughout all these years of financial confusion, the records do not show as much as one suggestion of a suspicion of any dishonesty anywhere. Third, there was clear recognition of the weakness in method and earnest endeavor to correct it.

To the virtues listed above, there should be added prudence. The cost of the solicitation of funds was carefully figured. In the ten year period between 1872 and 1882, $167,810 was solicited at a cost of $30,801.19 And the college was carried on with extreme economy. From 1880 to 1894, the institution was conducted for an average of $10,020 per year.20 As early as 1873, all financial officers were placed under bond.21

The weaknesses, which have been under discussion, were not to last indefinitely. They were for the most part corrected in the ten years following 1892. In that year, Rev. William J. Zuck, who since 1885 had been professor of English Language and Literature, was made general financial secretary. Two years later he was also made treasurer and on the retirement of Rev. C. W. Miller, during the same year, the office of general financial agent was abolished. Thus at last the financial management was unified.

21. Minutes of executive committee, June 6, 1873.
in the hands of one man. The following year, President Sanders reported:

"Everything now comes to the office, -- the contingent and endowment fund, the Association building money, that of the library, the ladies hall, and the conservatory of music. All the assets are thoroughly invoiced and you can readily know the whole situation. I am highly gratified with the work of the office secretary. So accurately are his books kept that you can readily account for every cent of money."22

It was in 1901 that Professor Zuck read a paper before the trustees on budget control. His recommendations, which were adopted, were as follows:

"That the expenditures of the university from this time for all instruction, administration and incidental purposes be kept within the regular and assured income from all sources, ........That in order to make the management of the University more efficient and to unify all the work and all the departments thereof, a Board on Budget be appointed by the president of the Board of Trustees, said Board on Budget to consist of five members, whose duty it shall be to consider carefully all the items of income and expenses connected with all the departments of the college, make a report concerning the same to the Board at each annual meeting and recommend to the Board the salaries to be paid, the several teachers and other employees, together with all other items of expense; in no case to exceed the aggregate income . . . . That all appropriations recommended by the various committees of the Board of Trustees must be referred to the Board of Budget and recommended by it to the Board of Trustees for approval."23

22. Annual report of president, 1893.
23. Minutes of trustees, July 23, 1901.
The following year this committee on budget, made a careful study of the expenditures and receipts for the previous three year period, and on the basis of the figures thus obtained, presented a budget for the ensuing year which was adopted. At this time, the resources of the college were divided into three leading funds; the current fund, the endowment fund, and the contingent fund. The contingent was the debt paying fund and subscriptions, were solicited for it. It was used to discharge debts, to pay interest and annuities, and ultimately was available for any legitimate need of the college.

Otterbein was slow in reaching the point of making use of professional auditors. The securing of competent help in this line was suggested as early as 1877. In 1885 an auditing committee of the board was appointed to come to Westerville, a week prior to the annual meeting with a view to a thorough examination of the books. The first record, however, of the actual engagement of outside auditors was in 1907, when representatives from each of the two Westerville banks, were secured to audit the books of the treasurer.
It was in 1910 that the influence of the General Education Board began to show in the financial methods. There were two reasons for this. First, the college wished to handle its finances in the best and most efficient ways, and it recognized the value of the methods approved by the experts of this board. Second, the college wished to have its finances in such a condition that later they would strengthen an appeal for funds. In 1910, the treasurer, Mr. W. O. Baker, was instructed to open a set of books in keeping with the recommendations of this board, and to employ a competent bookkeeper to assist him. \(^{28}\) At different times, Trevor Arnett and Dr. E. C. Sage of the foundation visited the college and went over the records. \(^{29}\) In 1921, after Mr. J. F. West had become treasurer, a system of accounting, largely suggested by the General Education Board was adopted, \(^{30}\) and this system is still in use. The latest advance move in this field, before the depression put a stop to all advances, was a suggestion by President Clippinger, in June, 1929, that the executive committee give itself to the study of an expanded program covering a period of five or ten years. \(^{31}\)

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30. Ibid., June 11, 1923.
31. Annual report of president, June 1929.
Mention should here be made of certain litigation during the nineties, known as the Griffith-Sutton case. This was fought through the courts and a decision obtained which is of great value to educational institutions of the state. Mr. Sylvanus Griffith gave Otterbein College his note of $4,000 payable out of his estate at his death and that of his wife. Lester Sutton, the administrator refused to allow the claim of the college. The case had three trials in common pleas court, three in the circuit court, and two in the supreme court of Ohio. The decision was finally in favor of the college. After all costs were paid, only $1250 were realized, but the validity of notes give to educational institutions and made payable at the death of the donor was firmly established.  

**ENDOWMENT**

Otterbein early began to accumulate endowment. Even earlier it began to accumulate debt. The latter resulted in the putting out of bonds. Thus at the same time, the college was accumulating endowment and issuing bonds. The principles underlying the two are almost exactly opposite. Endowment provides a means by which a part of the cost of education is born by preceding generations. Bond issues provide a means by which a part of the cost of education is born by the succeeding generation. In not a

32. Minutes of trustees, June 13, 1899.
few instances, colleges have been able to bring both systems into operation, and thus, for a brief period, to bring the financial resources both of the past and of the future to the aid of the present. Theoretically the two systems might be considered as offsetting each other, but in actual practice there is the added expense of investment and of collecting interest. Moreover, there is frequent loss in the investments of a college, while its debts must be paid one hundred cents on the dollar. It has long been considered the proper thing for a college to invest all of its endowment capital in outside outakings. It made no difference that the college itself might be in urgent need of capital for dormitories, dining halls, residences, and other service properties which, with reasonable management, would pay a high rate of interest in money, in addition to the service rendered. In recent years, this system of outside investments has not proven to be as satisfactory as was assumed. It is quite possible that in the future, conservative investments of a portion of a college’s endowment in its own service properties will not be as much frowned upon as in the past.

At Otterbein, several early efforts were made to start the accumulation of endowment. The first money actually funded, however, was $15,000 in 1869. At this time, the indebtedness amounted to about $36,000. From then on the two grew simultaneously. In 1881 the funded endowment was $56,000 and the debt $73,000. By 1893, the former had
grown to $74,000 and the latter to $122,000. Of the indebtedness, $30,000 represented money which had been borrowed from the endowment. The two debt reducing campaigns made it possible to repay this latter obligation and the greater part of the balance. By 1909 the indebtedness had been reduced to $20,000, while the endowment had increased to $109,000. From that time onward the endowment mounted steadily upward, until the Quadrennial and Diamond Jubilee Campaigns brought it to its present figure of over one and a quarter million.

BORROWING AND BONDING

Since the repayment of the bonds issued during the debt period, the college has not resorted to this means of raising money. It has depended on its endowment, in the investing of which it has always exercised great caution. In 1867, two years before the first actual cash endowment was funded, Lewis Davis and J. M. Spangler were made the authorized agents of the board to loan the same as it was collected. It was provided that no money should be loaned to any party except those who would give a mortgage on unincumbered real estate, worth double the amount of the money loaned; and not for a less rate of interest than eight percent.33 Financial statements for the years fol-

33. Minutes of trustees, June 7, 1867.
lowing show that most of the investments were in mortgages or real estate. There are occasional references to foreclosure proceedings. The care with which the funds were at first handled seems to have continued, for in 1903, Henry Garst, then financial secretary and treasurer, reported:

A year ago I had the satisfaction of announcing that every dollar of endowment interest due was collected, a record which can be matched but not surpassed. I am pleased to report that it has been matched this year.34

Two years later he reported further:

It is very gratifying to announce that, for the fourth successive year, every dollar of endowment interest due has been collected. Not a dollar of this fund has been loaned, during the present management, at less than six per cent. At the same time, not a dollar borrowed during this management, is at as high a rate as six per cent, and, with a single exception, all is at five per cent. These endowment loans are all to good parties on ample security, and, although the loans in these five years have been unusually heavy, not a dollar has been lost. I doubt whether there is a bank in the land that has a better record in the loan of its money than Otterbein University has in the loan of its endowment during the last five years.35

Later with increasing amounts to be invested, there has come greater diversification, but there seems always to have been the same spirit of caution. The policy of the college has been not to invest endowment funds in its own service

34. Minutes of trustees, June 15, 1903.
35. Minutes of trustees, June 12, 1905.
own service properties. However, when King Hall was constructed, $30,000 of these funds were invested in it. The general trends of outside investments, since that time, tend to confirm the wisdom of this move.

ANNUITIES

Like many other similar institutions, Otterbein has made effective use of the annuity system. Her character has been such that many of her friends have been willing to trust their funds to her, taking a life annuity in return. The annuity moneys have been kept as separate funds, and the handling of them seems to have been satisfactory to all concerned. In 1905 the treasurer reported:

"The university has no better satisfied friends than its annuitants, some of whom gave their money to the university over thirty years ago."36

What the early handling of this system may have lacked in knowledge of actuarial science, it made up in astuteness. In 1875 a gift of securities to a value of $5,000 had been received on which the college was to pay an annuity during the life time of one of the donors. The following action was taken: "We, the Prudential Committee find on examining the notes, deeds, and mortgages . . . that they are perfectly legitimate, plain and as far removed from contingencies endangering their value or collection as they can

36. Ibid., June 12, 1905.
well be, in the nature of all such transactions. 37

The college has never adopted a definite system of
annuity rates based on actuarial tables. At one time, sev-
eral contracts were given at too high rates. The way in
which the matter was adjusted is illustrated in the follow-
ing from the minutes of the annual meeting of the trustees
in 1904:

"This matter required careful handling
so far as annuities in force were concerned,
as the annuitants held life contract, en-
titling some of them to eight per cent, and
these contracts could not be changed without
the consent of the annuitants. But, when
the matter was kindly explained to the par-
ties receiving more than six per cent, the
reduction was promptly made. And so today,
it is true of the annuity fund, which now
amounts to $29,951.00, as it is of the debt
that not a dollar of it bears over six per
cent, and a large part of it bears only five
per cent."

The following year it was decided that annuities
would be accepted under the age of fifty at four per cent,
between the ages of fifty and sixty at five per cent, and
over sixty at six per cent. 38 At the present time the
college has about $169,000 in annuity obligations. These
have presented some new problems during the last few
years. Many of the supposedly best investments have been
subject to shrinkage, while all obligations of the col-
lege have been met in full. The total amount, however,

37. Minutes of executive committee, July 6, 1875.

38. Ibid., April 23, 1906.
is so small, and the investments have been so conservative that the effect on the college has been negligible.

BUILDINGS AND GROUNDS

Buildings at Otterbein have always been secondary to spirit. Little attention has been given to planning for the future layout of the campus. The location and plan for each building has been considered separately as the need has arisen. In the early days architectural details were sometimes settled by trustee action, as illustrated by the following from the minutes of the annual meeting in 1854:

"That the college building stand between the present two buildings, and that it be 50 feet wide, 80 feet long, 60 feet high and divided into four stories including basement."

However, when the present administration building was constructed in 1871, architects were employed. The results were such that there has never since been a suggestion of proceeding with major building operations without professional direction. On various occasions, presidents have recommended the securing of additional land for campus development, but no comprehensive step in that direction has been taken. Small parcels of

52. Minutes of trustees, June 11, 1895; June 14, 1910.
land have been purchased for individual buildings, and in 1911, through student effort, the athletic field was secured. In 1921 the president was authorized to confer with architects concerning plans for buildings and a layout for the development of the campus. Such a plan was worked out and a birds eye view of the proposed development was prepared. This, however, seems to have been used for advertising purposes than for development. The two buildings which have been built since its preparation have not been located in accordance with it.

This, however, is a minor problem. The major problems have been handled better. And this is one of the conspicuous things in the history of the business side of the work. Weaknesses have existed in details, but the managers have usually found ways to overcome the major difficulties and to attain the chief ends. The early financial statements could be criticised in many ways, but all endowment funds were accounted for and kept separate since the first of such money was funded in 1859. The indebtedness was cleared, the plant was constructed, and the endowment was secured. These were the big things. When viewed in relation to the financial progress in other mid-western colleges, Otterbein has been in many ways ahead of the average. Trevor Arnett,

40. Minutes of executive committee, July 8, 1921.
writing in 1922, says that at that time relatively few colleges were operated on the budget system. But Otterbein adopted the budget system in 1901, and as early as 1910 installed a bookkeeping system in line with the suggestions of the General Education Board.

It should be borne in mind, however, that business and financial administration in a college are but means to promote the chief end, which is the educational work itself. Let us now turn our attention to the faculty and instructional administration.

41. Trevor Arnett, College and University Finance, p. 7.
CHAPTER VIII
INSTRUCTIONAL ADMINISTRATION AND FACULTY

Here we are, Christians and Jews, Protestants and Catholics, trying to interpret and reflect the spirit of Jesus in our educational program. Here we are, Americans, Africans, Chinese, and Japanese; Occidentals and Orientals working out a program of education for universal brotherhood.¹

As it is commonly recognized that the board of trustees, acting through the president and business officers, is responsible for the general administration of a college; so it is recognized that the faculty, acting through the dean is responsible for the instructional administration. Sometimes when, in small colleges, a dean is dispensed with, the president is in the dual position of being the executive officer, both of the trustees and of the faculty. The position of the faculty differs from that of the board in that they receive salary, give their full time, and in that they themselves carry out the policies on which they decide. In order to understand the development of the instructional work it will be well first to know more of this body of teachers who are responsible for it.

¹ Walter G. Clippinger, Memorial Address, delivered at the service for Kate Winter Hanby, December 12, 1930.
The term faculty is used, as is customary in small colleges, to denote the entire teaching staff. It is a matter of interest that from the beginning the managers in seeking teachers, looked to other educational institutions, and not to their own clergy. Mr. W. R. Griffith, the first teacher and first head of the institution, was a graduate of Indiana Asbury (now DePauw) University. Sylvester Dillman, John Haywood, James Martling, and Alexander Bartlett were from Oberlin. Ralph M. Walker was from Grand River Institute, Autinburg, Ohio. There seems to be no record of the educational qualifications of the early lady principals. Co-education was yet new, and it is probably a safe assumption that they had little if any college training.

Salaries were conservation. In September 1847, the trustees resolved that they "pay Brother Griffith, and board him, a salary of three hundred dollars a year." Lewis Davis as soliciting agent, was to receive $175. a year but this was to be increased to $200 in case the boarding house supported itself. Miss C. Murray, the first lady principal received two dollars per week plus board and her travelling expenses. It was the duty of

2. Henry Garst, History of Otterbein University, p. 69, et seq.
3. Minutes of trustees, September 1, 1847.
each member of the staff to teach forty-two weeks in the year, five days each week, six hours a day. It was soon found necessary to increase the remuneration of the teachers, and by 1855, the college was paying three salaries of $500 each, one of $400 and one of $350. The lady principal was receiving $300. In 1858 the president and professors were receiving $600 each, and in 1859, it was voted to increase the amount to $800. This proved to be too rapid an advance for a portion of the trustees. A number handed in their resignations as a "protest against the extravagance of the proceedings." Thereupon the action was reconsidered, the figure was lowered to $700, and the protesting members were invited to withdraw their resignations, which they did. But war times were at hand, and three years later the salaries were back again to $500.

Even these small amounts were not paid regularly. In 1862 the trustees, urged the executive committee to "use all diligence in paying the teachers quarterly." In January 1866 it is recorded that, "the object of the meeting was to adopt some means to meet the demand of

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4. Ibid., June 28, 1852.
5. Ibid., June 20, 1855.
6. Ibid., June 24, 1858
7. Ibid., June 23, 1859.
8. Ibid., June 7, 1862.
9. Ibid., June 7, 1862.
the faculty in relation to their salary -- they having re-
ceived but little pay during the current year."\textsuperscript{10} The hard
work which was expected of them still continued. The fol-
lowing is from the minutes of the trustees meeting of June
9, 1865:

"There has been some deficiency among
the professors on the part of teaching, but
would not intimate that this want has been
the result of negligence or the want of
ability on the part of the teachers, but
that it is the result of an overtax of work
upon them.

Throughout the history of the college the maximum re-
muneration has always been received by a group of profes-
sors. No one individual teacher has ever been singled
out and given a larger salary. In a few cases, adminis-
trative officers have been paid a little more, but seldom
enough to provide prorata for the additional number of
weeks per year during which their services have been re-
quired. For many years the president received the same
salary as the full professors.

For a few years after the Civil War salaries ad-
vanced rapidly. In 1866 they were increased to $700 in
spite of the protest of some of the trustees.\textsuperscript{11} By 1870,
$1,000 was being paid, and at approximately that figure

\begin{flushright}
\textsuperscript{10}. Minutes of executive committee, January 18, 1866.
\textsuperscript{11}. Minutes of trustees, June 8, 1866.
\end{flushright}
the maximum salary remained for thirty-four years.\textsuperscript{12} In 1878 this maximum salary went up to $1,100, in 1886 it went back down to $900, and 1890, up again to $1,000 where it remained until 1904. During most of this time the irregularities in payments continued. In 1875, Professor McFadden came before the executive committee and asked that his account of ten years before, be inspected and adjusted.\textsuperscript{13} In his annual report of 1891, President Bowersox said:

"Some embarrassment occurs to the members of the faculty in regard to the payment of salary. I suggest that a rule be made that members of the faculty be paid a stated amount on a certain day of each month."

With the beginning of the period of prosperity in 1904, the salaries again began to mount and by the time of the opening of the World War, the maximum was $1,500. It remained at this figure throughout the period of the war. It is quite possible that the faculty suffered more acutely from the insufficient income during these years than at any other time in the history of the institution. By 1919 the situation had become intolerable. The president and alumni demanded better salaries for the faculty\textsuperscript{14} but there were no funds. The quadrennial campaign had been successful, but the receipts from it were not for

\begin{quote}
\textsuperscript{12} See Appendix VII.
\textsuperscript{13} Minutes of executive committee, December 7, 1875.
\textsuperscript{14} Minutes of trustees, June 10, 1919.
\end{quote}
current expenses. In June, however, the trustees, realized that the situation could not continue and voted to increase the salaries to a maximum of $2,000.\textsuperscript{15} The following year, the first of the special gifts from the General Education Board made it possible to again raise the salaries, this time to a maximum of $2,400.\textsuperscript{16} From then on they were increased steadily until 1929. At the annual meeting of the trustees in 1928 the following resolution concerning faculty salaries was adopted on the recommendation of the finance committee:

"That $2,000.00 be fixed as the maximum for all professors with the degree of Bachelor of Arts; $3,000 for all professors with the degree of Master of Arts; and $3,500 for all professors with the degree of Doctor of Philosophy; that gradual increases from year to year within these limits, be determined according to the age, experience, term of service and efficiency of teaching, and as the financial condition of the college warrants."

Salaries were gradually increased in line with this policy. Before the salaries had reached these maximum figures, however, progress here, as in other phases of the work, was stopped by the depression.

An idea of the development of the faculty in size and in preparation, as represented by degrees, may be obtained by consulting Appendix VIII. The first member to possess a Master's degree was Ralph M. Walker who joined the staff as Professor of Ancient Languages in 1854. At

\textsuperscript{15} Ibid.

\textsuperscript{16} Ibid., June 15, 1920.
the time it was customary for many colleges to grant this degree to any one of its graduates who had taught for three years and maintained a satisfactory moral character. This probably explains the predominance of Master's degrees during the thirty years following 1860. The faculty has never been strong in members possessing doctor's degrees, seven being the largest number at any one time. At present it has a considerable number of teachers who have pressed far on in their graduate work without the thought of a degree. The preparation of the present faculty, excluding part time teachers and the librarians, is tabulated in Appendix IX. It will be seen that the Arts and Science Faculty averages well over three years of graduate work. If the professional faculty be also included, and their work equated on a conservative basis, the average is only about one month under three years.

The earliest suggestions of continued study and research by the faculty are the urgings found in the annual reports of President Thompson, beginning in the seventies. The first recorded trip to Europe, by a member of the faculty, was one made by Dr. McFadden in 1875 to purchase scientific apparatus.17 President Thompson spent the fall of 1881 in Europe,18 and Miss Josephine Johnson

17. Minutes of trustees, May 30, 1876.
18. Otterbein Record, October 1881, p. 3.
professor of Modern Languages, spent the first half of 1886 in study in France and Germany.\textsuperscript{19} Thereafter such trips by members of the faculty became common. The college is particularly indebted to President Scott for urging study abroad and sabbatical leave for the purpose. In his report of 1902, he said:

"They (the faculty) ought also to spend a few months or a year every seven or eight years in study and travel at home or abroad, otherwise they will be apt to decline in efficiency."

The trustees responded by offering three months leave of absence. The following year, President Scott reported that this was not satisfactory and asked, for the professors, a year's leave of absence with half pay.\textsuperscript{20} The same policy was urged by President Bookwalter\textsuperscript{21} and in 1908 it was decided each year to grant leave of absence to one member of the faculty on half salary.\textsuperscript{22}

Since the opening of the administration of President Clippinger, travel and study has been steadily urged by both president and trustees, and considerations offered by the latter have been rather generally taken advantage of by the faculty. The following three items illustrate

\textsuperscript{19} Minutes of faculty, November 9, 1885.
\textsuperscript{20} Minutes of trustees, April 15, 1903.
\textsuperscript{21} Annual report of president, 1907.
\textsuperscript{22} Editorial, Aegis, April 1908.
the persistency with which this urging has been followed up:

"That, in accordance with the recommendation of President Clippinger, all the members of the faculty be urged to pursue special studies for increasing their general and departmental efficiency in accredited universities; also through travel and intercourse with other educational institutions and social clubs and societies."23

That the trustees take this occasion when the salaries of the faculty are being substantially increased, to express to all professors and instructors the hope that they will find it possible to devote the vacation season from year to year very largely to advanced studies in the lines of their respective specialties, and that beyond this they will consider, in conference with the president, the feasibility of accepting in due turn and order the previous offer of the trustees to grant leaves of absence at half salary to professors willing to spend the leave in higher university work or educational travel.24

The North Central Association and the Association of American University Women both remind us that the number of men and women of the faculty holding higher degrees is below the average. I suggest, therefore, that we determine the exact economic status necessary for its accomplishment and then urge our faculty to avail themselves of the privilege of sabbatic leave on half salary for this purpose, and that as quickly as possible they complete the work leading to a doctor's degree."25

23. Minutes of trustees, June 12, 1912.
Most colleges and universities have certain professors and instructors who are known and recognized as being superior teachers. There are occasional instances in which inferior teachers are recognized as such. But in the cases of a considerable portion of the average college staff, the administration knows but little as to their actual teaching ability. The students know. In private they discuss the strong points and the shortcomings of various professors. In as far as the sequences of courses permit, they flock to a strong teacher because of what they receive, or they do not register for his classes because he holds them up to hard work. Likewise, they avoid the classes of a weak teacher because they get little or nothing from him, or they crowd his classes because they can get good grades with little work. In recent years a beginning has been made in the development of techniques for measuring and judging the quality of teacher's work. Many college faculties have taken upon themselves the problem of the improvement of teaching within their institutions.

