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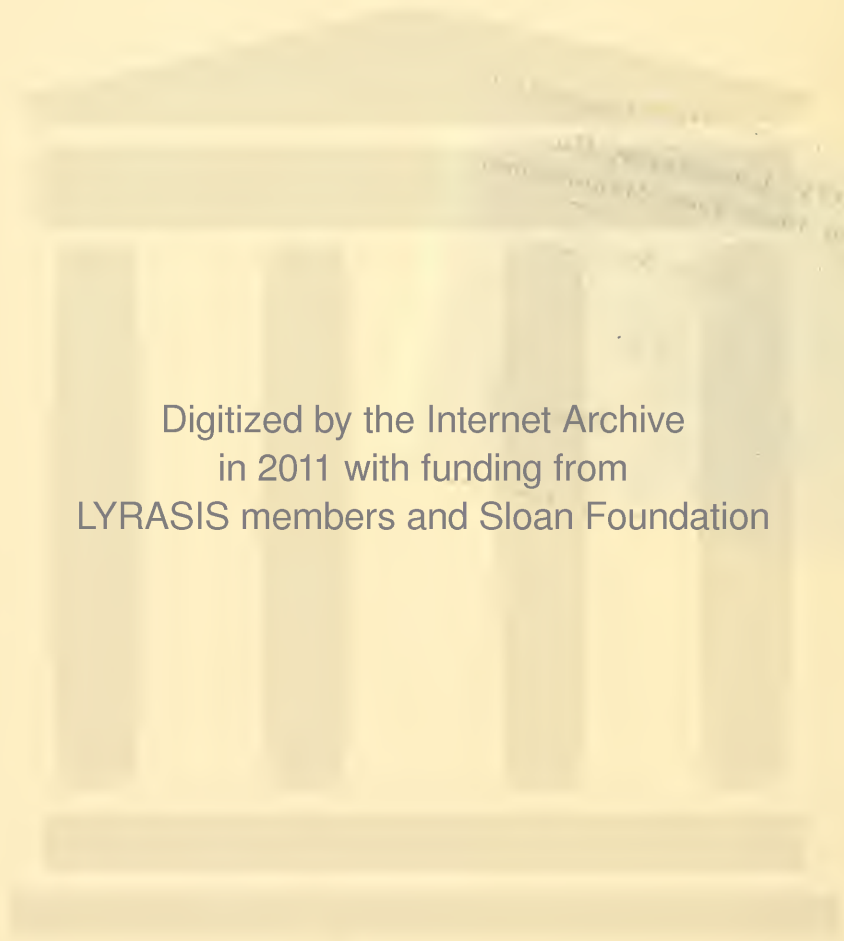




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Our College Times

VOL. X

ELIZABETHTOWN, PA., OCTOBER, 1912

No. 1

October's Bright Blue Weather.

Helen Hunt Jackson.

O suns and skies and clouds of June,
And flowers of June together,
Ye cannot rival for one hour
October's bright blue weather.

When loud the bumble-bee makes haste,
Belated, thriftless vagrant,
And Golden Rod is dying fast,
And lanes with grapes are fragrant.

When Gentians roll their fringes tight
To save them for the morning,
And chesnuts fall from satin burrs
Without a sound of warning.

When on the ground red apples lie
In piles like jewels shining,
And redder still on old stone walls
Are leaves of wood-bine twining.

When all the lovely wayside things
Their white winged seeds are sowing,
And in the fields still green and fair,
Late aftermaths are growing.

When springs run low, and on the brooks,
In idle golden freighting,
Bright leaves sink noiseless in the hush
Of woods, for winter waiting.

* * * * *

O suns and skies and flowers of June,
Count all your boasts together;
Love loveth best of all the year,
October's bright blue weather.

A Symposium—Part I.

Which is the Greatest Art: Literature, Painting, or Music?

Orville Z. Becker, '15.

What is literature? It is the art of letters, the artistic record of life, the immortality of speech. It is the fruit of thinking souls and the garden of wisdom. St. Pierre says, "Literature is the daughter of heaven descended upon earth to soften and charm all human ills." I shall now prove that of these three arts, literature is the most educative.

Through literature more facts are presented and more knowledge transmitted to succeeding generations in the shortest time than by either painting or music. Carlyle says, "Oratory is simply literature not yet recorded." He further states, "Was not there a literature before printing: yea it was before writing and it was the thought of thinking souls, which by the blessing of God, can in no generation be cast away, but remains with us to the end of time to uplift mankind since man is only what his literature is?" Therefore, every day in our churches, in our public schools, colleges, and universities, through our preachers, our teachers, and our educators, more facts and truths are presented to millions of people in one day than could be done in years through painting and could never be done by music since music paints no mental picture and presents no facts but simply is a sometimes pleasing combination of sounds which, when they have died away, are remembered no more. One sentence may express

what it may take years for a master to place on canvas. And then just see what a useless waste of energy in preparing a combination of colors on a flat surface to present an object from one point of view, when in a few sentences, through living expressions in forms of truth and beauty, can be represented the same object from different points of view.

In the second place, literature reaches more of the masses and therefore is more uplifting and beneficial than the other two arts. Every day millions and millions of people are influenced by the press and the pulpit. These are the great forces that bind a nation together, through the medium of which we learn of the development of all mankind and not simply of the advancement of the little circle in which most of us travel. Libraries are abundant everywhere, containing the great work of man. Every college and university has its library as also does every town and city of importance, many of which have a few of them. But on the other hand how many art galleries do we find? We find them occasionally in the largest cities and then, too, when you visit one of them—if you ever do—how many people as a rule do you see there? Every now and then you see one or so. This is a fact which will be evident to you by simply visiting an art gallery. Although some paintings have an educational value, it is not

transmitted to the masses. They do not visit these galleries because they can get practically the same facts and impressions as good or better through the medium of literature.

Thirdly, the author has a nobler work requiring more genius than either the painter or the musician because literature is a written record of man's creative mind, addressing itself in worthy expressions to the common receptive mind of mankind. Its note or chief characteristic is universality, as distinguished from all that is limited and narrow. Thought whose interest and scope is as broad as humanity itself, when suitably clothed in the language of real life, and fitted for the use of the generally intelligent mind, constitutes true literature and this transmitting of the human thought to the written page is the work of the author. Now if this is his work then what is the noble work of the painter? It is simply the smearing together of different colors on a flat surface to reproduce some certain effect which by my next point I want to show you is very limited toward the unlimited mental picture that can be presented or painted of the same object through the written or printed page. For instance, what can a picture or painting tell you about wind or heat, about sound or smell, about motion, about the feeling of roughness or moisture? It can tell you none of these, nor can music either, for that matter. Also think of how many a picture you have seen which meant nothing to you because you did not know the story connected with it. Also a painted picture can represent only a single moment in the course of a story; it cannot tell what went before or what happened afterward, all of

which is possible in literature. Furthermore, besides the mental picture painted, the ideas of motion, sound, or feeling which we cannot receive from the most skillfully painted picture can be clearly presented in literature. These defects in paintings are also true of music save that music does not even paint a picture. However, it is not defective in sound qualities.

Through literature we also learn to know and receive the experiences of all men, especially since literary works are imperishable. In paintings there is only one painting that is original, while in literature the great works may be printed and reprinted to such an extent that they are practically imperishable. This benefit of knowing our fellowmen is of great importance besides the pleasure we receive in reading and having our imaginations quickened. Man is not only a doer of deeds but a dreamer of dreams, and to know him we must search for his ideals from which his acts have sprung and these are found recorded only in his literature. Our literature is not simply a pleasing play of the imagination like painting and music, but it is the record which preserves the ideals of mankind. These ideals—love, faith, duty, friendship, freedom, reverence, are the part of human life most worthy of preservation. **The Greeks were a marvelous people, yet of all their mighty works we cherish only a few ideals,—ideals of beauty in perishable stone, and ideals of truth in imperishable prose and poetry. It was simply the ideals of the Greeks and the Hebrews and the Romans, preserved in their literature, which made them what they were, and which determined their value to future generations. Finally, the highest cre-**

ation in literature which is the Bible, was, is, and ever will be the greatest factor in controlling and influencing mankind for good. Now if this is true I have proved beyond refutation that literature is the greatest art since we all know that our Maker would not send his message to us through any medium save that which is the most specific, clearest, and best medium possible. Why did he not send his message through a series of paintings or a music book. It is because through the medium of literature he had the most specific, artistic, permanent, and imperishable means of transmitting it to us. Now, let me prove this sixth point beyond a doubt. The Bible contains the word of God, the state of man, the way of salvation, the doom of sinners, and the happiness of believers. Its

doctrines are holy, its precepts are binding, its histories are true and its decisions are immutable. It is given to mankind in life, will be opened in the judgment and remembered forever. It involves the highest responsibilities, will reward the highest labor, and will condemn all who trifle with its sacred contents. Ladies and gentlemen, when this life is no more, all its paintings shall be dust and all earthly music forgotten, but the highest form of literature, the Holy Bible, will be remembered throughout ages eternal. We can live without music, we can live without paintings, but I defy any man to prove that we can live without the Bible. Its author has placed us here, it controls our being here, and it will decide our abiding place in eternity.



Among the Mountains.

Rebekah S. Sheaffer, '13.

"You don't mean to say he was killed, do you?" These words spoken in a low, sympathetic voice streamed from a break in the canvas of an old tent perched as if by chance in a remote spot of a cove. The valley, guarded on one side by the Blue Mountains and shut in on the other by the Tuscaroras, is a place that never fails to be pleasant since birds and crickets are contributing continually to the music in the air; nor does it cease to be doleful because of the clouds of mist which overhang the country, never once breaking to let the sun beam down on the pale faced inhabitants. So small is the clearing and so steep are the ridges that these giants seem to be warning this spot of desolation against the evils of a higher degree of civilization.

Hard against this wilderness nothing but tents intertwined now and then among a few farms can be seen for several miles. It is in one of these tents of this retreat that nine boys from a distant city spent their vacation.

It was high noon Monday, when these boys arrived at the nearest station on the opposite side of the mountains. This jolly band had no little difficulty in securing sufficient pack horses accustomed to climbing the mountains to carry their baggage. After innumerable halts, several sprained ankles and three prostrate horses, the summit of the ridge was reached. A valley small yet beautiful lay at its foot. Two roads leading to the valley were before them—one leading to their camp and

one to a thicket where rumor had it that upon entering nothing but severe suffering, even death, was the end.

At this juncture the question running through their minds was, "Which road shall we take?" The one to the right seemed best and was chosen. Several paces were already passed when those in the rear were frightened by a sudden halt and cry of terror. Six men were seen to flee. A man moaning in anguish fell prostrate before Bill's horse. That they were on the wrong road was evident.

"How were they to get out? The trail was too narrow for the horses to turn! Had they better go on and drive off these ruffians!" These thoughts bewildered them. Seven times did they stoop to avoid the sight of those whom they supposed to be the cave-dwellers.

"We'll shoot the horses and turn back," gasped Fred. Sorry that it was necessary but glad that so apt a plan was available, they killed the horses and rushed back never once stopping to recognize the dead man. The junction was reached and the other pass taken. Instead of a dark, dismal trail, there was a cheerful and delightfully scented pass so that the two hours ride to camp seemed but one to all except Bill who was thinking of the dead man. From three to six o'clock that day, the time was spent in getting everything ready for their two weeks' stay. That night, and for two or three days, little but eating and sleeping was indulged in.

The fifth day that week was one that will always be a red letter day in the minds of those boys. Early breakfast was ushered in by the appearance of a young girl—the first one they had seen since they had left the city.

She was a perfect figure, with blue eyes set under heavy dark eyebrows. Her height, the betrayer of her dignity, detracted only a bit from her calm submissive disposition. A kindly nature was shown when a smile was returned in answer to a frown. Drooping shoulders, a slow step, and an anxious expression told that she was the victim of much sorrow. The girl did not remain unnoticed; for no sooner had she entered camp than all the boys inquired about the girl to whom Bill was so intently talking. At this point a spirit of rivalry seemed to clutch each boy, but in spite of all this, her fascinating ways drew them all about her. Each answer given in reply to the many questions sprung upon her seemed to involve a deeper mystery. Curiosity and impatience caused some to return to their tents but Bill and John stayed to hear her most thrilling story.

A sudden rush to the tent and a cry of, "Now, boys! I know who that man was that fell before us last First day," brought a look of surprise to the girl's face, and a long silence in the tent, and then a whisper, "Do tell Bill!"

The awe-inspired Bill broke the silence when he said, "It's a shame, boys, Had we but stopped to help that unfortunate man in the pass, we might have saved this girl's brother and our friend."

"You're way off, Bill," came from a remote corner of the tent.

A rebuke from the rest, who felt it a breach even to think of speaking like

this at so anxious a moment, and several nods of appreciation caused him to finish his story.

Placing his hand on the girl's shoulder, (for she sat near him) Bill continued, "Our friend's brother left camp two miles from here to fetch provisions for his mother and her family who lived there. Just as we did, so he followed the wrong trail and it is supposed that he fell a prey to the cave dwellers." The girl sat spell bound and said rather abruptly, "Did you really see him? but you don't mean he was killed?" A sympathetic and hesitating answer of assent was enough to convince her of the reality of this circumstance.

Then Bill slowly continued, "Now boys let me tell you. The man to whom we owe our safe arrival and the dead man whom we left behind us was our friend. Two weeks ago today, he came for his vacation to this place—his old home. But why did he not tell us he was coming here?" There was a slight pause and then Harry said, "He feared the sneers of some of us for living as he did."

The sympathy of the entire group of boys went out to the young girl and her family. She left for home, but not alone. Bill saw her to her destination, where he noticed that poverty reigned. He found the mother a distracted woman and the two children with no support save the young girl—June.

Upon his return to camp he related what he had seen. Such an afternoon was never before spent. Instead of a jolly group of boys there was a sober group of gentlemen; instead of wrangling and laughter, there was peace and sympathy. Camp life was no longer a source of pleasure. So the next morn-

ing they broke camp and all they had, even their money, save what they needed to return home, was given to that mother, together with their sympathy and promise that, in his turn, each should take the place of her son.

For years afterward happiness and ease crowned that mother's life; and June, though admired by all the campers, remained ever true to her sympathetic Bill.

Resolutions of Sympathy.

Since our Heavenly Father in His infinite wisdom has deemed it wise to remove from this life the father of our fellow student, Ira R. Herr, be it resolved,

First, That we commend the sorrowing children to our Heavenly Father, who can heal all earthly sorrows.

Second, That we, the Faculty and students of Elizabethtown College, do hereby extend our heartfelt sympathy to the bereaved family.

Third, That the bereaved family receive a copy of these resolutions.

Fourth, That these resolutions be published in Our College Times and in the Elizabethtown papers.

Ralph W. Schlosser,
Rebekah S. Sheaffer,
A. Mack Falkenstein.

Committee.

Since Ira R. Herr is a member of the class of 1913, a committee, appointed by the President of the class, has drawn up similar resolutions.





Editorials

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Our College Times is published monthly during the Academic year.
 Arrearage on subscription to this paper is charged.
 Report any change of address to the Business Manager.
 Subscription rates:—Fifty cents per year; ten cents per copy.

Entered as second-class matter April 19, 1909, at the Elizabethtown Postoffice.

A Change.

OUR College Times has now nine years of history behind her, and with this issue enters upon her tenth year. There has been quite a growth from the small gray paper of May, 1904 to the last issue of Vol. IX. From the beginning of the paper it has been the aim of the former Editor-in-Chief to make this paper depict as vividly as possible the life of the student body on College Hill, as well as to offer some of the best productions of the class-room and of the society halls, to

the many readers of this paper. From such a course we do not wish to deviate and shall endeavor to make this volume as interesting as we can to our many friends and patrons.

The Editor-in-Chief feels that with the change from the Business Management to the Editor's Sanctum comes an increased responsibility. Yet we believe that responsibility must be borne in all vocations at some time or other by younger persons. We also believe that science and inventions have advanced in spite of the shifting of the

mantle of responsibility. Consequently, we, as a new Editorial Board, enter upon Vol. X not without the feeling of hesitancy, but at the same time relying upon our own ingenuity and the experiences of our predecessors. We further hope that with this increased responsibility we may exercise the proper censorship on all articles and notes, so that the paper may truly be for the advancement of the interests of Elizabethtown College.

In the publishing of this paper, there lies a field of opportunity in which the student body can assist the management of the school. The best advertisement of any College is a Christian lady or gentleman who has been under the influences of its teaching. For it is only from the pure heart that pure thoughts can flow; and it is the aim of this paper to give expression to the public of as many of these pure thoughts as are available from the student body. Here, indeed, is an opportunity for the loyal student to assist the cause of education, to better others and to procure a personal benefit. Students, think of the excellent paper that could be published if some students would write articles and submit them for publication! Let us all set our aim high and strive to make Vol. X the most interesting volume of the paper yet published.

Furthermore, we believe in the old adage, "You can not pour new wine into old skins." Methods and theories of a quarter of a century ago are in many cases the flotsam and jetsam on the modern sea of civilization. Modern ideas and methods should prevail when they do not violate principle, for life is progressive. This, however,

does not necessarily mean that life is always improving or ameliorating its condition, but it clearly demonstrates the impossibility of a stand still. We are either advancing or retrograding. In order to abide by this universal law of life, we deem it advisable to make a few changes in our publication. Personalities will be scattered to the four winds unless they concern the reading public of this paper; the student body will be given an opportunity to develop originality of expression as far as the rules of rhetoric will allow; humor and wit in the school notes will be tolerated when they savor of true wit and true humor; and the Editorial staff will hereafter appear on the first editorial page. With these changes we shall enter upon our duties, mindful of the many opportunities in our hands and the responsibilities upon our shoulders.

Paying the Price

What though the rose have prickles,
yet 'tis plucked.—

Shakespeare-Venus and Adonis.

The present generation seems to have a mistaken idea about getting something for nothing. The bargain counter is thronged with crowds because of this delusive idea. To be sure the merchant is not going to lose money on the whole, even though he may lose on a few sundry articles. As a rule we usually pay well for what we buy at the bargain counter. No farmer will sell a good animal at bargain rates, for he knows that which has value will also bring its price. The luscious fruit, moreover, commands the best price on market and is also the best seller because there is a value in it. It satisfies a lawful appetite. The man

who builds a house is willing to pay the price for modern conveniences and does not expect first-class material at a large reduction. Then, too, the manufacturer is willing to pay well for any invention which will increase the income on his investment. There is no quibble when a good invention is to be bought. The inventor deserves the price and the manufacturer feels he is getting the worth of his money. Again, the greatest paintings of the masters can only be bought by paying the price. Talent expressed in this form may even acquire such value that only those with large sums of money can buy it.

Many of us may be too poor financially to pay the price of some of the things just mentioned, but there is one thing we all can purchase if we are determined to buy—an education. We are all endowed with capabilities for the accomplishment of life's destiny. But the man who attempts to perform his mission in life by a blind use of his God-given powers will not attain the "mark of the high calling." Neither can the farmer acquire the greatest success in this age, if he does not learn to handle modern tools. Craftsmanship, the ability to handle tools, is the keynote to success today. No matter what art be investigated, it will be found that the great masters in those respective arts were masters of their tools. If craftsmanship, then, is the test of efficiency, every young person should be anxious to learn how to use his God-given powers. Of course, obstacles may beset a young person, but to an earnest student they are a benediction in disguise. The road to success is paved with obstacles that have been overcome; the way to failure, with good in-

tentions never accomplished. Consequently, by the boy or girl who has grit and tenacity of purpose, craftsmanship can be had by deciding to become a master of obstacles—a character freed from ignorance and superstition—a liberally educated man or woman.

However, this education can not be had without paying the price. The person who would have a broader view of life must pay this price in toil. The boy who has never earned a dollar under the scorching rays of a July sun can little appreciate the sacrifice of parents or the nominal cost of his education. Lack of industry on the farm, or in any other vocation in life, is one of the essential ingredients in the failure of a student at College. School is real life, and no one need expect any benefit without putting forth strenuous efforts. The student who loafs never becomes a skilful craftsman, and when he leaves school, will also loaf. School life means work. Too many young men go through school following the path of least resistance and when they have completed their course they are but mere puppets in facing realities,—indeed offering little resistance to pressure. Then, again, too many students finish college courses and cover a wide range of subjects but none of them very thoroughly. We do not believe in early specialization, but we do believe in the early selection of a definite aim in life. Breadth gives view; but depth, efficiency. So do not be afraid to dig deep, to turn a little subsoil now and then, and to burn a little extra oil for efficiency's sake. In short, part of the price must be paid in good honest labor.

It is also an evident fact that craftsmanship becomes an art only as we ex-

ercise care. The typewriter can never hope to run his fingers carelessly over his machine while in school and then expect a position requiring accuracy and speed after graduation. Nor can the music student listlessly allow his fingers to glide over the keys of the piano during practice periods and after graduation expect to accompany Mme. Nordica or by a virtuoso. Any student who has not arranged his work with care ought to formulate carefully a plan and then work that plan. He must select that which is conducive to the development of his particular tools. A haphazard program in school will develop a haphazard college student. Just as the student must exercise care in his method of work so he must cultivate habits of neatness and cleanliness. The student who has his books upside down on his table with others in a correct position, who has pictures on the wall that are not hanging plumb, who has no particular place for each article in his room, is not yet liberally educated; he is still bound by the web of confusion and disorder. In addition to this acquisition of personal habits, school life demands a proper conception of human rights and privileges begin. For, the student who can rights end where his neighbor's privileges begin. For the student who can never agree with his room-mate or is always in trouble on the hall, can not expect to leave a college dormitory and be an ideal citizen. School is life in all its reality and earnestness, and whoever can not exercise enough care in the discernment of rights and privileges in school has not yet learned to live the Christ life. He has not yet paid the price in care.

