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Vol. II.

No. 4.

March, 1901.

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Rays of Light.

VOL. II.

MARCH, 1901.

No. 4.

The Angel Chimes.

BY H. B. BAKER.

There's a legend that at evening,
Just at twilight's holy hour,
Float o'er all the lands around us
Vesper chimes from heaven's tower.

And the music, ah! the music
Of those mellow silver bells—
Limpid ripples from the music
That the angel chorus wells.

But to souls sin-stained and crimson,
Steeped in evil, dark with crime,
Is denied the heavenly chorus.
Is denied the vesper chime.

But for those whose lives are blameless
Hearts are pure and free from strife
The angel bells ring consolation
Peaceful rest and joyous life.

Do you, brother, in your journey,
Tho the way seem dark betimes,
Hear thru all the din and tumult,
Ever hear the vesper chimes?

Tho your life be full of shadow,
And your hopes the blast dispels
Count not joy, and count not sorrow
If you hear the angel bells.

The Student and his Religion.

BY F. G. KAUFFMAN.

The aim of a college student in the ordinary sense is to pursue some course of study that will bring about a development of the latent powers and possibilities that lie dormant within him. Some one has said, "The purpose of an education is to give to the body and soul all the beauty and all the perfection of which they are capable."

The student pursues different lines of study in order that his different faculties may be properly developed. These faculties are, Social, Mental, Physical, and Religious, each of which has its special purpose in life. These are not opposed to one another, but on the contrary, they strengthen and perfect each other: Each one is accomplished only by the help of the others; to neglect some to the advantage of the rest, is to weaken and sometimes to ruin all.

Let us consider for a moment the relative importance of these qualities.

The student should be raised socially that his contact with other people might be the means of helping them. Indeed one cannot enjoy life fully and be of real service to his fellows until his social nature has been cultivated.

As to the mental growth, all agree

that intellectual training constitutes the main part of a collegiate career, which is, perhaps, as it should be, although it is sometimes followed to the utter disregard of others. A good, strong, well-trained mind is very important in any place of life.

No matter how learned or how good a man may be, if he has not bodily strength to act what he thinks, or to practice what he aspires to, he is still inefficient. Physical training is indispensable to student life, for not only does it greatly aid his mental work for the time being, but more, it prepares him for active service in after life.

Lastly, religious culture, which is so often slighted if not wholly neglected, is indispensable to the best aim of a student, for not only does it count greatly for the present, but it counts everything for eternity.

Much, indeed, could be said on each of these different lines of training, but my purpose is to set forth a few things concerning the students, religious growth, trying to show whether or not it is as it should be.

One has said that education is the preparation for complete living. Now, what do we mean by a complete life? Is it not the one that fulfills man's mission here,—to prepare himself for a future world and to do all the good he can in this? The foundation of a rightly lived life is what else but a strong, noble character? And what can form a noble character but a strict observance of one's moral and religious duties?

Did you ever think of the debt we owe to christianity, and how all our

progress and enlightenment is due to her? Follow me for a moment through the heaven-blessed lands of the christian world and notice how different they all are from those lands whose sin-cursed sons have never yet felt the uplifting power of a living God. These lands still grovel in the same ignorance that has held sway for ages. They still remain illiterate and untaught, while those that have been won to Christ are embracing a growth, a progress of civilization and education, which forcibly declares the power and purpose of the Doctrine of Christ. Wherever there is true education, true culture, true wisdom and refinement, may be found at the root of it all the precious truths of the Holy Word.

There are many means of spiritual growth connected with college life and every student has excellent opportunities for such development; even if no special course of bible study is pursued, the different religious services, and his own study and interest are bound to broaden his religious views, and to increase his knowledge, his belief and his devotion.

I see a student who dislikes Sunday school, and preaching, and prayer-meeting, or any association with Christ's followers, and it makes me think he is surely very ungrateful for his blessings, or else does not realize them. The dislike for the good and true, means the liking for the false and wrong; who cares not for religious training, religious services and religious people, surely does care for sinful people, blighting enjoyments and de-

structive ways.

