

BETHEL COLLEGE MONTHLY

FEBRUARY, 1935

NEWTON



KANSAS

General and Special Aims of Bethel College

**Aims and Methods of the Bethel
College Fellowship**
By Dr. E. G. Kaufman

John Jacob Krehbiel
By Dr. J. R. Thierstein

**The New Program of Accrediting
Institutions of Higher Education**





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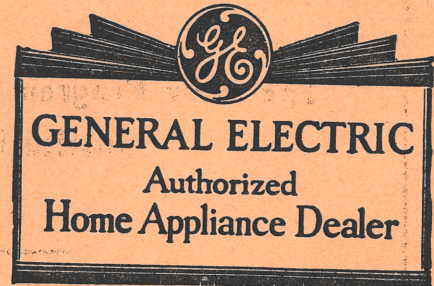
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BETHEL COLLEGE MONTHLY

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Newton, Kansas, February, 1935

Number 6



*"Those days and years with pleasures bright
Passed by on pinions fleet,
But left behind them in their flight
Our friendships, oh! how sweet!"*

General Aims of Bethel College

PART I.

(Adopted by the Faculty May 2, 1934 and by the Board May 11, 1934)

1. Denominational: Bethel College was established and exists primarily in order to serve the group of over 100,000 persons of the Mennonite Faith west of the Mississippi River by providing the facilities for a thorough Christian higher education for their young people. For this denominational constituency the school aims to provide (1) a spiritual force making for integration and progress of a people with a history going back to the time of the Reformation; (2) a center for the conservation of the best elements of historic Mennonitism, including a positive attitude in support of the principles of peace, simplicity of life, habits of industry, integrity of character, sacredness of the home, respect for personality, the authority of the Scriptures, and freedom of conscience; (3) an opportunity of a Christian College education to many who would otherwise not avail themselves of one; and (4) a trained leadership and more intelligent and consecrated laymen for the church. By rendering this service to the denomination Bethel College aims to enable Mennonites better to make their contribution to the present and future generations. However, any student of good moral character who is in sympathy with the Christian spirit of the institution is welcome, regardless of denominational preference. The attitude of Bethel College in this respect is clearly expressed in the First Annual Report of its Board of Directors: "The Mennonite Church owes a debt of gratitude to other denominations who have freely opened the doors of their educational institutions to Mennonite young people and it shall be the aim of Bethel College to pay this debt of gratitude by opening its doors to all who may wish to avail themselves of the opportunity it offers."

2. Community: In regard to the city of Newton and the surrounding community Bethel College aims (1) to cultivate a deepening mutual sense of kinship; (2) to relate itself intimately to the churches and other such agencies of this area and assist them in a more thorough penetration of the com-

munity by the Christian spirit and to help integrate the life of the neighborhood in accord with Christian ideals; (3) to cooperate in making studies reaching through the economic, political, social, educational, ethnical, and religious life of the city and the neighborhood in order to reveal available resources and furnish the factual basis for a practical program of service and assist in carrying out that program; and (4) to cooperate with the community in providing courses for adult education, lectures on current and scientific problems, library and laboratory service, musical and literary entertainments, and public programs of various kinds.

3. Individual: In individual students Bethel College aims (1) to develop the intellectual abilities, and to cultivate habits of logical thinking; (2) to acquaint students with the main fields of human interest; (3) to guide them in the acquisition and integration of knowledge; (4) to give intensive training and to encourage creative activity in a chosen field; (5) to prepare them for advanced study or an occupation after college; (6) to establish the habit of scholarly growth; (7) to develop physical and mental health; (8) to broaden aesthetic interests and develop the power to appreciate and create the beautiful; (9) to encourage refinement of manners and develop social resourcefulness; (10) to develop the social conscience and sense of group responsibility; (11) to foster discipline of conduct, develop moral life and lead students into a regenerated religious life and the acceptance of Jesus Christ as Lord; and (12) to prepare for intelligent and effective Christian participation in the life of the family, the community, the nation and the international order.

4. Vocational: The aims of Bethel College are cultural rather than professional. However, the curriculum is planned to include the ordinary pre-law, pre-engineering, pre-medical, and pre-theological courses and to lay a sufficiently broad foundation so that that professional training along

these and other lines may be continued after college. Recognizing the need of well trained Christian teachers in our schools, Bethel College also maintains a teacher-training course. And to meet, at least in part, the historic Mennonite interests and present needs, a limited number of courses are offered in music, art, home economics, agriculture, industrial arts, and business administration.

5. **Method.** These results Bethel College aims to achieve (1) by exercising careful selection in the admission of students and by a guidance program intended to assist the student in making the proper adjustments as the occasion demands; (2) by carefully advising students in the selection of their courses; (3) by differentiating in its curriculum between courses of the upper and lower levels so as to provide both general and advanced education; (4) by adapting courses as far as practicable to the needs and capacities of individual students as these are revealed by frequent conferences between students and instructors; (5) by encouraging such extra curricular activities that can be utilized in community service and making them an integral part of the total program and life of the school; (6) by discovering and analyzing characteristics of individual students through tests, interviews, and other means and by using this information as a basis for a program of personal help and guidance in the achievement through activity of an effective and wholesome Christian personality; (7) by putting forth every effort in helping the student to achieve development and growth through actual participation in solving problems of various kinds in cooperation with competent and dynamic Christian teachers; and finally (8) by giving opportunity for a "final demonstration" of achievement by means of a comprehensive examination before graduation.

PART II. SPECIFIC AIMS OF THE DIVISIONS OF THE CURRICULUM.

(Adopted by the Faculty May 2, 1934)

Division 1. Language and Literature. This division aims to achieve a sufficient mastery of the English Language for the sake of clear and effective expression in speech and writing; (2) acquisition of the rudiments of languages other than English for

the purpose of, (a) experiencing the joy of getting and communicating thought in another tongue, (b) sharpening the "Sprachgefuehl" and enriching the knowledge of English by comparison, (c) obtaining first-hand information about other people with the view of learning to understand them better, and (d) enlarging the cultural background; (3) inculcating of a love and taste for wholesome reading as one of the means of the worthy use of leisure and of broadening the knowledge of life and nature; (4) enrichment of the emotional nature by cultivating an adequate appreciation of the true and beautiful.

