

RAYS of LIGHT

MARCH 1903

Volume 4 No. 4



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McPHERSON, KANSAS

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RAYS OF LIGHT.

Vol. IV.

MARCH, 1903.

No. 4.

They Wrought in Blood

By ANNIE COLLINS

As history unfolds her pages, as time unlocks the doors of the future mingling the present with future and past; frequently among the innumerable masses monuments tower far above their contemporaries. How have they reached such lofty heights? Was it chance? Have they like seed fallen into fertile soil, favored by sunshine and rain, found growing natural?

Yes, opportunity revealed herself, as to every one; but they utilized that opportunity to its fullest capacity. They seized it, devoured it, as an eagle does its prey. As the half famished bird drinks the raindrops, they absorbed the fleeting jewels of opportunity. They plucked time's rarest, time's fairest flowers.

Yes, their fields were fertile; enriched with their own blood. They are the essence of humanity. On them fell the mantle of responsibility from on high.

In obscurity in the deep wells and mines of truth they dug, striving to link the real to the ideal, the human to the Divine; the blood they wrung from their bodies.

They sacrificed life that Nature's truth might prevail, that beauty might live, that wrong might be righted, that the wild might be tamed, that the crude might be polished. The great things, the profound problems have

thus been solved. The noble works are wrought with blood.

The work that only skins the surface, the required ordinary amount of labor does not put into action the keen delicate nerves of genius, of Divinity. The life whose soul is saturated with the accomplishment of its motive, whose every nerve cord is stretched to its utmost, is the life that counts.

The flame of such a life burns bright, it sheds its light far and wide and illuminates the unknown dim mysterious regions, when extinguished myriads of other flames, first ignited by this flame, rise up to take its place. What matters it if such a flame burns the life blood rapidly?

These strong characters have stamped their everlasting impressions on the world. In times of gloom and sadness, in times of joy and song they carried the load, they held the reins until all their blood exhausted, they yielded, they fell.

The soldier, full of life and hope approaches the field of action and bravely defends a righteous cause. In the hour of victory he falls; contentedly he closes his eyes to life and action while his life blood ebbs away. Yes a hero, a martyr.

The scientist incessantly toils day after day, delving with dim preplexing problems, which nature has left for us to solve. The barrier between the world and him rises higher and higher until in profound solitude the flame of his vitality is extinguished amid the

half revealed wonders of his works.

The poet, with language beautiful, smoothes the rough edge on life's stony path and plucks the thorns on the road-side, making the flowers appear more fair. The sharp stones have bruised many feet, the thorns have pricked many tender hands, that were searching for the flowers.

The poet reaches far and wide, deep and high, he holds communion with the infinite. Life means so much to him; he must work untiringly. He writes with his own blood, until life is spent, the pen drops from his hand, his form falls to the floor, the end. Yet his works are as eternal as the stars, and as influential.

Life leaves its impress on the lives next it; on those with whom it communicates. They leave their impressions on those next to them until outward in all directions go thoughts, words and deeds. The whole world, everlasting time feels the shock.

The painter whose charge is so beautiful, so great, so unfading, mingles with his gorgeous paints, blood. On the palette he pours it out. The flame of life burns dim, blood is mixed with poison, it flickers and is extinguished.

The musician sends his notes of cheer of sympathy, of encouragement throughout the world, until they reverberate and re-echo through all the universe forever.

We reflect on these characters with veneration and well we might. They are not only martyrs to their calling, but to all humanity, to all eternity.

Work is essential, work is divine, work is inevitable. Work is as universal as matter. Work is the fire that

must be fed with the lives of humanity.

The world was made beautiful and useful for man. Age after age, era after era have circled by with slow wondrous changes. Nature has been pouring out her sweet benefits. Shall man merely sit and gaze not half realizing the immense profoundness of the Divine; nor the great responsibility involved upon mankind?

Time is profound, space is immense, life is sincere. This we comprehend not. We allow these evanescent things to pass unheeded until too late. Our doom comes, we find no sunshine in our chair, no good accomplished. We selfishly dissipated and heeded not the swift flying opportunities until darkness closed. "Count that day lost whose low descending sun views from thy hand no worthy action done."

Oh! for faith that wavers not. Oh! for courage that yields not. Oh! for ambition that drinks the blood. Oh! for noble aspirations that ignites the divine spark in each human soul until it sends forth a perpetual flame.

The soul, the intellect, the mind, must excel its former state or it will become stagnant. Power comes from the inward soul; not what man seems but he thinks, achieves, is what he is.

Each day is eternal, each night sublime. We live only in the present, yet that swift flying moment is of everlasting consequence. In order to succeed we must sacrifice, not only sacrifice but burn the flame of life. "We must ever toil onward and upward who would keep abreast of truth."

If we only realized the importance that each moment of time brings, if we

comprehended it as eternal, we would not live in vain. We would not throw our days like empty shells on the sea.

Talents were not given to man, only loaned, not merely loaned but must be used, increased, doubled, multiplied. Action prevents their rust and corruption. Idleness brings sure destruction.

In climbing the rugged places, faith need be great. Let not bruises and bleeding feet suffice to dishearten. We know we will reach the top if we faint not by the way. Life is so full of work, so much to be done. We are so weak, so easily grow weary.

Man's physical temple is designed to allow the glory of the soul to shine forth. The servant of the mind, must go at its bidding.

Oh! to live for something, how grand. Oh, dreamer, wake, waste not time in idle dreaming, hear the call; all the world awaits you, haste, tune the discordant harp strings to Nature's own. Open the windows of the intellect and let the light shine in profusion. Go drink of the celestial water. "Leavethou the low vaulted shrine, put thee to heaven with a dome more vast, till thou at length art free; leaving thine outgrown shell on life's un-resting sea."

The Small School Versus the Large

In the present day bustle of American life, one is very apt, overlooking real conditions, to arrive at conclusions entirely unwarrantable. Numbers are likely to mean merit, and dazzling show to be taken for true worth. We

are too prone to judge not by results but by the glitter and glare of outward manifestations. And therefore, it often happens that we unconsciously match the large school against the small to the hurt of the latter.

In attempting briefly to discuss this subject, first let us define the small school as the one of modest pretensions with an enrollment of not less than 100 or more than 600. Above this number, with its many and varied departments is the large school. No one having had any experimental knowledge of both classes of schools, would assert that each one does not have its own peculiar advantages which the other can never hope to attain. The only question is, which has the balance of merit? What are the peculiar advantages of the small school, and do they surpass those of the large? We can best arrive at our conclusion by contrasting the two.

In the first place there is a *community of interest* in a small body of students wholly lacking in a large body. The large school is so large that the student feels he can never hope to have a part in the general school life. Hence he allies himself in the particular phases of the school's activity to the exclusion of other and probably broader interests. The large school is generally divided into many departments with conflicting interests. This is an endless source of enmity and results in alienating the affections from the general, communal school life, and directing them often to selfish or less worthy ends. On the other hand, the student in the small school is made to feel that he, himself, is part and par-

cel of the school's very being, that his interests and the school's are one. The result is a sense of reciprocal benefit and consequent harmonious and earnestly directed effort.

Not only is there a community of interest in the smaller institution, but there is a *personal relation* existing between teacher and student. This too, is not to be found in the large school. In a class of 2- or 800 it is absolutely impossible for the instructor, try he ever so hard, to become acquainted with his class. He may learn the names of a dozen or so perhaps, and were he unusually adapt, he would not have time to learn even the face and name of each student, let alone entering into his feelings, his hopes, his trials. To be sure the student could, and without being too obtrusive, so relate himself that he could become acquainted with his instructor, but often a false conception of modesty prevents him from doing this. The result is that there is a lack of that mutual understanding and harmonious, free intercourse necessary to the best interests of the student. Finally, this close personal relation existing in the small school is one of the chief causes of earnest thoro work on the part of the learner. It may be safely asserted, that as a rule the small school does more thoro work than the large. Not that the opportunities in the way of equipments, laboratories, libraries, etc., may not be better in the large school—they generally are—, not that one can not do as thoro work. But nevertheless, the stubborn fact remains that the work done is *not as thoro* as a rule. This fact is largely due to the inability of

the instructor to give his personal attention to the individual work of each one under his care.