I notice another student who loves the cause of Christ, who seizes every opportunity of learning of God, of praising him, and of mingling with his people. He realizes the value of his soul,—the price that was paid for it, and the hope of its eternal reward. Nor is it his own welfare that concerns him for he is ever ready and willing to give to others a word of encouragement, to help them along the pathway of truth, or to turn them from the ways of sin. His love of truth shows his horror of falsehood; his blameless life reveals his regard for things divine; he knows that a wise Thought watches over the universe, and that a vigilant Eye penetrates every heart; and this is the Being he reveres, and all his efforts in life are to please and obey Him.

Now, which one of these students answers best the purpose of his creation? The soul of which one possesses the most of beauty and perfection? Just as the tiny flowerlet holds its petals to the sun and drinks in the beautifying light, so the flower of youth never appears more beautiful than when it bends toward the Sun of Righteousness.

A complete religious growth does not in any way hinder one's social or mental or physical development. True religion carries health and strength to all the soul; it withdraws from men no faculty; ties up no power; imprisons no part of the mind, but only regulates and directs, and makes all our deeds more noble and true; in fact, religion is only another word for the right use of man's whole self.

Then, considering these facts, how well it would be if every student while striving to develop the mind, would help it by means of Social attainments; would strengthen it by means of Physical power, but most of all, if he would beautify it, utilize it, and perpetuate it, by means of Religion.

Should the College Training of Girls be Different From That of Boys?

AFFIRMATIVE.—D. H. ARNOLD.

The purpose of a college training is to prepare the individual for useful work. It should be broad and general enough to give the person a comprehensive view of life, and also include enough on some special line that the young man or woman who has taken it, will at least have a definite idea of a special line of work.

The specialist whose general education has not been liberal, can never hope to reach a high place in his profession, but even less successful will be the one whose training has all been in a general way, and knows nothing of any special line of work. The former is a one sided man while the latter is a blank.

If in his college course the individual has been trained to think in broad channels without receiving any insight into action along some special line, that person lacks one of the elements of success.

The successful man is the one who can center his mind upon one thing.

This principle is the basis of our argument for the affirmative of this question.

Against the present tendency of woman to aspire to the professions, or to positions in the business world, or public life,* I would say nothing. How far that is to go, I do not know; but the girls who enter those pursuits and continue therein for life, are few in comparison to those who must at some time take upon themselves the care of a home. These are the girls whose education is most important. They are the ones who most need a thoro and practical college training, and yet it is they who are most neglected. Tho her name may never have been written upon the rolls of public fame, many a noble woman has silently, within the narrow limits of her own home done a work equally as great and far reaching as that of Susan B. Anthony, Francis E. Willard or Carrie Nation.

Men can qualify themselves for the practice of medicine, or law, or to preach the gospel in public. They can manipulate the typewriter or fill the political office, but the work done in the home by the influence of a true woman is beyond the possible power of man.

No one would attempt to argue that the education of the boy who is to study medicine should be the same as that of the one who is to enter the ministry, or that the one who is to become a scientist should have the classical training of the one who is to become a poet. And yet the difference in natural talent of these two boys is not so great

as between the average boy and girl. The boy looks for the useful and practical side of life, he is waiting to grasp the hard facts and endeavors to solve every problem by a process of cold reasoning. In the girl the finer sensibilities predominate, many things appeal to her emotional and esthetic nature, and she is influenced and her character moulded by factors that never reach the boy.

Then with these natural tendencies differing with the different sexes, and a different line of work for each, does it not follow that to secure the highest and best results, a different preparation should be had.

This is an age of woman's emancipation; it is a time when she is almost universally recognized as the equal of man; but does that signify that she should make his duties her duties? Is it necessary that to be his equal she must do the same work he is doing? Is either the carpenter or the blacksmith inferior to the other because he does not do the same work? Then if we would truly emancipate woman, we should not attempt to free her from her work, but free her in her work. To make her the equal of man she should not be trained to do his work, but should be taught to do her work as well and thoroly as he is taught to do his, and if she has learned to do her work better than he does his, she has become his superior.

