

Vol. II.

No. 2.

January, 1901.

# RAYS OF LIGHT.

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McPherson, Kansas.

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# Rays of Light.

VOL. II.

JANUARY, 1901.

No. 2.

## *Why Workingmen Strike.*

BY D. H. ARNOLD.

Life is a continuous struggle for a better condition of self. Very few are entirely satisfied with what they are and fewer yet there are who are satisfied with what of wealth they possess. From the multimillionaire with his enormous wealth and power in the business world, down to the man who depends for his living on the price of each day's labor, each is working continually, and hoping to let no day pass without adding something to his wealth.

Many of the existing conditions in our country are the inevitable results of a high state of civilization, and yet these same conditions are looked upon by many of our laboring men as direct evidence that the class is becoming more oppressed each year.

That wealth is rapidly increasing is an undisputed fact, and that the few wealthy men and corporations are gaining more rapidly than the masses is no less evident; but the common hypothesis of the laboring man that the wealthy are fast becoming enormously rich while the poor are as rapidly going to ruin, can not be substantiated by any statistics.

Laboring men in general are not in-

formed on questions pertaining to the relations of labor to the wealth of the capitalist. They recognize no common interest between themselves and their employees. He knows that he works for wages which only give him a living while his employee, if he be successful, amasses a fortune.

The average American laborer is not an illiterate man. In fact, he is often a great reader, and boasts of the amount of his information. He may even believe that he has acquired all the attainable knowledge of the subject; but the literature he reads is nearly always that which is written by men who have endeavored to expose only one side of the question, and who in their investigations, did not search for the whole truth, but their object was to reveal that which is evil, ignoring any good in our present system of business. In this literature the condition of the laborer is made to appear so miserable that he feels it his duty to at once take steps to recover his rights. He compares that which he has read with what he can see. He himself is making no more money than he spends and enjoys only an ordinary living. His employer is gaining wealth every day and living in luxury.

This is sufficient to convince him that what he has read is true, and he also accepts as true the causes of this

as given in his books, instead of first investigating for himself; he is ready to believe that his employer has grown rich by taking what rightly belongs to himself.

The belief is quite prevalent among the laboring classes that their employers desire to have them ignored. It is a prevalent saying among them that to hold a job a man must be strong in the bneck and weak in the head. This may be true with reference to a few special cases, but in general it is an erroneous idea. Many proprietors and managers of mines, smelters, iron works and other industries are establishing libraries and night schools and making them free for their employees' benefit. But the laborer does not see thru education any benefit to himself. He cannot understand that by improving his intellect he would be capable of doing work which would bring him better wages, and that also he could enhance his financial ability and therefore be enabled to use his wages in a way that would bring him more benefit than as he now uses them.

He feels that his only salvation is in combination, and as a result in many of our western towns a man can get no kind of work, not even to mix mortar nor carry the hod unless he belongs to the union. If a non union man is found at work every hand in that line of work will strike until the man is discharged and a union man employed. Again, if a union man be discharged for reasons which the union considers unjust every union man strikes. Or, if the union decides that the men are

receiving insufficient wages, or that they are working too many hours in a day, a strike is ordered, and even those who would be content to work are compelled to join in the strike.

Such was the case in Pueblo, Colorado, in 1890, when over a thousand smelter men were idle for three months tho many of them would gladly have gone to work but could not.

While strikes are extreme measures taken to reach beneficial ends, and are all more or less the result of ignorance or misunderstanding; yet it would appear that the striker is often justified thru lack of a knowledge of something better, in his actions. There is no doubt that the accumulation of wealth tends to make men avaricious. That when a man has amassed a large fortune, his desires for wealth have grown stronger and the possible power he sees in his wealth, to oppress the poor, is a temptation too strong to be easily resisted.

Here the fear of strikes thru which he would suffer great loss holds him in check, and in this way exerts an influence for the good of the laborer.

But on the whole strikes are begotten of injustice and ignorance, and for a remedy we must look to a higher standard of moral and intellectual training among laborers which will guide them to the true means of bettering their condition, and in turn bring from their employers a recognition of their rights and the respect due his improved condition.

*Child Study.*

BY FLORA RAMAGE.

The great interest among teachers of every rank in the subject of child study would seem to indicate that there is something decidedly novel in this phase of education.

A little reflection on the lives of the great educators of the past will dispel this delusion. The theme is no new one, neither are the great educational principles which underlie it of recent origin.

