

# Bethel College Monthly



NEWTON, KANSAS  
OCTOBER  
1918



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# Bethel College Monthly

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## Opening Address

by

Professor P. J. Wedel.

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I wish first of all to congratulate you young people on your decision — tho it may not in every case have been a decision entirely of your own making -- to continue your education beyond the mere rudiments of learning by enrolling as students of Bethel College for the current year. In the course of the work before you, new fields will be opened up of whose existence some of you had but little previous knowledge; new opportunities, new problems to exercise your mental powers will present themselves, new associations will crowd upon you which will leave their imprints upon your characters. In fact, if you who are here for the first time continue with us long enough I have no doubt you will say what many others have said before you under similar circumstances, "I never knew there was so much to be learned" and begin to feel discouraged. To such I may say there is no cause for worry, you will not be expected to learn it all. Even if you should continue with us until you have finished our entire college course and then continue with graduate work at some other institution, you would not be expected to learn or know "it all". So as the vastness of the field of learning gradually unfolds itself before your eyes, let it serve rather as a stimulus to increased exertion than as a cause of discouragement. There will be occasions of discouragement, no doubt. Fortunately, per-

haps the average student would say unfortunately, but I say it advisedly, fortunately education is not as some one has said like smallpox or measles, that you can "get it", "catch it" by simply being exposed to it for a time, but its acquisition requires long-continued and well-directed effort. I say fortunately because education is power, and the sudden acquisition of any kind of power, education, wealth, or anything else is more often a misfortune than otherwise. The value of any kind of power to its possessor is determined largely by the training or discipline received in its acquisition. The acquiring of an education demands much exertion, much hard work and faithful application, and the training thus acquired enables the possessor to use this new power in a manner best adapted for the general good. So the unavoidable difficulties that you encounter in your school work are really a blessing; in disguise it may be, but nevertheless an undoubted blessing.

Millions of young men have been compelled within the last year to leave home under less auspicious circumstances than you have done, followed by the earnest prayers and well-wishes of parents and friends. As a result I hear echoing and rechoing thruout the length and breadth of this country today the anxious question of a Hebrew King of old waiting to learn the fate



of a son, wayward to be sure but none the less beloved, the question of King David waiting to learn the fate of Absalom, "Is the young man safe?" Yes, is the young safe is the question asked to-day by millions of fathers and mothers of our country like King David asked it, Is he safe from physical harm? because the young men have exchanged the quiet security of home for the dangers of the battlefield. But I believe they are asking even more anxiously, Is the young man safe from moral contamination and spiritual ruin? because they know that the new surroundings may bring dangers and temptations that may test the moral fibre, the spiritual balance of the young men to the utmost.

You, young friends, have left your homes — some of you for the first time — with their wholesome surroundings, their restraining influences, and have placed yourself under the care of this institution, and many anxious thots and earnest prayers are following you here too. A change in surroundings is always apt to bring with it new problems, new difficulties, new temptations. And so, with perhaps less concern than the parents of whom we have just spoken, but probably nevertheless anxiously your parents are asking in these times of changing emphases and of readjustment of values King David's question, Is the young man, is the young woman safe? What answer shall we give them? Let me answer with a counter-question. If the young man or young woman is not safe in a professedly Christian institution, built and maintained by a Christian denomination, surrounded by the same spiritual influences as in his home community, under the supervision and tuition of professedly Christian instructors, where the word of God is regarded as the sole and infallible rule of faith and life, where is he safe? Would he be more safe in an office or a factory, or a shop? If a Christian institution can not safe-guard the young people entrusted to its care, so that parents can gladly and unhesitatingly commit their sons and daughters to it, where are the Christian young people to go to prepare for greater usefulness and more efficient service in life? Or are they to be deprived of these opportunities entirely, and made

to be satisfied with less than their God-given faculties would have enabled them to accomplish under more auspicious circumstances? Are they on that account never to have any larger field of influence than the important but limited sphere of the home, or the wider but still restricted one of congregational life? Yes, is the young man, the young woman safe? To that question the Christian institution must be able to give a satisfactory answer to its patrons. It therefore behooves an institution like ours, that is professedly Christian to hold up before its students so high a standard of Christian living, to preserve so unquestionably Christian a character in its various activities, so sound a standard of moral and religious instruction in its work that the serpent of suspicion will never dare to rear its head, and seek to injure its good name or destroy its influence. A Christian institution should be a place where Christian fathers and mothers will unhesitatingly send their sons and daughters because they feel they are safe under its influences.

Speaking of the influences in an educational institution suggests another thought or rather question. What are the educative or cultural influences in a college? Doubtless you think first of all in this connection of books and teachers, and rightly so. Good books and good teachers rightly used are the main props in rearing the students educational edifice. But really everything that in any way influences you have a formative effect upon you one way or the other. The appearance of the room in which you live, the conduct, the conversation, even the dress of your fellow students, take general appearance of class rooms and the campus, the literary societies, visits to each others' rooms or homes, sermons, lectures, concerts, trips by auto or railroad, games, amusements, strolls, purposeful or purposeless with fellow-students, escapades innocent or otherwise, manner of studying, reciting, attendance or lack of attendance at religious services, the spirit in which you perform your work, the quiet hour of contemplation or meditation, and we all ought to have such occasionally, all these and many others will have a part in the making of you, and not only your books and your teachers. It will



for the most part be done unconsciously, but none the less real and perhaps sometimes the more effective, because it is done unconsciously. It is evident that it is undesirable, even were it possible so completely and in every detail to supervise and regulate the conduct of each student, that all these things would be kept in proper lines. But may I suggest as a step in the direction of making all influences cooperate to bring about a higher type of manhood and womanhood that each one of you consider yourself put on your honor to do nothing during your student life at Bethel College in violation of the standards of gentlemanly and ladylike conduct, in violation of Christian character. Consider, if you will, your enrollment here as a pledge to that effect. Let us all be our guard lest we stumble or become an occasion of stumbling to others.

These are homely words, but I trust they may not fall on entirely deaf ears, because your stay here at this institution is not to be regarded as in any sense a matter of little moment. It is right here in College that the mental attitude of you young people towards many of the important questions of life will be determined. Besides to learn to think clearly, to develop a worth while personality, to have the privilege of forming friendships, that shall endure and enoble our lives, to have new sources of enjoyment opened up before one, to prepare to serve the world more efficiently, to learn to lead a larger and a happier life, these are just a few of many opportunities you will have here that to the thinking mind are not matters of small moment.

