

Bethel College Monthly



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No. 2

The Continuation School of the Book

By Walter Barnes, A. M.

(From the "Normal Instructor.")

We talk much in these days about Continuation Schools. Doubtless they are a real service, doubtless they perform a real service. But I often wonder if we are not prone to ignore the very best Continuation School ever founded: the Book. The teacher that brings her children into a loving intimacy with good books and gives them training in proper reading habits is ushering those children into the cheapest, the most accessible, the completest Continuation School in existence—the school that offers the widest variety of courses, the greatest faculty, and the most stimulating atmosphere; the school in which there is the most perfect mingling of pleasure and profit; the school in which there is never-ceasing progress, and from which there can be no graduation.

And we must, if possible, make sure that when our pupils leave our schools, the elementary school, the high schools, or the college, they are anxious to enter the continuation school of the book. We cannot give children an education, though we sometimes fancy we can; the utmost we can do is to put them in possession of the merest rudiments of education, and equip them with the wish and the power to continue their education through life.

Now, the Book is important, primarily, because it is a means of education. It educates because it adds to our knowledge, widens our horizon, keeps us in touch with other people, other countries, and other eras; because it brings us in contact with interesting and inspiring characters, some of whom have lived in the flesh, some of whom have existed only in the mind of their creator; because it involves us in situations full of emotional and intellectual possibilities; because it interprets life, makes life beautiful, significant and educative. The Book is not life, but the raw material out of which the Book is made is the material of life; and even as life, with its experiences, its situations, its emotions, its mingling of grave and gay, of good and evil, gives poise and education, even so the Book, which is the author's interpretation of life, which is woven out of the stuff of life, gives us a knowledge of the world, gives us education second only to that furnished by life itself. Indeed, the education of the Book surpasses, in some respects, the education of life. The world is so huge, existence is so puzzling, the problems that we face are so baffling that we need to turn occasionally to the solutions given us by the great artists and thinkers, the authors of books.

All this is so obvious that it is trite. But it is true, and we teachers must not allow the triteness to obscure that truth. One of the fundamental duties of teachers is to bring children to a sincere liking and respect for good books, to the end that they may continue their education and growth after they have left our tuition. We do not want to make children book-worms, but we should want to lead them to an appreciation of the value of books. Do I make the statement strong enough? We fail in one of our primary duties if we fail to educate children to care for books.

The value of books as educators is doubled in the case of country children. Shut off from travel, from works of art, from great music, great paintings, great architecture, from theaters and splendid churches, excluded from much that quickens the mind and gives it varied food for thought, caught in a tiny eddy while the current of life sweeps on, the country child, most of all, must be indoctrinated with the love of books. It is almost his sole means of learning the world, of acquiring knowledge, of developing his emotional and artistic nature. Upon the rural teacher, then, the pleasant duty of teaching her pupils to love good reading is the more incumbent.

But it is evident that good reading tastes and habits are formed in childhood and youth. It is equally evident that to form good tastes and habits the child must have books about him, must be free with them, must know how to handle them, how to get the heart out of them, how to read closely when necessary and to skim and skip when desirable. To this end the child should have books at home and at school. And since he may not have books at home — at least the books he wants and needs — he must be able to find plenty of the best books in the school library.

Let us assume that the rural teacher believes in books, and has resolved to build up a school library. As a matter of fact, most teachers are but lukewarm in their convictions on the subject; most teachers do not believe firmly enough to impel them to action. But let us assume that the teacher is in dead earnest. Immediately three problems present themselves: how to get

money for the books, how to select the books, how to use the books.

The money can be obtained. The school can present entertainments of various kinds, can give box-suppers or oyster dinners or ice-cream sociables, can work up athletic meets and school fairs, and in the course of one year earn enough money to make a promising start in a library — at the same time contributing to the social life of the community. Perhaps the Board of Education or some public-spirited citizens will offer to give to the cause as much money as the school can raise. Perhaps the children can afford to make small contributions to the fund. The money can be obtained, and the obtaining of it will educate and unify school and community.

Securing the money is a slight task as compared with expending it wisely. We must have books for all the grades and for all the interests of children, books to satisfy the adventurous boy and the romantic girl and the matter-of-fact child of either sex. We must have stories, poems, essays; books serious, inspiring, humorous; books to plod through and books to gallop through; books on farm life, books on travel; books representative of the best in children's literature and of the best in wholesome "reading-matter." The teacher is confronted with the problem of knowing children's interests, knowing the best books to satisfy those interests, getting the best editions for the money, and keeping the expenditures well distributed over the different departments in the library.

All in all, the teacher had best not attempt to select the books for his school library. He had best get the money, then ask the advice of his district or county superintendent as to what books to purchase. Let him at least observe a few important rules. Let him not buy the "false literature for children," like the Henty and Alger books, because he can do much better with his money. Let him not buy complete sets of standard authors, because many of the books will not be read. Let him not buy expensive reference books, because the children do not need them. If he will select the books, he should secure as a guide some of the many carefully compiled lists of children's books. The Rural

Library section of the National Education Association published, a few years ago, through its Library Committee, a list called a "standard foundation library for rural schools." The present writer can furnish this list free. The same committee is preparing, for the National Bureau of Education, a bulletin on "The Rural School Library," which will give advice about buying books. This bulletin will give advice about buying books. This bulletin was published early in 1917, and will be sent free to any teacher.

Having earned the money and bought the books, how shall we use them? For they must be used: they are not to be locked away in a book-case prison, to be peered at through the bars. There should be no iron-clad rules about the use of the books. Children should be allowed to go to the book-case at any time during the day, when they have leisure, and take books to their seats, and they should be permitted and encouraged to take the books home with them at night, over Sunday, or for definite periods. For some children the teacher need do no more than keep the doors of the book-case open, as some children "take to books" as naturally as the proverbial duck to water. But most children must be introduced to books, must be encouraged and cajoled into reading them. These are the difficult cases. What can the teacher do for these children, to place their feet on the road to Book-land?

First of all, the teacher must herself love books and possess good taste and good sense in judging them. Nothing is more contagious than enthusiasm. If the teacher cares for books, she will have them on her mind and heart, and she will speak of them often, in that casual manner that is most convincing. If she cares for books she will reveal her love in dozens of ways, and the children will be caught up and carried along by her enthusiasm. The teacher, then, first of all must be a book-lover before she can hope to inspire children to be book-lovers.

What else can the teacher do to encourage the reading habit? She can read aloud to the pupils occasionally, from a book that she feels sure the children would like, and having read a part she can put the book aside to be finished by the pupils. She can have

some of the best readers read aloud to the pupils. She can ask pupils to tell the others about certain books they have been reading. She can have the pupils give informal oral book reports. She can start conversations about certain books in the library. She can refer to books when she is teaching the reading lesson, or the history or agriculture lesson. She can observe noted authors' birthdays, and encourage the children to read something by these authors. These are but a few suggestions.