Not only is there a community of interest and personal relationship in the small school but last and chiefest is there formed a greater *moral and religious atmosphere*. While indeed there may be many exceptions, it is a sad reflection upon our Universities and large colleges that the moral and religious side is largely neglected. Space forbids a discussion of all the causes of this. A very few might be mentioned. In a state school no religious tenets could be taught, and to satisfy every one, *all* Bible teaching is excluded. At the head of these great institutions and of their chief departments are found very often men who unfortunately, tho masters in their particular line, are unprincipled morally, and nothing religiously. The effect of this upon the student body is so apparent that it need not be discussed. On the other hand the small school is generally a denominational school where prevails a broad christian spirit, and is insisted upon a pure moral life.

The larger task of developing manhood and womanhood is not forgotten, along with the mind development.

The Y. M. C. A. and Y. W. C. A. and other christian organizations are generally found in a flourishing condition, while in the large school they are only a "joke" as it were. In two schools, one of 800, the other of 8000, which the writer has in mind, the two leading christian organizations in the school of 800 enrollment are much more active and have a larger membership than in the school of 8000. As

a consequence the moral and religious tone of the former is of surpassing excellence while that of the latter is low indeed.

But it is often urged that the large school is to be sought because of the great minds one there meets. Some educators say choose teachers, rather than studies. But is it a fact that in only the large school may be found men? The idea advanced by some, that the small institution does not afford great, noble, large hearted men is one of the greatest slanders ever perpetrated. And these villifiers have either no knowledge of what they are speaking, or are morally incapable of being influenced by the most magnanimous character that ever lived. Some of the grandest characters I have ever known of, are the men who are unselfishly sacrificing as it were, their life and talents in this way. Not that they are incapable of better places; not that they have had no opportunity of securing a more lucrative and an "easy" position. But with cheerful self-forgetfulness they chose to remain with the small school, believing that there they could be of more service to humanity. Heroic, Christ like spirits, deserving the encomiums of generations yet unborn! Knowing no fear and courting no favor, they pass the benedictions of their toil and influence on down the ages till it mingles with the majestic melodies in the grand victorious Symphony of Truth!

Occasionally, we note some educational journal taking much trouble to prove that the small school must "go." Yes, it will "go"—on growing, and

filling its mission. The large school has its mission too, and the two should not conflict. The first five of the 7 or 8 years school life should be passed within the halls of the school of modest pretensions. Then after habits of study have been formed, after the character is well molded, after the dangerous period of doubt and cynicism has changed to enlightened faith—then it is, that the large school with its many superior advantages should engage the attention of the student. But as long as we concede that "College Life is more than College Learning;" that it is of vital necessity that the student must draw inspiration from close personal contact with their instructors, and that the primary object in education is to build a firm foundation for manhood and civic righteousness; as long as we remember that,

"It is the heart, not the brain
That to the highest doth attain"
Just that long, will the sphere of the
small school's influence continue to increase.

Ohio Normal University,
Ada, Ohio.

DOING GOOD

By H R HEIBERT

The value of our having is measured by the time taken to do good.

Deeds are foot prints and the works of a man follow him, yea even unto his grave.

Every deed bears fruit which may be looked for in the unending chain of influence produced by the doings of every

individual.

The evil man does must die, while the good done will not perish, but bear fruit through all ages.

We should not try to do good only to the multitudes or to those living in remote parts of this great world, but rather than this, let us do good to those with whom we come in touch in every day life, to those in our community, yes to those in our every midst.

Let us ever give ear to cries of distress coming from stricken humanity be it where ever it may come from, but let us be sure never to forget our neighbor.

It is false and fruitless good doing whatever is the product of our actions done only for the welfare of our own interest, not considering the well doing rather as a duty.

If we seem to be touched by reports of disaster and distress in foreign lands when ever they are brought to our knowledge and stand rigid as witness of calamity, distress and want among our neighbors, then we prove ourselves to a judging world, to be false sympathizers.

We now-a-days need more humanity, more faithfulness in our daily life and action, more personal service, self denial and true helping instead of blowers of the good they pretend to be doing and which in reality they are not. Let us ever do unto others as we would have them do to us.

H. R. Hiebert.

Professor Brink of the State Agricultural college has compiled a new speller to be used in the college.

The Demand for Stenographers Still Increases

"Why don't more young men and young women take up the study of shorthand and typewriting and become proficient in its use?"

"There is a big demand for stenographers and this demand is constantly increasing.

"Some business man asks me almost daily, 'Do you know where I can get a good stenographer, either young man or young woman? I am willing to pay a good salary if I can get the right party, but they are hard to find.'"

The foregoing remarks were made the other day by a prominent business man in a large city in the east, and they forced me to wonder why more young men and young women all over the country did not go in for shorthand and typewriting. When consideration is given to the fact that these subjects are both easy for a bright person, with a fairly good education, to master within a comparatively short time, it really is marvelous that such a small number of persons, with plenty of leisure time in the evenings, and sometimes during the day as well, fail to improve the opportunity to equip themselves with a profession.

Men at the head of some of the largest mercantile institutions throughout this broad land of ours, men who draw immense salaries from railroad corporations, men and women, too, who have no peers in the practice of law and medicine, and men in public life—congressmen and senators—began their careers as stenographers.—L. J. T., in *Spare Time Studies*.

A T R I B U T E

Come gentle Muse,
From thy regions so fair,
Come dwell in our midst
And lighten our care.

O, shed in my soul
But one ray of light,
And make me a poet,
Just for to-night.

My theme, fairest maid,
Is one nearest my heart,
Of our chapel beloved,
From which we must part.

List! dear old Chapel,
I've something to tell:
For soon we shall bid you
A long sad farewell.

The Irvings will leave thee
Ne'er more to return;
How grievous the parting—
Ah! soon shalt thou learn.

Well hast thou served us
For many long years;
Thoughts of thee ever
Shall bring forth the tears.

How oft have we gathered
In the old chapel hall!
Given many quotations,
In response to roll call.

What sweet strains of music
Thy old walls have heard!
Floating onward and upward,
And the souls in us stirred.

But oh! the piano
Thou hast cherished so long!
How it pains me to utter—
Has the world all gone wrong?

But bend thine ears close by,
And I'll whisper to thee,
That dear old piano,
Thou'lt never more see.

Ne'er more shall sweet notes
From its ivory keys fall,
To gladden the hours
For ye Chapel Walls.

What speeches thou'lt miss:
Debates by the score,
And pantomimes many,
Recitations galore!

Oft times on this rostrum
Did the president stand,
And call us to order
With his powerful hand.

How wondrous the day
When the Irvings were born!
Though a long time ago,
They're still tooting their horn.

Oh! what might you tell
Of days long gone by,
If you only could speak—
Dear Chapel, don't sigh!

Enough could be told
In a long backward look,
To amuse us for hours,
And fill a big book.

What wise words were spoken,
What great deeds were done,
By Irvings departed,
To be rivalled by none.

Well may you boast
Of the Irving Memorial:
For to justice and right
They've ever been loyal.

How joyous the hours
We've spent in this place!
We ne'er can forget them—
Nothing e'er can efface.

Not all has been sunshine,
Not all has been play,
For oft have we differed
On many a sad day.

Some wanted the piano,
Some didn't you know,
And that was the trouble
A long time ago.

But once more to peace
We all feel resigned,
And now we leave you
And our troubles behind.