Educational ideals have varied a great deal in the past. The emphasis in education has been placed differently by different nations, and at different times. The ancient Persians taught their youth to honor the Gods, obey their parents, and to speak the truth; no men ideal and one which modern nations could consider with some degree of profit. With the Greeks the ideal of education was, as we all know, beauty; physical beauty, the beauty of art, and eloquence. The Chinese have placed the emphasis in their education upon reverence for that which exists, upon ancestor worship. And were we to take time to analyze the educational ideals of modern nations we would

find some very striking differences, one nation placing the emphasis more upon "academic" learning, another more upon technical attainments, and still another more upon mere culture, upon drawing-room accomplishments. Now I have neither the time nor the ability to undertake a critical analysis of educational aims and ideals. I desire however to bring before you a few thoughts on this subject, which seem to me pertinent in the light of recent developments of world history.

A phase of education that has been strongly emphasized in the past, and rightly so, is its relation to citizenship. Education as a preparation for citizenship is a subject well worth the serious consideration of all educators of our day. The very intimate relation between them is evident from the fact that the progress from patriarchal and monarchical to democratic forms of government has kept pace with the advance in education. The functions of the state, its relation to its citizens, and to the sisterhood of states or nations, the ever-growing sentiment of nationality, and the various internal problems differing in different countries but present in some form or other in all of them, are problems demanding to-day more than ever before calm deliberation, and unselfish devotion to the highest ideals of a Christian civilization. To the solution of these problems every educational agency from the Kindergarten in our primary schools to the graduate schools of the great universities must contribute their share; or they not only miss a great opportunity but are derelict in the performance of a duty second to none in the educational program of our secular schools. It is not my intention to go into detail in the consideration of this point, but merely to call attention to the development of good citizenship as one of the legitimate aims of our educational work, and just now one of peculiar timeliness.

Now the most important requirement of good citizenship I take it is respect for and obedience to the laws and the constituted authorities of one's country. You young people will now have an opportunity of proving yourselves, let me say, "good citizens" in a restricted sphere, that of college life. Bethel College, its campus and its



### Bethel College Monthly

buildings will be the "land" in which you will live for the next few months; its rules and regulations the "laws" to which you are expected to submit. The degree to which, and the spirit in which you submit to these laws will not only determine the characters of your citizenship, as "citizens" of this college community, but will have an important influence upon your attitude later in life towards the civil laws and the constituted authorities of our country. If you willingly and cheerfully submit to our rules and regulations here, irksome tho they may at times seem to you it will be excellent training along the broader times of true citizenship. If on the other hand you show a spirit of insubordination, a desire to do as you please, regardless of rules and authorities you are simply incorporating more firmly in your character those elements of disrespect for and rebellion against organized society, that will sooner or later bring you into conflict with the duly constituted authorities, and draw down upon your head merited punishment, i. e. unless you reform. So I say you will in the next few months have an excellent opportunity for practical training for good citizenship, if only you are willing to seize it, and that aside from the many other influences along that line that necessarily operate in a Christian college community.

One of the chief aims, I might almost say the sole aim of our great universities in the past especially the recent past, has been to turn out specialists, men prepared to do one thing well, to achieve the greatest degree of success in the particular line which they have chosen as their life work. Perfectly proper you say and so it is, as far as it goes. To do the world's work we need men of intensive training, great physicians, great lawyers, great engineers, great scholars, great teachers, great men in every useful profession, and the more the better. Man's triumph over the forces of nature and the resultant transfer of his principal activities from the purely physical plane to the higher mental and spiritual, his liberation from mental and to a certain extent spiritual bondage, his alleviation from suffering and much else he owes to a very considerable extent to the labors of such men. We need men who are trained in all the refined methods of modern research, who will de-

vote their lives to the search for truth, truth for its own sake, and we need men who will place such truth in the service of man in a practical way and make it a force for the uplift of the race and the furtherance of the best things of life. The services such men have rendered the world are simply beyond possibility of estimation. And such men we can not have unless our great universities unrelentingly devote their energies to training them. But unfortunately this specialized training has sometimes, too often perhaps been carried on as tho it were the only thing that counts, and nothing else need be considered, to the consequent neglect and exclusion of the highest and best things in life. For I take it that the highest compliment that can be paid a person, the finest thing that can be said of him is not, that he is a great scholar, or a great lawyer, or a great general, or a great scientist, or a great teacher, or a great anything else, but simply this that he is a man; i. e. that he embodies within himself to a very considerable extent at least those qualities of heart and mind, that characterized him, before sin had laid its defacing hand upon him. And to my mind the exclusive aim of so many of our educational institutions to turn out mere efficient intellectual machines, cold logical engines as some one has said is sufficient evidence that we have not yet learned to distribute the emphasis in our educational work in a manner best calculated to realize the highest purposes of life. To "point with pride" to a long roster of "successful" graduates, to the conspicuous positions that the alumni of an institution are filling in the commercial, industrial, or professional world is not incontrovertible proof that such an institution is accomplishing the greatest good possible in the world, or doing its full share in lifting man towards his divinely appointed goal.

Of course, our dork here at Bethel College is largely preparatory, the needs of our students have not imposed upon us the necessity of introducing highly specialized courses in our curriculum, and so we naturally have been free from the dangers of over-specialization. But our great universities and technical schools have come to place the emphasis so completely on the intellectual, on the material, that little else counts. I have



sometimes thought our higher education has come to mean little more than a challenge to nature's most hidden secrets, to her most powerful forces, a pitting of the powers of the human mind against the powers of nature, with mind coming out more and more the victor. Identify yourself for a time with any of our leading universities as a student, and so long as you are doing simply undergraduate work, you are merely one of the crowd, no one ordinarily takes an exceptional interest in you excepting as he may see in you promise of developing into an efficient instrument of research. But, in your capacity of graduate student, attack some unsolved problem, attempt the solution of some riddle of nature, set yourself the task of widening the bounds of knowledge, of making the light of certainty penetrate just a very little further into darkness of uncertainty and ignorance, and you at once become the center of an interested group of students and professors. You are made to feel that at last your work is counting for something, that now you have stepped out of the ranks of the ordinary, and taken your place with those who are contributing something really worth while to the work of the world. Far be it from me to decry research or belittle its value. No one knows better than the scientist the infinite pains, the long and arduous labors, the wearisome hours, the almost insuperable obstacles that, like the crest of a forbidding mountain range in the path of the weary traveller, often between the investigator and his goal, that often make the addition of even a mite to the sum of our knowledge a matter of years of patient and exacting work. Were it not for research we would still be groping in the darkness of savagery instead of walking in the light of modern civilization. So let me stay again, for be it from me to underestimate the value of research, or decry the spirit that prompts it. But I see another side to the question. True force, physical force as it manifests itself in its various natural forms, steam, electricity, etc. has indeed wrought marvels in the past, and in its more subtle forms of radioactivity promises even more marvelous results for the future. The study of nature has everywhere revealed the operation of force in the smallest as in the largest, the most insignifi-

