

# Bethel College

Franzen, J. H.

# Monthly

Jan 17

NEWTON, KANSAS



April - - - - - 1917



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# Monatsblätter

(Bethel College Monthly)

Published ten times a year, in the interest of Bethel College.

Price of Subscription, 35 Cents a year.

(Entered as Second-Class Matter at  
the Newton, Kansas Postoffice)

Jahrgang 22

Newton, Kansas, 15. April, 1917

Nummer 4

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## Editorielles

Was heißt es Mennonit sein? In dieser Zeit erinnert diese Frage gewiß zuerst und hauptsächlich an die Wehrfrage. Krieg ist das Symptom einer tiefliegenden Krankheit der Völker wie das Geschwür auf der Haut das Symptom der tieferliegenden Ungefundtheit des Blutes ist. Im Symptome kommt die Krankheit zum Vorschein, zum äußeren Ausdruck. Wer obige Behauptung zugibt, der muß also weiter folgern: Der Krieg ist nicht der böse Baum, er ist die Frucht des bösen Baumes, und wer die Frucht nicht will der lege dem Baume die Axt an die Wurzel; wer nur die Frucht zu zerstören sucht, der streut vielleicht dadurch den Samen der Frucht in die vier Winde. — Als „Wehrlose“ wollen wir die bittere Frucht aus der Welt schaffen. Es ist diese Frucht aber so giftig, daß auch derjenige, der ihre Natur erkannt hat, nicht unbeeinflusst bleiben kann, wenn er sie auch nicht selber antastet. Die Augen schließen, die Ohren verstopfen, die Arme auf der Brust falten beschützt uns nicht von diesen vergiftenden Einflüssen, noch hilft es andere davor zu bewahren. Die christliche Wahrheit, die in diesem Sonderbekenntnis enthalten ist, soll uns gewiß nicht dem sprichwörtlichen Strauß ähnlich machen, der seinen Kopf im Sande verreckt, und dann in der Meinung seine Pflicht getan zu haben, die Wetter über sich ergehen läßt. Das wäre Menschen- und Gottespflicht versäumen!

Was ist da aber zu tun? Nichts tun geht nicht und aktiv mit den Waffen Partei ergreifen erlaubt mir mein Gewissen nicht, das wäre ein direkter Verstoß gegen das Gebot: Du sollst deinen Nächsten lieben als dich selbst (Du sollst nicht töten).

Es bleibt mir, dem praktischen Christen, der in der Welt lebt, und der die Wahrheit der Wehrlosigkeit erkannt hat, ein Weg offen: 1) Ich darf nicht direkten Anteil an dem Zerstörungswerk des Krieges nehmen, 2) Ich muß indirekt den Krieg durch Taten u. s. w. unterstützen, weil ich Bürger dieses Landes bin. Wenn ich hierin der Regierung meines Landes nicht Treue leisten will, so soll ich mich beizeiten in ein anderes Land begeben. 3) Ich muß die Wurzeln des Krieges untergraben.

Äußerlich mag ich in diesem Punkte ein guter Mennonit sein, wenn ich den ersten Satz beachte; in Wirklichkeit bin ich kein Mennonit (was die Prinzipien des Krieges betrifft) wenn ich nicht den dritten Satz beachte. Wer gegen seine Mitmenschen und gegen den Staat gleichgültig ist, der tut nicht seine Pflicht; wer es versuchen kann, mit Waffengewalt seine Ansichten durchzusetzen, der steht auf der Stufe des Faustrechts aber nicht auf der Stufe der christlichen Ethik. Der Christ muß kämpfen fürs Recht aber er soll's mit den Waffen des Geistes tun. Das heißt, er muß auf den Geist der Menschheit einwirken, erzieherisch aber nicht mit Gewalt. „Und Er Lehrte sie!“ Warum sind die Mennoniten nicht die



Bringer der Friedensidee? In wie weit ist der heutige Weltkrieg der Unterlassungssünde der Christen, ja der „wehrlosen“ Christen zuzuschreiben?

Unser Motto muß werden: „Frieden auf Erden. . . . Und Er lehrte sie“.

#### Studenten Loyalität.

Der 31. März 1917 wird immer als ein wichtiger Meilenstein in der Geschichte von Bethel College angesehen werden müssen. Daß es die Studenten an diesem Tage fertigbrachten, ohne Zwang unter sich und ohne Anleitung der Fakultät oder der Verwaltungsbehörde, die Schulden, die auf der Alumni Hall lasteten, unter sich zu verteilen, und zwar aus freiem Willen, ohne jeglichen Zwang, das ist eine Tatsache, die vielversprechend für die Zukunft der Anstalt ist.

Auch in früheren Jahren haben wir Studenten gehabt, die für die Schuldsache eine Liebe bewiesen, die bis an den Geldbeutel reichte. „Es wächst der Mensch mit seinen größeren Zwecken“. Die immer zunehmenden Bedürfnisse unserer Lehranstalt finden auch unter den jungen Freunden sowie unter den junggebliebenen alten Freunden immer mehr begeisterte Gönner.

Die Sache war so: Einige Führer unter den geachteten Studenten der Schule hatten den Plan entworfen, eine Massenversammlung der Studenten einzuberufen, um die Sachlage in Bezug auf die Schuldenlast auf obengenanntem Gebäude allen klarzulegen und dann Versprechungen zu deren Deckung entgegenzunehmen. — Faktvoll und ruhig wurde die Sache vorgelegt. Man meinte es ernst. Es wurde bewiesen daß die ganze Schuld gedeckt werden könnte, ohne irgend jemandem eine erdrückende Last aufzubürden, wenn die Mehrzahl aller Studenten mithälfe. Die Begeisterung war eine so tiefe, daß man innerhalb einer Stunde \$3005.65 gezeichnet hatte. Die Versprechungen sind so gegeben worden, daß die angegebenen Summen zu irgend einer Zeit bar eingezahlt werden können, daß sie aber, bis sie eingezahlt werden, der Schule Zinsen abwerfen.

Die Beweise des Jubels über ein so plötzliches Hintwegwischen dieser letzten, die Gemüter bedrückenden Schulden, waren natürlich bei den jugendlichen Studenten am handgreiflichsten. Die Freude war aber auch auf den Gesichtern der Fakultät und der Beamten sichtbar. Mit

neuem Mut geht nun wahrscheinlich auch das Direktorium wieder an die Arbeit um den Unterhaltungsfonds zu verdoppeln. — Das Wichtigste jedoch bleibt, daß wir alle es lernen, gemeinschaftlich an einer Sache, die außerhalb unserem kleinen ich ihr Zentrum hat, mit Begeisterung zu arbeiten.

