

Bethel College Monthly



NEWTON, KANSAS
FEBRUARY
1920

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Bethel College Monthly

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OUR ODYSSEY

By Alice Martin

The wanderings of Odysseus! That phrase comes to us frequently and always carries us far back to a time dimmed into mythical outline by the passing of ages. We picture a hero, after the fall of Troy, leaving for home accompanied by several crews of splendidly equipped warriors. Fate masquerading in a thousand ways plays havoc with these voyagers, and at the end of the ten long years brings back Ithaca, the hero, shorn of his crews, beggared and old in appearance, with only a scar left to identify him on the Ulysses who left twenty years earlier.

This was Ulysses' "Odyssey" recorded by Homer and taken from the lips of innumerable seers before him. Interesting as this story is we find that our own Odyssey is even more so. Each of us, individually, is wandering through life, meeting and combatting adventures which are in every way comparable to the most thrilling bout of antiquity. But since we cannot very easily follow one or many of these life journeys within limitations we must take something more condensed. This Odyssey we will find

in our school-life pilgrimage—a composite blended from the many. Let us voyage together.

How fair the day is when we embark. The sun overhead is not more bright than the sunshine in our hearts. A goal, long dreamed of, is beginning to glimmer far off in the distance. Ah!—as yet it is merely a mirage of a reality existing many leagues beyond the slope of the horizon. But how tantalizingly it beckons us. We are fresh and buoyant; clouds may appear and mount up on high and obscure the brightness, but just now everything—possible evils and all—is sublimated into expectations on the eve of being realized.

We have our "bag of winds" secure, as we think to steer us unerringly through every difficulty. We are confident—oh, so confident and eager until we find ourselves among the Lotus Eaters. Ah! the Lotus blossoms! how they soothe our senses and deaden our aspirations. We droop and dream; our eyes close. The glittering beacon shines for us in vain. A single phase of our school work becomes an end in itself

and all else ceases to please. When we are reading novels, Irish fable lore or Greek classical literature we want these and nothing more. We build a dream world about us and forget all else—home, friends, duty, everything but the fascination of the vision—selfishly limited—which gradually cuts down our ambition for work requiring any effort.

But Scylla and Charybdis confront us too constantly to let us dabble long among these unrealities. They jar us rudely and we shake off the compelling thralls of our dream world and enter the real. We don't pass these monsters just once as did Odysseus, but whenever "quiz" time comes these terrors of the sea must be faced. Then Scylla raises its monstrous coils threateningly before us, and Charybdis growls alarmingly below. We must approach them with infinite caution and alertness if we expect to slip through without mishap, but even so the results are disastrous sometimes. Scylla nips off the 90 and 80 percent too frequently and leaves us only a mere fraction of what we intended to strive for—a most disconcerting circumstance indeed. And occasionally, too, the whirling cauldron on the opposite side sucks in the unfortunate victim and checks his progress for a half year or more. Who was it said the Messina earthquake destroyed these monsters? Ah no, that cannot be true. But perhaps it is their shades that are troubling the student mariner today; That settles it; They are with us forever.

After such a tussle no wonder the voices of the sirens sound sweet to us. A strong will power can hardly resist their seductive strains, much less can one from whom every spark of vitality has been extracted.

The movie siren, how wily she is! Those alluring posters, how they coax us! The rythm, the music, the color,—and the price, so conveniently within reach. How unreasonable to ask us to pass by even if we were able! And since we have no immuned guardians to apply the chains of resistance, we abandon ourselves to the delights of the senses.

But perverse words suddenly begin to chase each other about and we drift before

them completely at the mercy of these contradictory elements. Our generous sips of ethics, philosophy and science have suddenly cut us loose from the medieval traditions to which we were safely moored and we are alarmed to find ourselves adrift, threatened with modern indifference and skepticism. It is impossible to bag the adverse winds again which escaped during an unwary moment. We must fight our way through to fair weather and a smooth sea. Then we shall be able to meet the cyclops in their den.

They cannot be avoided if we have escaped from the tempest tossed sea. Shut in within their enormous cave, in the power of these one-eyed monsters we are apparently in a predicament awful to consider. They represent assailants who are constantly ready to attack us at our most vulnerable point to test the solidarity of our buttresses. Hence no rash step is possible. It takes careful scheming and plotting — nay the application of the most strategic tactics to outwit all adversaries. Ulysses did it; so can we if we are armed right.

But while we are guarding ourselves carefully from being overcome in one quarter we must look out for the witch craft of Circe who stands ready with her wand to transform us into beasts. Of course she is powerless when we do not run into any excesses. If we eat too much and in a decidedly unappetizing way, the guise of a swine awaits us; if sly and treacherous there is the wolf's or the fox's shape to receive us. Circe lurks in the candy kitchen, the ice cream parlor, at the pie counter and in the easy corners. Beware of her!

Yes we must take care and forge ahead. That beacon is still glimmering. It is not a mirage anymore, but the real goal looming larger.

Now that we have come so far, we must look out for the Laestrygonians. They hurl the most destructive stones imaginable. We are misunderstood, criticized and struck at from every quarter by those who have never seen the glimmer in the distance or have lost it through the machinations of Circe. Ulysses remained beyond the reach of their missiles but many of his companions went to destruction because of their reckless ap-

proach to danger. These bombs will be hurled. The greater our success the more awful we must be to dodge their deadly aim. If we stop to settle, retaliate or explain we become involved and perhaps even culpable.

But let us sail into port. We come almost as Ulysses did; stripped of all our preconceived paralyzing notions, vastly older through buffeting with experiences; and

with nothing left to us but the name on our "sheep skin" to identify us as the mortal who entered the race four years earlier.

But strange to say we are not in port after all. We rest there for an interval like a bird in passage, but we are drawn forward again. A new star is before us. We must go on and on like Ulysses and conquer the unattainable.

The Ideal of America

By Oswin Galle

The present age is marked for its high ideals. All the instructors, from the smallest country school to the largest university, are constantly impressing upon their pupils the value and need of a high ideal. The small child has its ideal. He says, I am going to be like father. As the child grows his ideal enlarges, he sets his aim at a higher level, as his view of life broadens his goal continually recedes into the distance. During his entire life man's ideal is what seems to him to be the highest, the noblest, and the most perfect goal which he is capable of attaining. The same is true of a nation, as it grows from childhood to manhood, its ideal expands; like man, it should always hold the most perfect as its ideal. As man is a part of the nation so man's ideal is a part of the nation's ideal. The ideal of a nation is merely the fusion of the ideals of its individual members into one great ideal. America, like all other nations, has an ideal to which it holds. The ideal of America is True Democracy. Ever since the establishing of the United States government it has been striving to perfect a democratic form of government.