Rousseau, the great reformer, realized that a thorough knowledge of children was of prime importance to the teacher and the parent. Pestalozzi gave to those who followed him the great lessons of genuine love of childhood, without which no teacher can ever hope, in the least, to succeed.

Since the publication, in 1879, of Prof. Preyer's wonderful work, "The Soul of the Child," a renewed interest has been manifest, and today, parents, teachers and physicians are devoted to the study of the physical and physiological development of childhood.

The study as a subject has found a place in educational conventions, associations, Round Tables and Circles. Individuals are giving it special attention. It is quite the theme of the age.

Child Study naturally falls into two divisions, which may be termed the scientific and practical. The scientific study of children consists in the ne-

cumulation of data obtained from the many children in many places and of the generalizing from these data. Its object is to secure general truths and laws regarding the growth and development of children which may be used by school superintendents in preparing courses of study, also with the ordinary teacher in dealing with the ordinary and unordianry child.

Scientific child study is the work of experts. Few people are capable of judging the truth on any ordinary subject. It requires a special training. Particularly is the difficulty seen in dealing with so sensitive an organism as that of a child. The child should be the chief study of every true teacher. She should form the habit of studying the pupils systematically and scientifically. By so doing may change the condition and welfare and the future of a child for good.

The particular in which the training of children now-a-days differs from that of a few decades ago, lies in the consideration of the child as an individual. The child is given more attention. The practical application of science to the study of children is the most interesting feature of this development. The study of the child is now the bond of union between teachers and psychologists, specialists in science and education. It must be the bond between parents and the school. Some one has said: "When the heart of the home is in league with the brains of the school it is well with the child."

Anthropologists and Sociologists bow down before a little child reverently

studying of what that life is. But the teacher and the parent must study the child for the sake of the child in order to understand him thoroly and to educate him intelligently.

The child study must begin at home. Who has the opportunity for studying the child the parent enjoys? Its development may be traced from baby-hood. At home all the characteristics may be studied, when in school they are repressed as it is on its good behavior. Observation is clearest when the child is most natural. The teacher is at a great disadvantage when the parent is at home. When the teacher is hopelessly baffled the teacher has some clew. Surely the co-operation of the teacher is much to be desired.

A great deal of enthusiasm is going to waste on account of a lack of guidance in making this a particular study. There are excellent methods outlined which, if carefully studied, would contribute much. The standards may be known as the Psycho-Physical Record, the Cross Section method, the Special method and the Longitudinal section method.

A few of the practical results of Child Study cannot help but establish for it a plan in the first rank of the new era.

The attention given the special sense of children has been a great boon. Of the sight has resulted in the relieving of distress and the opening of newer and brighter worlds to many a poor unfortunate. Since attention is paid the hearing, tales of physical pain, stunted intellect, crushed spirits and baffled

lives are growing less.

Special attention given peculiar defects in individual children has developed a well proportioned physique which otherwise might have remained a distorted dwarf.

When the world awakens to this living question schools will no longer be the homes of dull routine drill; nor will teachers be slaves of rigid and uninspiring methods, when once the study of the living child shall have become universal.

Child Study has a mission that is important enough to fully establish its legitimacy. What is of such vital necessity to the child as to discover its true bent in life to know what it is fit for, in order to choose its right vocation.

Lowell says: "We are designed in the cradle, perhaps earlier, and it is finding out this design and shaping ourselves to fit it that our years are spent easily. It is the awful endeavor to make ourselves what we are not that has strewn history with so many broken purposes and lives left in the rough."

January 2, 1901.

*"Education is Beneficial in All the Pursuits of Life."*

J. F. STUDEBAKER.

There are as many definitions for the word "education" as there are classes of people. The person who is engaged in common activities thinks it is a luxury upon which the mind feeds; the book worm, much knowledge; the very

ordinary business man, something superfluous; the most up to date business director of either physical or mental forces, an indispensable culture; and the wide awake professional man regards it as something necessary for complete living.

Very few people make a distinction between knowledge and education. A man may have knowledge and be learned, but not practical. He may have an education and be both learned and practical. Knowledge may be considered merely as a collection of facts; education as culture of both brawn and heart.