Division 2. The Fine Arts. This division aims: (1) to furnish an opportunity for study of the Fine Arts as a part of collegiate work; (2) to develop an appreciation and love for the beautiful so that through the Fine Arts a life of richer significance may be achieved by means of self expression, emotional release and creative activity; (3) to prepare young men and women for professional work in the studio, the school, the church and on the concert platform; (4) to train teachers in Music and Art.

Division 3. Biological Science. This division aims: (1) to give the student a broad understanding of biological fundamentals and to prepare students for useful living, enjoyment of nature, and scientific thinking; (2) with related subjects they prepare the students for biological research, the study of medicine, nursing, agriculture, and for the teaching of biology; (3) the courses in physical education aim to develop the body and coordinate its action to quick habits, and to train for physical skill.

Division 4. Physical Sciences. This division aims: (1) to develop scholarly attitudes, love for truth, and a sympathetic understanding of fellowmen whose work is in these fields; (2) to form habits of careful observation, industry, and intellectual honesty; (3) to acquire a working knowledge of the scientific method and of the language of mathematics; (4) to learn to appreciate the contributions of these sciences to other sciences and to modern civilization and thought; and (5) to assist the student to master such fundamental information and techniques as are considered

essential for his chosen career. This division aims to meet the needs of the following classes of students: (1) those who wish to include an adequate training in the physical sciences as an essential part of a liberal education; (2) those who wish to teach these subjects; (3) those preparing to do graduate work in the physical sciences and in mathematics; (4) those whose work is in more or less related fields; (5) those who are preparing for a career in medicine, nursing, engineering, agriculture, and industrial work.

Division 5. **Religion and Philosophy.** The Division of Religion and Philosophy has set for itself the following aims: (1) To affect in the student an understanding and appreciation of the Bible; (2) To promote an intelligent grasp of the historical origins and development of Christianity; (3) to awaken and conserve an ever growing dynamic and wholesome Christian experience, (a) by helping students to relate themselves positively in their loyalty to Christ, (b) by presenting the claims for and the challenges of a regenerated personal and social life, (c) by guiding the building of a Christian character in young people that will issue in Christ-like conduct and service; (4) to train students for practical service in the various phases of the work of the Christian church; (5) to prepare students for graduate study in Theology and Phil-

osophy; (6) to train students in reflective thinking and to acquaint them with the various systems of philosophical interpretation; and (7) to help the student achieve a coherent and integrated Christian philosophy of life.

Division 6. **Education and Psychology.** The purpose of the Department of Education and Psychology is to develop in students an appreciation of the nature and problems of a program of education and a technique of dealing with problems of teaching and training pupils in the home and in the school by offering encouragement and facilities for a study of principles and procedures in the administration and teaching in an educational program, a thorough study of the nature of the pupil, and the development of a problem-consciousness and problem solving attitude in regard to educational problems.

Division 7. **History and other Social Studies.** This division aims (1) to stimulate a cultural interest in humanity and its achievements; (2) to develop skill in the use of the scientific method as applied to the social sciences; (3) to master the fundamentals of the development of civilization and modern socio-economic organization; (4) to stimulate a will to act in the interests of mankind individually and collectively.

Aims and Methods of the Bethel College Fellowship

GENERAL AIM: To organize a Bethel College Fellowship in the individual Mennonite congregations of the Bethel College area for the purpose of furthering mutual understanding and helpfulness between church and college.

SPECIFIC AIMS FOR LOCAL GROUPS:

1. To pray for Bethel.
2. To talk for Bethel.
3. To suggest improvements at Bethel.
4. To help our people get better acquainted with Bethel.
5. To call Bethel's attention to prospective students.
6. To encourage prospective students to attend Bethel.
7. To encourage individuals to make a defi-

nite annual financial contribution to Bethel.

METHODS:

1. The Bethel College administration shall create a Bethel College Central Fellowship Committee which is to be located on the college campus and be responsible to the college administration. This central committee shall cooperate with the Bethel College Fellowships in the local congregations and serve as a central clearing house for them.

2. With the help of this central committee the friends of Bethel College in the local Mennonite congregations shall be organized as a Fellowship. It is suggested that the local Fellowship elect a President for three years, a Secretary for two years, and a

Treasurer for one year. This would mean that after the first year only one office needed to be filled each year and so would give the advantage of continuity to the committee. In case the local group fails to organize and elect officers the central committee may appoint such.

3. The central committee shall arrange for at least one general meeting on the college campus each year of all local fellowship officers for the purpose of mutual helpfulness and inspiration.

4. Annual membership in the local Bethel College Fellowship shall be granted to individuals upon making contributions to Bethel College as follows: Good Will Membership, \$1.00; Loyalty Membership, \$5.00; Association Membership, \$10.00; Sustaining Membership, \$25.00; Family Membership, \$50.00; Corporation Membership, \$100.00. (Note: As soon as the amounts given by any one donor total \$100.00 he shall be issued a voting certificate in the Bethel College Corporation.)

5. The local organization and officers shall in so far as possible carry out the above "specific aims" in their local congregation. They shall (a) arrange for at least one meeting a year of all members of the local fellowship for prayer, organization, discussion and action (This meeting may be with or without a Bethel College representative); and (b) arrange for a personal canvass once a year inviting every member in the respective congregation to join the local Bethel College Fellowship by making a financial contribution to Bethel College for that year. Payments on pledges shall also be acceptable. The receipt for such cash contributions is to be in triplicate form, one copy going to the donor, one copy remaining with the solicitor, and one copy to be sent to Bethel College with the gift.

The Bethel College Central Fellowship Committee.

Ed. G. Kaufman, Chairman.

Newton, Kansas,
Sept. 27, 1933.

DATA ON BETHEL COLLEGE FELLOWSHIPS FOR 1934 UP TO DECEMBER 15.