In Otterbein College it may be said that only a beginning has yet been made in this direction. The Tan and Cardinal of December 7, 1928, carried the following editorial:

"Two professors have recently put into practice ideas presented in an editorial which appeared several weeks ago under the
title "Grading the Profs." The students were asked to write criticisms of the professors and hand them in unsigned, thus allowing a great deal of unhampered freedom. Both professors were highly gratified at the suggestions and criticisms received. It would be a wise proceeding for some of the more skeptical professors to try such a stunt."

There, however, is no indication in the records that this progressive innovation was carried further. In 1929 the faculty provided for a committee on the study of its own teaching methods. Later reports show that this committee is making some progress. The improvement of teaching is also one of the objectives of the faculty club, which was organized in the fall of 1911. This club meets monthly and its aims are social as well as professional. For the most part, however, it may be safely assumed that at Otterbein, as in most other colleges, little is known about the quality of instruction, except by the student; and they have, as yet, no effective channels for making known their opinions on the subject.

Closely allied to this problem is a condition that, in recent years, has been recognized as one of the disadvantages under which many small colleges in the midwest and south have worked. This is what has come to

26. Minutes of faculty, April 1, 1922.
27. Minutes of faculty, October 16, 1911.
be known as inbreeding, and results when a considerable portion of a faculty is chosen from a college's own alumni, or from the denomination with which the college is affiliated. Such a condition results in perpetuating the ideas, life, and customs of the institutions, whatever they may be, and in diminishing the stream of new life and new ideas from the world at large.

Inbreeding has long been a serious problem at Otterbein. In 1907 Garst said:

"In the earlier history of the work it (instruction) was done by drawing, to a limited extent, upon the cultural talent of other churches, but in later years there has been almost no draft upon foreign talent."

The college itself is keenly alive to the problem. At the annual meeting of the trustees in 1919, the committee on Alumni Co-operation reported:

"Many of the alumni criticise the inbreeding brought about by using too many of our product on the teaching staff. Such a process is, undoubtedly, conductive to narrow views and even more dire results. We all know what inbreeding does in eugenics."

The report of the alumni council read before the annual meeting of the trustees in 1922 said:

"Inbreeding means too many of our own graduates on the teaching staff, which may lead to narrow views and pin-head policies. It is the consensus of opinion of the Otterbein Alumni council that scholarship standards should be raised. . . . . This

is the path to greatness for a small school."

In considering this problem it is well to bear in mind that the effect of inbreeding is to accentuate qualities whatever they are, good or bad. To say the least, a large part of the qualities of Otterbein College have been such as advantageously to bear accentuation. At the same time, no institution or organization can ever become so good that it can afford to go on without a constant incoming stream of new life and of new ideas from the outside.

It will be remembered that in June 1862 the entire faculty left the institution. Among the new teachers who came that fall there were three of the college's own graduates: John E. Guitner, Samuel B. Allen, and Lizzie K. Miller. These were the first graduates of the college to become members of the teaching staff. The following table shows, at selected years, the number and percentage of alumni on the faculty:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number on faculty</th>
<th>Otterbein graduates on faculty</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1862</td>
<td>7</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>1867</td>
<td>10</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>1880</td>
<td>9</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>1895</td>
<td>18</td>
<td>11</td>
<td>61</td>
</tr>
<tr>
<td>1907</td>
<td>27</td>
<td>16</td>
<td>59</td>
</tr>
<tr>
<td>1919</td>
<td>34</td>
<td>22</td>
<td>65</td>
</tr>
<tr>
<td>1933</td>
<td>42</td>
<td>25</td>
<td>60</td>
</tr>
</tbody>
</table>

The other type of inbreeding which should be considered is denominational. In the early days the entire faculty was of United Brethren affiliation. As late as 1867 this was true. The following table shows, at selected years, the number and percentage of faculty members who were affiliated with the United Brethren Church. In this table only those are considered as belonging to this church who were so connected before coming to the faculty.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number on faculty</th>
<th>U.B. Members on faculty</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1867</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>1880</td>
<td>9</td>
<td>8</td>
<td>89</td>
</tr>
<tr>
<td>1895</td>
<td>18</td>
<td>16</td>
<td>89</td>
</tr>
<tr>
<td>1907</td>
<td>27</td>
<td>22</td>
<td>81</td>
</tr>
<tr>
<td>1919</td>
<td>34</td>
<td>27</td>
<td>79</td>
</tr>
<tr>
<td>1933</td>
<td>42</td>
<td>22</td>
<td>52</td>
</tr>
</tbody>
</table>

Before passing from this consideration of the faculty itself, to the instructional administration for which it is responsible, something should be said of the situation which a professor faces when he reaches the age of retirement. Salaries in most mid-western colleges have been such that only with difficulty could a teacher educate his own children. It has come to be clearly recognized that professors cannot do their best work, if they constantly labor under uncertainty as to provision for their declining years. In Otterbein the problem of retirement first presented itself in the early nineties when Professor Haywood began to feel the weight of the years.\(^{30}\)

\(^{30}\) *Annual report of president, 1892.*
in view of his increasing age, his work was reduced to two classes and his salary was reduced from $1,000 to $500. 31 The following year he was made professor emeritus with the understanding that he should teach occasional classes, and receive a salary of $400. 32 In 1896, the trustees voted to reduce his salary to $200 and his work accordingly. 33 This amounted to a retiring allowance.

It was in 1905 that Andrew Carnegie placed $10,000,000 in trust for the encouragement of higher education, chiefly by providing retiring allowances for teachers. Colleges having denominational affiliations were not included in this benefaction. Some institutions were able to change from the excluded list to the accepted list by technical alterations in their charters. Others refrained from so doing, desiring to avoid even a suggestion of a willingness to sacrifice principle for material gain. 34 Otterbein was very clearly on the excluded list, and was apparently little affected by the movement, as a careful search of the college records did not discover a single reference to it.

31. Minutes of trustees, June 7, 1892.
32. Ibid., June 13, 1893.
33. Ibid., June 9, 1896.
In 1926 there were several members of the staff who were approaching the period ordinarily recognized as the normal age of retirement. In his annual report of that year, the president suggested that the trustees give thoughtful consideration to the importance of providing retiring allowances, either by establishing a fund or by co-operation with the Teachers Insurance and Annuity Association, which had been organized in 1918.35 In 1929, the trustees took action to the effect that professors who had reached the age of sixty-five years might be retired from active service, at one-half the sum which they were receiving at the time of such retirement. The action further provided that the retirement should become obligatory at the age of seventy.36 No fund was set aside to meet these payments. In 1931, the action was revised and forty years was established as a basal period of service. It was then provided that the retiring allowance should bear the same ratio to one-half of the last salary received that the years of service bear to forty years.37 Three members of the faculty have been retired under this system.

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35. Annual report of president, June 14, 1926.
36. Minutes of trustees, June 10, 1929.
37. Ibid., June 12, 1931.
With this picture of the faculty in our mind, let us turn our attention to the various phases of administration for which it is responsible. Generally speaking, the faculty is responsible for everything which directly affects the students. Thus its first problems are those associated with admissions.

ADMISSION REQUIREMENTS

Before the Civil War, Otterbein, like other colleges of the time, was largely a secondary school. The catalog of 1856 is the first to make a distinction in the listings between preparatory students and regular college students. The following year, the faculty asked Professor Haywood to suggest regulations requiring a certain grade of preparation in order to enter the university. The requirements adopted were that the candidate should not be under fifteen years of age and should bring a certificate of good moral character. This was presumably in order to enter the preparatory department, as most of the students entered at that stage. In the

38. "Up to the close of the Civil War, it [The American College] was mainly an institution of secondary education, with some anticipations of university studies toward the close of the course." Andrew Fleming West, "The American College", in Education in the United States (ed. Nicholas Murray Butler) Vol. II, p.211.


40. Catalog 1858, p. 19; Catalog 1862, p. 19.
early seventies students were presenting themselves for entrance directly into the college department. The catalog of 1873 carried a statement to the effect that such students would be examined in the books and studies taught in the preparatory department.

The catalog of 1882, however, prescribed entrance examinations in definite subjects. These varied somewhat according to the curriculum to be pursued, for in Otterbein, as elsewhere, the early system of a rigid curriculum had given place to alternate curriculums. Classical students were examined in English, Greek, Latin, History, Mathematics, and Science. For students expecting to pursue a philosophical course, the examinations were the same except that French or German might be substituted for Greek. These same regulations provided that students from good high schools and academies might be admitted upon certificates of graduation, at the discretion of the faculty. In 1902 this rule was amended to apply to all high schools of the first class as defined by the state authorities. These actions were in line with the accrediting system, by which the school rather than the individual was tested. This was a movement started in Michigan in 1871, which spread quite generally throughout the west, although the eastern colleges


42. Minutes of faculty, Sept. 5, 1902; Minutes of trustees, June 15, 1903.
clung to the entrance examination.

The accrediting system was to a degree successful within the limits of each individual state. But among American colleges and secondary schools there had come to be recognized the need of more definite and uniform standards, as well as of some unit of measurement which should be nation wide in its scope. There emerged from Harvard, in 1898, the point system, which was taken up and defined by the Carnegie Foundation for the Advancement of Teaching, and has since come into general use. A point, now called a unit, represents an amount of high school work equivalent to five recitations a week for one school year. Four such units represent a normal year of high school work, and sixteen units represent the full four year course. Otterbein adopted this system in 1911. Some light is thrown on her educational attitudes by the fact that, although the Ohio College Association required but fourteen units, and the North Central Association of Colleges and Secondary Schools

44. I. L. Kandell, op. cit., p. 466.
46. I. L. Kandell, op. cit., p. 479.
47. Minutes of faculty, March 20, 1911.
required but fifteen, she prescribed the full sixteen. These were designated as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3 units</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4 units</td>
</tr>
<tr>
<td>Science</td>
<td>2.5 units</td>
</tr>
<tr>
<td>History and Civics</td>
<td>2 units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2 units</td>
</tr>
<tr>
<td>Elective</td>
<td>2 units</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16 units</strong></td>
</tr>
</tbody>
</table>

Two years later it was provided that when a student's credits fell short in any department, his work should be so arranged as to make up that deficiency, but that all studies pursued and completed should apply on his college course. Later the number of required units was reduced to fifteen by dropping the half unit each of Science and of Mathematics. This system, with minor changes, remains in force today.

There are two schools of thought as to what students should be accepted by colleges. To one school, the function of the college is to train those who give promise of becoming leaders. To the other, its function is to train the largest possible number of young men and women for intelligent citizenship. The first idea implies


50. *Minutes of faculty, March 20, 1911*.

51. *Ibid., Sept. 29, 1913*.

52. E. E. Lindsay and E. O. Holland, *College and University Administration*, pp. 227-228.
the element of selection. The eastern colleges have quite generally accepted this first philosophy, while the western state universities have quite as generally accepted the second. The mid-western denominational colleges, in theory, have leaned toward the first philosophy, with character rather than intellectual attainments as the predominating factor in selection. In practice, however, the pressure to secure students has been such that the element of selection has not been great.

Like other colleges of her class, Otterbein has leaned toward the selective philosophy, but has felt the pressure to secure students. But her inherent character has pitted itself against this pressure. Even in the years when she was in dire need of students, she unhesitatingly dismissed or refused to accept those whom she believed did not sufficiently measure up to her ideals. The entrance examinations, prescribed in 1882, caused a falling off in the enrollment in the college proper. From 90 to 1882, it dropped, in the three succeeding years, to 69, to 57, and to 55. The catalog of 1884 makes this comment, "As was foreseen, their (the entrance examinations) adoption has temporarily diminished the number in the college classes." After the third year, however, the enrollment began to mount, and by 1890 it had reached 139. No matter what the

53. See refusal to accept certain students, Minutes of faculty, Sept. 12, 1898. The faculty minutes for the first fifty years contain a succession of cases of dismissal of students, or of cases where students saved themselves from dismissal only by conforming to the standards of the college.
difficulties, the college was persistent in its determination not to win numbers by lowering standards. In 1885 when the college enrollment had reached the lowest point in twelve years, the president said in his annual report:

The competition for students in the state and out of it is becoming very intense, our own state is already either burdened or blessed with Colleges. Some are seeking to reach numbers by reducing the quality and amount of work, which we cannot do. Some have free tuition, which we cannot afford. Others send paid agents into the field to canvas and solicit for students, which we cannot do.

The problem, as it appeared at the time, is tersely stated by President Sanders in his annual report of 1897:

It becomes more and more apparent that only with a select body of students can the most satisfactory results be obtained. It is apparent that in the past, in the great desire of our hearts to save everyone, we have gone too far sometimes to the detriment of the whole body of students.

Nearly thirty years later, in 1926, a new angle of the problem presented itself. The enrollment had grown until the college had a larger number of students than it was equipped or financed to handle. It it was to continue to maintain its standards, it was essential that some plan be adopted with regard to the selection of the fittest students and the elimination of those who, after selection, proved themselves unfit. It was decided to limit the acceptance of students to the upper two-thirds of the graduating classes of the various high schools. The next year it was provided that, in special cases of students ranking in the lowest third, they might be received at the discretion of the registrar or president,
but only on probation. Very few such have been accepted.
The way in which these policies, which are still in force,
were accepted by the students is indicated by the follow-
ing editorial comment from the *Tan and Cardinal* of Feb. 8,
1927:

Otterbein's recent move toward the elimi-
nation of students who are scholastically un-
desirable has aroused considerable favorable
comment, particularly among the students them-
selves.

The first grading was on the percentage system with
sixty-five as a passing mark. The grades with the de-
55
merits were read publicly at the end of each term.
That students may sometimes have objected to the marks
given is indicated by the following item from the minutes
of the faculty meeting of May 25, 1874:

Agreed to read the grades on Monday morn-
ing June 3rd, each teacher to read his own
grades, - - - Then without any reservation or
hesitation to hand them to the secretary who
will hover near.

By 1894 the posting of grades had been substituted
56
for the reading of them. In 1905 a system was approved
by which students of high standing were permitted to re-
57
gister for a larger number of hours. It was not until

54. Minutes of trustees, June 13, 1927.
55. Minutes of faculty, Sept. 10, 1859.
56. Ibid., June 9, 1890.
57. Ibid., Jan. 30, 1905.
1915 that the letter system was adopted, whereby students, according to the quality of the work done, were divided into five classes, designated by the letters A, B, C, D, and F. In the fall of 1924 the quality point system was added. This provides that a grade of A carries with it three quality points, a grade of B two quality points, a grade of C one quality point, and lower grades none. For graduation a student is required to have obtained at least as many quality points as hours. These are the systems in use today.

It was early found that different members of the faculty used different standards in awarding grades. In 1924 it was pointed out that the percentage of A's given by different members of the faculty varied from 1 per cent to 24 per cent. Beginning with the date, efforts have been made to more nearly unify the standards by calling attention to cases in which a teacher's grades differ greatly from a normal distribution.

59. Minutes of trustees, June 9, 1924.
61. Minutes of faculty, Feb. 4, 1924.
EXAMINATIONS

For many years the examinations at the end of the terms were oral and public. The committee having these in charge was appointed by the trustees. The catalog of 1858 contains these words, "Examinations of all classes at the close of each term -- These examinations are regarded as very important as well as interesting." The catalog of 1879 uses the words public written examinations, but in that of 1893 the word public is dropped, leaving the statement, "Written examinations are held at the end of each term." There has been no import change in the system since that time.

PROGRAMS AND CALENDARS

The length of the recitation period was at first forty-five minutes, but in 1864 it was changed to sixty minutes and has since remained on that bases. The first available schedule of recitations is in the catalog of 1867. Each day of the week had the same program. The president taught three hours per day, and other members of the faculty from three to five hours per day. At first the college opened early in September. The school year consisted of

63. Minutes of executive committee, May 31, 1858.
64. Minutes of faculty, Jan. 27, 1864.
two sessions of twenty-one weeks each, with a two weeks vacation between. Thus the end of the school year was thrown over into July. In order to bring the commencement exercises in June the opening of the fall period was moved back into August. In 1871 the college opened on August 10. Ten years later there was strong sentiment against beginning so early and in 1881 the college year was shortened and the opening set ahead into September. At the same time the two session plan was abolished and a three term system adopted. This consisted of one long fall term, a short winter term, and a short spring term. This three term system continued until 1910, when the change to the present semester system was made. The college was on a five day week basis until 1924, when it changed to the five and one half day basis. An interesting side light is furnished by the attitude of the students toward this change. An item in the *Tan and Cardinal* of May 26, 1925 says:

Last June the faculty and trustees of Otterbein College condescended to give us the long hoped for and much desired Saturday classes. The avalanche of requests and

65. *Minutes of trustees*, Nov. 6, 1880.
66. *Minutes of executive committee*, March 8, 1881; *Catalog 1882; 1883*.
petitions was finally heeded and our wish granted. Immediately every student on the campus poured forth his appreciative verbal praise and gratitude. Schedules for this year were arranged to give the most possible classes on Saturday. The whole atmosphere was jubilant.

COLLEGE ASSOCIATIONS

Among the most potent influences, which have affected the curriculum, have been the various college associations with their standardizing features. The lack of laws to protect educational standards, in many states of the union, has resulted in the existence of low grade institutions. Some of these give degrees for work which is far below that required in the better colleges and universities. In this way the value of degrees is lowered. In order to maintain standards, and at the same time to protect innocent students from being imposed upon; the better institutions have formed organizations among themselves. Membership in these is limited to institutions whose work meets certain standards. Such membership is highly prized, and these organizations have become so strong that it is only with difficulty that a non-member college can exist. Among the most powerful, is the North Central Association of Colleges and Secondary Schools, which was organized in 1892. Among the older, is the Ohio College Association which came into existence about 1867.
The latter has been one of the greatest influences in stimulating Otterbein College to strive for higher standards. When, in 1878, this association first adopted definite requirements for membership, about one half of the so-called colleges of the state were excluded. Otterbein was one of fifteen institutions which met the standards and retained membership. It was largely due to the influence of this organization that the science work was expanded into Saum Hall in 1898, that the academy was separated from the college in 1909, and that the $100,000 endowment effort was put forth in 1913-1914.

Otterbein was admitted to membership in the North Central Association of Colleges and Secondary Schools in March 1912. She was granted membership in the Association of American Colleges at the formation of that organization in 1915. Prior to that date her teacher training work

69. Henry Garst, "The Ohio College Association," in the Record, Feb. 1884, p. 68


71. Annual report of president, 1898.

72. Minutes of trustees, June 7, 1909.

73. Minutes of trustees, June 11, 1912; June 10, 1913; Thomas J. Sanders, writing in the Aegis, Oct. 1913, p. 17; News item in Aegis, March 1914, p. 12


75. Minutes of trustees, June 15, 1915.
had been accredited by the state department of education. She was placed on the approved list of the Association of American Universities in 1925 and at the same time was rated as class A by the Religious Education Association. In 1929 she was given full accreditation by the American Association of University women. Otterbein was one of the institutions which joined in the formation of the Liberal Arts College Movement in 1930. President Clippinger is a member of its committee of fifteen, and is its recording secretary.

CURRICULUMS AND DEGREES

When Otterbein was founded there were none of these standardizing or accrediting associations. The classics dominated college offerings, but science was making a place for itself. Alternate curriculums were making their

76. Ibid.
77. Annual report of president, June 15, 1925.
78. Ibid., June 10, 1929.
79. The terms course and curriculum are used somewhat loosely in university nomenclature. For the purposes of this work, the word course is used to designate a subject which a student may pursue for a term or for a year, as Inorganic Chemistry. The word curriculum is applied to a sequence of courses which a student may pursue during the time he is at the college. The term offerings is used to designate all of the courses or all of the curriculums within an institution.
appearance, but within these the courses were rigidly pre-
scribed. Faculty psychology and the doctrine of formal
discipline were generally accepted. Curriculums were not
built with the thought in mind of their relation to the
ultimate objectives of the college. For the most part they
followed the curriculums of the past, on the now long dis-
carded theory, that the traditional subjects trained the
mind and made it strong and vigorous.

In studying the Otterbein curriculum historically
one must not expect to find it, to any large extent, an
outgrowth of the dominant purpose of the institution.
Scholastically the aims were high and hazy. At the annual
meeting of 1857 the trustees passed the following resolu-
tion:

Resolved that it is the earnest purpose
of this board to make Otterbein University
equal in all respects and, if possible,
superior to any other similar institution
in the west and that we assure the faculty,
that at the earliest day possible, they
shall occupy a position equal to those of
other institutions.

The objectives in the minds of the early Otterbein
curriculum builders are thus stated in the first catalog:

The first object of study is to develop and
discipline the mind; the second is to store it
with useful knowledge — — The study of mathe-
matics and languages, if thoroughly pursued,
will efficiently develop and discipline the men-
tal powers; and the study of mental and moral
philosophy, of natural science, and of history,
will give a greater amount of useful knowledge
than can be obtained from any other sources.

The first curriculum was adapted to the needs of the students in attendance. It was neither of as high grade nor of as comprehensive range as were those in most colleges of the time. It covered our years with no distinction between college and preparatory subjects. In describing this curriculum the catalog of 1852 uses these words:

It is not pretended that the above is a regular collegiate course, but one adapted to our present circumstances.

Most of the students were transient, remaining but a term or two. There was no classification except as to sex. In 1853 there were a few students who wished courses leading to degrees. Desire to retain these students led the trustees to instruct the faculty to make out a regular college curriculum. The curriculum differed from the regular one and led to the degree of Mistress of Arts. The Scientific curriculum required less work and was not regarded as worthy of a degree. Those finishing it were awarded a certificate.

These early Otterbein curriculums are thus described in Franklin County, published by the Historical Publishing Company in 1901:

The classical course . . . requires long

81. George Wells Knight, and John R. Commons, The History of Higher Education in Ohio. p. 143.
82. Henry Garst, op. cit., pp. 74-75.
83. Ibid.
and progressive study of the Greek and Latin languages, mathematics, natural sciences, philosophy, history, political science, metaphysics, and morals, and furnishes that knowledge and training which those who are competent to judge pronounce the paramount qualification for any profession or station in life. The scientific course . . . is adapted to the wants of those who . . . may not desire to spend in study the longer time required to complete the classical course.

During the last quarter of the century there was a tendency among American colleges to offer curriculums leading to various degrees, such as Bachelor of Arts, Bachelor of Science, Bachelor of Philosophy, and Bachelor of Literature. These differed from each other, chiefly, in the amount of Classical Language or of Science which was included. At Otterbein the short Scientific Course was abandoned in 1871, but in 1884 all who had graduated from it were recognized as having taken the bachelor's degree. In its place was substituted, in 1881, a Philosophical Curriculum leading to the degree of Ph.B. It differed from the regular A.B. curriculum in the amount of work required and in that French and German might be substituted for Greek. In the early eighties these curriculums were reorganized to meet the demands of the Ohio College Association. The principal change was to make both cover the same amount of time and of work.