One energetic young man starts out in life with seemingly good opportunities. He enters the race of life with great ambitions. Another young man with less energy but more brains, mental vitality, soon outsteps his neighbor tho he was behind in the beginning of the race. The latter is capable by reason of his mental learning. I mean education and not simply knowledge to properly direct his energies. He is a successful man who can save his energy when not needed and to give out just the right amount when needed.

That every one may become master of himself, I believe that every person, no matter what his vocation may be, should have a broad education. It depends upon a man's character and the condition of his mind whether or not he will reach the desired goal and not upon great muscles of iron. A man's body bears the same relation to his mind as a monstrous locomotive does to the engineer, who, if he is going to

pull a long train with his engine, must rightly use the energy stored up in its steam chest. Consequently the better the engineer the more valuable the service of the engine. So the better the mind, the better and more successful the activities of life.

Who will then deny that the successful man is a thinker? The progressive farmer carefully plans his work throughout the year. The more education he has the more faithfully he will look after his farm. So it is in all pursuits. Men are not only increasing their possibilities but preparing themselves for greater opportunities because they are day by day increasing their mental capacity. They know that they must make their own opportunities and that opportunities will not make them.

## THAT FOOLISH BOY.

### CHAPTER IV.

#### TRROUBLE AT THE OLD HOME.

Ben in due time selected the school that seemed to offer the best possibilities and facilities for a thoro business training, and a week later was an earnest student of those branches that comprise a business course. Bookkeeping, Penmanship, Arithmetic, Commercial Law, Corresponding, Political Economy, Business Forms, Stenography, Typewriting, etc.

He was not disappointed in his expectations regarding the school. The teachers were men of business experience as well as scholastic attainments. They taught business as it was practiced, but they taught also the funda-

mental principles of commerce, and the student was therefore well filled in both theory and practice. And now we will leave him to his studies, and with an authors independence of the flight of time, pass over a period of three years. What has Reuben been doing all this time? We shall see.

Old Farmer Grayson sat in his easy chair before the old fashioned fire place, and if you did not look into his face and see the expression of trouble there, you would say that he was the picture of solid comfort.

But no, Mr. Grayson was in trouble, something unusual with him, and he sat and looked in the fire with an expression of deep perplexity. He was not alone. Reuben was sitting by him and Mrs. Grayson sat knitting and glancing from one face to another with an expression of anxiety.

"I can't seem to make it all out said the old man slowly. "You say that with what you owe on the place and this plaguey note business, you are \$8,500 in debt?"

"About \$8,500," answered Reuben.

"But, Reuben, how is it that you fell behind on the place? You had good crops?"

"Yes, the yield has been excellent."

"And you've worked hard, I know and taken care of your crops."

"Yes, father, I can't blame the farm. My crops have been good, but I have been awfully unlucky in getting them turned into money. It seemed as if every thing I sold was at a time when prices were the lowest. Then you know that I was swindled out of my

wheat crop by taking a worthless check, and have had to pay a high rate of interest for money I was obliged to borrow. So taking it all together, I've had a bad year of it. But I could right up again if it were not for this piece of villainy—this fraudulent note."

"Ah, that's a stunner. Have you been to see a lawyer about it?"

"Yes, I paid a lawyer \$10.00 for advising me to pay the note without suit, as the law and the facts were all against me."

"And if you don't pay it—"

"I can't pay it—it's utterly impossible."

"And then—"

"And then old Stanbridge, who holds the note, will bring suit against us—"

"Against us?"

"Yes; you know, father, you signed the agreement with me."

"So I did, consarn his ugly picture."

"Well, old Stanbridge who has no more mercy than a crocodile, will bring suit against us, and unless we can contrive some way to raise the money, he will have both places in his possession before the year rolls around, and we shall all be thrown out upon the world without a home."

"Yes, that seems to be about the size of it."

"Couldn't you consult Ben about the matter?" ventured Mrs. Grayson.

"Consult Ben!" echoed the old man in a tone of derision. "If he's out of the poor house himself he's in luck."

"I do wish Ben had joined in with me in the purchase of the Barnes place," said Reuben. "It takes two

men to run a place properly; and while Ben, perhaps, couldn't do the work that I can, we could have pulled together and kept things in better shape."

"Why couldn't he have stayed at home instead of foolin' away his time and money gettin'an eddication that he never will put to no use!" said Mr. Grayson.

Just then a knock was heard at the door, and, in response to the shout of "Come in!" a boy entered bearing a letter in his hand.