Though a student is paying the price in toil and in care, there is yet one way in which he must pay the price to insure a liberal education. The Savior spent thirty years in preparing for three year's work; we must pay the price of a liberal training, in time.

The mushroom grows up in a night and shrivels up under the rays of the next day's scorching sun. In spring the farmer plants his corn and in autumn gathers the golden ears. He plants an orchard and must wait some years before he can pick the luscious fruit. When God decides to grow an oak tree he takes a century, and perhaps thousands of years to carve a valley on the bosom of mother earth. This undeniably portrays to us the fact that things worth while require time in the natural world. This same law holds true for the achievements of mankind and for great world movements. The pyramids were not built in one year; many of the vast cathedrals of Europe were not built in one decade; the kingdoms of the world were not established in one century; the languages of the world were not fully developed in five centuries; and Christianity, the greatest power on earth, was not fully developed in nineteen centuries, for it is still growing.

In the face of this testimony will the student claim that he is fitted for the work of the world after one year of preparatory work? In the first place, the student in the Commercial course can not expect to be an expert in the business world after one year in school. For business is today a science and needs the best brains the colleges can furnish. There are more positions

vacant for \$1200 men than there are \$1200 men to fill them. The top of the ladder is never crowded, but let it also be remembered that the top of a ladder is never reached without starting at the bottom. Then, again, the student who expects to enter the teaching profession should not stop his school work before having finished at least a four year's Pedagogical Course. School boards in the near future will hire only teachers who hold a diploma from a College or Normal School to direct the plastic minds of our youth. So do not be in a hurry to get through school, but allow the school to get through you. No person has yet regretted an extra year spent in school. Be thorough even if it requires this extra year, for the graduate in the next decade, if he shall succeed, must have such a degree of efficiency as our college men have never before realized to be necessary. For we are living in an age of false doctrines and sooner or later it will fall to the rising generation to stand as a man and clear away the mists of darkness from the souls of benighted men and women. Young men and young women, are you willing to pay the price in toil and care and time for a liberal education?

The College Lecture Course

We believe the Library Committee has secured for the school year 1912-'13 the strongest and most interesting course of lectures and entertainments ever secured for the students and friends of Elizabethtown College. The lecturers, the readers, and the musicians for this course represent a number of states and cover a wide range of subjects, and we have great reason to be-

lieve the course will be practical and beneficial to all classes of people. It is our desire that every student avail himself of this opportunity of getting inspiration from these experienced minds.

The first number of this course will be given by Humphrey C. Deibert on the subject, "James Whitcomb Riley." Mr. Deibert comes highly recommended and deserves the patronage of young and old, for his subject has universality of appeal. This lecture will be given October 9, 1912.

The George P. Bible Family will give an elocutionary and musical entertainment on October 30, 1912, in Heisey's Auditorium. This is the only number of the course that will be given in town. Mr. Bible has been with us before and has always been appreciated by large crowds.

Byron C. Piatt gave us such an instructive lecture last year that the Library Committee has decided to have him lecture for us again this year, on January 21, 1913. His subject has not yet been secured but we hope to announce it in the next issue of this paper. No one should fail to hear Mr. Piatt.

Our ancestral religion has always been an interesting study, especially that of the Swiss and the German. Hence, none of the lecturers will be of more local interest than that of H. Frank Eshleman, on February 13, 1913, on the subject, "German-Swiss Religious Foundation and Background of Lancaster County." This lecturer has also appeared before the public of Elizabethtown.

The date for the next lecture has not yet been definitely arranged, but will be sometime during the latter part of

April, 1913. At this time, George W. Bain, the renowned orator from Kentucky, will give us one of his inspiring addresses. The College Chapel should not have an empty seat to stare Col. Bain in the face. His subject and exact date will be announced later.

The last lecture of the course will be given May 15, 1913, by D. Webster Kurtz on "The Meaning of Culture." Dr. Kurtz is pastor of the First Church of the Brethren in Philadelphia and is in the front ranks of American lecturers on social and educational problems. His subject should especially concern every student at College, and we hope none of our patrons and students will miss the opportunity of hearing an

able discussion on such an important theme.

Although the above course represents quite an investment for the Library Committee, yet they have implicit confidence in the patronage of a large number of people and have decided to offer the entire course of six numbers at the low price of one dollar and fifty cents. Every student and friend of education should provide himself with a season ticket and thus assist this noble cause. The proceeds will be used in purchasing books for the College library. Be ready to buy a season ticket when the solicitor calls, and show your loyalty to the institution.





The beginning of the new school year finds our Alumni very busily engaged in their respective lines of work. Some have remained in school; many have gone out into other fields of activity. We feel very glad to note that ten graduates of last year and former years have returned to further their education.

However, the place of J. E. Myers, '11 and H. K. Eby, '11, are vacant, as they have entered Ursinus College in order to pursue their College work further.

Miss Lillian Falkenstein, '11, has accepted a position as teacher in the Hebron Seminary at Nokesville, Virginia. E'town is now represented there by three persons: B. Mary Royer, '07, Jennie Miller, '09, and Miss Falkenstein '11. Our College Times wishes them much success.

I. E. Oberholtzer, '06, who spent the past two years teaching in Daleville College, has entered Dr. White's Bible School of New York City.

Massachusetts again claims one of our Alumni, Daisy P. Rider, '10, who has accepted a position as Colorist in the Wallace Nutting Studios of Fra-

mingham, Mass. She reports that her work is "very delightful and most fascinating." Her address is Station A, Box 101, Framingham, Mass.

I. E. Shoop, who was elected as Principal of the Commercial Department, to fill the vacancy caused by the resignation of J. Z. Herr, was forced to resign his position on account of failing health. E'town College is very sorry to lose him as he had already won the confidence of the students. We hope his health will improve so that he may be with us again in the future.

During the summer vacation, W. K. Kulp, '12, was elected to the ministry by the Church of the Brethren at Ephrata. Surely, every Alumnus wishes to him God-speed in his new calling.

Abel Madeira, '10, is now employed as teacher of Penmanship in a school at Burlington, Iowa. Indeed, our Alumni are scattered from east to west and from north to south. It may now be said that he sun never sets on the Alumni of Elizabethtown College.

Miss Luella G. Fogelsanger, '06, after several years of student life and teaching in New York and in Massa-

chusetts, has gone to Juniata College where she is employed as teacher in the Commercial Department.

A. C. Hollinger, '10, now a graduate of Juniata College in the Piano course, is at present demonstrating for the Heppe Piano Company at Lancaster. He has his studio in the Hager building where he also gives instruction to private pupils.

The school is in receipt of a very beautiful picture donated by Mrs. Margaret Haas Scwenk, '10. Gifts, such as this, are always very much appreciated. Mr. and Mrs. Schwenk with Laura Winona are now living on a farm near Loganton, Clinton County, Pa.

Reports say that Mr. Leiter, '10, makes a fine hall teacher.

The school was favored recently with visits from the following: Mrs. J. J. Heilman, '05, Miss Fogelsanger, '06, A. C. Hollinger, '10, and W. E. Glas-mire, '07.

Prof. R. W. Schlosser, '11, preached his first series of meetings in York County during the summer vacation. His success was shown by the fact that ten persons made application to unite with the church. Mr. Schlosser performed the rite of baptism.

A card of recent date from M. Gertrude Hess, '11, informs us that she is at present teaching Mathematics and Music in the High School at Curwensville, Pa.

In all, thirty-two or more of E'town's graduates are now teaching, either in public schools or at some higher institution. Several are giving private instruction in music in their home com-

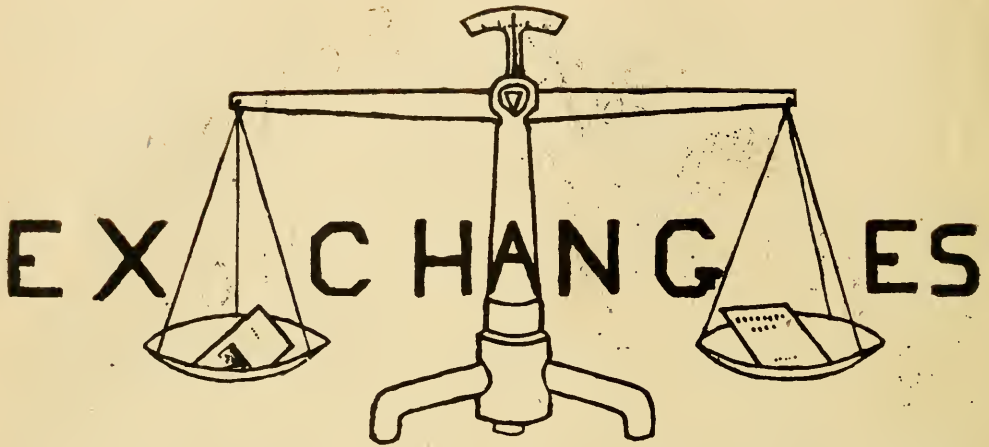
munities. May all their lives echo and reecho for good in the lives of the ones whom they teach.

We also have a very interesting letter from Kathryn Ziegler, '08, who is now stationed at Anklesvar, India. We would like to print her entire communication but on account of the lack of space we can give only a part of it. She writes:

"I wish that all might know how much I enjoy this monthly letter, Our College Times, from my Alma Mater. As often as I read good news from the homeland these words come to my mind, 'Ascold water is to a thirsty soul, so is good news from a far country.' We are scattered over the land far and wide and can never hope to meet again as we have met before, but to know about each other's work and successes is a great satisfaction and a boundless joy.

"It is now nearly two months since I have been able to be at my work very much. This is the monsoon season, and if it rains as usual, one can not go out to the villages because the roads are jungle roads. There are also a number of small streams that have no bridges and these are dangerous to cross after a heavy rain. A number of people lost their lives this year in trying to ford swollen streams. The rains have been very good and there is rejoicing in the land; the people are busy putting out their crops and the country appears beautiful. Before these rains the country looked barren and a famine was feared."

The letter closes with a description of a missionary trip which space will not allow us to publish.



When criticism and comment are used for other purposes than helpfulness, they lose their real mission. Criticism that tends to ridicule is not worthy of a reader's attention; nor on the other hand should flattery be allowed to win the good-will of anyone.

Out of the sociological law, that association is beneficial, has grown the saying that our best friends are those who tell us our faults. It is in this attitude of helpfulness that we wish to pose for his year's work. Should our comments be out of place in any way through thoughtlessness, or unsound judgment be expressed on our part, it is not our will that it be so.

Although we do not meet the contributors to our exchanges in person, yet in thought we face each other. We are then an organization of individuals existing for the benefit of its members. It is the duty of every member to act as a commentator on the work of every other member and to do his work conscientiously. Under these condi-

tions do we welcome our friends into the membership of this organization.

We believe the "Delaware College Review" is typical of the college spirit of that institution; but when that spirit means nothing more than an exuberance of enthusiasm in athletic feats, it has lost its true meaning. A wrong status is placed on sports, when three fourths of the space in a college paper is devoted to athletic scores.

Dr. Flory, in the Bridgewater College Bulletin, very vividly portrays the place the small college should have in an earnest student's life. It is not the number of students a college turns out that counts; it is quality that the world wants.

The Manchester College Bulletin is very neat in its appearance and no less commendable in regard to its contents. Its pages have no room for trifles. It acquaints its readers not only with her athletics but also with the other activities of the school.



SCHOOL NOTES

It is to labor, and to labor only, that man owes everything possessed of exchangeable value. Labor is the talisman that has raised him from the condition of the savage; that has changed the desert and the forest into cultivated fields, that has covered the earth with cities and the ocean with ships; that has given us plenty, comfort, and elegance, instead of want, misery, and barbarism.—M'Culloch.

It was on September 2, 1912, the day that our nation honors the laboring man by a holiday, that Elizabethtown College opened its thirteenth school year with the largest Fall term enrollment in the history of the school. The present enrollment is about one hundred and twenty-five students. The new and the old students have become accustomed to the ways of school-life and seem to feel at home on College Hill. Thus far no serious cases of homesickness have been reported. School work is progressing very favorably.

The two Literary Societies are in running order again. Within two weeks the Keystone Literary Society

raised its membership from 403 to 424. The Homeric Literary Society is also busy.

This is the first year that no public program was rendered at Elizabethtown College on the evening of the opening day of school. Instead of having a public program the management adopted another means of getting its students acquainted with one another. This was by means of a social, which seemed to be enjoyed by all. Also on September 13, Music Hall witnessed another crowd of happy students gathered together for a few hours of social intercourse and enjoyment.

"A few hours of such enjoyment spent
Is worth an age of splendid discontent"

—James Montgomery.

Charity Hall which has now changed its name to "Memorial Indian Hall" is the only one to receive a change in a hall teacher. Their new "chief" is Mr. Laban W. Leiter. He has taken the place of Prof. W. K. Gish, generally known as "Pop," who with his wife is now located on a farm in Alberta, Canada.

Five years ago the "Memorial In-

dians" had a leader by the name of "Light." They now have one named "Leiter." We are hoping that in the near future we may meet "Mr. Lightest."

Out-door sports, especially tennis and baseball, are receiving considerable attention this year. Three tennis courts are in fine condition for playing, with a fourth court soon to be ready. On September sixth was played the first baseball game of the season. This was between the "Old" and the "New" students and resulted in a score of 13 to 1, in favor of the old students. On September thirteenth, on the college diamond, the day students' team was defeated by the boarding students' team by a score of 26 to 3. On September twentieth the "New" students' baseball team met its second defeat from the "Old" students' team in a score of 28 to 9.

New—Engle, 1b; Brandt, 3b; Geyer, 2b; Lineaweaver, c; Hershey, p; Falkenstein, ss; J. Shoop, lf; Hiestand, cf; Shelly, rf.

Old—Reber, 1b; Kiefer, c; Long, 2b; Kulp, p; Diehm, lf; Brumbaugh, 3b; C. Long, ss; Kreider, cf; Nye, rf.

On October 9 the College Lecture Course of this year was ushered in with a lecture given by Humphrey C. Deibert. The subject of the lecture was "James Whitcomb Riley." It was very entertainingly rendered and was full of the interesting facts in the life of this great and beloved author.

Mr. Waltz has acquired the habit of eating "ginger snaps" at night during his sleep. They have served their purpose excellently thus far, for his weight has increased ten pounds since he acquired the habit.

This summer the announcement was made that on August 14, 1912, the College buildings would be cleaned and that everybody was welcome to come and help. When the day arrived it proved to be ideal "house cleaning" weather. When the number who came to help were counted, the list amounted to ninety-six. After a good half-day's work an excellent dinner was served by Michael Ober's, the parents of one of our teachers. A public program was then rendered in Music Hall. It consisted of music, and speeches by Eld. S. R. Zug, Dr. D. C. Reber, and Prof. H. K. Ober. The work for the day was all easily accomplished and everybody seemed happy and joyous at the assistance they had rendered to the school and the many new acquaintances they had made.

Misses Latshaw, sisters of our former student, Chalmer Latshaw, have enrolled since the opening of school. On October 3, 1912, Gertrude Kable also enrolled for class work at the College. She is one of our Maryland students.

Prof. H. K. Ober gave an excellent address at the Children's Meeting at the Church of the Brethren in Elizabethtown on, October 6, 1912. It was full of instruction for the older folks as well as for the young.

It may be advisable for us to follow the example of Mr. Joshua Reber who says that he sold his Cicero for exactly the same price that he got for it.

Miss Meyer (in the dining room:) "Now if there is anyone here who is not present will the person please raise his hat?"

The heating plant of the College was put into operation for the first time this year on September 30, 1912.

Mr. George Neff (College Bull Moose Party Leader) was home on October 4, and received a new supply of Party pins, and badges, fobs, and enthusiasm.

Miss R. S. seems to be interested in the subject of marriage. Quite a few gentlemen have been asked by her when they intend to get married.

Miss Mary Markley, one of our former teachers, is again teaching at Agnes Scott College, Georgia.

On September 30, the father of one of our students, Miss Helen Oellig, paid a visit to the College.

On October 6, Prof. J. G. Meyer addressed a Children's Meeting at Bareville.

Mr. Peter Shelly, the father of one of our students, Percy Shelly, spent a few days with us at the opening of school.

Eld. Samuel R. Zug resigned his eldership in the church of the Brethren of Elizabethtown and is moving to Palmyra. On September fifteenth he gave a very instructive farewell sermon at the College chapel.

Mr. Dennis, our janitor, one night last week on hearing a noise in the College chicken house, shouldered his gun and stealthily approached it to investigate the cause of the disturbance. After stationing himself in front of the door he called lustily, "Mach dich 'raus, werever es du bischt." To his surprise he received the following answer, "Really, Mr. Man, nobody am in here but we chickens."

The apple crop in the two-year old apple orchard at the college has amounted to one apple. A photograph has been taken of the apple and will be placed in the College museum.

A great factor in advancing civilization at Elizabethtown College has been the construction of a telephone line connecting the "Memorial Indians" with the culture of Independence Hall. Messrs. Waltz and Leiter in whose rooms this line terminates have had the kindness to open their rooms for the use of the student body. Anybody is invited to use the telephone freely as all expenses are already paid for and no fees charged.

It may be of interest to some of our readers to know that Mr. George Neff, the booster of the Bull Moose party at Elizabethtown College, has applied for the janitorship of the President's Office Building at Washington—provided "Teddy" is elected.

On the evening of September twentieth after the rendition of the Keystone Literary Society program. Prof. J. G. Meyer and wife entertained the gentlemen students of the college in their room on Independence Hall. It was an hour very pleasantly spent.

On the evening when the new telephone line was installed between the College Buildings, Mr. Leiter, one of those employed to install it, called from Memorial to Alpha Hall fifty nine times, "What's he doin' now. It doesn't work yet."

Mr. Hoffman in Geometry class: "You can't sometimes always tell whether a triangle is a triangle because they have so many different shapes."

One of the questions in the minds of many of the students is whether Mr. C. J. took advantage of the rainy weather during the third and fourth weeks of school to take another of his Sunday evening walks.

Senior Class

No former Senior class of Elizabethtown College can compete with the class of 1913 for promptness in class organization. The officers of the class are:

President—C. L. Martin.
 Vice President—Ira Herr.
 Secretary—Rebekah Sheaffer.
 Treasurer—E. G. Diehm.
 Historian—Ruth Landis.
 Prophet—Mary Scheaffer.
 Athletic Manager—E. G. Diehm.

The colors which have been selected are "Maroon and Steel." They have chosen for their motto the German saying, "Gedult Uberwindet Alles." The class roll of this honorable and august body is as follows:

Pedagogical Course—Nora L. Reber, Irene Sheetz, Rebekah Sheaffer, C. L. Martin.

College Preparatory Course—C. J. Rose, A. L. Reber, Ira Herr, E. G. Diehm, Mack Falkenstein, Herbert Root.

Music Teachers' Course—Carrie Dennis.

English Bible Course — Mary Scheaffer.

Agricultural Course—Daniel Hoffman.

Commercial Course—C. L. Bonebrake, Paul Kiefer, Hiram Eberly, E. G. Long, Samuel Brumbaugh, Ruth Landis, Elizabeth Miller.

English Scientific Course—Rhoda Miller.

Homerian News

This, another school year, has brought back a number of Homerians, new ones as well as old ones. The Society is proud of the various prospec-

tive members who are well qualified to work up a strong organization. As yet not all the qualified students for this society have made application for membership.

On September 13, this Society held its first private meeting. These new officers were elected and installed: Recording Secretary, Nora Reber; Monitor, Prof. J. S. Harley; Librarian, B. F. Waltz. The vice-president, Mr. I. J. Kreider, filled the Speaker's chair which was left vacant by the former Speaker, C. E. Resser who did not return this fall. A Program Committee was appointed by the Speaker to prepare a public program which is to be given October 13th.

K. L. S. News.

The Keysone Literary Society met in regular Executive Session on Friday evening, September 13. The attendance was large for the first program of the new school year. At this meeting eighteen new members were elected. The following officers were also elected: Pres., C. J. Rose; Vice Pres., Mr. E. G. Diehm; Sec., Miss Sarah Moyer; Editor, Mr. Joshua Reber; Treas., Mr. Wm. Kulp; Reporter, Mr. Albert Reber; Recorder, Miss Edna Brubaker; Critic, Mr. H. H. Nye. The chief features of the program were the piano solo by Miss Viola Withers and the debate, Resolved, That the Western Continent is more richly stored by nature for the use of man than the Eastern. Affirmative speakers were: Mr. A. L. Reber and Mr. W. F. Eshleman; the Negative: Miss Irene Wise and Mr. C. J. Rose.

Friday evening, September 20, the Society met in Literary Session. The

following program was rendered.

Inaugural address by Pres. C. J. Rose. The members who had been elected at a previous meeting then took their pledge of membership.

Music—Instrumental solo, "Moonlight on the Hudson" by Carrie Dennis.