cant as in the most impressive phenomena: in the beautiful star-shaped snow crystal, in the change of the frozen ice-crystal to the rounded drop of liquid water, in the sudden appearance or disappearance of the silver-lined cloud, the quiet motion of the babbling stream, the silent growth of the blade of grass, the sprouting wheat-grain, the bursting rosebud, the spinning top, the rolling marble, and countless other inconspicuous phenomena, as truly as in the invisible bonds that bind together sun, planets, satellites, etc. into a solar system, in the majestic waterfall, the blinding lightning-flash, the terrible destructiveness of the tornado or the earthquake, or the violence of the volcanic outburst. Yes, to the student of nature, this is a universe of force. And consider, for a moment, man's triumphant conquest over these forces, only partial as yet it is true, but none the less remarkable. Visit if you will some of the gigantic power stations of the country, such as Niagara Falls or the Keokuk dam, or the Panama canal, or witness the irresistible power of our modern man-made explosives used in the war, or the less spectacular, but none the less remarkable results achieved by wireless, and rays, and your mind will be awed by the greatness, the almost sublimity of it all. Yes the application of mental force to material force has resulted in the development of a material civilization hitherto unattained. But it seems to me that this constant contact with the material, this ceaseless struggle of mind against the forces of nature, these remarkable, if only partial successes which this struggle has achieved, the extraordinary degree to which nature has been forced to lay open her very heart to the gaze of the investigator, the amazing control he has gained over natural forces, these things have led on the one hand to a kind of intellectual pride, that recognizes nothing superior to intellect in human life, and on the other to an overrating of material forces, or let me say material force as a factor in human progress and achievement. It has led an undue reliance on such force, to a putting of one's trust in it to such an extent, that coupled with the age-old view of force as the only sure means of obtaining and maintaining peace and security for individuals as well as nations, whole na-



tions have come to regard it as their only means of safety, and as the prime factor of progress in the world. The world has come to glorify force, I am almost tempted to say to worship, to deify it. And with what result? Look at Europe today and you have the answer. Present conditions in Europe are in part at least a result of the reliance on, the worship of, the subordinating of everything else to, material force; and may I add here in parenthesis, that it is to be sincerely hoped that in the readjustment of values that is now taking place or will take place after the war the world will come to assign to material force its proper place its correct value as a factor in social progress and the life of the world. But the educational aims and ideals of the past must bear a goodly share of the blame for the present conditions, because these aims and ideals have over-emphasized the material, have glorified in the achievements of material force, and under-emphasized the deeper the spiritual things of life.

Is there a remedy? We hear a great deal about "democracy" at the present time. Should democracy be the chief aim and object of education? Without meaning to disparage democracy, whose principles are far and away the most just so far developed for the government of man in politics, education society, I fear if we place our hopes solely in democracy, we are doomed to disappointment. Democracy has its rightful place, an extremely important place as an ideal in education, but unaided will to my mind prove unable to save the world from itself. Democracy in aiming to secure equal rights and equal opportunities to all, instead of placing the weak at the mercy of the strong, in seeking to obliterate any arbitrary or hereditary differences in rank or privilege, and applied not only to individuals but to states, is a step, a long step in the direction of bringing about that feeling of equality, of universal fellowship and mutualism that we call the brotherhood of man; but what is needed is something to save the world from itself. And I fear that human nature is lacking in those elements of self-restraint, of altruism, without which peaceful cooperation, a peaceful getting on with one's neighbor is impossible. An unprejudiced survey of our own country will convince us, that

even in a democracy conditions are not ideal that there is "room for improvement" even here. Tho admitting democracy to be a rightful aim, a worthy ideal in education, it is evident that we must lay a deeper foundation if we wish to rear an enduring structure; we must perhaps not so much embody new ideals in our educational aims, as to have the old ideals permeated or dominated by some new, some hitherto neglected influence, if we are to secure that "summum bonum," that highest good not only to the individual but to society for which all true education is supposed to strive.

And here let me go back for a moment to the early history of the race. As in the animal world to-day force seems to be the determining factor of existence. I say "seems" to be because investigation will reveal the operation of other equally potent agencies in the perpetuation of animal life — so in the early history of the race violence was rampant, it was, largely at least, an era of force. But quite early in human history men arose who deprecated the use of force in their relations with their fellow-men, and sought to raise the standard of such dealings to a higher plane. Slowly groping upward toward the light the race under the teachings of great prophets and other leaders caught a glimpse of something better in their mutual dealings, than violence and force; something less destructive, something constructive. The divine spark of love, love towards one's neighbor, slowly grew under the nurture of such teachings, until with the advent of Christianity it became an unquenchable flame. True, the age-old methods of violence were not to be eradicated in a day, or a century, or a millennium even. The principle of love is far from having met with universal acceptance, far from having displaced force entirely in the dealings of individuals or nations with each other; otherwise the cataclysm in Europe could not have occurred. But like the sunlit mountain-top beckoning to the traveller who is slowly and laboriously making his way up the mountain side, thru deep shadows and over treacherous boulders, past threatening abysses and precipitous walls, so this ideal has never been completely lost sight of by a race groaning under the burden of violence and oppression, ever since it