If the boy is to be a lawyer, no one would think of his practicing until he has taken his course in a college or its equivalent, and the day is fast ap-

preaching when the successful farmer will be the one who has taken a course at the Agricultural college. That this is true we need but to note the large and increasing attendance in the Agricultural schools. But in the eyes of many people the girl unless she wants to be a "school Miss" can learn at home all that she needs to know. Of course they will admit that a few lessons in music might do her no harm but her mother was a good house-keeper and she could not play the piano, and these educated girls are often failures as house-keepers.

Now why is this notion so prevalent among people? Is it purely a result of ungrounded prejudice? We believe not entirely so. I am quite sure that in some instances girls have not been benefited or improved as house-keepers by being sent away to school; they have learned that dish-washing made their hands rough and that house-work in general did not add to their gracefulness.

With such results has not something essential been left out of their education? When young people go away to school it is with the idea that they are to learn things of greater importance than they can learn at home. If in their entire course at school girls have not been taught nor even heard anything of the importance of preparing for the duties of home, is it so very strange that in some instances they should return from school believing that to read the latest books, and to play and sing the most popular pieces are more important than to wash dishes

or make bread.

I will not attempt to outline a course of study for girls, nor do I contend that it should omit that which gives them culture and refinement, but should it not also include some things which will give them a practical insight into the actual duties of home life.

It may be agreed that so many girls are now left to make their own way, and in preparing to care for a home they may be preparing for something they can never have. But as the young lady shows herself to be competent to care for a home, and that her interests are not all in some other direction, will she not be preferred to those who do not possess these qualities.

Again it may be said that in too many cases the girl who makes her own way is better situated than the one who is married. To some extent this is true and the fault may be in the man; but with these carefully trained mothers may we not hope to see developed a class of boys who will be fit husbands for the best girls.

[The negative side of the question will appear in the next issue.]

THAT FOOLISH BOY.

CHAPTER VI.

BRAINS AGAINST CUNNING.

"Glad to see you, gentlemen," was the greeting old Stanbridge, the miser, gave to the visitors. "Come in, come in."

They entered the house, and without any preliminaries made known the object of their visit. Their host knew the circumstances of the fraudulent note, but protested that he bought it in good faith, and of course had no means of knowing that there was any fraud connected with it.

"May I ask how much you paid for this note?" asked Ben.

"You, may ask, young feller, ef you want to, but I shan't tell ye, all the same. What I paid for it is my own business."

"It may be our business," answered Ben, quietly. "If you think there is no way of finding out how much you paid for it, you are greatly mistaken."

"An' sposin' you do find out, then what?"

"It won't be very hard to convince a jury that you are either a partner in this rascality or you have been violating the usury laws."

A look of concern began to steal over the face of the old man. He dreaded law when he was to be made the defendant.

"Moreover," said Ben, who, it must be confessed, was playing a bold game of bluff, "I know very well that you didn't pay but a very small portion of what the face of this note calls for."

"Yer a pack of lyin' rascals——"

"All right, Mr. Stanbridge," said Ben, rising as he spoke. "I have given you fair warning, and now that you compel us to exercise the legal rights we have, in order to obtain justice, it will be out of our power to show you any further mercy. Good day, sir."

"Hold on, thar!" exclaimed the old man, now thoroughly alarmed. "Tell you what I'll do. See'n you've been swindled, I'll throw off one-third of the note and let ye hev it for \$2,000. Now ye can't ask me to make a greater sacrifice than that."

"You haven't made any sacrifice yet," answered Ben. "You and I know that you didn't pay half that sum for the note; you paid exactly \$800 for the \$8,000 note."

"You lie!" roared the old man. "I paid \$500 for it, good solid cash;" and then he saw the trap he had been led into, and turning pale, fairly gasped for breath.

"Yes, you are right," said Ben, "you paid \$500 for it, and while you deserve to loose every penny of it and be punished besides for your rascality, we will be magnanimous enough to make your investment good by giving you just five hundred dollars for that note. You have admitted before me as a witness that you got a three thousand dollar note for five hundred dollars, and this is pretty clear evidence that you knew its fraudulent character. Now" said Ben, taking out his watch, "my time is precious, and I shall give you just two minutes in which to make your decision. If, when I snap my watch case, you do not say 'agreed,' your last chance is gone."