85. Minutes of Faculty, June 9, 1884.

86. Catalog 1887.

87. Record, Feb. 1884, p. 68.
By 1900, most colleges had abandoned all Bachelors' degrees except the A. B. and the B. S. In 1902 Otterbein fell in line by abolishing her philosophical curriculum and giving the single degree of B. A. to all graduates.

As in most American colleges the subjects in the early curriculum were rigidly prescribed. There was coming into popularity, however, a new plan, fostered at Harvard, known as the elective system. Otterbein was not quick to take this up. Writing in 1891, Knight and Commons said of her curriculum:

"Little recognition has been given to the elective idea, the adoption of which would require additions to the teaching force beyond the means of the institution. In the sophomore and junior years an option between two subjects has been allowed."

Before the end of the century, however, this system began to make a gradual appearance at Otterbein. But in the meantime it was losing ground elsewhere. Constants or required subjects, as well as electives, were appearing in college curriculums. In 1910 Otterbein made an adjustment between the two by adopting a group elective plan. Under this system each student chose between the following seven curriculums:

1. Classical Language
2. Modern Language
3. Science -- Chemistry and Biology

88. Minutes of Faculty, June 9, 1902.
90. George Wells Knight and John R. Commons, op. cit., p. 143.
4. Science -- Mathematics and Physics
5. Philosophy and Education
6. History and Political Science
7. Bible and Missions

In 1919 the present major-minor system of selection was adopted. This is the system now in common use in American colleges. As it operates in Otterbein, a student is required to elect at least twenty-four semester hours in his chosen major department, and at least fifteen hours in his chosen minor department.

Following the custom of the times, the Master's degree was at first conferred upon all holders of a bachelor's degree from the college, of three years standing, who had maintained a good moral character and paid a fee of five dollars. In 1883 the trustees authorized the arrangement of curriculums leading to the common graduate degrees. Courses of study were prepared leading to earned degrees of M. A. and Ph. D. The faculty however, "was unanimous in the opinion that the college was not at that time prepared to offer the necessary training for the degree of Doctor of Science." For twelve years these curriculums were offered. Three Ph. D. degrees in course were granted in 1889, and

91. Minutes of trustees, April 7, 1910; Aegis, March 1910, pp. 31-32.
92. Minutes of trustees, June 10, 1919.
93. Catalog 1886; This unearned degree was abolished in 1888, see Minutes of faculty, May 14, 1888.
94. Catalog 1883.
95. Minutes of faculty, May 22, 1883; Minutes of trustees, June 12, 1883.
during the following seven years six more were awarded. None of this graduate work was done in residence. The candidates did the reading and study in their own way, presenting theses and coming to the campus for examinations. Otterbein, however, was gradually beginning to realize that her work was to be that of a college and not that of a university and in 1895 the doctor's degree curriculum was withdrawn. The Master's degree, however, was still offered, and two years later a candidate appeared.

In his annual report in 1897, the president said:

We have for the first time a resident graduate student . . . (he) is a candidate for the degree of Master of Arts. This will be the first M. A. bestowed in this way by this institution.

Other candidates did not present themselves and all graduate work was finally abandoned in 1912.

Honorary degrees early began to present problems, and, as there is no reason to think that the situation at Otterbein has been other than typical of American Colleges in general, a few of her experiences will be recorded here. A degree of Doctor of Divinity was awarded as early as 1865. During the seventies the granting of

96. Minutes of faculty, April 22, 1895.
97. Ibid., April 1, 1912.
98. Minutes of faculty, Feb. 10, 1865.
honorary degrees became common. The following item from the minutes of the faculty meeting of June 13, 1874, illustrates one of the problems engendered by this custom:

Another letter was read from Mr. ______ of ________ Academy urging further and more persistently that the degree of D. D. be conferred upon himself. Resolved that the secretary notify him that we seldom confer honorary degrees, then only when we personally know the applicant or his references.

Petitions requesting degrees were sometimes submitted, as is illustrated by the following quotation from the minutes of the faculty meeting of May 27, 1878. This degree was granted.

The president presented a letter signed by many members of the ________ Conference requesting that the degree of Doctor of Divinity be conferred on Reverend ________.

One more case is here mentioned to illustrate an extreme situation which was sometimes produced by the lack of standards or of uniform policy in regard to the awarding of honorary degrees. The minutes of the faculty meeting of May 12, 1879 contain the following:

Mr. Blank of _______ made application for an honorary degree from us and as he has formerly attended B______ Seminary, it was agreed to advise the president to correspond with B______ Seminary to ascertain of his standing there.

The second and last reference to this case is contained in the minutes of the faculty meeting of one week later:

____________________

A letter from B------ Seminary was read in which the character of Mr. Blank was delineated in very dark colors.

The problem of honorary degrees, unfortunately perhaps, is not altogether a matter of the past. The attitude of the institution at present is characterized by the fact that, in 1928, the faculty asked the secretary of the denominational board of education, to call a conference of the presidents of the United Brethren Colleges, to consider the question of adopting a uniform policy in the matter. In his annual report of the year previous the president gave an inkling as to his attitude when he said:

From year to year there is an increasing demand from ministers and others for the recognition of friends by the awarding of honorary degrees. The recommendations and appeals this year were overwhelming ... The worth of these honors is largely determined by the conservatism by which they are awarded.

THE PREPARATORY DEPARTMENT

Turning now from these problems, which lie above the ordinarily accepted range of college work, we find other academic problems lying below that range. It has already been pointed out that, at first, there was no distinction between college and secondary studies. A by-product of the laying out of definite curriculums leading to degrees in 1853, was the setting off of the Preparatory Department. This department enrolled the majority of the students. In

100. Minutes of faculty, June 4, 1928.
1864 it contained over four-fifths of them, and it was not until 1889 that the college proper predominated in numbers. The records, however, give the impression that this department was endured as a necessity, rather than encouraged as an asset. There were suggestions of turning the instruction therein over to students, and of separating it and placing its pupils in charge of a tutor. In 1883 an editorial in the Record, sympathizes with a publication of the University of Cincinnati in its desire to exclude the "callow youth" of immature age.

In 1881 this Preparatory Department was made a separate unit, and Edwin L. Shuey became the first principal. At the same time the length of the course was increased from two to three years, "thus bringing it beside the best schools in the state or the country." In the catalog of 1901 the name Academy was substituted for Preparatory Department, and in 1907 a sub-preparatory year was added giving it a four year course. The next development, which

101. Annual report of president, 1875.
103. Editorial, Record, Jan. 1883, p. 74
104. Minutes of executive committee, March 8, 1881.
105. Minutes of trustees, June 10, 1907.
came in 1909, was its entire separation under the name of Martin Boehm Academy. This was the result of the activity of the Ohio College Association, in endeavoring to raise the standards of the college work of the state by pressing the elimination of secondary schools connected with colleges. In 1911 the academy had its own special commencement exercises and diplomas were awarded for the first time.

But the life of Martin Boehm Academy was destined to be short. At the time of its organization the American High School had already come to its own, and the decadence of the academies was well under way. The attendance decreased until, in 1919, there were but twenty-five students, while the enrollment in the college proper was 365. At the annual meeting in 1919 the trustees voted to abandon the academy at the end of the succeeding year. A slight increase in attendance that fall, coupled with some encouragement given to the Christian academy idea by the Inter-Church World Movement, caused its life to be extended. The attendance, however, quickly dropped again, and the academy was gradually eliminated between 1924 and 1926.

106. Public Opinion, June 10, 1909, p. 1; Minutes of trustees, June 7, 1909; April 7, 1910.
109. Annual report of president, June 9, 1924.
TEACHER EDUCATION

Teacher education work, like the preparatory work, was not encouraged to any great extent but was accepted as a necessity. In his annual report of 1881 President Thompson thus referred to it:

A college which must make a specialty of college studies can not turn aside from its proper work for Normal instruction.

In reviewing the teacher education work, Henry Garst said:

The general policy of Otterbein University through all its history has been to hold itself somewhat rigorously to regular college work, and allow nothing to interfere or turn it aside...

During the school year 1872-1873 a course of Normal lectures was organized by the faculty for such students as desired them. Concerning this, the committee on faculty reported to the trustees at its meeting in June 1873:

We regard the action of the Faculty in organizing and instructing a class in the theory and practice of teaching, though not within the legitimate sphere of college labor, as both wise and opportune.

In the eighties the college began to encounter a type of competition from various normal institutions which forced it to take more notice of the problem.

110. Henry Garst, op. cit., p. 271
111. Minutes of faculty Sept. 24, 1872.
Garst thus describes the situation:

In the late eighties of the last century, the colleges of Ohio especially were subjected to great temptation to turn aside to normal school work. Some private normal schools, by their high pretensions to superiority at the very time that they were shortening courses and cheapening degrees, were attracting large numbers of young people by their proposed shortcuts to graduation. In number of students, for which at the time there was a great rage, these normal schools were achieving a phenomenal success, their attendance in some instances swelling even into the thousands. Some of the friends of the college were well nigh swept from their feet by the boasted success of the normal schools, and seemed inclined to believe that unless the colleges should yield to the pressure, lower their standards, and engage largely in normal school work, they would be competed to death by these noisy and apparently successful normal schools. 112

An editorial in the Otterbein Record of April 1885, gives us a glimpse of the feeling within the college:

The question is frequently asked, "Why attend college instead of normal school?" A few moments of thoughtful consideration will settle this inquiry. How can a person acquire an education in one or two years? To what degree of qualification can he attain in so short a time? He certainly can not climb the hill of science very far, nor obtain much of literary culture. At a normal, the student is dragged through the branches of leaming, and has nothing thorough -- unless it be an excess of bigotry, for himself. Reflection is wholly lost sight of, and the pupils are forced by the shrewd management of the normal instructors, to believe that they are doing excellent work. But when they have finished the course, and the re-action sets in, then many of them get their eyes open. At best, they have only learned how to work, in a

tricky, shaming way, and are then obliged to enter college for a complete classical knowledge.

The anxiety aroused by these rapidly growing normal schools, early caused Otterbein to ask if a department of normal instruction might not attract to herself many of the students who were going to these institutions. Accordingly when a principal was placed in charge of the Preparatory Department in 1881, arrangements were made to give instruction in the methods of organizing, managing, and teaching public schools. This gradually grew into a Normal Department. Its curriculum is thus described in the catalog of 1887:

The studies of this course correspond, in the main, to those of the Preparatory Department of the University, but special attention is given to the technical part of the teacher's work.

During the following quarter of a century the history of teacher training at Otterbein was a series of ups and downs. In 1888 Rev. W. J. Johnson was employed to conduct normal work in connection with the Preparatory Department. At his suggestion, a summer normal term was conducted in 1889. It was carried on under an arrangement whereby he and his teachers received 80 per cent of the tuitions and the college 20 per cent. That fall the work

114. Ibid., Nov. 26, 1888.
115. Ibid., April 2, 1889.
was organized under the name of the Otterbein Normal School. This Normal School seems to have been short lived, but the widespread teacher education movement continued and in 1895, the college "not wishing to be behind in the progressive movements in the state" added a department of pedagogy to its other departments of instruction. This did not result in establishing the work for, in 1900, the faculty voted to strike from the catalog the page relating to normal work, and in 1904 the president reported that the college "had practically no normal school."

It was not until during the administration of Dr. Clippinger that a Department of Education was firmly established. He himself taught during the first years of his administration, and gave as one of the reasons "to help establish a Department of Education, which is greatly needed at Otterbein." The development of this department has been both stimulated and handicapped by the necessity of conforming to the regulations of a state department of

116. Catalog 1889.

117. Minutes of faculty, April 29, 1895; Minutes of Trustees, June 11, 1895; June 9, 1896.

118. Minutes of faculty, April 30, 1900.

119. Minutes of trustees, June 13, 1904.

120. Minutes of trustees, April 7, 1910.
education, amenable in turn to every shift of the political atmosphere, and to various shades of educational theory, both chimerical and practical. The Department of Education in the college, however, is now well organized, with three highly trained men giving their time to it. In recent years the college has had the constant co-operation of the Westerville School board in building up a system of observation and practice teaching in the schools of the community.

THE SUMMER SCHOOL

Closely associated with the teacher education work, was the Summer School. As has been mentioned, the first Summer School was conducted in 1889, under the direction of Rev. W. J. Johnson, the teacher of normal subjects. This was not sufficiently successful to warrant its continuation, and the idea was not again taken up until the summer of 1901, when the faculty decided to conduct a six weeks term. One of the objects back of this move was an aim which has been only too prevalent in the history of the American college. It is thus expressed in the minutes of the trustees of June 16, 1902:

Nearly all colleges now have summer sessions and Otterbein must do the same or fall behind.

121. Minutes of faculty, Nov. 19, 1900.
Fifteen teachers were selected and an effort was made to carry on six distinct lines of work: Normal, College, Preparatory, Music, Art, and Business. The budget board did not think itself justified in granting an appropriation, and the Summer School was forced to depend on tuitions alone. Never-the-less it succeeded and by 1905 it had come to be regarded as a fixture.

In his annual report of 1907 the president said of it:

The excellent summer school, for some years conducted by certain members of the faculty upon their own initiative, has had its usual six weeks' session. The usual high standard was, of course, maintained.

In 1910 the Summer School was for the first time carried on under the college administration. The teacher education work was strengthened and a model school conducted. This was reported as the most successful summer term to date, the enrollment going up to 154. In 1915 the attendance was 229, and for the first time a small profit was shown. But it was not found possible to make

122. Minutes of trustees, June 10, 1901.
123. Ibid., June 15, 1903.
124. Ibid., June 12, 1905.
125. Ibid., June 14, 1910.
it regularly pay its own way, and owing to deficits and to the fact that most of the students were pursuing elementary normal work, it was abandoned in 1920.

From the foregoing discussion it will readily be seen that the organization of instruction at Otterbein has not followed any prescribed plan. Its development, to a considerable extent, has been the result of experimentation, influenced largely by the practices and procedures in other institutions, and by the policies of accrediting associations. The college experimented with graduate work and in a comparatively few years found that it was not within her field. She experimented with normal training, found a section of the field within which she could qualify to do good work, and established a satisfactory Department of Education. She experimented with a Summer School and found it unsuited to her program. She experimented with degrees and at present, with the exception of special bachelor's degrees in the departments of Music and Art, gives nothing but the Bachelor of Arts (A. B.) degree. In these various fields are shown the influences of the state department of education, of the accrediting associations, and of the customs and procedures in other colleges. In educational thought and practice it cannot be said that Otterbein has been a leader. On the

other hand she has never had any mind set against new ideas, but rather has been characterized by a willingness to welcome them. Her faculty, as a rule, has been composed of men and women well educated within their respective fields, of the highest personal character and integrity, and devoted to the interests of young people.

Up to this point in our discussion we have considered the larger units of educational organization, and have given no attention to its smaller units, that is, to the various divisions of subject matter. We shall now turn our attention to the actual content of the curriculums which have been offered, and shall endeavor to note some of the more important transitions through which each has passed.
CHAPTER IX
DEPARTMENTS OF INSTRUCTION

Think for a moment what it must mean to a boy or girl, reared in a remote community, who enters college and sees for the first time the great sweep of history in the march of human events; who, in the laboratories, looks into the mysteries and marvels of physical science; who, in the presence of fine teachers with high religious ideals, and through contact with high-minded students gets a new inspiration for life and a larger vision of the world.1

America preserves the time honored custom of dividing that portion of the field of knowledge, which is taught in the schools, into more or less artificial divisions called departments. For many years these had little relation to each other or to any general scheme of education. As the scientific study of college curriculums has progressed, the offerings have come to be gathered into several great fields of human interest. First there are the tool subjects, Mathematics, Logic, English, and the various Foreign Languages. Next there are the Physical Sciences, followed by the Social Sciences, the Arts, and the Fine Arts. Lastly there are the subjects which lie within the fields of Physical and of Vocational Education. With the exception of the work in Education, in Home Economics, and to some extent in Music, Otterbein has avoided the vocational. All of the other fields mentioned above are now represented in her offerings. We shall consider these different departments as they have developed in the college.

1. Annual report of president, 1925.
ANCIENT LANGUAGES

At the time Otterbein was founded, higher education was under the almost complete domination of the classics. William Oxley Thompson records that in 1873 a man was called to the chair of Greek in the Ohio Agricultural and Mechanical College, and comments that even at that time a college without Greek was hardly conceivable. William R. Griffith, the first head of Otterbein College, taught Latin and Greek. In 1851-1852 the faculty consisted of two professors of ancient languages, one of mathematics and science, and a head of the Ladies' Department. At some periods there has been a Department of ancient languages and at others two departments, of Latin and Greek respectively, but throughout most of its history the college has maintained at least two teachers of the classics.

These have been the years during which the overthrow of faculty psychology, the denial of the doctrine of formal discipline, the growth of the scientific spirit, the coming of Vocational education, and other factors have gradually forced the classics from their previous exalted position and have relegated them to a comparatively insignificant station.

At Otterbein the first assault on the supremacy of the classics was when President Thompson, in the seventies, urged the combining of Latin and Greek into one department, and the establishment of a Department of English Literature. But,

2. William Oxley Thompson, The State and Higher Education in Ohio, p. 17.


like other of his ideas, this was too many years ahead of the times to be accepted. It was a little later and while the college was in the midst of the controversy over the relative advantages of the American, the Roman, and the Continental pronunciations of Latin, that Herbert Spencer's ideas began to break down the hitherto impregnable fortifications with which the classics had been surrounded. The shifting of emphasis was slow, with Otterbein for the most part on the side of the classics. The Otterbein Record of October 1884 sides with President Porter of Yale in his argument that Harvard, in dropping Greek out of the academic course, was guilty of a breach of good faith with respect to the meaning of the degree of Bachelor of Arts. It was not until 1931, more than fifty years after President Thompson had so strongly urged it, that the two departments were combined into the present Department of Classical Languages and Literature.

The work in Ancient Languages has been characterized by long periods of service. In 1862 John E. Guitner, a graduate of the class of 1860, became a teacher of the classics. In 1869, he was made professor of Greek, which position he retained until his death in 1900. In 1901 Rev. Noah E. Cornetet was elected to this professorship, and although for several years dean of the faculty, he continued to teach Greek until his

5. Record, Nov., 1880, p. 3; Editorial, March 1881; March 1885, p. 109.

6. See frequent articles in the Record during 1883 and 1884; also in the Argus during the year 1897-1898.

7. Minutes of trustees, June 12, 1931.
death in 1931. Henry Garst was professor of Latin from 1869 until his election to the presidency in 1886. He was succeeded in this chair by Dr. George Scott, who, although for a time president, taught Latin continuously from 1886 until his retirement in 1931. His service of forty-three years was the longest of any individual in any capacity in the history of the college, until 1933 when it was equaled by the service of Miss Tizza L. Barnes.

SCIENCE AND MATHEMATICS

In Otterbein the first field of interest to claim for itself a place of prominence beside the classics was science. It was the period of conflict between science and religion, when many feared the former, lest it should break down their faith in the latter. Otterbein, however, seems not to have been affected by this controversy. Perhaps the reason is that the two men, who for so many years handled the science, were both men of earnest Christian purpose. Both were deeply interested in science and in the new knowledge which it was bringing into the world, but both were even more deeply interested in the welfare of young men and women.

As early as 1850 elementary science instruction, in the form of astronomy, geology, and natural philosophy, was beginning to force its way into even the more conservative colleges of the country. At Otterbein the first record of the engagement of a 8. See page 287-288.
professor, in addition to a principal of the college and a principal of the Ladies Department, was that of Sylvester S. Dillman of Oberlin, in 1849, as professor of Mathematics and Natural Science. The history of this department of the work was for many years associated with two outstanding names: Haywood and McFadden.

John Haywood was graduated from Oberlin in 1850 and joined the staff of Otterbein in 1851, succeeding Sylvester S. Dillman as professor of Mathematics and Science. In 1852 he married Miss Sylvia Carpenter, the principal of the Ladies Department, an intelligent and capable woman who continued to be an important factor in the work of the College. With the exception of five years, following 1862, the remainder of their lives was spent in association with Otterbein. Professor Haywood was a man of that type which has made the American college great. To him science was an avocation as well as a vocation. He had kept a continuous meteorological record for thirty-six years before the formation of the United States Weather Bureau in 1891. But he was even more deeply interested in students than in science. Looking back over a period of seventy-six years, Hannibal Thomas, who, as a negro boy in the college in 1859, had passed through tribulations, remarked to the writer, "Professor Haywood, he was the most kind hearted old duck around

10. Ibid., p. 73.
11. legis, June 1897, p. 33.
there." After his retirement in 1893 Professor Haywood was known as the grand old man of Otterbein, his snow-white hair, his pleasant greeting, and his modest bearing inspiring all with a feeling of reverence for him. After his death in 1906 President Bookwalter said of him:

During his service in the early history of the institution, he was in fact the man who gave it the real form and standing of a college, and throughout all his long career his high scholarship and eminent ability as a teacher were to the College a tower of strength. Professor Haywood was a shining example of what the higher Christian education and the Christian graces together can produce. His pure, beautiful private life and his distinguished, unselfish public services have left their impress and fruits as an abiding benediction to thousands and a perpetual enrichment to the College.

Closely associated with Professor Haywood for many years was Thomas McFadden, M.D., who, in 1858 abandoned his profession, in which he was gaining a reputation, and became a professor at the college. His title was Professor of the Natural Sciences, Scientific Agriculture and Horticulture. He labored faithfully in a vain endeavor to make the Manual Labor Movement a success. In 1858 he secured authorization from the trustees to spend $200 in starting a nursery. The students assisted him in bringing wagon loads of trees from the woods west of the village and in planting them in various parts of the campus. Some of the boys claimed individual trees as their own. The college is indebted to him for much of its beauty.

13. Annual report of President, 1907.
today. He enlisted in 1862 and served as an army surgeon during the Civil War. On his return in 1865 he was re-elected to the faculty, this time simply as Professor of the Natural Sciences. He did effective work in building up this department which he served until his death in 1883. His son Louis H. McFadden had been elected adjunct professor of science in 1882, and on the death of his father succeeded to the headship of the department. He served until 1907 when he resigned to become chief chemist of a manufacturing concern in Dayton. Another son, Thomas G. McFadden, taught Science for the two years between 1898 and 1900. A daughter, Miss Cora McFadden taught English for a year during the eighties, and beginning in 1916, was dean of women, for twelve years. The family served Otterbein for a total of sixty-two years.