"Pap was at the post office today, an' as the post-master said us how there was a letter fer ye, he allowed ye'd like to have it, so he brought it along."

"Who's it from, I wonder?" said Mr. Grayson?" as Reuben took the letter.

"From Ben, I reckon," said Reuben as he glanced at the address and the postmark. "Much obliged to you, Johnny," said Mrs. Grayson to the messenger. "Won't you try some of my new doughnuts? There, take some home to your brothers, and tell your mother I'm very much obliged for the nice head-cheese she sent me."

"Thankee, mum," was the response as the boy took his departure with a broad grin on his face and a doughnut in his mouth.

"Now, about the letter," said Mr. Grayson. What does Ben have to say for himself?"

"I'll read it," said Reuben.

(TO BE CONTINUED)

Miss Jackson (tragically)—If you don't let me marry Jim Loafley, I'll drown'd mahse'f!

Papa Jackson—Wall, honey, I'se often heard dat dat wuz an easier death dan starvation.—Puck.

### *A Tribute to the Dormitory.*

Oh, college home and memory dear,  
When far from thee we drop a tear  
And long for thy good will and cheer

As in days of yore.

We long once more thy halls to tread:  
'Twere even joy to feel the dread  
We felt when by our mischief led  
To the Matron's door.

I oft' recall those happy days  
Ere I had trod life's thorny ways,  
How over-joyed if any praise  
Our recitations earned.

Ah, would those days could come again,  
Those days so free from care and pain,  
But all my wishes are in vain—  
Days past can ne'er return.

Some writers are complaining (and they are not the first that have done so) that science and all the other means of knowledge "cause unhappiness, and leave a bitter taste in the mouth." This is a mistake. Knowledge never made any one miserable, but not knowing how to properly use it, has done so many and many a time. Thus it is ignorance that makes the trouble, after all.—Everywhere.

At your family table allow no detraction. Teach your children to speak well of others. Show them the difference between a bee and a wasp—the one gathering honey; the other thrusting a sting. I read of a family where they kept a "Slander Book." The book was kept carefully. At first there were many entries, but after a while there were none at all. Detraction stopped at that household. It would be a good thing to have such a book in all households.—Talmage.

# \* RAYS \* OF \* LIGHT. \*

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**PHONETIC SPELLING.** The Rays of Light adopts phonetic spelling of the following words recommended by the National Educational Association: program, tho, altho, thorø, thorofare, thorøly, thru, thruout, catalog, prolog, demagog, decalog, pejagog.

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ENTERED AT THE POST OFFICE OF MCPHERSON, KANSAS, AS SECOND CLASS MATTER.

## EDITORIAL.

### *Twentieth Century Problems.*

Every time and age has its problems to solve. The twentieth century opens with an unusually large number of such problems. Sociology, economics, religion, and education each contributes its quota of problems for solution.

The church is now reaching practically only the upper and middle classes of society. Jesus emphasized especially the fact that salvation is for the lowly, as well as for others. The twentieth century must put the church

more into touch and sympathy with the lower strata of society.

The centuries past were much given to creed marking. "What do you believe?" was the testing question in determining church fellowship. It seems probable that the twentieth century will place more stress upon clean christian character and less upon creed.

Shall all our schools become secular? Shall denominational education hold the important place which was accorded to it during the twentieth century? There is a tendency to exclude the Bible from the public schools. The whole problem of the relation of education to religion will be an important one during this century.

Our divorce laws are very irregular and in most cases very loose. Divorce is much on the increase in our country. Shall the nation have uniform divorce laws? Shall we absolutely prohibit remarriage after divorce? The twentieth century will probably answer.

To what extent shall Christians cooperate against intemperance and in favor of Sunday schools, missions, charities, and pure literature? Will not the Sunday school adopt courses of study and methods of work up to the standards of general education?

What shall our nation do with the drink evil? How shall we get cleaner government? How shall we prevent the breeding and growing of criminals? How shall labor and capital adjust their claims? What shall we do with the trusts? These are some of the questions which present themselves for solution. No man of any age ever had such an opportunity to distinguish himself as has the wise man of the twentieth century.

### *The New England Primer.*

One of the great text books of the seventeenth century was the New England Primer. It was used as a speller, a reader, and as a religious text-book, containing as it did an abridgment of the catechism. Fifteen editions had been issued by 1720. It continued in general use for nearly one hundred years. Recently, Ginn & Co. have put out a reprint of an edition supposed to have been issued about 1790.