How sad is the parting
From that which we love,
But the summons has come
To regions above.

There is prepared us
A hall up on high,
And ever to reach it,
Our motto's been 'Try'.

How we have toiled
To attain that height!
What trial, surmounted,
In our long upward fight!

But now we have finished
Our course here below,
We've done our work faithful,
Have you not seen us grow?

Something keeps calling
To those regions up there,
To a place that is bright
And glorious and fair.

Now we can enter—
How joyous the thought!
See! all is ready—
The chairs have been brought.

But thee, hallowed Chapel,
Where we've met for so long,
We'll ever remember
When we sing our new song.

Then listen! dear Chapel,
Hear this sorrowful sigh,
List! for we bid you
Our final 'Good bye'.

—LUCETTA JOHNSON.

* RAYS * OF * LIGHT. *

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phonetic spelling of the following words recom-
mended by the National Educational Associations
program, tho, altho, thoro, thorefore, thoroly,
thru, thruout, catalog, prolog, demagog, decalog,
pedagog.

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ENTERED AT THE POST OFFICE OF McPHER-
SON, KANSAS, AS SECOND CLASS MATTER

E D I T O R I A L

This has been a month of many good lectures and entertainments. On Friday evening we had the privilege of hearing Dr. Driver, of Chicago, on the subject "The Anglo Saxon and the Future Rulership of the World." The lecture was admirably planned, being filled with many experiences of the speaker's travels, and well seasoned with wit and humor thruout. His main line of thought was that the Anglo American race, because of its commercial enterprise, its education, wealth, and wonderful resources, will eventually dominate the entire world. Dr. Driver is a man of broad culture,

gained by extensive travel and many years of study of books not only, but also of men and social conditions in general.

Prof. Kemp's Recital.

Many of our former students will remember Mr. O. E. Kemp who completed both the Oratorical and Literary courses in '93. He then accepted the position of teacher in Lordsburg College, California. After two years he resigned and entered the Columbia School of Oratory at Chicago, from which he graduated with honors in the following spring. The next year he taught expression in the Aurora, Ill. schools and conducted a night school in Chicago. Since that time he has been giving entertainments and has won national reputation as a reader and impersonator.

On Saturday evening in response to an urgent request from the Faculty and Senior class, he gave his favorite monologue, entitled "Seven Oaks."

An unusually large crowd greeted him. He was introduced by Pres. Frantz in a few well chosen words. He held the attention of the audience throughout and moved them first to tears and at the next instant they would burst forth in a roar of laughter.

Mr. Kemp possesses superior ability and as an entertainer gives promise of winning marked success.

Perhaps the best treat of the month, that the students were privileged to enjoy was the lecture given in the McPherson opera house on Wednesday evening, Feb. 25, by Rev. Chas. M.

Sheldon, of Topeka, Kan., on the subject "How to make the world better." All were anxious to see and hear the man whose books have been so widely read and have done so much good.

The reforms that are suggested in his different books, were brought out very forcibly in his lecture. Some of the ways in which he said the world would be made better are,—the union of christian efforts, the proper teaching of children, better use of God's money and property, municipal reforms, and the forming of better homes. All these simple truths were so earnestly given by this unpretentious man, that a deep impression was made on all listeners.

Rev. Sheldon also attended our chapel exercises the next morning, and gave us an encouraging and helpful address. His subject was, "Three things a college education will give." These, he said are, the brother-hood of man, strong conviction and religious nature. It is always a source of great inspiration to listen to men who have been able to do a great deal of good.



The New Irving Hall

Irving Hall is at last furnished and a beauty it is. The nicely finished room and the elegant furniture that has just been placed within gives us as fine a society hall as one could wish. Irving Memorial Society truly feels grateful to those friends who have given so liberally towards this work, and wishes to invite them to come and see what has been accomplished. The Dedication Service will be held Saturday evening, March 14, and the following program will be given:

Piano Solo.....Orral Matchette.
Duet.....Emma and Carl Miller.
Dedicatory Address..Prof. Frantz.
Solo.....Dr. Kittel.

Announcements.

Violin Solo.....Bernice Daily.



Sir Samuel Wilkes, writing to Knowlidge, states that Fahrenheit's thermometer owed its beginnings to the invention of a thermometer by Newton, which was described in the Philosophical Transactions for 1701. Newton's instrument was a tube filled with linseed oil, and the starting-point of the scale was the temperature of the human body, which Newton called 12. It is worthy of notice that at this period, when numeration was based upon natural requirements, the duodecimal system was proposed for this, as it was in use for all purposes. Newton accordingly divided the space between his datum and the freezing-point of water into 12 equal parts, and stated that the boiling-point of water would be about 80 of these degrees on the scale. Fahrenheit, when he began to work with Newton's thermometer, did not find the scale, minute enough for his purpose. He therefore first doubled the number of degrees, making the scale number 24 instead of 12. Finding he could, by mixing ice and salt, obtain a temperature below freezing, Fahrenheit next adopted this for his starting-point and counted 24 degrees up to body heat, making the freezing point 8 and calling boiling water 58. Later on he again divided his degrees into four. It will be seen that if the above figures are multiplied by four, the result is the thermometric scale called after him which is still in use.

E X C H A N G E S

We are glad to welcome several new exchanges this month.

Mother—"Johnny, stop using such dreadful language."

Johnny—"Well, Mother, Shakespeare uses it."

Mother—"Then don't play with him; he is not a fit companion for you."

—Poly Technic.

"I thought your son was pursuing his studies at the University."

"So he was, but he concluded he couldn't catch up with them."

Teacher—"Willie, spell blind pig."

Willie—(spelling), "b-l-i-n-d p-i-g."

Teacher—"My boy, you have left out the i's."

Willie—"If I put the eyes in, the pig would not be blind."—Ex

Instructor in drawing—"You have drawn the horse very nicely, Charlie, but you have forgotten one thing. Where is his tail?"

Charlie—"Oh, that horse doesn't need any tail. There ain't no flies on him!"—Ex.

Turn over a new leaf and if you blot the page, turn over another

Watch the Child

Change rests the brain. A great variety of related objects should be used in teaching, extending gradually the time of each act of observation, so that the healthy interest may be sustained. The direction that I would give to all teachers is watch the child, watch his attitude of attention. Is it spontaneous? Is the light of pleasure in his eye? Is interest the motive which controls him? So long as that exists there is no danger, but

just before it may cease—I mean the feeling of pleasure—the action should be stopped.

Kansas Examples

Kansas is setting three good examples, that is, three additional to its many. It was only the other day that the wide-awake President, Mr. Don Kinney of Newton, reported every teacher and every officer but one of his home Sunday-school at the Convention at Halstead. Of course there was a reciprocal blessing in school and convention. What a fine proof too of a busy banker's interest and faith in the Sunday-school association work.

Now, Kansas reports its delegation to Jerusalem all filled, and quite an additional list of active Sunday-school workers desirous of going. Secretary Engle is cordially inviting any other State to take some of their surplus. And just here is where the wisdom of the plan of the World's Committee is shown, in that it provides that in case some states do not fill their apportionments the Committee later on will make a new apportionment whereby the States that have more than their quota of persons pledged to go may be assigned their respective shares of the berths not taken by some other States. Not all those extra applicants in Kansas need give up. There is still a chance.

Then again the Kansas Association has done another fine thing in deciding to raise a special fund to send its devoted, successful General secretary, Mr. J. H. Engle, to Jerusalem. Heartily congratulations, Brother Engle. Congratulations also to the Kansas Association for the work and workers throughout the State will receive back from Brother Engle many times the value of the amount when he returns.

True Education

True education makes a human being of the greatest possible use and benefit to mankind. The central point and sole purpose of education is to make the highest motive a fixed habit. Skill in each motive gives greater power to do good.

must have power and skill in the manifestations of thought. And, fourth, he must have the courage of his convictions.