The college must early have secured something in the line of scientific apparatus, for the catalog of 1852 mentions a "new and extensive philosophical and chemical apparatus." In 1856 Professor Haywood purchased a surveyor's compass, and the next catalog speaks of "apparatus appraised at $900, plus surveying instruments $25." In February 1857 he was authorized by the executive committee to purchase a pair of globes,


18. alma Guiter, Historical Paper No. 4.

celestial and terrestrial. But in June the trustees decided that the state of the finances would not permit this expense. With the coming of Professor McFadden in 1858 the department was divided, he taking the science and Professor Haywood retaining the Mathematics. Both left the college in 1862, but both returned soon after the close of the war. In 1868 we find Professor Haywood arranging a series of literary entertainments to secure funds for the purchase of a chronometer and a sextant. Two years later the trustees voted that $1,000 be placed in the hands of Professor McFadden to secure "apparatus, specimens, minerals, rocks, fossils, charts, etc. But the exigencies of the finances were such that the money was not forthcoming. For five years the matter drifted on and still the board was unable to secure the funds. In 1875 Dr. McFadden sent the following letter to the trustees:

Brethren: I venture once more to call your attention to the condition of the department of Natural Science as respects apparatus and means of illustration. I have, with some regularity for several years past, been asking the board for an appropriation to supply some of our most urgent needs, without so far realizing anything. . . It is not my wish that undue prominence be given Natural Science, but only that means be provided for properly teaching some of the most important facts and theories. . . It would be

23. Minutes of trustees, May 27, 1870.
24. *Ibid.*, May 28, 1872; June 2, 1874; *Annual report of President, 1875.*
difficult to name an institution pretending to give college instruction, whose facilities in these respects are not tenfold greater than ours. . . . I respectfully ask for the appointment of a committee to inquire into the matter. Respectfully, Thomas McFadden, Professor of Natural Science.

This appeal was effective and the trustees at once provided $3,000. The conscientiousness and care with which Dr. McFadden expended this money is touching. He gave his entire summer to investigating apparatus and prices. He went to New York and to Boston. Then on "advice given without exception" he went to England. He found the equipment there too expensive, and decided that American apparatus was more suitable. He returned in the fall and during the school year ordered the apparatus one piece at a time. Among the purchases were the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pneumatic apparatus</td>
<td>$50.</td>
</tr>
<tr>
<td>Acoustic apparatus</td>
<td>$100.</td>
</tr>
<tr>
<td>Scientific lantern</td>
<td>$150.</td>
</tr>
<tr>
<td>Galvanic batteries</td>
<td>$120.</td>
</tr>
<tr>
<td>Lathe and tools</td>
<td>$150.</td>
</tr>
<tr>
<td>Skeleton</td>
<td>$50.</td>
</tr>
<tr>
<td>Balance and weights</td>
<td>$50.</td>
</tr>
<tr>
<td>Mirrors</td>
<td>$50.</td>
</tr>
<tr>
<td>Prisms and lenses</td>
<td>$50.</td>
</tr>
<tr>
<td>Induction coil</td>
<td>$225.</td>
</tr>
<tr>
<td>Barometers</td>
<td>$60.</td>
</tr>
</tbody>
</table>

As might be expected President Thomson, the educator, did much to encourage the work in science. His own interest is illustrated by the following from his annual report in 1876:

26. Ibid., May 30, 1876.
27. Annual report of president, 1875.
Barely four years hence the great astronomical event of three centuries, the transit of Venus, will occur under conditions favorable for observation here. . . If I live to that time and am in the service of Otterbein University, and am not furnished with suitable instruments for its observation I should be compelled to feel that I had wasted my life in the service of the United Brethren Church.

In the late eighties, with only one teacher of Science the college was offering courses in Chemistry, Physics, Zoology, Botany, Physiology, Mineralogy, and Geology. This was not only done with equipment inferior to that of many other institutions with which Otterbein was brought into competition, but much of it was done in a small laboratory in the main building, which was ill adapted to the work and was without ventilation. The conditions were unchanged, however, until 1898 when the pressure of the regulations of the Ohio College Association became too great to withstand. President Sanders was now backing the science work quite as earnestly, and more effectively than had President Thompson. As has been previously recorded, he personally raised the money necessary to remodel Saum Hall. The first floor was equipped for Biology, the second for Physics, and the third for Chemistry. A second professor was engaged, and for the first time in Otterbein the

29. Ibid., June 13, 1898.
30. Ibid., June 7, 1898.
31. Minutes of faculty, Jan. 13, 1898; May 2, 1898.
32. Annual report of president, June 13, 1899.
33. Minutes of trustees, June 13, 1899.
study of Science began to come into its own.

The work was now divided into the two departments of Chemistry and Physics and of Biology and Geology, with a professor in charge of each. In 1908, a year after the retirement of Professor Louis H. McFadden, the former department was divided. Professor Louis A. Weinland succeeded to the department of Chemistry, which work he still retains, with the aid of a full-time assistant professor. Physics was taught by Professor Willington O. Mills until 1913 when he was succeeded by Professor James H. McCloy, the present head of that department. In 1912 Edward W. E. Scheer was elected to the Department of Biology and Geology. Dr. Scheer still has charge of this work with the aid of an assistant professor in the field of Biology. On the retirement of Professor Haywood in 1895, Frank E. Miller, who for three years had been adjunct professor of mathematics, became head of the department and served until his death in 1919, rendering an invaluable service to the college. The erection of McFadden Hall and the expenditure of about $18,000 for additional equipment and apparatus, in 1920, have given the college facilities for science which compare favorably with the facilities of the better small colleges of the country. A department of Home Economics was established in 1915, and since then has been continued on a creditable basis.

MODERN LANGUAGES

While Science was slow in gaining a secure foothold in the Otterbein curriculum, Modern Languages were even slower. It might have been expected, in a college founded by a denomination so strongly German in its background that the teaching of German would have had an early and prominent part. But the classics were so strongly entrenched that even this language was slow in gaining recognition. In 1858 the trustees passed a resolution that when the endowment should have reached $80,000 a German professorship should be established. A year later Julius Degmeier was made Professor of German, French and Hebrew. He, however, was one of those who left the institution in 1862, and there is no further mention of a professor of French or German for eleven years. During the seventies two different men taught German, each for two years. It was in 1882 with the coming of Miss Josephine Johnson as Professor of Modern Languages, that this department may be regarded as having been established. Miss Johnson made two trips to Europe for study and with the exception of four years, remained with the department until 1904. She worked hard, offering two years of French and three of German. The department prospered and in 1897 President Sanders said in his annual report:

The modern languages French and German are steadily gaining recognition... and the day may not be far distant when, to maintain

35. Minutes of trustees, June 24, 1858.
our rank, we will be obliged to have a teacher for each language as we do now for Latin and Greek.

In 1900 Miss Alma Guittner was engaged to assist in teaching German. Miss Guittner was the daughter of John E. Guittner who, after having taught for thirty-eight years, died during the same year in which his daughter became a member of the faculty. Miss Guittner made as large a place for herself in the institution as her father had made for himself. She followed up her own professional preparation, taking a Master's degree at Columbia University and making several trips to Europe for study. She taught to within a few days of her death in 1933. She and her father thus together had an unbroken line of teaching from 1860 to 1933, a total of over seventy-two years. During recent years she prepared several papers concerning various phases of the history of Otterbein, on which she was acknowledged the leading authority. These papers are in the college archives and are repeatedly referred to in this work.

When Miss Johnson finished her work in 1904, Miss Guittner, who up to this time had been an instructor, was made professor of German. About this time, as a result of new relations with Spanish speaking people, there grew up in the United States a demand for the teaching of this language. The demand reached into Otterbein college. In 1905 there was organized a Department of Romance Languages, and Professor also Pierre Rosselot

38. Miss Guittner's untimely death, while this study was in its early stages, deprived the writer of one of the best sources of information and assistance, as well as of an acquaintance whom he had come to hold in high regard.

was elected to this professorship, which he still holds after twenty-eight years of service. Courses in Italian have been added to those in French and Spanish, and the work has developed until it has been necessary to add an assistant professor to the department.

ENGLISH AND PUBLIC SPEAKING

The old artificiality which placed more emphasis on the study of Foreign Languages than on the study of the student's own language, has largely passed. The study of English has come to be the point of chief emphasis among the secondary school offerings and to occupy a prominent place among the offerings of the college. The study of spoken English and the study of written English have developed together. In the history of Otterbein the former seems to occupy the more prominent position. This may be in part because of its more spectacular character. Even before the first literary societies were organized two declamations were given before the chapel each morning.

Later on it became customary to hold public rhetorical exercises, in which the more advanced students participated. To take part in these was considered a high privilege, and the exercises usually drew large crowds. For three years, beginning in 1857, there was a professor of Rhetoric and Belles-Lettres. Among the various changes which were advocated by President

40. Minutes of faculty, Sept. 12, 1856.
Thompson, the one upon which he was most insistent was the installation of a Department of English Literature. Over and over in his annual reports he urged it. In 1876 he said:

"The simple study of our own language is becoming as important a part of a liberal education as is the Latin or Greek." In 1880 he called attention to the work being done in this field by other colleges. But finances prevented action. At last, however, in 1884, Rev. William J. Zuck was employed as a teacher of History and English. The following year he was made Professor of English Language and Literature. He taught until 1903 and it was during these years that the work in English Literature became firmly established. On his retirement, Dr. Sarah M. Sherrick succeeded to the department, and carried on the work for twenty-nine years.

In the meantime the work in public speaking had progressed in a somewhat irregular fashion. Public rhetoricals fell into disfavor, and in spite of repeated efforts of the faculty to revive them, they died a natural death. At various times during the eighties and nineties professional teachers of oratory and elocution gave instruction in the college. Sometimes they were simply permitted to organize voluntary classes, charging

42. *Annual report of president*, 1876.
44. *Minutes of trustees*, June 15, 1885.
a special fee; at other times they were made regular members of the faculty. In 1904 the work was organized as a Department of Elocution. In 1913 it was reorganized, in much its present form, and was called a Department of Public Speaking.

For many years oratorical contests and debates have been means of stimulating interest in public speaking. Otterbein was a member of an inter-collegiate oratorical association previous to 1880. This appears to have been disrupted by the withdrawal of some of the members in 1881. In 1895 a new oratorical association was formed, of which Heidelberg, Antioch, Baldwin, and Otterbein were the main stays. Otterbein was active in this for at least twelve years. The year following its organization, a local oratorical association was formed, in which there was periodic interest for a long time. An intense interest in debating began to manifest itself soon after 1900. This was at first an outgrowth of literary society work. In the fall of 1903 it was given considerable impetus, when the faculty placed the work

46. \textit{Regis}, Nov., 1904, p. 82.
48. \textit{Record}, April, 1881, p. 121.
51. \textit{Regis}, March, 1907, p. 9
52. \textit{Ibid.}, Feb., 1896, p. 11.
on a credit basis. The first inter-collegiate debate was held in the college chapel on Saturday evening, March 14, 1903. Otterbein lost to Wittenberg in debating the question: "Resolved, that the Government of the United States should own and operate the coal mines and railroads, of the country."

The thirty years since that event has been characterized by fluctuating interest in debate and oratory. In 1919 Otterbein became a member of the Ohio Inter-collegiate Oratorical Association. The other members at the time were Hiram, Muskingum, Wooster, Ohio University, Baldwin-Wallace, and Heidelberg. Four years later interest in the movement was accentuated when a senior student, Horace J. Troop, now professor of Economics and Business Administration at the college, won the state oratorical contest. This brought to Otterbein College on April 13, 1923, the inter-state sectional contest, which was probably the most important forensic event ever held at the college. Mr. Troop again won, and two weeks later in the national contest held at Northwestern University, he placed fourth. Forensic work continues to receive from the faculty the same encouragement which always has been accorded to it. At present this is made doubly effective by a strong Department of Speech.

SOCIAL, PHILOSOPHICAL AND RELIGIOUS STUDIES

While the work in English has had a long uphill road to travel, the social sciences have had an even more difficult time in gaining recognition. As would be expected, the first interest in these lines manifested itself in the introduction of the teaching of the Bible. The efforts of the college to defend itself against the criticism of being a priest factory undoubtedly lessened the emphasis which would naturally have been placed on religious studies at the beginning. In 1854, however, the trustees requested the faculty to adopt measures which would procure the most thorough instruction in the Sacred Scriptures. In 1856 the trustees voted to constitute and establish a biblical chair, and to leave the details in the hands of the faculty. The catalogs of these years contain no listing of such an instructor, and it is probable that the work was taught by professors from other departments. For one year, 1857-1858, Sereno W. Streeter appears as Professor of Intellectual Philosophy. This work was shortly transferred to President Davis, as Professor of Intellectual and Moral science, and thereafter for many years it remained as the special field of the head of the institution. When Henry Garst resigned the presidency in 1889, however, he retained this professorship. In 1890 the Y. M. C. A. memorialized the faculty, requesting them to add the study of the English Bible to the curriculum.

57. Minutes of trustees, June 20, 1854.
58. Ibid., June 2, 1858.
59. Ibid., May 27, 1870.
60. Regis, Oct., 1890, p. 44.
A committee of three was appointed to study the matter. It was found that the opportunities for Bible study in the college at the time were:

1. Occasional Bible studies in connection with the weekly meetings of the Christian associations.
2. Sunday School classes.
3. Two classes under the direction of the college pastor.
5. A required course in Biblical history running through the fall and winter terms.
6. A course in Bible introduction, elective for juniors and seniors.

It is interesting to note that even Bible Study was not entirely free from the motive of keeping abreast of the times.

The *Aegis* of October 1891 said editorially:

It is characteristic of Otterbein to keep abreast of all the advance movements in education. Just now the demand is made for regular and systematic instruction in the English Bible.

Bible Study was aided to the work of Professor Garst, who was now given the title of Professor of Mental and Moral Science and English Bible. He dropped this work in 1900 to take up the business and financial management of the college. A year later when Dr. Sanders retired from the presidency, he was placed in charge of the department with the title Professor of Philosophy. He retained this work until his retirement in 1931. During these years the work in Bible and Religious Education developed into an independent department. In 1930 the work in Christian

61. Minutes of faculty, Oct. 13, 1890.
missions was separated from it and a Department of Sociology and Christian Missions formed.

There are occasional early references to the teaching of Civics and History. The first mention of a professor in this field was during the year 1884-1885, when William J. Zuck was professor of History and English. The first definite establishment of a department was in 1900. The trustees minutes of the following year have this to say concerning it:

For the first time in our history we have had, during the present year, the department of History and Economics. To this department there was called, as its professor, Charles Snavely of the class of 1894.

Dr. Snavely is still in active charge of this work, after thirty-three years of service. Economics and Political Science have recently been detached to form a section of the new department of Economics and Business Administration.

FINE ARTS

While these departments, which we have been discussing, have formed the body of the curriculum offerings, there have been auxiliary branches which have played an important part in the history of the curriculum. For many years most of these special branches were carried on by independent teachers who were permitted to use certain facilities of the college, to charge their own fees, and to retain all or most of what they

64. Annual report of president, 1930.
65. See page
received. The committee on faculty very aptly described the system in its report to the annual meeting of the trustees in 1876:

We have six salaried professors who do the regular teaching... The remaining five supplementary branches: Music, Modern Language, Painting, Penmanship, and Elocution are in the hands of persons duly chosen to make out of them what they can.

The first mention of work in Fine Arts is in the catalog of 1853 where Miss Cornelia A. Walker is listed as teacher of Music and Drawing. The art work early attained high standards. It was in 1882 that Henry Adams Thompson first came to Otterbein as a member of the faculty, bringing with him his artistically talented wife, Harriet E. Thompson. With the exception of a few years during the late sixties, she was in charge of the work in art until 1893. She was a capable teacher and a fine artist. Her influence still lives in her oil paintings of the great characters in the early history of the college, which now hang in the Library. It is a matter of regret that the college has not been able to continue the custom of retaining oil paintings of those who have given many years of faithful and valiant service to the institution.

In 1893 Miss Isabel Sevier (later the wife of Professor George Scott) took charge of the work and served with effectiveness until 1912. In 1902 the department was merged with that of Music to form a School of Fine Arts. The work in Art

67. Minutes of trustees, June 16, 1902.
has been maintained on a creditable basis, but has not been in great demand, and the enrollment has never been large. At present it is organized as a School of Art and maintains one teacher. Courses leading to a degree with a major in Art, are offered.

MUSIC

Always closely associated with the work in Art has been the work in Music. President Lewis Davis brought the first piano to the college and to Westerville in 1852. It was placed in the Ladies Hall and Mrs. Matilda G. Carpenter gave lessons on it that year. This was previous to the time that MissCornelia A. Walker taught Music and Drawing. In 1855 Benjamin R. Hanby was given permission, by the faculty, to use a class room for a juvenile singing class on Saturday afternoons. In January 1856 the executive committee authorized the renting of a piano or the procuring of a melodeon. The following year the name of Mr. John Syler appears as teacher of vocal and instrumental Music. He was the first vocal teacher in the institution. The college had a band previous to 1857, and at the first commencement there was "band music interspersed with vocal." A choral society was organized in the spring of 1858, and in 1860 Mr. J. Hamm was given permission to give instruction on the violin to such students

69. Minutes of faculty, Nov. 2, 1855.
70. Minutes of executive committee, Jan. 22, 1856.
71. Henry Garst, loc. cit.
72. Minutes of faculty, May 2, 1857.
73. Ibid., April 16, 1858.
as desired it. Professor L. H. Hammodi, who was a member of the faculty from 1857 to 1862, led an orchestra for a time. Thus Music had an early, if not an auspicious start in Otterbein.

During the years previous to the coming of Professor J. L. Todd in 1878, there was a succession of teachers of Music. Usually they depended upon the fees for their remuneration. Sometimes they paid the college a small percentage to cover heat, light and janitor service; at other times it was necessary for the college to guarantee a certain amount in order to retain teachers. In 1872 there was need for another piano, and after two years of discussion over the financial outlay involved, the instrument was purchased in 1874. It was placed in one of the rooms on the first floor of Saum Hall. Two years later the steward requested that the accounts of the Hall be credited with $15,00 in-as-much as, by this use, the dormitory had lost the rent of one of its best rooms.

The work was now growing in dignity and there was demand for a Music diploma. With characteristic conservatism the faculty voted:

That hereafter we give to those who complete a course in music the degree of "Mistress of the Art of Music", but that graduates of that department take no position with the Senior Class and receive no diploma publicly.  

Since 1878 the Music Department has been made conspicuous by

74. Ibid., April 13, 1860.
75. Henry Garst, op. cit., p. 269.
76. Henry Garst, op. cit., p. 265.
77. Minutes of faculty, Sept. 16, 1872; Minutes of trustees, June 3, 1873; June 2, 1874.
78. Minutes of trustees, May 30, 1876.
79. Minutes of faculty, May 12, 1877.
the leadership of three outstanding men. Professor J. L. Todd was in charge of the work from that date until the time of his death in 1887. Professor Gustav Meyer served from 1895 to 1909. The present head, Professor Glenn Grant Grabill, became a teacher in the department in 1905, and on the retirement of Professor Meyer was promoted to the directorship. The rapid advancement of the work in Music began with the coming of Professor Todd in 1878. That summer a reed organ was secured, and the faculty sanctioned the placing of it in the chapel on condition that it should not remain on the rostrum permanently. Professor Todd's work was so successful that in 1882 the department was entirely reorganized and he was placed in full charge, with authority for collecting fees, paying his own salary, engaging and paying other teachers, and reporting annually to the trustees.

During the eight years following his death in 1887, the department slipped back somewhat under a succession of teachers. The demand for instruction however continued and in 1886 the old home of President Davis, on the present site of the Carnegie Library, was secured as a conservatory of Music. Concerning the work at the time the catalog of 1889 says:

The Davis Conservatory of Music affords first-class facilities for the study of Music, both instrumental and vocal. The building recently procured, partly through the liberality of Rev. L. Davis, D. D., of Dayton, Ohio, in whose honor the Conservatory is named, has been fitted and furnished, and thus better accommodations than ever are offered in this department. The rooms are filled with new Grand, Upright and Square

80. Ibid., Aug. 12, 1876.

Pianos. The Conservatory has lately purchased a full set of new and very superior instruments for Band and Orchestra use, which will be the permanent property of the Conservatory.

There is mention of the *Otterbein Euterbean Band*, and of a summer tour by the *Otterbein Quintette*, prior to the coming of Professor Meyer in 1895. His work, like that of Professor Todd, was successful from the start. Instruction in violin, mandolin, and guitar was added. During the years immediately following the college publications contain frequent references to band, to orchestra, to quartette, and to glee club. The work soon outgrew the capacity of the Davis Conservatory. By 1901 this contained eleven pianos, and two more were in use in the Association Building. Professor Meyer had been placed on an annual salary basis, and the department was showing a small profit. The congestion in building space was relieved by the completion of Lambert Fine Arts Building in 1909, the year in which Professor Grabill took charge.

Since that time the work has advanced steadily. The addition of instruction in organ was made possible in 1917 by the gift of

82. *Legis*, April 1891, p. 139.
83. Minutes of executive committee, June 16, 1890.
84. Minutes of trustees, June 14, 1896.
86. Henry Curt, op. cit., p. 266.
87. Minutes of trustees, June 10, 1901.
88. See page
a pipe organ for the chapel. It was presented by Mr. and Mrs. Flickinger and her husband, of Lebanon, Indiana, as a memorial to Henry Garst. By 1925, interest in organ work had grown until there was insistent demand for additional facilities. At the commencement of the year a gift of a second organ, to be installed in Lambert Hall, was received from Professor Edwin J. Hurst and his wife. At present the entire work is organized as a School of Music, and has a staff of eight. In addition to a Music major in the regular Bachelor of Arts course, the School offers courses leading to a degree in Public School Music Supervision, to a diploma of the School of Music, and to the degree of Bachelor of Music. Associated with Mr. Crabill in this work is Miss Lulu M. Baker, the daughter of W. O. Baker who, for twelve years was financial secretary and treasurer. She began her work with the college in 1903, and her service has already been the longest of any individual in the history of the Music and Fine Arts work.

BUSINESS ADMINISTRATION

While the departments of Music and Art have been the two chief auxiliary departments, the work in business was, for many years, a third. It, perhaps, has had more ups and downs than any other department in the institution. It did not appear as early as Music.

89. Review, Jan. 8, 1917, p. 1; Minutes of trustees, June 12, 1917.
90. Minutes of trustees, June 13, 1922.
91. Ibid., June 11, 1923.
and art. The first mention was in 1864, when the trustees decided that no steps should be taken at the time to connect a commercial department with the college. In 1872 Rev. J. V. Lotte was granted permission to establish classes in penmanship. In 1883 R. W. Porter was a member of the freshman class and instructor in shorthand. In an editorial in the Record of April 1884 there appears the first mention of the typewriter. It is of sufficient interest so that we quote from it:

Never was the world in such a hurry and rush as in this, the latter half of the nineteenth century. Anything that will help the rush along is hailed with great joy. Thus has the caligraph been received. The caligraph was invented half a decade ago by G. W. Yost, of New York, since which time it has been greatly improved, and stands at the head of all writing instruments. . . . One can learn to use it in half an hour, and master it in from two to three months, so as to take anything from dictation. The ordinary penman writes twenty-five words a minute, while the caligraph writes from eighty to one hundred and twenty per minute. Ladies excel in this work, and already the demand for skilled operators is far in excess of the supply. The caligraph is destined to become the writing desk of ministers, lawyers, clerks, and all other professional men whose business requires much writing.