was first so clearly and definitely laid down as a rule of life by Christ himself. Love, genuine love, love towards God and its spontaneous product, love toward one's neighbor is the great, the distressing need of our time. Failure to vitalize education with this principle I believe to be the fundamental cause of the present crisis and its attendant horrors. Power, and education is power, power I say not consecrated by the divine principle of love, is a monster of which it well behooves us to beware. But power so consecrated is the divine attribute of God himself; it is the divine instrument for the realization of God's plans for man on this earth. It will prove, too, the means of healing the terrible wounds that man is inflicting upon himself to-day, and preventing a recurrence of such a calamity. If I have spoken rather disparagingly of force or power it was only of material force as the dominant principle of life. We should all become a living, disciplined force. We have come here to acquire power, that is one of the great objects, or the great object of education, but let it be power dominated by the mightiest, but also the gentlest of all forces, love. Let education strive for the other ideals we have mentioned, good citizenship, high professional attainments, service, power, but subordinate them all to this one ideal. This I believe to be the challenge of to-day to the education of the future. To blot from the minds of men the ideal of material force as the dominant factor of life; to replace it by the ideal of power, actuated, constrained, directed by love, this I conceive to be the immediate task, the decisive point of emphasis of our educational efforts, and by placing the emphasis here we shall not build on a foundation of sand; we shall not erect a frail, fleeting structure that will crumble under the strain of human passion, as alas so much is crumbling to-day, but our edifice will be of a character that shall abide. The geologist tells me that the mighty mountain-ranges of the earth will not endure, that many causes are cooperating to reduce their prominence, and they will eventually be reduced to the common level of their surroundings. They, even the everlasting hills will not abide. The astronomer tells me that the sun is gradually losing its vitalizing

warmth; its gloom-dispelling light is gradually fading away, and it will eventually become as cold and cheerless as yonder heap of cinders. It too with its innumerable host of companions the stars will not abide. But the edifice we rear in the hearts and minds of our young people on the foundation of an unselfish, a really Christian love, the power with which we endow them, actuated, consecrated by such love it will abide: for "now abideth faith, hope, love, these three, but the greatest of these is love."

#### Private Irvin Haury Answers the Last Roll Call

Many are the homes that have been saddened in Newton, the college campus and throughout the county, by the death of Irvin Haury, son of Prof. and Mrs. G. A. Haury, who reside at the college campus, which occurred Saturday morning at 11:45 at Camp Funston after an illness of meningitis of less than twenty hours duration.

The death came as a great shock to the relatives, as a letter had been received by his wife on Friday in which he stated that he never felt better in his life. Saturday noon the message was received which told was sent to determine if his relatives might be with him but before 3:00 o'clock the second message came telling of his death, which had occurred even before the first message had been received.

Irvin Haury was born in Halstead July 23, 1892. The following year Prof. Haury was made a member of the college faculty and the family moved to the college campus, so that Irvin's life has been spent in Newton and the college. His early education was in the city schools. He attended the college during his academic and college courses and was graduated in 1916. In between his years at Bethel college he spent two years in California roughing it on a ranch for the benefit of his health and returned well.

In the year 1916-17 he attended the university of Kansas where he received his master's degree. In 1917-18 he was professor of French and Spanish at Bethel College and on March 26 he was united in marriage to Miss Cora Molzen.



Private Haury went to Camp Funston May 27 and was employed in the receiving station taking finger prints of the recruits. On last Monday he took an overseas examination and received grade A in every respect.

In no community could a more splendid young man of exemplary traits of character be found. At the college campus he was a general favorite with the faculty and students and in his soldier life these same likeable ways were noted. He made friends everywhere and they sympathize in the great loss to the bride of six months, the parents and the three brothers, Alfred of Lee Hall Va.; Gustav of Camp Logan, Texas, and Emil who is at home. Both Alfred and Gustav will be here for the funeral.

The body will arrive tomorrow morning via Missouri Pacific from Camp Funston. The funeral will be held at the Bethel college chapel Wednesday afternoon at 2 o'clock.

—Newton Evening Kansan-Republican, Monday, Sept. 30, 1918.

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† Irvin Haury †

Those that have known Irvin Haury in his childhood days will always think of him as a boy quiet and unobtrusive in his ways, rarely using more words than necessary to express what he wished to say. His somewhat overgrown stature seemed to give him a feeling of awkwardness at times and this tended to induce in him a sense of bashfulness. He kept on growing taller and taller so that some of the boys used to ask him: "Irvin, how is the weather up there?"

In spite of his reserved nature he was a genuine boy enjoying most thoroughly an occasional tussle with his fellows, an outing into the woods, or a fishing trip. He was above all a lover of nature. He knew every bird by name, imitated their calls, chased the moths and the butterflies on a summer day.

As a lover of nature he became interested, at an early age, in stories about nature and in stories of travel and adventure. The reading of these developed in him the reading habit. In this way he was led to culti-

vate a taste for good literature earlier than is common with boys.

He possessed a strong will even as a boy, but this became, under the wise and tactful guidance of his parents, one of the most potent factors in the development of his character. By the time he had grown to manhood he had learned to use his will-power to overcome the most stubborn obstacles. Never would he permit himself to be swayed from the course that led toward his ideal.

During his boyhood days the turning pole played an important part in furnishing him the exercise he needed for his physical development. While a student at college he kept up his physique through various athletic activities. Though he became one of the best athletes Bethel ever had, he would in no case permit his favorite recreation to interfere with his studies. The reading habit that he had cultivated during the early years of his life remained with him as a student at college. He would always find time to read a book, hence he was well informed in regard to world events in general, but especially in the line of science, music, language, art and literature. He had a keen sense for all that is beautiful, possessed broad sympathies, was a true companion to those about him, and lived up to his ideals.

D. H. R.

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RESOLUTIONS.

Whereas, in the course of the tragic world events God, the Father of all mankind, has demanded of Irvin Haury the greatest sacrifice that any man can give for his fellowmen, and, whereas, we, the Faculty of Bethel College, have held intimate relations with Irvin Haury as student, co-worker, and fellow citizen, it makes it eminently befitting that we record our appreciation of him and express our sincerest sympathy to the bereaved, therefore,

Resolved, that we gratefully remember the keenness and thoroughness which characterized his work as a student in the classroom and in all student activities and which were a real pleasure and inspiration to his instructors.

Resolved, that we regret deeply that we were not permitted to share his strong personality, his splendid scholarship, and his



fine co-operative spirit as a member of the Faculty for a longer period of time.

Resolved, that we recognize, in his removal, the departure of a highly esteemed citizen, whose quiet, unassuming, courteous manner, coupled with a high sense of duty and a deeply religious spirit, made friends wherever he went.

Resolved, that we with the bereaved most keenly feel that we needed him here but that the larger plans of God called him elsewhere, and out of these larger plans for a better world we derive hope and comfort for the great loss we have been called upon to bear.

Resolved, that we as a body herewith express our deepest sympathies to his nearest relatives, who especially feel this loss.