There was a deathly silence as the watch ticked away the seconds of grace, but before the time had elapsed, old Stanbridge was conquered and growled "agreed."

[TO BE CONTINUED.]

ALUMNI.

*"I cannot tell what the truth may be,
I tell the tale as 'twas told to me."*

The graduates are pleased to note that Joe Shirky expects to enter school at the commencement of the Spring term and graduate with the Collegiate class of 1901. Mr. Shirky is teaching in Missouri.

Miss Lillian Matthews is to be a member of the Collegiate class this year. She is now teaching her sixth year at Scandia. She received her M. S. D. degree and State Certificate with the Class of '98.

With pained surprise we learn of the sudden death of a former class mate, Miss Alma Brown of Abilene, Kans. She died at her home last week with what was probably heart failure.

That the Alumni may know whom to expect at our Annual Banquet a list of the classes will be given below. The Graduating classes of the last decade constitute the Alumni, 1891 having been the first class. The membership has almost reached the one hundredth mark. Of our number but two have been called from our ranks by death. About one-half the number are married.

Class of 1891:—Theodore Sharp, Harrison Miller, Mary Kuns Klippinger.

Class of 1892:—Myrtie Miller Netsley, Effa Kuns, Samuel J. Miller, Maurice Sharp, Hattie Yoder Gilbert, Sue Slusher Saylor.

Class of 1893:—Theodore Snowberger, Hattie Ecker Sohlberg, Francis A. Vaniman, Modena Hutchinson Miller, Elmer E. Vaniman, Laura McQuoid,

Sadie Whitehead Beeghly, C. E. Wallace, Hattie Flickinger Potter.

Class of 1894:—J. Z. Gilbert, J. H. Berkebyle, Z. F. Clear, R. W. Gish, E. M. Eby, A. N. Gray, J. C. Klippinger, J. J. Yoder, Flo Ramage.

Class of 1895:—S. J. Miller, A. C. Wieand, Carrie Snyder Lichte, Myrtie Hoff, Bernice Gateka, Claude J. Shirk.

Class of 1896:—Sue Slusher Saylor, S. B. Fahnestock, C. E. Kemp, David Harter, Anna Whitmore Strickler, P. F. Duerksen, Harvey Saylor, Ratie Bower Dick, G. B. Darling, H. V. Wiebe, G. M. Lauver.

Class of 1897:—P. F. Duerksen, R. W. Powers, Claude J. Shirk, C. L. Hollem, J. W. Coons, R. K. Gernert, J. K. Reish, G. M. Lauver, J. H. Tracey, Maude Chisholm.

Class of 1898:—E. K. Masterson, Lillian Matthews, Dora Sherfy, Lester E. Williams, Susie R. Williams, Anna Fakes, J. E. Studebaker, Florence Butler Shirky, Joe B. Shirky, Charles Williams, Byron Talhelm.

Class of 1899:—A. L. Harter, R. C. Smith, J. A. G. Shirk, G. J. Goodsheller, Sallie Shirky, Emma A. Horner, J. G. Law, W. J. Slifer, A. J. Becker, George Kuns, Laura E. Harshbarger, Lizzie Mae Wiend, I. A. Toeves, Byron Talhelm, J. Harvey Saylor, Flo Ramage, Lizzie Arnold, H. V. Wiebe, C. F. Gustafson, G. A. Toll.

Class of 1900:—J. F. Studebaker, Herbert Caldwell, H. C. Slifer, E. H. Eby, H. J. Vaniman, Anna Bowman, Anita Metzger, Anna Fakes, Lizzie Wieand, C. E. Law.

* 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, thoro, thorefare, thoroly, thru, thruout, catalog, prolog, demagog, dealog, pedagog.

COMMUNICATIONS. Literary articles and information regarding Alumni are respectfully solicited. Items of Alumni news should be addressed to the Alumni editor. Literary articles should be addressed to the Literary editor. Communications regarding subscriptions should be addressed to the Business manager; concerning advertising, to the Advertising solicitor.