It was the caligraph which brought the business college, and it is not surprising that two years after this editorial was written a proposition was accepted from a Mr. Wilkinson of Columbus to start a business college at Otterbein, using certain rooms, and dividing the profits. The undertaking appears to have been

92. Minutes of trustees, June 10, 1864.
93. Minutes of faculty, Sept. 16, 1872.
94. Record, Dec. 1883, p. 44.
reasonably successful, but to have lasted only one year. In 1889 a gentleman from Cincinnati was granted permission to start a school of shorthand and typewriting, and was to pay the college five percent of his receipts. What happened to this project is not clear in the records, but the following fall the college engaged a Miss Tressa Maxwell of Iowa, and started its own business department. This lasted a little longer, for in 1891 it was in need of more typewriters, and the catalog of 1892 carried the following announcement:

The Department of Phonography and Typewriting qualifies its students to fill positions as Shorthand Amanuenses or Verbatim Reporters.

But this undertaking like the others did not attain permanency. More ups and downs followed. In 1899 the faculty recognized a certain Mr. Slemmer as teacher of business, stenography and typewriting and approved the matriculation of his students. In 1904, there was no business department, but there was a suggestion of establishing one in the south-west basement room of the association building. The following year the faculty is found considering other

96. Minutes of trustees, June 7, 1887.
97. Minutes of executive committee, Aug. 5, 1889.
98. Aegis, Sept. 1890, p. 25
99. Annual report of president, 1891.
100. Minutes of faculty, Dec. 4, 1899.
1. Minutes of trustees, June 13, 1904.
proceedings against a business department in order to secure possession of certain rooms. In 1906 another effort was made by the college to start its own business department. This was discontinued by the action of the trustees at their annual meeting in 1907.

With this action the matter rested until 1921, when the Alumni Council recommended a standard course of college grade in Business Administration. The demand grew rapidly, and in 1924 the trustees approved the establishment of such work. That fall, as has already been mentioned, the department was established under its present head, Professor Horace W. Troop.

ORIENTATION AND GUIDANCE

Closely related to the work of the departments, but differing from them in some important respects, is the new phase of educational endeavor which has come to be called Orientation and Guidance. There has been a growing recognition, among educators, of the fact that the system of highly specialized departments does not fully meet the needs of the student. Between departments there are great gaps. Orientation approaches the problems of education from a

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2. Minutes of faculty, March 6, 1906.
4. Annual report of president, 1924.
5. Minutes of trustees, June 14, 1921.
6. See page
viewpoint exactly opposite to that of the departmental specialist. The latter selects a certain minute section of the field of learning, sometimes with little consideration of its relative value in life, and aims to give the student a thorough understanding of and training in that field. Orientation looks first at life in its entirety, it endeavors to give the student a comprehensive bird's-eye view of civilization and of the place of his own life in that civilization. It pictures to him the great opportunities which the world places before men, and endeavors to stimulate in him a desire to seize some one group of these opportunities. It points out to him the bounds and characteristics of each of the great fields of knowledge, in order that he may wisely select, for intensive study, those subjects which lie in the most direct line to the goal toward which he has been stimulated to strive. It recognizes the great gaps in essentials which are left by our traditional organization of knowledge. It endeavors, in as far as it possible, to fill in the more important of these gaps and to stimulate the student to recognize and to fill in others.

Applied to the modern college curriculum in America, Guidance aims first to arouse within the freshman a keen desire to accomplish something worth while in the world. Secondly it endeavors so to aid him in understanding himself and in directing his choice of objectives, that the latter will be in line with his individual interests and capacities. It next gives him a comprehensive view of the various facilities which the college offers for his assistance in getting started on one of the paths which lead up and on to achievement and happiness in life.
It may well be asked whether Orientation and Guidance were not the earliest rather than the latest manifestations of educational progress, and why they do not now occupy the chief place in the educational program. In fact they did come first. Socrates, Plato, and Aristotle endeavored to lead their students to see life in its bigness. During the Renaissance when it was necessary to study the ancient languages in order to tap the great sources of knowledge, attention came to be focused on the vehicle rather than on the substance, and the study of the classics came to the front. The coming of the inductive method had a tendency to focus the mind on details, sometimes without leading the thought on to the larger generalizations. Early education in America followed the European pattern. Life was comparatively simple, and schools were for the most part small. Guidance was received at home, or automatically from intimate association with the teacher. It has been with the growth of a more complex civilization, and with the coming of larger educational units that the need for more attention to the adjustment of the individual to the great scheme of life has become apparent.

It is interesting to note that as far back as the administration of President Thompson at Otterbein there were indications of a recognition of the need of some of the activities which now go under the name of Guidance. The following appears in the minutes of the faculty meeting of October 25, 1875:

(Resolved:) that we meet the recognized want of social influence by meetings with the students at stated times in the college Chapel for the purpose of this
culture. Those gatherings to be interspersed with actual instruction and counsel as may seem best.

In an article in the Otterbein Record of November 1880, President Thompson said, "Many young folks enter college with no very definite idea of what they want." In a second article the following month he discussed the problem from the faculty angle, "Many teach as if it was their abounding duty to give their pupils an education. As well might they think of giving them a goodly heritage on the parched moon . . . the work of the teacher is to direct and teach the learner how to use his powers."

It is probable, with the spirit of vital interest in students which has always dominated the faculty at Otterbein, that a great deal of Guidance work has been done by individuals, without its recognition as such. The establishment of Orientation and Guidance as a part of the educational program began in the fall of 1924 when President Clippinger gave a series of Saturday morning lectures to freshmen with a view to introducing them to their new environment. The results were such that the faculty requested that the program be carried through the entire semester the following year. This has developed into a regular Orientation course, for which President Clippinger has written a text book. In this development the college has kept in line with the best educational thoughts of the day. In the fall of 1927 a testing program was aided, and the five days preceding the opening of college

7. Minutes of trustees, June 15, 1925.
8. Walter G. Clippinger, Student Relationships.
were set apart as *Freshman Week*. One hour of college credit was
given to all freshmen who attended the required meetings and com-
pleted with satisfaction the Orientation course given by the pres-
ident. This has now become a part of the regular established work
of the college.

**LIBRARY**

The departments of instruction are so dependent on the library,
and the two are so closely allied that the latter is best treated
in this chapter. At Otterbein the library has had a place from the
beginning, and has grown with the institution. To the early lib-
ary, friends of the college contributed "books, paintings, busts,
shells, etc." The literary societies early made humble beginnings
in the collection of their libraries. In 1860 the executive com-
mittee recommended that a large number of books, which were suit-
able for Sabbath School only, be sold and that better books be
bought. The college was given some little distinction when it re-
ceived, from the Emperor of Russia, a gift of an ancient Sianiitic
manuscript in the Greek language. This was secured through the
influence of Professor Julius Jgmeier. The entire library, includ-
ing the Sianiitic manuscript of priceless value, was destroyed in


for the Centennial History of Education, *prepared for the Cen-
tennial Exhibition at Philadelphia* in 1876, and *reprinted in
the Otterbein catalog of 1876*.

the great fire of 1870.

Immediately after the fire the building up of another library was begun, and in 1876 this was reported as having one thousand volumes valued at about $800. The library was open one hour per day, a member of the faculty acting as librarian in addition to his other duties. Sometimes there was a student assistant.

In addition to the college library each of the literary societies endeavored to build up its own, the men's societies with considerable success. These were regarded with great jealousy. If one society subscribed for a magazine, the other would frequently subscribe for the same magazine in order not to be left behind. The college library was in a room on the second floor of the main building, the society libraries were in alcoves on opposite sides. The librarian appointed by the faculty had no authority to open or to close the libraries of the societies. No one was permitted to draw books from them except the members of that society or the faculty. The Record of December 1882 says:

There has been some talk about changing the library rules of the societies, so as to allow the members of one society the privilege of taking books out of the other society library. This would be a step in the right direction. It would show that the bitter feeling, caused by intense rivalry, was really disappearing and not merely slumbering.

For many years the history of the library was chiefly a history of the problem of dealing with these different factions which con-

15. Ibid., May 30, 1876.
16. Minutes of Faculty, Sept. 5, 1881.
17. Minutes of faculty, May 26, 1879; Record, Jan. 1883, p. 73.
trolled the sections into which it was divided. The problem was complicated by the fact that the men's societies accumulated endowment for their libraries; one of these endowments reached a point where it ran into several thousand dollars. In 1886 it was reported that there were four society libraries. The two belonging to the ladies' societies contained several hundred volumes each; the two belonging to the men's societies contained more. The following item, appearing in the Record of December 1884, throws some light on the situation:

The library is now open two days in the week for the exchange of books. One day for the gentlemen and the other for the ladies. What the real object of the change is we are not able to say at present, but most of the students say it is a scheme to get control of the society libraries.

During the nineties, however, rapid progress was made. The societies now opened their libraries to non-members, and in 1895 all were placed under a board of control composed of two members from the faculty and two each from the societies. Just previous to this a matriculation fee had been added and the proceeds were devoted to books and periodicals. In 1895 the entire library was reorganized under the direction of Dr. Scott, and beginning in 1896 it was kept open all day.

It was in 1896, due to the turning over of Salem Hall to the Science Department, that the position of Principal of the Ladies'
Department, was abolished. Miss Tirza L. Barnes had held this position for eight years and had managed the dormitory with marked success. She was now placed in charge of the library. She not only showed ability in handling the work, but took a course in library science during summer vacations. She has just completed her thirty-fifth year in the library and her forty-third with the institution. The length of her service is already--1933--equal to that of Dr. George Scott; the two being the longest in the history of the college.

Under the direction of Miss Barnes the library has developed rapidly. In 1903 it was reported as containing the following numbers of volumes:

- General library books. . . . . . . 6,385
- Philomathcean library . . . . . . 2,500
- Philophronean . . . . . . . . . . . . 1,450

Today it contains more than thirty-five thousand volumes.

The gift of the Carnegie Building in 1908, and the raising of a $20,000 endowment at the same time, placed the library in a strong position. The society divisions, never-the-less, persisted. When the library was cataloged according to the Dewey Decimal System, the society libraries were also cataloged but were kept separate. Today, however, this has been done away with. The men's literary societies are no more and the library is at last unified. After the death of Ex-president Thompson, in 1920, the college received a gift of his personal library. This accession

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23. See page 252
24. Minutes of trustees, June 15, 1903.
resulted in filling even the generous space in the Carnegie Building, and since that time the library has worked under a considerable handicap due to over crowding.

In contrast to the departments with their rigidly prescribed bounds, the library has been largely free from limiting specialties and has better represented the entire field of knowledge as related to human life. The history of the instruction, however, largely concerns itself with formal departments. The first member of the faculty was a teacher of ancient Languages and for many years the department occupied the center of the stage. The second teacher, if we accept the principal of the Lilies' Department, was a teacher of Science and this work was more stressed than in most small Mid-western colleges of the time. There were no theological courses, but the early presidents taught Mental and Moral Science. This work has developed into a department of Philosophy. A Department of English was not installed until 1884. Previous to this, such training was obtained through the weekly rhetoricals and through the literary societies. Modern Languages also obtained a foothold in the curriculum early in the eighties. Music was taught almost from the beginning and good work in art was being done during the Civil War. Within the last few years a Department of Economics and Business Administration has been established. The even more recent coming of Orientation and Guidance, indicates a broader conception of education than that implied by the purely departmental system.
CHAPTER X

PHYSICAL TRAINING AND ATHLETICS

The man who in the future is to win the admiration and command the respect of his fellow men by his works must possess the robust qualities of the body, as well as the finer qualities of the intellect.

Physical training, as an integral part of the educational program of American colleges, is comparatively new. The haphazard sports of the latter part of the nineteenth century developed into regulated systems of athletic competition. In this sports program we did not imitate England, but like her built up a program of our own. Our early physical training program, which began to appear soon after the turn of the century, was patterned after the German and Swedish systems of formal gymnastics. These have gradually given away to systems of free play, which furnish as good physical exercise and better recreation. At the same time there has come into athletic competition, a commercial element which, in many institutions, has resulted in practices that form one of the greatest blots on the American educational system.


As has already been mentioned, sports, in the early days were considered child's play, and one of the motives underlying the manual labor movement was to provide necessary exercise. In 1855 an effort was made at Otterbein to require, of all students, exercise in the open air, "either by manual labor or gymnastics." Bell playing seems to have been the earliest manifestation of sports. In April 1860 the faculty gave the boys permission to play ball on the lower part of the college grounds, but three weeks later this was withdrawn because of "injury done the grass, hedge and garden." Ten years later, however, a base ball club, composed partly of students, was permitted to use the west end of the campus and to smooth the grounds.

THE RISE OF INTEREST IN 1889-1890

It was during the school year 1889-1890 that there broke forth an intense interest in sports; such interest that the history of athletics at Otterbein may be said to date from that time. The preceding spring the students had prepared a track for running and bicycle riding on the rear of the campus. In the fall football was started.

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22. Minutes of executive committee, June 25, 1855.
23. Minutes of faculty, April 20, 1860; May 11, 1860
24. Ibid., Sept. 5, 1870.
25. Ibid., April 22, 1889.
In February the faculty granted permission to organize the first lawn tennis club. The first field sports were held on Founder's Day, April 26, and a few weeks later the first athletic association was formed. The Aegis of March 1891 thus sums up the situation:

Within the past year a sentiment in favor of athletics has sprung up in Otterbein University, the intensity of which has never before, in the history of the school, been equaled. The faculty, as well as the boys of the college, have taken real, live interest in the progress of athletic sports.

The intra-mural field sports, started at this time, became an annual event and continued for many years. The first inter-collegiate track meet in which Otterbein participated was the state meet of the Ohio Inter-collegiate Athletic Association, on June 6, 1896. The colleges contesting, besides Otterbein, were Denison, Kenyon, Miami, Oberlin, Ohio State, Ohio Wesleyan, University of Cincinnati, and Wittenberg. Otterbein took fourth place.

There had been an interest in football at Otterbein previous to its introduction in 1889. The following comments on the game are from an article in the Otterbein Record of December, 1883:

The autumnal chills and frosts that stiffen the muscles of the college oarsmen and base ball players have brought in the sport of football, which though it does not yet require the careful

27. Minutes of faculty, Feb. 3, 1890.
methods of the orator, or the keen nerves of the base ball player, has broad and democratic virtues of its own. . . . The venerable game of football, which each succeeding year makes more popular at our colleges, is well calculated to fill the void. It requires numbers, scope of area, activity without always skill, and considered merely as an exercise has no rival. . . . the sport seems to be a good deal overloaded with regulations and to have become a game of hand as much as of foot.

The actual introduction of football at Otterbein is thus described in the Sibyl of 1901:

Athletics proper began in the fall of 1869. In that year Robert E. Speer, the Princeton scholar, Christian and athlete, visited the college, and while here explained the game of football to the boys. Most of them caught the "fever," and determined to be represented on the gridiron. Some of the most enthusiastic succeeded in raising enough money to buy a football and, active work then began. The work for the remainder of the fall consisted in kicking the ball and one another.

The Robert E. Speer mentioned was destined to become one of the greatest leaders of the church of this generation. Thirty-seven years later he received an honorary degree of LL.D. from Otterbein. Among the young men who succeeded in raising money enough— it was four dollars— to purchase a football was Ernest S. Barnard, who years later became president of the American League Base Ball Association. He always supported athletics at Otterbein, and for many years prior to his death in 1931 he was known as the Father of Otterbein Athletics.

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Otterbein played its first outside game of football in the fall of 1890, with a team from Kenyon and lost 48 to 6. Later that fall she was defeated 40 to 10 by Denison. These two defeats stirred up the Otterbein students. They sent to Dayton and hired A. L. Arta, an old Dartmouth player to coach them for a week. He was the first football coach. The succeeding fall they played Ohio State University, and won the game by a score of 42 to 6. A little incident following this game is thus described in the 1901 Sibyl:

After Ohio State University had been defeated in football by a very large score, and laboring under the delusion that they had a man who could sprint some, they challenged us for a foot race, a one hundred yard dash. The "defi." was immediately accepted. Ohio State University presented a man by the name of Fullerton, while R. C. (Dick) Kumler appeared against him for Otterbein. The result was never in doubt, and "Dick" won in a "walk."

Athletics did not always have the enthusiastic support of the faculty and trustees. In 1898 the board took the following guarded action:

Resolved that, since college athletics, so called, seem necessary to the continuance of the enthusiasm of the students, that they be permitted under the careful supervision of the faculty.

30. Aegis, Dec., 1890, p. 75.
34. Minutes of trustees, June 14, 1898.
The minutes of the annual meeting of 1907, in referring to this earlier period say:

College Athletics began and developed as sports or student enterprises with which the college authorities unfortunately had nothing to do, and in which earnest teachers took no interest.

The Christian Association Building with its gymnasium was opened in the fall of 1893, and a year later Miss E. Luella Routs was made physical director. This gave much impetus to physical activities, and the fact that the first director was a woman, gave encouragement to this work for young women. But the gymnasium activities were seriously handicapped by the lack of shower baths. Many of the young women, in particular, felt that they could not afford to take the work because a cold so often resulted from the walk home after vigorous exercise. The young men had rigged up a shower in the basement, but as there was no heat it could be used only in the fall and spring. The authorities were apathetic. At last, in 1903, the students took hold of this problem as they had taken hold of the problem of the building itself ten years before. They gave and solicited enough money to provide heat, light, and proper showers. Three years later the trustees

37. Editorial, Aegis, Sept. 1903.
authorized the installation of lockers, and thus, 
thirteen years after the completion of the building, it 
may be regarded as having been equipped for physical 
training work.\textsuperscript{38}

For some years, however, the work was carried on 
in a rather desultory manner. Sometimes a woman physical 
director was in charge, sometimes a man. At one time there 
was a Y.M.C.A. secretary, at another a football coach, and 
at still another the board was searching for a young man 
who "knows something of gymnastics and athletics, and is 
desirous of securing a college education." \textsuperscript{39}

In the meantime the interest in basketball was be-
ginning to develop. The college had its first organized 
team during the winter of 1898-1899. The first game was 
played with Ohio State University on Saturday, January 7, 
1899, and was lost by a score of 25 to 2. \textsuperscript{40} The girls began 
to take an interest in this game at about the same time. 
They had a contest with a foreign team as early as the 
winter of 1900-1901. \textsuperscript{41}

COACH EXENDINE

Perhaps no one in the history of athletics in the 
college has been held in higher regard by the students of 
his time than was I. A. Exendine, an Indian, former star

\textsuperscript{38} Minutes of trustees, June 11, 1906. 
\textsuperscript{39} Minutes of trustees, June 13, 1904. 
\textsuperscript{40} Aegis, Jan. 1899, p. 20; Sibyl, 1901, p. 61
\textsuperscript{41} Sibyl, 1901, p. 61
end on the Carlisle Indian football team, who coached the Otterbein team for three seasons beginning in 1909, and who brought it to the front as one of the strongest in the state. From among the many items, which appear in the records of the period, we select one as typifying the football spirit as it existed during the time of Coach Exendine.

Never before have Otterbein’s athletics come before the public eye as they have this past season. But why should they not? The 1910 football squad has forced itself to the front as one of the strongest teams in the state. But this feature of athletics should not over shadow a more important characteristic of the team. In fact it cannot. The Otterbein boys have played clean ball and football enthusiasts all over the state know it. We are proud of the victories but we are equally as proud of the fair play which was always in evidence. And why should not Otterbein boast of her most glorious season.

The success of the teams at this time, served to emphasize the fact that the college had no satisfactory athletic field. The board still remained indifferent, and for a third time the students took athletic matters in their own hands. In the spring of 1910 the class of 1911, then the junior class, made a proposition to the trustees to raise $2000 to grade and develop a first class field, on condition that the board purchase a suitable plot of ground.

44. Minutes of trustees, April 7, 1910; Aegis, Dec. 1910, p. 17.
Students, professors, and the business men of Westerville contributed liberally. The amount was raised and a large plot of ground, a little more than a block north of the campus, was purchased. It was on a Wednesday evening later in May, 1911, that this class, now seniors about to be graduated, were joined by faculty, students, and towns people in celebrating the success with a bonfire and speeches on the newly acquired field. Shortly afterward this was laid out with diamond, gridiron, and a quarter mile running track. In the fall of 1915 it was completed by the erection of a grandstand.

THE CONTROVERSY OVER CONTROL

It was during the enthusiasm which formed the crest of the wave of athletic success under the coaching of Exendine, that the field was secured. On the recession of this wave, there arose among certain alumni a dissatisfaction with the athletic policies of the college, which marked the first step in a long drawn out controversy. Such a conflict, in one form or another, has manifested itself in many colleges, and is to a large extent the result of a misuse of the word alumni. When one reads that the alumni of a college believe that this policy should be followed or that such and such action should be taken, one is apt to picture in his mind that great and noble army of graduates.

45. Aegis, Dec. 1910, p. 17; Sibyl, 1911, p. 154; Review, May 29, 1911, p. 1; Minutes of trustees, June 14, 1911.
scattered throughout the world, and ranging all the way from the more recent graduates to the venerable men and women, whose long years of experience and success have placed them in a position to have their judgments regarded with the greatest respect. Were such a group to make a pronouncement concerning the policies of any college, its opinions would be worthy of, and without any question would receive, the maximum of consideration. The fact is, however, that no such group speaks concerning any college. If, whenever we read that the alumni of a college recommend this or demand that, we would cross out the words the alumni and substitute the words a small group of alumni, or a few alumni, or certain alumni permanently residing in the immediate vicinity of the college, we would ordinarily receive a much more accurate picture of the situation. Every college has a group which is more interested in its athletic victories than in other phases of its work. Of such groups Kenneth Latourette says:

in practice, the most vocal - and sometimes the most influential - alumni would make of the school or college an athletic and social club with a few intellectual accessories. 47

The editor of the New Republic refers to the problem in these terse words, "A graduate is one who is proud of his Alma Mater. An Alumnus is one who is ashamed of her when she begins to lose football games."

If articles and editorials in student publications are a fair indication of student attitudes, then Otterbein has always stood vigorously and forcefully for clean sport. The following editorial from the Aegis of December 1896, is but one of many which might have been selected to illustrate this attitude:

No college in Ohio has this year made a more honorable or a more enviable record on the gridiron than has Otterbein. The team began practice at the opening of the season with full determination to abide by the inter-collegiate rules as adopted by the convention of several of the presidents of our colleges, and this purpose was not deviated from in a single instance. Not even a coach was employed. There was no professional on hand nor was one ever asked to play. Every man on our team was an amateur, each one was a bona fide student, attended recitations regularly, made good standing in their class, and in every game showed themselves gentlemanly and cultured men.