Every teacher, particularly every rural teacher, should consider it a part of her bounden duty to get some money for books, expend it properly on books that children may be expected to love, and then stimulate an affection for books and habits of reading. The time children spend in our care is brief, the education we can give them is limited; let us see to it that when they go out from us they know the worth of books as tools of education and implements of leisure, and resort to books for tutorship and companionship; let us see to it that they are matriculated in the Continuation School of the Book.

TEACHING IN HAWAII

Those who knew Otto B. Loewen (C'18) will be interested in the following letter written by him to his brother who was kind enough to let us have the letter for the Monthly.

Oahu College,
Honolulu, Hawaii.
Dec. 29, 1918.

"We are now enjoying our three-weeks' Christmas vacation. We certainly have enjoyed it, too, so far. We took a trip around the island and camped on the way. We took hikes into the mountains, went fishing and hunting, sneaked into some fields and banana orchards. We cooked our own meals on stoves made in the sand about three yards away from the Pacific. Daily we get into our bathing suits and then off to the beach. The wild pigs, mountain goats, wild turkeys and other game are plentiful here. On another island not far from here there are plenty of deer. It's great fun to corner a wild boar and have

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him hump his back, turn sideways and smack his teeth at you. You know what that means. Then business picks up quite lively.

But our vacation will soon end—one more week. And I'll once more put my nose on the grind stone. I always imagined that after I became a teacher I'd stand by and look on how my students worked—that my work would be ended. But in reality I find teaching quite different. I have never worked harder in my life than I do right here this year. But you see most of my work here consists of devising schemes and plans of getting work out of my students. The problems here are quite different from what they are at home. At Bethel they all come for work, here it is a little different. In one of my classes of 24 students 12 are the sons and daughters of millionaires; and most of the remaining 12 are not far from that mark. They come to school in big Packards, Pierce Arrows, driven by their private chauffeurs. After school hours they ride home again like princes. At home they have their private servants who dress and undress them mornings and evenings and who give them their baths and other such strenuous bodily tasks. In other words, they are spoiled babies who have never done a day of real work in their lives. Such pupils present quite different problems to the teacher than do pupils who have, in their earlier life gotten an introduction to real labor. I also have in my class the son of Hon. Morris, the United States Ambassador to Japan. He is a regular "dickens." I'd like nothing better than to put on a set of boxing gloves with him or have a round with him on the mat at catcher's catch-as-catch-can. Say, I'd punish him. As it is, the parents pay all the way from \$300 to \$500 tuition per year for each pupil and that means, of course that the teacher must not molest their dear cherubs. The scholarship, as a direct result of this is much lower than it is in our schools at home. There is however one thing that their butlers and servants cannot do for them and that is to work the mathematics problems I give them. And, believe me, they get good and plenty of them too. As you know I teach College Algebra, Trigonometry, Solid Geometry, Al-

gebra II, and Commercial Arithmetic. In Algebra II I have 24 students. Out of these 16 failed as flat as a pancake in the first examination I gave them, with grades ranging all the way from 10% to 65%. This made them sit up and take notice. I gave them a few more exams like the first one and then the jig was up. Complaints came in to the President of the school that their dear darlings had to work too hard on their Math. lessons. But I convinced him that I was only trying to get them up to the standard, and that these pupils would some day thank me for having made them work—especially after they enter a university.

Socially these people are certainly up-to-date. But that is what a lot of money always does for people, I suppose.... This climate is pretty hard on my old chronic headache....."

In a postscript he adds: "Say, have you ever tasted money? Well, we did and it tastes pretty good. We bought a young rooster for our Christmas dinner and we paid \$2.75 for him."

Mrs. Elizabeth Thimm Loewen (Ac. '14) also teaches and finds much the same problems that her husband has, only, as he says: "She has the knack of getting a lot of work out of her pupils."

A CLASS REUNION

The class of 1905 of the Moundridge High School, the second last class that graduated at the time when the writer was principal of the Public Schools of Moundridge, enjoyed a pleasant class reunion on the evening of February sixth. The event was a homecoming reception for Edwin Krehbiel, a member of the class, who had just returned from France.

Mr. and Mrs. Carl Vetter had kindly invited not only all the members of the class but also their former teacher. After some delicious refreshments were served, consisting of sandwiches, coffee, cake and ice cream in the form of the U. S. flag, the members of the class gradually began to close in on the hero of the day to hear his story. He has served in Uncle Sam's army 16 months. On the way across he stopped off at England, but did not have time to see

much of that country. Crossing over to France, he found that the English Channel still keeps up its reputation for roughness, almost too rough for some of the boys.

His company was soon sent to the front, and when the call came to go over the top, Krehbiel went as volunteer. On that day he saw more than he cared to see. Bursting shells threw them into barbed wire entanglements, killing several of his comrades. After coming to himself again, Krehbiel, with a few other men, made his way back, crawling on hands and knees. But the machine gun bullets flew so low that Krehbiel was wounded in the arm. He and the men with him finally found a hollow which offered them some protection.

Even though it was raining most of the time, they stayed at this place 36 hours. Men were dying to the right and to the left of him, and Krehbiel began to wish that he were a little closer to his home folks. Never again would he like to go thru such experiences.

Another member of this class, Milford Wedel, is still in France, but all hope that at the next class reunion Milford will be present.

The first hand information from men that have actually lived in the trenches and have gone over the top makes the war seem real, close by, and also makes one wish more than ever that this be the last of all wars.

D. H. R.

LETTERS FROM CHINA

Mrs. Hazel Dester Kaufman of Kai Chow Chihli, China, writes such interesting letters home. Permission to publish extracts from these letters has been kindly granted.

August 5, 1918

We are now in the rainy season. It is pretty cool, but before it begins raining it gets so close and hot. It is bad weather for the Chinese with their cloth and paper shoes. One would think they'd go bare-footed but not so, if they get to a mud hole they take off their shoes and wade thru, but as soon as they get on the other side they put them on again. Their houses too are very bad, they are so damp and dark.

Mr. Boehr is now having a two weeks Bible course with the Bible women and

evangelists, they are very badly in need of more knowledge along this line.

Sept. 23, 1918.

Before we take up the second book in our language study, we want to try to read the Gospel of John. Most of all, we try to talk as much as we can for that is what we want to learn first of all. It is simply terrible not to be able to express yourself to the people you have around you all the time. One thing a person has to be able to stand, is to be laughed at. But I don't care, I'll risk saying anything to the Chinese here in the yard whom I know real well, and they can laugh if it is wrong, but when some of the foreigners are around I don't like to talk. The Chinese word order is so much different than ours that it is so hard to know just how to mix up the words in order to have a correct sentence. Our new teacher doesn't understand us very well nor is he able to explain things as our old one did. With the cook we can talk the best, no matter how we speak he can usually make out what we want. And we have also got him so far that he will correct us, that is something the Chinese people do not like to do, they would rather tell you it is right no matter how incorrect you are speaking, than insult you by saying it is wrong. The language study is really getting to be interesting and we are enjoying it more, of course that is because we are beginning to understand a little of it.