Essay—"The Beauties of Autumn" by Edna Wenger.

Symposium—Which is the greatest art, Literature, Painting, or Music?

Literature—Orville Becker.

Painting—Walter Eshleman.

Music—C. L. Martin.

The judges decided in favor of Literature.

Music—"Juanita" by the Society.

Recitation—"The Unpaid Seamstress," by Naomi Longenecker.

Literary Echo—by the Editor.

Music—"Star of the Evening" by Male Quartet.

The rhetoric class was studying Coherence in the Paragraph, when the teacher asked, "If you should follow the principle of rhetoric observed in this recipe, "How to Fry Tomatoes," what would you get? Instead of answering, "Perfect coherence." Miss K. promptly replied, "Fried tomatoes."

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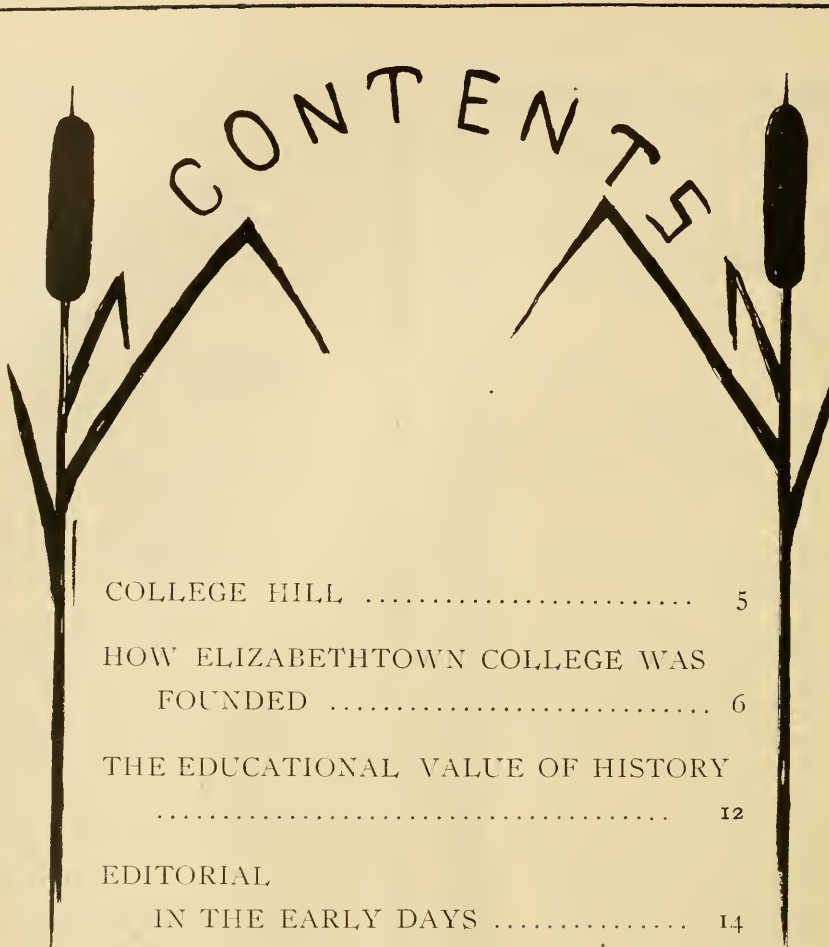
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Our College Times

VOL. X

ELIZABETHTOWN, PA., NOVEMBER, 1912

No 2

College Hill.

The bleak North wind unchecked by trellis, tree, or tower,
Had year by year, for ages past, swept o'er the scene;
When loyal souls appeared who in a golden hour,
Moved by a bright design, transformed the level green.
They laid foundations deep with earnest, ardent prayer;
Through patience and self-sacrifice they reared the walls.
Then followed groves and walks and lawns and gardens fair;
Within were cosy rooms, quaint nooks, and airy halls.

Now on a winter's eve, with genial ray inviting,
From many windows gleams the light of warmth and cheer,
Where students con the page to noble deed inciting,
While round the eaves the storm chants music to the ear.
Here pure aspiring youths to higher life awaken,
And treasure in this hive of industry rich store
Of wisdom, virtue, truth, and faith in God unshaken,
Which leads to service grand and bliss on heaven's shore.

Green be the turf for aye on our dear college campus,
And green the memory of the founders liege and brave;
May no reverse of fortune e'er in ardor damp us
Or swerve us from the call lives to uplift and save.
In colors blue and gray E'town shall shine resplendent.
Disunion dies while waves this banner in the gale.
Heaven bless our school; long be her star in the ascendant!
We kiss thy shrine in reverence. Hail, Alma Mater, hail!
—Nescis.

How Elizabethtown College Was Founded

D. C. Reber, Pd. D.

In response to a widely-extended written call issued by J. G. Francis, of Oaks, Pa., to meet at Reading, Pa., November 29, 1898 to discuss the advisability and feasibility of starting a new college in eastern Pennsylvania, there met in the Church of the Brethren at Reading on said date at ten o'clock A. M. twelve sisters and twenty-two brethren. The meeting was called to order at 10:15 by Brother J. G. Francis and the following organization was effected: Eld. John Herr, of Myerstown, moderator; Elder G. N. Falkenstein, of Germantown, secretary. William M. Howe of Norristown conducted the opening exercises reading Psalms 117 and part of Prov. 4. The assembly was led in prayer by Brother Howe, Elder H. E. Light, of Mountville closing with the Lord's prayer.

The moderator then stated the purpose of the meeting. J. G. Francis read correspondence from representative Brethren relative to this project such as J. M. Mohler, Harrisburg; Mary Geiger, Philadelphia; J. T. Myers, Oaks and Isaac Uner of Pottstown. This was followed by a call for the history of this movement. J. G. Francis replied by saying: "There is sentiment in favor of education among the Brethren in the eastern district of Pa. Many schools already exist in the brotherhood but a school of a higher standard is needed." Brother Francis then made a motion as follows: "I move that we in the fear of God proceed

to establish a school in eastern Pa." This motion was seconded by F. F. Holsopple, of Parkerford, Pa. At Eld. G. N. Falkenstein's suggestion the motion was not put to a vote, in order to afford a fuller discussion of this important movement. J. G. Francis then argued the necessity of a school by saying that there are fourteen members' children at Juniata College from this district and ten times this number in outside schools. He said that there should be facilities to prepare ministers for our church; that the Reformed Church has neglected this matter but that the Presbyterian Church has pushed the matter of educating her ministers. G. N. Falkenstein stated that the district has a membership of six thousand and about four thousand families of brethren and about twelve hundred children. F. F. Holsopple asked, "Is a school wanted? Can we afford it?" He also discussed the cost of such a school and the location of it. Elder J. H. Longenecker, of Palmyra, said, "I favor education. However we are not united on this question. Much prejudice exists against education. Our people are not properly represented at this meeting." William M. Howe and F. F. Holsopple stated that Juniata College started with three pupils. They argued that a large number was not necessary to undertake the work.

An afternoon session was held at the same place but the attendance was

smaller than in the forenoon Elder H. E. Light expressed his views as follows: "I want to place myself on record on this question. We cannot educate too much. Our children should be educated and if possible receive a classical education. We know the influence of sectarian schools on our children. There are not too many schools. We need a school up to the standard of church loyalty. The only problem is a properly conducted school." The secretary of the meeting insisted on further discussion while several Brethren contended strongly to decide upon building the proposed school. J. G. Francis read a paper from Ephrata favoring the location of the new school at that place. E. B. Lefever and Samuel Kulp said that the Ephrata people were interested, that it was talked about on the streets and in the stores, that all necessary land could be gotten free, that five thousand dollars could be raised for the school. He mentioned the advantages of the place, that there was much outside pressure to locate the school at this place, that a larger school could be built there and better than Juniata. G. N. Falkenstein made the point that it was important to have the sympathy of the town for the school, citing certain western towns that were the product of a college founded there. The moderator said: "A good school is needed." Elder Jacob Gotwalls, grandfather of J. G. Francis, said: "The proposed school would be a good thing to unify the district." A motion was then passed that a committee of five be elected by ballot to take preliminary steps for finding a location to establish a Brethren School in this district and report at a future meeting. The com-

mittee elected by ballot was: John Herr, J. H. Longenecker, H. E. Light, G. N. Falkenstein, Elias Lefever. This committee was instructed to decide a time and place for the next public meeting. J. G. Francis upon request closed the meeting with devotional exercises. The above named committee organized after the meeting by electing John Herr, Chairman. G. N. Falkenstein, Secretary.

Another school meeting independent of the Reading meeting was called by J. G. Francis at Norristown, February 22, 1899. Apparently the purpose of the meeting was to locate the proposed school at Norristown. This meeting met in the Brethren church at 10 A. M. with A. L. Grater, moderator; J. G. Francis, secretary. Various speeches were made in favor of Norristown as the location and a few were made opposing it. J. G. Francis stated that Tremont Seminary in Norristown could be bought for twenty-five thousand dollars. G. N. Falkenstein, secretary of the Reading meeting, being present, was called upon, as a representative of the locating committee, for information regarding their work but he was unable to give any definite information at that time regarding a place for the school. There was a forenoon and afternoon session and a few decisions were made; but since there were no practical results, further details of this meeting are not necessary. Among those present at this meeting were: J. H. Ellis, E. C. Harley, Eli Cassel, B. F. Kittinger, J. T. Myers, W. S. Price, T. T. Myers, C. C. Ellis, W. M. Howe in addition to those already mentioned.

The locating committee appointed by the Reading meeting underwent some

important changes. The chairman, John Herr, resigned in February, 1899 on account of ill health. In his stead the committee elected S. H. Hertzler, of Elizabethtown. J. H. Longenecker also handed his resignation to the committee but the reason seemed insufficient to grant it. Through correspondence by the officials of the committee Mountville was proposed as a meeting place for the committee on March 6, 1899. The object of this meeting was to visit school sites. S. H. Hertzler was notified of his election on this committee on March the first and accepted the position. Four members of the committee met at Mountville on March 6 at 10:00 A. M., being reorganized as follows: H. E. Light, chairman; G. N. Falkenstein, secretary. The other members of the committee present were S. H. Hertzler, E. B. Leffer. The following places were visited in their order: Mountville, Columbia, Pottstown, Ephrata, Norristown, and a month or so later Elizabethtown. Through correspondence with Elder S. R. Zug of Mastersonville, permission was granted to have a public meeting of the Brethren interested in the school movement, in the Brethren Church at Elizabethtown on April 5. All churches of the district were notified of this meeting on March 23. On the date named the meeting convened at 9:30 opened with devotional exercises by the secretary of the Committee. The officers of the committee took charge of the meeting until after the organization. A committee of five brethren appointed by Chariman H. E. Light, offered the following nominations for officers for this meeting which were ratified by it: chairman, S. R. Zug; secretary, G. N. Falkenstein; treasurer, S. H. Hertzler.

Elder Zug made a brief address, and then called for the report of the locating committee which was read by the secretary. Representatives of the following places made offers to the meeting for the location of the college: Mountville, represented by H. E. Light; Columbia by H. E. Light and B. G. Musser; Ephrata by A. W. Mentzer; Norristown also applied but had no speaker; Pottstown, represented by J. G. Francis; Elizabethtown, represented by F. H. Keller who read a paper from the town council.

In the afternoon session Elder Geo. Bucher called for information by what authority this meeting is called. J. G. Francis stated how it originated in his mind. The secretary, G. N. Falkenstein spoke of the sentiment for a school throughout the district. The meeting then was declared open for further discussion of the following questions: 1. Shall we have a school? 2. What kind of school do we want to establish? Various speeches were made in reply to these questions. George Bucher said, "I am in favor of a Brethren school on Gospel principles but it must be subject to the church. It must be located in a local church." S. H. Hertzler said, "If some schools are improperly managed, we need one that is properly managed. Our preaching has changed." After some further discussion George Bucher moved that we have a school. This was seconded by Elder Jesse Ziegler, of Royersford and was unanimously passed. The next question to be decided was: What kind of a school shall it be? S. R. Zug said, "Co-educational for young people." George Bucher said, "For the old ones too. We want a higher school. A college to compare favorably with

any in the country. A safe school." J. G. Francis said: "We want a school in which the Bible is the textbook; also offering scientific and classical courses." L. M. Keim said; "The new school shall have an agricultural department." Jesse Zeigler favored this also. G. N. Falkenstein said: "We need a commercial department also." After further discussion, G. N. Falkenstein moved that we establish a school of such a character as compares favorably with any of our best schools, including Bible, academic and collegiate departments; a school to be at the same time a home and a church. This motion was passed by the meeting.

The meeting then decided that a committee of ten be appointed to be fully authorized to select a site for the location of a school. This committee consisted of H. E. Light, G. N. Falkenstein, S. H. Hertzler, George Bucher, Jesse Ziegler, S. R. Zug, J. G. Francis, Abram Royer, Benjamin Hottel and William Oberholtzer. This committee was also to draft a constitution and by-laws for the new school and present the same at a future meeting. This committee decided to meet at district meeting for organization on April 20. At that time the organization resulted as follows: chairman, H. E. Light; secretary, G. N. Falkenstein; treasurer, S. H. Hertzler. At this meeting of the committee it was stated that all offers of different towns were to be in the committee's hands by May the tenth and that meantime Lititz's offer should be investigated.

The next meeting of the locating committee was held at the Annual Conference at Roanoke, Virginia, May 24, 1899. The following; of the committee of ten were present: H. E. Light,

S. R. Zug, George Bucher, S. H. Hertzler, G. N. Falkenstein, and J. G. Francis. William Oberholtzer having resigned, H. B. Hollinger was elected in his stead. After devotional exercises and stating the purpose of the meeting, it was moved and seconded that sealed offers for the new school be read and that a majority of the committee be required to decide the location of the school. There were only two offers presented, namely, Ephrata and Elizabethtown. Questions were asked and a detailed discussion of the advantages offered by these places were considered from the following five points: Drainage, railroad facilities, money, church, water. Three ballots were cast without any decision. The places voted for were Mountville, Elizabethtown, and Pottstown. Following some speech making in favor of Pottstown and Elizabethtown, it was unanimously voted to locate at Elizabethtown. The following sub-committee was appointed to prepare a constitution and by-laws for the school: G. N. Falkenstein, Jesse Ziegler, J. G. Francis. The committee decided to meet at Elizabethtown, June 7 for another public meeting, the committee to meet the day before.

The committee on Constitution and By-laws met at Royersford, Pa., June 1. All were present. This committee recommended that the name of this school be Conestoga College. After a day's work, the work of the committee was completed. The locating committee met at Elizabethtown, June 6 at noon. The following were present: H. E. Light, chairman; G. N. Falkenstein, secretary; S. H. Hertzler, treasurer; S. R. Zug, George Bucher, Abram Royer, J. G. Francis, and

Jesse Ziegler. A formal protest was received from Ephrata in regard to locating the school at Elizabethtown and an informal protest was received in behalf of Pottstown. It was then moved and decided to reconsider the location. It was also decided not to admit new offers for the school unless open to all upon due notice. Three minutes time was allowed each representative for presenting a school site. H. E. Light spoke in favor of Mountville; S. R. Zug in favor of Elizabethtown; Abram Royer in favor of Ephrata; J. G. Francis in favor of Pottstown. On the third ballot eight votes were cast in favor of Elizabethtown. The committee then adjourned to view several sites around Elizabethtown after which they met at the home of S. H. Hertzler at 2:30 in the afternoon where the citizen's committee also met with the locating committee. Many speeches were made in favor of two sites, one at the east end of town and the other at the west end. After some balloting which did not decide the location, many warm speeches were made and the matter was left undecided until the public meeting on the following day. This committee then took up the report of the committee on Constitution and By-laws. The name proposed by the Committee on Constitution and By-laws provoked considerable discussion. The name of Mack College was presented by J. G. Francis. George Bucher opposed this name on account of its being the name of a man, but liked Conestoga College. H. E. Light thought Conestoga College was too local a name for the school. Jesse Ziegler presented the name East Penn College. There was a motion to adopt this name but failed to pass.

Finally the name Conestoga College which was proposed by the Committee on Constitution and By-laws was passed by the Locating Committee. There were slight changes made in the statement of the object of the school but in the main, the constitution and by-laws were adopted by the Locating Committee.

On Wednesday morning, June 5, the Locating Committee had another session at 7 o'clock prior to the public meeting which convened at 9:30 in the Brethren Church. Devotional exercises were conducted by George Bucher. The minutes of the former public meeting were read. The decision of the Locating Com. as to the site of the new school was announced. The constitution and by-laws were also presented for the consideration of the meeting. After a long discussion on the name question, it was decided to adopt the name of Elizabethtown College instead of Conestoga College as proposed by the Locating Committee. After taking up each section of the constitution, and after considerable discussion of a few articles, it was adopted and the meeting proceeded to elect trustees, brethren and sisters voting by ballot. The committee on location nominated the following persons to serve as trustees: From Lancaster county, S. H. Hertzler, J. H. Rider, H. E. Light, George Bucher. C. R. Gibbel, I. W. Taylor, T. F. Imler; from Berks County, P. C. Nyce; from Montgomery County, Jesse Ziegler; from Lebanon County, F. L. Reber; from Chester County, Nathan Hoffman; from Philadelphia, T. T. Myers, G. N. Falkenstein; from Maryland, L. R. Brumbaugh, J. Y. King; from Dauphin county, M. R. Henry, John Landis.

While the votes were being counted for trustees, George Bucher moved to insert a clause in the constitution and by-laws prohibiting instrumental music. The meeting however, decided to leave this matter out of the constitution and in the hands of the trustees. The by-laws were then read and adopted after which the tellers made the following report of the election of trustees for three years: G. N. Falkenstein, Jesse Ziegler, S. H. Hertzler; for two years, J. H. Rider, Nathan Hoffman, M. R. Henry; for one year, P. C. Nyce, T. F. Imler, L. R. Brumbaugh. It was then also decided by motion that the trustees be authorized to call a

meeting of the contributors whenever deemed necessary. After adopting the constitution and by-laws as a whole unanimously, the meeting closed at five o'clock. The committees on location and constitution and by-laws were then formally discharged and the meeting closed with devotional exercises.

Thus Elizabethtown College was founded. The writer is indebted to Elder G. N. Falkenstein of Elizabethtown for the detailed data of the foregoing article, he having been secretary of all the committees and of the three public meetings that were held until the school was formally founded.



The Educational Value of History

H. H. Nye, '15.

In history the child gets a view of all that has been done by man; it receives an adequate conception of all that the human race has achieved. What a sad fact that so many of us have scanned the pages of history without appreciating its value to ourselves and not even the significance of the noble characters portrayed in the text! Many a young student who has studied history has regarded it as a "memory-stuffing process" and could never read "between the lines" its meaning and worth. Many teachers are teaching history without obtaining any worthy results and whose efforts are spent in vain. It is true that it cannot be taught without acquiring some value from it, but it is only the teacher who has a knowledge of the philosophy and meaning of history, and who can present its clear meaning to his pupils and have them understand it, whose pupils receive the full educational value of history. We shall therefore regard the teaching of history as having three values: a psychological value, a sociological or practical value, and a moral value.

The psychological value of history is realized in the fact that it quickens the imagination and trains judgment. In the first place the child must picture the scenes portrayed in history. He must image the circumstances of life, the dress of the people, the customs, the educational facilities, and the advancement in the arts and sciences as they existed at the time designated.

If the child does not picture history in this way, it cannot grasp the meaning of it. It must relive the incidents of the past to enter into the feelings of the time. To understand the battle of Gettysburg or Lexington, the battle of Waterloo or the French Revolution, the child must exercise an active imagination. He must imagine himself in the very midst of the din and strife.

The training of judgment is occasioned through history. As stated before, history should not be simply a memory study. While this is essential, yet the pupil's power of assimilation must be exercised. A mere knowledge of facts is of no value, and only as the pupil sees one fact as related to other facts, will it be beneficial to him. He should be able to trace the cause to the effect or vice versa and understand the relations. Questions should be asked by the teacher that will call into play the thought powers of the mind.

Furthermore, from a sociological standpoint, the student learns that he is a part of a great social whole and that society is made up of a large number of individuals. We see how society works in a body through the means of co-operation and organization. Here and there rise up the more prominent men who are destined to be the world's leaders and whose mission it is to direct the world's activities in the proper direction. These are the men who have made possible the progress of the race, who have carried the banner of

truth and righteousness, who, under this banner, have struggled to advance new principles and sacrificed their time and energy—and in many cases their lives—that their fellowmen might be lifted to a higher plane of living. These men have brought into existence the institutions of society that have occasioned the development of the race. These men of such great achievements have transmitted to their posterity the blessings of life and liberty and have made this twentieth century the golden age of modern civilization.

The students who can see beneath these movements of history these great sociological principles and their full significance will be uplifted morally and spiritually. He sees the ideals of the various epochs of history, the aims of the world's magnanimous leaders, and he himself becomes eager to share in the heritage of glory. Hence he is being trained for citizenship. Thus history is a means which the school may employ in reaching its goal—training for life. A broad knowledge of history will awaken and foster a healthy national pride and lofty patriotism.

From a political standpoint a knowledge of history is important. We learn the failures as well as the successes of various peoples from time to time. We learn the effect of the political,

moral, and religious principles advanced at different times. A knowledge of these effects is valuable in our modern legislation. We can sift out the principles that have stood the test and eliminate the weaker ones. What an aid a knowledge of history would be to our people today in the burning question of democracy!