While it is difficult to say just how generally this has been typical of the student attitudes, it is certain that the attitude of the administration - by which is here meant the president, the faculty and the trustees - at all times, has been uncompromising and aggressive in its opposition to anything which in any way savored of sharp athletic practices. There has never been at Otterbein that situation, not uncommon in American colleges, in which the president and trustees sit back in passive and welcome ignorance, while a group of sporty and commercially minded alumni and local business men import and subsidize players, and manage the college athletics.
That, in their intense desire to maintain athletics on the highest ethical plane, they have stood up so straight that at times they have leaned over backward is possible. That at times there has been, on the part of the administration, an unnecessary apathy and indifference to the athletic side of the work, is probable. But the administration has never gone to the other extreme, where it was willing to permit the college to reap whatever financial and publicity benefits might result from crooked practice, as long only as it was not asked to implicate itself directly.

The period of athletic success under coach Exendine ended with the fall of 1911, and was followed by several years during which most of the games were lost. In the light of previous comments the reader will not be surprised to learn that the minutes of the faculty meeting of May 25, 1914, contain references to "a proposal by the alumni" to make certain changes in the athletic policy. Also there may have been awakened in the mind of the reader a curiosity to know exactly who is referred to by the term "the alumni." An article in the Review of May 29, 1916 throws some light on the subject. It refers to the movement as "originating two years ago among a few Otterbein enthusiasts in Westerville."

It must not be implied that this movement was destructive; it was not. This group of enthusiasts wished
to raise money to employ a football coach. Their offer was cautiously accepted by the faculty, on condition that the money be secured and paid into the treasury in cash before July 15. Thus met the enthusiasts and the conservatives, each of whom had a contribution to make to athletic progress. It was natural that the former group should seek a voice in the management of athletics, and equally natural, being alumni, that they should seek it as the alumni. The fact is that the board of trustees was made up largely of alumni and that there was no need of further representation from that body, but there was a need that the voice of the enthusiasts be heard.

The faculty was in control and was desirous, in particular, of providing physical education for all students. The enthusiasts wished to share in the control and were particularly interested in athletics. The controversy resulted in a getting together and in progress toward both objectives. A plan was developed for an athletic Board of Control with representatives each from the faculty, from the student body, and from what was termed the alumni. Physical education was to be required of all freshmen and sophomores three times per week. A man, a trained physical director, was to have complete charge of the physical and athletic work. He was to have a trained woman assistant to handle the work for the young women. The system of seasonal coaches was to be discouraged and as far as
possible all coaches were to be graduates employed by the year, and all were to be subordinate to the physical director. While these plans were maturing, America entered the war; Mr. Royal F. Martin, who had been in the department since 1913, left, and for a time military training assumed the center of the stage. Mr. Martin returned in 1919, and a year thereafter, the new program was in full operation, under his direction. 

This plan brought to Otterbein a strong program of physical education, but it did not always result in winning teams. Pressure was brought to bear on the college for additional coaches and coaching, and for more skilled players, with a view to securing more athletic victories. The pressure became so strong that in 1925 the trustees approved a plan which provided for the reorganization of the Board of Control. It was made responsible only to the trustees, given final authority, which it had not previously had, and given authority to nominate its own personnel. 

Thus there was formed a two headed organization; the president and faculty being in charge of the regular educational program, the Board of Control being in charge of the physical educational program, and each reporting


51. Minutes of trustees, June 9, 1924; Jan. 20, 1925; June 15, 1925.
directly to the trustees. The faculty had no authority over the work in physical education, except in that it had its representatives on this board. The president could not even nominate members for his own faculty in this department. 52 One year of this arrangement clearly demonstrated its undesirability, and in the fall of 1926 the work was again reorganized, this time as a department of Physical Education, responsible to the faculty and administration. 53

The completion of the Alumni Gymnasium in 1929 has given the college almost ideal conditions for indoor work of all kinds. The main athletic fields however, are still inadequately equipped, and stand in contrast to the otherwise splendid facilities of the institution. The work in Physical Education is still in charge of Professor Martin. In addition, there is a Director of Physical Education for Women, and two assistants, one of whom holds the degree of M.D. There is carried on a well defined system of intra-mural athletics. These include soccer, speed-ball, and basketball tournaments between class, fraternity, and independent teams. For women there is basketball, volleyball, cage-ball, and, in the spring, the annual inter-class track meet. 54 The department recently

52. Minutes of trustees, June 20, 1926; Minutes of faculty, March 1, 1926.
53. Minutes of trustees, June 14, 1926.
reported that 81 percent of the young women and 94 percent of the young men had participated in these activities. 55

From this little sketch it will be apparent to the reader that the work in physical training and the athletic program have advanced together as one unified undertaking. The awakening of interest in athletics in 1889-1890 was quickly followed by an interest in physical training for all students, including the young women. Influences which would have resulted in an undue dominance of athletics have been successfully resisted and the entire program is under the direction of the president and faculty. While there are those who feel that, in its efforts to conduct athletics on the highest possible plane, Otterbein has sometimes given them too little attention, and while at only a few periods in its history has it been able to turn out championship teams, it has never-the-less maintained a spirit within the student body which is rare, and which appeals to many young people, particularly those brought up in a church environment.

Otterbein certainly does not belong to that list of colleges which have permitted their athletic policies to be controlled by a money-mad, win-at-any-price spirit. What then is the dominating motive, not only of the physical training program, but of all other phases of

55. Minutes of trustees, June 12, 1931.
the work and of the administration of Otterbein College?

We are calling it Christian Idealism, and in the next chapter shall examine it a little more closely.
CHAPTER XI
CHRISTIAN IDEALISM

It is the application to conduct today under its changed conditions, of the principles which found expression in the life and teaching of Jesus nineteen hundred years ago.¹

The province of this chapter is not to discuss a new and additional phase of the work of Otterbein College. Christian idealism is not another department of instruction. It does not consist of certain classes in Religious Education, in Bible, a daily chapel service, and a few religious meetings. Christian idealism is rather a spirit which may underlie and motivate the entire life of an institution, including all student activity, all departments of teaching, and all phases of the administration.² To anyone who has pursued these pages to this point, it will be at once apparent that Otterbein College, from the very first, has been largely characterized by such a spirit.

¹Robert E. Speer, The Principles of Jesus, p. 11.
²President Clippinger in his annual report of 1925, said: "There is always danger in speaking of religion in a college as a thing apart from its general life and activities as if it were a thing to be gotten or lost. If religion is anything it is a spirit which pervades the thinking and conduct of the entire community."
TWO OBJECTIVES OF EDUCATION

Modern education may be regarded as having two objectives. The first is to develop within the individual the power of mastery over his environment. The second is to create that spirit and attitude which will cause him to use this power to improve rather than to tear down the civilization of which he is a part. The first endeavors to provide a sharp and efficient tool, the second aims to arouse and to maintain a purpose to use that tool for worthy ends. Let an institution confine its interests to the first objective, and among the well equipped men whom it sends out into the work of the world there will be many who will use their training for the benefit of mankind. But there will also be those who will use it to carve wealth and fame for themselves out of the misfortunes of other human beings. 3 The writer has a vivid recollection of meeting a brilliant graduate of one of our Christian colleges, who was becoming wealthy by utilizing the dry periods of the summer season to sell building lots to working people who desired homes, and who were not sufficiently keen to discover, before signing a contract, that the lots were under water a

3"Knowledge alone is indeed a power for evil as well as for good. In the hands of a man of depraved moral nature it may become an instrument of great mischief." Otterbein Catalog, 1872-1873, p. 41.
considerable portion of the year. Another member of the same class of the same college has taught in a mission school in the southern mountains for over a dozen years, at a salary that is well below all recognized standards of a living wage. Such contrasts are but the normal result of educational ideals which concern themselves only with the quality of the training given, and disregard the attitudes of the men, who are receiving the training. Institutions of higher learning train, side by side, men who will use the training to build and to uplift, and men who will not hesitate to use it to wreck and ruin if thereby they may serve their own ends. "The danger is that our material development may outrun the spiritual undergirding."4

There is no greater need in education today than that institutions of higher learning, without in any way lowering the quality of the training given, shall place the major emphasis on the spirit and attitude of the students who are to be trusted with the mighty power which an education places in their hands. So to motivate students' lives that they will leave the college, forgetful of self and with an indomitable purpose to play the game of life squarely and in the interests of humanity; this is Christian idealism. And if an institution is to so

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4Minutes of Trustees, Report of committee on spiritual resources, June 11, 1928.
motivate the lives of students, it must first see to it that all phases of its own activities are controlled by such motives. Its faculty members must be chosen for merit only; not because of friendship, not because of the advertising value which their names may possess, not to please a prospective donor. The time, the thought and the energy of the faculty must be given first to the students; nothing must be permitted to interfere with this; neither research, nor writing, nor lecturing, nor interests of a profit making nature. And their remuneration must be sufficient to enable them to live comfortably without supplementary work. The institution must endeavor to maintain recognized educational standards, and if unable to do so at any point, must be frank in letting that fact be known. The statements in the college catalog must be true. Students seeking guidance concerning beginning or continuing a course, must never be advised contrary to their own interests for the benefit of the institution. Discipline must be administered at once firmly, sympathetically, and fairly. Athletics must be clean and for sport only; any profits being merely incidental. All financial dealings must be not only honest, but generous. Financial statements must reflect the true situation. Gifts must be sought from those sincerely interested in the work of the institution and its purposes, and not from those desirous merely of self advertising.
THE CHAPEL SERVICE

When all phases of the work of a college are dominated by such a spirit, it may then reasonably expect the honor system among the students to be successful. It may expect to be able to maintain a daily chapel service, without that undercurrent of hypocrisy and formality which in so many institutions has turned young people from it in disgust. College students have a strong tendency to be idealists. Nothing will more quickly win a response from a student audience than a straightforward challenge to an unselfish action. As a class they have not yet learned the trickery and selfishness of their elders — although it must be confessed that they learn repaidly. The idealism of modern youth is not appealed to by chapel services led by presidents who they know will side step discipline in the case of a student from a wealthy and influential home; who they know will take advantage of the financial needs of energetic young men to get work about the campus done at less than the recognized local wage; who they learn to know is maintaining high tuition rates by encouraging inexperienced students to sign notes in amounts which are bound eventually to break many of them either financially or morally; and who they know is winking at subterfuges by which athletes are secured. When speakers, without messages, are habitually brought to a college chapel in
order that the president may secure the benefit of their influence or financial support, the students are quick to awake to the situation, and they are not more appealed to by such addresses, than by hastily prepared and purposeless chapel talks by faculty members who habitually rush through their class work and avoid individual conferences with students, in order to give their time to extraneous personal interests.

Perhaps the foregoing comments will give a key to the reason why, at a time when students in so many colleges all over the land are rising in bitter antagonism against the chapel service, the students at Otterbein are preponderantly in favor of it. Here the daily chapel service ranks high in importance and in influence. It is not only an expression of the religious motives of the institution, but it is one of the greatest, if not the greatest unifying influence. Each day the entire institution, faculty and students, meet for worship and to consider together problems of common interest. It is perhaps, more than any other one thing, the influence which tends to make each one feel that he is a part of a great unselfish organization, working toward a goal, rather than simply an individual, temporarily in the college, to get for himself as much as possible. The extent to which it is appreciated by the students is indicated by the fact that a recent poll showed over three-quarters of the students
favoring compulsory chapel. 5

From the early days under Lewis Davis to the present, Otterbein has been characterized by vigorous idealism. In his address at the first commencement, President Davis said:

"I have not exerted my official position here in order to indoctrinate you . . . . I have not felt it my duty to do so . . . . I would have you occupy your responsible positions in life in such a way as to help mankind, and not curse."

During the height of the various conflicts with which the institution was beset during the years immediately preceding the Civil war, the executive committee took the following action:

"Whatever differences of opinion may exist, we have not time now to stop to discuss them, but will lay them down and when Otterbein University, is a fixed fact and we have reached the shore, and have nothing else of greater importance to God's cause to see after, we may take them up and discuss them." 6

And over seventy years later, in 1932, we find this same idealism given the following forceful expression:

"Will it (the college) dare to be different if necessary, not for the sake of being different, but different in order to serve efficiently its own constituency by maintaining a clean-cut, aggressive policy with reference to Christian teaching and Christian living?" 7

5Tan and Cardinal, Editorial, May 18, 1926.
6Minutes of executive committee, January 5, 1860.
7Annual report of president, 1932.
REVIVALS

Otterbein has held tenaciously to her original purposes in spite of changing conditions and changing methods. In the earlier days in America the so-called revival meetings, with their fervid emotionalism, were an effective means of producing higher standards of morality, and more sympathetic and helpful relations between individuals. The emotional element was undoubtedly over-emphasized and the intellectual under-emphasized. As the years have passed, this has changed and at present, we, as a nation, have reached a point of over-emphasis on the intellectual side. Otterbein, with her intensity of purpose, laid greater stress on the emotional revival method, and clung to it longer than many colleges. The result has been that while she has grown away from the super-emotionalism, she has not gone to the other extreme.

In looking at the revival movement in Otterbein, we must see it in the light of the attitudes and customs of the times. For a teacher today, to "pick up" a young man and carry him down to the mourners bench in the front of the church, would be out of place. But back in the fifties when Benjamin Hanby did that thing, it was perfectly proper. More than fifty years later, the man himself testified to the profound impression which was made on his life.8

Benjamin Hanby was a senior in college when the great revival of 1857 swept over the United States. It reached into Otterbein College and the reports of the times say, "resulted in the conversion of every student who had not previously been a Christian." This was followed by many other similar revivals. One of the results was to aid in stifling the old fear that education would hinder the growth of piety. The matter is thus referred to in the minutes of the trustees of June 3, 1873:

"In the early history, there was a fear on the part of many good, but misguided people that colleges would seriously hinder the growth of true piety, and tend to drive the church into a cold and heartless formalism. So strong was this fear that it often took the form of serious, obstinate opposition. This feeling has been one of the greatest obstacles against which the educators of the church have had to contend. The experience of the last few years, and especially the last year has greatly weakened this prejudice. Whatever may be said of other places, it is known that nowhere in the church, have there been such wonderful revivals of religion as at our colleges."

King and Commons in 1891 quotes Henry Garst as saying of Otterbein:

"It was reared by faith and consecrated by prayer. There is abundant occasion for devout thanksgiving that it has fulfilled so well the design of its founders . . . A number of times in its history scarcely a solitary student was left in the ranks of the unbelievers."10

9 Guitner paper, 1926, p. 5.

10 George Wells Knight and John R. Commons, The History of Higher Education in Ohio, p. 145.
The pamphlet published by the college during the semi-
centennial celebration in 1897 contains the following:

"Great revivals have from time to time witnessed to the divine favor and blessing upon Otterbein University. One of the most remarkable of these has occurred during this semi-centennial year, leaving, as has occurred a number of times before, very few students outside the ranks of those professing faith in Christ."

About this time the references to such meetings begin to be characterized by a different note. They are equally sincere, but show less emotional fervor and more thoughtfulness. The Aegis of December 1900 speaks thus of meetings held that fall:

"The week of prayer, November, 11-18, was notable for the large attendance and the deep spiritual tone which was felt by all. It was a week of heart searching from the beginning to end. The sermon preached to young men by the college pastor on Sunday morning, November 11th, followed on the same evening by a stirring talk on "Are ye Able", by Mr. Arthur Hugh, sounded the key note to the week of prayer, and made the beginning a forcible one."

In March 1911, the same periodical contains the following:

"Seldom if ever, before has Otterbein been under the influence of so great a revival as that which has recently closed. During these meetings the men of the Association, under the leadership of the chairman of the devotional committee, held prayer meetings at 12:30 each day and did personal work in the meetings, both of which we believe aided greatly in influencing almost every man in school to take a definite stand for Christ. Influenced by the work of this committee about forty men became members of the College church. The entire year has been marked especially by a strong religious spirit among the men."
Such series of meetings have been continued from time to time under the auspices of the college Christian Associations or of the local United Brethren Church. The results are exceedingly difficult to evaluate, and depend largely upon the individual leader. These have generally been men of breadth and sympathy who have proven their ability to deal with students. Such men do not ordinarily seek the type of results which are conspicuous, and judgment as to the effectiveness of their work must be left to those in intimate contact with the student life.

**THE CHRISTIAN ASSOCIATIONS**

One of the chief reasons for the coming of a more calm and judicious attitude toward religion was the organization of Christian Associations. Previous to 1877, two religious organizations, in addition to the church, had played important parts in Otterbein history. The first was the missionary society at the college. This was formed in 1852, one year before the organization of the denominational movement, as it was organized "to be auxiliary to the Foreign Missionary Society of the United Brethren in Christ." In 1855 the college society had a membership of sixty-five and had over one hundred dollars

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12. Minutes of Trustees, June 28, 1852.
in its treasury. The first student from the college to
go to the foreign field was Rev. C. O. Wilson who went to
Sierra Leone, West Africa, in 1860. Soon after his arri-
val he was disabled by the African fever and forced to re-
turn to the United States. Feeling that he had rendered
no service, and not being willing to be an expense to the
board, he reimbursed them in full for the cost of the
trip.

The other of the two early religious organizations,
was the Theological Society. The denomination at the time
had no theological seminary, and students for the ministry
in the college endeavored through this society, to secure
such preparation as they could. It apparently disbanded
before 1866, for in that year the ministerial students
formed a new organization called the Ministerial Associa-
tion.

Otterbein was the first college in the state to have
a branch of Young Men's Christian Association, as it like-
wise led the other colleges in establishing a branch of
the Young Women's Christian Association. Some years pre-
vious to 1877 the students began holding weekly prayer

15. Ibid., pp. 236-237.
16. Minutes of Faculty, December 10, 1866.
meetings independent of the regular church meetings. These grew in numbers to such an extent that it was necessary to divide the group, and as a result the young men and the young women met separately. At the national convention of the Young Men's Christian Association, held in Louisville, Kentucky, in 1877, the colleges of the country were invited to send representatives. This resulted in the formation of the student department of the Association. Otterbein was the only college in the state of Ohio to send a delegate; Mr. E. A. Starkey being their representative. On his return the young men's prayer meeting group was organized as a student Young Men's Christian Association.17

This was so satisfactory that the young women desired a similar organization, and in 1883, they formed their prayer meeting group into a student Young Women's Christian Association. This was the first group of its type in the state and the third in the United States. These young women were largely instrumental in organizing the first state convention of this Association which met with them at Otterbein in 1885.18 For some years both the Young Men's and the Young Women's Associations met in class rooms, but in 1885 they were together granted the exclu-

17. Henry Garst, op cit., p.246; Annual report of president, 1892; Sibyl 1901, p.43; Aegis Jan. 1915, pp.70-72; Tan and Cardinal, Feb. 12, 1923, p.7; M. C. Williams, The Early History of the Work of the State Executive Committee of the Young Men's Christian Association of Ohio, p.17

18. Henry Garst, op cit., pp.246-247; Catalog 1883, p.49; Aegis, Sept. 1897, p.18; Sibyl 1901, pp.43-44
sive use of a room, which they furnished. This was used until the fall of 1893 when they moved to their own new building, which has already been discussed in these pages.19

In 1895 there was formed the Student's Ministerial Association, composed of young men and young women who were planning to spend their lives in the distinctly Christian callings; that is in the ministry, in missionary service, or in the work of the Y. M. C. A. or of the Y. W. C. A.20 In the meantime the interest in foreign missions had been growing. In 1907 Garst reported that twenty-eight students had gone to the foreign field, most of them to the West African mission. Three young women from the college who went to this mission between 1889 and 1891, laid down their lives within the first few years. Miss Francis Williams and Miss Elma Bittle were victims of the African fever, and Miss Ella Schenck lost her life in a massacre in 1896.21 This served to intensify the interest in missions and in a new organization, the Student Volunteer Band, whose membership was restricted to those who had definitely pledged themselves to go as foreign missionaries. This group was affiliated with the nation wide Student Volunteer Movement, and it became a strong and permanent organization while the Ministerial Association

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19. See page 436.
20. Editorial, Aegis, April 1895.
was short lived. Something of its influence is indicated by a statement in the *Aegis* of June 1905, that up to that time seventy-five students had signed the declaration of intention to take up foreign mission work. While this Student Volunteer Band grew strong, it did not provide for those students who were preparing for Christian callings other than foreign mission service. In 1909 these others formed an organization called the Religious Education Association, which did effective work for a number of years.22

These various organizations at Otterbein have exerted themselves to send delegations of students to various conventions and gatherings including those of the Young Men’s and of the Young Women’s Christian Associations, and of the Student Volunteer Movement. State meetings have frequently been held at Otterbein. These all have served to stimulate the interest in the Christian ideals of the college. And they also have served to broaden it. The contacts with students of other denominations and from other colleges, as well as the influence of the men of broad and sympathetic vision, who have led these movements, have at once tended to intensify the interest in Christian activities, and to free it from many of the meaningless forms and emotional fantasies of earlier days.

22. *Sibyl*, 1909, p.158; 1913, p.120.
POST-WAR PROBLEMS

The movement in religious thought within the colleges of America, which we have been considering, was a gradual one, which began to make itself felt during the nineties. It was a movement away from a somewhat vague and irrational emotionalism in the direction of a calm and reflective attitude. A more sudden change in religious thought in the colleges, began with the World War. This thought, like a pendulum which has reached the center of its swing, continued on in the same direction but toward an opposite extreme. That is to say, it continued beyond the center point of a calm and reflective attitude, toward the extreme of throwing over all religious values.

While the character, represented in the faculty and administration, has prevented Otterbein from being carried as far by this latter movement as have been many institutions, the college nevertheless is a part of American life, and subject to the various forces which are bearing upon that life. The first impact of these new influences, came with the Student Army Training Corps, and is thus described in the minutes of the meeting of the trustees of June 10, 1919:

"During the early part of the school year and while the S. A. T. C. unit was in existence, the social and religious life of the college were greatly menaced by the introduction of war practices and morals. Quite a number of the new students were men
entirely wanting in the spirit of Otterbein and its community. It taxed to the utmost the patience and the ingenuity of the college authorities to get the matter in full control. Since the demobilization of the military unit there has been a gradual return to normal conditions, but in common with many other colleges, there is something of a desire on the part of students for the liberalizing of social and moral life. Otterbein does not insist upon a strictly puritanical mode of living, but we do believe that there are certain ideals and foundational practices which can well be conserved in an educational institution like Otterbein."

After the war, there came a gradual realization that organizations which had fostered the highest ideals within the life of the college, were coming under the influence of forces which tended to deplete the attendance, and to demoralize the interest and loyalty of the students.23

In his report to a special meeting of the trustees in January 1925, the president said:

"It is to be feared that the loosening up in the attitude toward serious-minded religion throughout the country generally is being shared in the same measure by Otterbein. The attendance and interest in certain of these organizations would, at least, indicate this."

In June of that year the minutes of the annual meeting of the trustees notes, "with deep regret, the falling off in attendance and interest in the Y. M. C. A., the Sunday School, and the worship of the church." The next year

23. Annual report of President, June 9, 1924.
the minutes of the annual meeting make mention of the fact that "there is certainly a lack of interest in the religious organizations. This is to be deplored, and yet it is a condition not confined to college life." Twelve months later, in 1927, it is recorded that "the literary societies are on the brink of disaster and the Y. M. C. A. is poorly supported."