Name of Fellowship	Church Mem'ship 1932	Fellowship Members 1934	Total Contribution 1934	Contribution per Fellowship Member	Contribution per Ch. Member	Stud'ts in Beth'l 1934-35	Stud'ts per Fellowship Member	Stud'ts per 100 Church Members
1. Alexanderwohl	814	54	\$174.82	\$ 3.24	\$.21	8	.14	.98
2. Arlington	81	13	119.00	9.15	1.49	0	.00	.00
3. Beatrice (1)	346	13	32.00	2.46	.09	0	.00	.00
4. Beatrice (2)	151	10	114.00	11.40	.75	3	.30	1.98
5. Bethel College	246	103	527.10	5.16	2.00	16	.17	6.06
6. Bruderthal	194	44	407.25	9.25	2.10	1	.02	.51
7. Buhler	300	52	259.00	4.98	.86	5	.09	1.67
8. Christian	296	31	170.50	5.14	.57	5	.16	1.69
9. Deer Creek	110	11	77.00	7.00	.70	4	.36	3.63
10. Eden	479	159	1714.75	10.78	3.58	21	.13	4.38
11. Emmaus	274	35	419.50	11.99	1.53	1	.03	.35
12. Garden Twp.	171	24	187.00	7.79	1.09	1	.04	.58
13. Gnadenberg	186	39	165.00	4.23	.87	3	.07	1.60
14. Goessel	282	15	53.00	3.53	.18	8	.53	2.84
15. Halstead	268	22	181.00	8.23	.67	5	.23	1.86
16. Hebron	237	56	285.50	5.10	1.21	2	.14	.84
17. Hillsboro	276	62	141.25	2.28	.58	3	.05	1.09
18. Hoffnungsau	345	57	582.50	10.22	1.69	4	.07	1.16
19. Inman	136	26	59.50	2.29	.44	1	.04	.73
20. Lehigh	174	5	27.00	5.40	.15	1	.20	.57
21. Newton	390	40	380.50	9.51	.98	11	.27	2.82
22. Pretty Prairie	550	31	75.25	2.42	.14	7	.23	1.27
23. Tabor	344	68	235.70	3.46	.68	3	.14	.87
24. West Zion	292	27	502.00	18.60	1.72	5	.19	1.71
TOTAL	6942	997	\$6890.12	6.91	.99	118	.12	1.70

The New Program of Accrediting Institutions of Higher Education

We have before us a bulletin issued by the North Central Association of Colleges and Secondary Schools, April 1934, entitled "Statement Of Policy". Below are quoted certain parts of this bulletin to show the new spirit and the multiplicity of interests that this new program of accrediting involves.

Basis Of Accrediting.

An institution will be judged for accreditation upon the basis of the total pattern it presents as an institution of higher education. While institutions will be judged in terms of each of the characteristics noted in this statement of policy, it is recognized that wide variation will appear in the degree of excellence attained. It is accepted as a principle of procedure that superiority in some characteristic may be regarded as compensating to some extent, for deficiencies in other respects. The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve.

Individuality Of Institutions.

In its accrediting procedures the Association intends, within the general patterns of higher education, to observe such principles as will preserve whatever desirable individual qualities member institutions may have. While it is necessary to emphasize certain characteristics that are recognized as basic, such as the competence of the faculty, the representative character of the curriculum, effective administration, standards of student accomplishment, and financial adequacy, it is regarded as of prime importance also to protect such institutional variations as appear to be educationally sound. Even in these basic matters it is clear that considerable divergence from average or optimum conditions may occur without perceptibly detracting from the essential educational worth of an institution.

Institutional Purposes And Clientele.

Recognition will be given to the fact

that the purposes of higher education are varied and that a particular institution may devote itself to a limited group of objectives and ignore others, except that no institution will be accredited that does not offer minimal facilities for general education, or require the completion of general education for admission.

Every institution that applies for accreditation will offer a definition of its purposes that will include the following items:

1. A statement of its objectives, if any, in general education.
2. A statement of the occupational objectives, if any, for which it offers training.
3. A statement of its objectives in individual development of students, including health and physical competence.

This statement of purpose must be accompanied by a statement of the institution's clientele showing the geographical area, the governmental unit, or the religious groups from which it draws students and from which financial support is derived.

The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve.

Faculty.

An institution should have a competent faculty, organized for effective service, and working under satisfactory conditions.

In determining the competence of the faculty, consideration will be given to the amount and kind of education that the individual members have received, to their experience and educational work, and to their scholarship as evidenced by scholarly publications and contact with learned societies. Attention will be given to the faculty requirements implied by the purposes of the institution.

Under faculty organization consideration will be given to the number of the faculty in ratio to the number of students,

to representation of the teaching fields, to the training of the instructors in their fields of instruction, to group organization of the faculty, to faculty meetings, and to faculty committees.

Under satisfactory working conditions consideration will be given to the following: salary status; tenure; instructional load; aids to faculty growth; and provisions for leaves of absence, retirement, insurance, housing, and recreation and community life.

Curriculum.
The curriculum of an institution should contain the subject-matter offerings implied by its statement of objectives. In general these offerings include provisions for general education, advanced courses when the purposes of an institution require such offerings, and special courses appropriate to the specific objectives which the institution claims as among its functions. . .

The organization of the curriculum should be such as will best serve students of the type whose admission is implied by the declared purposes of the institution. Responsibility for the grouping of curriculum content, as by courses, departments or divisions, will lie with the institutions. The merit of a curriculum organization will be judged primarily by the manner in which it functions. . . .

Library.

The library should provide the reading facilities needed to make the educational program effective, and there should be evidence that such facilities are appropriately used.

Induction Of Students.

An institution should admit only those students whose educational interests are in harmony with the purposes of the institution and whose abilities and previous preparation qualify them to pursue the studies to which they are admitted.

In evaluating the practices of an institution in the induction of students, attention will be given to the provision for preregistration guidance in cooperation with secondary schools, to the criteria used in the selection of students, to the administration of the stated entrance requirements, and to the arrangements for

introducing new students to the life and work of the institution.

Student Personnel Service.

The student personnel service of an institution should assist students to analyze and understand their problems and to adjust themselves to the life and work of the institution.

Consideration will be given to the means employed by an institution to assist students in the selection of courses and curriculums, in solving immediate academic problems, in furthering their scholastic development and in making suitable vocational choices and preparation. Attention will also be given to the practices of an institution in counseling students about their health, their financial affairs, and their intimate personal affairs. The practices of an institution in the provision and control of health services, in the housing and boarding of students, in the management of extra-curricular activities, in the control of student conduct, and in financial assistance to students will be considered.