Make Clear That Which You Teach to the Pupil

Truth is always dependent for its transfer on some intermediate agency. The agency may be words, gestures, or visible objects. To those who are uninstructed, a word may be meaningless or misleading. The teacher has a work to do in making agencies effective to the end.

To Make a Truth Clear

Making a truth clear to a pupil, involves a clear understanding of the truth by the teacher; his clear understanding, also of the pupils measure of knowledge, and of the pupils methods of thought and speech. It involves, moreover, close attention on the pupils part, and wise methods of exhibiting, explaining and illustrating the truth on the part of the teacher. Without his making clear the truth to which he would teach, the teacher may indeed know that truth for himself, but he cannot cause the pupil to know it; and teaching is causing the pupil to know it; and teaching is causing one to know. No teaching of the truth is possible until that truth is made clear to him who is to be taught.

Quantity Teaching

Thousands of girls without culture, with very deficient education, manage, after repeated trials, to pass cram examinations met by quantity drills—examinations that are no tests whatever of ability to teach. An effective school means an educated, cultured, trained, devoted teacher. The best teacher is he who studies the peculiar character of each pupil and acts well instructed judgment upon the knowledge thus obtained.

COLLEGE NOTES

Class colors are flying now-a-days.
Examinations are drawing near again.

Spring term opens Tuesday, March 24th.

Irving Memorial Society is quite proud, and justly so too, of their new hall.

The Oratorical Club gave an entertainment in Moundridge, March 6. It was pronounced a decided success by those who attended.

The German Literary society is doing some excellent work this year. The new officers chosen are, Pres. F. V. Wiebe; Vice Pres. H. R. Hiebert; Sec'y. Katie Reichert.

Highest Qualifications of a Teacher

The highest qualifications of a teacher is a dominating love for children, manifested by a strong desire to assist them. The second qualification, an outcome of the first, is that a teacher must be deeply in love with the subject of study; in other words, must be a persistent, close student of the subject taught. Third, he

The graduating classes are all well organized and many plans are being made for commencement week.

The class in sociology are making many interesting investigations in different social problems and conditions.

Quite a number of students will leave school at the close of this term, but as many, or more new students are expected for the last term.

Mrs. D. H. Arnold of Bird City, Kan., who is visiting her parents near the city called upon her many friends on College Hill.

Mr. Chas. Fike has purchased the residential property of C. H. Slifer, and has moved his family into the same.

Mr. J. T. Duerksen, accepted a school near Pleasant Prairie and is wielding the birch.

Mr. Henry Stutzman closed his school at Elyria and has moved on the Brubaker farm just south of this city.

Mr. Frank Garst has accepted a position at Waterloo, Iowa.

Mrs. Wm. Thomas, and Mrs. N. B. Wagoner of Red Cloud, Nebr., visited with their children and other friends on college hill.

Mr. P. B. Schmidt, a student of last year, was drowned at Manhattan, on Thursday evening, Feb. 19, while skating on the Blue River with some fellow students of the Agriculture College. His body was found the next day a few feet from where he sank and was brought to his home south of McPherson for interment. Mr. Schmidt was a very promising young man and his many friends on College Hill join in heartfelt sympathy with his aged parents in their sad bereavement.

Mr. and Mrs. G. F. Kilmer, of Western, Nebr., spent a week on college hill with their sons, M. O and M. I. Kilmer.

The following officers were chosen by the Y. M. C. A., for the ensuing year. Pres., P. C. Hiebert; Vice Pres., S. E. Miller; Sec'y., F. W. Cline; Treas., B. T. Burnworth. These are all men of sterling worth, strong christian character, and eminently qualified for their respective offices.

The Y. W. C. A., chose Dottie Wheeler, Pres.; Grace Lowry, Vice Pres.; Sylvia Miller, Rec. Sec'y; Mable Kimmel, Cor. Sec'y; Gladys Crawford, Treas.; Olive Clement, Chorister.

Elder J. V. Wiebe, of Hillsboro, organizer of the Mennonite church, spent several days looking after the interests of that church here and visiting the German Department. He was well pleased with the work that is being done.

Mr. I. F. Wiens of Buhler, a former student, visited friends at the college in February.

Mr. Christian Hope, and sister Christians, visited with their sisters several days.

Mr. C. A. Hiebert, of Hillsboro spent a few days visiting his brother and sister who are in school.

Mr. Jesse V. Stumps, and Miss Marie Ebbert, have completed the commercial course and returned home.

Elder A. F. Miller, of Darlow, Kan., a member of the visiting board, spent several days at the college.

ALUMNI NOTES

J. R. Rothrock is again on the hill and is doing some school work.

H. J. Vaniman and wife from Illinois, visited relatives and friends at Mr. Vau-man's former home in Rice Co., Kan., and stopped at the college on their return home.

H. J. Pankratz, a former student, visited the college recently. He has a hardware store at Hillsboro, Kan., at present.

Mr. and Mrs. I. D. Yoder were visiting the college a short time ago. Mr. Yoder is teaching the same school he taught last year near his home.

Anna Witmore Strickler of '96 has been ill for some time and is at present visiting her parents and friends on the hill.

Ira Lantz, a former student, has been practicing law in Oklahoma for about two years, and has recently been appointed to a clerical position in the Treasury Department in Washington, D. C.

Prof. C. E. Kemp of '96, also a graduate of the Oratorical Department has taught elocution in Lordsburg, California for two years, and has taken a course in the Oratorical School in Chicago. He is giving entertainments under direction of the Lyceum Bureau this year, and will give an entertainment in the chapel in the near future.

Margaret Bishop and Flo Ramage attended Dr. Drivers lecture and visited the college a few days, a short time ago.

Miss Ramage will be instructor in two Normal Institutes this season, one at Lyons, Kan., and the other at Sterling, Kan.

Hanson & Toews who bought the hardware store in Inman recently, have again sold out. Mr. Toews will clerk in the store for the firm who bought the store, and Mr. Hanson will travel for an implement company.

Frank Nofziger, a former student, is now proprietor of one of the largest lumber yards of Los Angeles, California. He is also a member of the city council of that city.

Miss Sallie Shirkey of '99 is teaching her second term of school near her home in Missouri.

Prof. A. C. Wieand is pursuing his course of study at the University of Jena, Germany. He hopes to complete his work there before long. He expects to visit several other leading Universities of Europe before he returns home.

WEDDING BELLS

At the home of Mr. and Mrs. John L. Kuns Sunday evening Feb. 15, while all was storm and bluster, without the warm sunshine of love and happiness flowed from the hearts of two noble young people, Mr. F. C. Garst and Miss Dessie Kuns, who in the midst of a large circle of relatives and friends were united in the Holy bonds of wedlock by Prof. S. J. Miller.

After many excellent congratulations all partook of a very delicious feast served in several courses. The Hapgood orchestra furnished music, thruout the evening. Many valuable and useful presents were received.

Mr. and Mrs. Garst will always be remembered as two of McPhersons former students for whom we predict a successful voyage on the sea of life.

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The McPherson College Bible Club.

For the purpose of making the Bible Department of McPherson College permanent, and thus promoting the study of the Holy Scriptures, I agree to become a member of this special club and to continue as such during a period of five years. It is understood that efforts will be made to secure one thousand members.

I agree to pay during the five years Dollars * each year, the first payment being due August 1st, 1902, and subsequent payments at intervals of one year following. It is further understood that I am to receive the McPherson College paper, RAYS OF LIGHT, (price 50c a year), during the five years of my membership without paying therefor.

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* The unit of membership is from one dollar to five dollars.