Im Verlaufe der Frühjahrs- und Sommermonate soll unsern Kreisen eine Serie von Vorträgen über naturwissenschaftliche Gegenstände geboten werden, d. h. wo sich in solchen Kreisen Interesse dafür zeigt. Dieselben sollen in deutscher Sprache gegeben werden, und zwar so daß sie auch den Uneingeweihten leicht verständlich sind. Sie sollen durch einfache Experimente oder auch durch Bilder illustriert werden, und den Zuhörern wenigstens einen teilweisen Einblick in Zweck, Methoden und praktischen Wert des wissenschaftlichen Unterrichts geben. Folgende Gegenstände dürften solchen, die sich für solche Vorträge interessieren, einen Einblick in Natur und Inhalt derselben geben. „Etwas aus der Chemie“; „Die Elektrizität im täglichen Leben“; „Interessante Naturerscheinungen in der Geologie“. Für diese Vorträge soll kein Eintrittsgeld gefordert werden; etwaige Beiträge für das wissenschaftliche Departement werden aber mit Dank angenommen werden. Prof. P. J. Wedel wird die Vorträge halten. Wenn jemand für so einen Vortrag Vorkehrung treffen will, der wende sich an den Präsidenten der Schule,

J. W. A. Liewer.

Folgendes entnehmen wir dem Monatsheft des College an dem Dr. Fr. Mung bis vor kurzem im Segen gearbeitet hat:

#### Eine herrliche Gabe.

(Editorielles: Central Wesleyan Star, Warrenton, Mo.)

Letzte Woche wurde unser geschätzter Präsident, Dr. Kriege, nach Denver gerufen, seine Mutter zu Grabe zu tragen. Unsere herzlichste Teilnahme begleitete ihn. Eine gute Mutter ist eine Gabe des Himmels, deren Verlust der dankbare Mensch nicht leicht verschmerzt. Dr. Kriege ist zwar kein Stoiker, aber ein gewissenhafter Arbeiter, der sich von keinen Wechselfällen und persönlichen Interessen für seine Amtspflichten schwächen läßt. Auch bei dieser traurigen Mission vergaß er nicht die Interessen der Schule. Auf seiner Rückreise hielt er sich eini-



ge Tage in Kansas auf, wo unsere Schule, wie überall Freunde und Feinde, Gönner und Kläger hat. Ein bescheidener, gotterleuchteter Bruder, ein schlichter Methodist, in welchem kein Falsch ist, und der im schweren Gang über die Schollen des Weizenackers den unberechenbaren Wert einer christlichen Bildung erkannt hat, legte ihm die schöne Gabe von 2500 Dollars in die Hand, derselbe Bruder, der letztes Jahr dieselbe Summe gegeben. Vielmal's Dank, lieber Freund! Gott segne deine Einsicht, deinen Sinn für die idealen Güter der Menschheit und dein großes Herz an vielen andern, daß sie deinem Beispiel folgen. . . . Geld ist nötig eine Schule aufzubauen. . . . Das glaubt und weiß niemand besser als diejenigen, welche sich direkt an einem solchen Werk beteiligen: die Verwaltungsbehörde, die Beamten und Lehrer der betreffenden Schule. Ich bezweifle nicht, daß, wenn alle Leser des Star den Jubel hörten, den jede Gabe, auch die geringste, bei den Studenten und Lehrern hervorruft, wenn sie die aufrichtigen Dankgebete hörten, die Gaben viel reichlicher einlaufen würden. Ich weiß gewiß, daß mancher wohlhabende Methodist unseres Bezirks, sein Herz und seine Taschen weiter öffnete, wenn er nur wüßte, wie ernst wir hier in Warrenton es mit der Erziehung der Jugend meinen, wie gewissenhaft und selbstlos unsere Lehrer sich ihrem Beruf hingeben und welche heilsamen Kräfte von Jahr zu Jahr von E. W. C. ausgehen zu nutzen und frommen der Familie, der Gesellschaft, der Kirche, des Staates. Wer nüchtern denkt und fühlt und von Gott mit irdischem Gut und einem frommen, unbefangenen Herzen gesegnet ist, der folge dem Beispiel unseres guten Freundes und Gönners im Sonnenblumenstaat.

### Flachsmann

Am Abend des 30. März führte der Deutsche Verein ein dramatisches Stück vor, „Flachsmann als Erzieher.“ Es ist pädagogischen Inhalts, den Konflikt zwischen der alten Disziplinpädagogik und der neueren Pädagogik, die das Interesse des Schülers zum Hauptmotiv macht, überaus klar und handgreiflich zeichnend.

Karl Friesen als Oberlehrer Flachsmann stellte den strengen, gesetzmäßigen Pädagogen alten Stils meisterhaft dar. Die Schulordnung und sein „System“ standen ihm höher als

das Leben der ihm unterstellten Lehrer und Schüler.

Der Gehilfslehrer, Flemming, gespielt von J. D. Epp, repräsentierte den Typus des neuen Pädagogen, der Interesse, Freiheit, Leben, von innen geregelt, über das „System“ und über die „Schuldisziplin“ stellt; eine dankbarere Rolle als die des Oberlehrers.

Die anderen acht Gehilfslehrer waren teils gehorsamte Diener des mechanischen Oberlehrers, teils Bewunderer des Flemming. P. A. Regier war Dirks; W. Winfinger, Vogelhang; O. Winfinger, Weidenbaum; Emil Regier, Kieman; Ed. Schmidt, Römer; Wanda Isaac, Betty Sturhahn; Justina Regier, Jrl. Holm; Joe Becker, Brodmann; Schuldiener waren J. A. Spenst als Regendant und Ernst Wiebe als Kluth. Adolf Krehbiel und Clarence Schmidt stellten zwei Knaben dar und Mollie Becker die arme Mutter einiger Schüler. Der Schulinspektor Brösike war Ed. B. Wedel und Schulrat Press, G. A. Jast; Frau Wiesendahl war Jrl. Rosina Gaeddert.

Die verschiedenen Charaktere wurden gut gespielt, was ja hauptsächlich der Anpassung der verschiedenen Rollen an die Eigenarten der Mitspielenden zuzuschreiben ist. Es ist wahrscheinlich, daß der Flachsmann noch einmal vorgetragen werden wird, da an jenem Abend viele des stürmischen Wetters halber nicht kommen konnten.

### Die Einwirkung fremder Sprachen auf das Deutsche.

Aus Behagel: „Die Deutsche Sprache“

In der Sprache eines Volkes spiegelt sich nicht nur die tiefinnerliche Entwicklung seines Geists, sondern auch ein gutes Teil von seinem Kulturleben, von seiner äußeren Geschichte. An der Hand der Sprache läßt sich vor allen Dingen verfolgen, in welche Berührungen es mit den andern Völkern gekommen, welchen Einfluß es selbst ausgeübt, welche Einwirkungen es von außen erlitten hat. Denn es gibt wohl kaum eine Sprache, die nicht fremde Bestandteile in sich aufgenommen hat. Und wie es dem deutschen Volke weniger als anderen vergönnt gewesen ist, sich lediglich aus sich heraus frei nach seiner Eigenart zu entwickeln, so hat auch die deutsche Sprache in besonders hohem Maße den Einfluß fremder Sprachen erfahren müssen.

Die Berührung zweier Sprachen findet nicht immer und überall auf die gleiche Weise statt. Sie kann herbeigeführt werden durch unmittel-



baren persönlichen Verkehr ihrer Vertreter, sei es, daß zwei Völker grenznachbarlich beieinander wohnen, sei es, daß die Angehörigen eines Stammes sich auf dem Gebiet eines andern angesiedelt haben oder gelegentlich in Kriegszügen das fremde Gebiet überziehen. In diesen Fällen ist die Aneignung der fremden Sprache eine unvollkommene, bruchstückhafte; sie geschieht nicht mit bewußter Absicht, sondern mehr zufällig, oder im Drange des Bedürfnisses. So beschränkt sich denn hier der Einfluß der fremden Sprache auf die Mitteilung von einzelnen Wörtern, und zwar werden solche fast nur dann entlehnt, wenn auch die Anschauungen, denen sie gelten, bisher fremd gewesen sind. Die so aus der Fremde eingeführten Wörter gehören in weit überwiegender Masse der Klasse der Hauptwörter an, nur in geringerer Zahl dem Gebiet der Zeitwörter oder Beiwörter. Denn es tritt natürlich viel häufiger der Fall ein, daß ein Volk bei einem andern neue Dinge, neue Begriffe vorfindet, als daß es dort neue Eigenschaften der Dinge, neue Arten von Tätigkeiten, von Zuständen kennen lernt.