Administration.

In evaluating the administration of an institution attention will be given to such matters as the constitution and activities of the board of control; the administration of academic matters; the business administration, including financial accounting, budgeting, purchasing, the collection of revenues, and the supervision of the finances of student activities; the administration of the physical plant; the management of invested funds, if any; the administration of the student personnel service; the administration of special educational activities, if any, such as summer session or extension services; and the system of records and reports.

Finance.

The institution should provide evidence of financial resources adequate for and effectively applied to the support of its educational program.

The items of information to be considered in determining the adequacy of the financial support are the expenditure per student for educational purposes; the extent to which the institution is dependent

upon student fees; the stability of the financing, as indicated by the amount of income per student from stable sources, and the avoidance of burdensome indebtedness; and the procedures in financial accounting and reporting.

Institution's Study Of Its Problems.

Consideration will be given to the means used by the institution in the investigation of its own problems, to the nature of the problems selected for study, to the staff making studies, to the methods employed, to the attitude of the administration toward and the support given such studies, and to

the manner in which the results are made available to the faculty, the administrative staff, and the interested clientele. It is recognized that such studies may be of many sorts, ranging from small inquiries of immediate service value to elaborately conducted experimental investigations. They may deal with any phase of the work of an institution, such as administration, curriculum, student personnel service, instruction, or any other matter of immediate or remote concern to the institution. An institution will be requested to provide typed or printed copies of completed studies.

« CONTRIBUTIONS »

CONTRIBUTIONS RECEIVED DURING DECEMBER 1934

In spite of the Christmas Shopping Rush, we are grateful to be able to report that a good many friends took time to remember Bethel with generous gifts.

Axtell, Dr. J. T. -----	\$ 25.00
Baumgartner, Rev. S. S. -----	5.00
Bethel College Sunday School -----	25.00
Cayot Mercantile Co. -----	50.00
Claassen, E. L. -----	10.00
Dirks, J. W. -----	85.00
Dyck, Mrs. W. H. -----	5.00
Fellowship Committees -----	370.00
First Menn. Church, Newton -----	14.04
Flickner, E. E. -----	2.00
Flickner, Jonas -----	2.00
Friends in California -----	5.00
Friends in Kansas -----	130.00
Gnadenberg Menn. Church -----	9.00
Goering, Jonathan J. -----	2.00
Graber, Walter W. -----	50.00
Grattan, G. F. -----	800.00
Harms, Mrs. Marie -----	10.00
Huebert, E. H. -----	5.00
Kaufman, C. H. -----	2.00
Kaufman, R. J. -----	18.00
Lehman, Anna V. -----	4.00
Lehman, E. J. -----	6.00
Pankratz, David -----	5.25
Penner, H. J. -----	10.00
Schmutz Brothers -----	15.00
Siebert, J. P. -----	3.00
Stucky, Mrs. Joshua J. -----	7.00
Voth, Rev. C. H. -----	11.25
Wiebe, Rev. Jacob -----	20.00

Zerger, P. E. ----- 2.00

Total ----- \$1,707.54

All gifts are gratefully acknowledged.

J. F. Moyer, Asst. Treasurer.

Contributions received during January 1935

The first month of the new year brought our college many generous gifts, and if this is an indication of what the year 1935 will be like, then it will rely be a "Happy New Year."

Abrahams, J. J. -----	\$ 4.00
Anderson, Phil M. -----	25.00
Andreas, W. C. -----	25.00
Baergen, Elizabeth -----	7.50
Balzer, D. D. -----	50.00
Balzer, G. H. -----	150.00
Balzer, Linda Anne -----	50.00
Balzer, P. B. -----	617.50
Beier, C. -----	12.00
Bethel College Sunday School -----	22.79
Boshart, J. S. -----	24.00
Deckert, P. J. -----	63.00
Dunkelberger, Francis -----	5.00
Fast, Peter J. -----	10.00
Fellowship, Beatrice First -----	14.00
Friesen, Albert -----	5.25
Gaeddert, Mrs. Helena & family --	150.00
Goering, Jonathan J. -----	3.75
Goering, Joseph H. -----	500.00
Goessel Mennonite Church -----	10.00
Hebron Mennonite Church -----	11.75
Ingold, Walter -----	5.25
Kaufman, John E. -----	100.00

Kaufman, P. P. -----	100.00
Krehbiel, Clara C. -----	42.00
Krehbiel, Emil B. -----	14.00
Lehman, E. J. -----	10.00
Lingenfelder, John -----	12.00
Murphy, W. R. -----	10.00
Neuenschwander, Dr. W. E. -----	10.00
Neufeld, G. B. -----	5.00
Penner, S. S. -----	11.50
Regier, John -----	8.00
Reimer, Rev. Henry T. -----	20.00
Rempel, G. D. -----	5.00
Reno Implement Co. -----	10.00
Rhoades, Dr. J. H. -----	3.00
Richert, Ruth -----	25.00
Rudiger, Obed -----	10.00
Ruth, O. P. -----	15.00
Schmidt, Sister Anna -----	5.00
Schmidt, Henry Jr. -----	5.00
Schroeder, Wm. I. -----	27.50
Stromberg, Jos. H. -----	5.00
Stucky, C. L. -----	50.00
Suderman, Mrs. H. E. -----	94.00
Unruh, Edwin -----	60.00
Unruh, Henry H. -----	52.50
Wolz, George Jr. -----	10.00

Total \$2,485.29

All gifts are gratefully acknowledged,
J. F. Moyer, Asst. Treasurer.

A NEW POST OFFICE

Uncle Sam has established a new post office namely, "Bethel College, Kansas". Henceforth any person, department or corporation whose address until now has been "Bethel College, Newton, Kansas" must be addressed "Bethel College, Kansas". Note that the word "Newton is omitted. Mr. A. T. Mueller has been appointed postmaster.

Illustration Of The Dimensions In The Solar System

In order to obtain a clear idea of the relative dimensions and distances of the planets, it is useful to imagine the model of the Solar System described by Sir John Herschel in his "Outlines of Astronomy".