Resolved, that a copy of these resolutions be spread upon the records of the Faculty of Bethel College, a copy printed in the Evening Kansan Republican and in the Bethel College Monthly, and a copy forwarded to Mrs. Irvin Haury, Prof. and Mrs. G. A. Haury, and Mr. and Mrs. Chris Molzen Jr.

Adopted Oct. 1, 1918.

Committee

J. W. Kliever  
Samuel Burkhard  
A. B. Schmidt.

#### MANY ATTENDED HAURY FUNERAL

Friends from all parts of the county and surrounding towns were present Wednesday afternoon Oct. 2, at Bethel College chapel to honor and respect the soldier, Irvin Haury, who had been summoned from his service to his government while at Camp Funston on Saturday morning. The casket was covered with the American flag, but the great profusion of flowers arranged around the rostrum gave evidence of the expression of sympathy of the many friends of the young soldier.

A very handsome floral piece was sent in the name of the military camp at which Private Haury had been stationed since leaving Newton in May. A banner bearing the gold star was also used, and the American flag and college emblem were at half mast.

A beautifully impressive sermon was given by Rev. J. W. Kliever, president of

the college, and hymns were sung by a male quartet with A. D. Schmutz as accompanist.

The casket bearers were P. J. Wedel, D. H. Richert, J. H. Doell, A. B. Schmidt and S. Burkhard of the college faculty and Will Schroeder of Hillsboro, an intimate friend.

Evening Kansan-Republican.

#### NATIONAL SCHOOL SERVICE

What America is to-day she owes to the public schools. What she means to her people and to the world in which she has become a greater force, is the product of the schoolroom. The one clear note that our schools have sounded is service. They have never taught, and never can teach in a great democracy, that private gain and individual excellence are the true measure of either education or success. The welfare of all has been the supreme lesson of popular education. It is the lesson and the basic lesson of the war for us. Only as each of us becomes part of a greater community can we expect success in war as in peace. The schools have taught this in the past, and the present brings them a greater opportunity to enforce their lessons. Quickened sympathies and desires for larger service have come

to every man and woman, to every boy and girl. But there is now at hand something which is educationally more vital. It is the opportunity to translate these impulses into action, to become by deeds an effective part of greater things. It is the rare privilege of the teacher at this time to have in national activities a means by which the purpose of her efforts can be made real to children. War savings stamps, food and fuel economy, the Red Cross, the Liberty loan, are not intrusions on school work. They are unique opportunities to enrich and test not knowledge, but the supreme lesson of intelligent and unselfish service. It is the lesson you have always taught. The war has given you new and unexpected opportunities to link habit and conduct with the work of the classroom.

It is not the object of this periodical to carry the war into the schools. It is there already. It is not its object to carry it



into the home. The millions of stars on service flags proclaim that it is there. It is not its object to make the American school teacher the intellectual drill sergeant of national prejudices and vain-glories and the exponent of international suspicion and envy. There can be but one supreme passion for our America; it is the passion for justice and right, for common honesty, private and national, for a world free and unfearful—a passion that will make our nation serve us and serve the world for these ends and none other.

\* \* \* \*

Guy Stanton Ford, Director,  
Division of Civic and Educational Publications.

#### CIVILIZING INFLUENCE OF SUNDAY.

From Addison's Sir Roger de Coverly  
I am always very well pleased with a country Sunday, and think, if keeping holy the seventh day were only a human institution, it would be the best method that could have been thought of for the polishing and civilizing of mankind. It is certain the country people would soon degenerate into a kind of savages and barbarians were there not such frequent returns of a stated time in which the whole village meet together with their best faces, and in their cleanliest habits, to converse with one another upon indifferent subjects, hear their duties explained to them, and join together in adoration of the Supreme Being. Sunday clears away the rest of the whole week, not only as it refreshes in their minds the notions of religion, but as it puts both the sexes upon appearing in their most agreeable forms, and exerting all such qualities as are apt to give them a figure in the eye of the village. A country fellow distinguishes himself as much in the churchyard as a citizen does upon the Change, the whole parish politics being generally discussed in that place, either after sermon or before the bell rings.

#### BETHEL COLLEGE MONTHLY

Our readers undoubtedly have been wondering at the delay of the Bethel College Monthly. September came and passed and

likewise October, and apparently there was no sign of the appearance of the first number. The delay is largely due to the war. Just as it has disorganized a good many other things, it has also disorganized our Faculty, especially that part of it which had to do with the editing of the College paper. Professor Leisy and Wiebe, the former editors, are both engaged elsewhere and cannot take charge of the work as they otherwise would have done. A new staff had to be pressed into service for the time being, and while things were gotten into shape, day after day passed until the work could begin. Further delay was also caused by the vacation due to the prevailing sickness. The present number will include both the September and October numbers. In the future we hope to be more on time.

#### NOTICE TO SUBSCRIBERS.

No doubt our readers have before this noticed in other papers the urgent request that all arrears in subscriptions be paid, and the warning that if such arrears are not paid the names of the delinquents will have to be taken off the list. These notices appear because the government has given orders to that effect.

In looking over our list of subscribers we also find a considerable number who are one or more years back in their payments. We would therefore urge a prompt remittance of all arrears; first, because the government requires that only paid-up subscribers are carried, and secondly, because we need the money. You can easily see the state of your account by referring to the yellow label on your copy of the Bethel College Monthly. Stamps of any of the smaller denominations are acceptable. Address to G. A. Haury, Newton, Kansas.

#### FIRE PREVENTION DAY POSTPONED

On account of the influenza epidemic, Fire Prevention Day which was to have been observed in Kansas on Friday, November 1, has been postponed.

The new date will be announced as soon as normal conditions are restored. The literature already sent to the schools should be held for use on the new date.



## FALL SOCIAL

The Fall Social held as usual under the auspices of the Y. W. C. A. and the Y. M. C. A. in the Alumni Hall was a most interesting and enjoyable affair. The faculty and the students, who were all guests at this event, were met at the door by a committee of two who tagged them so that each one's name showed conspicuously on his shoulder, thus making introductions easy. From here they passed on down the receiving line and thence out on the floor to mingle with one another. The Manager of the evening, Mr. D. R. Rempel, then announced a track meet, the features of which were sack and hoop races. After this, the guests were divided into four groups, put into four corners and left to stay by themselves for awhile. When they were ready to move on again a column by twos was started moving around the room. Partners were changed frequently and with them the topics of conversation which were announced by Mr. Rempel. One found one's self asked to discuss, slang, cold feet, paint and like topics with total strangers, which led to considerable amusement. Finally the procession was led past a certain corner where light refreshments were served. When all had been given time to eat their grapes, the Alma Mater was sung and the manager wished everyone a pleasant good night.