Die Deutsche Sprache hat fremde Bestandteile in sich aufgenommen von der frühesten Zeit an, wo sie in den Gesichtskreis unserer Forschung eintritt. Freilich, je weiter wir in der Zeit hinaufgehen, desto geringer wird die Sicherheit, mit der wir einzelne Entlehnungen nachweisen können, besonders deshalb, weil oft nicht mehr entschieden werden kann, wer der Gebende, wer der Nehmende gewesen ist.

Früh und andauernd waren die Beziehungen, welche zwischen Germanen und Kelten bestanden; es war ja geradezu altkeltischer Boden, auf dem die südlichen und westlichen Stämme der Deutschen sich angesiedelt haben. Dieser alte keltische Hintergrund blüht besonders in Eigennamen durch, in Namen von Flüssen, Bergen und Ortschaften: Namen wie Rhein, Main und Donau, Vogesen, Mainz und Worms sind keltisches Sprachgut. Das Wort welsch, aus althochdeutsch walhisch, dessen Stamm auch in Walnuß (=welsche Nuß) enthalten ist, erinnert an den keltischen Stamm der Volcae, die den Germanen eng benachbart waren. Einer der merkwürdigsten Belege für keltischen Einfluß in unserem Sprachschatz ist das Wort reich. Dieses bedeutet ursprünglich nicht wie heute mit Glücksgütern gesegnet, sondern mächtig; eine Spur dieser Bedeutung liegt ja noch im Substantiv das Reich vor. Das Wort ist verwandt mit lateinisch rex

kann aber aus lautlichen Gründen nur aus dem Keltischen in das Deutsche eingedrungen sein (vgl. keltische Namen wie Dumnorix, vercingetorix), legt also den Gedanken nahe, daß auch in bezug auf staatliche Dinge die Germanen nicht ganz frei von keltischem Einfluß waren.

Ebenfalls noch in vorgegeschichtlicher Zeit beginnt der Einfluß des Lateinischen; seine Anfänge lassen sich zurückverfolgen bis gegen den Anfang unserer Zeitrechnung, sein Ende ist noch heute nicht gekommen. Freilich ist er zu verschiedenen Zeiten sehr verschieden gewesen, und es läßt sich auch nicht immer deutlich erkennen, wie weit wir es mit wirklich lateinischem Sprachgut zu tun haben, und wie weit etwa romanische Wortformen zugrunde liegen. Die frühesten Entlehnungen sind rein volkstümlicher Art; sie sind eine Folge des alten Verkehrs, der zwischen Germanien und Italien gepflegt wurde, teils der römischen Ansiedlungen im Süden und Westen des deutschen Gebietes.

Durch die Vermittlung der Römer haben die Germanen eine Anzahl von Naturerzeugnissen neu kennen gelernt: von Tieren den Elefanten (ahd. helfant), den Pfau und den fabelhaften Drachen, von Pflanzen Birne, Feige, Kirsche, Kohl, Kürbis, Lilie, Mandel, Maulbeere, Pfeffer, Rettich, Rose usw. — auch die allgemeinen Bezeichnungen Pflanze und Frucht stammen aus dem Lateinischen —, aus dem Mineralreich den Marmor.

Die höhere römische Kultur hat hauptsächlich auf drei Gebieten das germanische Leben beeinflusst. Erstens, und besonders stark, in der Baukunst; daher sehr zahlreiche Entlehnungen: Kalk, Pflaster und Straße, Platz, Mauer und Pfosten, Ziegel und Schindel. Zweitens haben die Germanen Weinbau und Gartenbau durch die Römer kennen gelernt; daher die Wörter wie Wein und Most, Winzer; Kelter, kelttern (=lat. calcitrare, mit den Füßen treten); pflöpfen (vgl. lat. propago); impfen (vgl. putare, beschneiden). Drittens hat die Kunst der Speisebereitung und was dazu gehört durch die Verührung mit den Römern Fortschritte gemacht; kochen ist lateinisch coquere, Speise — vulgär=lat. spesa= lat. expensa; ferner stammen aus dem Lateinischen die Benennungen von Butter (echt deutsch Schmier oder Anse), Essig (acetum), Käse, Del, Pfeffer, Semmel, Senf; Weiher als Behälter für lebendige Fische ist das lateinische vivarium.

Auch für mancherlei Gerätschaften sind die



lateinischen Bezeichnungen ins Deutsche aufgenommen worden: Anker und Kette, Becher, Kopp (altl. =Becher, aus cuppa) und Schüssel, Kiste und Sack, Tisch (lat. griech. discus; das echtgermanische Wort ist buit; worauf etwas dargeboten wird). Auffallend gering an Zahl sind die Entlehnungen auf dem Gebiete von Schmuck und Kleidung; es gehören hierher die Wörter Krone, Purpur, Spiegel (lat. speculum). Dem Kreise des politischen Lebens gehört nur das Wort Kaiser an. Daß in Bezug auf Kampf und Krieg die Germanen nicht das Bedürfnis empfanden, bei den Römern eine Anleihe zu erheben, ist begreiflich; es sind hier fast nur die Worte Kampf (campus) und Pfeil (pilum) zu nennen. Dagegen für den friedlichen Verkehr, für den Handel und Wandel haben die Deutschen wieder bei den Römern gelernt: lateinisch sind Markt (mercatus), Münze (moneta), Meile (milia, tausend), Pfund, Uhr (hora) und Zoll (telonium).

Die Fertigkeit des Schreibens ist von Rom her bei den Germanen gefördert worden; Bewies das Wort scriben selbst aus lat. scribere (echt germanisch wäre writan, rizen), Brief (lat. breve), Siegel (sigillum), Kunst und Wissenschaft des römischen Volkes haben begreiflicherweise bei jenen frühesten, volkstümlichen Berührungen nur geringen Einfluß auf unsere Vorfahren üben können; nur das überlegene ärztliche Können ihrer Nachbarn hat schon früh auf die Germanen Eindruck gemacht; daher die Wörter Arzt (archiater), Büchse, Pflaster.

Es bedurfte einer gewaltigeren Macht, als es die weltliche Kultur des Römerreiches war, um auf das Geistesleben der Germanen Einfluß zu gewinnen; diese erstand im Christentum. Von drei Seiten ist den Germanen der neue Glaube gepredigt worden; die östlichen Stämme verdanken ihn der griechischen Kirche; irische und römische Glaubensboten haben den westlichen Stämmen und dem innern Deutschland das Evangelium gebracht. Das irische Christentum scheint keinerlei Einfluß auf die deutsche Sprache gewonnen zu haben; mit Byzanz waren hauptsächlich die Goten in Berührung getreten, und diese sind frühe untergegangen. Aber sie haben den übrigen deutschen Völkern eines der wichtigsten Wörter vermittelt, das Wort Kirche, auch Pfaffe, Pfingsten, Pfingstag, das bairische Wort für Donnerstag, Taufen dürfte durch die Goten zu uns aus dem Griechischen gekommen sein. Alles, was spä-

ter der griechischen Sprache entnommen, stammt nicht mehr aus unmittelbarer Berührung.