The early Greeks were probably the first who ever tried to establish a democratic form of government. For a century or more it seemed as if democracy had come to stay, but soon it was trodden underfoot. It slumbered during the Middle Ages, but was again awakened by the Pilgrim forefathers when they came to America in 1620. The spirit of democracy was soon fostered among

all the colonies and finally on July 4, 1776, for the first time in history this principle, which soon afterwards became the ideal of a great nation, was written in legal form. After a severe struggle with the mother country the colonies were able to erect a government founded on democracy. When the great test of democracy came in 1861, the people, "rallied round the standard" again proving to the world that they still stood for democracy. The final step in the growth of America's ideal came in 1917 when the United States entered the world war with the slogan, "Make the World safe for Democracy."

Democracy! What is true democracy? the common conception of democracy is a government "of the people, by the people, and for the people." But is democracy not more than a government? Lincoln says, "It is dedicated to the proposition that all men are created equal." Does this not mean more than government? The people themselves must first acknowledge all men as equals before the government can recognize them as created equal. Mrs. Harriet Beecher Stowe says, "Your little child is the only true democrat." A child treats all people alike. It takes everybody and everything at par value, at exactly what he sees and knows about the person. A child is the very essence of equality. The child itself is the spirit of equality and democracy.

What is equality? It is impossible to equalize a nation socially but it is not impossible to equalize it in the Christian sense

of the word. It is but natural that some men will have more power and more property than others, but this does not give the man with more power and property the right of abusing the privileges of the man, who is less fortunate. Every individual must have the same rights and privileges in the industrial world as well as in the political world. "Man must do unto others as he would have them do unto himself." Every individual follow this principle in his social, industrial and political life. Since this is true, is not democracy an ideal of society. Equality must become the spirit of the people. With everyone adhering to this spirit a standard for the society is formed. The United States is an organized society of one hundred million people.

This great society has for a number of years been divided into three distinct classes of people. The capitalist, who, in disguise of the politician, is in control of the government. The laborer or radical who is constantly fighting the capitalist for similar control, and the man of the middle class, who compromises between these two classes, tries to keep the radical down and to establish a true democracy.

With the progress of time America has adopted the famous slogan known as the "survival of the fittest." Each man works for himself individually, his only concern is himself, his business must prosper even if it is at the expense of the rights, property and the position which his fellow citizen holds. The American says, "I am first, the other man must look out for himself." This has given the capitalist control not only of the industrial world, but also of the political world. Because of the progress made in the last century it now takes a great deal of capital to run a business, for this reason the man who is capable of putting up the necessary amount of money receives the leadership and the control. Then in order to protect his control over industry the capitalist has also taken control of the government. Very often the capitalist controls with his money not only the office seeker, but also a large number of voters. He has also been making large profits at the expense of labor and the public. Because of this certain capable men, by using exactly the same

methods have succeeded in arousing the laborer so that today the United States is constantly fighting strikes. The radical strike leaders are trying to break the control of the capitalist at the expense of the public. Thanks to the man of the middle class who today has a plurality but not a majority, a campaign has been started to break the control of the capitalist and also to keep the labor radical from gaining similar control. Through consideration for all men they are trying to establish industrial equality whereby the laborer will receive a living wage and the capitalist only a moderate profit. In order to have true democracy industrial democracy must first be established.

Since true democracy is so essential to mankind, it is but natural that we should pause to consider how it may be obtained. The four main factors essential in attaining the American ideal are, the individual, the home, the school and the church. The individual is the first essential factor because America is composed of one hundred million individuals and unless every individual in that organization realizes and practices the true equality of mankind, America can never attain true democracy. The home and the school are also of great importance because it is here that the individual is formed. The home is where the first important touches on the character of every individual are made, it is here that the individual must learn to respect the rights and the privileges of the other person. In the school the individual must learn to respect his neighbor and to work in cooperation with him. It is the duty and a great privilege which every instructor has to teach his pupils in such a way that they will realize that discipline and schoolwork is for their own good and should be voluntary. It is in the home and the school where the children must be taught that the best way and the only way to attain the highest standard in life is by treating the other person as they themselves wish to be treated. Each man, woman, and child must learn to realize that every person has a certain right, a certain property, and a certain life which must be protected and respected. It takes time to impress this upon the minds of the children; it takes time for the boy and the girl to realize this; it

takes time, energy and patience to show the man and the woman the importance of living this ideal. It is therefore the prime duty of the students and the educated people of today to teach this principle.

But the greatest and the most important factor essential in attaining the American Ideal is the church, for the founder of the church is the father of true democracy. The great master of teachers, when he uttered those immortal words, "Love thy neighbor as thyself," gave the best and the most concise definition of true democracy and of every individual's duty in a democracy that can be given. Since it should be the object and the duty of the church to spread and to practise the teachings of our great master, it is but natural that through the work of the church alone can this definition be made true. It is only through the work of the church that the spirit of the people can become one of true brotherhood and of true cooperation. Unless the church of Jesus Christ spreads the teachings of its founder, unless it puts his teachings into practise, and unless it lives up to his ideal America can never attain True Democracy.

Since the spirit of Democracy must saturate all men, must permeate every individual, the question arises; will America ever attain true democracy? During one hundred and thirty years our government has grown from a crude democracy into the greatest democracy of the world. We, as a people, have learned that true democracy is the only ideal worth striving for, and in 1917 when we entered the world war we realized that our ideal was worthy of becoming a world ideal, we determined to do our share in establishing it. But now that it has become plain to us how much we will have to sacrifice, we are trying to shift the responsibility, we are planning to forsake our previous determination and pledge. The other great powers are realizing the same difficulty and are trying to do the same thing. We realize that if a true democratic world were established all these wars would be eliminated, but like the colonies in 1783, like to two radical classes in our own country we are afraid to make the necessary

sacrifice in order to establish a world democracy. Unless we as nations, unless we as races, unless we as classes, unless we as individuals realize and practice the true equality of mankind we can never establish a true democratic world. In order that America may attain its ideal, we, every individual, must true to himself, true to his neighbor, true to his church, true to his state, and true to his nation. We must all have but one aim in life, that of establishing the great ideal. Let us all help to hasten the day, when we, as Americans, shall be loyal to the best that is in ourselves, loyal to our home, loyal to our countrymen, loyal to our nation and above all will be loyal to our God. The Day of True Democracy.