## Y. W. C. A.

One Tuesday afternoon from four to six, the Y. W. C. A. held a "get acquainted" outing for the new and old Y. W. members. The girls met south of the Ladies Dormitory and enjoyed themselves playing games.

## STUDENT COUNCIL

The last week in September, the members of the Student Council were elected. From the college, the class representatives are John Thiessen, Elda Ringelman, John Epp and Joe Becker. The members at large are Anna Suderman and Elizabeth Linscheid. The Academy representatives, which are all elected at large are Otto Winsinger, Elizabeth Funk, Mary Ann Loganbill, Sidney Hawkins and Henry Regier. The officers of the council are: President, John Thiessen;

Vice President, Elda Ringelman; Secretary, Mary Ann Loganbill and Treasurer, John Epp.

The most important business enacted by the council was in connection with the Bethel Breeze. The council decided that the Breeze should be issued again this year. An election was held in which Miss Wanda Isaac was the successful candidate. The editorial staff had been selected and was preparing to issue the first number of the Breeze when the influenza quarantine prevented.

## ALUMNI NOTES

'99 Professor J. H. Bachman is at present in the Y. M. C. A. work at Camp McArthur, Waco, Texas.

'03 Rev J. B. Frey and family, who have been spending the winter in Los Angeles, Cal., have returned to their work in the mission field at Tuba, Ariz.

'05 Born to A. B. Litchford and Mrs. Ona Walton Litchford at their home in Long Beach, Cal., a son whom they have named George Barrett.

'08 P. M. Goertz and Mrs. Edna Showalter Goertz now reside at 124 East Ave. 56, Los Angeles.

'09 Miss Esther Schmidt is a Red Cross nurse at Camp Lee, Virginia.

'09 Sergeant Alvin B. Ruth is located at Camp Humphries, Virginia.

'12A. Born to Frank Luginbill and Mrs. Edith Kaegi Luginbill of Glentana, Montana on May 18th a boy.

'11 Albert Hagan and Mrs. Ruth Welsh Hagan and two boys are located at Mintern, Col., where Mr. Hagan has accepted a position with the railroad Y. M. C. A.

'12 Mr. and Mrs. Henry Thiessen have spent the summer near Whitewater, Kan'as. Mr. Thiessen will again teach in the Meno, Okla. Preparatory school.

'13A. Miss Susan Haury of Upland, Cal. who graduated last spring from the Baltimore School of Music spent the summer with friends in Summerville, Va. Miss



Haury will teach piano this winter in the Maryland School for the Blind, Overlea, Maryland.

'13A. Miss Helen Haury of Upland, Cal., studied at Columbia, University, New York, this summer. She will be assistant in the Chemistry department at Pomona College, Claremont, Cal., this winter.

'12C. All but one of the members of the faculty of Freeman College this year are former Bethel students. These are A. J. Regier, Acting President; Rev. J. M. Regier, 12C; P. F. Quiring, 15C; Oswald Krehbiel, '17C; Caroline Waltner and J. E. Linscheid, '15C who however is now at Camp Funston.

'13A. Gustav Dunkelberger, after the close of the spring term of the State Agricultural college at Corvallis, Oregon, where he has taught piano for the past two years, attended the training detachment of Benson Polytechnic school, Portland, Ore. He has since been transferred to the First Training Battalion, Signal Corps at Ft. Leavenworth, Kansas.

'13A. Albert Dalke and family of Henderson, Neb., have spent the summer in Kansas, near Inman where Mr. Dalke worked with a threshing crew.

'14A. On Tuesday, Aug. 13th, took place the marriage of Miss Elizabeth Thimm to Mr. Otto Loewen, both of Newton. They left immediately for San Francisco where they took passage for Honolulu, Hawaii, where Mr. Loewen has an appointment as professor of mathematics in the college of Ohau. Mrs. Loewen will also teach, having the 7th and 8th grades in the same school.

'14A. Miss Helen Hagan spent the summer on a concert tour with the John D. Miller Chicago Operatic company covering points in the north central states. She will resume her work in the Chicago Musical College this fall.

'4C. After graduation John H. Ensz and family went to Dubois, Idaho, where he taught school, at the same time holding down his homestead. Last year he was principal of the Mora school. This year he is to be located at Kuna, Idaho.

'15C. Born to Mr. and Mrs. E. L. Harms of Lawrence, Kan., in July a boy.

'14C. Professor P. D. Schultz and Mrs. Justina Wiebe Schultz and two children

have moved to Wichita, Kan., where Mr. Schultz has a position in the Science department of Friends University.

'15C. Lieut. Harold Glover of Newton is in the front line trenches having a command of a dressing station there.

'16A. Married on September 10th Miss Anna Enns to Mr. John A. Ratzlaff both of Moundridge, Kansas.

'16A. Paul Baumgartner and Mrs. Anna Miller Baumgartner have moved to Portland, Ore., where Mr. Baumgartner is engaged in shipbuilding.

'17A. Herbert Ensz of Newton is employed in the shirt department of the Greenfield Store, Wichita.

'17A. Serg. Alfred Haury has been transferred from the station at Waco Texas to a balloon camp in Virginia.

'17C. On August 20th occurred at Freeman, S. D. the wedding of Miss Eva Tieszen to Mr. Oswald Krehbiel.

'17C. Mr. W. A. Schroeder and Mrs. Clara Penner Schroeder and son have moved to Hillsboro, Kans., where Mr. Schroeder has a position with the Farmer's Equity Union.

'17C. At the home of the bride, at Newton, on Aug. 14th, took place the marriage of Miss Linda Penner to Mr. Walter Niles of Sedgwick. They will live at Langdon, Kan., where Mr. Niles will act as superintendent of the public school.

'17A. Married on September first at the home of the bride, Inman, Kan., Miss Katherine Adrian to Mr. Isaac Balzer. Mr. Balzer will attend Bethel this winter.

'14A. '16A. On August 28th at Freeman, S. D. took place the wedding of Miss Jacobina Tiaht to Mr. Abr. V. Tieszen. They will live at Bethel College, Newton, where Mr. Tieszen will secure his A. B. this winter.