ENTERED AT THE POST OFFICE OF M'PHERSON, KANSAS, AS SECOND CLASS MATTER.

EDITORIAL.

THE time has come when many of our boys are being called from their school work to enter once more the duties that meet them in the field, the workshop, or the store.

At the opening of Springtime, when Nature inspires a strong activity into all lines of work, and the fields are ready for their annual harvest-bearing, there comes to every young man who leaves his college work for the duties of the farm the test as to whether his school experience has had a good or

evil effect upon the practical side of his life. Has his schooling made lighter and more enjoyable, the plain common duties of the farm, or has it created a repugnance to them. This brings us to the question, Does education, or rather, several years spent in college, unfit a man for the common, menial labor upon which the welfare and happiness of humanity depends? Does it dissatisfy him with all the drudgery he used to do, or does his school experience add a beauty and a charm to any honorable work he may attempt?

Let us notice that young man who, after enjoying the advantages and culture of three or four years of college life, goes back and takes up the farm work which he left several years ago. Is there an added charm in the free open air, in the independence of a country life? Is the forest, the orchard, the meadow, more attractive than before he entered school? Does he like the plow, and can he hear music in the rustle of the harvest sheaves? Do the grass under his feet, the foliage over his head, and the flowers by the roadside, increase his happiness and contentment? If these things are true, surely this man's college career has not been in vain.

But how often it happens that after a year, or perhaps two or three years, spent in a high school or college, the young man comes out utterly despising the very work upon which his livelihood depends. He is, no doubt, wholly unprepared for a special work, and practically unfit for all other duties.

It is not the little learning that makes him so, but it is his own great self-estimation, combined with his great ignorance.

Then don't blame the college if occasionally a boy is educated from the farm instead of for the farm; for it all depends upon the boy himself whether he use or misuse the advantages given him by a college course.

For the one who truly gets the most of the culture and education from a college course, is he who enters his chosen work with the ability to enjoy life and to obtain the best results from it, whether it be on the farm, in the store or in the office of a magistrate.

THE student is continually hearing from all sides the cry of "thoroughness." Every professor insists upon thoro work; each organization cries out for thoroughness in all its different activities; and the watchword that should attend one all thru the college course, and which assures his final success, is thoroughness.

The students' greatest hindrance to thoro work, is for him to squander his energies upon a distracting variety of objects instead of concentrating them upon one. The student who expects good results from his college course must have his attention fixed upon that. If he is to take four different studies, how can he obtain good results from them, if he allows outside issues to steal his time? There are always so many clubs, societies and organizations which

are all excellent in themselves, but if undue attention be paid to these he cannot realize the best from his school work.

There is of course much good in all these organizations, and if one expects to derive the good from these, he should not expect to carry more regular studies than he can thoroly master. "Whatever is worth doing at all is worth doing well," applies as well here as elsewhere.

He who expects to graduate with honors, and rank well in all his work should have this quality permeating his entire college course: Earnestness of Purpose, Thoroughness of Execution.

NEARLY seven thousand five hundred A. B., Ph. B., and B. S. degrees were conferred by colleges and universities of the United States during the commencement season of 1899. How many of these graduates entered professional schools we have no means of knowing. It is certain that the general educational attainments of the students of most professional schools are sadly defective. Many of our young doctors have not so much as a high school education. New York requires A. B. literary attainments plus medical course before entering upon the practice of medicine.

Other states should do as much. Boy doctors with barely enough general education to get a paltry smattering of technical medical training, are not to be trusted, however honest they may be.

When it comes to preparation for the ministry we cannot look to the laws of the state for relief. Public sentiment alone can help us here. The time will come when an educated Christian community will demand ample preparation from the ministry.

Young men looking toward professional life are giving too little attention to that most indispensable condition of success—a broad general education.