GRAYMAROON 1920

Dear Alumni and Ex-students:

Last year was an unusual year for all colleges. Many of the students were serving our Uncle Sam and on this account some of the school activities were hampered. Circumstances have changed; the enrollment and school activities of Bethel exceed that of any previous year.

It has been a custom to publish an Annual every other year, but due to the large enrollment and the good representation of the different activities, the Student Council has requested the Class of 1922 to publish a Graymaroon for the year 1919 and '20.

Several of the features of the Graymaroon 1920, are:

I. A gray imitation leather cover embossed in maroon, giving a neat display of the Bethel colors.

II. The paper in this book will be the best grade of glossy paper that can be obtained. After printing the paper will be given a pebbled effect, giving the Annual a neat appearance.

III. Two blank pages for autographs will be another feature of the Graymaroon. This will give you a place to record the signatures of your friends.

There is no other means by which you can get as complete a survey of a school's activities as through its Annual. The Gray-

maroon will give you this survey of Bethel's activities.

Undoubtedly you are interested in the Graymaroon and will want to keep in touch with your Alma Mater. If you want a volume kindly send your order to Isaac H. Balzer, Newton, Kansas, and he will send you the same as soon as it is published. The price will be \$2.50.

BIGGER ENDOWMENTS FOR COLLEGES

During the last year all schools of higher learning have found out that endowments heretofore practically sufficient are no longer so, and efforts are made everywhere to increase the funds necessary for the support of the schools. As it is, many schools will be hard pressed to meet increased expenses made necessary by the increase of salaries paid to teachers and of the cost of all sorts of material and equipment needed in the schools. Bethel College is no exception. Recently the Board of Directors made a budget of expenses necessary for the next school year and they found that it will take about \$10,000 above the available means, in spite of the fact that recently \$100,000 have been added to the endowment fund through the instrumentality of the Western District Conference. This indicates that special efforts will have to be put forth to meet the requirements. On March 9 a meeting of the Bethel College Corporation will take place in order to decide upon ways and means out of the difficulty. There is no doubt that the endowment fund must be raised to a figure considerably higher than that which was thought sufficient before. Following this we give an article sent out by the Harvard Endowment Fund Committee, setting forth the needs not only of that school but of all schools.

FUNDS SOUGHT BY AMERICAN COLLEGES TOTAL \$250,000,000.

That following the example set by Harvard, more than one quarter of a billion dollars is now being sought for additional endowment by hundreds of institutions of higher learning in this country is pointed out by Eliot Wadsworth, Chairman of the

Harvard Endowment Fund, in an article which he has written for the March issue of the Harvard Graduates' Magazine. The Harvard Fund of \$15,250,000 is fast approaching the \$12,000,000 figure.

Mr. Wadsworth has gone to Europe to attend the first congress of the League of Red Cross Societies in Geneva as one of five American delegates. He was former vice-chairman of the American Red Cross and because of his work in that organization he recently received the Distinguished Service Medal awarded by the President.

"The fact that individuals had any definite responsibility to the maintenance of our educational machinery was hardly recognized", says Mr. Wadsworth. "Citizens voted once a year for members of the School Board. College Alumni voted at Commencement for Alumni Directors and members of the Governing Board. This, to a large extent, was the measure of our interest and thought."

Looking back over the last six months since the Harvard Fund was started, Mr. Wadsworth says:

"It may be safely said that Harvard has played a very important part in leading this movement. While making the first plans for the campaign it was determined that the publicity for the Harvard Endowment Fund should have two objects: First, to show the need of Harvard; second, and far more important, to show the serious situation which confronted all educational work."

These objects have since been achieved, for the country has been aroused to the need of supporting higher education. There is a story, too, that is told in this connection. A well known banker has asserted that the Harvard Endowment Fund caused him to realize what he owed his own alma mater for the start she gave him in life.

In the course of the article, Mr. Wadsworth says:

"With constantly increasing emphasis the fact has been borne in upon educated men and women that the schools and colleges needed their individual attention. We began to realize that our whole educational system was in danger of deterioration or even disaster.

"Hundreds of institutions have been

brought to a realization of the seriousness of their financial conditions by the rising costs of 1919, with the result that campaigns for additional endowment have been inaugurated with a total amount asked for running over \$250,000,000. Cities and towns have faced the same problem. Demands for additional pay by struggling teachers have been insistent. Special elections have been held; taxes have been insistent. Special elections have been held; taxes have been levied to meet this universal cry from a hard-pressed profession.

"Together with the growing sense of the danger threatening our institutions, there has come a constantly growing cry for more education. The steel strike, the coal strike, the evident need for better Americanization have developed writers and orators galore all raising their voices in the same cause. More and better education for the masses; a higher and broader intellectual development of the college students, has been advocated in no uncertain terms. No political speech is complete without its mention of our needs for better Americanization — which means, as a fundamental, better education. No discussion of the industrial problems which confront the country fails to bring forth the need of a better understanding between employer and employee. Many methods for bringing this about are suggested, nearly every one of which involves more education.

"And so, side by side have arisen these two great changes in public sentiment: First, a sense of responsibility among individuals for the support of the educator and the upholding of the standard of education; second, the realization of the enormous importance of universal and proper education in the future development of America."

Mr. Wadsworth lays stress upon the practical support given by the late Henry C. Frick who "wrote in his will a testimonial as to his opinion of the value and importance of our institutions of higher learning." Mr. Rockefeller, he says, "has expressed, in no uncertain terms, his feeling as to the importance of higher education to this country by his gift of \$50,000,000 for distribution among colleges of the country."

THE SHORTER BIBLE COURSE.

The Bible Course opened on Sunday Feb. 1, with two lectures by Dr. Langenwalter. His series was entitled "Speakers for God in a Crisis Period". The subjects of his lectures were the prophets Amos, Hosea, and Micah. The titles were such as, "The Man Amos," "The Man Hosea", "Knowledge of God," "The Sin Against Love", "Repentance", "The Sin of Short Weight." In these lectures Dr. Langenwalter made it clear how the messages of the prophets pertaining vital problems in their own time could be applied to modern problems.

Prof. Hartzler gave a series of talks on "Paul and his Teachings". This was a concise treatment of Paul's theology and teachings on Christ, the Church, the Law etc. A study of doctrines necessarily goes very deep and taxes one's understanding, but Mr. Hartzler has an attractive style of speaking and through the help of his apt blackboard illustrations, made his subject easily understood by all.