Lastly, history is valuable in the formation of character. History deals with the will, and a completely fashioned will is the crowning element of character. As stated before, we are constantly dealing with ideals in history. These ideals, through which character is built up, linger in the imagination, and finally weave themselves into the moral fiber. Parents and teachers should use the best illustrations of history and biography—and especially Bible history—for the purpose of shaping the morals of the child. Short anecdotes of the lives of our great men are invaluable for ethical training. Many of our great men pay great tribute to loving parents and owe their success in a large measure to them. Let us then not forget in our teaching to show the pupil the home principles lying back of valor and statesmanship. What the imagination continually contemplates, shapes our ideals and those are the chief principles.



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In the Early Days.

Since there is no permanent record of the first few years of the history of Elizabethtown College we deem it proper to insert in this issue an account of the early days of the college. Dr. Reber in his article on the Founding of Elizabethtown College has traced the movement that resulted in the establishing of our institution in this town. We shall state the main happenings of the first few years after the founding of the school. Almost all of the details of the following sketch were

kindly given to us by Miss Elizabeth Myer, who was one of the first instructors in the college, and who has preserved some data that would otherwise have been lost.

After the Board of Trustees had decided to build a college at Elizabethtown, a site was chosen on the eastern side of the town. This land was owned by Mr. B. G. Groff, who was one of the most active promoters of the cause of education. Through his generosity fourteen acres were cut off his farm for a school site. Ten of these fourteen

acres were donated and for the rest payment was made. Meanwhile an application had been filed for a charter. This was secured September 23, 1899. During the winter months the Board of Trustees were busy drawing up plans for the erection of a college building. By spring the way seemed clear enough to proceed and on July 10, 1900 ground was broken for Alpha Hall.

Not only was the Board active on the building project but also on the hiring of teachers, and as a result one teacher, at least, was hired before ground was broken for the erection of a building. The following August of this same year appeared that little blue catalog of Elizabethtown College. It stated that school would open Tuesday, November 13, 1900. The faculty was as follows: Principal, I. N. H. Beahm; G. N. Falkenstein; Elizabeth Myer; J. A. Seese. Miss Myer was preceptress, a position which she has held ever since; and J. A. Seese, preceptor. The following courses were offered; Teachers' Course, Literary Course, Bible Course, and Commercial Course. Other courses were contemplated but not offered.

When the day for opening school came the building on College Hill was not ready for occupancy and consequently temporary quarters had to be secured. The building to receive this honor was Heisey's Auditorium located on the corner of South Market and Bainbridge Streets. Here the school was formally opened on Tuesday, November 13, at half past one by the rendition of the following program:

Scripture Reading and Prayer—Eld. S. R. Zug.

Address—Representing the Board of Trustees—Jesse Ziegler.

Address—Representing the Patrons
I. N. S. Will

Address—Representing the Citizens
F. H. Keller

Address—Representing the Faculty
G. N. Falkenstein

Address—Our Needs—S. H. Hertzler

Voluntary Remarks.

After this program was given, the enrollment of students began. The following six persons reported for work: Kurwin David Henry, Warren Ziegler, Rufas Bucher, John Boll, Willis Heisey, and Walter Kittinger.

The first lady student to enter Elizabethtown College was Miss Anna Brenneman, who enrolled during the winter.

On account of the illness of the principal, I. N. H. Beahm, G. N. Falkenstein acted as principal for the ensuing year as well as for two additional years.

After one week of school on the third floor of the Heisey Building, it was decided to move the school to Mr. J. H. Rider's private dwelling just constructed on Washington Street. This building stands aside of the church of the Brethren. In this residence the school held its sessions for two months. By this time some of the rooms in Alpha Hall were ready for use and on January 22, 1901 recitations were heard for the first time on College Hill.

Work on the building was about completed as March came on, and so a program was arranged for March 4 to celebrate the dedication of Alpha Hall. The dedicatory sermon was preached by Eld. S. R. Zug. The next red-letter day in the history of the school was April 6. On this day over two hundred and fifty shade and fruit trees were

planted under the supervision of Eld. T. F. Imler. Miss Anna Brennehan, the first lady student at the college, planted the first maple tree on the campus. That tree is the first maple along the ladies' walk in front of Alpha Hall. Supt. M. J. Brecht also assisted in the planting of a number of trees.

Because of the growth of the school, the trustees saw fit to erect another building. Action was taken in January, 1905 to build a four-story brick building and in the course of a year the building was practically completed. It was dedicated March 4, 1906. The dedicatory sermons were preached by Elds. J. H. Longenecker and John Herr. Several names were proposed for the building, such as "Chapel Building" and "Memorial Building," but it was finally named Memorial Hall.

The Cottage was built in 1903 so as to afford a convenient home for the families of the teachers.

The growth of Elizabethtown College during the first decade of her

history was rapid and can be best seen by a comparison of the first catalogs.

First Year — Four Teachers — 27 Students.

Second Year — Five Teachers — 64 Students.

Third Year — Five Teachers — 108 Students.

Fourth Year — Six Teachers — 106 Students.

Fifth Year — Nine Teachers — 128 Students.

Sixth Year — Eleven Teachers — 148 Students.

Seventh Year — Twelve Teachers 177 Students.

Eighth Year — Fifteen Teachers 196 Students.

Ninth Year — Seventeen Teachers 183 Students.

Tenth Year — Fifteen Teachers 188 Students.

Eleventh Year — Fifteen Teachers 204 Students.

We hope the school may continue to grow and ever be a cherished spot to those who receive instruction within its walls.





SCHOOL NOTES

School Notes.

Yellow, mellow, ripened days,
Sheltered in a golden coating;
O'er the dreamy listless haze,
White and dainty cloudlets floating;
Winking at the blushing trees,
And the sombre, furrowed fallow;
Smiling at the airy ease
Of the southward flying swallow.
Sweet and smiling are thy ways,
Beauteous, golden Autumn days.
Will Carleton.

Summer has gathered up her robes of glory, and like a dream of beauty with its magnificently tinted flower with its magnificently tinted flower garden, blossoming under the spell of the enchanter, and yielding its rich and bounteous harvest.

Douglas Jerrold says, "Grumblers deserve to be operated upon surgically; their trouble is usually chronic." The exhilarating and beautiful Autumn days we have had so far have been an excellent incentive to good fellowship and hard study since no such operations have been performed thus far.

Miss Leah Sheaffer gave an instruc-

tive Chapel talk on "Exercise" on September 27.

Last week Prof. J. G. Meyer visited one our former teachers, C. E. Resser.

On October 4, Miss Kathryn Miller gave our annual talk on "Table Etiquette."

Prof. (in literature class): "Why was Bunyan's style of writing so simple? Miss G. M. "Because only when he had something to say, then he said it."

On October 5, Mr. Laban W. Leiter left "College Hill" to visit some friend in York County.

Prof. Schlosser delivered a Temperance Sermon on October 6, at Hoernerstown, Lebanon County. On October 19, he attended the Love-feasts at Latimore, Adams County and at Harrisburg.

The fact has been brought to our notice that Mr. Hoffman finished trimming the trees in the College orchard just as the watermelon season closed.

If any reader doubts that Mr. George Neff could not become a good nurse then skepticism would disappear if they

saw him taking care of baby Mildred Meyer.

Rev. Jones who represents the Rock Hill Seminary, an institution for colored people in South Carolina, paid his annual visit to the college last week.

Erma Kough, a former student, visited Miss Leah Sheaffer.

Mr. Waltz, who was home recently, reports that he heard Clinton Howard, one of the most eloquent lecturers in the temperance cause, deliver his popular lecture, "The World's First Man."

Miss Mary Waltz, a sister of our student, B. F. Waltz, and Miss Viola Buck who were delegates sent from the United Brethren church at Lancaster to the County Christian Endeavor Convention held in the United Brethren church of this town, paid a visit to the college.

Mr. L., while studying German confided the following to a friend: "It would be quite a coincidence if the German word for love would be 'Mamie' instead of 'Minne.'

This school year finds the Missionary Reading Circle far in advance of the one of last year. The class that was started this year had to be divided into two parts on account of the number enrolled and the interest manifested. The beginners' class is under the care of our former teacher, Miss Lydia Stauffer. This class is studying the book entitled "Helpful Workers in Needy Fields." The advanced class studying "The Uplift of China," is under the supervision of Mr. B. F. Waltz. Great interest is shown in both classes and we hope that much missionary spirit will be carried into the communities where these students live.

Ober Morning who was one of the

first students of Elizabethtown College and who recently graduated at Yale, has been appointed to the chair of English Literature at the Hill School, Pottstown, Pa.

Mr. Kulp (in the dining room) instead of saying: "Mr. Neff, please pass the cake," kindly asked: "Mr. Cake, please pass the Neff."

After chapel exercises on October 9, was the time set apart for "Private Talks" to our young men and young women. An excellent introduction to these talks was given by Dr. D. C. Reber during Chapel exercises on "Our Life." He presented its opportunities and pitfalls and also some factors relating to success or failure. Miss Stauffer delivered the principal address to the ladies and Dr. Reber to the gentlemen. During these talks very important and wholesome advice was given on subjects not often found in books, but which Elizabethtown College deems among the most important elements of a true, well-rounded education.

Just as we go to press the sorrowful news of the death of Aunt Annie, the wife of Eld. S. H. Hertzler, comes to us. Mrs. Hertzler greatly endeared herself to all at College Hill because of her sweet disposition. Although she has passed to the Great Beyond, yet she will always live in our minds and be a source of inspiration to us because of her noble life. Our sincerest sympathies are tendered to our dear Eld. Hertzler.

The call of the Bull Moose is intermingled with the braying of the Donkey on College Hill, but no Elephant's roar has thus far been heard. Our "politicians" are anxiously awaiting the eventful day of November 5.

Elizabethtown College had its annual chestnut outing on October 12th in the woods along the North Ridge road about three miles northeast of town. Although the sky was overcast in the morning it turned out to be an excellent day for the excursion. The school left the College Campus at half-past eight o'clock. The lunch was served in the woods at one o'clock. The time was seemingly very pleasantly spent by all; some engaging in games, others in base ball, while some went in search of the coveted chestnuts, of which the amount found could easily be counted. A striking change from that of other years was the absence of our preceptress from the number, an occurrence which never happened before in the history of the school.

My birthday!—what a different sound
That word had in my youthful ears;
And how each time the day comes
'round,

Less and less white its mark appears.
—Moore.

On October 14 Mr. Waltz's twenty-ninth (?) birthday was celebrated by a sumptuous feast at Miss Stauffer's table. It may be of interest to know that Mr. Waltz's birthday is in May instead of October, a fact which was seemingly unknown to most of the members of that table. Although this was a sad attempt to reach the truth yet it was an occasion enjoyed by all its participants. Mr. Waltz very gratefully accepted this timely honor shown him by giving a speech in German. After finishing his speech, Miss Stauffer, who does not understand German, inquired, "Was he talking or only singing?"

Miss Mary Sheaffer was called home a few days on account of the sickness of her mother but she is back again at school.

Miss Orpha Kuhns who was a student at the College last year, paid a visit to College Hill on October 22.

Mr. Henry Brandt helped to swell the number that did due justice to a duck dinner at his uncle's home on October 20.

Founders' Day Anniversary.

The Twelfth Anniversary of the Founding of Elizabethtown College occurs on November 13, but owing to the Ministerial Meeting of Eastern Pennsylvania, occurring at that time, the committee having charge of this occasion has decided to postpone the anniversary exercises one week.

Accordingly we invite all our school friends, alumni, and the general public to be present on November 20 to hear the program of exercises in commemoration of this event. There will be selections of music, an oration, and a reading, and the chief feature will be an address by Supt. L. E. McGinnis, of Steelton, Pa. His subject on this occasion will be "Wholesome Educational Agencies."

There will be no admission fee charged but the committee asks for a silver offering to pay expenses. Come friends, help to make this occasion a pleasant and memorable one, and besides hear an address by an educator of local and state-wide reputation.

Bible Term of 1913.

A ten day session of special Bible study will occur this year January 15 to 24, at which time Eld. J. G. Royer of

Mount Morris, Illinois, will teach several periods daily and also preach each evening. Elder J. Kurtz Miller, of Brooklyn, will be with us again to teach two periods daily also. Elder Wilbur B. Stover, the first Brethren Missionary to India, now on furlough, is also expected to be with us part of the time to speak on Missionary themes. Several of the regular members of the faculty will also give instruction along the line of Sunday School work, music, etc.

In addition to the daily class work, there will be special programs in Educational, Sunday School, and Missionary work.

Look for further particulars in the next issue of Our College Times.

K. L. S. News.

The Keystone Literary Society met in regular executive session on Friday evening, September 27. Two persons made application to become active members of our society. The program then rendered was as follows:

Music—"Oh Pleasant Eventide," by Misses Moyer and Dennis.

Declamation—"The Quaker and the Robber," by Mr. H. M. Eberly.

"The Bull Moose Party Leader," by Mr. G. C. Neff.

Music—"O'er the Waters," by a Mixed Quartet.

Debate—"Resolved, That Immigration into the United States Should be Abolished." The affirmative speakers were: Miss Helen Kline and Mr. E. G. Diehm; the negative: Miss Lillian Becker and Mr. C. J. Rose.

Music—Vocal solo, by Mr. C. L. Martin.

On Friday evening, October 4, the Keystoners met in Literary session.

The following program was rendered:

Music—"October's Party," by Misses Wenger, Brubaker and Moyer.

Declamation—"Lincoln's Gettysburg Address," by Mr. John Graham.

Music—"My Country 'Tis of Thee," by the Society.

Referred Question—"Flies," by Miss Ella Ebersole.

Debate—"Resolved that the Pennsylvania German Dialect Should Never Have been Spoken." The affirmative speakers were: Miss Grace Moyer and Mr. Owen Hershey; the negative: Miss Sarah Repogle and Mr. Henry Brandt. The judges decided in favor of the negative. In the general debate which followed loyalty was shown for the good old Pennsylvania German. The main object to the dialect was, the hindrance in speaking English correctly.

Recitation—"Old Bob's Life Insurance," by Miss Helen Oellig.

Literary Echo—by Editor, J. D. Reber.

Music—"Spring Song," by Miss Kathryn Miller.

On account of a public program rendered by the Homerian's on Friday evening, October 11, the program of the Keystone Society consisted only of a business session and Parliamentary drill. At this meeting the following officers were elected for the coming month:

Pres.—Mr. Hiram Eberly.

Vice Pres.—Mr. E. G. Long.

Sec.—Miss Naomi Longenecker.

Critic—Prof. J. S. Harley.

Custodian—Mr. A. L. Reber.

Editor—Miss Lillian Becker.

Homerian News.

The Homerians held their first pub-

lic meeting on Friday evening, October 11. The following program was well rendered:

Roll Call—Secretary.

Invocation—Chaplain.

Reading—Nora L. Reber.

Essay—"Who are Some of America's Great Educators?" Ruth Stayer.

Piano Solo—Viola Withers.

Paper—Silas Marnier, Laban Leiter.
Address—Speaker.

Critic's Remarks—Prof. Ober.

On October 25 the Society elected new officers and discussed a part of the revised constitution. At the next meeting the newly elected officers will be installed and the revised constitution adopted. A full attendance of the members is requested.

The Value of an Education

Sara G. Replogle, '14.

The educated person starts out in life with a priceless heritage. In the first place, education leads to prosperity. By this we mean that an educated person will be more prosperous in life than a person who is not educated. We must bear in mind that education does not consist in book knowledge alone. Webster defines education as being "a systematic development and cultivation of the mind and other natural powers, and the direction of the feelings, the tastes, and the manners, by inculcation, example, experience, and impression." Some of our great men did not have so much book knowledge, yet we may say they were educated. If a person has the right kind of an education, he can not help being more prosperous than the uneducated person. Take for instance, a man who intends to be a prosperous farmer. He must know how to till the soil to the best advantage, he must know when to plow the ground and how to

care for the stock, so that it will be in good order. Education not only helps a man to be a prosperous farmer but it also helps a woman to be a good housekeeper. However, there are people in this world who seem to be too well educated to make a happy home. Education in this sense may not be a means of prosperity.

Furthermore, it is not only in the home and on the farm that educated persons are needed but there are thousands of positions open today for the educated man or woman. Perhaps one of the most important of these positions is the school room. A person who wants to teach school must have an education. There was a time when a person could teach if he did not have much of an education, but that time is past. Now our schools call for well educated teachers, and standards are being raised year by year.

Just as education leads to prosperity, so ignorance, which is the opposite of

education, leads to disadvantage. An ignorant person must necessarily be one who cannot read or write, and likewise lacks knowledge along other lines. We can see how such a person could make life a success, but would meet with many an inconvenience in life. By seeing the misfortunes to which ignorance leads, one should appreciate more than ever the value of an education.

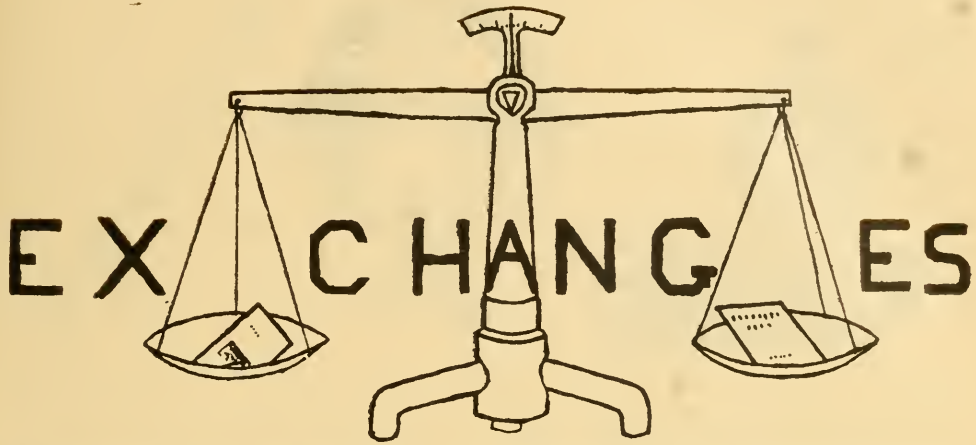
Again, as a rule, education preserves us from evil habits. An educated man or woman should have the power of overcoming evil temptations as they come. With education should come good moral character, for we think an education is not complete without this element in it. When character is once formed, temptation should be easily overcome. Hence, in this way, character, as a result of true education, will preserve us from evil habits.

In the next place, education provides enjoyment. How much enjoyment

could we get out of life if we were ignorant persons? We can scarcely realize the enjoyment we get from reading good books. There are people who enjoy reading to such an extent that they will not think of anything else, while reading a good book. They will not even think of their meals while their minds are being supplied with food. Then, too, an ignorant person may not realize pleasure from traveling, but an educated person will enjoy visiting places of historical interest and other places as well.

Education also helps to make good government, hence a strong nation. In fact, what would our nation be today if the people were all ignorant? Many laws would be needed, but who would be capable of making them? The men who are sent to Washington to help to make the laws that govern our nation, should be educated men. If they are not educated, they will not be able to do the work entrusted to them.





Look there! Ursinus has abolished fraternities.

The Susquehanna may be termed a well balanced paper. It does not over-emphasize any one phase of college activity. We believe the article on "The Meaning of Roosevelt" pictures him as he will be looked upon by the future historian. Furthermore, Dr. Floyds ably argues the four points in favor of the Christian College. Articles of this kind acquaint us with the teachers of an institution better than flattery or boasting.

A few photographs of schools and of their surroundings give us a clearer conception of institutions. They are no more remembered as vague abstractions. The Jubilee number of the M. H. Aerolith does it.

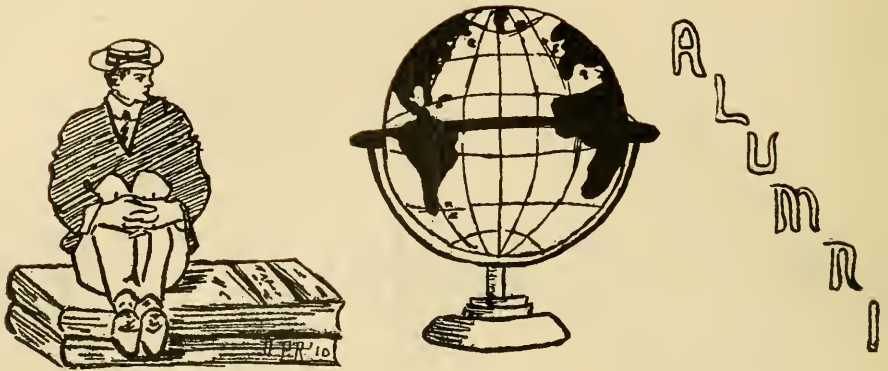
The Carlisle Arrow would do well to group more distinctly articles of a similar nature under a heading suitable for each. However, in other respects the paper is to be commended. Little room is given to trash and it surely gives a clear conception of the

work that has been carried on at the Indian School.

Targum, where are your editorials? Have you nothing more to tell us than the ordinary happenings of school life? We desire to know what your students are thinking, and how much they are thinking. Your advertisements occupy more space than all the other things put together.