A LATE number of the Forum contains an interesting article "Is the College Graduate Impracticable," written by President Jones, of Hobart College. In his treatment of this subject he cites several facts and conditions connected with college life that mislead the student as to what the world expects of him, and that tend to make him impracticable. The dangers attending the average dormitory life, and the growing luxury and extravagance displayed in many schools, bring forth some grave educational problems. In conclusion, President Jones sums up his line of reform in the following paragraph:

"If college men are commercially inefficient, it is not because culture paralyzes practical capacity, but because some of the social and economic tendencies of our colleges are at war with common sense. The college must devote itself to the guidance of advanced adolescence to that sane and self-directed manhood before which the

world lies open. It must adapt all its agencies, social as well as academic, to the fulfillment of this purpose, and test every class-room method, every student custom, every article of the social code, by its educational tendency, and by its conformity with reality, social sanity, and fitness for practical life.

Exchanges.

In some papers the exchanges are out of sight; there are but a few this time in RAYS OF LIGHT.

The February Crucible has a number of instructive things in it, the little item under athletics is especially noteworthy.

The "Young Peoples Paper" edited at Elkhart, Ind., is a most interesting and beneficial paper and should be in every home as well as in Libraries.

Did you notice what sentence has the biggest space in the March number of the Washburn Review? It is, "Go to Ottawa, see the fun."

A man who had been searching in vain for a saloon followed the Endeavorers, not knowing who they were, and so drifted into the church. Seeing the letters C. E. prominently displayed behind the pulpit he exclaimed, "That's right, Closed Everywhere."

They are truly educated who think clearly, reason logically, judge justly, aspire nobly, love devotedly and drudge cheerfully.—Ex.

Mark Twain studied German. That caused him to make a list of the following words, the more easily to be

come familiar with them.

Alterthumswissenschaften, Freundschftsbezeigungen, Kinderbewahrungsanstalten, Dillittantenaufringlichkeit, Unabhængigkeitseiklaerungen, Stadtverordnetenversammlungen, Wiederherstellungsbestrebungen, Waffenstillstandsunterhandlungen, Generalstabsverordnetenversammlungen.

TEACHER: How many zones have we?

PUPIL: Four, the frigerated, the horrid, the temperance and the intemperance.

It pays to have a lady Exchange Editor; look what a list of exchanges the High School Sentiment has.

TEACHER: "What is meant by elocution?"

PUPIL: "It is the way people are put to death in some states."

COLLEGE NEWS.

Items from Wabassa, Florida: After spending some time in this genial clime, I thought the readers of RAYS OF LIGHT might enjoy a few items from this southern coast.

First, we will notice the immense beds of oyster-shells. There are mounds of these here along the Indian River as much as ten or twelve feet high. Many car loads have been taken away, but many are here yet. A great many barrels of fish are shipped from this station. At this season of the year, fishing, hunting and trapping for otters are among the pursuits that help to keep the machine moving. Two men

were out hunting and trapping nearly two weeks, and the merchant here gave them eighty dollars in cash for the hides they brought in.

As to the growths found in the forests, the pine and palmetto are the most plentiful. One of the interesting places to visit is Pelican Island. This seems to be a kind of headquarters for the pelican. On this island they rear their young in great numbers. They are here by the thousands.

This country furnishes a peculiar employment for the tenderfoots. They are given a job immediately. There is a kind of fly that will trent your case without even looking at your tongue, or taking your temperature, or anything of the kind. Before the ordinary doctor could make a diagnosis of the case, the fellows have their lancets in operation; and they trent all cases alike by blood letting. Most of the new comers resist their treatment. It is not a matter of faith or magnetism, or anything of the kind. These doctors are generally called "mosquitoes."

A. HUTCHISON.

Lawrence Risk of Hardin, Mo., returned to his home Feb. 28rd.

An Underwood Commercial Club has been formed among the students.

C. H. Slifer was visiting friends and looking after the interests of his homestead for the past few days.

Mr. D. H. Arnold took a sudden notion to combine business with pleasure, and went to Missouri for a few days at his boyhood home.

Mr. Bailey, Assistant State Secretary of the Young Men's Christian Association held services at the Baptist church on the evenings of Feb. 23rd and 24th. On Sunday there was a service just for men. An impressive address was delivered to three or four hundred persons.