Am stärksten war natürlich der Einfluß des römischen Kirchentums; mit den Belegen für diesen kommen wir auf den Boden geschichtlicher Zeit der deutschen Sprache; wir betreten das Gebiet des Althochdeutschen. Lateinisch sind die meisten Bezeichnungen für kirchliche Baulichkeiten und Gerätschaften, Klausur, Kirche, Münster, Schule; Kanzel, Kreuz, Oblate, Orgel; für kirchliche Ämter und Würden: Abt, Küster, Mesner (=mittelateinisch mansionarius, von mansio), Mönch, Nonne, Priester (=presbyter), Propst (propositus), Sigrift (sacristanus); für kirchliche Gebräuche und Verrichtungen: Feier, Mette (matutina), Vesper; Messe und Segen (signum), Almosen (griech. lat. eleemosyne) und Spende (zu lat. expendere), ahd. bezemo (der Zehnte); opfern (vulgär-lat. obfero for offero, unter dem Einfluß von obtuli, oblatum entstanden) und predigen (praedicare); auch für einzelne Vorstellungen der christlichen Religion: Engel, Martir, Pain (poena), Plage, verdammen. Ob Wörter wie ahd. binunigon ermahnen (monere), tilon vertilgen (delere) diesen mit dem Christentum gekommenen Wörtern anzureihen sind, oder ob sie der älteren römischen Schicht angehören, ist nicht mit Sicherheit zu entscheiden. Jedenfalls sind sie dadurch bemerkenswert, daß sie Begriffen gelten, die nicht dem Römer eigentümlich sind.

Neben diesen volkstümlich gewordenen und volkstümlich gebliebenen Entlehnungen der althochdeutschen Zeit geht schon in dieser Periode eine Reihe von gelehrten Fremdwörtern einher, die nur in der Literatur, in den Uebersetzungen aus dem Lateinischen ihr Dasein fristen.

Eine ganz neue Macht tritt in der mittelhochdeutschen Zeit in unseren Gesichtskreis ein. Die Kreuzzüge reißen die Deutschen aus ihrer Verinselung hinein in den großen Strom des europäischen Lebens; es kommt vor allen Dingen zur engeren Berührung mit unsern welschen Nachbarn; die überlegene Kultur, der Glanz und die Verfeinerung des französischen Lebens wirken blendend auf den deutschen Geist. So tritt die französische Literatur für die Gebildeten des Volkes in den Mittelpunkt ihrer geistigen Bestrebungen. Die mittelhochdeutsche Lyrik erhält neuen kräftigen Anstoß durch französische Vorbilder; unsere höflichen epischen Dichtungen sind im ganzen nur mehr oder weniger



freie Umarbeitungen von Erzählungen französischer Meister. Ein Mann wie Gottfried von Straburg geht so weit, daß er ganze französische Verse in sein deutsches Werk einmischt.

So beginnt denn mit dem letzten Drittel des 12. Jahrhunderts ein breiter Strom französischer Wörter über die deutsche Sprache hereinzubringen. Turnier und Jagd, Spiel und Tanz, Musik und Poetik entlehnen ihre Benennungen von dem Nachbarn; mit einer Fülle von Gegenständen des Luxus ziehen auch die fremden Benennungen ein und manch andere Bezeichnung für Dinge des feinen höflichen Anstandes. Sehr viele von diesen Wörtern haben nur ein kurzes Leben in der Sprache ge-

führt; sie sind wieder untergegangen mit dem Verfall der höflichen ritterlichen Sitte. Andere sind bis auf den heutigen Tag lebendig geblieben, wie Abenteuer (aventure) Banner, blond, fehlen, (faillir), Fei, fein, Komtur (comendeur), Manier, Palast, Plan (im Sinne von Ebene), Preis, turnieren usw.

#### Gaben für März, 1917 für Bethel College.

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 Herzlichen Dank den lieben Gebern,  
 Das Direktorium.

## BETHEL MONTHLY

### EDITORIAL

What about the old-time literary societies and declamation contests? Isn't it just possible that we grown folks incline toward making light of them merely because we are no longer children and adolescents?

What would the Bethel College Directors say to the suggestion that a "full scholarship" be given as first prize and a "half scholarship" be given as second prize in an oratorical contest between the high schools of Harvey County?

What would the Mennonites think of having an endowment fund and a new Science Building for the College presented to them by a Non-Mennonite?—That would be nice? — Well, but would it do the Mennonites much good?

Now that the gymnasium debt has been definitely shouldered, why not build that Science Building?—Explosions in the Science Departments should be less frequent as well as less offensive in a building with more elbowroom and better accommodations.

The work of the College Debaters who represented Bethel in contests with other schools deserves commendation the same as does that of the athletes and of the Glee Clubs. Diligent, careful, painstaking pre-

paration preceded the appearance in public of all of these organizations. The training and the acquisition of knowledge, power and skill for future contests in and out of school are ample compensation for all efforts put forth. They mean the student's rise above his own lowvaulted past. Victory over the opponents is of course, an acceptable by-product.

#### Teachers' Courses

for students who plan to become department high school teachers are gradually finding their way into the curriculum of colleges and universities.—Courses in psychology, methods of teaching, school management, the history of education and the theory or principles of education are offered by the education department of these schools, being taught by the specialists in educational theory and practice. Special courses in the teaching of any mathematics, english, history, german, science, etc. are now generally offered and are being taught by the pedagogically inclined members of these departments.—

In Bethel College the Department of Mathematics is the first to give a course in the teaching of its particular subjects; arithmetic, algebra, geometry, etc. For next year the departments of English and of German are announcing a course each in the teaching of their respective subjects. All the Departments hope to give similar courses as demands justify.

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## Memorial Services

(Concluded)

## His Life an Inspiration.

C. E. Krehbiel

Less than 4 years ago the West. District conference met in Newton. On the last evening of that session there were services in the Presbyterian Church. Dr. John McCuish, pastor of the church, Rev. J. S. Krehbiel of Geary, Okla. and Prof. Harvey L. Stump of Bethel College occupied the pulpit on that occasion.

Those of us who heard these inspiring addresses and knew the men, had a strong premonition that possibly the last named speaker, though much the youngest in years, might be much the nearest to the end of his earthly journey. Yet he of the three was spared to his own the longest.— Even the next year, in 1915 Doctor McCuish was called home. Last year Rev. Krehbiel answered the summons; and now we are gathered together here in memory of Rev. Stump.—

In the lives of most of us there come moments of supreme trial; tests as in the refiners fire; times when we must tread the mill alone.— To many such tests are spared till the eye has sent some of its lustre in advance to the world beyond; till gems of memory have hastened ahead over the river; till the resistance is low and the struggle is short; till loved ones here and dear ones there have joined the innumerable band and are beckoning them to follow, making it easier, as it were, to let go here and take hold there. But to some this test comes early and apparently inopportune in life; when virility is high; when hopes abound, and ambition is persistent; when there seems to be everything in life to gain or loose. On such occasions youth grows sober; men give themselves as they are; shams drop off like scales.