Following the title page comes a lesson on

#### GOOD BOYS AT THEIR BOOKS.

Here is the lesson :

"He who ne'er learns his A, B, C,  
Forever will a blockhead be;  
But he who to his books inclined,  
Will soon a golden Treasure find."

Next page gives the alphabet, with groups of vowels, consonants, double letters, etc.

Spelling is next in order, to which three pages are devoted. The author evidently believed in progressive stages of education; for, in the arrangement of the words for spelling, one page is given to words of one syllable, the next to words of two and words of three syllables, while the third page contains lists of words of four, five, and six syllables respectively.

The Lord's Prayer and the creed come next.

These are followed by short rhymes illustrated with pictures. Original sin is taught in this, the first one.

"In Adam's fall  
We sinned all."

Without meaning to be slangy, the following appears:

"An eagle's flight  
Is out of sight."

Then comes a verse which combines poetry, piety and the teaching of reading:

"Young Obadiah,  
David, Josins,  
All were pions,"  
We are also informed that  
"Peter denie's  
His Lord, and cries."

After passing over the lighter pictorial lessons, the heavier work begins with

"Praises to God for Learning to Read." The pages which follow are given to poems of a religious nature,

Then comes the Westminster Shorter Catechism.

One feature, for which the book continued to be prized, even after better readers had appeared, is John Cotton's abridgment of the catechism. The title of this section is, "Spiritual Milk for American Babes, Drawn out of the Breasts of both Testaments, for their Souls Nourishment."

The closing section of the book is "A dialogue between Christ, Youth, and the Devil."

The religious tone of the whole book is very manifest; but it is of the "goody-goody" style, and one almost wonders whether such a collection of pious platitudes is any more truly religious than the so-called secular text-books of the present day.

## ALUMNI.

"I cannot tell what the truth may be,  
I tell the tale as it was told to me."

Mrs. Anita Metzger, now teaching in Nebraska, was a guest on College Hill during the Holiday Week.

Charles Eichgeltz has a position as stenographer for a Smelter Works, at a salary of seventy-five dollars per month, in Denver.

B. O. Clarke and wife have moved from their home near Homesville Nebraska on their fathers farm in Missouri.

The 92s will remember F. M. Reddick. We understand he is leading clerk in a popular department store of Rochester Wis.

J. R. Rush has withdrawn from the Governmental survey of Idaho.

J. J. Yoder and M. J. Mishler were ordained as Elders in the German Baptist Church not long since.

Della Macouper, we understand, anticipates being in school for the remaining two terms.

We understand that Carl Wallace and J. P. Clear were in attendance at the C. K. T. A.

Phyllis Wolfe who has been attending school at the Baker University has returned to her home in Denver to enter the University of Music in that place.

Will Snyder, a graduate of the Kansas City Medical School and who has a good practice in Guthrie, O. T., spent his holidays with his friends on College Hill.

Dr. Tull, who received his degree A. M. from this institution two years ago, now has flattering success as a Physician in Clay Center.

Laura Peek Fishback is the proud mother of a dainty little daughter.

Ben Hennessy was successful in his race for County Superintendency of the Barton County Schools, this fall.

Theo. Sharp who for several years has been in the Civil Service work in Seattle Washington, now is in the Governmental employ in Washington, D. C.

Miss Effa Kuns spent her holidays at home. She receives her degree A. B. from Lawrence this year.

One of our old students, J. E. Studebaker, teaches now in the Mount Ida College.

J. W. Miller and a Miss Haney of Kansas City were married Xmas.

Kertz Masterson writes from Mano Porto Rico, that he now teaches English to about two hundred pupils who know nothing but Spanish and but little of that. That he himself puts in from three to four hours a day in requiring that language. He speaks very flatteringily of the opportunities for ambitious young educators from the States, who aspire to work in the New Possessions.

*The United States Government.*

57th Congress - commences March 4, 1901.

Senators, 90.

Representatives, 357.

Territorial delegates, 4.

**College News.**

Mr. and Mrs. Harvey Netzley of Nebraska visited Samuel Miller's during the holidays.

Evangelist J. C. Reading of Nebraska gave an excellent talk at Young Men's meeting December 19th.

Mr. and Mrs. Dyck of Moundridge were guests on College Hill during holiday week.