Last Sunday the new girl's school was dedicated. The official and his wife were both here. Had a little program at which the official also spoke. Afterward we served foreign food to the ladies. We women ate in Boehr's dining room and the men in Mr. Boehr's office. It is not customary for men and women to eat at the same table. For instance, if some men come here to see Ed, and we ask them to eat here, it would be very bad manners for me to sit at the same table.

Oct. 19, 1918

You asked whether the old lady that helps me some has bound feet, well she of course had bound feet until she came here, now the last four years they have been open; they spread out some but of course in the case of an old woman who has had them

bound so many years they will never get large again.

Last night at about six o'clock the door keeper came to call Ed, he said a man was hurt about a quarter of a mile from here. We went to the place. The man had been thrown from a wagon and was run over. The bones of his leg were broken, and mashed and a large gash cut. When the other men saw it they began yelling and crying. Ed tied the leg up with two sticks as splints the best he could do and helped lift the man into the wagon, told them to go to Weihmer to the doctor. My, how we do need a doctor here who could tend all such cases and help these poor people. Just the first of the week we sent a man to the doctor also, he was shot through the lung by robbers. It is very hard to convince the people to go so far to a doctor; they think we can help them just as well. And is it hard for them to take the trip because it costs so much.

Tung Ming Hsien, Chili, China
Nov. 28, 1918

Well this is Thanksgiving day, wonder how you are celebrating. Just one year ago today we children were all at home, today we are pretty well scattered.

We are giving our Chinese here in the yard a little feast today. The cook is preparing it, in Chinese style of course. It is Chinese cabbage, pork, onions, and beans all cooked together in one big kettle. This time I know it is clean so I'm going to taste it. He said it would be ready at 3 o'clock. No one is supposed to know about it, but I wouldn't be surprised if they all do; a Chinese cannot keep a secret. Especially anything so good as a feast they can't very well keep secret. It's a treat for them to get meat, that's a thing they cannot afford to buy.

A little boy from near by comes here every day to have his hands treated. He has some kind of sores, they seem to be healing nicely now. The other day a man from near by came and wanted some medicine for his daughter-in-law. We gave him a little and he left. In about an hour he came back and asked if I wouldn't go along to see her. I knew I wouldn't be able to talk much to her, but I called our woman and

we went with him. The woman was sitting up on the bed. We talked to her and asked her all about her troubles, then I told her we had no different medicine than what we had sent over with the father. She looked cross and sore, guess she felt miserable. My, if we only had a doctor who could really help these people. They of course think we can heal any kind of sickness, we do what we can but that's so little.

The Chinese have a custom that at New Year they get new clothes, that is, those who can afford it. The other day our woman asked me whether I wouldn't give her some of my old dresses at New Year when I'd get new ones. She was much surprised when I told her that I wouldn't get new dresses at that time. She is a poor woman and seems very glad to have work. The other day she told me about her home and her little boy who is a ragged little beggar. We told her we'd pay half if she would pay the other half to put him to school next term. It is much better if they pay as much as possible, they appreciate it more. This woman also thinks it is so nice that the foreign men do not beat their wives, says all the Chinese men do. It is sad, the Chinese woman is nothing but a slave.

Tung Ming Hsien, Chili, China
Dec. 5, 1918

The time certainly flies, we can't hardly keep up with it. It seems as tho Sunday comes much oftener here than at Kai Chow, guess it is because we have meetings to look after. It will be a month tomorrow since we came here from Kai Chow. Are getting along much better than we thot we would. We somehow have always been able to make people understand our talk and also can understand them real well. That of course is only the common everyday language.

Many people object to the missonaries having servants (we don't call them that), but which is better, to just hand out the money to them when they come and beg or to let them work for it? Then, too, the people who are hear about us daily have the best possible chance to learn of the Gospel and we do all we can to teach them. For instance, Brown's cook was ignorant when he came to them. Now

he is a Christian and we have really been surprised that he knows so much of the Bible. Also the door keeper at Kai Chow was an ignorant farmer's son when he came there. Now he is one of the strongest Christian men the church has. He is not at the gate anymore, he said he feels called for higher work, is now doing some extra studying and will either be sent out as an evangelist or as a teacher in a day village school.

The woman we took had been in church only a few times before we got her. Now she studies every day for almost an hour and is becoming much interested. All the time while she is at work she repeats some of the Bible verses she has learned.

Are having the boy try to close up all the cracks outside on the doors and windows with mud and mortar today. There is so much wind getting in thru the cracks that we can hardly keep the room warm. Hope our permanent houses will be built better.

We will have a program at Kai Chow, at Christmas but probably not a tree. The Chinese would think it were a god we were praying to. They have so many gods that they put up at certain time and then worship.

† MRS. B. F. WELTY †

Newton friends of Professor and Mrs. B. F. Welty were pained to learn today of the death of Mrs. Welty, which occurred at their home at Tacoma, Washington, as the result of an attack of influenza. The word came by telegraph to her brother, Otto Rupp, of Moundridge, who notified the friends here.

While it has been many years since Mr. and Mrs. Welty made their home in Newton there are many who remember her very tenderly. She had a beautiful character, was sweet and unassuming, and the most deeply appreciated by those who knew her the most intimately. Her girlhood home was near Moundridge and she came to Newton to reside when she married Mr. Welty, who was the first dean of music at Bethel college. Their first home was in rooms of the main building of the college where her influence over the student body was very potent. Later they bought a home on East

Seventh street, where they resided until Mr. Welty's failing health called for a change in climate.

It was in 1906 they left Newton going to Europe for a season of study before going to their newly acquired position at Tacoma where they have resided since.

Having no children of their own, Mr. and Mrs. Welty adopted a little son who is now about 14 years of age, and it is to him that Mr. Welty must turn in his bereavement. The friends here and elsewhere feel the deepest sorrow at the passing away of this dear woman and extend the heartfelt sympathy to her husband and family.

—Newton Kansan-Republican

Bethel College also joins in extending to Professor Welty the deepest sympathy in the loss he has suffered. Mrs. Welty was well and favorably known here, first as student, and then as teacher of music, and many are the friends that deeply regret her passing away.

ALUMNI NOTES

'12 A. Rev. I. P. Boehr and Mrs. Edna Martin Boehr reside at Summerfield, Ill. where Mr. Boehr has charge of the Mennonite church.

'11A Mrs. J. F. Moyer of Pandora, Ohio recently underwent a serious operation at Lima, Ohio. She is reported improving.

'06 Dr. J. E. Langenwalter and Mrs. Margaret Franz Langenwalter are located at Wayland, Iowa.