An up-to-date paper, one that emphasizes every phase of school activity to the proper extent, is the Muhlenberg. Its general appearance,—excepting its small type—,and its cuts are noteworthy. No less does it fail to come up to the standard in its literary productions. One is profited by reading "Franklin, The Philanthropist" and "Gambling With Souls." Furthermore, it does not emphasize athletics as though that were the predominating function of the school.

College papers are rather late in starting this year, yet we find on our table, in addition to those already mentioned, The Gettysburg Weekly and The Sunburian.



Since the last issue of Our College Times very little has transpired in the Alumni Association. However, there are a few facts which we have observed and which no doubt will be of interest. Some sadden our hearts while others cause us to rejoice.

Every Alumnus will be sadly grieved to hear of the death of Miss Edith Martin. '08. Miss Martin was a student at this place for part of two years and finished the English Scientific Course in 1908, being historian of the class. She will be remembered by all her classmates as a jolly and sunny girl.

Her late home was at Derry Church. We are unable to publish particulars regarding her death. Surely this is a shock to all her friends. It seems sad that one so young should have been called away. Miss Martin is the first to break the circle of Alumni, but we must remember that

"There is no fireside howsoe'er defended,

But has one vacant chair."

The Alumni Association tenders its deepest sympathies to the bereaved family, knowing that what the Master does is well done.

Among those who visited the College recently are Elma Brandt, '11, William F. Christman, '11, and Florence Miller, '10. Miss Miller has already engaged a room for the Spring Term. If any more of the Alumni desire rooms for the Spring Term they had better apply early as the rooms will be well filled by that time.

Latest reports say that Abel W. Madeira, '09, who was teaching in Iowa has left his position there and has accepted a better paying position in a Business school in Connecticut where he will teach Penmanship. We are now represented in Asia, Europe and America and we hope the day may not be far distant when Africa and South America shall also feel our influence.

Mr. B. F. Waltz, '10 spent October 12 and 13 visiting friends in Greencastle, Franklin County. If any one is desirous of learning how to get more than one birth-day supper in a year enquire at once of Mr. Waltz. Of course an increase in birthdays brings with it as a consequence an increase in years. Undoubtedly this accounts for his having reached the age of twenty and nine (?) so rapidly.

Misses Kathryn Moyer, '10, and Floy Crouthamel, '10, are spending this school year in their own homes. They were offered schools but out of love for those who need their services at home they have refused the positions offered. Surely this is a noble step and one that should be emulated. The spirit of sacrifice is the spirit of service. The post of duty is ever the place of blessing.

Rumor has it that Mr. L. W. Leiter, '09, spent Saturday and Sunday, October 5 and 6 in York County. Question: "Did his or some one else's heart get lighter?"

Isaac Z. Hackman, '07, a graduate in the Business Course, after several years of teaching in Philadelphia, has returned to Elizabethtown where he is head bookkeeper at the Buch establishment. He is filling the position vacated by I. E. Shoop, '04.

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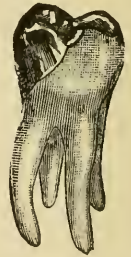
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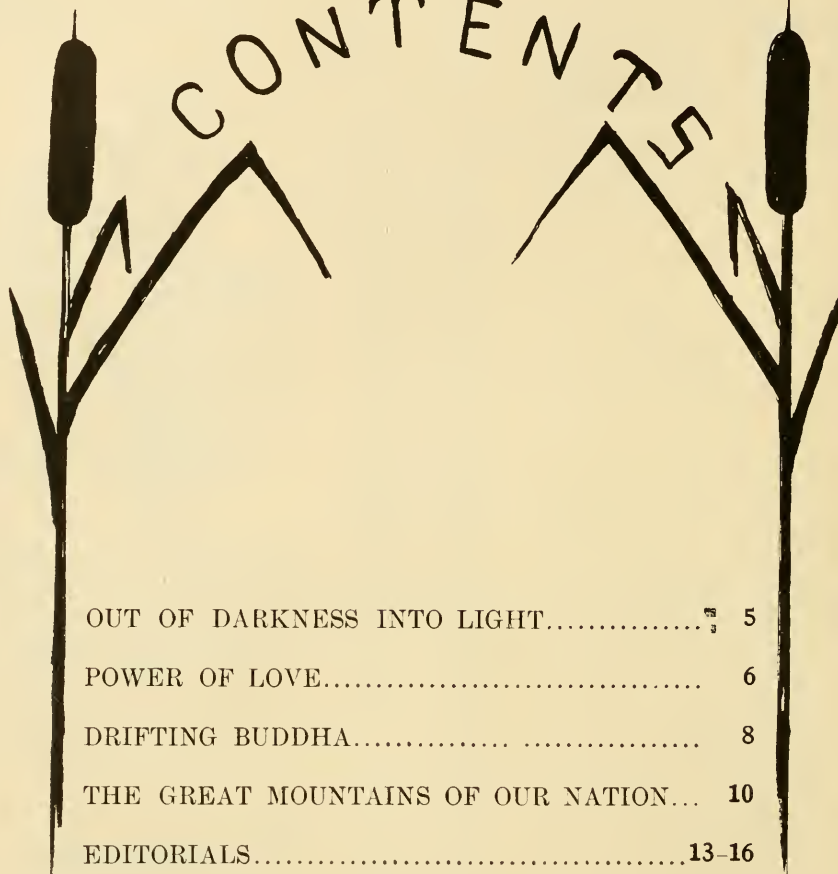
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Our College Times

VOL. X

ELIZABETHTOWN, PA., DECEMBER, 1912

No. 3

Out of Darkness Into Light.

From the heart of yonder mountain with a roar reverberating,
From the gaping tunnel leaped the shrieking, thundering railway train,
And its freedom seemed to fill it with a thrill exhilarating
As it rushed into the radiance of the open sunlit plain.
Then above the rugged entrance to that subterranean grotto
In a bold, broad, sweeping curve high o'er the portal of the night,
And in letters rude but graphic carved I this enduring motto,
Never was a grander watchword, "Out of darkness into light."

When at dawn the approaching sun awakes the world to new endeavor,
And the bugler in the mountains sounds the mellow hunting horn,
Joy shall follow weeping vigil, gleam dispel the gloom forever,
Glad we turn our faces eastward buoyantly to greet the morn.
Then methinks I see an angel shrouded in celestial aura
Vault the parapet of heaven and descend through ether bright,
And in characters of gold that fringe the arch of the aurora
There inscribe the glorious watchword, "Out of darkness into light."

When the human race emerging from the mediaeval ages
Sees the horizon widen out and zenith over zenith rise,
Nearer draws the bright millennium long foretold by bearded sages;
Fellow traveler, lo! the vision lures us on to Paradise.
Onward and forever onward, hope mounts at each revelation,
Splendor infinite unfolds before us in our heavenward flight,
And o'erspanning each new vista we in rapt imagination
Blazoned see the eternal watchword, "Out of darkness into light."

—Nescis.

The Power of Love.

Ada Douty

Many may ask, "What is Love?" and we receive as many different answers as there are people. One may say, "Love is liberty." Another says, "Love is such a giant power that it seems to gather strength from obstructions, and at every difficulty rises to higher might." It is all-dominant—all-conquering; a grand leveler which can bring down to its own universal line of equalization the proudest heights and remove the most stubborn impediments. "Like death, it levels all ranks, and lays the shepherd's crook beside the sceptre." "Love is the light, the majesty of life, that principle to which, after all our struggling, and writhing, and twisting, all things must be resolved. Take it away, and what becomes of the world! It is a barren wilderness! A world of monuments, each standing upright and crumbling; an army of grey stones, without a chaplet, without a leaf to take off. Things base and foul, creeping and obscure, withered, bloodless, and brainless, could alone spring from such a marble-hearted soil." The Bible says, "Love is the fulfilling of the law."

That there may be love in society there must be love in the home. In the true wife the husband finds not affection only, but companionship—a companionship with which no other can compare.

There is a picture bright and beautiful, but nevertheless true, where hearts

are united for mutual happiness and mutual improvement; where a kind voice cheers the wife in her hour of trouble, and where the shade of anxiety is chased from the husband's brow as he enters the home; where sickness is soothed by watchful love, and hope and faith burn brightly. For such there is great reward, both here and hereafter, in their own and their families' spiritual happiness and growth, and in the blessed scenes of the world of spirits. The one is often willing to sacrifice in order to make the other happy. They attend the same church, and establish a family altar in the home. It is a blessing to be in a home where there is "sweet accord." The power of love is strong here. Though they live for themselves they live for others also. They are not selfish with their love.

As the days, weeks, and months go by, they still have their love centered on each other; but now a change takes place. A dear little angel baby is found in the home. They now give much time, labor, and love to the child. They smile over the cradle; they sing for it, pray for it, and fondle it as best they can. It drives away sorrow and brings sunshine into the home. By and by another babe finds its place in the home. Here the children grow up together. They now impart love to their parents in their childish way, and tell all their sorrows,

disappointments, and troubles to papa and mamma. If mothers tell their sorrows and troubles to their children they will, in turn, tell them to their parents.. Children will know their parents and love them; and when the period of life comes that they must turn from the dear and familiar scenes of childhood, and seek new friends and surroundings, though they have longed for it, yet, when the moment comes, what bitter tears are shed, and how the heart aches.

Children should cherish in their hearts all the pure and holy associations of their early years. They will be as a shield to protect them from the temptations which are ever ready to destroy the unwary and thoughtless. Since husbands and wives love each other they love their children, and the children, in return, love their parents, and naturally, love each other. This is what makes a home completely happy. Home is the spot where the child pours out all its complaints, and it is a grave of all sorrows. Home has an influence which is stronger than death. It is a law to our hearts, and binds us with a spell which neither time nor change can break. There is nothing on earth so beautiful as the household on which Christian love forever smiles. Therefore the power of love in a home is great since love binds the inmates so closely together with cords of affection that they are never broken.

If there is love in the home there will be love in a community. To illustrate the power of love which a man had for his neighbor I will relate an incident. There were two men, living side by side, whose names were Long and Brown. Mr. Long was a Christian

but Mr. Brown was not. One day Neighbor Brown's cows broke into a field of corn belonging to Neighbor Long. Mr. Long drove them out and took them home. A few days afterward the same thing happened and Mr. Long chased them home again. But one day Neighbor Long's cows got into Neighbor Brown's corn-field. Mr. Brown took them out, hissed the dogs after them, and treated them shamefully. This made Mr. Brown very angry and he decided to have Mr. Long arrested. Rather than appear before court Mr. Long said he would pay the damages. Mr. Brown refused to settle. He said that the damages amounted to twenty-five dollars. After speaking to the lawyer it was decided that each man should appoint a man to estimate the value of the property destroyed. So neighbor Long appointed Mr. Brown and Mr. Brown appointed Mr. Long. They met on the day appointed and neighbor Brown said that Mr. Long should make his estimate, but he refused and said that neighbor Brown should state the amount. Mr. Brown said that he did not think it was more than five dollars, which Mr. Long paid gladly. After that time they were always friends and not long afterwards Mr. Long persuaded Mr. Brown to become a Christian. One of the greatest commandments in the Bible is, "Thou shalt love thy neighbor as thyself," and Mr. Long and Mr. Brown kept it ever after they were both Christians.

Love cannot be separated by natural obstacles. Valleys may be separated by mountains yet love will exist. Rivers, mountains, valleys, plains, canyons, oceans, and seas can separate people that love each other but it can-

not separate the love that they have for each other. When people have love for each other, it enlarges in ever-widening circles until it has reached the uttermost parts of the earth.

Society, in general, is linked together by the chain of love. This love originated in God himself, for John the

Revelator says, "We love God, because he first loved us." Implicit love in the home, Christian love and fellowship in the Church, and love for all mankind, are types of the real fruition of love which shall be the atmosphere of the soul in the world to come.

Drifting Buddha.

B. F. Waltz.

It is said that as a final test for his godship, Buddha was commanded to embark on the river Ganges in a boat without oars, and that his immortality would be assured if he floated against the current. As soon as he reached the middle of the stream, some unknown, superhuman force carried him up the river. He was assured of his Buddhahood. Fate caused him to become a god, or master of the elements, and from that day to this present time he is worshiped by thousands in heaven and earth.

Did you notice that Buddha went up stream without any effort of his own? We are in the stream of life. We are no Buddhas. We can go up stream as did Buddha, but we must add thrift and determination. He, indeed, did float against the current, but we will float with the current unless special effort is put forth. We have learned that it does not take any labor to float with the current; and as a result, as one of a crowd goes, so the others follow. The flotsam and jetsam of to-

day is one of the greatest drawbacks to the advancement of society.

The first thing necessary for young people entering this stream of life is a high aim. Did I say high? Have you noticed how the skilled boatman makes an allowance for the strength of the current when he wishes to cross a stream? He always aims far above the place where he wishes to land. Especially is this the case when the current is strong. Indeed the current into which you and I are launched is very strong. Remember, therefore, that we must keep our aim high. The blighting acts of people whom we must be about, have an influence upon us. There are many "Gyp the Bloods" and "Lefty Louies" about us. They all have a tendency to pull us from our aim. Rosenthal, although a gambler, felt it his duty to expose some of the evils of the police force in New York City. His aim was high, but the evil influences of the "Bloody Four" caused his death. Our aim must be very high in order to have it act as an offset for

some of the destructive influences about us.

Buddha, deprived of oars, indeed went against the current. Although we are no gods yet we in one respect surpass Buddha. Fate was his determining force. We are the masters of our own destiny. We are provided with talents, education, effort, and "I will," as our oars. We must be very careful that we keep aiming aright, for these oars will help just as much going down stream. Our talented, educated rascals are the worst scoundrels with whom we have to deal.

The little fellow had the proper spirit in Sunday School, even if not the proper reading, when he said that Daniel was "of a great spine." The men with big spines are the persons that are now accomplishing things. Too long have we as an American people catered to the follies of our sensuous natures. Let us not drift, but let us stand for what we believe to be right. We see a lack of spine in the man who simply votes as his neighbor for fear of being criticized. The man who can not say no when five dollars is offered him for his vote is drifting with the tide. We see a dangerous element in a man when he does not vote for principle but simply for party. We must put ourselves in a position to pull on the oars and go up stream. The place of neutrality is a dangerous one in some of these vital questions. The alert mariner fears the doldrums, the region of dead calms near the equator, more so than the icefloes of the north or the monsoon's blast. In the strength of our manhood we must meet the current.

Many things come as temptations

while young people are getting their education. There is a tendency for us to take the short courses in order to be able to get out and earn some money. Those in longer courses are tempted to stop and secure employment. Some young men flit from one occupation to another. They are subject entirely to the current. Obstacles overcome them instead of their overcoming obstacles. If we strike something difficult let us hit it hard. In the great school of life we are constantly making trial of our godship. We are masters of ourselves only as we overcome the current of obstacles.

It is said that we as an American people follow too much the line of least resistance. Thus it was with the hero in Romola. How different it was with the heroine! She followed duty even if it did mean death to her. The man who does his duty will not seek the line of least resistance. Let us do things because they are difficult. We can overcome the force of the current only as we pull hard with the oars.

It is easy for us to do just as others do when out in society, even if it is contrary to the wishes of the folks at home. We drift with the current. We are afraid to be a little different from those who are drifting. We lack moral courage to do what we believe to be right. If we are Christians, let us be Christians with all our might. We must move not only against the current of vice, but rise above it.

A number of our church fathers have taught us again and again the lesson of holding fast to our profession. Let us not be moved by every wind of doctrine. Let us not drift as do others; but unfurling our banner of good will to all

men, let us spread our sails so that the breezes of heaven will waft us through the troubled waters to the haven of rest.

We can go against the current today only as we find our ideal in the Man of

Galilee. We will be conquerors only as we have Jesus in us. We will be masters of ourselves only as we overcome the temptations of the sirens and the lure of evil.

The Great Mountains of Our Nation.

I. J. Kreider.

On the eastern coast of our country lie the great Appalachians which formed the barrier that held our thirteen original colonies in one compact body, but at length they were crossed and beyond them were found the most fertile fields of our nation. Crossing these we come to a range containing the highest peaks with their beautiful grand canon and most magnificent amphitheatres, with cliffs and rocks of the most curious and fantastical shapes. Moving on to the Pacific Coast we find the Sierra Nevada and the Coast Range, in which you may see the sublime glory of the sun setting far away on the coast, when the pine tree is shining in the departing sunlight for a short time, and the warm dusky glimmer gradually fades away on the horizon.

Men have crossed these mountains; men have dug into their hearts, in which they found the wealth of the nation. But between these mountains lie other mountains whose summits have not yet been reached, and whose hearts men have not yet pierced.

These are not physical mountains

but hyperphysical. These are not mountains of earth and stone but mountains of evil. Almost two thousand years ago the Ephesians brought seven thousand five hundred dollars worth of bad books from their city and kindled a bonfire in some public place. Should not the cities of our country make a bonfire of bad books and newspapers? We have enough fuel to start a blaze thousands of feet in height. One of the greatest scourges that has ever come upon this nation is bad literature. It has its victims in all employments and departments. It has helped to fill the insane asylums, penitentiaries, almshouses, and dens of shame. The London plague was nothing compared with it. That counted its victims by the thousands, but this modern pest has already shovelled its millions into graves.

Again there is a great mountain sitting between the Rocky mountains and the Sierra Nevada. It sits in defiance and mockery, some-times holding its sides with uncontrollable mirth at our national impotency. It has

demoralized the whole nation. Nevertheless only four-score years ago it originated in the state of New York. In 1853 the corner stone of the beautiful temple in Salt Lake City was laid. Today the Mormons are busy in Norway, in Sweden, in England, in Ireland, in Scotland, and in Germany, breaking up homes and with infernal cords drawing the population this way—a population which is dumped as carrion on the American territories. Our nations' crime with its long rake stretched across other continents is heaping up on this land long windrows of abomination and is growing worse and worse.

There is still another mountain of evil which does not belong to the East, nor to the West, nor to the North, nor to the South. Yet there is not an American river into which its tears have not fallen. What ruined that southern plantation where every field is a fortune? What threw that New England farm into decay and turned the rosy cheeks that bloomed at the foot of the Green Mountains into the pallor of despair? What has smitten every street of every village, town, and city of this continent with a moral pestilence? It is so great an evil that some states have prohibited it by constitutional amendments. Others have made the sale of it a crime. Word comes to us from all sources saying that there is going to be a great conflict in which either intemperance or the American government will be destroyed. Intemperance and free institutions cannot walk side by side. These are but a few of the many mountains in our free America.

Thus we see that we have great

mountains to overcome, we have great battles to fight, and we see the need of men who dare to stand firm for truth, for honesty, for right, for anything that develops noble character. The wisest king that ever lived said, "Wisdom is the principal thing, therefore get wisdom." Solomon referred not to the wisdom of the head but rather to the wisdom of the heart.

But we are living in a day and age when people have little or no time to think on wisdom but often on that which tends to lead them into degradation and debauchery. We need a thinking people, for a thinking people must soon become a great people. Thinking men are men of influence. Men of influence are men of character. Men of character are men of power. It requires time to think; it requires time to become men of noble character, or to become men of power. It pays. Channing wisely said, "My road must be through character to power; I will try no other; and I am sanguine enough to believe that this course, though not the quickest, is the surest."

During a riot in Paris in 1848, a mob swept down the street killing the soldiers, spiking the guns, leaving death and destruction in its trail. Suddenly the mob was halted by a white-haired man who signaled for silence. The leader of the mob recognized the serene face of the old man and cried: "Citizens, it is De l'Eure. Sixty years of purity of life are about to address you." Almost as if by magic the heedless mob that could not be quelled by soldiers and guns, stopped, looked, and listened. The purity of purpose and integrity of character in one good man, were mightier than the armies of a na-

tion. Let us therefore get all the scholarship we can, let us get all the wisdom we can, let us get all the culture we can. But above all let us strive to build noble characters. Let us remember that goodness is better than greatness. With this as our aim let us

go to battle with the confidence that great mountains will be removed and that the victory will surely be ours, for we shall not fight our battles alone. "For behind the dim unknown standeth God, within the shadows, keeping watch over his own."



A "Down East" Thanksgiving.

A fireplace that reeked of the pines of old Maine:
 Backlog and forestick, andirons and crane;
 Odorous, resinous, pungent and rare,
 It seemed as if incense were blent with the air.
 Standing apart, grim sentinels, as 'twere,
 The great, roomy settle, the hooded arm chair;
 While ranged on the mantle-piece, ponderous and wide,
 The pewter and delft—our grandmother's pride.

Safe beyond reach of the mischievous elves,
 Great, luscious pies, ranged in line on the shelves;
 Jellies that quivered with joy in each mold,
 Sweetmeats that vied with the nectars of old.
 Puddings with plums as big as your thumb,
 And turkeys whose weight would 'most strike you dumb.

Game pies so huge and lusciously browned
 That Arthur, his knights of the table round
 And all the fair ladies might sup, nor want more,
 Though numbering, in truth a goodly fourscore.
 Crannies and corners and cupboards untold,
 Room and a welcome for young and for old;
 Comfort from cellar to attic for all—
 Up chamber, down chamber, parlor and hall;
 When all the kin folks—from no matter where—
 Gathered at "Grand'ther's" Thanksgiving to share.

—Mrs. Margaret N. Goodnow.