The emphasis of the Bible Course was to be laid on Sunday School work. Mr. Richards of the State Association, gave several splendid talks. He linked Sunday School work with broader fields of activity, such as religious education as a whole, and presented the needs of this work in a truly impressive way. He pointed out that the aim of religious education is to form the habit of thinking in terms of God, and a constant endeavor to relate one's self and God and God's world. At another time Mr. Richards discussed the Sunday School Standard adopted by the International S. S. Association. He had brought with him some very good posters showing the importance of keeping physically fit. These were hung in the main hall down stairs and attracted considerable attention. Most of Mr. Richard's discussions were intensely practical to the Sunday School worker. His closing speech was an inspirational address on "Living Teachers".

Mr. Engle, another State Association worker talked on "Room and Board for the Sunday-school." He discussed the kind of place in which the Sunday-school ought to be conducted. Another time he discussed

the various agencies for training, such as Bible Conferences and conventions, Institutes, Summer schools, and Correspondence Study. He also emphasized the fact that in order to be effective the work of the Sunday-school had to extend beyond one hour a week.

President Kliever conducted a class on "The Pupil". The book used was the regular text recommended for the first year of the three years training course for Sunday School teachers. The first ten lessons of the book were covered. The work covered the various periods of a child's life, and a study of the psychology of the pupil. Since the books did not arrive in time, a good deal of the teaching was done thru blackboard illustrations and outlines.

Rev. George of the Methodist church in Newton delivered a series of addresses based on Bunyan's "Pilgrim's Progress." As an introduction to the series he gave a brief outline of the life history of the author of this classic, John Bunyan. "Pilgrim's Progress" is an allegorical story of the development of Christian experience. Mr. George showed how the modern tendency is to overstress service and overlook the necessity of Christian life and character.

The three addresses by the archaeologist, Dr. Edgar J. Banks, drew by far the largest crowds. His talks were illustrated by lantern slides. It was fascinating to hear him tell of recent archaeological discoveries which reveal to us chapters of ancient history and often substantiate Bible stories. The talk on the seven great wonders of the ancient world was probably most entertaining. Altho his speeches had a tendency to overstep the allotted time, not one complained, so swiftly did time seem to pass.

The attendance was not as good as in former years, but this was probably due to the fact that it was entirely English for the first time. The audiences, tho small, were appreciative and note books were much in evidence. Many students took advantage of their opportunities and attended all lectures possible. Some of the classes were dismissed to give students an opportunity to attend.

Several collections were held to defray

expenses. Hilda Schmidt, and several of the voice pupils furnished special music for the evening sessions.

—W. I.

Y. W. C. A.

Sister Frieda gave a series of three lectures to the Bethel Y. W. C. A. girls on the subject of "Sin, Its Consequences, and Salvation". In short, she said that sin has cut man off from God, and he instinctively turns away from God and His cause. The question arises, whether the individual can be held responsible for this instinctive aversion from God. If God had not provided means whereby this obstacle can be overcome, then man could not be held responsible. As it is, every one may come to God through Jesus Christ.

After man had sinned there were still a good many traits left in him, such as conscience, love, sacrifice, a longing for God etc. but in spite of all this he was lost, because sin meant separation from God, and separation from God spells death. How is it possible to obtain salvation? There are two kinds of salvation preached today. 1. The Attainment Salvation. 2. The Salvation through Grace. People who adopt the Attainment Religion depend upon one of the following things to save them. Service to others. 2. Turn over a new leaf. 3. Assert your manhood. 4. Think right. 5. Deny the existence of sin. 7. Human sacrifice, lay down your life for others. Although all the above named things are good, they are not salvation, because not one of them can be perfectly wrought by any human being. Jesus Christ did that perfectly which no other can do, therefore he is our salvation.

A good many people admit that in their natural state they are lost, therefore they accept Jesus Christ as their Savior, and yet they feel something is wrong with their lives. The trouble is they do not go all the way with God. They feel as though they must live the new life with their own strength, they fear that they are not planning their work properly. To a person with such an attitude toward his Christian life it becomes a drudgery. Not so the person

who is willing to let God have his whole heart, and to let God work through his life. Every person will have joy, faith, love, and hope in proportion to the room that he gives to Jesus in his life. Christian victory means perfect surrender to God.

A. B.

ALPHA BETA

If there is anything with which Bethel is well supplied — it is literary societies. There are two in the Academy and two in the college. The college girls' literary society is called the "Aapha Beta". The "Alpha Betas" have had an awful charge brought against them — namely, that they meet only three times a year: once, to organize; once, to get their picture taken for the annual; and once to disorganize. This report however, is not authentic.

At the beginning of the year, the old members of the society called a meeting of all the college girls. A pleasant social evening was enjoyed, and as a result nearly all of the college girls had their names appended to the membership roll. Since then, the girls have had a number of meetings. All of them were well attended and the girls showed a great deal of interest. The programs usually include some musical numbers, some comical number, and also some Serious numbers.

This year the girls felt that the society ought to offer them something more substantial than mere amusement. After discussing the matter, they decided that since everyone is at sometime called upon to organize a society or to conduct a business meeting, it would be well for the Ahlpha Beta's to take a course in Parliamentary Drill. The past two meetings have been taken up in the practice of conducting meetings. They were led by members of the society. A great deal of pep and enthusiasm was displayed in the course of the evenings. In future Miss Ligo will conduct the Parliamentary Drill. With such an able teacher, the girls ought to learn a great deal about it.

Although the "Alpha Betas" has not always measured up to its possibilities, it fills

a place in the lives of the college girls, which would remain empty without it. We expect it to stand for bigger things, as the years roll by.

THE DELPHIAN

A certain professor said, "Literature is the expression of life". Man puts that in literature which his mind can best conceive, be it science or some other branch of learning. We must be educated to conceive the thought at the bottom of some literary work that probably we would not understand or otherwise enjoy. It is necessary that we cultivate the literary mind in us. For this purpose we have the Delphian literary society in our college; it is to give us practice and experience in all lines of literary work. By understanding the construction and laws of literary work, by performing these ourselves and having our fellow members criticize them we learn to appreciate more keenly the efforts of others. By taking part in the different forms of literary expression our mind is enlarged to think more clearly and is more able to comprehend the other person's point of view. Our vocabulary is increased to express our thoughts more effectively, also our English becomes more perfect and logical that we can say what we want to say in such a way that we know that other people will understand and appreciate our point of view.