A '15 Walter Hohman who had returned to his home in Deer Creek, Okla. after having received his discharge from the army, is now studying music in Chicago.

'17A Elmer and Milton Lichti who had been at Camp Cody, N. Mex. are now at their home in Deer Creek, Okla. having received their discharges.

A daughter, Edith May, was born to Ernest Linscheid and Anna Unruh Linscheid of Newton on February 7.

'16A Miss Justina Regier sang at the

Forum in Wichita some time in January. The following is an extract from the Wichita Eagle: "Miss Justina Regier, a student of Harry Evans, won her way into the hearts of the immense audience at once with her beautiful contralto. Never before had the people of Wichita heard a sweeter or purer voice of greater richness than that of Miss Regier. Miss Lucia Schmiehausen at the piano played a finished accompaniment."

Rev. J. C. Peters, Michigan City, North Dakota, supplies two churches, and besides that, does duty as assistant principal in the high school of that place.

CAMPUS NOTES

Mrs. Brown, one of our missionaries from China, spoke to the Bethel girls at one of their Y. W. C. A. meetings.

Prof. and Mrs. P. D. Schultz and little son Paul Edison were on the campus at the time of the Friends-Bethel basket-ball game.

P. K. Regier and Noah Burkhard were the Y. M. C. A. representatives of Bethel at the Topeka conference.

At one of the meetings of the Social Science Club Professor Burkhard read a paper on "Democracy and Education."

The Y. W. C. A. is sending a delegate, Miss Laura Dester, to the National Student's Conference to be held in Chicago, February 20-24.

Miss Esther Schmidt and Miss Helen Gaeddert are unable to continue their work at school on account of illness.

Miss Frieda v. d. Smissen's class in "Food" served a breakfast to the Misses Ida Ligo, Luella Warren, Helen Riesen, and Helena Isaac on a Monday morning.

John Thiessen attended the Older Boy's Conference at Salina.

Miss Esther Friesen and Miss Katherine Lohrentz, who had to discontinue their work at school for the first semester on account of illness, have returned for the second semester.

Miss Dunn, Field Secretary, of the Y. W. C. A., was at Bethel in January. She met with the Y. W. C. A. Cabinet to discuss the work of the organization and gave a very inspiring talk to all the girls.

Born to Professor and Mrs. J. H. Doell on Feb. 15. a boy.

LIBRARY NOTES

A traveling library of 50 volumes, which may be kept for six months, has been secured for the Bethel College Library. After six months the books are to be sent to Topeka. The books received are mostly fiction. Since our library finds it impossible to spend much on fiction it was that this would be a convenient way of getting some and thus providing something for a students' recreational reading besides the books already found on our shelves. Some of the books received are:

Barbour, Captain Chubb
Deland, Iron Woman
De-Morgan, Alice-for-Short
Macdonald, At the Back of the North Wind

Martin, Emmy Lou
Porter, Pollyanna Grows Up
Richmond, Mrs. Red Pepper and other books.

Rinehart, Amazing Interlude
Shute, Misadventures of Three Good Boys
Wells, Joan and Peter
Wigging, Susanna and Sue

Non-fiction in the collection:

Benson, Beside the Still Waters
Cabot, What men live by: Work, Play, Love, Worship

Kellogg, Home-furnishing

VanDyke, Gospel for An Age of Doubt.

The state of Kansas sends out these traveling libraries to its citizens upon request. The sole cost of this privilege is two dollars which sum is used to pay for the transportation.

During the second semester two new classes in Library Methods are being taught. The Academy class meets twice a week and the college class only once. The classes meet in the library so that explanations of arrangement of material can better be demonstrated, that exercises in the use of reference books can be carried on, and that a subject can be traced thruout the library. In other words, the course is to be largely a laboratory course.

The District Library Association meets in Newton on March 27th. Following the program and a luncheon down town the librarians are going to be shown around the city. They are also coming out to see the Bethel College Library.

Miss Clara Schmutz was in the library one day last week looking up on the subject of organization of Sunday School classes.

Several requests for material on Christian Endeavor topics have come to our library lately. One request came from the Newton Mennonite church, one from Whitewater, and one from Hillsboro. In each case some material was sent.

BETHEL'S DEBATE OUTLOOK

On account of the numerous enforced vacations of the original schools in the pentangular debate contest, there has been some delay in drawing up a contract with the colleges for the annual college debates. At a meeting held in Hutchinson about a month ago it was decided to have the debates again this year and a contract was drawn up between the following four schools: Friends University of Wichita, Cooper College of Sterling, Central College of McPherson, Bethel College of Newton. At this meeting it was decided to hold the debates on the second and fourth Fridays in April. In the first debate, each College will keep her affirmative team at home and send her negative team away in the following order: Bethel to Friends, Friends to Cooper, Cooper to Central, and Central to Bethel. The second debate will be a double dual one between Bethel and Cooper, the other between Central and Friends.

As a result of the try-out held on Saturday, Feb. 15, the following men were chosen to represent Bethel in these debates P. E. Frantz, J. D. Epp, Arthur Graber and J. K. Dirks.

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BETHEL DEDICATES HER SERVICE FLAG

One of the significant events in the history of Bethel College was the dedication of her service flag and honor roll Friday, January, 31. An impressive ceremony was held in connection with the event.

At the usual chapel hour the student body and faculty members gathered in the lower hall of the college. After the singing of America Mr. Sidney Hawkins, as representative of the student body, presented the emblems which were accepted and dedicated to the institution in a few well chosen remarks by President Kliewer. Professor Hartzler and Rev. R. L. George of the Methodist church of Newton then gave short addresses in which the meaning and significance of the sacrifice symbolized by the stars on the flag was interpreted. Suitable music for the occasion was furnished by Miss Ruth Hohman and by the college quartette.

The honor roll and the service flag now occupy a permanent position in the lower hall of the college. The 145 blue stars and three gold stars represent Bethel's answer to her country's call and are a daily reminder of the world old truth that thru sacrifice, thru the denial of self, even to the uttermost, come the supreme gifts to the human race.

THAT GAME AT MC PHERSON

"In the last issue of this paper we printed the results of the basketball game between our school and Bethel College of Newton. At that time the score seemed pretty high and we didn't say much about the game. But since we have learned through the efforts of Coach Mohler that the men who played on Bethel's team that night were not eligible, so that we win the game by forfeiture as we did the game at Friends University."— The McPherson College Spectator.

The above news was quite a surprise to us, for we did not know that any of our men were ineligible. We wondered where Coach Mohler got the information and therefore went to him directly to find out.

We have his own word now that the "Spectator", to put it mildly, was unacquainted with the facts. But this seems to be "the way they have at McPherson to drive defeat away" (with due apology to some college song), for this is not the first offense of the kind. Now will you "fess up" in your next issue, Mr. Spectator? It seems honor and true sportsmanship would demand it.