Some 3 years ago Bro. Stump sought medical advise, and a friend took him to a doctor of wide experience. After a few words of introduction there followed, in substance, this conversation: "Doctor, I should like to have you give me a thorough

examination and then to tell me just what is best to do." After the examination the doctor said: "You say, you are teaching now?" "Yes, and—" "You should quit the school room, and never expect to return to it, never." "Doctor, do you know what that means to me?"—"Yes I think I do, and it's so." — It seemed like a death sentence! For it was the final confirmation of an awful suspicion, that of the great white plague, thus far the unconquered enemy of human health and the author of so much human misery. By the grace of God Bro. Stump seems to have fought the battles against spiritual infirmities more valiently than many. Now he must take up the unequal combat for physical restoration. Who would say that he did not acquit himself manfully?

Bro. Stump was not with us long. Somewhat more than 5 years ago he came among us a complete stranger. After a term's work in the summer school, and two years in college teaching, during which time he occasionally served in the pulpit, he was obliged to spend the summer of 1913 in Colorado to regain strength. He returned with high hopes, now also taking up the editorial work on the English section of the College Monthly. But ere this school year was up he and his had been compelled to say goodbye to all, and were again on the way westward,— upwards! in search of health for him. He was with us less than 3 years. To those of us, however, who were privileged to associate with him, even for so short a time, his life, reflecting that of his loved Master, has been both a benediction and an inspiration— a benediction as of one departing, called up higher; and an inspiration as of one tho absent yet ever present with us.—

The appreciation of his life and his work has shown itself again and again. The first College annual was affectionately dedicated to him. And many other unostentatious tokens of high esteem and solicitous sympathy have followed him and his before and since ever renewing the as-



insurance that they were not forgotten. After more than a year of untold hardship in Albuquerque, N. M., where he spent the greater part of his time in bed, they moved to Upland, Calif. where, too, his devoted, heroic wife was a ministering angel to him, and now with her two small children mourns his loss.—To the last he was about his Masters business, and took a lively interest in a Union Church and Sunday school which was organized in his part of that town.

And, have they forgotten us? No! Many in this audience have letters or words of testimony to that. On Jan. 6, 1917 he wrote to a friend here: "Our hearts are too full of gratitude to express our thoughts. Oh brother—, we have been driven to our knees in gratitude for the wonderful faithfulness you Bethel friends have manifested toward us. — May God bless and prosper you all in every good thing, is our sincere wish." At the head of this letter he had placed Ps. 34:10 "Oh fear Jehovah, ye his saints; for there is no want to them that fear him."

As an introduction to his last letter, which is addressed to the whole community and which was received last Friday — just one day before his death, and which is to appear at his request in the Hero'd tomorrow, he cites Ps. 126:3 "Jehovah hath done great things for us, whereof we are glad." In this letter he says in part: "We cannot give utterance in words to the varied emotions of joy and surprise, of humility and thankfulness that overcame us as we received the good news that friends had paid the debt that rested on our home. We praise God for the goodness that His children have shown us and will ever esteem ourselves debtors to the Lord to have been deemed worthy of this gift" He closed this letter with this benediction: "May God richly bless all of those who have shared their blessings with us in this hour of our need."

Need we still ask what is the inspiring contribution, he thro Grace, has left our community? Was it his devotion to his class room duties? Yes! Was it his unshakable faith in the good even in the less thoughtful student? Those who saw big, husky fellows seek him out at the close of

the school year, tenderly hold his hand and with tears trickling down their cheeks, express their appreciation of his good will and wholsouled help will certainly answer yes! Was it his winning eye, his power in the pulpit, his hopeful vision, his infinite trust, his wholehearted purpose, his tireless service? The pathos of his malady? Yes, and more! It was his whole life, a life not void of human frailties, but a life more than ordinarily in tune with the Infinite. It was his consecrated Christian manhood. That has won and held our affection that is what we wish to continue to cherish. That is the inspiration his life leaves us.

#### Professor Stump as a Teacher

P. P. Wedel.

"Remember them that had the rule over you, men that spake unto you the word of God; and considering the issue of their life, imitate their faith." Heb. 13, 7.

Dear friends, when God sees fit to take from us one whom we have known and honored and loved, it is but meet that we pause for a short time and bring to our memory what the departed one has meant to us. In the remarks that I shall make at this time, I will speak not merely from the angle of one who had the privilege of being a student, while Professor Stump taught at Bethel, but also from the point of view of a friend; for somehow thru various circumstances our relation of teacher and pupil developed into of almost intimate friendship.

That a memorial service of this nature is in accord with the spirit of God's Word, is implied in the passage just read, and I trust that what has already been said today and that what we might add will not be regarded as hero-worship or as glorification of man, but rather as a praiseoffering unto God, who gives us such men.

There are two words in our passage of Scripture that we wish to emphasize especially upon this occasion—the words remember and imitate. We are gathered here to remember. Do we not call this a memorial service? And well might we call to our memory the life of our beloved professor. "Remember them that have the rule over you." In the original the meaning is somewhat stronger. The word translated with



"rule" means to go before, to show the way. Thus we could read, "Remember them that go before, that show the way." Do we remember sufficiently what a great blessing God bestows upon us when He gives us Christian teachers, whose heart's desire it is to help us to become men and women after the heart of God?

Well might it be said of the departed one that he ruled over us, especially over us men. Even more might it be said that he showed us the way by going before i. e. by taking the lead. As dean of men he lead us onto higher planes. Those who were here at that time will understand what we mean when we say that his rule was not tyrannical. He did not swing the lash, but rather guided us aright, when we went wrong. With a master hand and a wise and loving tact he smoothed out the greatest difficulties. Should we not thankfully remember this today?

But there is more we ought to recall to our mind. "Remember them that had rule over you, men that spake unto you the word of God." Truly our departed instructor spoke the word of God unto us, not only from the pulpit, when we had the privilege of listening to his inspiring messages, but also in the clas-room. He always sought the deeper lessons that are to be found in every course of study. Constantly he pointed our thots to the things worth while, things that will not crumble into dust, when this body crumbles and decays, but that will live into the eternities. Many were the sermons, sermons in a nutshell, that he preached to us in his recitation periods. How often he inspired our minds to better and higher thinking and our hearts to nobler living. Again and again he opened unto us the beauties of the greater life of service and purity and love. Ah, it's a godsend to have an instructor who thus speaks unto us the Word of God. Shall we not hold such an one in sacred memory?

But remembrance in itself is of no value if it does not incite us to action. We should remember in order to imitate. "Considering the issue (or the manner) of their life, imitate their faith." Time does not permit to enumerate and consider all that is worthy of imitation in the life of the one departed.

There was his devotion to duty. Consci-

entiously did he labor and toil to give the students the best there was in him. He felt in duty bound to render only the best of service. Did he not exert himself to the utmost, so that we might gain more? How could we better honor him—nay, how could we better honor our God for him than by an imitation of this devotion to duty?

Then, there was his struggle in the face of difficulties. He had accepted the professorship at this place in the hope that this more western climate might be beneficial to his health; but he was obliged to fight against disease constantly. And yet in spite of this he courageously labored on and on, often toiling until his strength was exhausted. You and I have our difficulties. They may be physical, they may be mental; they may arise within us, they may be thrown into our experience from without. Shall we give up in the face of these difficulties? Should we not rather imitate the faith of our deceased friend and struggle and strive on in spite of discouragements and hindrances?