In the Delphian society we hear the essay which gives us a proper training in the writing of exposition. We also learn to read in an interesting and intelligent manner. The readings and orations give the students excellent training in memory work besides training in exposition and expression. We learn to use our imagination by the writing of original stories and thus learn to relate events in an interesting manner. It is very vital that we should be acquainted with the current problems of the day. For this purpose we have the discussion of the current topics of interest. In order to awaken our appreciation of good clean humor we are permitted to hear, or ourselves give, some good jokes or humorous anecdotes. One of the practical lessons obtained in our literary society is the training in parliamentary rules

thru parliamentary drill. By this we shall be able to successfully conduct a business meeting when called on to do so.

As a whole, the society is for the purpose of broadening us so as to be of more service to our fellowmen and also for our own betterment and enjoyment. The Delphian society is purly a college organization, altho not all the college men are members, the majority, nevertheless, blong to the society. These, as we would naturally expect are most active in our college life, thus being leaders and training themselves to be greater leaders in the future.

A. V.

ATHLETICS.

During the course of the month a number of changes in the schedule of games became necessary on account of the "flu" and other causes. Our team also was seriously handicapped by sickness in the ranks. Yet, in spite of untoward circumstances the team captured the honors with wide margins in all the games but one. So far the following teams have been encountered: Cooper, Kansas University of Commerce, Friends, McPherson, Bethany — two games each, except that with K. U. of Commerce, which is not in the Conference, only one was played. In the second game with Bethany our boys were not in their best form and they lost with a score of 29—36. In the second half of the game only one of the regular team was in his place. In the second game with McPherson, which took place the day after that with Bethany, the Maroon and Gray got out ahead by a score of 52—20.

On March 2 and 3 games will be played with Kansas Wesleyan and Washburn, respectively, if nothing occurs to cancel the same. Close and interesting games are expected.

ALUMNI NOTES.

Col. '16. Jesse Loganbill and his wife, Eva Becker Loganbill, spent several days on the campus visiting. Both of them are teaching at Durham, but the schools were closed on account of flu. They left for Fortuna, Mo., where Mr. Loganbill's sister was seriously ill.

Ac. '12. Rev. J. P. Boehr who is taking Rev. Suderman's place at Moundridge, is gaining strength rapidly and was able to preach again recently.

Col. '13. Mr. and Mrs. P. J. Boehr, missionaries in China at Kaichow, Chihli Province, are the proud parents of a baby boy born in January.

Ac. '16. Jacob Goering and his wife, Lydia Zerger Goering, (Ac. '19) spent the week end on the campus recently.

Ac. '00. Mr. and Mrs. Gustav Linscheid, missionaries among the Cheyenne Indians in Montana, have been asked by the Board to make Cantonment, Okla., their station. They have accepted and will move next summer, when missionary Albert Claassen will leave the field.

Ac. '19. Mary Ann Loganbill who teaches near Halstead visited her brother and sister on the campus.

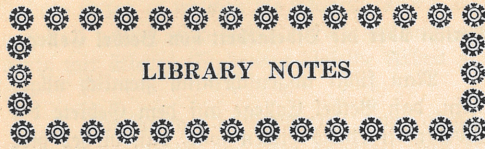
Ac. '16. Sarah Lohrentz who is taking nurse's training at Bethel Hospital had a day off recently, which she spent with her sisters and friends on the campus.

Ac. '16. Rev. Solomon Mouttet of Inola, Oklahoma, attended part of the Bible Course at Bethel. He was obliged to leave on account of sickness.

Ac. '17. D. H. Rempel who is principal of the Dwight, Kansas high school, visited friends on the campus over the week end.

Ac. '17. Emma Schmidt, who is teaching near her home at Alexanderwohl, Kansas, attended some of the Bible Course lectures. She was also present at one of the Basket Ball games.

Ac. '09. Clara Schmutz spent half a day on the campus recently and supped with Mr. and Mrs. P. G. Baumgartner.



LIBRARY NOTES

Here is a short list of Children's Books.
Beard, Little Folks' Handy Book 144p
illus. Scribner

"Teaches little children how to make simple toys from empty spools, clothes pins, kindling wood, etc."

Benson, David Blaize and the Blue Door
N. Y. Doran, 1919, 217p. illus.

"A delightful book to read to children about six years old and to enjoy it just as much as they do. David finds the blue door behind his pillow and when he slips through and locks it behind him his adventures begin. They are quite remarkable and most amusing and are all told in the matter-of-fact way that makes them sound perfectly plausible. Tear out the frontispiece for very little tots, it's too frightening and doesn't fit the story as the other pictures do."

Bond, Scientific American Boy at School. Munn. 338p. illus. 1910.

"Describes and illustrates many interesting things that boys can make and do."

Lucia, Peter and Polly in Spring
Peter and Polly in Summer
Peter and Polly in Autumn
Peter and Polly in Winter
Am. Bk. Co.

"Readers for second and third grades, attractive in style and makeup. Delightful."

Roosevelt, Theodore Roosevelt's Letters to his Children. N. Y. Scribner, 1919, 240p. illus.

"Many sides of the interesting character of Roosevelt are revealed in his letters to his children or to his friends about them. Most of all he is seen as an ardent big playfellow with interests wide enough to do crude

picture letters for the little ones, as well as apologetically preachy messages to the boys away at school."

Spyri, Heidi, Century

"Every generation of children must have Johanna Spyri's 'Heidi'."

* * * *

"To know whether a book be good consider first, whether it adds to our sum of knowledge; secondly, whether it induces thought and exercises reason; thirdly, whether it improves taste; and fourthly, whether it strengthens conscience."

* * * *

During the two weeks of the Bible Course the library was kept open from 5-6 P. M. and again from 6:30-7 P. M. until the evening lecture began. This was done in order to provide a place where the visitors might spend their spare time.

* * * *

The Academy and College debaters find the subjects of "Compulsory Arbitration" and "The Establishment of a Protectorate over Mexico" all-absorbing topics at present.

* * * *

The Freshman class is just now interested in the present labor situation judging by the use they make of U. S. Bureau of Labor bulletins and other pamphlets and magazines containing material on the subject.

* * * *

Not long ago a box of books from Clarence Center, New York, reached our library. It contained a number of volumes from the library of Rev. Jacob Krehbiel which he had selected for the Bethel College library shortly before his death.