"Choose any well-leveled field. On it place a globe, two feet in diameter; this will represent the sun; Mercury will be represented by a mustard-seed, on the circum-

ference of a circle 164 feet in diameter for its orbit; Venus a pea, on a circle 284 feet in diameter; the Earth also as a pea, on a circle of 430 feet; Mars a rather large pin's head, on a circle 654 feet; Jupiter a moderate-sized orange, in a circle half a mile across; Saturn a small orange, on a circle four-fifths of a mile; Uranus a full-sized cherry, upon the circumference a mile and a half in diameter, and Neptune a good-sized plum on a circle about two and a half miles in diameter."

We would add that the newly discovered planet Pluto, on the same scale, would be a pea on a circle three and a half miles in diameter.

THE PRICE OF BEING IN A MINORITY

is a kind of loneliness. It is the greatest price one can pay for the holding of convictions that run counter to those of the majority, for we are social beings.

Men and women in all walks of life, statesmen, reformers and prophets have experienced at times a crushing loneliness. Our young pacifist friends during the war, when ridiculed and persecuted for their conviction that war is sin, paid this price. Woodrow Wilson with his minority as set forth in the "fourteen points", found himself fighting a lone battle against greedy European diplomats, and came back a crushed soul.

The great prophet Elijah, with his consuming jealousy for Jehovah and his Covenant, felt the loneliness of being in the minority so keenly that he finally exclaimed: "I, even I only, am left, and they seek to take my life."

Even Christ could not be spared this cup. All alone between God and man, we hear him crying: "My God, My God, why hast thou forsaken me."

If you take a sword an' dror it,
An' go stick a feller thru,
Gov'ment aint to answer for it,
God'll send the bill to you.

—James Russell Lowell—

John Jacob Krehbiel

„Bleibt der Taten eurer Väter eingedenk.“

„Ich bin ein deutscher Dichter,
Bekannt im deutschen Land.
Nennt man die besten Namen,
So wird auch der meine genannt.“

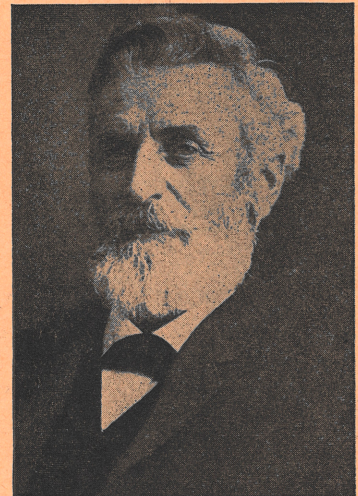
So spricht Heine, der Dichter. Auf ähnliche Weise könnte man sagen: Nennt man die besten Freunde von Bethel College, so stehen Herr und Frau J. J. Krehbiel mit unter den ersten.

Johann Jacob Krehbiel wurde am 3. Mai 1838 zu Hamilton, Ohio, nicht weit von Cincinnati, geboren. Er war der Sohn des mennonitischen Predigers Johannes Carl Krehbiel, der dann mit seiner Familie bald nach West Point, Iowa übersiedelte. Hier diente er einer kleinen mennonitischen Gemeinde treu bis zu seinem Tode.

Wie nach ihm der Sohn, interessierte sich auch der Vater für alles, was zum Wohl und zur Förderung seiner engeren und weiteren Umgebung diente. Und es ist interessant zu wissen, daß dieser opferwillige Pionier sehr regen Anteil nahm an dem Bestreben, die zerstreut wohnenden Mennoniten Amerikas in engere Fühlung zu bringen. Er war ein leitendes Glied jener kleinen Konferenz, die am 21. März 1859 in der Zionskirche zu Donnellson, Iowa, tagte, um einleitende Schritte zur Gründung der Allgemeinen Konferenz der Mennonitengemeinschaft von Amerika zu tun, und führte mit Umsicht und Würde den Vorsitz.

Die Krehbiel Familie wuchs und John J. half als Ältester auf der Farm und in einer Sägemühle tüchtig mit. Als er volljährig wurde, schien es als ob er gar nicht entbehrt werden konnte, aber es gelang ihm doch, das Handwerk eines Wagenmachers zu erlernen. Um sich darin noch weiter zu vervollkommen und selber ein Meister in dem Fach zu werden, brachte er noch einige Jahre im Osten zu.

Im Jahre 1867 verheiratete er sich mit Fräulein Anna Leish, von Dover, Iowa. In Denmark, Iowa gründete er eine Wagen- und Rutschenfabrik. Zur selben Zeit hatte er auch Anteil an einer Wagenfedern-Fabrik. Im Jahre 1879 zog die Familie Krehbiel nach Newton, Kansas, wo Herr Krehbiel eine Schmiede mit Wagenmacher-Geschäft erwarb und mit merkllichem Erfolg betrieb. Später



John Jacob Krehbiel

verband er damit noch den Handel in Farmmaschinen und Gerätschaften.

Während dieser Jahre der Pionierzeit in Kansas, wo die Fabriken größeren Stils noch im Werden waren, hatte der Schmied und Wagenmacher großen Zuspruch. Und da Herr Krehbiel bald seiner zuverlässigen Arbeit wegen in weiten Kreisen bekannt wurde, so erstreckte sich seine Kundschaft bis fünfzig Meilen im Umkreis. Es war damals fast unmöglich gutes Holz zu Wagenreparaturen zu bekommen; denn nur wenige hatten die Einsicht, Vorräte von gedörretem Hickory- und Eschenholz einzulegen. Wagendeichseln und Axen hielten nicht aus und brachen bald wieder, nachdem neue eingesetzt waren. Ums besser machen zu können, ließ Herr Krehbiel ganze Wagenladungen Holz per Bahn kommen, speicherte es auf bis es solid und widerstandsfähig war, und brachte es erst dann in Verwendung. So kam es, daß man von allen Richtungen her nach Newton kam, um bei Krehbiels das rechte Material zu finden und reelle Bedienung zu bekommen. Dieses brachte dem Geschäft und sei-

nem Inhaber weitgehende Bekanntschaft und man machte bald die Entdeckung, daß der stille Wagenmacher auch als wahrer Freund in der Not zu brauchen war, weil er die Fähigkeit besaß, die Dinge vom praktischen Standpunkt aus anzusehen und zu beurteilen. Darum kamen Leute von nah und fern, um sich mit ihm zu beraten und sein Urteil in ihren Anliegen zu erfahren.