'16A. Miss Meta Leisy has entered Halstead Hospital for training as a nurse.

Professor J. W. Bixel after teaching in Sioux Falls, S. D., for two years has moved to Tacoma, Wash., where he will be leader of the choir in the First Presbyterian Church and will also open a studio as a voice teacher.

Born to B. G. Regier and Mrs. Gussie Epp Regier of Newton on July 9th a daugh-



ter, Esther Margaret.

Dr. and Mrs. Ed. Ruth of the Phillipines are home from Manila where Dr. Ruth has held a government position for several years, for a furlough of several months.

A son was born to Mr. and Mrs. Carl Haury of Halstead last July.

Miss Rachel Baumgartner is teaching for her second consecutive year in a high school in Montana.

Miss Elizabeth Boehr of Wisner, Neb., has charge of the domestic science department of Bluffton College, Bluffton, Ohio.

On Aug. 15th occurred the wedding of Miss Elizabeth Wiebe of Beatrice, Nebr., to Mr. Henry Boehr of Wisner, Neb., Among the guests were Rev. D. J. Brand, '02 and Mrs. Marie Brand of Bally, Pa., and Rev. J. P. Boehr, '12, of Summerfield Ill.

Miss Suzanne G. Goertz of Mountain Lake Minn., is taking the nurse's training course in the Eitel Hospital, Minneapolis, Minn. This is her second year there. Her address is 219 West 15th Str.

Born to Wm. Winsinger and Mrs. Elizabeth Kliewer Winsinger of Moundridge on July 15th, a daughter, Dorothy Elizabeth.

Miss Alice Hulick of Newton held a position this summer in the drafting department of the Commonwealth Edison Company, Chicago, Ill. She will continue her work at the Chicago Art Institute this winter.

Serg. Frank L. Abbey is a clerk in the statistical department of Gen. Pershing's headquarters. His address is Casual Co. No. 1 Gen. Headquarters, Amer. Exp.

Married in August at the home of the bride's sister in Newton, Miss Mildred Axtell to Mr. Alden Branine.

Alfred Brauer is now overseas in connection with the signal corps.

Hershel Hawley is in the government training school in Washington University St. Louis, Missouri.

Serg. Carleton Smith is now battalion bombing sergeant, and has attended three bombing schools, two in the United States and one in France.

Maurice Benfer has arrived safely overseas.

Miss Faith Henderson of Newton has accepted a position as teacher in the Heath district near Peabody.

On Aug. 21st the wedding of Miss Alma Brauer to Mr. Albert Schmidt, both of Newton took place. Mr. Schmidt is now at Camp Funston.

Miss Hilda Wedel will attend the Hollywood Junior College, Los Angeles this winter. She is living with her brother Oswald Wedel at 816 N. Hobart Boulevard, Los Angeles, Cal.

Nelson Krehbiel of Moundridge and Willard Graber of Hutchinson have enrolled at Oberlin College, Oberlin, Ohio.

'18 Mr. and Mrs. Paul Erb of Hesston who had expected to sail for India this Fall have been refused permits because of the war and will therefore be connected again with Hesston Academy where Mr. Erb will teach English.

Miss Io Pettys is attending the Kansas University this winter.

Miss Florence Chace of Shawnee, Kans., is attending Kansas University at Lawrence.

Charles Kiehl of Lawrence has resumed his medical studies at the University.

Dan. Quiring who was called to camp in June has been transferred to the Medical Reserve Corps and has resumed his studies.

'17A. '13A. Miss Elsie and Miss Cora Tangeman are attending the Kansas State Normal at Emporia.

'04 Mr. Chauncey Yeomans and Mrs. Olga Krehbiel Yeomans and two children have moved on a farm near Halstead for the duration of the war.

'04 Mr. Herman Kliewer, Mrs. Lorena Dirks Kliewer and children are living on a farm near Pawnee Rock.

'11 Miss Louella Krehbiel is again teaching English in the H. S. at Ellsworth, Ks.

'12 Mr. Menno Bachman is overseas.

'15C. Mr. and Mrs. Wm. Wiebe have moved to Buhler where Mr. Wiebe will be superintendent of the school.

Miss Margaret Smith of Newton is attending Lynnwood College, St. Charles, Mo.

Miss Caroline Becker of Meno, Okla. is located in Tulsa, Okla., where she is in the oil business.

16A. Miss Eva Becker is teaching in the public school at Meno, Okla.

Married on Aug. 22nd at the home of the bride in Reedley, Cal. Miss Stella Ruth to Mr. Edward Dettweiler.



'16A. Miss Justina M. Regier is studying music in Wichita.

Miss Elma Showalter of Upland, Calif. is located at Lebanon, Ill., where she is librarian at McKendrick College.

Among the teachers in the Newton Public Schools are the following Bethel students: Miss Anna Epp, '14A.; Miss Hazel McAllister, '17C.; Miss Delia Hunter, Teresa Blatchley.

'17A. Born to Chris. Kliewer and Mrs. Arpa Schmidt Kliewer of Newton on Sept. 9, a daughter, Melba Esteen.

Sept. 24. Born to Mr. and Mrs. G. F. Friesen of Hillsboro a daughter, Vera Gertrude.



### PERSONALS

Emma and Edward Linscheid came to the campus on Oct. 5. to spend the week end.

The dormitory girls were at home to the faculty wives on Saturday afternoon, Sept. 29. Coffee and wafers were served in the reception room.

The dean of women, Miss Helena Isaac, was obliged to leave school Tuesday before vacation on account of illness.

Adeline Schrag and Aganetha Boese are improving vacation time by helping out at the Bethel Hospital.

Misses Susie, Ruth, and Sadie Wedel, and Eva Winsky shared some fine watermelons with a group of their girl friends one Sunday afternoon.

Addie Siebert spent a week, while convalescing from the "Flu", with an aunt who lives near Whitewater.

Miss Warren and Miss Ligo started to tramp to Hutchinson. They actually made it as far as Burrton, where they took the Interurban.

Ruth Hohman and Ella Lichti spent Sunday, Oct. 6 at their homes in Deer Creek because this was to be their last chance of seeing their brothers who were to leave for camp.

Mrs. Christian Voran spent a day on the campus recently visiting with her sister

Miss van der Smissen.

Marguerite Schmitt and Emma Koller stopped off at the campus on their way from Emporia to Moundridge. The Normal closed a day earlier than Bethel.