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MARCH 1903

Volume 4 No. 4



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Daniel Schmalzried	" "	C J Hahson,	" "
Jno. A. Moomaw,	" "	J K Schlatter,	" "
Dr. J B Alexander,	" "	Peter A Decker,	" "
Eld. Jacob Witmore,	" "	F A Vaniman,	" "
S P Fisher, est.,	" "	Geo. D Kuns,	" "
Chauncey Vaniman,	" "	J D Yoder,	Conway, "
D A Bradley,	" "	A J Buckman,	" "
C E Arnold, est.,	" "	J J Yoder,	" "
Prof. H J Harnly,	" "	Wm. McCarty,	Galva, "
Prof. S B Fahnstock,	" "	M Kumli,	Marquette, "
Dr. J C Hall,	" "	B Hilderbrand,	Elyria, "
H Parker,	" "	L B Young,	Hutchinson, "
Aaron Barker,	" "	H A Walker,	Groveland, "
Wm. Flickinger,	" "	Wm. Ridell,	Windom, "
Jos. Andes,	" "	Theo. Sharp,	Winnebago, Neb.
L D Schmalzried,	" "	J F Stutzman,	Girard, Ill.
H C Stifer,	" "	N B Slade,	Rialto, Calif.
M S Buckman,	" "	H Gernet,	Cloud Chief, Okla.

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RAYS OF LIGHT.

Vol. IV.

MARCH, 1903.

No. 4.

They Wrought in Blood

By ANNIE COLLINS

As history unfolds her pages, as time unlocks the doors of the future mingling the present with future and past; frequently among the innumerable masses monuments tower far above their contemporaries. How have they reached such lofty heights? Was it chance? Have they like seed fallen into fertile soil, favored by sunshine and rain, found growing natural?

Yes, opportunity revealed herself, as to every one; but they utilized that opportunity to its fullest capacity. They seized it, devoured it, as an eagle does its prey. As the half famished bird drinks the raindrops, they absorbed the fleeting jewels of opportunity. They plucked time's rarest, time's fairest flowers.

Yes, their fields were fertile; enriched with their own blood. They are the essence of humanity. On them fell the mantle of responsibility from on high.

In obscurity in the deep wells and mines of truth they dug, striving to link the real to the ideal, the human to the Divine; the blood they wrung from their bodies.

They sacrificed life that Nature's truth might prevail, that beauty might live, that wrong might be righted, that the wild might be tamed, that the crude might be polished. The great things, the profound problems have

thus been solved. The noble works are wrought with blood.

The work that only skins the surface, the required ordinary amount of labor does not put into action the keen delicate nerves of genius, of Divinity. The life whose soul is saturated with the accomplishment of its motive, whose every nerve cord is stretched to its utmost, is the life that counts.

The flame of such a life burns bright, it sheds its light far and wide and illuminates the unknown dim mysterious regions, when extinguished myriads of other flames, first ignited by this flame, rise up to take its place. What matters it if such a flame burns the life blood rapidly?

These strong characters have stamped their everlasting impressions on the world. In times of gloom and sadness, in times of joy and song they carried the load, they held the reins until all their blood exhausted, they yielded, they fell.

The soldier, full of life and hope approaches the field of action and bravely defends a righteous cause. In the hour of victory he falls; contentedly he closes his eyes to life and action while his life blood ebbs away. Yes a hero, a martyr.

The scientist incessantly toils day after day, delving with dim preplexing problems, which nature has left for us to solve. The barrier between the world and him rises higher and higher until in profound solitude the flame of his vitality is extinguished amid the

half revealed wonders of his works.

The poet, with language beautiful, smoothes the rough edge on life's stony path and plucks the thorns on the road-side, making the flowers appear more fair. The sharp stones have bruised many feet, the thorns have pricked many tender hands, that were searching for the flowers.

The poet reaches far and wide, deep and high, he holds communion with the infinite. Life means so much to him; he must work untiringly. He writes with his own blood, until life is spent, the pen drops from his hand, his form falls to the floor, the end. Yet his works are as eternal as the stars, and as influential.

Life leaves its impress on the lives next it; on those with whom it communicates. They leave their impressions on those next to them until outward in all directions go thoughts, words and deeds. The whole world, everlasting time feels the shock.

The painter whose charge is so beautiful, so great, so unfading, mingles with his gorgeous paints, blood. On the palette he pours it out. The flame of life burns dim, blood is mixed with poison, it flickers and is extinguished.

The musician sends his notes of cheer of sympathy, of encouragement throughout the world, until they reverberate and re-echo through all the universe forever.

We reflect on these characters with veneration and well we might. They are not only martyrs to their calling, but to all humanity, to all eternity.

Work is essential, work is divine, work is inevitable. Work is as universal as matter. Work is the fire that

must be fed with the lives of humanity.

The world was made beautiful and useful for man. Age after age, era after era have circled by with slow wondrous changes. Nature has been pouring out her sweet benefits. Shall man merely sit and gaze not half realizing the immense profoundness of the Divine; nor the great responsibility involved upon mankind?

Time is profound, space is immense, life is sincere. This we comprehend not. We allow these evanescent things to pass unheeded until too late. Our doom comes, we find no sunshine in our chair, no good accomplished. We selfishly dissipated and heeded not the swift flying opportunities until darkness closed. "Count that day lost whose low descending sun views from thy hand no worthy action done."

Oh! for faith that wavers not. Oh! for courage that yields not. Oh! for ambition that drinks the blood. Oh! for noble aspirations that ignites the divine spark in each human soul until it sends forth a perpetual flame.

The soul, the intellect, the mind, must excel its former state or it will become stagnant. Power comes from the inward soul; not what man seems but he thinks, achieves, is what he is.

Each day is eternal, each night sublime. We live only in the present, yet that swift flying moment is of everlasting consequence. In order to succeed we must sacrifice, not only sacrifice but burn the flame of life. "We must ever toil onward and upward who would keep abreast of truth."

If we only realized the importance that each moment of time brings, if we

comprehended it as eternal, we would not live in vain. We would not throw our days like empty shells on the sea.

Talents were not given to man, only loaned, not merely loaned but must be used, increased, doubled, multiplied. Action prevents their rust and corruption. Idleness brings sure destruction.

In climbing the rugged places, faith need be great. Let not bruises and bleeding feet suffice to dishearten. We know we will reach the top if we faint not by the way. Life is so full of work, so much to be done. We are so weak, so easily grow weary.

Man's physical temple is designed to allow the glory of the soul to shine forth. The servant of the mind, must go at its bidding.

Oh! to live for something, how grand. Oh, dreamer, wake, waste not time in idle dreaming, hear the call; all the world awaits you, haste, tune the discordant harp strings to Nature's own. Open the windows of the intellect and let the light shine in profusion. Go drink of the celestial water. "Leavethou the low vaulted shrine, put thee to heaven with a dome more vast, till thou at length art free; leaving thine outgrown shell on life's un-resting sea."

The Small School Versus the Large

In the present day bustle of American life, one is very apt, overlooking real conditions, to arrive at conclusions entirely unwarrantable. Numbers are likely to mean merit, and dazzling show to be taken for true worth. We

are too prone to judge not by results but by the glitter and glare of outward manifestations. And therefore, it often happens that we unconsciously match the large school against the small to the hurt of the latter.

In attempting briefly to discuss this subject, first let us define the small school as the one of modest pretensions with an enrollment of not less than 100 or more than 600. Above this number, with its many and varied departments is the large school. No one having had any experimental knowledge of both classes of schools, would assert that each one does not have its own peculiar advantages which the other can never hope to attain. The only question is, which has the balance of merit? What are the peculiar advantages of the small school, and do they surpass those of the large? We can best arrive at our conclusion by contrasting the two.