Historical accuracy, as well as our purpose to bring out the elements in which Otterbein is typical of the college movement in the central west, require us to make mention of an incident which occurred in the spring of 1929. Probably no one familiar with American college life during the last ten years will be inclined to doubt, that this is typical. And yet it may be doubtful if such occurrences are frequently followed by the sudden reaction which seems to have been the case here. The editor of the student paper, the Tan and Cardinal, thus fearlessly turns the spotlight of publicity on the incident:

"The query as to whether Otterbein was a Christian institution comes strikingly to the attention of all concerned, when we stop and look at the events of the past week, particularly the election of Y. M. C. A. officers which was held Tuesday evening. About a third of the voters at the election came merely for the election and left as soon as the results were announced, indicating quite clearly their purpose, when we stop to consider that all were non-members and only one attended the regular meetings even occasionally. The worst part of it was the fact that they were not brought in to make a choice between two men but rather it
seemed to be pretty clearly a club affair, and which club could amass the greatest number of votes . . . . The next day a meeting of the old cabinet was called and at the time the newly elected officers tendered their resignations. They expressed themselves as being quite out of harmony with the things that had occurred."

In spite of the difficulties, however, the Y. M. C. A., the Y. W. C. A., the Student Volunteer Band, and the Life Work Recruits -- which has succeeded the Christian Education Association -- are still alive, and their leaders are striving to make them effective forces in the college life. Whether or not the conditions arising from the depression will eventually result in a deepening of interest in the Christian organizations is a question which the future must determine.

STUDENT ATTITUDES

An exceedingly poor way to measure Christian Idealism and student attitudes is by counting numbers, and it is with considerable hesitation that the writer ventures to mention any figures. Yet there will be those who will wish to know something of how many students have been active in the various lines of Christian endeavors, and such data has a certain value, if one keeps constantly in mind the great differences in individuals, and the fact that one effective man or woman may be able to accomplish more than a hundred average individuals.
Up to and including 1890 there were 335 graduates of the college. Of these there are records of just fifty who entered the ministry. This is slightly better than one in seven. In the year 1891, Professor Louis H. McFadden made an enumeration and reported that there were in the college, twenty men who were preparing for the ministry and four who were looking forward to Y. M. C. A. work.

A good summary of the situation in 1908 is found in the following extract from the minutes of the annual meeting of the trustees of that year:

"The great body of students are professing Christians, representing various denominations. There has been excellent interest in the several forms of religious activity. The Young Men's Christian Association had during the year an active membership of one hundred and fifty. There were enrolled in Bible study classes one hundred and thirty young men and in mission study classes one hundred and twenty-one. In the Young Women's Christian Association there was an active membership of one hundred and two. The young women's Bible study classes enrolled one hundred and twenty-two, and their mission study classes sixty-four. In the Student Volunteer Band were ten young women and five young men."

In 1911 it was reported to the trustees that all but four of the young men in college were members of the Y. M. C. A., and that, of the 92 who were enrolled in Bible study courses, outlined by the Association, 23 were

25. Aegis, January 1891, p. 94.
completing the four year course. The missionary memorial tablet, placed in the chapel in 1915, states that up to that date fifty students of the college had served in foreign mission fields. Although in 1920, the college was suffering from the post-war reaction against religious activities, there were 87 life work recruits of whom 48 were preparing for the ministry. In 1924 there were 75 students who were preparing for definite Christian callings, of whom 30 were looking forward to the ministry, and 22 to foreign mission service. Making due allowance for all the weaknesses of statistical measures of such values, it will nevertheless be apparent that the college very definitely has been developing leadership for the church.

While the counting of numbers engaged in activities is at best a poor way of evaluating student attitudes; a study of the way in which students contribute money to worth while undertakings may be one of the very best methods. The way a man uses his money is an acid test of his attitudes toward his fellow men. There can be no disputing the fact that there was a great deal of the Christian

27. See Appendix XIII.
29. Ibid., June 9, 1924.
spirit among those students of 1892 who gave so generously to build a Christian Association building. The student body at the time was less than three hundred. But the student gifts, independent of those of the faculty and of those secured on the outside, amounted to $7,000. This is an average of over twenty-three dollars per student. And it must be remembered that practically none of these students was of more than moderate means, and that most of them were very limited in their resources.

This was during the time in which the bicycle was having its spectacular popularity. It was a rare young person who did not desire one. At Otterbein a few had them, others were looking forward to purchasing one, and many could not even hope to possess one during their student days. Nevertheless these students contributed, on the average, the price of a fairly good bicycle to the fund for the Association building.30

At this time the class of 1894 were sophomores and participated in the giving. Two years later when they were graduated, this class, thirty-six in number, contributed one thousand dollars to the debt paying fund of the college. Commenting editorially on this, the Aegis said, "By their act they have shown the spirit and zeal which pervade the entire student body."31 And this

30. Aegis, January, 1915, pp.70-72
spirit seems to have continued. The students contributed over $2,000 to the endowment campaign of 1913-1914. 32
When, in 1917, they were asked to contribute $1,000 to the army Y. M. C. A. fund, they at first gasped at the amount, and then pledged $2250 in a trifle over one hour. 33 The student gifts to the Diamond Jubilee fund were $28,936. 34
In recent years an effort has been made by the United Brethren colleges to send a student to the African mission field. It was arranged that the college raising the largest amount per capita, should have the privilege of nominating the student who should go. Otterbein raised the largest amount and Miss Helen Cole, of the class of 1932, was sent out to the Harford School for Girls at Moyamba, West Africa. 35

THE WESTERVILLE CHURCH OF THE UNITED BRETHREN
IN CHRIST

The relationships between the college and the Westerville Church of the United Brethren in Christ have at all times been so intimate, and the influence of the latter on the student life has been such, that no history of the college would be complete without mention of the church.

34. Ibid., November 20, 1922, p. 1
35. Annual report of president, 1932.
There was no United Brethren Church in Westerville when the college was located there. The only one in the community was the Methodist church which had been associated with the Blendon Seminary movement. This was hearty in its co-operation and at one time United Brethren clergymen preached every other Sunday in its building. The Westerville United Brethren church was first formed in 1851, when the college was four years old. It held its meetings in the old white chapel and Lewis Davis was appointed its first pastor. His college duties did not permit him to give much time to it, but he either occupied the pulpit himself or secured a supply. The early agents of the college were all clergymen, and it was assumed that part of their duty was to take their turn in preaching, without compensation. In 1860, the construction of the first main building had progressed far enough so that the auditorium could be used, and at that time the church moved into it. During the year following the great fire, services were sometimes held in the old white chapel, and at other times the courtesy of the use of the Presbyterian church building was accepted. When the new college building was completed in 1872, the chapel was used jointly as a church auditorium and as a college chapel. This arrangement continued for over forty years.

The arrangement proved to be an excellent thing for the college, but whether it was as good for the church
may be doubtful. The members of the church had contributed to the college building with the understanding that they should have the use of the chapel and should meet their share of the expense for heat, light, and janitor service. In later years, after the church had become one of the stronger ones of the denomination, it was criticized because it had never built an edifice of its own. This criticism overlooked the fact that repeatedly movements had been started to erect a church, but that each time the congregation had dropped its own project and had given its money to the college. In 1907, Garst said, "The members of the (United Brethren) church in Westervile have contributed money enough to erect four or five church buildings as good as the best now in Westervile, but they contributed it to the university."36

Had the church, however, erected it building earlier, it is quite possible that it would not have the splendid edifice which it now possesses. It started its building efforts in 1913 by raising $25,000. Concerning the undertaking, the Aegis of that fall says:

"They have in mind to build a building to cost, contract price, $45,000. Furnishings, finishings, organ and value of location will probably make the plant worth about $60,000. It is not the thought to have any

architectural flight of fancy, but a plain, solid, usable church which will seat about 1,500 at its full capacity."37

The building was dedicated on April 30, 1916, by Bishop G. M. Mathews. The total cost proved to be about $65,000, the last $19,500 of which was raised at the time of dedication.38

The church, however, in spite of its intimate relationship with the college, is a community and not a college organization. The temperance question is also largely a community matter, but one which so vitally affects the college, that it cannot be overlooked.

THE TEMPERANCE QUESTION

The United Brethren Church early took a decided stand against intoxicating liquors,39 and the Westerville community has been one of those which has fought hardest to keep out the saloon. The public sentiment is overwhelmingly against the sale of liquor, and the community is one of the few in the United States which have to date -- July, 1933 -- succeeded in preventing the sale of liquor within its bounds. Its fight to conduct its

37. Aegis, November 1913, pp. 18-19.
affairs in line with the almost unanimous sentiment of its citizens, and to maintain itself as a college town in which the open saloon is not an ever present invitation to the student, has attracted nation-wide attention. It was this sentiment which caused the Anti-saloon League, in 1909, to choose Westerville as its headquarters, and to locate there its general offices and printing plant. 40 This has resulted in the community being referred to as the temperance capital of the United States, and sometimes as the temperance capital of the world. 41

During the seventies the community went through some exceedingly unpleasant experiences in its fight against liquor. One Corbin endeavored to defy and outrage the local public sentiment by establishing a saloon. While the leaders of the community were endeavoring to find legal measures by which his place could be closed, there was a series of explosions. Whether these were caused by some irresponsible element, sympathetic with the temperance movement, or whether they were caused by the liquor group in order to discredit the community, will probably never be known. The fact that the last blowing up was of a hotel and saloon, in which thirteen people were supposed to be sleeping, and that none were injured, lends weight to the second theory. A prosecution of Corbin on the

charge, however, failed to produce evidence to sustain the suspicion. Another unanswered question is, "Who was behind Corbin and who furnished him the money with which to carry on his fight?" 42 In the upwards of fifty years since he left the community there has been no disorder or violence.

IN THE EYES OF THE WORLD

Like other institutions which endeavor to maintain standards of conduct and life that are higher than the average, Otterbein from time to time has been the target for groundless or exaggerated charges in the press. Such a case is here mentioned as typical. 43 One of the daily newspapers of the state came out with an article, on the first page, under the following four headings, the first of which was spread over three columns:

OTTERBEIN CO-EDS ON VERGE OF MUTINY

Men Students are Joining to Rebel Against New Rule

Laws Laid Down for the Conduct of Girls is Objected to

But Three Sodas a Day is the Limit

The article continues:

"The seventy-four co-eds who occupy the dormitory . . . . threaten to leave in a body, Parents of the mutineers have been in-

42. For a complete account of this fight with the saloon, see Henry Garst, op. cit., Chapter X.
43. Columbus Dispatch, April 29, 1907, p. 1.
formed by telegraph . . . many anxious fathers are now on their way to offer their good offices. The girls object more strongly to rules of conduct in the dormitory parlors, the only places within the college confines where they are allowed to entertain their men friends. The rules provide that the matron or one of her staff must always be present on these occasions . . . . Marshmallow roasts, fudge parties and clandestine "feeds" are strictly tabooed under punishment of suspension or dismissal . . . Friends of the malcontents are using their influence to call a special meeting of the board, but in the meantime, the dissatisfaction is growing deeper."

An examination of the college records of the time discloses the following facts. First, the only rule passed by the faculty within the previous five months was worded as follows: "A resolution was adopted requiring all girls attending games or participating in them, away from home, to be accompanied by a chaperon." 44

Second, in the girls dormitory there was self-government, and there were only such rules as had been passed by the girls themselves. Third, the students held a mass meeting the following day and denounced the article which had been published. 45 Articles, such as this are probably a necessary accompaniment of the freedom of the press. And, after all, it is much better to overlook these little annoyances than to do away with a principle so fundamental to our liberties.

44. Minutes of Faculty, January 17, 1907.
45. Public Opinion, May 2, 1907.
Such attacks, moreover, are usually confined to news items which carry no identifying signature of the reporter. More responsible comment is apt to be different. Read for example the following editorial which appeared in the Ohio State Journal of March 19, 1914:

"Otterbein is a fine institution and does excellent work. A noble spirit pervades the university, from its president down to its freshest freshman... Dr. Clippinger is a splendid educator and a grand man every way, and the whole faculty take after him. In congratulating Otterbein we must associate Westerville, which stands loyally by its fine university and in its attitude and spirit shows itself worthy of such noble companionship."

And this statement comports with the estimate which the writer has formed of Otterbein College as a result of the experiences of the months during which, due to this study, he has been thrown into somewhat intimate contact with her. The determination with which she has pursued her Christian purposes, together with her spirit of breadth and toleration has given her character. Her religious history differed from that of many colleges in that she was largely free from over-emphasis on doctrinal matters; in that the development of science met no opposition; and in that the work of the Young Men's and of the Young Women's Christian Associations started earlier, and attained greater effectiveness. Otherwise her religious thought and practices have followed general trends, passing from
the emotionalism of the earlier days, through a stage in which the attitude was more calm and earnest, to the post war period which has been characterized by a tendency toward indifference. But throughout all the changes of the years, the thing which has remained uppermost in the life of the college has been her Christian idealism.
PART III
SUMMARY AND CONCLUSION
CHAPTER XII

SUMMARY AND CONCLUSION

In this study we have endeavored to trace and to interpret the history of Otterbein College, which we have selected as typical of the denominational college in the Middle West. It was the first and is the strongest of the colleges of the Church of the United Brethren in Christ. It partakes of the broad and tolerant theological attitudes as well of the democratic spirit of that denomination, and like it, has held tenaciously to high ethical ideas. The college has never been influenced by popular sentiment or by the desire for financial gain, to permit any weakening in the ties which bind it to this denomination.

For years it fought against almost overwhelming odds financially, until at least it acquired a fine plant and accumulated a large endowment. It rallied after a disastrous fire and twice successfully resisted organized removal efforts. In the same spirit it triumphed over the dangers of success. It never gambled on the continuance of prosperity, it never risked its future by embarking on an ill-considered building program, it never raised its fees to a point where young people of moderate means were crowded out, and thus it was never unduly dependent on students from well-to-do homes.

The college has always been characterized by a fine spirit of democracy. The meetings of the trustees are open.
Faculty, students, and friends of the college are invited to attend and frequently do so. Relations between faculty and students, for the most part, have been friendly and cordial, although restrictions on student conduct have possibly been a little more severe than in most other institutions of the same class. For many years its faculty was drawn largely from its own former students and from its own denomination. This resulted in perpetuating its fine spirit and customs, but also in making it somewhat slow in responding to new ideas from the outside. In recent years this tendency has not been as marked.

Unlike many similar institutions, Otterbein has employed but few clergymen on her staff. Most of the faculty have been trained in their respective fields. As a rule they have been men and women of purpose and devotion, who have given themselves unreservedly to their work and to the students, regardless of the recompense, which previous to 1919 was very meager. Scholarship attainments of the faculty have been reasonably high. Although at present there are but five on the staff who possess the degree of Doctor of Philosophy, the average training of the entire staff lacks but one month of being three years beyond the Bachelor's Degree.

Otterbein's most outstanding characteristic, however, has been the tenacity with which, throughout all the vicissitudes of the years, she has held to her high ideal
of maintaining an atmosphere conductive to the development of Christian character. First and fundamentally she has always maintained the highest standards of Christian conduct in the management of her own business affairs, of her publicity, and of her athletics. In the second place her trustees and her faculty have never let any secondary aim usurp the position of prominence in the purpose of the college. In the third place a considerable portion of the students have been drawn from fine types of Christian homes, mostly from within the denomination.

It is significant that in 1917, in the very middle of the period of abounding prosperity, the institution changed its name from Otterbein University to Otterbein College. At the same time that it was increasing its power, it cut its program. It was seeking quality.

And with this background Otterbein faces the future.

The conditions which confront denominational colleges in the United States today are changing with exceeding rapidity. The college is much in the position of a ship which is venturing into new and unknown seas. And because these seas are unknown it is difficult to predict the outcome, no matter how well the navigator may know the ship.

Fifty years ago the denominational academy occupied a prominent place in the educational system of the United Nations.

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1. E. L. Lindsay and E. O. Holland, College and University Administration, p. 561.
States. But today it is a thing of the past; it has been crowded out by the public high school. For the most part it has done one of two things; either it has closed its doors and abandoned operation; or it has changed into a private preparatory school, a quite different type of institution, catering to a different clientele. The old denominational academy, to a large extent, endeavored to serve boys and girls of limited means. The private preparatory school serves those who wish something a little better, or at least something a little more select than the public school, and who can and will pay for it. On many sides the questions are now being asked, "Will the denominational college be crowded out by the state university and by the public junior college as the denominational academy was crowded out by the public high school? Must the colleges traverse one of the two roads which the academies have taken?"

There are many things which seem to indicate such a possibility. Among these are the growth of state universities throughout the Middle-West and West, and the growth of junior colleges in many of these same states. On the college side, denomination appropriations are dwindling, gifts are falling off, and income on endowment is shrinking. The entire denominational system which has furnished students as well as money for Christian colleges, is losing ground. Many of the weaker colleges have closed their doors, and others
are not far from it. There is a more or less widespread impression that it is cheaper to attend a state university than to attend a college because of the lack of tuition fees in the former. That this impression is always correct however has not been established. For example; the tuition at Otterbein is $160 per year, while at the Ohio State University the fees are but $60. This is a difference of one hundred dollars; an exceedingly small amount to make up for the added expense of board, room, incidentals, fraternity and social expenses for an entire year in a large city. But the effect on the college does not depend on the truth or falsity of the impression, but on the fact that it is generally held. It may cost a family considerably more to send a son or daughter to the state university, but that makes no difference if, at the time they are making the choice, they believe to the contrary. We must therefore rate this common impression as one of the forces acting against the college.

But there are forces operating in favor of the small college which were not acting in favor of the academy. Many of the former have collected endowment in large amounts, as the academies did not. The secondary school age, the age of adolescence, is a period during which most American people wish to have their children at home. This fact helped the public high school and acted against the academy. In some localities, this desire to keep young
people at home is helping the city junior colleges, and acting against the older institutions. On the other hand, the college age is one during which many parents feel that the best place for young people is away from home, where they will gain independence and self reliance. But these same parents often are exceedingly solicitous as to the atmosphere into which their sons and daughters shall be plunged, and as to the influences with which they shall be surrounded during these years. The very size and complexity of the great university is so awesome as sometimes to discourage young people whose experience in life is yet limited. Here lie great needs and here lies opportunities for the Christian college.

The weak institution struggling with a big program, however, cannot grasp these opportunities. The day when inferior colleges can continue to exist on the excuse that they are serving the poor boy and the poor girl, is drawing to an end. Likewise the day is passing when in colleges, religious forms will be able to pass under the name of Christianity, or when the fact of church affiliation will excuse a college for lack of educational standards. Weak institutions are fast passing, unmourned except by the immediate families. There is no further place in the United States for inferior types of higher education. But there is a place for the small institution which will maintain the Christian spirit with an open mind, which
will concentrate on a few things that it is qualified
to do, and will do those things superlatively well.

Otterbein College is qualified to do certain things
well. For the most part these lie within the field of
that broad and liberal education which it has always been
her endeavor to give, and for which there is reason to
expect an increasing demand. There are indications that
the trend from the cultural and broadening, toward the
professional and occupational in higher education has
reached its limit, and that a reaction has set in. 2
The years of depression have been not altogether favor-
able to emphasis on a conspicuous type of the occupational-
education for money only. This type of education has been
found wanting in at least two respects. In the first
place, it has not furnished the money which it promised,
and in the second place, the events of the last few years
have served to arouse an interest in values other than
the purely financial. Much of our civilization is like
a tree which has specialized in branches and now faces a

2. Walton C. John, writing on college and university
education in the Biennial Survey of Education,
pendulum is beginning to swing away somewhat from
the objectives of 'content and vocation'. . . .
The further evolution of our higher educational
system is not entirely clear, but there are in-
dications that there will be a better balance
between the institutions giving more formal or
general training and those whose objectives are
professional or vocational."
storm, to withstand which it needs roots. It is quite possible that the next few years will see a turning from much of the highly specialized toward the broader cultural values in education.

Among the lessons of the depression have been those of the insignificance of the value of specialized knowledge unless it is related to the whole social outlook, and of the insignificance of the value of money unless its possessor has something of that wide outlook on life which will enable him to conserve it and to use it effectively. Unemployment has brought to our attention the fact that, in most lines, there is an over supply of specialists, while at the same time there are not enough men with broad understanding of the multitudinous aspects of human life and society to keep our civilization functioning properly. It is men of comprehensive vision who control our body politic, who organize our industries, who direct our avenues of trade, and who employ our specialists. In our educational policies we concentrated on the development of specialists and neglected the development of statesmen until we were almost on the rocks. The present problem is to produce sufficient men of extensive social vision to restore the balance. This is the work of the liberal college and more especially of the Christian

liberal college. Such a program is very similar to the program of the One who first gave expression to the ideas on which the Christian college is founded. Jesus Christ was no narrow specialist. His vision was as wide as human life. He saw no one or two specialized details, magnified until they obscured a large portion of life, but he saw details, each in its setting, and each in its proper relation to the whole. And the great- est need of our civilization is of men who, with sympathy perspective, and comprehensive vision, can view the entire social order. To produce such men has been the aim of Otterbein from the first, and to produce such men is its opportunity for the future.

And while civilization needs more of the type of education which gives perspective, youth desires it. Nothing appeals more to the idealism of the modern student, than a ringing challenge to break with all of the narrow thinking and petty living of the past and to move on toward a world of breadth and human sympathy. Looking at youth from the standpoint of our own selfishness and formalism, we sometimes forget that youth is idealistic. We of middle life have more need of the idealism of youth, than youth has of our experience.

Otterbein from the first kept before herself this goal of a broader education. But, as in other colleges, the curriculum became departmentalized, and the content
of education became restricted to that portion of the field of knowledge which falls within the bounds of some one of the recognized departments. The type of instruction which results in producing a point of view, a philosophy of life, a scale of values, was largely crowded out. In the last few years, however, a change has come. Otterbein has a freshman week and has a course in Orientation. She is moving in the right direction, away from limiting specialties toward freedom to teach any phase of knowledge which is related to life.

The offering of a broad and liberal training may be expected to be, in the future, as it has been in the past, the chief aim of her educational policies. There are, however, at least two other fields in which she is qualified to do good work. The first is in the offering of pre-professional courses. These are ordinarily two year courses, covering the freshman and sophomore years, and preparing the student to begin specialized work in a university or professional school at the opening of his junior year. The second is in the continuation of certain professional offerings such as the present work in education, music, home economics, and business administration. Professional work becomes feasible for a college as it meets four requirements: first, that the subject matter be closely related to liberal arts work; second, that the professional requirements be not so heavy but that con-
siderable time will be left for general education; 
third, that the expense of equipment be not too great;
fourth, that there be enough demand to assure efficient 
class size.