On December 29 about forty-five students attended the social held in the dormitory in honor of some of the former students.

The Science Club met on Wednesday evening January 9th, with a good attendance and interesting discussions were rendered. The membership is increasing each week.

Renewed interest in gymnastic work is being shown, since the completion of the new floor. A class of fifty in physical culture now receive training in this room under the direction of Mr. Studebaker. The boys are also becoming well acquainted with basket ball. They are much encouraged to know that here, at least, they can reach the goal. Prof. Gustafson deserves credit for pushing this work so faithfully and accomplishing it so readily.

During the present term a large number of the students are pursuing special Bible work. Through the influence of Prof. Frantz's Bible lectures many more have become interested and will take up the work the ensuing term.

Christinas gifts came freely to many of the students; but perhaps no one received any gift more to be prized and appreciated than the one sent to Miss Margaret Bishop by her parents. It was a most delicious and attractive basket of California fruit grown in their own grove.

Prof. Miller and wife spent a part of holiday vacation with their parents at Monitor.

The chapel-talks of the new century, given by the professors have proved to be no less interesting and instructive than previously. With the new century have come new topics.

Pres. Arnöld, on January 20th, will deliver the sermon at the dedication of a church near Abilene, Kansas.

Mr. Frank Van Riper, of Wilburn Kansas, enrolled January 7th.

A series of revival meetings will be conducted by Prof. Frantz, beginning January 20th.

J. H. Tracey and wife were guests on College Hill during the holidays. Mr. Tracey is an academic graduate of McPherson. At the present time he is engaged as proprietor of the Racket Store in Sabetha, Kansas.

That eight families have located here in less than one year in order to take advantage of the school facilities, speaks well for the work done here.

At the last business meeting of the McPherson Church, Isaac Brubaker was advanced to the eldership; and Enoch Eby, a student at present, was advanced to the second degree of the ministry.

A niece of Prof. Fahnestock, Miss Noff, was baptized on January 18th.

The attendance in the Kindergarten and Model School has been affected this term on account of the whooping-cough among the pupils.

That the Commercial department of McPherson College under the management of Prof. Fahnestock is doing a thriving business is well shown from the enrollment of seventy-five students. Each week is adding a few new ones.

Prof. Duerkson reports a good number of students in the German Department. In addition to their literary society, they have formed a reading circle in order to become better acquainted with German poets and writers. They are reading Marie Stewart at present.

Prof. Harnley's zoology class have finished their dissecting work. Through his wide experience in travel and visiting many of the noted museums of the U. S., he has been able to make the study very interesting, opening new fields for the students.

Most of the students returned from holiday vacation telling of sumptuous meals; but a report has lately come to our ears that while many of the students were feasting, B. B. Baker was astounding the people with his oratory in a debate at Conway Springs. And he returned bearing palms of victory.

A new lot of Indian clubs and dumb-bells now decorate the walls of the new gymnasium room. Prof.

Gustafson directs a class in this work each day.

Prof. Harnley attended the Kansas State Teachers Association and Academy of Science, from 27th, to 29th, of December.

Geo. Kuns spent the holidays with his parents, and preached in the chapel Sunday morning December 28th.

Mr. O. Kilmer has moved into his new house east of the dormitory. Several of the students have moved into his building.

Our new walk from College Hill to the city is quite an improvement and is much appreciated by the students.

Rev. Ira Witmore of Missouri, son of Elder Witmore has lately been a guest on College Hill, his wife accompanying him.

Vice President Roosevelt's excellent address was read to our Young People's Association by Prof. Frantz.

A song recital will be given in a few weeks by the students taking vocal culture work. It will be held in College chapel. No admission fee.

Miss Ruth Ebaugh and Mr. Rufus Garst have recently enrolled in piano work under direction of Prof. Muir.

Some student's motto: "Strike while the iron is hot, but skate while it's cold."

Members of the phychology class will each write a thesis on some subject for examination.

The second winter term will commence on Tuesday January 22.

Miss Hanna Hope has secured a place as relief stenographer under Superintendent Abbott of R. R. division, at Herington.

The few inches of snow that fell afforded amusement for several sled loads of students. The chimes of the merry bells were distinctly heard.

The work of the Bible term was highly prized and well attended. The work was varied from the lectures by giving a missionary program on Sunday evening December 9th, and on Monday a Sunday School meeting. The love feast held on December 8th, was attended by 280 members.