In the first place there is a *community of interest* in a small body of students wholly lacking in a large body. The large school is so large that the student feels he can never hope to have a part in the general school life. Hence he allies himself in the particular phases of the school's activity to the exclusion of other and probably broader interests. The large school is generally divided into many departments with conflicting interests. This is an endless source of enmity and results in alienating the affections from the general, communal school life, and directing them often to selfish or less worthy ends. On the other hand, the student in the small school is made to feel that he, himself, is part and par-

cel of the school's very being, that his interests and the school's are one. The result is a sense of reciprocal benefit and consequent harmonious and earnestly directed effort.

Not only is there a community of interest in the smaller institution, but there is a *personal relation* existing between teacher and student. This too, is not to be found in the large school. In a class of 2- or 800 it is absolutely impossible for the instructor, try he ever so hard, to become acquainted with his class. He may learn the names of a dozen or so perhaps, and were he unusually adapt, he would not have time to learn even the face and name of each student, let alone entering into his feelings, his hopes, his trials. To be sure the student could, and without being too obtrusive, so relate himself that he could become acquainted with his instructor, but often a false conception of modesty prevents him from doing this. The result is that there is a lack of that mutual understanding and harmonious, free intercourse necessary to the best interests of the student. Finally, this close personal relation existing in the small school is one of the chief causes of earnest thoro work on the part of the learner. It may be safely asserted, that as a rule the small school does more thoro work than the large. Not that the opportunities in the way of equipments, laboratories, libraries, etc., may not be better in the large school—they generally are—, not that one can not do as thoro work. But nevertheless, the stubborn fact remains that the work done is *not as thoro* as a rule. This fact is largely due to the inability of

the instructor to give his personal attention to the individual work of each one under his care.

Not only is there a community of interest and personal relationship in the small school but last and chiefest is there formed a greater *moral and religious atmosphere*. While indeed there may be many exceptions, it is a sad reflection upon our Universities and large colleges that the moral and religious side is largely neglected. Space forbids a discussion of all the causes of this. A very few might be mentioned. In a state school no religious tenets could be taught, and to satisfy every one, *all* Bible teaching is excluded. At the head of these great institutions and of their chief departments are found very often men who unfortunately, tho masters in their particular line, are unprincipled morally, and nothing religiously. The effect of this upon the student body is so apparent that it need not be discussed. On the other hand the small school is generally a denominational school where prevails a broad christian spirit, and is *insisted* upon a pure moral life.

The larger task of developing manhood and womanhood is not forgotten, along with the mind development.

The Y. M. C. A. and Y. W. C. A. and other christian organizations are generally found in a flourishing condition, while in the large school they are only a "joke" as it were. In two schools, one of 800, the other of 8000, which the writer has in mind, the two leading christian organizations in the school of 800 enrollment are much more active and have a larger membership than in the school of 8000. As

a consequence the moral and religious tone of the former is of surpassing excellence while that of the latter is low indeed.

But it is often urged that the large school is to be sought because of the great minds one there meets. Some educators say choose teachers, rather than studies. But is it a fact that in only the large school may be found men? The idea advanced by some, that the small institution does not afford great, noble, large hearted men is one of the greatest slanders ever perpetrated. And these villifiers have either no knowledge of what they are speaking, or are morally incapable of being influenced by the most magnanimous character that ever lived. Some of the grandest characters I have ever known of, are the men who are unselfishly sacrificing as it were, their life and talents in this way. Not that they are incapable of better places; not that they have had no opportunity of securing a more lucrative and an "easy" position. But with cheerful self-forgetfulness they chose to remain with the small school, believing that there they could be of more service to humanity. Heroic, Christ like spirits, deserving the encomiums of generations yet unborn! Knowing no fear and courting no favor, they pass the benedictions of their toil and influence on down the ages till it mingles with the majestic melodies in the grand victorious Symphony of Truth!

Occasionally, we note some educational journal taking much trouble to prove that the small school must "go." Yes, it will "go"—on growing, and

filling its mission. The large school has its mission too, and the two should not conflict. The first five of the 7 or 8 years school life should be passed within the halls of the school of modest pretensions. Then after habits of study have been formed, after the character is well molded, after the dangerous period of doubt and cynicism has changed to enlightened faith—then it is, that the large school with its many superior advantages should engage the attention of the student. But as long as we concede that "College Life is more than College Learning;" that it is of vital necessity that the student must draw inspiration from close personal contact with their instructors, and that the primary object in education is to build a firm foundation for manhood and civic righteousness; as long as we remember that,

"It is the heart, not the brain
That to the highest doth attain"
Just that long, will the sphere of the
small school's influence continue to increase.

Ohio Normal University,
Ada, Ohio.

DOING GOOD

By H R HEIBERT

The value of our having is measured by the time taken to do good.

Deeds are foot prints and the works of a man follow him, yea even unto his grave.

Every deed bears fruit which may be looked for in the unending chain of influence produced by the doings of every

individual.

The evil man does must die, while the good done will not perish, but bear fruit through all ages.

We should not try to do good only to the multitudes or to those living in remote parts of this great world, but rather than this, let us do good to those with whom we come in touch in every day life, to those in our community, yes to those in our every midst.

Let us ever give ear to cries of distress coming from stricken humanity be it where ever it may come from, but let us be sure never to forget our neighbor.

It is false and fruitless good doing whatever is the product of our actions done only for the welfare of our own interest, not considering the well doing rather as a duty.

If we seem to be touched by reports of disaster and distress in foreign lands when ever they are brought to our knowledge and stand rigid as witness of calamity, distress and want among our neighbors, then we prove ourselves to a judging world, to be false sympathizers.

We now-a-days need more humanity, more faithfulness in our daily life and action, more personal service, self denial and true helping instead of blowers of the good they pretend to be doing and which in reality they are not. Let us ever do unto others as we would have them do to us.

H. R. Hiebert.

Professor Brink of the State Agricultural college has compiled a new speller to be used in the college.

The Demand for Stenographers Still Increases

"Why don't more young men and young women take up the study of shorthand and typewriting and become proficient in its use?"

"There is a big demand for stenographers and this demand is constantly increasing.

"Some business man asks me almost daily, 'Do you know where I can get a good stenographer, either young man or young woman? I am willing to pay a good salary if I can get the right party, but they are hard to find.'"

The foregoing remarks were made the other day by a prominent business man in a large city in the east, and they forced me to wonder why more young men and young women all over the country did not go in for shorthand and typewriting. When consideration is given to the fact that these subjects are both easy for a bright person, with a fairly good education, to master within a comparatively short time, it really is marvelous that such a small number of persons, with plenty of leisure time in the evenings, and sometimes during the day as well, fail to improve the opportunity to equip themselves with a profession.

Men at the head of some of the largest mercantile institutions throughout this broad land of ours, men who draw immense salaries from railroad corporations, men and women, too, who have no peers in the practice of law and medicine, and men in public life—congressmen and senators—began their careers as stenographers.—L. J. T., in *Spare Time Studies*.

A T R I B U T E

Come gentle Muse,
From thy regions so fair,
Come dwell in our midst
And lighten our care.

O, shed in my soul
But one ray of light,
And make me a poet,
Just for to-night.

My theme, fairest maid,
Is one nearest my heart,
Of our chapel beloved,
From which we must part.

List! dear old Chapel,
I've something to tell:
For soon we shall bid you
A long sad farewell.

The Irvings will leave thee
Ne'er more to return;
How grievous the parting—
Ah! soon shalt thou learn.

Well hast thou served us
For many long years;
Thoughts of thee ever
Shall bring forth the tears.

How oft have we gathered
In the old chapel hall!
Given many quotations,
In response to roll call.

What sweet strains of music
Thy old walls have heard!
Floating onward and upward,
And the souls in us stirred.

But oh! the piano
Thou hast cherished so long!
How it pains me to utter—
Has the world all gone wrong?

But bend thine ears close by,
And I'll whisper to thee,
That dear old piano,
Thou'lt never more see.