* * * *

The arrival of the Good Housekeeping magazine is always joyfully hailed by the girls. The boys seem almost equally eager for the Scientific American.

* * * *

"Some people study all their lives, and at their death they have learned everything except to think." —Domergue.

BETHEL NOTES

Many students were absent during the past month because of mumps or the "flu". This is no news item; it is simply a statement of facts.

President Kliever held a series of meetings at Meno, Okla., beginning on Sunday, Feb. 22. He had begun the series of lectures earlier in the winter but was interrupted by bad weather.

The drive for the Near East Relief fund proved very successful at Bethel. The collection among the students amounted to about \$100 and among the faculty and others living on the Campus to \$150.

On the evening of the game between Friends and Bethel, Professor A. B. Schmidt of Inman, Kans., brought his basket ball team over for a practice game.

Professor D. H. Richert staid at home over a week, nursing a severe case of mumps. The saying that you get the mumps only once has been disproved; for this is the second time that he has the disease.

The academy debate tryout has been held and the debaters are beginning work. The proposition is, Resolved, that the United States should establish a court of compulsory arbitration for the final settlement of labor disputes. Debates with Tabor, McPherson and Central have been arranged—these debates will take place in April.

Bethels' orator was eliminated in the district 'tryout' of the Kansas State Oratorical Association which was held at Winfield.

The debate season will be formally opened here on Friday March 12, when our debaters meet Fairmount in a dual debate. Bethel's affirmative will meet Fairmount at Bethel.

Bethel belongs to the new Kansas De-

bate League which was formed this year. The question on which the debaters are working is, Resolved, that the United States should establish a protectorate over Mexico.

Bericht über die Bibelarbeit von Bethel College.

Man fühlt augenscheinlich ziemlich allgemein, daß Bethel College auf dem Gebiete der Bibelarbeit etwas bieten sollte, daß bisher hier nicht geboten worden ist. Gerade was das sein soll hat mir noch niemand sagen können. Daß habe ich auch nicht anders erwartet und habe mir darum wenigstens ein Schul-Jahr Zeit ausarbeiten um der Sache auf den Grund zu kommen. Von diesem Schul-Jahre sind noch kaum drei Monate verstrichen. Die Erfahrungen dieser drei Monate haben manche Winke gegeben, die einem einen klareren Einblick verschaffen in den Sachverhalt und wenn auch noch kein bestimmter Plan vorgelegt werden kann, so kann doch einiges berichtet werden, das der Behörde und der Jahresversammlung wichtig und interessant sein dürfte.

Von wenigstens fünf allgemeinen Seiten stellt man Anforderungen an die Bibelarbeit von Bethel College. Jede dieser Seiten repräsentiert dann noch mehrere Schattierungen, die sich manchmal beinahe als Gegensätze erscheinen.

1. Wir haben eine ganze Anzahl junger Leute, die einen vierjährigen Kursus in der Akademie beenden wollen. Die meisten von diesen wünschen Bibelarbeit und alle sollen sie haben. Solchen wird gegenwärtig folgende Arbeit auf diesem Gebiete geboten: Biblische Geschichte 2 Stunden, Zeitgeschichte 2 Stunden, Bibelkunde 2 Stunden, Life of Christ 1 Stunde und Life of Paul 1 Stunde. In diesen Klassen sind gegenwärtig respektive 18, 6, 10, 76, und 33 Studenten eingeschrieben. Dies ist ermutigend. Auch ist die Tatsache ermutigend, daß man an vielen Stellen junge Leute findet, die gerne hier wären um solche Arbeit zu tun.

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Man sollte diese Abteilung mehr für sich allein behandeln können, denn solchen, die in den Jahren stehen in welchen die Akademiearbeit gewöhnlich getan wird, fehlt es an der nötigen Reife mit älteren Studenten dieselbe Arbeit zu tun.

2. Wir haben 85 Studenten im College. Es wird von jedem derselben erwartet, daß er auch Bibelarbeit nimmt. Diesen werden gegenwärtig folgende Kurse geboten: Life of Jesus 3 Stunden, Teachings of Jesus 3 Stunden, Modern Problems in the Light of the N. T. 2 Stunden und History of the Hebrews 3 Stunden. Diese Klassen werden von je 30, 9, 11 und 8 Studenten besucht. Außer dieser Arbeit steht den Studenten des ersten Jahres auch noch die Klasse in Bibelfunde offen. Für diese Abteilung ist genügend gesorgt, ganz besonders weil jedes andrer Jahr neue Kurse gegeben werden. Nur ist zu erwarten, daß manche Klassen zu groß werden wenn Studenten mehr ermutigt werden herzukommen.

4. Haben wir eine Anzahl Studenten, die ihrer Schulbildung nach in die Akademie gehören, aber im Alter und der Erfahrung bedeutend über den gewöhnlichen Jahren der Akademiestudenten stehen. Diesen mangelt es gegenwärtig an der nötigen Auswahl, und diese wieder fehlt weil es an der nötigen Einrichtung fehlt die gewünschte Arbeit zu liefern. Man bekommt oft Andeutungen, daß diese Gruppe sich rasch und sehr vermehren wird sobald die gewünschte Arbeit geboten werden kann. Die meisten dieser Andeutungen beruhen hauptsächlich auf Mutmaßungen, aber ich glaube, daß die Sache ernstlich erwogen werden sollte. Manche dieser Leute werden wohl nur kurze Zeit kommen können oder wollen, manche würden aber auch einen Kursus beendigen wollen. Ein solcher Kurs sollte wenigstens drei Jahre umfassen und auf folgenden Gebieten Arbeit bieten: direktes Bibelstudium, Anleitung im Lehren von Heiligen in der Gemeinde, den Gemeindegliedern, oder deren Ersatz, Sonntagsschulen, Jugendvereinen, Bibelklassen usw., Kirchengeschichte, Glaubenslehre, Sittenlehre, Mission, Kirchenmusik und Anleitung in praktischer Kirchenarbeit wie Predigt, persönliche Arbeit und Evangelisation.

Auf einigen dieser Gebiete wird jetzt schon Arbeit geliefert, aber unter gegenwärtigen Verhältnissen ist es unmöglich das zu bieten was geboten werden sollte.