He that is full of forgetfulness is empty of knowledge. —Plato

BETHEL "GRAYMAROON"

Undoubtedly you are interested in the progress of Bethel College and would like to keep in touch with the school. As you perhaps know it has been the custom at Bethel for some time to publish an annual every other year. In accordance with this custom the class of 1920 has undertaken the task of publishing the "GRAYMAROON" of 1919.

The "GRAYMAROON" of 1919 will be a book of about one hundred forty-four pages, containing pictures and snapshots of faculty, classes and organizations; also incidents and the major events of school life. A special feature will be the service flag in colors and a complete honor roll of all the students and ex-students of Bethel College that are and have been in U. S. service. The binding will be of semi-flexible Fabricord, a binding that will give the book a neat appearance and will wear much the same as leather. The book will be sold at the price of \$2.00.

There is no other means by which you can obtain as complete a survey of a school as through an annual. In case you would like to have a "GRAYMAROON" we will be very glad to send you one and would appreciate it very much if you would send in your order as soon as possible. Address your orders to
Arthur Wedel, Bethel College, Newton, Ks.

THE BETHEL BREEZE

In the spring of 1918, the Kansan made Bethel the courteous offer of a page or half a page a week, in the daily paper, to be used for the Bethel school paper. The idea

found favor, so the Faculty and Student Council took up the matter. Nelson Krehbiel was chosen as first editor of the school paper which was named "The Breeze." With the aid of an efficient staff, which constituted the Journalism class. Mr. Krehbiel edited the paper, until he had to resign on account of his Glee Club work. Mr. Alfred Linscheid was editor of the Breeze until the close of school. Wanda Isaac was chosen as editor for the first semester of the present school year, and Arthur Graber is editing the Breeze now.

The Bethel Breeze is a school paper, edited by the students, for the students, alumni, and friends of the school.

STUDENT RECITALS

The Music Department, under the direction of Mrs. Harriet Blatchley and Miss Fern De Mar is doing more and better work than ever before. A new feature is the student recitals, given every two weeks on Wednesday evening. The first one of these programs was rendered on Jan. 28. It was attended by many students and some visitors from town. These recitals are popular and will prove to be quite a success.

DR. HOLMES AT BETHEL

On Monday, February 17, Dr. Abbey Virginia Holmes comes to Bethel College to give a series of lectures to the girls on "Social Relationships." She will be with us the greater part of a week.

Dr. Holmes is a lady physician sent out by the National Board of the Young Women's Christian Association to give there lectures to the girls of the colleges. She is recommended as having had a wide and successful experience in work of this kind in colleges.

Dr. Eleanor Bertine, director of the Student Program of the National Y. W. C. A. says in regard to this work: "We aim not merely to give the girls a knowledge of fundamentals which shall make them better able to take care of themselves in the peculiar conditions of today, but also to develop among the college women of the country an intelligent body of public opinion

which shall help to mould wisely the conduct and ideals of the community."

CLASS IN HOME NURSING ORGANIZED

The Red Cross has offered courses in Home Nursing to the women of Newton this winter. These classes have been taught by Sister Katherine and Sister Clara of Bethel Hospital. Enough requests for admittance to such a class came from the Bethel campus that permission was granted to organize a class here at Bethel with Sister Katherine as teacher. The class meets in the reception room of the Girl's Dormitory. All who have joined are very enthusiastic about the course.

BASKET BALL

Altho athletics in general has suffered somewhat this year from lack of the number of men students in school, there has been no noticeable handicap in basket ball. The Bethel team this year is one of the strongest the school has had. Four last year's players are back on the team, who have been noted for playing good ball. They are John Thiessen, Joe Becker. Pete Linscheid and Dave Rempel. As forward Rempel has revealed his usual winning qualities. Thiessen is holding down the center job excellently and with his increasing aggressiveness has con-

tributed much under the goal. Captain Becker and Linscheid have shown themselves invaluable to the team and are really the mainstay with their combined speedy and tight defense. Otto Unruh, the new man, has distinguished himself at forward with his fast playing and good goal shooting. Harold Goerz and Arthur Graber are the regular substitutes.

Five conference games have been played up to the time of this writing.

The strongest team competed against was the Bethany five who were victors in two different clashes. The following is a short record of the games played so far. A more detailed record of the individual players may be given later.

Place	Scores
At McPherson	Bethel 56, McPherson 19
At Bethel	Bethel 44 Friends 33
At Lindsborg	Bethel 23 Bethany 37
At Bethel	Bethel 28 Bethany 31
At Bethel	Bethel 49 Cooper 13

Interclass games are also in progress and one or two games are being played each Saturday. All Academy and College classes are competing. The student body is manifesting nearly as much interest in these games as in the interscholastic and are getting much wholesome fun out of the contests. Results of the whole tournament will perhaps be printed in the next issue of the Monthly.

Ein Ausflug zur „Lid“ Sternwarte.

Eine der angenehmsten Erinnerungen unseres Aufenthaltes in Kalifornien vor drei Jahren war ein kurzer Besuch in einer der berühmtesten Sternwarten der Erde, das Lid Observatory auf Mt. Hamilton, Cal. Schon die Fahrt per Auto auf die Spitze des Berges ist eine der denkbar interessantesten. Mt. Hamilton ist der Gipfelpunkt der Bergkette gleichen Namens, und erreicht eine Höhe von 4200 Fuß. Auf dem höchsten Punkt dieses Berges liegt Lid Observatory, wie gesagt eine der größten und bestbekanntesten Sternwarten der Erde. Wir begrüßten deswegen auch mit Freuden die Gele-

genheit dieser astronomischen Werkstätte einen Besuch abzustatten, besonders da uns diese Fahrt von einigen Freunden unentgeltlich angeboten wurde.

Eine Fahrt durch die Berge ist immer interessant, da eine solche Fahrt dem Auge ein fortwährend wechselndes Panorama darbietet. Diese Fahrt wurde meistens bei Mondlicht gemacht, und was der Ausblick dadurch an Weite verlor, wurde größtenteils durch einen fortwährenden, geheimnisvollen Wechsel von Licht- und Schattenerscheinungen ersetzt, welche dem Geiste Anlaß zu allerlei phantastischen Vorstellungen gaben.

Die Strecke bis zum Gipfel des Berges beträgt 27 Meilen, und der Weg führt mit vielen Krümmungen — man sagt in den letzten 7 Meilen allein gäbe es 360 solcher Krümmungen — über eine Bergkette, durch ein dazwischenliegendes Tal, an einer andern Bergkette hinauf bis zu einer Anhöhe von 4200 Fuß.