Ne'er more shall sweet notes
From its ivory keys fall,
To gladden the hours
For ye Chapel Walls.

What speeches thou'lt miss:
Debates by the score,
And pantomimes many,
Recitations galore!

Oft times on this rostrum
Did the president stand,
And call us to order
With his powerful hand.

How wondrous the day
When the Irvings were born!
Though a long time ago,
They're still tooting their horn.

Oh! what might you tell
Of days long gone by,
If you only could speak—
Dear Chapel, don't sigh!

Enough could be told
In a long backward look,
To amuse us for hours,
And fill a big book.

What wise words were spoken,
What great deeds were done,
By Irvings departed,
To be rivalled by none.

Well may you boast
Of the Irving Memorial:
For to justice and right
They've ever been loyal.

How joyous the hours
We've spent in this place!
We ne'er can forget them—
Nothing e'er can efface.

Not all has been sunshine,
Not all has been play,
For oft have we differed
On many a sad day.

Some wanted the piano,
Some didn't you know,
And that was the trouble
A long time ago.

But once more to peace
We all feel resigned,
And now we leave you
And our troubles behind.

How sad is the parting
From that which we love,
But the summons has come
To regions above.

There is prepared us
A hall up on high,
And ever to reach it,
Our motto's been 'Try'.

How we have toiled
To attain that height!
What trial, surmounted,
In our long upward fight!

But now we have finished
Our course here below,
We've done our work faithful,
Have you not seen us grow?

Something keeps calling
To those regions up there,
To a place that is bright
And glorious and fair.

Now we can enter—
How joyous the thought!
See! all is ready—
The chairs have been brought.

But thee, hallowed Chapel,
Where we've met for so long,
We'll ever remember
When we sing our new song.

Then listen! dear Chapel,
Hear this sorrowful sigh,
List! for we bid you
Our final 'Good bye'.

—LUCETTA JOHNSON.

* RAYS * OF * LIGHT. *

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

E D I T O R I A L

This has been a month of many good lectures and entertainments. On Friday evening we had the privilege of hearing Dr. Driver, of Chicago, on the subject "The Anglo Saxon and the Future Rulership of the World." The lecture was admirably planned, being filled with many experiences of the speaker's travels, and well seasoned with wit and humor thruout. His main line of thought was that the Anglo American race, because of its commercial enterprise, its education, wealth, and wonderful resources, will eventually dominate the entire world. Dr. Driver is a man of broad culture,

gained by extensive travel and many years of study of books not only, but also of men and social conditions in general.

Prof. Kemp's Recital.

Many of our former students will remember Mr. O. E. Kemp who completed both the Oratorical and Literary courses in '93. He then accepted the position of teacher in Lordsburg College, California. After two years he resigned and entered the Columbia School of Oratory at Chicago, from which he graduated with honors in the following spring. The next year he taught expression in the Aurora, Ill. schools and conducted a night school in Chicago. Since that time he has been giving entertainments and has won national reputation as a reader and impersonator.

On Saturday evening in response to an urgent request from the Faculty and Senior class, he gave his favorite monologue, entitled "Seven Oaks."

An unusually large crowd greeted him. He was introduced by Pres. Frantz in a few well chosen words. He held the attention of the audience throughout and moved them first to tears and at the next instant they would burst forth in a roar of laughter.

Mr. Kemp possesses superior ability and as an entertainer gives promise of winning marked success.

Perhaps the best treat of the month, that the students were privileged to enjoy was the lecture given in the McPherson opera house on Wednesday evening, Feb. 25, by Rev. Chas. M.

Sheldon, of Topeka, Kan., on the subject "How to make the world better." All were anxious to see and hear the man whose books have been so widely read and have done so much good.

The reforms that are suggested in his different books, were brought out very forcibly in his lecture. Some of the ways in which he said the world would be made better are,—the union of christian efforts, the proper teaching of children, better use of God's money and property, municipal reforms, and the forming of better homes. All these simple truths were so earnestly given by this unpretentious man, that a deep impression was made on all listeners.

Rev. Sheldon also attended our chapel exercises the next morning, and gave us an encouraging and helpful address. His subject was, "Three things a college education will give." These, he said are, the brother-hood of man, strong conviction and religious nature. It is always a source of great inspiration to listen to men who have been able to do a great deal of good.



The New Irving Hall

Irving Hall is at last furnished and a beauty it is. The nicely finished room and the elegant furniture that has just been placed within gives us as fine a society hall as one could wish. Irving Memorial Society truly feels grateful to those friends who have given so liberally towards this work, and wishes to invite them to come and see what has been accomplished. The Dedication Service will be held Saturday evening, March 14, and the following program will be given:

Piano Solo.....Orral Matchette.
Duet.....Emma and Carl Miller.
Dedicatory Address..Prof. Frantz.
Solo.....Dr. Kittel.

Announcements.

Violin Solo.....Bernice Daily.



Sir Samuel Wilkes, writing to Knowlidge, states that Fahrenheit's thermometer owed its beginnings to the invention of a thermometer by Newton, which was described in the Philosophical Transactions for 1701. Newton's instrument was a tube filled with linseed oil, and the starting-point of the scale was the temperature of the human body, which Newton called 12. It is worthy of notice that at this period, when numeration was based upon natural requirements, the duodecimal system was proposed for this, as it was in use for all purposes. Newton accordingly divided the space between his datum and the freezing-point of water into 12 equal parts, and stated that the boiling-point of water would be about 80 of these degrees on the scale. Fahrenheit, when he began to work with Newton's thermometer, did not find the scale, minute enough for his purpose. He therefore first doubled the number of degrees, making the scale number 24 instead of 12. Finding he could, by mixing ice and salt, obtain a temperature below freezing, Fahrenheit next adopted this for his starting-point and counted 24 degrees up to body heat, making the freezing point 8 and calling boiling water 58. Later on he again divided his degrees into four. It will be seen that if the above figures are multiplied by four, the result is the thermometric scale called after him which is still in use.

E X C H A N G E S

We are glad to welcome several new exchanges this month.

Mother—"Johnny, stop using such dreadful language."

Johnny—"Well, Mother, Shakespeare uses it."

Mother—"Then don't play with him; he is not a fit companion for you."

—Poly Technic.

"I thought your son was pursuing his studies at the University."

"So he was, but he concluded he couldn't catch up with them."

Teacher—"Willie, spell blind pig."

Willie—(spelling), "b-l-i-n-d p-i-g."

Teacher—"My boy, you have left out the i's."

Willie—"If I put the eyes in, the pig would not be blind."—Ex

Instructor in drawing—"You have drawn the horse very nicely, Charlie, but you have forgotten one thing. Where is his tail?"

Charlie—"Oh, that horse doesn't need any tail. There ain't no flies on him!"—Ex.

Turn over a new leaf and if you blot the page, turn over another

Watch the Child

Change rests the brain. A great variety of related objects should be used in teaching, extending gradually the time of each act of observation, so that the healthy interest may be sustained. The direction that I would give to all teachers is watch the child, watch his attitude of attention. Is it spontaneous? Is the light of pleasure in his eye? Is interest the motive which controls him? So long as that exists there is no danger, but

just before it may cease—I mean the feeling of pleasure—the action should be stopped.

Kansas Examples

Kansas is setting three good examples, that is, three additional to its many. It was only the other day that the wide-awake President, Mr. Don Kinney of Newton, reported every teacher and every officer but one of his home Sunday-school at the Convention at Halstead. Of course there was a reciprocal blessing in school and convention. What a fine proof too of a busy banker's interest and faith in the Sunday-school association work.

Now, Kansas reports its delegation to Jerusalem all filled, and quite an additional list of active Sunday-school workers desirous of going. Secretary Engle is cordially inviting any other State to take some of their surplus. And just here is where the wisdom of the plan of the World's Committee is shown, in that it provides that in case some states do not fill their apportionments the Committee later on will make a new apportionment whereby the States that have more than their quota of persons pledged to go may be assigned their respective shares of the berths not taken by some other States. Not all those extra applicants in Kansas need give up. There is still a chance.