Did you see that stranger on the cover of this issue? The students of College Hill on New Year's Eve kept a watch for his advent. In the dead silence of the night the white stars looked down with a little more eagerness than usual; they saw the stranger approaching, but breathed not a word of their secret to us as they winked at one another. Ere we were aware he had taken the monstrous key, turned the firm old lock, unbarred the iron door, which creaked on its rusty hinges swing widely open. Instantaneously were we ushered into the apartments of this new and wonderful century. Bulletin boards were tacked upon its walls. A few of them read as follows: "Here you'll find problems new and unsolved." "Here you'll find problems old yet to be grappled with." "What are you here to accomplish?" Then weary we retired only to awake in the 20th century and read more of them as we form a more intimate acquaintance with our stranger.

## Faculty and Instructors for 1900-1901.

C. E. ARNOLD, Ph. B., A. M.,

President.

Pedagogy and Philosophy.

EDWARD FRANTZ, A. M.,  
Vice President, Dean of Bible School,  
Biblical Languages & Interpretation

H. J. HARNLY, A. M., Ph. D.,  
Natural Sciences.

S. B. FAHNESTOCK, A. B., M. C.,  
Secretary and Treasurer,  
Supt. Com. Department, Gen. History  
and Drawing.

F. G. MUIR,  
Director of Musical Department,  
Piano, Organ, Harmony and Voice  
Culture.

S. J. MILLER, A. M.,  
English and German.

C. F. GUSTAFSON, A. B.,  
Latin and Chemistry.

JOHN F. DUERKSEN,  
Principal German Department.

LENA M. WIEAND,  
(Columbia School of Oratory,) Eloquence  
and Physical Culture.

B. S. HAUGH,  
Vocal Music.

J. F. STUDEBAKER,  
Shorthand and Typewriting.

FLO RAMAGE, M. S. D.,  
Matron and Director Model School.

E. H. EBY,  
Grammar and Orthography.

D. H. ARNOLD,  
Algebra.

MRS. J. F. STUDEBAKER,  
English Grammar.

# READ AND REFLECT.

## A Riddle.

How any young man can shut his eyes to the magnificent helpfulness and consent to go on without the benefits of McPherson College, is a riddle I cannot make out.

## Listen!

"What was that that dropped?"

It was the price of the Advanced Tablet and magazines containing a vast amount of penmanship. Advanced Tablet—28 full pages pen work, 25 cents. One dozen magazines containing 208 lines of penmanship by Prof. Fahnestock, who has been President of the Kansas State Penmanship Association the past two years. The magazines contain a great variety of plain and ornamental penmanship by the leading penman of America—price 60 cents. The two combined, 50 cents. Worth \$5.00 to any one wishing to learn to write.

## The River of Life

is rising—the longer you wait, the harder it will be to cross. The longer you wait, the harder to secure an education. Time—now. Place, McPherson College.

## Position.

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for Penmanship, Shorthand or Business Course. A comparison of our methods with that of other schools claiming to teach these branches, is all we ask.

Hark! Did I hear the report of a cannon?

No, it was the report that McPherson College is booming.

The best inducements offered to all who desire a thorough business education.—NO BETTER ANYWHERE.

## One More Added to the Census.

There comes a time in the life of nearly every young man when he is wondering what and where his life work is to be. The future is a closed door and he pauses on the threshold. This waiting time should be the time of preparation for the task that is sure to come. The young man who simply dreams and waits is a candidate for only a second position in the working world; but the young man who is constantly preparing himself for the practical work, is almost sure to be an officer instead of a private in the army of business. Young men may read this who are considering whether it will pay to get a better education—whether it will be worth while to make some sacrifice in order to do it. Many remain ignorant

because it costs too much to become otherwise—costs too much, not in money and in time, but in effort, and in the cutting off of mere temporary pleasures. Young man, put the question the other way, and ask yourself if you can afford to remain ignorant; if you can afford to be less of a man than it is possible for you to become? Do not be satisfied to be merely one human being more; one more added to the census, but resolve to be all that God gave you ability to become.

### Personal Attention to Each Student.

At the beginning of a students' course we try to ascertain just what his hopes and wishes are; why he is with us, and what he wants to accomplish while here. Then we adapt our instruction to his needs, cutting out from the regular course anything that can be omitted to his advantage, or advising him to take such additional studies as in our judgment would be beneficial to him.

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