Religiös veranlagt und von dem großen Wert und Einfluß des christlichen Heims, der christlichen Gemeinde und der Schule im Werke der Erziehung überzeugt, nahm er mit andern Brüdern regen Anteil an der Gründung der Newton Mennoniten Gemeinde und später auch der Sonntagschule und des Jugendvereins. Und beides, als Glied und Beamter, war er sehr pünktlich und gewissenhaft. Er schätzte den Wert christlicher Musik und interessierte sich für die Hebung des Gesangs. Um jungen Familienvätern, die gerne Sicherheit für ihre Familien haben wollten, sich aber aus Gewissensgründen den bestehenden Lebensversicherungsgesellschaften nicht anschließen konnten, ihre Sorgen zu erleichtern, rühte er mit einigen Gleichgesinnten nicht eher, bis der gegenseitige mennonitische Hilfsverein gegründet war, der bis heute schon viel Gutes gewirkt hat.

Herr Krehbiel war einer der ersten, die sich mit dem Gedanken zur Gründung eines mennonitischen College herumtrugen. Denn er sah die große Notwendigkeit einer solchen Anstalt, wenn anders das Mennonitenvolk bestehen und seinem Glauben treu bleiben wollte. Er gab dann auch freigiebig, was er konnte, Zeit, Rat, Mittel zum Aufbau der Schule und steht mit Rev. David Goerz und Herrn Bernhard Warkentin als einer der Hauptbegründer des College da. Er war von Anfang der Schule bis zu seinem Tode ein Glied des Direktoriums und zwanzig Jahre lang dessen geschätzter Präzident. Das Gute an diesen Männern war, daß sie sich so schön ergänzten. David Goerz hatte den Enthusiasmus und den Unternehmungseifer. Wenn es dann aber zu schwer ging und er zuweilen zaghaft werden wollte, dann verstand Freund Krehbiel ihn zu trösten und aufzumuntern, und Freund Warkentin stützte ihn auch auf seine Art. Sie hatten an einander einen Halt, der schier unüberwindlich war. Herr Krehbiel scheute keine Opfer für die Anstalt, erwartete dann aber auch

wirkliche Früchte und definitive Resultate von ihr. Einmal, als er aus einer Sitzung der Kansas Konferenz in eine Direktorensitzung kam, war er ganz unzufrieden. Die Ursache hievon war, daß die jungen, in der Schule ausgebildeten Brüder bei den Konferenzsitzungen den Mund nicht aufmachten. Zum Trost sagte man ihm, daß sei ein Beweis der Tugend der Bescheidenheit. Die Zeit werde schon kommen, wo sie sprechen würden. Und siehe da, Freund Krehbiel hat es noch erlebt, wo die betreffenden „jungen Brüder“ die Leitung der Konferenz so ziemlich in Händen hatten.

Herr Krehbiel war ein stiller, anspruchsloser Mann, ein musterhafter Gatte, Vater und Versorger. Seine Pflicht fand er meist dicht vor seiner Tür. Wo es galt andern Dienste zu erweisen, das Böse zu überkommen, das Wertwertige durch Besseres zu ersetzen und dem gesunden Fortschritt die Bahn brechen zu helfen, da war er dabei. Und an Mut und Beharrlichkeit fehlte es ihm nicht. Da er früh zur Ausübung eines gottesfürchtigen Lebens angehalten worden war und die Anforderungen des mennonitischen Bekenntnisses wohl verstand, so war sein Dasein ein frommes, gottergebenes. Er gehörte zu der Gruppe von Christen, die es im Kleinsten ernst nehmen und treu erfunden werden, und darum auch im Verwalten größerer Dinge brauchbar sind. Wo er wußte, daß seine Ueberzeugung richtig und im Einklang mit Gottes Wort war, da war er willig auch unter Opposition zu leiden. Im Glauben fest begründet, hatte er weder Zeit noch Neigung, über spitzfindige Fragen zu debattieren. Er maß alles nach dem Grundsatz von Christi Fundamentallehren und kam daher nur schwerlich zu falschen Folgerungen. Und weil er die Fähigkeit hatte logisch zu denken und infolge davon bei den verworrensten Fragen einen klaren Durchblick zu gewinnen, so war er als Mitbegründer von Bethel College eine wertvolle Zugabe.

Aber die Freunde von Bethel College dürfen nicht vergessen, daß Herr Krehbiel in seinen Bemühungen um das College, sowie auch um das Hospital und Altenheim in seiner Gattin einen äußerst fähigen Berater hatte. Frau Krehbiel hielt ihr freundliches Heim in Newton bereitwillig offen für alle Arten von Zusammenkünften im Interesse der Schule. Sie verstand es, andere Frauen zur Teilnahme anzuregen und sich mit ihnen zum Wohl der An-

stalt zu beschäftigen. Und schließlich hat sie dieselbe noch mit einer namhaften Mitgift für den Unterhaltungsfonds bedacht. Intelligent, taktvoll, mit dem Blick in die Zukunft, war sie ein kräftiger Fürsprecher zu Gunsten für Bethel College. Und mehr als eine stürmische Sitzung, wobei Interessen oder Pläne aufeinander stießen, hat sie mit einem freundlichen, wohlwollenden Lächeln aber mit positiver Bestimmtheit glätten helfen. Wohl dem, der eine solche Gehilfin hat!

Herr Arshiel starb am 11. März 1921 und seine Gattin am 9. Februar 1923. Auf dem schönen Greenwood Friedhof bei Newton harren sie ihrer Auferstehung entgegen.

Die sechs Kinder dieses braven Paares, vier Söhne und zwei Töchter, leben noch alle, außer

dem ältesten Sohn Edgar, der vor einem Jahr in Denver starb.