O yes, the departed one had his dark hours. There were times when he could see his way no farther. There were times when he almost despaired, and perhaps often they came because we made heavier the burden that was already heavy enough. Perhaps we were not thotful enough. We failed to support him with our prayers, our kind words, and our acts of kindness. But even in these dark hours he permitted the sunlight of God's kindness and love to enlighten his soul and again took heart to struggle upward and onward.

We too have our dark hours. Perhaps even now we are disheartened as we ask ourselves the question, why? Why did God permit the cruel hand of disease to disable our beloved professor for further work? Why should one with such a promising career be a helpless invalid for a number of years, when society needs just such men of his type? Why must a devoted wife and two loving children mourn today at the loss of a husband and father? But shall we despair? No, behind the clouds the sun still shines. If our departed brother saw its light in his dark hours, we too can see it. The very fact that God took him away is a challenge to you and to me to imitate his faith, and in a sense fill out his place.



Let us imitate him by taking heart and striving upward and onward.

What helped him to fight his battle so valiantly? The fact that he found his all-sufficiency in Jesus Christ. How he fled to the Master when the clouds gathered about him. When he could see his way no farther, he grasped the outstretched hand of Jesus and there found a very present helper. But not only in trouble and trials was Jesus his guide. In joy and sorrow, in pleasure and pain, in labor and toil, he anchored his faith and hope in the Master. Is Jesus Christ all-sufficient to you? Is he all-sufficient to me? We should strive to imitate our departed one in this faith.

Friends, let us remember those who have helped to mould our character, who by their guidance and teaching and example have helped to make us what we are. Let us cherish their life and their work in sacred memory. Let us honor them and honor our God for giving us faithful teachers by living up to their teachings and examples. Thus shall we imitate their faith.

#### The Forward Movement in Secondary Mathematics.

D. H. Richert

That this movement applies not only to Mathematics is a well known fact. How this movement extends into all branches of knowledge is aptly expressed in the words of Professor Manchester of Osh Kosh, Wis. He says: "We are in a state of transition. The ideals of Civilization are changing. Never in the history of mankind has the condition of unrest been so universal. It is a dominant force. Man is uprooting all that was considered constant; upheaving the very foundation of the old regime; making over his politics, his ethics, his morals. Is it any wonder that he is dissatisfied with his educational system?"

To this we would add, is it any wonder that he is dissatisfied with his mathematics as it is taught in the Secondary Schools today, this subject having changed less than any other subject?

The chief points of dissatisfaction in regard to mathematics have centered around the following items:

1. The subject matter, that is, the kind of topics treated in the ordinary textbooks

of today. Too much time has been spent on theory and methods, and too little on facts.

2. The sequence of the topics in Mathematics. What part of algebra, for example, should be taught first? What topics might be omitted and yet not break the sequence to such an extent that a student would be unable to go on with his mathematics, if he should desire.

3. The correlation between the various subjects of mathematics is far from what it ought to be. They are taught too much in an isolated form, more like a finished science, making the method of presentation necessarily extremely formal.

Various remedies have been proposed, but only one shall be mentioned here, it is the fusion of algebra and geometry. At present first one year algebra is taught, then one year geometry, next followed up by another half year each of geometry and algebra. This is called the "tandem" method.

The school of Pedagogy of mathematics of Columbia University, represented by such men as D. E. Smith, favors the tandem method, while the school of Education of Chicago University is decidedly in favor of fusion.

One argument against fusion is, that there might result a loss of vigor. This argument, however, is weak, for in elementary mathematics there is no such a thing as absolute vigor.

It is this very insistence on vigor in mathematics of elementary grade that has caused such foolish movements as the one favoring the banishment of mathematics from the curriculum.

Another argument against fusion is obtained by analogy from language teaching. It is agreed that we do not think of teaching Latin and German together, why then teach algebra and geometry together? This analogy is not valid, for there is a very much closer relation between algebra and geometry than between Latin and German.

Some of the chief arguments in favor of fusion are the following:—

1. The close relationship between algebra and geometry has long been recognized by technical students of mathematics.



Algebra and geometry supplement each other.

2. Because students make the acquaintance of only one of the three subjects—algebra, geometry and trigonometry—during the first year, many of them fail to get an insight into secondary mathematics, and thus are discouraged from continuing the subject. The student that finds Algebra difficult misses the opportunity to discover that he can be successful in Geometry.

3. A student will be most interested in subjects in which practical values are most clearly exhibited. If instruction in various branches of mathematics is given in the introductory course, the student will see more clearly the application of these subjects to problems pertaining to the handling of the facts of quantity.

#### Bethel-McPherson Debate

The Bethel-McPherson debate in the second series of the pentangular, resulted in a victory for Bethel. McPherson sent up two of her strongest orators. Jones and Brandt, who succeeded in displaying a lot of fireworks which was to have carried the sentiment of the judges toward them, but their argument fell far short of that offered by Hawley and Voth. Prof. Schmidt always sees that the argument is the best to be obtained and not too much credit can be given him for it.

The judges for the evening, caused quite a delay in the starting of the contest. One, Atly, General Brewster, refused to serve after he got here, having judged the McPherson team before and a Lindsborg professor missed his train. W. A. Sterba and Rev. Morrison of Newton were selected to fill their places who together with Supt. Mallory served in the contest. They rendered a decision of two to one for Bethel (affirmative), Rev. Morrison giving his decision for McPherson.

#### Student Loyalty

Saturday, March 31 always will be a memorable day to all who love Bethel. It dawned as many another day has dawned, with but one exception and that was that there was a certain air of expectancy as

to what might take place. On the bulletin board had been placed a large placard announcing a mass meeting of all students immediately after Chapel. This was not so unusual in itself, but the fact that the announcement added "There will be no faculty there" portended something out of the ordinary. After Chapel the faculty was dismissed and Fayette Niles took the chair. Immediately things began to happen. Mr. Niles explained to the student body that the meeting had been called for the purpose of getting rid of an old sore, namely the gymnasium debt. G. A. Haury, Jr., gave a short history of the "gym", how it came into being and what it would mean to the College to have the indebtedness wiped out. J. A. Spenst spoke enthusiastically about Bethel, her needs and her aims. Others spoke about what students of other schools were doing for their Alma Mater and it was but a short time until the spirit of loyalty of all the students ran high. Pledges were called for and in less than thirty minutes they not only covered the amount of indebtedness (\$1700.00) but went on up until they reached the magnificent sum of \$3005.65. It was a grand thing to do. This student body had done something wonderfully fine. We are proud of these students because they liquidated this indebtedness, but we are prouder of them still for the spirit of loyalty they have shown to dear old Bethel. They wanted to do something for Bethel and they wanted to do something worth while. How much they have really done, they themselves hardly realize. Hopes rise high when one feels that we can depend so thoroughly on the student body to help when help is needed. They have shown their appreciation of Bethel in a substantial way. These students have given us new hopes; have given us new life.

So here's to the students of 1916—17: Greeting. Long may you live and prosper. May the students of future years emulate the worthy example you have set. As you go out into life and God blesses you with material things, may you never forget Bethel but continue to give her a portion of the good things that come to you. Bethel will never forget you.