Oben angekommen begaben wir uns sofort in das Observatorium. Da dasselbe nur Sonntag Abends von 6 bis 9 Uhr für Besucher offen ist und die Uhr bereits ein Viertel nach Neun zeigte war es ungewiß ob man uns den Eintritt noch gewähren würde. Da aber noch eine ganze Anzahl Besucher zugegen waren, konnten wir ohne Schwierigkeiten hineingelangen. In dem großen Dom, der das 36-zöllige Teleskop, enthält fanden wir noch mehr als 20 Besucher, die alle auf die Gelegenheit warteten einen Blick durch das große Teleskop zu tun. Den Besuchern wurden Sitze längs den Wänden des Domes zugewiesen. Diese Sitze sind durch ein Geländer von dem beweglichen Boden, in dessen Mitte sich das große Fernrohr befindet abgesperrt, und es wurden nicht mehr als 15 Personen auf den Boden zugelassen. Während wir warteten ließ ich mich in ein Gespräch mit einem der Angestellten ein, und bemerkte sofort daß er nicht ein geborner Amerikaner sei. Dieser Mann, namens Bachmann, ist Schweizer von Geburt, und war als Instrumentenmacher an dieser Anstalt angestellt, und wir unterhielten uns für einige Zeit auch in der deutschen Sprache. Von ihm erfuhr ich daß die meiste Arbeit die hier getan wird vermittelt Photographie und Spektrogramme getan wird. Er hatte soeben einen photographischen Apparat für das große Teleskop fertig gestellt, und gab manch wertvollen Wink über die Mechanik der ganzen Einrichtung. Bald jedoch kam auch an uns die Reihe, und ein jedes von uns durfte den „Mann im Mond“ einige Minuten durch das große Fernrohr beobachten. Ein Dr. Curtis, einer der Fachmänner die hier ihre astronomischen Studien treiben, führte die Aufsicht, und erklärte bereitwilligst irgend welche Punkte, über die Auskunft gewünscht wurde. Von einer eingehenden Beschreibung will ich hier absehen. Aber im Geiste wurde ich mehr als 20 Jahre in die Vergangenheit zurück versetzt, in die Zeit da ich beim Studium der Astronomie die erste Gelegenheit hatte photographische Abbildungen des Mondes näher

zu betrachten, und den Bau der Mondfläche etwas eingehender zu studieren. Bergesgipfel, vulkanische Krater, Täler alles erscheint genau so wie Photographien in moderner Textbücher über den betreffenden Gegenstand sie uns bringen. Man darf nur eine Photographie eines halben Mondes in seiner zunehmenden Phase besehen, und man hat genau dasselbe Bild das wir durch dieses Fernrohr sehen konnten.

Man wies uns sodann nach einem andern Teil der Warte wo ein kleiner Dom ein 12 zölliges Fernrohr beherbergt, und dort wurde den Besuchern einer der Fixsterne gezeigt, der dem nackten Auge als ein Stern erscheint durch dieses Instrument aber in vier, und zwar 2 Gruppen von je 2 Sterne, zerlegt wird. Da es bereits spät war, wohl schon eine Stunde später als Besucher gewöhnlich erlaubt werden, mußten wir uns mit etwas flüchtigen Blicken begnügen. Jedoch war es für Jeden eine Genügnung einen wenn auch nur flüchtigen Besuch in einer der größten und berühmtesten astronomischen Werkstätten der Erde gemacht zu haben. Solche Besuche wenn auch nur kurz und oberflächlich, geben einem doch einen teilweisen Einblick in die Methoden mit denen die moderne Wissenschaft arbeitet, wie sie der Natur ihre Geheimnisse entlockt, und sich dieselbe untertänig macht. Für irgend jemand der sich für menschlichen Fortschritt, und die Errungenschaften des menschlichen Geistes interessiert, sind dieselben von nicht geringen Wert und Interesse.

Von dem Gipfel dieses Berges ist die Aussicht während mondhellener Nacht fast bezaubernd. Viertausend Fuß unter uns lag die Stadt San Jose, in einen leichten Nebelschleier gehüllt, vom silbernen Mondlicht überflutet mit ihren hunderten elektrischen Lichtern, die wie funkeln- de Juwelen dem Beobachter entgegenstimmerten, und auch dem verschlossensten Beobachter entrang sich fast unwillkürlich ein Ausruf der Bewunderung und Anerkennung über den reizenden Anblick der sich so unerwartet vor seinen Augen entfaltete. W.

Auszüge aus Briefen vom Camp

Von Sgt. G. A. Gaurly

Camp Bail, New Jersey.

21. Dez. 1918.

Es ist Samstag Nachmittag und ich bin in Red Bank, eine kleine Stadt nur zwei Meilen

von Camp Vail. Ich dachte es wäre bald Zeit, daß ich eine kleine Ferie von Camp Vail nähme, darum fragte ich um einen Paß nach Newark. Ich hatte nicht im Sinn diese Woche nach Newark zu fahren, aber jetzt muß ich nicht im camp sein um Reveille und retreat zu stehen, wenn ich nicht will. Sonst hatte ich jetzt im camp sein müssen.

Alfred schrieb mir, daß er um Neujahr vielleicht nach New York könnte — es ist nur eine zwölf-stündige Fahrt — und ich könnte ihn dort treffen. Von hier ist New York nur 40 oder 50 Meilen. Alfred sagt er braucht sein Geld meistens um ordentliches Essen zu kaufen. Es ist wirklich eine Schande was für Stoff wir oft bekommen, aber daß „kicken“ hilft hier nichts.

Es scheint, es sind sehr viele Kansas Soldaten hier. In der Post Office sah ich den andern Tag den Namen S. A. Banmann auf der Postliste. Wenn es Heinrich Banmann ist, habe ich ihn noch nicht gefunden. Wißt Ihr ob er hier ist?

New Jersey besteht aus einer kleinen Stadt nach der andern, mit Häusern zwischen den Städtchen, dichter als zwischen Newton und dem College.

7. Jan. 1919

Heute Nachmittag nahmen wir unsere „overseas examination“ und bekamen unsere Kleider; Kappe, Paß, Zelt Rasier-messer und andere kleine Sachen. Aber jetzt wissen wir nicht mehr als vorher, ob wir gehen oder nicht.

Samstag fuhr ich nach New York mit einem Soldaten von Oregon. Er heißt Scheidt und ist ein Deutscher. Er wurde hierher geschickt von Camp Lewis Washington als ein German Interpreter. Aber da er kein radio Mann ist, wird er nicht gehen.

Wir ließen uns in einem omnibus durch die Stadt fahren. Unsere Fahrt nahm uns nach Bowling Green, Madison Square, St. Pauls, Trinity Church, St. Patrick's Cathedral, Wall Street, Metropolitan Building, Flatiron und Woolworth's . . . Wir fuhren in einem Ferryboat hinaus zur Goddess of Liberty. Wir durften nicht weiter als ihre Füße hinauf, welches nur etwa halbwegs ist.