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Entered as second-class matter April 19, 1909, at the Elizabethtown Postoffice.

By the time this issue of the paper reaches our readers Thanksgiving Day will be in the past but we hope all may have pleasant memories of the day. This past year truly has been rich for us in temporal and spiritual blessings; have we acknowledged these blessings with thankful hearts? Our life each day should breathe a prayer unto God for his goodness unto us.

Following this National Day of Thanksgiving comes a day more significant. It is the most cherished day of all the year because love gave it to

us. Christmas, Merry Christmas, the day of true thanksgiving, will soon be here. There is nothing for which we should be more thankful than for the life of our Master and the plan of salvation. By the atonement Jesus has wiped away the Adamic sin, thus effecting a reconciliation between God and man, and has provided a cleansing for our personal sins. May we all apply this cleansing power to our sinful hearts so that we may have a right to the tree of life, and truly be able to say, "A Merry Christmas in Christ Jesus."

The cut for the exchange department of this paper was designed by Mr. Albert L. Reber. Somehow the manufacturers of the cut omitted his initials in reproducing the drawing. We, therefore, take this means of informing our readers of the name of the designer.

The Librarian of the College desires to have a complete file of Our College Times for the College Library. At present the file is complete with the exception of two numbers; viz., November, 1904 and July, 1910. If anyone has one or both of these copies, we will be pleased to hear from you and, if possible, make an arrangement for the purchase or the donation of the same. Will you please assist us by looking over your copies for the above issues?

Bible Term Announcement

The annual Bible Term held at Elizabethtown College will open January 15, and close January 24. We hope a large number of our brethren and sisters will arrange to be with us this year. Further information can be secured by sending a card to Dr. D. C. Reber, Elizabethtown, Pa.

The program promises a rich treat for all who will attend. The work of these ten days is varied and can not fail to give all some valuable helps and hints. Young ministers, especially, should make it a point to hear Bro. J. G. Royer give his "Lessons in Homiletics." Bro. J. Kurtz Miller will again give us some of his splendid expositions of scripture. He has selected First and Second Peter for his work this year. Bro. Hertzler, who gave such an instructive analysis of Romans last year, will this year use

First Corinthians for his lessons. Then, too, Bro. Jesse Ziegler will continue his practical talks on the subject of Prayer. Besides this, members of the College Faculty will give instruction in Psalms, Sunday School Work, and Music. Bro. Stover will also give talks on Missions several days.

Now brethren and sisters, here is an opportunity for us all to improve and develop for better service for the Master. The work of the church lies before us, and her greatest need is trained workers. We heartily invite all who feel the need of more preparation for their life's work, to be present and assist in making this the best Bible Term held on College Hill.

Daily Program

a. m.

8—9—Library Work or Study.

9:00—Chapel Exercises.

9:20—Lessons in Homiletics—J. G. Royer.

10:00—I Corinthians.. S. H. Hertzler.

10:40—I Peter.....J. Kurtz Miller.

11:20—Psalms..... Lydia Stauffer
p. m.

1:40—Prayer..... Jesse Ziegler.

The Great Teacher, J. G. Royer.

2:20 II Peter..... J. Kurtz Miller

3:00—Sunday School.... H. K. Ober.

Missions..... W. B. Stover.

3:40—Sacred Music, Katherine Miller.

Evening

6:45—Song Service, Katherine Miller.

7:00—Sermon

(a) January 15-19, J. G. Royer.

(b) January 20-24, W. B. Stover.

Special Programs

Educational..... January 18, 1913.

Temperance..... January 19, 1913

Lecture "The New Era," Byron C.

Piatt, January 21, 1913.

Veni, Vidi Obii.

"I came, I saw, I died." We hope this may be the fate of every college fraternity that has made its appearance in the nited States. Ursinus College has made a clean start in this direction. For, at a recent action of the Board of Directors of that institution, it was decided to dissolve the fraternities existing among the student body. This Board is to be commended for the noble stand taken in promoting the cause of Christian education. We also believe that every institution that harbors these fraternities would feel more of a democratic atmosphere by a similar dissolution of its secret societies. This stand taken at Ursinus College is due not only to the opinion of the Board of Directors but also to the Constitution of that school.

That portion of the Constitution which it has been decided "to hold to the letter," and which does not permit secret organizations to exist, and which should be incorporated into the constitution of every college in our land, reads as follows: "Students may organize religious, literary and other societies among themselves for mutual improvement, provided the constitution, laws, workings, etc., of the proposed society are approved by the General Faculty, and are at all times open to its inspection, and all the meetings, exercises, and doings of such organization are at all times open to any member of said Faculty."

In this day of organizations it is difficult to find a society of any kind that does not possess some advantages or at least the possibility of advantages. But there is a distinction that must be made in the consideration of organ-

izations. That society which exists for the purpose of "mutal improvement" deserves to be fostered; but when its aim is to develop a clannishness of a certain class of students and to disengage the powers of its members from their school work, it must be ousted. In short, there is too much Christian manhood placed at stake for the wishy-washy benefits of a college fraternity.

To the thoughtful person it is at once evident that no school can tolerate these college fraternities, the "ignes fatui" of so many students. In the first place, they are contrary to the Scriptures in their very organization and influence on Christian character. When Divine Revelation tells us, "Swear not at all," and not to take any oath whatsoever, no follower of Christ can take the initiatory oath of secrecy as required by many college fraternities, and stand uncondemned before his Maker. Neither can a college graduate perform his duty to his community by promoting a caste system that is one of the greatest foes of the church; viz., the lodge, with its false claim of charity.

Moreover, the college fraternity is too selfish. It destroys the natural environment of the young man at school and gives him a false view of life outside of college circles. Life in a college should be like that in an ideal family. Here the children all have their respective rights and privileges, and learn to respect each other. How different affairs are in a school that shelters fraternities! The members of some fraternities and sororities "have no dealing" with those of a different society and as a rule respect

neither the rights nor the privileges of the "barb." They are a select family which can be entered not at one's own free will and choice but by the consent of others. In course of time the fraternity becomes the prominent idea and not the individual in it. The "frat," as a result, becomes a slave to its environment which absorbs him instead of the good in it being absorbed by him. It is also true that many of the best students in our colleges and universities are never solicited for membership because of this preposterous mania for exclusiveness. After all, no fraternity is greater than a college; no college greater than an honest man; and whatever tends to make a good "frat" out of a young man instead of an efficient college graduate, must be removed from the walls of an institution at once.

This clannishness of a "coterie" is closely akin to another of the great evils of college fraternities—the waste of time. It is pleasant to think of "the feast of reason and flow of soul" that may be had through the fellowship of like-minded persons. However, the average college "frat" enjoys no such thing in his meetings, but usually returns from a night of debauchery—from a feast of riotousness and flow of spirits. No one but a member of a college fraternity knows much about the hoodlum conduct found in some of these organizations and many a young man has admitted that his first drink was taken in the "frat" den.

It is also a fact that the majority of the members of the college fraternities

comes from the wealthy leisure class. This class of students never amounts to much unless they break away from the delusive idea that the prestige of belonging to a fraternity guarantees a successful career. At most, ease can never be appreciated fully by the man of leisure. Then, too, it is distressing to see college fraternity meetings drawing away talent that should be exercised in the Literary and the Religious Societies of the institution. We also hope many institutions may see the close relation of dormitory life to the life of the world and thus save their dormitories by ostracizing the abnormal life of the chapter house.

This precedent set by Ursinus College should induce more schools to take a firm stand on this question of dissolving clubs and fraternities. Our sister institution has our hearty sympathy and cooperation in this progressive movement.

Statement of Ownership, Management, Etc., of Our College Times, published monthly during the academic year at Elizabethtown, Pennsylvania, as required by the Act of August 24, 1912.

Editor, Ralph W. Schlosser, Elizabethtown, Pa.

Business Manager, J. D. Reber, Elizabethtown, Pa.

Publisher, Elizabethtown College. Affirmed and subscribed before me this sixteenth day of October, 1912.

H. K. Ober, Notary Public,
Elizabethtown, Pa.

My Commission Expires March 16, 1913.



SCHOOL NOTES

We think of Thanksgiving in harvest time—

In the yielding, gathering golden time;
When the sky is fringed with a hazy mist,

And the blushing maples by frost lip kissed;

When the barns are full with the harvest cheer,

And the crowning, thankful day draws near.

We think of Thanksgiving at resting time—

The circle completed is but a chime
In the song of life, in the lives of men;
We harvest the toils of our years, and then

We wait at the gate of the King's highway

For the dawn of our soul's Thanksgiving Day.

—Rose Hartwich Thorpe.

This Thanksgiving Day will surely be a joyous one to the students of Elizabethtown College. For, on the day before the fall term for this year closes, examination week with its ex-

tra strain and work will be over. Many students expect to spend Thanksgiving Day at their homes despite the fact that a sumptuous dinner will be served in the College dining room.

Old Winter King is making himself felt on College Hill and the work of his helper, Jack Frost, is becoming more noticeable morning after morning.

These winter nights, against our window panes

Young Frost with busy pencil draws designs

Of ferns and blossoms and fine spray of pines,

Oak-leaf and acorn and fantastic vines,
Which Nature will produce when summer comes again—

Quaint arabesques in argent, flat and cold,

Like curious Chinese etchings.

—T. B. Aldrich.

The tennis season of this year is being closed with a tournament which is almost completed.

Basket-ball is the game that is claiming the most attention in athletics at this time. Some interesting games have been played in the College Gymnasium. The first game of interest was played between the "Second Year German Class" and the "Lancaster County German" team and resulted in a defeat of the S. Y. Germans by a score of 29 to 15.

S. Y. German	L. C. German
Diehmcenter.	Becker
Herrforward.	Kulp
Reberforward.	Martin
Kreiderguard.	Brandt
Rootguard.	Eberly

On the evening of November fifteenth was played another very interesting game between the full "German" team and the "Lone Star" team. The Germans won the game by a hard fight with a score of 27 to 20.

Lone Star	Germans
Geyercenter.	Diehm
Brandtguard.	Rose
Hersheyguard.	Kreider
Martinforward.	Herr
Kulpforward.	Becker

A change has been made in the time when we are to hear Col. Geo. W. Bain, the Kentucky orator, give us his famous lecture on "The New Woman and the Old Man." Col. Bain will give his lecture in the College Chapel on the evening of December ninth, at eight o'clock. Col. Bain is said to have done more good than any other man on the American lecture platform. No audience ever felt the sway of his oratory without a vision of a great personality, matchless in character, masterful in brain, sympathetic in heart, and sublime in purpose. Col. Bain has been

here before and comes highly recommended, and so Montaigne's advice seems timely:

"Be sure and come, be wise with speed,
You who stay home are fools indeed."

The new Elizabethtown school building has been completed and school work started for this year.

Professor in Physics class: "What is an aquarium?"

Mr. Rose: "It is an acid that takes the air out of the water."

Dr. Turner, formerly President of Hastings College and at present an enthusiastic worker in the Chautauqua movement, visited the College on October 29, and gave us an interesting talk after Chapel Exercises. He is one of the men who is trying to secure a Chautauqua for Elizabethtown next summer.

Miss Myer spent a few days in Philadelphia during the Convention of the State Sabbath School Association.

Every morning at 5:45 a number (which varies considerably) of College boys can be seen taking a cross-country run of almost two miles. The runners are claiming excellent results, excepting Mr. Waltz, who since his twenty-ninth (?) birthday has had a bad attack of lumbago.

On October 24, Messrs. Harley, Neff, Kulp, and Heistand heard Gov. Hiram Johnson render an enthusiastic speech at Harrisburg.

Wilson was elected
Just as we expected;
Teddy was rejected;
Taft was so affected
He had to be injected;
Chafin was neglected;
Debs, he has corrected.

The Concert given by Geo. P. Bible and his accompanying artists proved to be all that it was recommended to be and seems to have been enjoyed greatly by all who heard it.

Mr. Kreider makes weekly visits to some place, not known (?) to us, a few miles from Elizabethtown.

Miss Kathryn Miller, our music teacher, spent Sunday at home a few weeks ago.

On November 18, Professor Isaac Hackman assumed his duties as Principal of the Commercial Department of the school. He succeeds Professor I. E. Shoop.

Miss Rhoda Miller will return to school at the opening of the Winter Term.

It is reported that one of the ladies desires to have a rose for the next lecture. Mr. Rose being anxious to know more about it found to his glad surprise that it was to be an ever blooming rose.

Quite a few students attended the Lancaster County Institute and report having heard some excellent addresses.

Professor: "Do you catch cold or do you get it?"

Miss Becker: "Neither, you take it."

The parents of Mr. George Neff, paid a visit to the College on November 23.

Professor H. K. Ober is at present holding a series of meetings at Williamsburg, Pa.

On November 17, Prof. Schlosser addressed a Children's Meeting at the Heidelberg Church, Lebanon County, preached a sermon in the evening at Richland.

After studying about coneyclic

points in Geometry, and not understanding them very well, Miss Brubaker asked the teacher: "Professor, what are these cyclonic points, anyhow?"

Misses Rebekah Shaeffer and Naomi Longenecker visited Juniata College on Sunday, November 17.

November 14, was an epoch making day for the school. It was the first time, outside of Thanksgiving Day, that the students received a chicken dinner. It was a meal much appreciated by the students. Keep up the good work.

Miss Ruth Stayer spent a few days at her home in Bedford County.

Philosopher Falkenstein says: "They say that courtship is the light of life, and then I suppose married life is the time to pay the gas bill."

Dr. Reber spent the afternoon of October 31, visiting public schools.

Professor Harley has the honor of shooting a walrus (?) near the College campus. He has the skin in his room and it is open for inspection by any one who cares to examine it. He has had the College Seal impressed on it and it makes a fine addition to his room.

John Swope returned to College Hill on October 29, after spending a few days at his home near Hershey.

Miss Meyer, at the table, to a lady, who was visiting here a few days: "You know Mr. John Graham, don't you?"

Mrs. W: "Oh yes, he was around our place much when my niece was at home."

We now understand why Miss W. is especially fond of "Johnnie" cakes and "Graham" wafers.

Miss Leah Sheaffer was called home for a few days to wait on her mother who had a severe fall.

Mr. Waltz's translation of Horace III, 18, lines 15 and 16:

"The toiler delights in beating the accursed earth with his third foot."

The twelfth anniversary of the founding of Elizabethtown College was celebrated on Wednesday evening, November 20. The chief features of the program were: an oration by B. F. Waltz; a recitation by Kathryn Miller; and an address by Supt. L. E. McGinnes of Steelton. His theme "Wholesome Educational Agencies," was ably discussed and full of valuable suggestions for the student body.

Who is "Nescis"? This is now the second poem written under this "nom de plume," and placed on the first page of the literary department. We know that "Nescis" means "you do not know," but perhaps the poet is better known than he thinks he is

Competition is very keen on College Hill. No sooner had a photographer from Ohio taken a picture of our students and the buildings, than a request came from our local photographer for the same privilege. It was granted. Now for the results.

By the opening of the Winter Term many a turkey will have gobbled his last, because of a home coming son or daughter.

Our janitor, Samuel Dennis, has had a badly sprained ankle but is now able to work again.

On November tenth Professors Harley, Schlosser, and Meyer attended the Lancaster Love Feast.

Professor Schlosser also addressed the Mountville Children's Meeting in the afternoon of the same day.

Professor in Physics class: "What controls evaporation?"

Mr. Rose: "The larger the surface, the more the molecules are kicked out, just the same as the more pigs in a pen the more can jump out."

Professor in Physics class: "Do two ball rebound if they strike each other?"

Miss B: "No, after they hit each other they quiet down and stick together."

Mr. Kreider spent November tenth visiting friends in Palmyra.

Miss M. Ada Douty: "My initials make me M A D."

L. Anna Schwenk: "Mine make me feel like an eighteen year old L A S."

Her chariot is an empty hazel-nut
Made by the joiner squirrel or old grub,
Time out o' mind the fairies' coach-makers.

And in this state she gallops night by night

Through lovers' brains, and then they dream of love;

O'er courtiers' knees, that dream on curtsies straight;

O'er lawyers' fingers, who straight dream on fees;

O'er ladies' lips, who straight on kisses dream,

Which oft the angry Mab with blisters plagues,

Because their breaths with sweetmeats tainted are.

We are now fully able to understand why Miss Kline has been carrying an extra large blister on her lips for the past few days.

The "Wholesome Educational Agencies" which were so excellently discussed by Supt. McGinnes follow:

- 1 Minor Agencies or Supplements.
 - 1. Faculty.
 - 2. Management.
 - 3. Course of study.
- 2 Major Agencies or World Supplements.
 - (a) Unorganized.
 - 1. World of Nature.
 - 2. World of Art.
 - 3. World of Music.
 - 4. World of Reading.
 - (b) Organized.
 - 1. World of Politics.
 - 2. World of the American Home.
 - 3. World of the Christian Church

About a week ago when twenty blue Jerseys appeared on College Hill with the monogram, E. C. on them, many were the conjectures of what this monogram might signify. The most plausible of these guesses were:

- Christian Endeavor.
- College Eats.
- Christian Educator.
- Correct Englishman.
- Escaped Convicts.

On one or two Jerseys it meant: "Come Edna."

Professors Reber, Ober, Schlosser, and Meyer attended the Ministerial Meeting at Hershey. Mr. Gingrich was also present at this conference.

Miss Landis in typewriting class: "Please excuse me from typewriting today. I fell on my foot and sprained it, so you see I won't be able to write."

One of our enthusiastic Algebraists was so engrossed in that subject that he was more impressed with the fact the x, y, and z followed each other closely in a certain chapter of the Bible, than with the sentiment of what he was reading.

K. L. S. News

The Keystone Literary Society met in regular executive session on Friday evening, October 18. Three students made application to become active members of the Society.

The following program was then rendered:

Music, "The Last Rose of Summer," Mixed Quartet.

Declamation, "October's Bright Blue Weather" E. D. Long.

Essay, "Autumn" Mabel Hoffman.

Debate, Resolved, That Autumn is the most inspiring season of the year.

Debated affirmatively by Misses Irene Wise and Emma Ziegler; negatively by Misses Gertrude Keller and Mary Ziegler.

Recitation, "Only Sixteen," Lydia Miller.

Music, Piano Duet, Misses Sheaffer and Stayer.

Oration, Orville Becker

German Reading, C. J. Rose

On Friday evening, October 25, the Society met in literary session and the following program was rendered:

Vocal Solo, "The Mission of a Rose," Sara Moyer.

"Life of Hiram Johnson," Mr. Diehm

Debate. Resolved, That music has a greater influence on mankind than oratory.

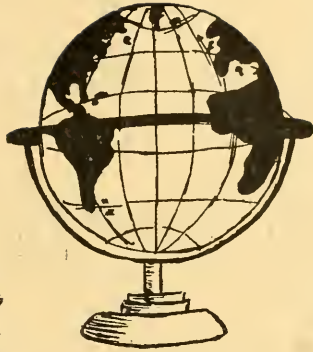
Debated affirmatively by Miss Dennis and Mr. Shelley; negatively by Miss Ruth Landis and Mr. Harry Royer.

Reading, Miss Heistand.

Literary Echo.

On November 1, a business session of the Society was held at which the following were elected to serve as officers for the next month:

Pres.—Mr. E. D. Long.



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The Alumni editor wishes to correct a statement made several months ago. Mr. Isaiah E. Oberholtzer, '06, is not in attendance at the White Bible School, but is a student at the Northwestern University of Evanston, near Chicago.

Amos G. Hottenstein, '08, anticipates graduating, about Christmas time, from Goldey Business College, Wilmington, Delaware. He has been a student there since June and is preparing for a business career.

Henry J. Sheaffer, '11, is at present in Butte, Montana, but we are unable to say in what business he is engaged.

Reuben F. King, '09, who had a position in Elizabethtown, has resigned and returned to his former home at Myerstown.

The school is glad to announce that I. Z. Hackman, '07, has been secured to take charge of the Commercial Department. Reports say that he is doing well in his new sphere.

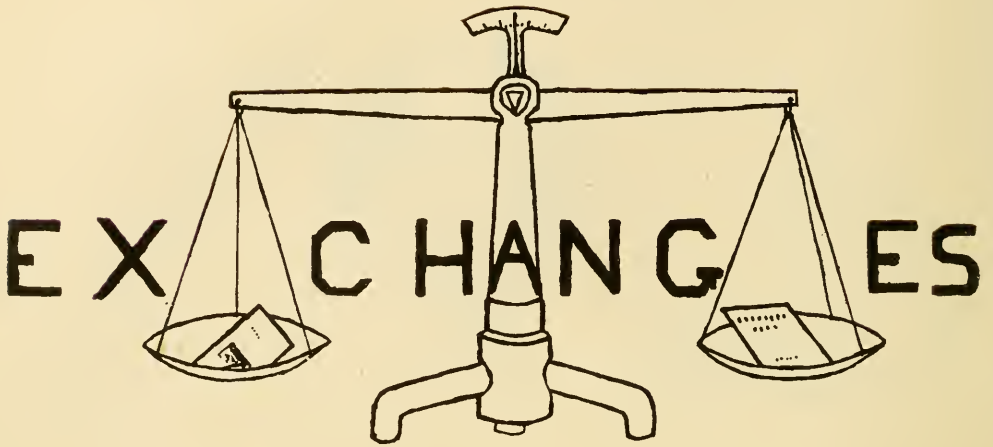
E. R. Ruhl, '08, is at present teaching at Berwin, Pa. In connection with his work he is pursuing studies at the University of Pennsylvania.