Irving Memorial, realizing the vitalizing and inspiring influence of music in the society work, has decided with their younger sister, the Elite, to purchase a Bush & Gert \$450 piano. The contraction of this debt the societies will meet jointly, the Elite paying $\frac{1}{2}$ and Irving Memorial $\frac{1}{2}$. A special program will be given March 9th to meet part of this debt.

Mr. F. H. Crumpacker conducted services at Bridgeport on Sunday, March 8rd.

Prof. Miller met the mission board at Monitor on Saturday, March 8rd.

Quite a large class of students are taking the Life of Christ this term under the instruction of Prof. Franz. The comparative knowledge we have of this work is only shown after taking it up in the systematic and beneficial way he gives it.

Quite an interesting song recital was given March 1st, by students of Prof. Muir. A large audience was present. Gladys Muir, little daughter of Prof. Muir, bore away the honors.

The oratorical contest will be given on March 30th.

The fourth number of the Lecture course will be given March 15th, by Prof. T. S. Johnson on "The Facts and

Fancies of Mythology."

The Academic's are announcing themselves to the world by wearing some of Bryan's medal in the shape of class pins. The design is O. K.

B. S. Trostle has accepted a position in the Peoples State Bank of this city, and began work on the 11th of March.

Clarence and Roy Bowker, contortionists of the city, have entered school and will give lessons in tumbling.

The young men and young ladies christian societies each elected a new set of officers this week. The organizations are both doing active and beneficial work.

Profs. Arnold and Fahnestock have recently purchased a set of five historical volumes.

Mr. Moyer of Conway Springs, left school March 4th.

The Normal and Collegiate graduates of '01, were entertained by Miss Edna Suffield, a member of the Normal class, at her home a few evenings ago.

Mr. M. G. Bishop, brother of Miss Margaret Bishop, expects to enroll soon.

Quite an interest is being taken in the elocution work this term, under the control of Miss Lena Weiland. There are at present sixty students enrolled in this department. One of the special classes will render an afternoon program at the close of this term. The advanced special class will give an entertainment during the Spring term. Mr. P. H. Hiebert and Miss Boone will graduate this year.

Mr. J. M. Franz and wife of Conway Springs, Kansas, visited over Sunday, his brother and sister, Ervin and Ida Franz, students of the hill.

Elder Rose, the overseer of missions of this district, preached on the evening of Feb. 28, and on Sunday, in the college chapel.

Mrs. Nation's movement was discussed in Irving Memorial Society. Her name is heard in chapel service, in dormitory halls and on the campus.

Miss Bishop's parents are going to return from California and live in Merpherson.

The Ideal Reading Circle have just read More's Utopia and are now perusing Bang's "House Boat on the Styx."

Joe Shirky will enter school the spring term and graduate with collegiate class of '01.

A Miss Henderson and Miss Lewis have engaged rooms in the dormitory for the spring term. For the first time in several years all the rooms in the ladies department will have been full.

Geo. Goodsheller writes from Chicago Medical School that he is abundantly delighted with the work. He may spend this summer on the farm.

Ratie Bower Dick visited friends on the hill last week.

The new officers elected in the young woman's organization for the ensuing year were as follows: Pres., Laura Harshberger. V. Pres., Lizzie Weiland. Sec., Mrs. Retta Studebaker. Treas., Laura Yoder.

G. M. Lauver principal of the St. Francis High School will be in the State University next year.

J. W. Vauclaricum graduates from the K. C. Medical School with class of '01.

R. C. Smith anticipates hanging out his shingle when he receives his M. D. degree from the K. C. Medical School next week.

Sonnet.

The sun has gone and left behind no trace;
The dark blue arch is spread the earth above;
With windows not a few 'twould seem his love
Had made, that light might shine upon the race;
Sometimes as on these scenes we fix our gaze,
The rays of northern lights shed beauty far,
Like silver sands sifted from star to star;
Beholding which, we pause, filled with amaze.
There comes a time when to the life 'tis night,
For one hath gone in whom we trusted long;
But when we lift our eyes there still is light,
That doth within the heart produce a song.
And God some marvel of his grace will show,
But for the night, alas, we ne'er should know.

REV. WILLARD H. ALGER.

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