5. Haben wir eine Anzahl junger Leute, die sich der Arbeit in den Gemeinden als Prediger widmen möchten, aber aus mancherlei Gründen es nicht erschwingen können einen Collegekursus zu absolvieren und dann noch ein Seminar zu besuchen. Sie möchten aber College und Seminararbeit verbinden. Die Gemeinden scheinen auch immer mehr nach solchen Männern zu suchen. Man will Männer, die in verständnisvoller Fühlung bleiben können mit der Jugend, die in immer größerer Zahl unsere oder andere Colleges besucht. Andere Gemeinschaften haben dasselbe Problem und man fängt an besondere Schulen für diese Klasse von angehenden Predigern einzurichten. So haben z. B. die Congregationalisten in Chicago vor 3 Jahren eine solche Schule unter dem Namen Union Theological College eingerichtet. Man hat das Unternehmen nicht ohne Besorgnis gemacht, aber es hat sich jetzt schon als eine weise Entscheidung erwiesen. Nach einem solchen Plan, unsern Bedürfnissen entsprechend, sollte etwa folgende Arbeit geboten werden: in den ersten zwei Jahren alle die Fächer, die bedingungsweise von jedem Collegestudenten dieser Jahre verlangt werden. Das gäbe noch ziemlich Raum für Wahl aus den biblischen Fächern. Während der letzten zwei Jahre sollte dann Freiheit gegeben werden so viel tunlich biblische, theologische usw. Fächer von College Rang zu wählen. Vier Jahre solcher Arbeit zufriedenstellend vollendet, würden den Betreffenden zu einem Titel berechtigen. Die Spezialarbeit dieser Studenten sollte auch die verschiedenen Gebiete wie unter 4 angedeutet decken aber es sollte auf jedem Gebiete bedeutend mehr erwartet werden.

Gegenwärtig wird solchen Studenten außer der College- und Bibelarbeit auf den Gebieten der Homiletik, Theologie und Sittenlehre Arbeit geboten. Das ist ein Anfang und das Interesse in der Arbeit zeigt, daß derselbe berechtigt ist.

Außer den fünf erwähnten Gesichtspunkten über das was man von der Schule hier erwartet, sollte noch hinzugefügt werden, daß die Anfragen nach Lehrern, die in den Gemeinden Bibelfunden, Erweckungsversammlungen usw. halten können, und auch nach solchen, die den S. Schulen und Jugendvereinen behilflich sein könnten dadurch daß sie Anleitung gäben im Lehren usw. immer öfter kommen und eindringlicher gestellt werden. Diese Arbeit lohnt sich für andere Gemeinschaften, und das wachsende Bedürfnis un-

ter uns scheint anzudeuten, daß wir an der Zeit stehen wo man dem Bedürfnis mehr systematisch Rechnung tragen sollte.

Diese Arbeit bringt die Schule in direkte Fühlung mit den Gemeinden und nützt beiden, aber ein Lehrer kann nicht hier lehren und auch in den Gemeinden, wenigstens nicht zur selben Zeit. Darum sollte diese Arbeit dem ganzen Plan der Bibelarbeit hinzugefügt werden damit die Sache Ordnungsmäßig und mit so wenig Störung als möglich verbunden sei.

Angeichts der Resultate, die aus dieser Untersuchung erhellen, dürfen wir folgende Tatsachen nicht aus dem Auge verlieren:

- 1) wir sind Gott in einer bedrängten Zeit unser volles Maß von Verantwortlichkeit schuldig für einen gerechten Teil an dem Aufbau Seines Reiches.
- 2) Wir sind Ihm verantwortlich für unsere Jugend.
- 3) Wir schulden den Gemeinden Hilfe zu einem gedeihlichen Wachstum.
- 4) Wir schulden der Schule die Gelegenheit zu einem segensreichen Fortbestehen.

Um Obiges ausführen zu können bedarf die Schule die Gebete und das einsichtsvolle Interesse recht vieler Geschwister, denen obige Punkte wichtig sind.

Ferner ernötigt ein zufriedenstellender Fortbestand der Bibelarbeit von Bethel College daß die Schule mehr Raum bekommt, die Bibel-Lehrer haben jetzt nicht einmal ihre eignen Lehrzimmer geschweige von einem Raum da man die persönliche Arbeit tun könnte, die so notwendig ist), mehr Lehrer, denn man ist jetzt schon durch so vielseitige und dringende Arbeit überladen, und mehr Mittel die Schule auch fähig zu machen das zu bieten, das geboten werden sollte, und das man verlangt.

Zuletzt laßt uns nicht vergessen, daß der alte Gott noch lebt und den nicht verläßt, der um Seines Reiches Willen viel wagt.

Amerika und Sprache.

Mit einem neuen Gedanken tritt die Wochenschrift der „American Legion“, des neuen Soldatenbundes, vor das Volk. Sie verlangt die Einführung der — amerikanischen Sprache.

Das klingt auf den ersten Blick eigentümlich; denn außer der indianischen gibt es keine eigentliche amerikanische Sprache. Unsere amtliche Landessprache ist ja die englische;

jedoch mit Neubildungen, verschiedenem Akzent, teilweise verschiedener Schreibweise und Aussprache. Aber der tiefere Gedanke des Vorschlags ist dennoch gut, ist wirklich amerikanisch patriotisch: „In Mexiko (wo man sich der spanischen Sprache bedient) fällt es keinem Menschen ein, ihre Sprache „Spanisch“ zu nennen; sie bestehen darauf, daß sie mexikanisch sprechen. Selbst auf die Gefahr hin, daß etliche Duzend gelehrter Professoren vor Entsetzen tot umfallen, machen wir den Vorschlag, die Reklame für John Bull aufzugeben und unsere eigene Sprache, die amerikanische Sprache, einzuführen.“

Legt man nun diese Vorschlag dahin aus, daß keine andere Sprache geduldet werden soll, dann wird der an sich gute Vorschlag freilich nicht gut. Wissen ist Macht und bleibt Macht! Wissen bedeutet nicht: bloß eine Sprache können! Je mehr Sprachen ein Mensch spricht, desto nützlicher ist er seinem Lande. Ein Deutsch-Amerikaner, der deswegen seine Muttersprache um der Landessprache nachlässigt oder gar verleugnet, ist ein kläglicher Tropf, der weder seinen Mitbürgern so viel zu nützen vermag, wie er könnte und sollte, noch auch sich selbst. Erwartet er etwa, wenn er selber seine Muttersprache verachtet, vom Amerikaner Achtung für sie oder für seine Person? Nur desto verächtlicher erscheint er; dagegen ist der geachtet, der seine Muttersprache und die Landessprache und womöglich noch weitere Sprachen spricht, liest und schreibt.