Wir haben hier ein Beispiel von der Bewahrheitung des Wortes: „Des Vaters Segen bauet den Kindern Häuser“. Will S. ist im Zeitungsgeschäft zu McPherson, Kansas. Er war einige Jahre Staats senator und ist allgemein geachtet. Mary und Linda wohnen beide in Newton. Mary ist die Gattin des Bankiers G. E. Suderman und Linda ist Frau Doktor R. S. Gaury. Sie war mehrere Jahre Glied der städtischen Schulbehörde. Albert S. ist schon dreißig Jahre Professor am „Art Institut von Chicago“. Fred A ist „Mechanical and Electrical Engineer“, ebenfalls in Chicago; Isaac R. ist Accountant zu Calexico, California.

The Things That Haven't Been Done Before

The things that haven't been done before;
Those are the things to try;
Columbus of an unknown shore
At the rim of the far-flung sky,
And his heart was bold and his faith was strong
As he ventured in dangers new,
And he paid no heed to the jeering throng
Or the fears of the doubting crew.

The many will follow the beaten track
With guideposts on the way.
They live and have lived for ages back
With a chart for every day.
Someone has told them it's safe to go
On the road he has traveled o'er,
And all that they ever strive to know
Are the things that were known before.

A few strike out, without map or chart,
Where never a man has been,
From the beaten path they drew apart
To see what no man has seen.
There are deeds they hunger alone to do;
Though battered and bruised and sore,
They blaze the path for the many, who
Do nothing not done before.

The things that haven't been done before
Are the tasks worth while today;
Are you one of the flock that follows, or
Are you one that shall lead the way?
Are you one of the timid souls that quail
At the jeers of a doubting crew,
Or dare you, whether you win or fail,
Strike out for a goal that's new?

—Edgar A. Guest

MATHEMATICS AND THE UNIVERSE

“Only through mathematics lies the complete understanding of the universe”, says Albert Einstein. An illustration of how mathematics is employed to learn more about the universe is furnished by the

mathematical determination of spectra of stars 10,000 light years, or more, distant. By this method it has been found that gaseous elements, such as fluorine, argon and neon, all comparatively rare on earth, are present in abundance in those distant stars.

« Alumni and Ex-Students Notes »

Since not much news is available at this time of the year, everybody being settled and busy as it seems, our readers may be interested in a suggestion that came out of the discussions during the Bible week. In Dr. Harshbarger's lecture on "The Church and War" he made several positive suggestions of what might be done in our own circles for the cause of peace. One suggestion was that of circulating sets of Traveling Libraries among those interested in reading on international questions and topics related to peace and war.

There may be various methods of getting such Traveling Libraries started. A very simple way of sharing books with others by mail was tried by a group of Alumni at Estes Park several years ago. Individuals of the Alumni group were eager to read some of the good new books of the day. They evolved a plan of pooling their interests and sharing their possessions. Individuals were asked to list a book or books in their possession—or one they were willing to buy—which they would be willing to share with others by mailing it to someone who wished to read it. A central office or some appointed person prepared a list of books available and a list of persons with their addresses wanting to read the various books. Then books were started on their travels—each reader paying the postage to send the book on.

It occurs to me that even if only a few books were available, according to the above plan a traveling library on Peace and War or International Problems could be started almost at once. Providing, of course, there are some who are ready to have a share in such a plan. To be sure, if someone could buy a large number of books the plan of sending them out in groups of twenty-five or fifty according to the Traveling Library Commission plan at Topeka would probably reach more readers.

Several books were recommended in the course of the lectures by Dr. Harshbarger. "Preachers present arms" was especially mentioned by Dr. Harshbarger, while the students speaking on the Munitions prob-

blem recommended Englebrecht's "Merchants of Death", "One hell of a business" and others. No doubt Dr. Harshbarger and others would be glad to help make up lists of books especially worth while for information on Peace and War and International relations.

Let's start thinking about the Peace Traveling Library idea. Write to the originator of the idea, Dr. Harshbarger, for further suggestions.

Heiene Riesen Goertz, Alumni Editor
Bethel College Monthly.

Telephone: 13K11

Mr. J. A. Duerksen (C'22), of 3134 Monroe St., Washington, D. C., writes that the Coast Geodetic Survey is doing an unusual amount of triangulation this year. He is working in the "section of Astronomy and Gravity", with five men working under his supervision, computing latitude, longitude, gravity observations and isostatic reductions. He is frequently called upon to translate German articles. "In every important line of work," he says, "much is written in French and German, and it is very important that this knowledge should be available to the American student."

Mrs. P. F. Hansen (nee Minna Rempel) of Hillsboro underwent major surgery on January 21st.

P. H. Unruh (Ac. '02) of Goessel, Kansas conducted a series of meetings in Bluffton, Ohio in January.

A. T. Mueller (C'32) has been commissioned as first U. S. postmaster at the newly established post office at Bethel College, Kansas. "This is a fourth class office, paying the cancellations as salary."

Born to Pauline Regier Lehrman and Mr. Lehrman a daughter on Nov. 6, 1934 whom they call Neva Lou. The Lehrmans live at Aberdeen, Idaho.

J. D. Riesen of 2588 Fairview Ave., Hayward, California lost his wife thru death on January 4, 1935. He will be remembered by some Bethelites as photographer in Newton in the earlier years of the school.

On Oct. 27, 1934 occurred the marriage of Herman R. Voth and Evelyn Tedlock. Mr. Voth is a son of Mrs. H. R. Voth and is now "employed with the Standard Oil Company at Mt. Hope, Kansas and it will be there that the young people expect to establish their home March first."

J. H. Langenwalter (Ac.'00) was the special Bible week lecturer at Bethel from January 27-February 1 speaking on "Some Principles of Life" in a series of lectures.

Hazel McAllister (C'17) is back from Mexico and is making her home at 906 Oak, Newton, Kansas. With her came her friend and co-worker, Miss Jean Hoffman, who is living with her at the above address. A little later they expect to drive to Oklahoma to speak in some of the churches and perhaps after that they may do similar work in New Jersey. Whether or when they are going back to Mexico seems uncertain at this time.

Dorothy Vesper Wiens (C'29) (Mrs. Ferdinand J. Wiens) of Berne, Indiana died on January 23, 1935 of peritonitis following an illness of intestinal influenza. Her body was brot to Newton, Kansas for burial. Funeral services were held in the Bethel College Chapel on January 27 with many friends in attendance. She leaves, besides her bereaved husband, one daughter, Phyllis Marie, who is not quite three years old.