Then again the Kansas Association has done another fine thing in deciding to raise a special fund to send its devoted, successful General secretary, Mr. J. H. Engle, to Jerusalem. Heartily congratulations, Brother Engle. Congratulations also to the Kansas Association for the work and workers throughout the State will receive back from Brother Engle many times the value of the amount when he returns.

True Education

True education makes a human being of the greatest possible use and benefit to mankind. The central point and sole purpose of education is to make the highest motive a fixed habit. Skill in each motive gives greater power to do good.

Make Clear That Which You Teach to the Pupil

Truth is always dependent for its transfer on some intermediate agency. The agency may be words, gestures, or visible objects. To those who are uninstructed, a word may be meaningless or misleading. The teacher has a work to do in making agencies effective to the end.

Quantity Teaching

Thousands of girls without culture, with very deficient education, manage, after repeated trials, to pass cram examinations met by quantity drills—examinations that are no tests whatever of ability to teach. An effective school means an educated, cultured, trained, devoted teacher. The best teacher is he who studies the peculiar character of each pupil and acts well instructed judgment upon the knowledge thus obtained.

Highest Qualifications of a Teacher

The highest qualifications of a teacher is a dominating love for children, manifested by a strong desire to assist them. The second qualification, an outcome of the first, is that a teacher must be deeply in love with the subject of study; in other words, must be a persistent, close student of the subject taught. Third, he

must have power and skill in the manifestations of thought. And, fourth, he must have the courage of his convictions.

To Make a Truth Clear

Making a truth clear to a pupil, involves a clear understanding of the truth by the teacher; his clear understanding, also of the pupils measure of knowledge, and of the pupils methods of thought and speech. It involves, moreover, close attention on the pupils part, and wise methods of exhibiting, explaining and illustrating the truth on the part of the teacher. Without his making clear the truth to which he would teach, the teacher may indeed know that truth for himself, but he cannot cause the pupil to know it; and teaching is causing the pupil to know it; and teaching is causing one to know. No teaching of the truth is possible until that truth is made clear to him who is to be taught.

COLLEGE NOTES

Class colors are flying now-a-days.
Examinations are drawing near again.

Spring term opens Tuesday, March 24th.

Irving Memorial Society is quite proud, and justly so too, of their new hall.

The Oratorical Club gave an entertainment in Moundridge, March 6. It was pronounced a decided success by those who attended.

The German Literary society is doing some excellent work this year. The new officers chosen are, Pres. F. V. Wiebe; Vice Pres. H. R. Hiebert; Sec'y. Katie Reichert.

The graduating classes are all well organized and many plans are being made for commencement week.

The class in sociology are making many interesting investigations in different social problems and conditions.

Quite a number of students will leave school at the close of this term, but as many, or more new students are expected for the last term.

Mrs. D. H. Arnold of Bird City, Kan., who is visiting her parents near the city called upon her many friends on College Hill.

Mr. Chas. Fike has purchased the residential property of C. H. Slifer, and has moved his family into the same.

Mr. J. T. Duerksen, accepted a school near Pleasant Prairie and is wielding the birch.

Mr. Henry Stutzman closed his school at Elyria and has moved on the Brubaker farm just south of this city.

Mr. Frank Garst has accepted a position at Waterloo, Iowa.

Mrs. Wm. Thomas, and Mrs. N. B. Wagoner of Red Cloud, Nebr., visited with their children and other friends on college hill.

Mr. P. B. Schmidt, a student of last year, was drowned at Manhattan, on Thursday evening, Feb. 19, while skating on the Blue River with some fellow students of the Agriculture College. His body was found the next day a few feet from where he sank and was brought to his home south of McPherson for interment. Mr. Schmidt was a very promising young man and his many friends on College Hill join in heartfelt sympathy with his aged parents in their sad bereavement.

Mr. and Mrs. G. F. Kilmer, of Western, Nebr., spent a week on college hill with their sons, M. O. and M. I. Kilmer.

The following officers were chosen by the Y. M. C. A., for the ensuing year. Pres., P. C. Hiebert; Vice Pres., S. E. Miller; Sec'y., F. W. Cline; Treas., B. T. Burnworth. These are all men of sterling worth, strong christian character, and eminently qualified for their respective offices.

The Y. W. C. A., chose Dottie Wheeler, Pres.; Grace Lowry, Vice Pres.; Sylvia Miller, Rec. Sec'y; Mable Kimmel, Cor. Sec'y; Gladys Crawford, Treas.; Olive Clement, Chorister.

Elder J. V. Wiebe, of Hillsboro, organizer of the Mennonite church, spent several days looking after the interests of that church here and visiting the German Department. He was well pleased with the work that is being done.

Mr. I. F. Wiens of Buhler, a former student, visited friends at the college in February.

Mr. Christian Hope, and sister Christians, visited with their sisters several days.

Mr. C. A. Hiebert, of Hillsboro spent a few days visiting his brother and sister who are in school.

Mr. Jesse V. Stumps, and Miss Marie Ebbert, have completed the commercial course and returned home.

Elder A. F. Miller, of Darlow, Kan., a member of the visiting board, spent several days at the college.

ALUMNI NOTES

J. R. Rothrock is again on the hill and is doing some school work.

H. J. Vaniman and wife from Illinois, visited relatives and friends at Mr. Vau-man's former home in Rice Co., Kan., and stopped at the college on their return home.

H. J. Pankratz, a former student, visited the college recently. He has a hardware store at Hillsboro, Kan., at present.

Mr. and Mrs. I. D. Yoder were visiting the college a short time ago. Mr. Yoder is teaching the same school he taught last year near his home.

Anna Witmore Strickler of '96 has been ill for some time and is at present visiting her parents and friends on the hill.

Ira Lantz, a former student, has been practicing law in Oklahoma for about two years, and has recently been appointed to a clerical position in the Treasury Department in Washington, D. C.

Prof. C. E. Kemp of '96, also a graduate of the Oratorical Department has taught elocution in Lordsburg, California for two years, and has taken a course in the Oratorical School in Chicago. He is giving entertainments under direction of the Lyceum Bureau this year, and will give an entertainment in the chapel in the near future.

Margaret Bishop and Flo Ramage attended Dr. Drivers lecture and visited the college a few days, a short time ago.

Miss Ramage will be instructor in two Normal Institutes this season, one at Lyons, Kan., and the other at Sterling, Kan.

Hanson & Toews who bought the hardware store in Inman recently, have again sold out. Mr. Toews will clerk in the store for the firm who bought the store, and Mr. Hanson will travel for an implement company.

Frank Nofziger, a former student, is now proprietor of one of the largest lumber yards of Los Angeles, California. He is also a member of the city council of that city.

Miss Sallie Shirkey of '99 is teaching her second term of school near her home in Missouri.

Prof. A. C. Wieand is pursuing his course of study at the University of Jena, Germany. He hopes to complete his work there before long. He expects to visit several other leading Universities of Europe before he returns home.

WEDDING BELLS

At the home of Mr. and Mrs. John L. Kuns Sunday evening Feb. 15, while all was storm and bluster, without the warm sunshine of love and happiness flowed from the hearts of two noble young people, Mr. F. C. Garst and Miss Dessie Kuns, who in the midst of a large circle of relatives and friends were united in the Holy bonds of wedlock by Prof. S. J. Miller.

After many excellent congratulations all partook of a very delicious feast served in several courses. The Hapgood orchestra furnished music, thruout the evening. Many valuable and useful presents were received.

Mr. and Mrs. Garst will always be remembered as two of McPhersons former students for whom we predict a successful voyage on the sea of life.

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