Die fremde Sprache macht keinen Menschen zum weniger wertvollen Bürger — und die Beherrschung der englischen Sprache gewährt dem Lande keinein Schutz vor umstürzlerischen Ideen; ganz im Gegenteil, sie erleichtert die Verbreitung solcher Ideen. Die englischsprachige Presse von heute in ihrer Gesamtheit trägt unendlich mehr zur Untergrabung der Achtung vor Gesetz und Ordnung bei, als die fremdsprachige dies jemals tun kann. Wer dies nicht glaubt, merke sich folgendes: als der Bundes-Generalanwalt seinerzeit dem zuständigen Senatskomitee eine Sammlung radikaler Organe übermittelte, waren es meist solche, die in englischer Sprache erschienen, fremdsprachige waren nur spärlich vertreten, **deutschsprachige überhaupt nicht.** Und was lehrt die Geschichte? Die größte Gefahr, die je über unser Land her einbrach, die Sezession des Südens, kam von

Leuten, die der englischen Sprache ausgezeichnet mächtig waren. Sie sprachen sie vollendet, ohne Akzent sogar; trotzdem waren sie Rebellen. Und wiederum, daß sie ihr Ziel nicht erreichten und die Union erhalten blieb, war nicht in letzter Linie der Pflichttreue und dem Opfermute der deutschsprachigen Regimenter zu verdanken, in welchen Englisch nur spärlich gesprochen, nur mangelhaft verstanden wurde. An diesen Tatsachen kann nicht gerüttelt werden.

Die Sprache unseres Landes ist und sei und bleibe die englische — machen wir sie je länger desto mehr ganz zur „amerikanischen“ Sprache! Karl Schurz sprach den einzig richtigen Grundsatz aus daß jeder Einwanderer sich möglichst schnell die Landessprache aneignen, dabei aber nicht seine Muttersprache vernachlässigen soll. Namentlich wir Deutschamerikaner alle sollten durchaus zweisprachige Menschen sein, die beide Sprachen gleich gut reden, lesen und schreiben. Beide Sprachen sind unsere Sprachen! Jünglinge, die sich auf Pfarr- und Schulamt vorbereiten, sollten nur dann für befähigt gelten dürfen, wenn sie beide Sprachen bemeistern. Sagte doch schon ein Politiker, Gouverneur Philipp von Wisconsin, einer Lehrerversammlung in Milwaukee: „Es würde töricht sein, wollten wir die deutsche Sprache in den Hochschulen und höheren Lehranstalten ausmerzen. Nicht nur bildet die Kenntnis fremder Sprachen einen wesentlichen Bestandteil der wahren Kultur; es gibt in Europa hundert Millionen Menschen, die deutsch sprechen. Wenn wir mit diesen Handel treiben wollen, müssen wir in ihrer Sprache mit ihnen sprechen können. Wir sollten praktisch sein und nicht Opfer der Hysterie werden!“

So ist der Vorschlag der „American Legion“ unübertrefflich gut: Amerikanische Sprache, ohne Bekämpfung, vielmehr mit Förderung fremder Sprachen! W.

Aus „Die Abendschule.“

“Don't use a preposition to end your sentences with,” somebody said. “But”, replied someone else, “I canbot see what such a rule was made for. It is a poor one to go by. Hard and fast laws, unless they are those of actual grammar, cannot always be adhered to. Often, indeed, they are better departed from.”

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**IS THE PLANET MARS INHABITED?
Arguments for The Artificiality of the Mar-
tian Canals.**

The planet Mars has been the object of very close observations for many years. The markings upon this planet were first seen by the sharp eye of Dawes. To account for those phenomena on Mars, the vast powers of nature were found totally inadequate. This was what later led the great observer Schiaparelli to enunciate the idea of the artificial origin of the canals. He conceived the larger ones to be composed of six different water courses, whose dikes would be opened now and then by the Martians. This theory was upheld by Flammarion and other popular continental writers. The errors of Schiaparelli were errors of judgment and not of observation.

In the recent years E. C. Slipher went to Chili, S. A., with Lowell and made many observations. He took 13,350 photographic images under the best conditions and they show canals. We must remember that a photographic plate only records realities. With all this positive evidence secured under the best possible condition of seeing, and with different telescopes and accessories, establishing the great mass of visual observations made by Lowell and others, can it be possible then that these markings are illusions? Some in order to create doubt, raise material or inconsequential objections to the observations and drawings and some even mislead their readers by unpardonable misrepresentations. Some of these skeptics quickly admit that the markings they are able to see exist in reality, and then they absurdly contend that all the others are merely illusions. No scheme can be devised to do away with the canals or many features of Mars. As a matter of fact all of these details, even the faintest canals, defy explanation as illusions. This is evident for two reasons: First, because they bear the same stamp of reality as the obvious details; secondly, because a canal that is at one time quite faint becomes at other times very intensely visible.

The laws of perspective will again be curbed by the evidence of lines appearing straight in all positions of a rotating globe. Next to the fact that they are lines, they are

nearly all straight lines throughout their course. They also have uniform widths. As many as fourteen canals show junction at some point called an oasis. Lowell, who made these observations says, that there is some law working to that end. They are not rivers or cracks because they are too straight and systematic. The crowding of the canals poleward is also marked. The canals, therefore, are phenomena that stand in peculiar relationship to the Polar caps. They also appear in pairs running parallel to each other. Most of the canals run from the southwest to the northeast. The lines also cross the dock patches on Mars in the same systematic manner. The spots called oases make common terminals for the canals which does not happen by chance. Some canals show a slight curve which is fatal to the illusionary theory.

It is also observed that the canals wax and wane from some cause. It shows that there is more than the simple physical forces acting. Thus the most satisfactory explanation that can be given by our greatest astronomers is that these canals are artificial and not natural.

**GOSHEN COLLEGE NOW A STANDARD
INSTITUTION**

It is with a keen sense of satisfaction that we are able thru the columns of the Record to announce to our readers that Goshen College has been formally recognized by the Indiana State Board of Education as a Standard College. This action was taken at a meeting of the State Board held at Indianapolis on Friday, February 13th.

The necessity of standarizing has for some time become more apparent. In the state of Indiana high schools are required to employ at least two teachers with degrees from a standard college. Other states have similar requirements so that our students have frequently been barred from good positions except by special permission from state boards and sometimes such permits were gotten at great inconvenience to graduates. Under present conditions, however, they will be accorded the same rights and privileges as graduates from other standard institutions in the state of Indiana.

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