R. A. Goerz.



## Student Section

### Editorial

Our space is well taken up this month by the various reports, so you will be imposed upon by few "chips from the editor's pen". We cannot refrain, however, from calling attention to the item by Mr. Goerz. What we mean to say is this: the Bethel students have as genuine a school loyalty as can be found. The only reason that students' mass meeting on March 31 raised \$3,090. 65 to liquidate the gymnasium debt can be in the warm heart of those who pledged. And the end is not yet! The Bethel you dream about will be built on the faith of loyal students and alumni.

### Y. W. C. A.

Annual Report, for the year ending  
March 15, 1917.

Before school opened last fall, over seventy letters were written by the cabinet girls to new students. The employment committee found work for a number of girls. The first week of school, the social committee planned a "get together", which helped the girls and wives of the faculty to know each other. Two weeks later, another party was held with the Y. M. C. A. In October, the cabinet, by twos entertained the girls by groups of about fifteen. These were simple affairs, taffey pulls, etc. but they put the finishing touches to the get acquainted process.

The membership for the year totals seventy two. In the five Bible Study classes, forty-three girls were enrolled. Three of these were taught by students, one by Miss Warren, and one by Mrs. Burkhard. In the Mission Study the second semester, forty girls were enrolled in four classes. Mrs. Kliever has one and the rest are taught by students.

Our Christmas offering took the form of subscriptions for prison camp relief. Sixty-five dollars was pledged. Twenty six dollars has been given for other missionary work.

As a "boost" for the new cabinet, the old officers decided to provide the means for sending a delegate to the summer confer-

ence. All the students and faculty helped in this by coming to our birthday party, and bringing as many pennies as they have had birthdays. In this way twenty-five dollars was cleared.

Instead of buying any new furniture for the room, the girls have put the equivalent into Association song books. Under the social service department, flowers have been sent to the sick, and calls have been made. Groups of girls have gone to the hospital to sing and visit.

For the first time, we have a class in the study of Eight Weeks Clubs. About fifteen girls are studying under the leadership of Mrs. Shank. From this class, several groups of girls will go out to organize summer work in their home communities, and give other girls a touch of Association and College Life.

The organization is comparatively new at Bethel, and is only one year old nationally, but the girls are working well, and we may expect larger reports as the work grows.

Hazel Mc Allister

### Annual Report of the Young Men's Christian Association.

When the association year started on April 1, 1916, the cabinet men and committee men had all been appointed and they were ready to take a hold of the year's work ahead of them. The most important work done till the end of the year was to make policies and plans for the coming year. Most of these plans were carried out quite successfully altho with modifications during the past year.

During those last few weeks of school strenuous efforts were made to work up a strong delegation to go to the annual Y. M. C. A. conference at Estes Park, Colo. Two were finally found who were willing to sacrifice 10 days of their time and about \$50 each to attend the conference and extend their vision of the Christian Life and have their eyes opened to the opportunities and responsibilities of the college man of today. It is hoped that more and more men may



avail themselves of the opportunity of attending such conferences as Estes Park.

The work of the new year was taken up with much enthusiasm and interest. As usual a committee met the new students at the depots, took care of their baggage, and in other ways tried to help the students to get settled. A "stag" social on the Friday of the first week of school not only served to drive away the first symptoms of homesickness but helped the boys to get acquainted and especially helped to develop a feeling of friendship and unity. The social was well planned and consisted of wholesome sports, games and contests and a "weenie roast" so that everyone went home ready to take up his work with more interest and enthusiasm. The annual fall social during the third week of school held in conjunction with the Y. W. C. A. accomplished the same result for the school.

In the meantime the religious meetings had been planned and arranged for and several quartettes organized for service visits to hospitals. The membership and Bible study campaigns held during the second week of school were quite successful.

During the fourth week of school the finance campaign was held at one of the regular association meetings. Budget cards, on which the different items were printed and also the amount needed, were passed around. The result was indeed gratifying. Without much pressure more than the needed amount was signed up in pledges on these budget cards. The pledges ranged all the way from 50 cents to \$3 and \$4 per semester. Financially this year was very successful. Fifty dollars were sent to India to support a native missionary. Sixty dollars were given to the state work of the association and fifteen dollars to the international work. Later in the year a special campaign resulted in a Christmas gift of thirty-five dollars for the relief of the Armenian sufferers.

Among the various religious meetings conducted by the Y. M. C. A. the weekly association meetings held on Wednesdays from 9:45 — 10:15 A M are undoubtedly the most popular and beneficial. Special effort is put forth to make these meetings a strong factor in the spiritual development of the students. Live topics and problems are discussed by able speakers and at

discussion meetings led by students. Besides student leaders, faculty men and various outside speakers have been secured. Some of the speakers were: Pres. J. W. Kliewer, Prof. Balzer, Prof. Wedel, Prof. Riesen, R. A. Goertz, Rev. George, Rev. Sprague, City Y. M. C. A. Sec. Mr Davis, Dr. W. S. Hall, State College Y. M. C. A. Sec. Mr. A. R. Elliott, Rev. Amstutz, Rev. J. M. Suderman. Some of the subjects discussed were: "Fundamentals of the Christian Religion," "Our Responsibility to our home community," "Shall we take Jesus seriously?" "The Reality of the Unseen," "True Heroism", "Opportunities of the Christian Business Man". Some vocational subjects were discussed also with a view to furnish a little vocational guidance.

The Bible study classes, which met on Tuesday evenings, during the first semester were well attended and interesting. Over half of the students were enrolled in classes. "Jesus in Everyday Life", "The meaning of Prayer", "The Social Principles of Jesus", and "A Life at Its Best" were studied.

These classes were followed the second semester by Mission study classes which studied, "Christianizing Community Life", "Effective Workers in Needy Fields," "Students of Asia," and "The Present World Situation." Certainly more students should avail themselves of the opportunity for personal spiritual growth offered in these voluntary courses.

A number of weeks before Christmas vacation a Gospel Team was organized. A strong Gospel Team went out to Durham, Kansas during Christmas vacation and held 5 different meetings. The team was well received and we hope some lasting good may have been done thru their visit.

In November five of our association members attended the Volunteer Convention at Baker University and again on March 30 to April 1 two men and Prof. Balzer attended the Y. M. C. A. Conference at Manhattan. Both these conventions awakened a great deal of enthusiasm in those that went. This enthusiasm was being used in trying to awaken interest in the Estes Park conference of 1917.

Among other things the association undertook during the past year, was the purchasing of a number of Association Hym-



nals which have aided materially in the singing at the association meetings. Again the association has added a few of the latest, and better novels to the Y. M. C. A. library to encourage the reading of good literature.

The newly elected President, Sam Goering, is a man with a Lake Geneva experience and is a student volunteer. He is fully qualified and capable of standing at the helm of the most important organization of the College.

May the association work prosper during the coming year more than ever before.

Henry A. Fast, Retiring President.

The Cooper College Freshmen and Freshmen of Bethel met in a debate on March 23 as one of the series of the pentangular. Bethel argued the affirmative of the question: Resolved that at the close of the European War the great World Powers should unite in a Hague Federation with police power to enforce its decisions. The debate was interesting, the opposing sides clashed in their arguments and the tensity was held up till the last minute. The rebuttals especially brought out the heat of the debate and displayed some sound reasoning power. The judges in a 2:1 decision gave Bethel its first victory of the season. J. D. E.