The few students who are staying on the campus during the flu quarantine, had a picnic supper on Sand Creek one Sunday.

Justina and Ella Wiebe who were sick with the Grippe went to the Bethel Hospital.

Hedwig Isaac of Moundridge visited on the campus on September 29.

The College Sophomores were the first this year to have an outing. They hiked to Sand Creek on Oct. 4, and had a picnic supper. Prof. Doell chaperoned.

Professor H. H. Wiebe is employed as bookkeeper in the Midland National bank. The discontinuance of German at the College made the change in his work necessary.

We are now "enjoying" the second week of vacation because of the Influenza and in all probability a third week of the same kind will follow.

The total number of students now enrolled is 156, of which 109 are girls.

Word has just reached us that Omer Schowalter (Shorty) died of pneumonia at Camp Funston on Oct. 27. The College Monthly extends deep-felt sympathy to the stricken family in their great sorrow.

Although Professor E. E. Leisy has been declared physically disqualified for full military service, he is nevertheless subject to call for limited service. Meanwhile he holds a position as teacher of English at the university of Illinois.

### Receipts for Bethel College in September.

Alexanderwohl Cong., Goessel, Kans.	\$54.08
West Zion Cong., Moundridge, Kans.	26.00
Hoffnungsau Cong., Buhler, Kans.	53.75
Bethesda Congr., Henderson, Nebr.	69.90
First Menn. Cong., Newton, Kans.	18.75
Hoffnungsfeld Congr., Moundridge, K.	30.00
Brudertal Congr., Hillsboro, Kans.	65.35
H. J. Becker, Aberdeen, Ida.	6.00
Gnadenberg Cong., Newton, Kans.	26.80
Menn. Congr., Hillsboro, Kans.	26.00



## Zur Berechtigung

Die Zeit ist jetzt wieder hier, da die Zinsen auf Unterhaltungsnoten fällig sind. Man möchte solche ohne auf weitere Mahnung zu warten direkt an J. G. Regier, Newton, Kansas, schicken. Es spart Arbeit und Postgeld. Bitte.

Solche unserer Leser, die nur der deutschen Sprache mächtig sind, werden vergebens in dieser Nummer nach dem deutschen Teil der „Monatsblätter“ suchen. Umstände halber werden wir gezwungen vorläufig nur den englischen Teil heraus zu geben und mit dem Deutschen auf eine gelegene Zeit warten. Professor Wiebe, unser deutscher Lehrer, der bisher die deutsche Abteilung redigiert hat, ist für dieses Schuljahr anderwärts beschäftigt.

## Endowment Fund

J. L. Regier, Elbing, Kans. \$100.00  
J. B. Epp, Meno, Okla. 100.00

Gratefully acknowledged,  
The Board of Directors.

Pronunciation of neither, neether or naither. The predominance of authority is for eether. It is related that two disputants agreed to refer this matter to the first man they met, whom one of them accosted with the question, "My friend, is it proper to say neether or naither?" The stranger, who chanced to be an Irishman, replied, "Why, then, it's n a y t h e r."

## Egotism

Here's to the man who is wisest and best,  
Here's to the man who with judgement is blest.  
Here's to the man who's as smart as can be—  
I mean the man who agrees with me.

## Neighbors

The Man At The Door— "Madame, I'm the piano-tuner."  
The Woman— "I didn't send for a piano-tuner."  
The Man— "I know it, lady; the neighbors did."

## THE WEEK BEFORE EXES.

(With Apologies to the Author).

By Barkis.

T'was the week before exes—and all through the "libe"  
Every student was trying his conscience to bribe.  
"Ex" dates had been posted—and perused all with care,  
In hopes that some kind prof. had been lenient there.  
For the long weeks of loafing, they now make amends,  
And out come the "ponies"—and scratch go the pens.  
The loafer is digging—his mind filled with dread,  
While visions of "lost credits" dance in his head.  
So surrounded by text books—or deep in a map,  
We've awaken'd our brains from a long, winter's nap,  
When out in the halls there arose such a chatter,  
I sprang from my chair to see what's the matter.  
Away to the hallway I flew like a dart.  
And there I heard news which made us all start.  
"Art 6 gives a final—the first in long years!  
That leaves us no pipe course"—and soft fell the tears.  
So back to my work I returned with a sigh.  
And longed for the old days forever gone by.  
On German! Down History! Now English and math!  
Next econ! Down Latin! Out French—from my path!  
From the High-brow to Rough-neck—they all heed this call.  
Work-a-way—work-a-way—work-a-way all.  
'Tis just a week longer—er'e this panic be oe'r  
Then out into pleasure, you'll giddily soar.  
But I want to exclaim—er'e I finish this rhyme,  
Good luck to you all. And to all a good time.  
From the Stanford-Palo Alto News.  
The above "poem" was done by a student in the Engl. Department.



On the afternoon of June 5, immediately following the College pageant, will be held a program in recognition of the twenty-five years' uninterrupted service of Prof. G. A. Haury. Mr. Haury has not missed a day from his classes during that time, a record hard to equal in educational circles.

Professor Irvin Haury and Isaac Dell and H. A. Fast are among those drawn in the May increment of our national service.

Mr. Groneman with the help of some students has planted a number of arbor vitae on the campus.

The following are candidates for degrees this year: Cora Molzen Haury, Irma Haury W. C. Voth, Otto Loewen, Paul Erb, and Sam Goering.

Otto Graber, '08 was on the campus recently, before going to Chicago to enlist in the radio service of the navy.

At Ottawa a girl student who has fortunate investment in the Oklahoma oil fields gave the University 35,000 for a memorial library.

President Kurtz announced at the McPherson College commencement exercises that an annuity of \$20,000 had been given the college. Dean Culler has gone into Y. M. C. A. work in France.

Miss Delia Hunter has been on the campus to arrange for summer school work.

The College community was shocked to hear May 20 of the sudden death of Miss Catharine G. Claassen of Beatrice, Nebr. Miss Claassen was in school in 1914-15 and was lately a nurse in an Omaha hospital.

The annual catalog is just off the press and will be sent to those applying to the registrar for a copy.

Cooper College has broken ground for a \$50,000 auditorium.

At the Conference-Corporation meeting held here May 15 the corporation accepted the plan for amalgamation which is now to be submitted to the Conference at a special session, June 6.

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Risikos \$28,146,291 Verluste \$96,626

Total Reserve \$277,493

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J. S. Richert, Sekretär

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