13. Januar.

Letzten Freitag hatten wir eine hurry-up Untersuchung von allen unsern Sachen und Samstag Morgen sagte einer von den Leutnants daß wir in ein paar Tagen fortgehen würden; so dachte ich, es wäre am besten, ich ginge diese

Woche nach Philadelphia. . . . In Philadelphia angelangt (es nimmt nur ungefähr drei und einhalb Stunden) ging ich zum Telephone und sprach mit Rev. E. M. Grubb. Als ich hintam fand ich ein gutes Abendessen fertig — alles „gefixt“ wie es am besten schmeckt. . . . Am Sonntag Morgen blieb ich bis 8:45 im Bett und ruhte mal gut aus. Um viertel vor elf gingen wir zur Kirche. Es hat sich so getroffen, daß ich das Abendmahl mit ihnen feiern durfte.

23. Januar.

Heute Abend regnet es sehr und man weiß bald nicht was anzufangen. Ein Tag wird lästiger als der andere. Wenn ich nur eine Ursache vor bringen könnte, würde ich versuchen ein special discharge zu bekommen. . . . Es wird herum gesagt, daß wir bald fort geschickt werden, aber es ist noch nichts bestimmt. Daß wir hinüber geschickt werden, ist jetzt nicht wahrscheinlich.

Letzten Samstag Mittag fuhr ich mit dem camp basketball team nach New York, wo wir jenen Abend mit Irving-Berkley School spielten. Captain Overstreet nahm uns zum N. Y. Athletic Club, wo wir unser Heim machten bis Sonntag Abend. Der Captain kannte einen alten Mann (er muß ein Millionär gewesen sein), welcher für unser Abendbrot bezahlte am Samstag Abend und für Frühstück Sonntag Morgen. Für Abendessen hatten wir „blue points.“ Habt Ihr schon solche Dinger gegessen? Ich denke es ist eine Art Muster oder „clam“. Sie sind wenigstens gerade so glatt wie die Sandcreek clams. Ich habe sechs große Kerls verschluckt — mit Lemonjast rutschten sie ganz gut. Die Mahlzeit dauerte eine ganze Stunde und wir haben fast die ganze Zeit gegessen, was uns aber doch nicht verlieren machte; denn wir haben 37-21 gewonnen. Sonntag schickte dieser Mann zwei große Packards und wir fuhren drei und einhalb Stunden in New York herum. Dieses Mal waren wir auf Bleeker Street und in Mulberry Bend bei den Five Corners. Die Jakob Mies Geschichten, welche Papa uns vorgelesen hat, waren mir die ganze Zeit im Sinn, während wir hier waren. Mulberry Bend ist jetzt nicht mehr. Es waren immer so viele „crooks“ hier und die Polizei konnte sie nicht fangen, weil der ganze Boden rund herum tunneliert war. Darum wurde der ganze Distrikt heruntergerissen. Grants Grabstätte habe ich dieses Mal von innen gesehen. Unser Auto fuhr die ganze Fifth

Avenue entlang und der Chauffeur zeigte uns die Wohnungen der Goulbs, Vanderbilts, Astors, Hearsts, Harrimans, Guggenheimers, usw.

Montag Abend spielten wir in Asbury Park mit dem Asbury Park Team, welches eins der besten im Staat sein soll, und wir gewannen 25:24. Dienstag spielten wir in Red Bank mit den Red Bank Delphians. Dieses war ein leichtes game; habe selbst 15 goals bekommen—30 points aus 61.

Wenn ich nicht bald hier fort komme, werde ich alles vergessen haben, was ich je gewußt habe. Jeden Tag werde ich dummer.

Lincoln's schönster Charakterzug.

(Aus „Die Abendshule“)

Das war die Gottesfurcht, sein Glaube!

Es gibt Charaktere, deren Größe und Bedeutung in einer einzigen Generation nicht begriffen und erfasst werden kann. Ebensovienig wie jemand die ganze Herrlichkeit der großen Gotteswelt, ihre Flüsse und Seen, ihre Wälder und Wiesen, ihre Berge und Täler von einer Anhöhe aus mit einem einzigen Blick zu umfassen vermag. So oft man des Weges wiederkommt, entdeckt man neue Wunder, neue Naturschönheiten, die man zuvor nicht beobachtet hat. So ergeht es jedem, der sich mit dem Leben des großen Märtyrer Präsidenten Abraham Lincoln befaßt.

Die höchste Gabe, die er auf dem Altar seines Vaterlandes niederlegte, ist aber sein Glaube, seine Weisheit, sein Mut, seine Entschlossenheit, seine Rechtschaffenheit und Ehrlichkeit, seine Einsicht, sein sympathisches, bescheidenes und leutseliges Wesen, seine Menschenkenntnis und vor allem sein festes Gottvertrauen sind allzeit ein leuchtendes Vorbild für die Nachwelt. Seine großen bewundernswerten Leistungen sind zurückzuführen auf das was er war: ein gottesfürchtiger Mann. Einer der zahlreichen Biographen Lincolns sagt: „Es ist nie ein frömmerer und aufrichtigerer Mann, Washington nicht ausgenommen, auf dem Präsidentenstuhl gesessen als Lincoln. Von dem Tage an, da er Springfield verließ, bis zur Stunde seines Todes hat er nicht bloß selbst täglich Gott angefleht, daß er ihn führen möge, sondern er ersuchte auch seine Freunde, daß sie seiner und des Landes vor dem Gnadenthron gedenken möchten“. Sein

Glaube an die göttliche Vorsehung zieht sich wie ein roter Faden durch alle Perioden seines wechselvollen Lebens hin. Er sagte einmal: „Ich müßte der größte Tor auf Erden sein, wenn ich auch nur einen Augenblick glaubte, daß ich die Pflichten meines Amtes erfüllen könne, ohne die Hilfe und Erleuchtung des Einen, der stärker und weiser ist als ich und alle andern.“