There are several indications that Otterbein, and 
other colleges of her class, may expect a gradual increase 
in the percentage of students in the freshman and sophomore 
classes. Chief among these indications is the growing 
tendency to divide the four years of the college course 
into two divisions of two years each - the upper or senior 
division and the lower or junior division - and to regard 
the end of the junior period as the normal time for finishing 
the general education. It is quite possible that many 
of the weaker colleges may be forced to abandon senior 
division work and to become junior colleges. Otterbein, 
however, with her plant and endowment, should be able 
continuously to attract students to her upper classes. 
These will belong largely to two groups; those who wish 
four years of general training, and those who wish to 
specialize in some one of her professional departments.

With the decreasing interest in denominationalism, 
particularly among young people, it can hardly be expected 
that as many students will be secured from denominational 
Sources as in the past. Westerville and vicinity cannot 
be expected greatly to increase the number of students 
which they furnish. In securing students the main reliance
of the college in the future must be on its alumni. This group is growing rapidly in numbers, and is exceedingly loyal. Much will depend upon it.

The decreasing interest in denominationalism also raises financial questions. The critics of denominations have overlooked the fact that these organisations, with all their faults, have been almost ideal units for raising money and for accomplishing worthwhile tasks, of which the building and maintaining of colleges is but one. Fortunately Otterbein is well endowed, but the endowment income alone is not sufficient to maintain the work on its present basis and to keep the tuition low. The problem which the college faces here, is not an easy one. Decreases in salaries and increases in tuition charges are alike undesirable. New sources of revenue are not easily found. One course is open, that is for the college to bring her scholastic work to such a point of excellence that increasing numbers of full paying, non-scholarship pupils will seek admission. Such a plan, however, should be supplemented by the raising of increased endowment for scholarships, in order that a balance may be maintained between students from well to do homes and students from homes of restricted means.

The college still faces many problems, but when these are thrown into the balance and weighed against the mighty difficulties which she faced during the first fifty years
of her history, they seem small indeed. Otterbein is but an unpretentious little Christian college, yet she has striven toward a lofty purpose and has accomplished mighty things. The deeper one delves into her life and spirit, the more his respect for her grows. She has never lost her Christian idealism, and as yet there is not the slightest tendency to do so. These ideals are the real spirit of Otterbein College, to them she is bound by a mystic tie, in them lies the key to her future. Our own wish for her could not better be expressed than in the words of her honored president:

By some mystic tie we are bound through the century to these same ideals of life and service. May they grow and glow as the centuries come and go.

4. Walter G. Clippinger, Memorial Address, 1930.
ADDITIONAL STUDIES SUGGESTED

1. An Historical Study of the Ohio College Association


3. A Study of the Financial History of a Selected Institution, by reducing all available financial statements to the standards recommended by the National Committee on Standard Reports for Institutions of Higher Education.


5. A Study of the Effect of Successful and Unsuccessful Foot-ball Seasons on the College Enrollment the Succeeding Autumns.

6. A Study of the Supervision of the Finances of Student Organizations in American Colleges and Universities.

7. A Comparative Study of the Preparation of Faculty Members holding Doctors' Degrees, and of those not holding such degrees, in several selected colleges.
BIBLIOGRAPHY

I. Otterbein College Records

1. Minutes of the Meetings of the Board of Trustees, 1846-present.

2. Minutes of the Meetings of the Executive Committee of the Board of Trustees--formerly called the Prudential Committee--1855-present.

3. Minutes of the Meetings of the Faculty, 1855-present.


II. Other Records


2. Minutes of the Board of Trustees of Roanoke Classical Seminary, 1870-1876.

III. Otterbein College Publications*

1. The Dial, 1876.

2. The Record, 1880-1884.

3. The Aegis, 1890-1916.


6. The Sibyl, 1901-1933.

7. Christian Association Handbook, miscellaneous copies since 1897.

8. The Annual Catalog, 1848-1933.


11. The Annual Reports of the Presidents, 1900-1933.

12. The Annual Reports of the Treasurers, 1904-1933.


* For more detailed descriptions of Otterbein College Publications, see Appendix XI.
IV. General Publications

1. The Columbus Dispatch. Columbus Daily newspaper.

2. Proceedings of the General Conferences of the United Brethren in Christ. Published by the denomination.

3. Proceedings of the National Education Association. Published by the Association.


V. General History

1. A History of Education in the State of Ohio. Published by the authority of the General Assembly, Columbus, Ohio, 1876.


26. Wills, M. C. The Early History of the Work of the State Executive Committee of the Young Men's Christian Association of Ohio. Unpublished manuscript in the office of the state department of the Young Men's Christian Association, Columbus, Ohio.

VI. Denominational History of the United Brethren in Christ.


VII. Otterbein College History.

2. Clippinger, Walter G. Memorial Address. Delivered at the service for Kate Winter Hanby in the college chapel, December 12, 1930. Manuscript preserved in Otterbein College Library.


4. First Meeting of Otterbein University Historical Society, 1888. Published by the Society.


11. Semi-Centennial Pamphlet. Westerville: Published by Otterbein University, 1896.

12. Thompson, G. A. A Brief History of the Otterbein University of Ohio. Prepared for the Centennial Exhibition, at Philadelphia, Pa., 1876. Printed as part of the annual catalog of Otterbein University, 1876.

13. Souvenir, Booklet of Otterbein College. Westerville: Published by the College, 1899.

VIII. Standard Reference Works, referred to in this volume.


IX. Miscellaneous.


KEY TO MAPS OF THE CAMPUS, (APPENDIX I)

1. White Frame Chapel: one of the Blendon Seminary build-
   ings, removed from the campus during the seventies.

2. Old Brick dormitory: one of the Blendon Seminary build-
   ings torn down in 1871 and material used in the erection
   of the Administration Building.

3. Saum Hall: first occupied in 1855, used as a men's dormi-
   tory until 1871, as a women's dormitory until 1898, as a
   science hall until 1920, renovated and since used as a
   women's dormitory.

4. Davis Cottage: erected by President Lewis Davis as a
   residence in 1856 and occupied by him until 1871, came
   into possession of the college in 1888 and was used as
   a conservatory of music until 1907, when it was torn down
   to make place for the Carnegie Library.

5. First Main Building: construction begun in 1855, des-
   troyed by fire January 26, 1870.


7. Association Building: erected as a result of student
   effort in 1892-1893.

8. The President's Home: formerly the Walter-Goodspeed-Sibel
   house, erected on the present site of Cochran Hall by Pro-
   fessor Ralph W. Walker who was a member of the faculty from
   1853 to 1858, removed to make room for Cochran Hall in 1905,
   remodeled and since then used as a home for the president.

9. Philip G. Cochran Memorial Hall: Ladies dormitory, first
   occupied, January 1906.


11. Eva Glen Dora Lambert Memorial: Music and Art Building,
    completed fall of 1909.


16. Westerville Church of the United Brethren in Christ:
    completed 1916.
Considerable difficulty was experienced in reproducing the map of the early campus. As far as the writer was able to ascertain, there was in existence no map showing the locations of the first buildings, although the records give their dimensions and contain certain references which were an aid in placing them. For example, it is recorded that the old main building stood but a few feet from the present main building and there is reference to a well which stood at the back door of the old brick dormitory, and which is now covered with a stone slab. A study of the campus showed certain stones which appeared to be the remains of the foundations of a building. But these indicated a rectangle too small for the building and did not agree with other indications as to the location.

An architect's perspective drawing of the early buildings is in existence, and the writer endeavored to mechanically reproduce a ground plan from it. The probability of error, in working from small angles, was so great that at first little dependence was placed upon it. Careful study of it however brought out the fact that the rectangle of stones was not the foundation of a building, but of the porch of the old brick dormitory. This proved to be the key to the entire problem. It made possible the checking of the errors in the reproduced ground plan, which in turn checked with the location of the old well and other monuments.
APPENDIX II
CHRONOLOGICAL TABLE OF IMPORTANT EVENTS

THE PIONEER PERIOD, 1846 to 1872

I. Preliminary

General Conference recommends the establishment of an
institute of learning, May 1845
The Scioto Conference approves the purchase of Blended
Seminary, October 24, 1846
Preliminary meeting of the Board of Trustees, in Cir-
cleville, elects Lewis Davis as General Agent,
December 5, 1846
First recorded Meeting of the Board of Trustees, in
Westerville, April 26, 1847

II. Administration of William R. Griffith, principal, 1847-1849

The college opened, September 1, 1847
The first catalog, June 1848
Charter secured, February 13, 1849

III. Administration of Rev. William Davis, president, 1849-1850

IV. First Administration of Rev. Lewis Davis, president, 1850-1857

First literary society organized, 1851
Organization of the Westerville Church of the United
Brethren in Christ, 1851
The Philalethean Society organized, January 1852
Otterbein University Missionary Society organized, 1852
Saum Hall occupied, 1855
Beginning of construction of First Main Building, 1856
Benjamin R. Hanby writes Darling Nelly Gray, 1856
First graduating class, June 1857
Mt. Pleasant College joins, 1857
The original literary society divided into the Zetaphro-
nean (later the Philophronean) society and the Philo-
mathean society, May 1857

V. Administration of Rev. Alexander Owen, president, 1858-1860

Failure of the Manual Labor Plan
VI. Second Administration of Rev. Lewis Davis, president, 1860-1871

Scholarship Endowment plan abandoned, 1860
$60,000 added to endowment, 1869
The great fire, January 26, 1870
First consideration of relocation, 1870
The Cleorhetean Society formed, April 1871

VII. Administration of Rev. Daniel Sayerly, president, 1871-1872

THE PERIOD OF STRUGGLE WITH DEBT, 1872 to 1904

VIII. Administration of Rev. Henry Adams Thompson, president, 1872-1886

Administration Building occupied, during early winter, 1871-1872
First issue of The Dial, January 1876
Y. M. C. A. organized, Autumn 1877
The Association of Ohio colleges adopted minimum standards for membership, Otterbein is one of fifteen colleges to meet the requirements, 1877
First issue of The Record, September 1880
Y. W. C. A. organized, Autumn 1882

IX. Administration of Rev. Henry Garst, president, 1886-1889

X. Administration of Hon. C. A. Bowersox, president, 1889-1891

First local field sports, Founders' Day, April 26, 1890
First issue of The Aegis, June 1890
First Athletic Association organized, June 1890
First football game, Fall 1890

XI. Administration of Dr. T. J. Sanders, president, 1891-1901

First football game with Ohio State results in victory for Otterbein, 42 to 6, Fall 1891
Association Building completed, 1893
The first debt reduction, 1893-1894
First Inter-collegiate track meet, June 6, 1896
The Semi-centennial celebration, 1897
First Basket Ball game, January 7, 1899
The second consideration of relocation, 1899-1901
First issue of The Sibyl, 1901
XII. Administration of Dr. George Scott, president, 1901-1904

The second debt reduction, 1901-1903

THE PERIOD OF PROSPERITY, 1904 to 1929

XIII. Administration of Rev. Lewis Bookwalter, president, 1904-1909

Cochran Hall occupied, January 1906
Heating plant erected, 1906
Garst's History of Otterbein University published, 1907
Carnegie Library completed, 1908
Lambert Fine Arts Building completed, 1909
First issue of The Review, April 26, 1909

XIV. Administration of Dr. Walter G. Clippinger, president, 1909-

The Great Parliament, October 1909
Endowment effort of 1909-1910
Academy separated from College, 1909
Gift of Athletic Field received, May 1911
$100,000 added to endowment, 1914
Soldiers monument unveiled, 1916
First issue of the Tan and Cardinal, Sept. 1917
Name changed from University to College, 1917
Quadrennial Campaign brings in $400,000, 1918
First issue of The Quiz and Quill, 1919
McFadden Science Hall completed, 1920
Student Council organized, Fall 1921
Diamond Jubilee Campaign, 1920-1923
First Parents' Day, May 1925
King Hall erected, 1926
Alumni Gymnasium erected, 1929

THE BEGINNING OF A NEW ERA, 1929-

<table>
<thead>
<tr>
<th>VI.</th>
<th>1880</th>
<th>1885</th>
<th>$100,000</th>
<th>Endowment</th>
<th>$100,000</th>
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<tbody>
<tr>
<td>VII. 1891</td>
<td>1893</td>
<td>$15,000</td>
<td>By Students for Association Bldg.</td>
<td>$15,000, cost of building</td>
<td></td>
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</table>
### APPENDIX III
MAJOR FINANCIAL UNDERTAKINGS

<table>
<thead>
<tr>
<th>No.</th>
<th>Date Originated</th>
<th>Date Closed</th>
<th>Amount</th>
<th>General Plan</th>
<th>Result</th>
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<tbody>
<tr>
<td>I.</td>
<td>1854</td>
<td>1856</td>
<td>$40,000</td>
<td>For a College Building</td>
<td>$40,500</td>
</tr>
<tr>
<td>II.</td>
<td>1856</td>
<td>1859</td>
<td>$75,000</td>
<td>Scholarship Endowment Plan</td>
<td>Plan wrecked after selling entire am't.</td>
</tr>
<tr>
<td>III.</td>
<td>1857</td>
<td>1861</td>
<td>$60,000</td>
<td>Endowment and Building</td>
<td>Only small amount secured before halted by war.</td>
</tr>
<tr>
<td>IV.</td>
<td>1865</td>
<td>1869</td>
<td>$60,000</td>
<td>Endowment</td>
<td>$60,000</td>
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<tr>
<td>V.</td>
<td>1870</td>
<td>1870</td>
<td>$35,000</td>
<td>Main Building</td>
<td>$35,000 pledged by Westerville</td>
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<tr>
<td>VI.</td>
<td>1880</td>
<td>1885</td>
<td>$100,000</td>
<td>Endowment</td>
<td>$100,000</td>
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<td>VII.</td>
<td>1891</td>
<td>1893</td>
<td>$15,000</td>
<td>By Students for Association Bldg.</td>
<td>$15,000, cost of building</td>
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<td>VIII.</td>
<td>June 1893</td>
<td>June 1894</td>
<td>$80,000</td>
<td>First Debt Reduction</td>
<td>$80,000</td>
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<td>IX.</td>
<td>1901</td>
<td>Jan. 1903</td>
<td>$60,000</td>
<td>Second Debt Reduction</td>
<td>$60,000</td>
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<tr>
<td>X.</td>
<td>1903</td>
<td>1907</td>
<td>Indefinite</td>
<td>Major Building Efforts</td>
<td>Cochran Hall Heating Plant Carnegie Library Lambert Hall</td>
</tr>
<tr>
<td>XI.</td>
<td>1909</td>
<td>1910</td>
<td>$100,000</td>
<td>Endowment</td>
<td>$100,000 pledged</td>
</tr>
<tr>
<td>XII.</td>
<td>June 1913</td>
<td>March 1914</td>
<td>$100,000</td>
<td>Endowment</td>
<td>$100,000</td>
</tr>
<tr>
<td>XIII.</td>
<td>Nov. 1917</td>
<td>May 1918</td>
<td>$400,000</td>
<td>Quadrennial Campaign</td>
<td>$400,000, including McFadden Hall</td>
</tr>
<tr>
<td>XIV.</td>
<td>1920</td>
<td>1923</td>
<td>$2,000,000</td>
<td>Diamond Jubilee</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>XV.</td>
<td>1923</td>
<td>In progress</td>
<td>$150,000</td>
<td>Gymnasium</td>
<td>$113,800 to March 1933</td>
</tr>
</tbody>
</table>
Endowment, (cash only)

Value of Plant

Debt

APPENDIX N

THE STRUGGLE AGAINST DEBT
APPENDIX V.

GROWTH IN RESOURCES AND VARIATION IN INDEBTEDNESS

Endowment (cash only)
Value of Plant
Debt

\( A \) = Cost of Science Hall and Reappraisal of Plant

Pioneer Period  Period of Struggle against debt  Period of Prosperity
GROWTH IN ENROLLMENT

- Special Students, Art, Music, Summer, Etc.
- Preparatory Department
- College Proper
- Bachelor's Degrees Given

APPENDIX VI
KEY TO CHART OF
SCHOLASTIC TRAINING OF MEMBERS OF FACULTY,
1932-1933 (APPENDIX IX)

The accompanying chart is an effort to rate the scholastic training of full time members of the faculty by reducing all work to equivalents in semester hours. This has been done on a conservative basis. Wherever a question has arisen in equating, only the minimum has been allowed. No recognition has been given to extension work, to correspondence or to individual study, to research not resulting in a degree, to publications, or to incomplete theses.

The chart does not show foreign travel. Twelve out of the thirty-two, 37 1/2%, have travelled in Europe or in other foreign countries.

The chart does not do full justice to the Music, Art, and Physical Education Faculty. A large portion of the work done by this group does not readily lend itself to interpretation in semester hours. The writer after carefully going over the records of the training of these individuals is satisfied that, were it possible to accurately rate their work, the average would be quite as high as that of the Arts and Science Faculty.

The average training of the entire faculty lacks only twelve one-hundredths of one school year, or about one month, of being three years above the bachelor's degree. Work done by the professional faculty but not recorded on the chart, is easily much more than enough to make up this trifling shortage. It may therefore reasonably be assumed that the entire faculty averages three years above the bachelor's degree, the recognized Ph.D. equivalent.

Part time teachers and librarians are not included in this table.

In preparation of the chart the following equivalents were used:

1. One year is figured as 32 to 36 weeks, two semesters, or 32 semester hours.

2. Three quarters are figured as equivalent to two semesters, three quarter hours as equivalent to two semester hours.

3. A Bachelor of Arts plus a professional bachelor's degree is figured as the equivalent of five years work.

4. In figuring private study under prominent artists, one semester hour is figured as the equivalent of 18 lesson periods or of 54 clock hours of studio work.
APPENDIX XI
PUBLICATIONS

1. THE OTTERBEIN DIAL, educational magazine, published by the faculty, monthly during the calendar year 1876, twelve issues only.

2. THE OTTERBEIN RECORD, college news sheet and literary magazine, started with the expectation of being published by the four literary societies, but actually published by the Philophronean Society. Published monthly during the school year for four school years, 1880 to 1884.

3. THE OTTERBEIN AEGIS, college news sheet and literary magazine, published monthly during the school year from 1890 to 1916 by the Philophronean Society.

4. THE OTTERBEIN REVIEW, weekly news sheet, published during the school year from 1909 to 1917, by the Philo-mathean Society.

5. THE ASSOCIATION HANDBOOK, published each fall by the Young Men's Christian Association and the Young Women's Christian Association. One was published as early as 1897.

6. THE SIBYL, the college annual published by the students as follows:
   Volumes 1 to 5, 1901-1905
   Volumes 6 to 7, 1908-1909
   Volumes 8,9,10,11, 1911,1913, 1915, 1917
   Volumes 12 to 26 1919-1933

7. THE TAN AND CARDINAL, college newspaper, first issue September 17, 1917. Published by the Students, weekly until the fall of 1930 and since then bi-weekly.

8. THE QUIZ AND QUILL, literary magazine, first issue 1919. Published annually by the Quiz and Quill Club until 1925, since then published semi-annually, fall and spring.

9. THE ANNUAL CATALOG, first issue June 1848. Another appeared in 1852 and beginning with 1855 it has been published annually. Beginning with 1904 it appeared as an issue of the Bulletin.

10. THE ALUMNI REGISTER, containing names, addresses and in some issues the records of alumni. First published in 1865 and since then at intervals of three of four years. At first printed as a part of the Annual Catalog but since 1904 published as an issue of the Bulletin. The eighteenth issue appeared in 1928.
11. REPORTS OF ADMINISTRATIVE OFFICERS. First annual report of the president appears in the minutes of the annual meeting of the trustees in June 1873, and one has appeared each June since. It was first printed in 1900. Reports of other officers first appear at irregular intervals. Beginning with 1904 all reports were gathered together and published as an issue of the Bulletin.

12. THE OTTERBEIN COLLEGE BULLETIN, a quarterly in which are gathered various official publications. It was first issued in 1904. The April issue is the Annual Catalog, the July issue is the Reports of Administrative Officers, the October and the January issues are used for various official publications.
"Go ye into all the world, and preach the gospel to every creature."

The first local foreign missionary society in the Church of the United Brethren in Christ was organized by the students of Otterbein University, Westerville, Ohio.

The following resolution was adopted by the Board of Trustees of Otterbein University on June 28, 1852: "Resolved that the Board of Trustees approve of a Missionary Society at Otterbein University to be Auxiliary to the Foreign Missionary Society of the United Brethren in Christ."


Fifty students of Otterbein University have served in Foreign Missionary Fields since 1855. In their honor this tablet is erected in connection with the celebration of the Sixtieth Anniversary of the beginning of our Missionary Work in Foreign Lands.

These counted not their lives dear unto themselves, that they might obey the Heavenly Vision.

"Whatsoever he saith unto you, do it."
APPENDIX XIII
DARLING NELLY GRAY

There's a low green valley on the old Kentucky shore,
where I've whiled many happy hours away,
A-sitting and a-singing by the little cottage door,
Where lived my darling Nelly Gray.

Chorus.

Oh! my poor Nelly Gray, they have taken you away,
And I'll never see my darling any more;
I am sitting by the river and I'm weeping all the day,
For you've gone from the old Kentucky shore.

When the moon had climbed the mountain and the
stars were shining, too,
Then I'd take my darling Nelly Gray,
And we'd float down the river in my little red canoe,
While my banjo sweetly I would play.

One night I went to see her, but "She's gone!" the
neighbors say,
The white man bound her with his chain;
They have taken her to Georgia for to wear her life
away,
As she toils in the cotton and the cane.

My canoe is under water and my banjo is unstrung;
I'm tired of living any more;
My eyes shall look downward and my song shall be
unsung
While I stay on the old Kentucky shore.

My eyes are getting blinded, and I cannot see my way.
Hark! there's somebody knocking at the door--
Oh! I hear the angels calling, and I see my Nelly Gray,
Farewell to the old Kentucky shore.

Chorus.

Oh, my darling Nelly Gray, up in heaven there they say
That they'll never take you from me any more.
I'm a-coming, coming, coming, as the angels clear the
way,
Farewell to the old Kentucky shore!
AUTOBIOGRAPHY

Willard William Bartlett was born in Northern New York in 1884, finished high school in 1899, and was graduated from the Potsdam State Normal in 1903. There followed two years of study in Clarkson Engineering College, two years as a high school teacher in Johnstown, Pennsylvania, and three years at Colgate University, from where he received a degree of B.S. in 1910. The next five years were spent as General Secretary of the Y. W. C. A., at the College of the City of New York. In 1915 he received a Master's degree from Teacher's College and went to Rangoon, Burma, as Director of the Normal Department of Judson College. At the end of the first year, he was made vice-principal of the college, but two years later was forced by illness to return to the states. In 1920 he returned to the Orient as principal of the Shanghai American School. For five years, he not only had charge of the school, but of money raising and building activities which resulted in adding five major and five minor buildings to the plant. This was followed by three years as Assistant to the President of Carleton College, and three years as President of Rio Grande College. He has been registered in The Ohio State University for nine successive quarters. His writing has consisted largely of newspaper articles, and in preparing and editing college and school catalogs and publicity booklets. He has had articles in the American City Magazine, in the Rotarian Magazine, and in various religious publications.