Miss May Dulebohn, '06, who also is a graduate of Millersville State Normal School, is at present teaching in the Bainbridge High School.

Our College Times extends hearty congratulations to Miss Opal Hoffman, '05, who has recently become Mrs. Harry Keener. Another Alumna leaving the ranks of single blessedness!

C. S. Livengood, '06, is now the proud father of twins, Samuel and Ruth. Two more names can be added to the cradle roll of E'town College.

Ten graduates of the school as far as we can ascertain are now teaching in the Lancaster County public schools, and attended the sessions of the Institute held during the week beginning November 11.



Ye prospective humorists, this is for you: In several papers we find the manifestation of an eager, prevailing desire to be humorous. To this end many awkward methods are used. Nothing is more ridiculous than a "would-be-wit," one who would like to be humorous, one who tries hard to be a wit but can not be witty. On the other hand, no one is more humorous than he who is really serious, but who unpretentiously and simply, because such is his make up, commingles his seriousness with his humor. You may say to be a wit one must surely practice to that end. Granted. But do not practice on the world, else before you are aware the world will be tired listening to you.

It is unnatural for a chicken to swim. It knows this and wisely never attempts it even though the neighborly ducks do it with ease and success. But we have "would-be-wits" who attempt being humorous with no more success than the chicken that would try to swim. They go under. They collect from all the papers and magazines all the humorous expressions and jot down

every joke they hear, thus taking them out of their natural setting, and isolating them from the manner and expression of the "real wit." These jokes are then arranged on a page,—sometimes six full pages—and called the humorous department. If such nonsense were humor one might collect enough of jokes to fill a book, publish them under one's own name, and be placed in the galaxy of illustrious humorists, but such is not humor.

We find real humor illuminating the lines of the most serious literature. Irving, Mark Twain, and Riley give us such works. Humor, like sugar, is not pleasing when taken isolated from that which it was meant to sweeten. We want just a little "now and then." Otherwise we feel as the little boy who once in his life was allowed to eat all the sugar he desired. He stood with a painful look after eating a quantity, with one hand on the rim of the barrel and the other on his own rim, and painfully said, "I've gotten down in the barrel where the sugar ain't good no more."

High school papers would do well by taking Purple and Gold as a model. Notice its general appearance, its cuts, its arrangement, its type, and its quality of paper. Read its articles in the literary department. As a high school paper we rank it among the best.

The Lordsburg College Educator is neat, short, and to the point. Its exchange greetings are original and humorous. It would be more significant if its cuts were not insignificant. "Today" deserves a reading.

We wish to give the Albright Bulletin the comment it deserves. Its pages are not blotted with "would-be" witticisms. There is a sense of order and neatness that runs through the entire paper. We like the manner in which the "Ideal Candidate" is treated. The writer does not try to elevate his man by pushing some one else down. How worthy!

The Perkiomenite is attractive. It is somewhat stricken with the "would-be-wit" epidemic. To be well balanced it needs more literary work.

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Our College Times

VOL. X

ELIZABETHTOWN, PA., JANUARY, 1913

No. 4

Prospect and Retrospect.

At the gateway which leads from the old to the new
I reflect as the old year recedes from my view
On its heartaches and raptures its laughter and tears
Till it fades from my sight with the vanishing years.
Tinted clouds decked the west on this bright New Year's eve,
Glorious rises the sun on this glad New Year's morn,
And each heart beats with eagerness garlands to weave
Of the blossoms of hope which our pathway adorn.

Expectation's sweet dream is a pearl beyond price,
And a talisman 'gainst the enchantment of vice;
No mirage luring on to destruction's abyss,
But a star that will guide to ineffable bliss.
And the pictures of memory bring loveliest cheer
To the pilgrim who plods toward eternity's shore.
O, the blest recollection of faces so dear !
O, the longing to greet them in Heaven once more !

They have joy in the evening who spend the day well
And their deep satisfaction no mortal can tell
As they pause at the close of their sojourn on earth
To look back o'er a life of devotion and worth,
As they turn to the heights where the shimmering gates
Which admit the lone traveler to mansions of rest
Invite them to enter where ecstasy waits
And forever rejoice in the home of the blest.

—Nescis.

Results of European Immigration Into the United States.

J. D. Reber.

Immigration has been a problem in America from almost the beginning of its colonization. Governor Thomas Dongan in 1685 made a report to the King of England, full of dreadful forebodings as to the future of the Royal Province of New England unless the tendency to overcrowding were promptly checked. It was regarded with mistrust by some of the framers of our Constitution. Geo. Washington and Thomas Jefferson both are said to have been advocates of a restricted policy of immigration. An alien law was passed in John Adams' administration and it was again considered at the Hartford Convention in 1812. And ever since no considerable period of time has elapsed during which this question has not been agitated and debated with plausible arguments.

In the earlier days it was indeed necessary that we should receive recruits to populate quickly our vast country. But there was danger even at that time as can be seen by the several factions which existed during the Revolutionary War—the Wigs and the Tories. But even these were largely of Teutonic stock. Today it is not so.

Today the tide of immigration has changed. Instead of receiving immigrants from northwestern Europe, whence our ancestors hailed, we are

now receiving the worst from the more undesirable Slavonic races from the Mediterranean coast. Even these might not be so despised were it not for the fact that there is an annual increase in numbers coming to this country which, if continued, we fear our American people cannot assimilate. Should we not be alarmed when we know that New York City is the largest German city in the world, except Berlin; the largest Italian city, except Rome; the largest Polish city, except Warsaw; and by far the largest Jewish city in the world, and has a total population of foreign parentage of 76.9 per cent. of its entire population?

It seems that the United States has been the melting pot of all the nations. It is receiving more immigrants than all the other countries in the world combined. It seems that when people become so unfortunate and poverty-stricken, they come to America to be recast.

It is true that we need laborers in this country; but when we think of the fact that there are over ten million people in the United States who are living below the poverty line and approach pauperism, we can scarcely think it just for these unskilled and illiterate people to come and reduce wages so that our own unskilled population is left unem-

ployed. The employment of foreign labor, then, is an advantage to the manufacturer as far as expense is concerned, but the country at large has to suffer by supporting those ten million who are practically debarred from unskilled labor, or else they have to work at the same low figure as the foreigner. Especially is this the case when foreigners are concentrated into special occupations in the cities, where for a time they are willing to work for starvation wages in order to get on their feet. They can and do for a considerable time ruin all decent workers' prospects, depress wages below an endurable point and drive natives out of employment after extreme distress. There is no use then of having high protective tariffs to protect American laborers. It simply means no work for the unskilled American, comparatively high wages for the foreigner, and extraordinary wages for our skilled men. To become more socialistic in view and to hit the issue fair and square would not be so much to readjust the tariff, as to exclude unskilled foreign labor.

Moreover, a very high percentage of these foreigners, especially those from the Mediterranean coast are illiterate even in their native language. They will then associate with their own class and become clannish. Usually they have only enough money to land themselves at an American port. They will then seek their own colony in that or in a nearby city and will sell their labor at any price so that they may get a start. At these low wages it is impossible for them to enter society and seek advancement.

Since they assemble so invariably

with their own class, many do not even entertain a desire to mingle with the Americans. The result is only too evident if one of these districts is visited. The very outward appearance of whole streets is foreign to any American. They lose respect for their person and dress, a thing which also disqualifies them to enter our society; or if they do enter, it is sure to show its degrading effect. Here is where we find our paupers, the lunatics who fill our asylums, and the infamous who are a puzzle for city government. In 1890 there were almost four times as many foreign born as native born paupers in the United States. As to insanity, there is a considerably greater tendency to it in the foreigner than in the native, probably due to a greater average debility of constitution, which shows itself in the brain as well as in other organs.

Many of them come without their families, intending soon to return with a nice fortune of American capital. This has increased the male population of our country far beyond the female population. About two-thirds of all the immigrants into the United States have been males. The influence for evil of such a misproportion of sexes is almost obvious since the numerical equality of sexes in society is important. ,

Statistics also show that immigration really has not increased the population. Birth rates have decreased in direct proportion to the rate of increase of immigration. At least the population in 1840, prior to which time immigration was so small as to be scarcely noticed, increased just as rapidly as it did in later years when we were receiving from half a million to a million

immigrants a year. While this is true in the North, the South, which receives only a very small percentage of immigrants, has kept up its regular rate of increase.

Those who have families rear their children mostly in the slums where they are often abused and not afforded proper educational facilities. From this we may deduce that they become more bold and impudent. It is known to be a fact that the highest percentage of crime is among those born of foreign parents. This is especially true of the southern Italian and some other Mediterranean peoples.

Their illiteracy also disqualifies them to take an active part in the welfare of our nation. In the first place, many do not wish to stay longer than to acquire a fortune and, consequently, can do nothing for the government. On the other hand those who do enter our society and become citizens are dangerous, for they come with European notions and ideals of freedom. They fail to grasp the real conception of American liberty, as it must be in an Anglo-American republic. They loved their fatherland before they loved ours

and therefore will always have some admiration for European institutions. Hence they cannot speedily rise to the highest plane of American patriotism. They are quickly naturalized and allowed the privilege of voting and holding office. While their votes are not necessarily more easily bought, yet they are more easily controlled by political bosses.

Probably the greatest reason why the present immigrants are undesirable is because they are not of the same stock as the founders of this country and, consequently, will not assimilate as quickly as the former tide from the north-western part of Europe. It is said that these people have no history behind them which tends to give encouragement. Their history reveals that that their whole social life has been different from ours. They have none of the inherited instincts and tendencies which made it comparatively easy to deal with the immigrants of earlier times. They are beaten men from beaten races, representing the worst failures, in a struggle for existence.



How John Succeeded.

H. H. Nye.

Some years ago in one of the German districts of Lancaster county, the home of Abe Sherman, a typical German farmer, was blest with a little son whose name was John. Here in this simple and uncultured home John was destined to pass his early days. The old German farmer, as we all know, is characterized by a deep interest in the tilling of the soil, an intense eagerness for making money—not only making it but also holding it—a strong tenacity to simple customs of living, and above all, by a marked contempt and resentment of higher education.

In a home of this character John passed his first fourteen years. He was well initiated into the rugged, brawn-producing jobs of farm life; he learned the harsh mode of the German expression, and acquired the free and unrestrained habits of country life. With these resources John had gradually grown to school age.

By and by school opened in the little red school house on Chestnut Hill and little John plodded up the hill with a heavy heart as he turned over and over in his little mind the strange life which he was about to begin. He received no encouragement at home to enter upon this new crisis in his life.

The teacher that year was Miss Mary Adams and she was just the right kind of teacher for a district of that kind. She met John at the door and greeted him with a pleasant "Good

morning." Now for the first time John had an opportunity of using the few words of English which he had heard before, and which were at his command. She took him inside, directed him to the little seat where he should spend the winter and learn the little things to which his mind was now an entire stranger.

In half an hour school was called and John resumed his seat for the first day's work. He wildly cast about his eyes in every direction, stared into every nook and corner, and observed carefully the many new things which the schoolroom presented, and which were especially productive of anxiety and timidity because of the various exciting descriptions given them by his elders.

After the school had been supplied with their necessary books and material for work, their lessons were assigned them for that day and soon there was a hum of the busy boys and girls conning over their tasks. John's class was called to the platform first. It consisted of five boys and two girls besides himself. John stood trembling and gazed timidly into the eyes of his teacher.

Miss Adams' first plan was to give this little class an object lesson on the dog. She procured a large picture of a dog from her desk and held it before the children's eager eyes. She then gave a pleasing introduction to her

first lesson and proceeded to ask, "What do you see on the picture, children?"

Just two hands went up, for the children were yet too timid to express themselves. But Miss Adams explained carefully what she meant and asked them to raise their hands if they knew. "Now how many know what this is in the picture? All who know may raise their hands."

Up went all the hands of the children but one. John who was now aroused by the teacher's kind words, which words were entire strangers in his home, had raised both hands high and an eager desire for answering was shown on his face. Since John stood at the end of the little row, Miss Adams gave him the first opportunity of answering. "Now John, what do you see on the picture?" she asked him kindly.

"It's a Hund, dat's what it is," said John with vigor. The whole school burst into laughter at John's comical answer, though scarcely any of the pupils had much of a margin over John's command of English.

"Now John, we'll call it a dog. That's one of the new words we want to learn today. Now will you say for me, 'It is a dog?'"

"It is a dowd," responded John frankly.

"That's better already," said Miss Adams and then continued to have him repeat it until she noticed improvement in articulation.

Then she asked the children one after another what a dog could do. This time she began at the other end of the line. One by one they responded with different answers until the turn came to Willie Frey who was still too

timid to respond. But when she received no response from him she noticed that John's face was again full of eagerness to answer. Turning to him, she asked, "What do you think he can do, John?"

"A dawd can shump," replied John hurriedly. All eyes were again turned on John for a hearty laugh. But again Miss Adams proceeded in her usual sympathetic way to correct him.

With three more exercises like this the first day of school was over. But John took a liking to his teacher's kind disposition from the start and soon had a special craving to go to school. He soon liked it so well that he showed an aversion for going home in the evening. For he knew that nothing but unkind words and cruel treatment should greet him there.

Miss Adams taught at Chestnut Hill for six years in succession which thing was a great advantage to John, for each year he gained more interest. But John was given no encouragement in his school work at home, for as soon as he returned from school he was ordered to the barn to help feed the cattle or else to the field to assist in handling the tobacco or husking and hauling the corn. Even the long winter evenings were taken up by running errands, stripping tobacco, and doing chores about the home.

"My children shall learn to work and shall not waste dar time in school when they have learned enuf. If they schtudy in school dey don' need 'o schtudy in de evenin.' Dey dar not sit up evenin's and read dese here novels and newspapers. It is not necessary to waste de candle light for readin' dem sings. I shall never allow it in

dis house. People dese days want too much adykashion so dey don' need 'o work," was Mr. Sherman's educational creed.

When John was eleven years of age he was fairly advanced in his class work, for Miss Adams showed a special interest in him because of his meager advantages at home. By this time she wanted to start John in supplementary reading and tried to induce him to read "Treasure Island," So one evening John took it with him to his home to read part of it.

Upon his return home that evening he spoke especially much concerning the kindness and interest of his teacher but deeper than that he was trying to formulate a plan for reading his book. It happened that evening that the family retired very early, as is the custom among early rising and hard-working farmers. John sneaked to his room very quietly and there he decided to light his candle and sit on his bed to read the book. He did this and sat there reading until eleven o'clock that night.

He did this successfully for three evenings, for no one detected the matter. One morning he forgot to take the book with him but had let it lie on the table in his bed room. When his mother entered the room that day she happened to spy the tale of adventure and also noticed that the candlestick was nearly consumed. At once she detected the error of her son and prepared to relate the details to Mr. Sherman at her first opportunity.

That noon when Mr. Sherman came for dinner there was a great uproar in that household. As soon as the family was seated at the table, Mrs. Sherman broke forth in her rage:

"What do you think, Abe, I belief dat John is readin' one of dese here novels for dere is a book lyin' on the table upstairs and I beleef he was readin' last night for the candle is almost burned up!"

"Bring me de book here once," thundered Mr. Sherman to his little daughter Mary.

Little Mary brought the book at once and Mr. Sherman putting on his spectacles, reads: "Dresher Eyeland." Going through the book he said, "Dere ain't no earthly youse in readin' shtuff o' dis here kind. I'll tan him goot dis evenin' when he git's back."

That evening a conversation took place between John and his father in regard to reading the book.

"Have you bin readin' dis book, 'Dresher Eye-land,' John?" inquired his father.

"I—I—I have, pop," replied John. "Miss Mary wants me to read it and you know she is such a good teacher, and, pop, it's such a good story, too."

"Well now you know dat I don' wan' you to read such sings wot are not goot for boys and wot ain't of any earthly youse at all. I must punish you kombleet for dis here, John," were the father's closing words.

When John had acknowledged his guilt, Mr. Sherman procured his willow rod and gave John a sound beating so that he might never attempt to read another novel. John cried bitterly and, instead of eating supper that evening, went to bed sobbing and moaning with pain. His father sat at the table and scolded without ceasing for his son's transgression.

The next morning John would not get up when his mother called for he was still suffering from the bruises and

sores caused by his father's brutality. He said that he was too stiff and sore to get up for several days and that he needed the services of a doctor. The doctor was called and he cared for the unfortunate boy. When Mr. Sherman saw his serious mistake his heart was touched, for he really dropped a few tears when he asked John's forgiveness.

When Miss Adams heard of John's misfortune she came to visit and comfort him. When she entered his room and saw the misery painted on his face, she broke down in tears of deep sympathy for the boy in whom she was so greatly concerned. John related the sad story of his punishment but stated that he thought his father would be more reasonable in the future.

"Well I hope and trust that you may soon recover and be back to school," began Miss Adams kindly. "I am very sorry that you must suffer for my instructions to you. I shall try to plead with your father in behalf of your welfare. I hope that your misfortune may teach him a lesson of toleration and sympathy."

Upon that she bade her little friend goodbye and proceeded to meet his parents. She met them both in the dining room and at once began to express her sorrow for the misunderstanding which had occurred between them. She pleaded with John's father that he should be more thoughtful and sympathetic thereafter and begged that he should show more interest in the school. He thought that he would try to be more thoughtful in the future. With this satisfaction, Miss Adams returned home.

John was in bed for two days and after four days he was back to school

again. He returned his book now for he had lost all interest in it. For the rest of that term Miss Adams took more than usual interest in John not simply on account of his misfortune but also because it was to be her last term at Chestnut Hill.

At the end of that year John bade farewell to his good friend, and when he spoke his last words of commendation to her, she gave him good advice concerning his further school work, he could not refrain from tears. John often looked back with pleasant memories to his early school days and to his untiring teacher, later in life, and even when John was grown up he received letters from her inquiring about his welfare.

During the next two terms the school was taught by Thomas Watson. He was of a more surly and tactless disposition and not nearly so successful as his predecessor. However, John made the best of it and attended regularly—provided his father found no work for him.

When John was fourteen years old his father thought that he no longer needed him at home for his farm was not very large and, besides, John's brothers and sisters were now old enough to begin farm work. So Mr. Sherman concluded that John should "hire out" and earn some money.

His uncle, Jerry Halk, needed a boy of the size of John to help him, and so he hired John for two dollars a week provided—that he should bring all his earnings home and should not buy anything or spend any of it without his permission.

(To be Continued)



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Our Outlook.

To all our patrons and friends we wish a Happy New Year.

To us the philosophy of ideal life is embraced in the above statement. No one can enjoy life who is not happy; consequently, whoever can dispel worry and care has a claim to happiness. So we wish you happiness with the hope that it may make you appreciate life more fully. Then, too, it is a difficult thing for an unhappy person to extend wishes for happiness. No one can give that which he does not

possess. It is just because of this significant fact that we as an institution can truly extend our New Year's wishes to our many friends and patrons.

In the first place, our enrollment for the fall term last year was one hundred and thirty-four. This enrollment is an increase of twenty-four per cent. over that of the previous fall term, and an increase of eleven per cent., over the largest fall term enrollment of Elizabethtown College. This gives us great hopes for the future, and at the same

time shows us that our efforts are being appreciated. We feel that we are growing and making friends. So from this standpoint we feel happy.

We are informed that Elders S. H. Hertzler and Jesse Ziegler have been appointed to solicit funds for the liquidation of the College debt. With these efficient men in the field we feel confident that this purpose will not be defeated. May we do what is in our power when they call, and thus support this worthy cause. Why should we as an institution feel anxiety when we see loyal support in the Eastern District of Pennsylvania that we know will rally to our assistance?

There is also the best of feeling between the members of the faculty, between the faculty and the trustees, and between the faculty and the students. This, evidently, is not the condition in all schools at present. We feel to congratulate every one who has assisted in bringing about this mutual relation, and pray for its continuance during the school year. In unity there is strength, and so again we cannot feel otherwise than be happy.

We must state one more thing. The most promising Bible term ever held on College Hill is about to open. We have arranged for an excellent corps of teachers, and have the promise of a number of our friends to be with us on that occasion. The program for the session is printed in this issue. We feel sure that this Bible Term will result in resolutions for greater effort and greater sacrifice for the Master. With these brilliant prospects before us we can not be otherwise than happy. So we again extend to you an invitation to be present at our Bible Term,

which opens January 15 and closes January 24. A Happy New Year to all!

New Year's Resolutions.

As we enter upon this New Year every one of us is confronted by different views of life, different social problems, and different religious duties. For the work of one year is never the same as that of any other. So it is evident that new purposes are in the minds of many men, who necessarily have entered upon new resolutions. Now, then, just what do we mean by forming a resolution? It is a fixed determination for the purpose of attaining some aim. This aim may be noble or degrading, since it depends on the moral status of the individual.