Since leaving college Mrs. Wiens taught in the Junior high school at Beloit, Kansas for one year. In 1930 she went to Berne, Indiana with her husband, Ferdinand J. Wiens (C'28) where she actively assisted him in the business management of the Mennonite Book Company. Mrs. Wiens was active in various community organizations at Berne. "She started the Berne Camp Fire girls and served as their first guardian. She was a charter member of the Berne Book club and its president at the time of her death. She was also a member of the Swiss Village Home Economics club. . . She lived a beautiful life, she died a beautiful death and she leaves only beautiful memories."

Waldo R. Wedel (Ac.'26) has changed his work at the University of California at Berkeley with the beginning of the second

semester. He still has the rank of a teaching fellow but instead of doing teaching in the classroom he is to do field work. It will be his duty to take parties of students on weekend trips to show them how field work in the Department of Anthropology is being done.

A recent copy of the Evening Kansan Republican lists Loyal Northcott's address as Raytown, Mo.

Jacob Schroeder from Goessel, Kansas, a former Bethel student, has again enrolled for second semester work.

Elizabeth Wiebe, another former Bethel student, who was at the University of Buffalo, Buffalo, N. Y. for the first semester this year, is back at Bethel for the second semester.

Dora Dalke (Special Music Student in 1927) and Herbert Reimer were married on January 25 in the Goessel Mennonite church. The couple will make their home on a farm near Peabody.

Melba Napier (B. C. Music Faculty '33-'34) has a position with the Sedgwick county welfare department. She visited with friends in Kansas City recently.

Pat Hogan has accepted a position with the Federal Farm Credit Administration in Wichita. He began work on January 26.

Miss Johanna Regier is a new employe at the Regier Loan office. Until recently Miss Regier made her home with Mrs. Muriel Ebersole where she was much appreciated as a companion.

Ruth Kliewer (Ac.'23 & C.'28) has been at home for several weeks since she was called home from Berkeley, California by the death of her mother, Mrs. J. W. Kliewer. She plans to return to California before long.

Lillian Gaeddert who teaches at Goessel, Kansas had the misfortune to have an automobile accident some time ago. One misfortune not enough, she also had to spend some time at home because of the measles.

Charlie Tubbs, a Bethel student of this year, had an automobile accident near Hutchinson, when he was driving home between semesters. He spent some time in the hospital but is on the way to recovery.

A letter received here recently from the

U. S. Forest Service, Civilians' Conservation Camp, indicates that Henry E. Harms (C'28) is at Champaign, Ill. at the present time.

Philip A. Wedel (C'23) recently spent some time in Beatrice, Nebraska conducting a Leadership training course and giving a series of lectures.

On Wednesday, February 6, Walter H. Hohmann is going to take the Harvey County Women's Farm Bureau Chorus to Manhattan for a musical contest, in which they are to participate. This is the second year that Mr. Hohmann directs this Chorus.

The wedding of Anna Marie Haury and Harold M. Regier took place in the Bethel College Chapel on the evening of January 26, 1935, Dr. J. W. Kliever officiating. Miss Elsa Haury (B. C. Faculty 1928) sang several numbers while the guests were assembling and again just before the ceremony. Mrs. Walter B. Enns (Florence Haury C'29) played the pipe organ both before and during the ceremony. The couple will make their home in Buhler, Kansas where Mr. Regier is in the milling business with his father.

Among the persons who attended Mr. Hohmann's series of discussions on church music and choir directing during the Bible week were a number of Bethelites, among them Herman Nickel, Gerhard Friesen, P. D. Gaeddert and others.

On Saturday a committee consisting of Hans Regier, Mabel Goering, and Amelia Mueller met at the college to plan for the work of the Young People's Peace committee.

The Home Missions Committee of the Western District Conference held its meeting at the college building during the Bible week. Among the Bethelites on the committee were A. J. Dyck and P. P. Buller. There may have been others also.

Mr. and Mrs. G. R. Gaeddert are taking up residence with Rev. J. W. Kliever.

According to press reports, Kathryn Miesle, contralto with the Metropolitan Opera Company is adding two of Prof. A. D. Schmutz's (Mus. '07) compositions to her repertoire, namely "Open Door" and "Spring".

N. L. Waters, who is connected with

Drake University is using Mr. Schmutz's musical settings to "The Lord's Prayer" and "The 13th Psalm" in his work at Des Moines. Theodore Owen of the English Department sang "The Lord's Prayer" at the closing chapel of Chicago University last summer.

INSPECTORS COMING

The inspectors from the North Central Association of Colleges will be here the 27th and 28th of February. Elsewhere in this issue the readers will find some of the main points which the examiners will consider in checking up on Bethel College.

WON'T FLOCK TO WAR

In England, Oliver Baldwin, son of Stanley Baldwin, former British premier, has become a nation-wide sensation with his anti-war speeches. He says in the next war he will favor setting the service age for soldiers at 45 to 85 years old. In this way he would head off the man who thanks God that he has a son to give to his country, also keeping the flower of young manhood, future hope of any country, at home. In the next war, Baldwin would make it possible for young men to say, "I am giving the war a stepfather and a couple of aunts." Also, he would prevent feather-brained young women from going about insulting young men not enlisting, by pressing these women into war service of some kind. The next country faced with war will have a hard time instilling the war spirit into its people unless invaded by the enemy.

—Capper's Weekly.

THE PROFESSOR

Of the two functions of the professor, if investigation is the rarest, teaching is the most imperative. In the true faculty there is one spirit, but a diversity of gifts. One professor excels as an investigator; another excels as teacher; another has a fair record both as teacher and investigator. All are valuable; all are needed; all contribute to the life and activity of the institution.

—J. G. Schurman, Ex-President of Cornell University



Who does not enjoy a "wienie roast"?

Dramatic Art

Edward Shilitto, in the Christian Century, quotes William Penn on this subject: "The dramatic art is one by which per-

formers and spectators alike may gain a truer insight into human life, a deeper appreciation of its meaning, and a wider sympathy with mankind."

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