General Rusling erzählt eine Erfahrung Lincolns, die einen tiefen Einblick in sein Gebetsleben und Gottvertrauen tun läßt. Lincoln besuchte — es war im Jahre 1863 — den General Sickles, der etliche Tage zuvor in der Schlacht von Gettysburg verwundet worden war. Sickles fragte den Präsidenten, was er bezüglich der wirklich gefährlichen Lage, in welcher sich die Armee befunden habe, gedacht hätte. Lincoln erwiderte, daß in Washington die denkbar größte Aufregung geherrscht habe; etliche Kabinettsmitglieder hätten vorgeschlagen, daß man die Regierungsarchive auf Kanonenboote in Sicherheit bringen und der Präsident selbst sich zur Flucht bereit halten solle. „Aber“ fuhr er fort, „ich war gewiß, daß Gott uns einen Sieg verleihen würde, und ich war deshalb vollständig unbesorgt. Die Ursache weiß bis heute außer mir kein menschliches Wesen. Ich will es Ihnen sagen. Ich hatte in meinem Kämmerlein auf meinen Knieen gelegen, bis Gott mir die Versicherung gab, daß er uns einen Sieg in Gettysburg schenken werde. Ich hielt ihm in meinem Gebet vor, daß dies sein Land und der Krieg sein Krieg sei; er wußte wohl, daß wir eine Niederlage wie die zu wie diejenige zu Fredericksburg oder Chancellorsville nicht ertragen könnten. Ehe ich mich von meinen Knieen erhob, legte ich meinen Schöpfer das heilige Geübde ab, daß, wenn er unseren Waffen in Gettysburg Sieg verleihen werde, mein Leben ihm geweiht sein solle bis zur letzten Stunde. Er gab uns den Sieg, und mit seiner Hilfe will ich Wort halten. Ich weiß nicht wie, und ich kann es nicht erklären, aber ein süßer Friede erfüllte mein Herz, und ich wußte, daß der allmächtige die ganze Sache in seine Hand genommen und wir einen großen Sieg erringen würden. Das ist der Grund warum ich trotz der Aufregung in Washington so völlig unbeeinträchtigt blieb. Und eine ähnliche Gewißheit habe ich bezüglich des Ausgangs von Vicksburg bekommen.“ Am folgenden Tage erhielt Lincoln die Nachricht von der Einnahme von Vicksburg

und dem außerordentlichen Siege der Unionsarmee.

In der Not suchte Lincoln seine Hilfe beim Herrn, und für jeden Erfolg gab er Gott die Ehre. Darin ist er uns allen ein Vorbild, das unserer Nachahmung wert ist. Möchte es doch viele solcher Charaktere unter den Staatsmännern unseres Landes und in allen Lebensstellungen geben!

Das Haus am Wege.

(Aus „Die Abendschule“.)

Ich kenne Menschen, deren Leben
Fliehet still im engen Kreise hin,
Doch solche auch, die aufwärts streben
Der ganzen Menschheit zum Gewinn;
Und andere, von Mut getrieben,
Die kühn der Wildnis Bahn verleiht'n,
Ich bin im Haus am Weg geblieben,
Dem Nächsten hier ein Freund zu sein.

Ob anders wo sich Berge recken
Ob Täler dort, die grün und reich,
Und hier nur graue Wegestrecken,
Die Tag für Tag sich stetig gleich,
So kann mich solches nicht betrüben,
Ich lade mir den Wandrer ein,
Im Haus am Wege mich zu üben,
Dem Nächsten stets ein Freund zu sein.

Am Hause muß vorüberfließen
Der Strom des Lebens, tief und groß,
Jekt Menschen, die ihr Glück genießen,
Betrübte jekt, die fassungslos;
Doch ob von Lust sie umgetrieben,
Ob traurig sie in bitterer Pein,
Ich bin im Haus am Weg geblieben,
Dem Nächsten stets ein Freund zu sein.

Im Haus am Wege will ich bleiben;
Hier zeigt der Menschen Schicksal sich,
Ob töricht oder gut ihr Treiben,
Sind's Menschen ja wie du und ich.
Nicht richten will ich, sondern lieben,
Vor Gottes Aug' ist keiner rein,—
Ich bin im Haus am Weg geblieben,
Dem Nächsten stets ein Freund zu sein.

Aus dem Englischen. — Grönland

George Washington

Noch wirkt sein Geist der Welt zum Segen,—
George Washingtons, des Helden wert,

Der auf des Krieges blut'gen Wegen
Die Freiheit seinem Volk beschert!

Dort, wo bedeckt mit eis'gen Schilden,
Des Stromes Wasser sicher fliehet,
Und sich durch Wald in Schneegefilden
Weit hin als mächt'ge Flut ergiehet,
Dort kann der Sturm den Eichbaum spalten,
Der Stolz am Ufer ragte auf,
Doch nie des Stromes Flut verhalten,
Die vorwärts drängt in freiem Lauf:—

So wird sich auch noch immer mehren,
Ob drüben stürzet Thron um Thron,
Der Freiheit Segnung — ihm zu Ehren!
Die Freiheit sei der Völker Lohn.



Aus dem Schul- und College Journal, 1896



Recht erfreulich ist es, zu melden, daß bereits 75 Studenten eingetreten sind und noch eine Anzahl in Aussicht stehen.

Die Mehrzahl der Studenten kommen, wie nicht anders zu erwarten ist, aus Kansas. Hauptsächlich vertreten sind Newton, Moundridge, Halstead, Alexanderswohl und Hillsboro. Unter diesen Studenten sind viele der alten, so wie auch manche neue.

Die Zahl der Studenten vermehrt sich noch immer. Neunzig sind jetzt auf der Liste und im zweiten Termin treten noch etliche ein.

Die Klasse in Griechisch, fünf Glieder zählend, liest gegenwärtig das Evangelium Lukas. Welch einen Wert das Studium der griechischen Sprache hat, das hat die Klasse, die sich mit dem griechischen neuen Testament beschäftigt, schon erfahren dürfen. Wie viel frischer und reichhaltiger wird die Schrift, wenn man sie in der Grundsprache lesen kann und kann dem heiligen Schreiber sozusagen auf den Mund und auf die Feder schauen! Viele Stellen, die man vorher gar nicht recht begreifen konnte, werden einem klar und verständlich. Während des ersten Termins hat die Klasse sich mit der wörtlichen Uebersetzung des Evangeliums Lukas beschäftigt. Von jetzt an soll schon mehr Exegese getrieben werden. Im zweiten Termin werden die Episteln an die Thessalonicher und die Galater studiert, und im dritten der Römer.

brief. Die untere griechische Klasse ist eifrig beschäftigt, mit dem Einpaufen der griechischen Grammatik.

(Wie kommt es, daß heute, trotz der doppelten Zahl, sich weniger Studenten mit Griechisch und Lateinisch beschäftigen als damals? Fürchten sie sich vor harter Arbeit?)

Herr Albert Groneman, der das Studieren schon mit der Farmarbeit vertauscht hatte, ist wieder zurück gekommen.

Unsere Bibliothek ist einer Umwandlung unterworfen worden. Anstatt eines Studiertisches haben wir jetzt zwei, und außerdem noch einen großen Tisch für die Zeitschriften. Für Websters Wörterbuch ist ein Gestell an der Nordwand angebracht worden.

Herr J. G. Ewert, der vor etwa acht Wochen auf die Krankenliste gestellt werden mußte, ist noch nicht hergestellt und wird für diesen Termin seine Studien ganz aufgeben müssen. (Herr Ewert, seit jener Zeit bis heutiges Tages, liegt auf schwerem Krankenlager. Aber daß er seine Studien nicht aufgegeben hat, zeigt seine Arbeit, die er während dieser ganzen Zeit, trotz seiner schweren Krankheit, getan hat. In letzterer Zeit hat er sich ganz besonders mit der Lage der Wehrlosen in den „Camps“ beschäftigt.)

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