#### Bethel - Fairmount Debate.

March 23, a Bethel team, composed of Walter Niles and Edward Wedel, debated against a Fairmount team at Wichita. The decision was three to none in favor of the latter school. Our boys had a splendid argument, and the speeches were more logical than their opponents', but as one of the judges expressed it, "Fairmount won on delivery and rebuttal." Their opponents admitted that the Bethel team put up a "stiff fight". The following Bethelites attended this debate: H. T. Unruh, J. A. Spent, W. A. Schroeder, Karl Friesen, Hazel McAllister, Oswald Krehbiel and Profs. Schmidt, Doell, Franzen, Wedel and Burkhard.

Hazel McAllister.

On April 3 our debating team consisting of Fred Wolter and Earl Morgan met the Friends team at Wichita. Both sides had

exceptionally good arguments and also excellent delivery. No time whatever was wasted in the discussion of irrelevant matter as is sometimes the case. Coach Schmidt who accompanied the team states that it was one of the most closely contested college debates that Bethel has ever had. The decision was unanimously in Favor of Friends.

On April 20 the triangular debate between McPherson, Tabor and Bethel Academy will take place. On that evening Tabor debates at McPherson, Bethel at Tabor and McPherson at Bethel. Theodore Harms and Rosina Gaeddart will represent Bethel at Tabor and Abe Gaeddert and Paul Dyck will represent Bethel at home. The alternates for their teams are Milton Lichti and Isaac Balzer. Come and hear a lively debate.

The tryout on March 28 for the Southwestern Academy dual debate resulted in the following choice of debaters: Herbert Stucky, William Latschar, Cornelius Heidebrecht and Gerhard Baergen. The first two debaters will represent Bethel at Southwestern and the other two will represent Bethel at home on May 11. Don't fail to hear a thorough discussion on the question: Resolved that the State of Kansas should adopt the unicameral form of legislature. Prof Schmidt coaches the debating teams on material and argument and Prof. Shank coaches them on their delivery.

#### PERSONALS

Five of the girls have had scarlet fever. None of them were very sick and by this time all of them have been able to take up their work again.

Miss Anna D. Regier attended the funeral of her uncle, Rev. J. B. Dick April 1.

Miss Luella Warren enjoyed a visit from her sister March 31 and on Sunday following she accompanied her to Lindsborg to hear the "Messiah".

Miss Marie J. Regier was here Friday Mar. 30 to hear "Flachsmann".

Walter Niles went to Durham, Kansas on Mar. 24.



Mar. 27 the last number of the Artists' Course was given. The company consisted of Miss Helen Brown Read, soprano, Miss Edith Harris, accompanist, and Alberto Salvi, harpist.

The Men's Glee Club sang at Lehigh on Mar. 24 and at Alexanderwohl the following day.

Prof. Penner preached at Pretty Prairie March 25.

Prof. Shank talked to the Methodist Epworth League, on his trip thru Chile, emphasizing especially the missions he visited.

George German has left school and has gone to Kansas City to work.

Dave Voran has left school and gone to his home near Moundridge to help on his father's farm.

Miss Helen Hagen visited at the College Mar. 28.

The College Juniors entertained the Seniors at the Molzen home March 31.

### ALUMNI AND EX-STUDENTS

'91 Dr. R. S. Haury of Newton, who was injured in an automobile accident on February 26th, has recovered sufficiently to be able to return to his home.

'05 Married last February Miss Mabel Brown to Mr. William Borum, both of Newton.

'08 Miss Emily Linscheid of Arlington is instructor of Normal Training work and of German in the high school of Hill City, Kansas.

'12A. Miss Bertha Unruh of Newton is teaching near Buhler, Kans.

'12A. Miss Laura Harms of Whitewater has taught school near Pretty Prairie, Kansas.

'12A. H. Thiessen, who has been teaching in the preparatory school at Meno, Okla. which has just closed, has returned to his home in Whitewater to teach the German school near that place.

'13A. Miss Waive Kline of Newton has been teaching the Prouty school west of Newton and Miss Grace Kline was again at the Fairview school.

'14A. Miss Katie Friesen of Burrton has just closed a successful school year in a school near Buhler.

'14A. Miss Helen Hagen of Newton after completing a successful term of winter school near Newton was appointed to fill a vacancy in the Newton City schools.

'15A. Mr. Emil Dester of Deer Creek, Oklahoma taught District 87 north of Hillsboro.

'15A. Mr. Henry Quiring taught school near his home town, Goessel.

'16A. Miss Meta Leisy of Wisner, Nebraska is taking domestic science in the high school at home. Recently Miss Leisy was a participant in a very sad experience. One night last month some time after the family had retired, it was discovered that the house as on fire. So quietly did the flames spread that it was possible only for the family to escape. The house was completely burned and practically nothing was saved. Miss Leisy herself barely escaped, and even then she was somewhat burned.

'16A. Mr. Kurt Galle of Moundridge taught District 12 near that town.

'16A. Miss Augusta Schmidt is teaching three months of German school in School 33, Marion Co.

'16A. Mr. D. V. Unrau of Moundridge is among the eight teachers in Harvey County to have standardized his school. This means that the school must have certain equipment such as a sand table, a library of a certain number of volumes, a globe, a dictionary and cement sidewalks. Mr. J. U. Regier, who is a member of the school board, heartily supported the efforts to make the school standard.

Married on January 24th at the home of the bride's sister at Ogden, Utah Miss Jessie Tanner, of Roseville, California to Mr. Harry Crandall of Blackfoot, Idaho. Mr. Crandall is in partnership with a photographer at Blackfoot, Idaho and is engaged in painting the backgrounds in photographer's studios.

Mr. P. J. Voth, Mrs. Susie Schmidt Voth and three children have moved on to the

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farm near Goessel which they recently bought.

R. R. Krehbiel has changed his address from McPherson to Pretty Prairie, Kansas. At the latter place he has opened a garage.

Miss Grace Mendell, now of Windom, Kansas has received her appointment as missionary teacher in a mission field in Cuba, for which place she will leave in May.

Mr. Frank Abbey of Newton was elected president of the Y. M. C. A. of Fairmount College, Wichita. This Y. M. C. A. is supporting a former student who has recently gone out to a mission field.

Miss Elizabeth Schowalter of Halstead is spending the winter with her aunt, Miss Leisy, of Cleveland, Ohio. Her address is 3300 Vega, Avenue.

Miss Helen Walthour of Newton is a teacher in a country school near Haveland, Kans.

Miss Ruth Conron of Newton has taught school near Marcus, Iowa.

Miss Cecil Kaegi of Moundridge has taught school near Elyria. Miss Kaegi ex-

pects to attend the Normal at Emporia, Kans. this summer.

ATHLETICS

Bethel—St. Johns

Bethel closed its almost ever-victorious basket ball season on the 12th of March by winning from St. Johns, 34—27. St. Johns defeated Bethel earlier in the season but the Lutherans were not equal to Bethel's team work in the return game here.

The Bethel-St. Johns game was the last in the Kansas conference race and all basket ball eyes in the state were watching to see what we would do. St. Johns was reputed as having an exceptionally strong aggregation and were expected to win from Bethel which would have put us out of 2'd place in the conference standing.

The Lutherans, however, stepped down to 6'th place and Bethel permanently occupied 2'nd. No doubt this year's basket ball team has made many a man wonder "where in the world that Bethel College is located." Box Score—Bethel:

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