As we look over a list of common expressions we find no phrase more commonplace than "New Year's Resolutions." There is much similarity in two phases of the subject; viz., in forming them, and in breaking them. It is a fact that many resolutions are made on New Year because it is customary to do so. Such resolutions are far from a fixed purpose of heart and are of no benefit to the one making them. They are rather a detriment to his better self. They teach him to make a statement and then to care little about abiding by it. It leads to insincerity. Then, again, it is equally true that such resolutions are quickly broken. For, to the one who has not purposed in his heart, a resolution has little weight. Breaking it is an insignificant matter. In such a process the one forming a resolution is greatly weakened, because he is training himself to regard his opinions and decis-

ions of small import. Therefore, in the making, and in the breaking of such meaningless "New Year's Resolutions," there is a decided injury to the better nature of the individual.

Should resolutions, then, be made on New Year's Day? We ask in return, the question, "Why not?" There surely is no harm in making a resolution on New Year's Day, for the injury does not lie in making the resolution, but in the purpose which prompts the statement. The question, however, is, "Shall we make our resolutions on New Year?" We believe there is some diversity of opinion on this question. Shall the student on entering school at once decide that he will put forth his best efforts, or wait until New Year? Shall the business man purpose to make his business a success the first day he enters upon it, or wait until New Year? Shall the farmer in taking a farm decide to be the best farmer in the neighborhood at once, or wait until New Year? Shall the sinsick soul on hearing the call to lead a better life resolve to go to the Savior at once, or wait until New Year? We all must say that they should decide at once to do their respective duties in order to secure the greatest blessings. Shakespeare solves this matter of forming resolutions in these words:

"There is a tide in the affairs of men,
Which, taken at the flood, leads on to
fortune;

Omitted, all the voyage of their life
Is bound in shallows and in miseries."

From the above statements it is evident that there are particular days for particular resolutions. If the moment for a decision comes December 31, then is the time to decide. If some

important work is assigned you January 2, then is the moment to decide to do the best there is in you. Generally speaking, then, it is evident that the time for forming a resolution is that moment when duty calls for your decision with reference to some project.

We believe also that man should not be merely passive in forming resolutions but also aggressive. We can fully understand this when we consider the fact that life is a sum total of positive, and negative forces. Hence we must form resolutions relative to growth. When we perceive certain things to be injurious to our bodies, we must resolve to rid ourselves of these evil influences. These resolutions are due to the passivity of human consciousness expressing itself in will power. Resolutions not to smoke, to chew, to swear, to drink intoxicating liquor, and to lie are as a rule made from this standpoint. On the other hand, when we see the value of truth, love, purity, and service, we feel that it is our duty to embrace these principles in our lives, and consequently resolve to sacrifice self and serve our fellow-men. This represents an aggressive spirit. With these two states of being—passivity and activity—acting in harmony, life becomes ideal.

After all it is true that New Year furnishes the best opportunity for certain resolutions. It is a fitting time to look over the past year and see what has been done and what remains undone in our communities. It is a fitting time to review our own lives and see what we have gained and what we have lost in our spiritual growth. So, then, let us this another New Year's Day, look over our past lives, and resolve to

strive for more holiness in ourselves, and for the upbuilding of Zion. God will be pleased with such a resolution and, if we have prayerfully purposed this in our hearts, he will give us grace sufficient to stand firm when storms of opposition and the blasting heat of temptation assail us.

Will You do the Same ?

We are indeed very glad to receive the following communication from Dr. O. S. Highbarger of Hagerstown, Maryland.

"Our College Times" for December to hand, and I have placed the same on my reception room table, where it can be read by any one who calls.

Hoping it may do you much good,
I am, Yours respectfully,
Dr. O. S. Highbarger.

We believe some more of our worthy friends and patrons are in a position to do this thing. There is no question as to whether this will do us any good or not. It shows us that at least one person is interested in our college. We also believe that more people will be reached by thus placing our literature before the public. We know that practically everybody believes in the profitableness of advertising. Consequently, we make the following proposition to all professional men.

We will send you the paper free for one year, if you promise to keep the current issue of the paper on your office, or reception room table, so that it may always be before your callers.





SCHOOL NOTES

We express our New Year's wish to you through the words of A. Edwin Keigwi, ex-President of Ursinus College:

"A year of health but don't abuse it;
 Sufficient wealth and grace to use it;
 A host of friends who are kind and true;
 A heart to will and a hand to do;
 Not one regret when a day is done;
 Eternal rest when the race is run;
 Help from above your strength to-renew;

This is our New Year's wish for you."

The long looked for and joyously anticipated holiday is over; our feasting is at an end and College meals again stare us in the face; our Christmas tidings of love and cheer are carried to others; and our gifts are given, but let us, with T. L. Cuyler, remember that: "A new year is upon us, with new duties, new conflicts, new trials, and new opportunities. Start on the journey with Jesus—to walk with Him, to work for Him, and to win through Him. A happy year will it be to those who, through every path of trial, or up every hill of difficulty, or over every sunny height, march on in closet fellowship with Jesus and who will deter-

mine that, come what may, they have Christ every day."

Although Jack Frost and the cold winds of December are not idle, yet we have had ideal weather on College Hill thus far for a student's life.

On December 6 the "Second Year German Class" lost their second game to the "Lancaster County German" team by a score of 25 to 30. This makes the score in games 2 to 1 in favor of the "Lancaster County German" team in the seven game series that will be played.

S. Y. German	L. C. German
Diehm	centre Geyer
Kreider	guard Coble
Rose	guard Hershey
Garber	forward Brandt
Herr	forward Kulp

On December 9 a large and spell-bound audience heard Col. Bain give his famous lecture on "The New Woman and the Old Man." It was one of the best lectures ever given at Elizabethtown College and carried a message of inspiration and help to every one.

Our next lecture in the College Course will be given by Byron C. Piatt, who last year gave us an inspiring lecture on "American Morals." He will again address an Elizabethtown College audience on January 21, 1913. His subject will be "The New Era."

A few days ago a little spotted dog came into Room P during the "Second Year German" period. He paced the range of the room with the air of one who had come on a tour of inspection. The methods employed in the recitation met his approval; he regarded them as pedagogical. Nothing occurred to disturb his serenity until a long bench, near one end of which he was standing and against the other end of which a weary German scribe was leaning, slipped a few inches toward our genial visitor. This got him guessing at once. With his eye riveted upon the bottom of the bench which skidded, and with a look exactly like the little cur that hears his master's voice in the Victor phonograph, he suddenly made his exit through the transom and has not been seen since.

A series of four lectures on Social Ethics was given by Prof. J. M. Coleman in the College Chapel on December 3, 4 and 5. His subjects were "The State," "The State and Government," "The Church and Government," and "The State and God." Although philosophical in character yet they were given so as to carry a message to all. They were greatly appreciated by the students and friends of the College.

Dr. Reber in Philosophy of Education: "What is the are of the surface of the brain?"

Miss S: "One square centimeter."

Mr. Kulp is continuing to make mis-

takes in the dining room like the following: "Miss Cereal, please pass the Wenger." On correcting his mistake Miss W. promptly passed the syrup.

On December 10 the unexpected again happened when we received an excellent chicken dinner in the College dining room. We hope the management will keep up the good work. Anybody desiring information how to avoid carving a chicken ask Mr. Gingrich.

A number of the students heard ex-Governor Glenn give a lecture in Market House Hall on the evening of December 3.

We are very anxious concerning the action that Prof. Harley will take on the question asked him by Miss Stauffer who has continually been making use of the last leap year. The question he is confronting is: "Are you going to pay your fine or plead your case?"

The winter term opened on December 2, with the return of all the old students, except one, and a large number of new ones. All work seems to be progressing harmoniously. The Bible and Commercial Departments are growing considerably.

Miss Price, a former student from Montgomery county, is with us again.

Horace Reber has canvassed the College taking orders for toilet necessities. The can of cold cream purchased by Mr. Waltz bears the following explanation: "This preparation is now becoming so generally used by ladies who desire a beautiful complexion that it has come to be considered an everyday toilet necessity."

George Neff spent Sunday, November 24, at the home of Mr. Geyer.

Prof. Harley and Mr. Shelly challenged the winner of the tennis tournament.

In History of Education Miss Sheaffer while giving the biography of Catherine Beecher stated: "In the year 1832 she started a private cemetery at Cincinnati." On investigating it was found to be a private seminary.

Prof. Schlosser will hold a series of meetings lasting two weeks at East Berlin, Adams County.

Mr. C. to Mr. Z. "Will you go along to the lecture?"

Mr. Z. "If you pay my way in for nothing, I'll go along."

On the evening of December 7, College Hill saw its best "Social" for this year. It was held in Music Hall and the adjoining rooms. There were two leading features of the evening, a memory test open to all and a sewing contest open to gentlemen only. The latter contest proved interesting as well as a surprise to some of the "modistes" who looked on with amazement. The first contest was won by Prof. Schlosser; the second by J. D. Reber.

Question: Why does Miss Stauffer say that she soon expects to use aluminum ware?

Miss Meyer to Mr. Zook: "Please serve that dessert. That will be good preliminary practice if you want to be a civil engineer."

Prof.: "What are general words?"
"General words are words that include a class of objects and mean just the opposite from their right meaning."

Since the lecture by Col. Bain we are able to account more fully for Mr.

Kreider's weekly disappearance from the College.

Prof. in Rhetoric class: "Name some violations of good usage." Student in examination: "Some violations are Barbianism, Solacisms, Hypheoneous and Cocafinus word, and hagnetted expressions." Spelling, however, is taught at Elizabethtown College.

Prof.: "Explain the sentence in Milton's poem, *Il Penseroso*, 'I heard the far off curfew sound.'"

Miss B.: "I think that curfew is a kind of bird."

Prof.: "State the advantage of compound sentences over simple sentences."

Student: "Compound sentences are good to bring out a double meaning. But two simple sentences are the best to reach everybody interested."

K. L. S. News

The Keystone Literary Society met in regular session on November 15, 1912. The first feature was the inauguration of the members who had been elected the previous week.

The following program was then rendered.

Piano Duet — Carrie Dennis and Della Shank.

Select Reading—"Mark Twain's Watch"—Sarah Replogle.

Recitation—"The Spoiled Statue"—Anna Schwenk.

Vocal Solo—"Sunlight Land"

Della Shank.

Debate—Resolved, That the American Public School system of today is a failure.

Debated affirmatively by Misses Maud Hertzler and Mary Scheaffer. Neg-

atively by Miss Rebecca Scheaffer and Mr. Harry Nye. The judges decided in favor of the negative.

Vocal Solo—"De Coppa Moon."

C. L. Martin

Echo—Sarah Moyer

On November 22, the Society met in Executive Session. Two students made application to become members of the Society. A Lancaster County program was then rendered.

On December 6, the Society met in literary session and the following program was rendered:

Music—"Gypsy Love Song"

C. L. Martin

Essay—"Good will at Yuletide"

Ada Douty

Recitation—"Annie's and Willie's Prayer"—Elizabeth Miller.

Debate—Resolved, That the Christmas vacation is more profitable to the student than the Summer vacation.

The judges decided in favor of the negative. The affirmative speakers were Miss Lillian Becker and Mr. Hiram Eberly; the negative speakers Miss Edna Wenger and Mr. R. C. Long.

Music—"O Tannen Baum," German Quartet

Select Reading—"The Convict's Christmas Eve"—Naomi Longenecker
Literary Echo—Sarah Moyer.

Homerian News.

Although the members of this society are rather few, yet constant progress is being made. The foundation of this organization is about laid. Our new Constitution now appears in booklet form. Considerable time was spent in the making of these articles and amendments, but we are convinced

that every good thing takes time. A small bulletin board for posting programs and other news is one of the recently purchased articles of our society. On the evening of December 13, the following public program was rendered:

Prayer, Chaplain.

Vocal Solo—"A Cry Goes up in Rhama." Katherine Miller.

Reading—"Sacrifice of Abraham,"

Lydia Stauffer.

Debate—Resolved, That Browning was a greater poet than Tennyson.

Affirmative, Ruth C. Stayer.

Negative, Nora L. Reber.

Music—"Swanee River,"

Female Quartet

Speaker's Address—"The Blessing in the Guise of Adversity," L. W. Leiter
Critic's Remarks, J. S. Harley.

The Elizabethtown College Bible Term

The Thirteenth Annual Session of Bible study is near at hand. It opens January 15 at nine o'clock a. m., and closes January 24 with a sermon. We have been fortunate indeed in securing some of the best talent in the Brethren Church for this coming Bible Term. The instructors this year will be characterized by consecrated scholarship and varied experience of Christian service extending through many years. Every minister, Sunday School officer and teacher and every one interested in the extension of the cause of Christ should endeavor to attend the full term.

Boarding and lodging for the ten days will be five dollars. For less than the full term sixty cents a day will be charged. No charge is made for tui-



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Mr. Andrew Hollinger, '10, who is now engaged in musical work in Lancaster, spent Monday, December 9, on College Hill. He tried to interest the young men in school in the Aluminum project, for the coming summer. He remained for the evening lecture by Col. Geo. W. Bain.

Miss Elma Brandt, '11, was also present on the same evening, and enjoyed hearing the "Silver Tongued Orator" deliver a most excellent lecture.

Miss Elizabeth Weaver, '08, was united in marriage to Mr. Simon Landis by Rev. S. S. Daugherty on Thanksgiving Day. Surely we extend to this couple our very best wishes for a happy and prosperous life.

L. W. Leiter, '10, spent Thanksgiving vacation somewhere away from the College. We are not sure, but it is supposed that he was continuing his practice of "ma"—"mi"—of which two tones he is very fond.

It may be interesting to our Alumni to know what has become of the class of 1912 since their graduation. Four of them are engaged in one of the noblest professions; viz., teaching.

Mamie B. Keller, a graduate in the Pedagogical Course, has charge of a school near Dover, York County, Pa.

M. Irene Sheetz, who finished the English Scientific Course, is teaching in Rapho Township and expects to return to her Alma Mater in the spring to complete the work in Pedagogy.

W. F. Christman, after finishing the College Preparatory course, accepted a position as teacher at Dauphin, near Harrisburg. He expects to continue his education in a few years.

Walter F. Eshelman, also a College Preparatory student, is teaching near Elizabethtown. We expect to see him return for the Spring Term.

Five of the class have returned for further work, H. H. Nye, who is teaching History and Latin and pursuing the College course; Gertrude Miller, who 'is taking Bible work in connection with her work as private secretary to the President, D. C. Reber; Orville Z. Becker and C. L. Martin, who are pursuing the Pedagogical Course; Wm. K. Kulp, who has enrolled for further Bible work.

Orpha L. Harshberger is staying at

home this winter with her parents but we hope to have her back again in the near future.

Gertrude Keller has remained in Elizabethtown where she is a stenographer, and general assistant to Prof. H. K. Ober.

Ava R. Witmer, has accepted a position as Bookkeeper for the Hershey Creamery Company of Elizabethtown.

Fred. L. Burgess is clerking in a store at Charlottesville, Virginia.

Isaac O. Foreman has been employed at the Martin and Heagy establishment of this town, since his graduation.

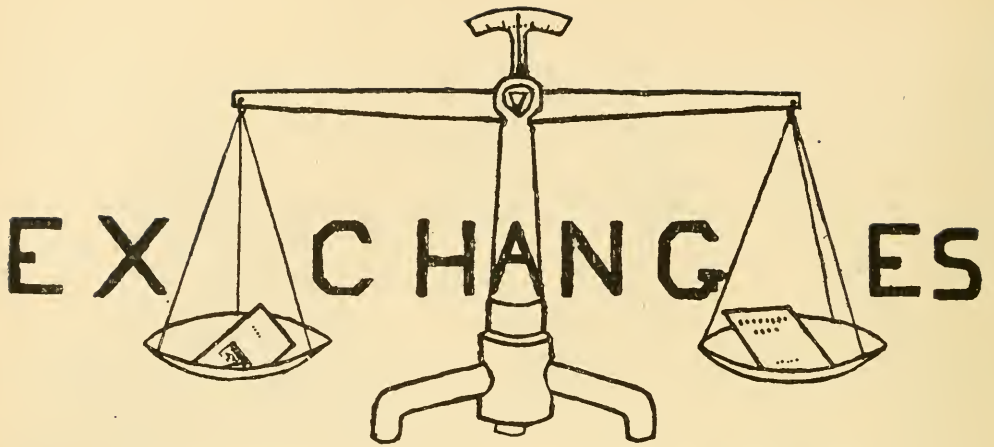
Paul M. Landis is employed in Philadelphia, but we are not able to give full particulars as to the place nor the work.

R. Condry Long is employed as time-keeper at the Kreider Shoe Factory of Elizabethtown.

Russel W. Shank is at present working at the stone quarries near Cone-wago but expects to enter a business school before very long.

All the members of this class are worthily employed and many of them are contemplating entering school again. Most of these, if not all, joined the Alumni Association before leaving last June. Every graduate of the school, if he is loyal, faithful, and interested in the welfare of his Alma Mater should join the Association, for the future hope of any school lies in the graduates it sends forth.





Of the many great impediments to progress, "Borrowed Bosh," as one paper terms its borrowed things, is one of the greatest. If we were to discuss this theme in all its phases as portrayed in many avenues of life, we should find no end. We shall treat it only as it concerns the publication of school papers.

In the first place, readers care little for "second-hand" things. Every one admires work new from its maker, fresh from the mind. The minute a poet begins to weave the theme and the style of another into his own productions, his genius is questioned. Then, too, borrowing causes no development on the part of the one who engages in it. To our mind a school paper is published for two reasons: first, to acquaint the friends of an institution with the workings of the school; secondly, to afford an opportunity for the development of the talent of the student body. Now, then, borrow all the "Bosh" you please; development you can never borrow.

The College Folio does not give us much variety. However, what it does give, is original--not "Borrowed Bosh."

The writer of "Thanksgiving for Remembrance" is to be congratulated.

Conwayan, we like your appearance. Your work is well arranged and neatly done. To perfect yourself you ought to give us some stories, orations, or essays.

The editors of the Optimist are not afraid to be original and to pay the price of efficiency.

This month the Tech Tatler places itself among our best high school and preparatory school papers.

The Red and Black believes in being short. It's work is well arranged.

We are glad to greet The Daleville Leader. Read "Social Responsibility"; you will enjoy it.

In appearance and arrangement the Bulletin is as neat as any paper we have thus far noticed.

For model literary work see the Collegian. "The Spirit of Reform" is treated in a pleasing manner.

If we may judge by the outstart of the exchange editor, The Philomathean Monthly will give us something worth while. In the November number we

find an article written by Mary Agnes Shipman, entitled "The First Thanks giving." This article is instructive, and well written. Your pages find little room for trash.

Purple and White, a very nice Glee Club you have! We like your appearance and balance. Your cuts are significant. Your departments are equally well emphasized. Beware of the "would-be-wit" and "Borrowed Bosh" maladies!

To all we wish a very successful and happy New Year. We know that the happier we are in general, if not at the expense of others,—the more chance there will be for us to be happy; and we have learned that to be happy ourselves we must surely make others happy. The one who is always making some one else unhappy is usually very unhappy himself.

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Our College Times

VOL. X

ELIZABETHTOWN, PA., FEBRUARY, 1918

NO. 5

Czar Alexander's Consolation.

In his palace on the Neva, 'mid the silken draperies lying,
Spoke the Czar of all the Russia's to a vassal waiting near,
"Call the lowly John of Cronstadt, bid him haste, for I am dying,
And I long once more to listen to his loving word of cheer."
Why did not the monarch summon royal peers exalted greatly,
Or his marshals with their regiments, his princes stout and hale?
Where was now his throne's magnificence with pomp and pageant stately?
Ah, the Czar had reached the hour when all these things can not avail.

For us too awaits a moment when, though blest with wealth and station,
We shall look in vain for solace to our chattels, bonds, and lands;
When the crown of genius rare which fills the soul with admiration
Fades to nothingness with every crumbling work of human hands.
Then at last, constrained to face the unrelenting King of Terrors,
We shall crave sustaining grace and yearn for those who love the Son;
As the Czar for mercy pleading and repenting of his errors
Banished from his couch his courtiers to commune with saintly John.

In the years of youth and hope should glow the ardent pure desire
In the path of radiant truth to walk and think of others' need;
In our manhood and our strength should burn the all-consuming fire
Of religion's holy zeal that prompts to self-denying deed;
Then no fears can us assail as we approach the dreaded portal,
While we cherish in our breasts the promise of his sacred Word,
Promise of the life that now is and anon the life immortal
When the realms of earth shall merge into the Kingdom of our Lord.
—Nescis.

How John Succeeded.

H. H. Nye

(Continued from January Number)

John went to his new home with a light heart for he always admired his uncle, who was of a more kindly disposition than his father. He enjoyed his jovial spirit as they worked together in the fields, for he was always full of life and fun and yet took everything calmly when things went wrong. And when he came to the house he loved to hear the musical voice and the touching greetings of his dear old aunt Mary.

Here John spent three short years of his life and instead of being discouraged in going to school he was greatly encouraged by his uncle and aunt. At the end of the three years his uncle advised him to spend a year in the normal school to prepare for teaching. John was delighted with the thought but he said:

"I have no money to go, Uucle Jerry, and more than that, my father has always opposed higher education and I'm sure he would not allow me to go."

"But John," added Mr. Halk, "we'll have an interview with him and if he does not give you money to go, I shall be only too glad to help you."

"Very well," continued John, "school will soon open and we'll go over tomorrow evening and see him about this important matter. Will you take me, uncle?"

"Yes, gladly," added he, well pleased with the interest John manifested.

The appointed time came when they should go to meet his father. They

set out early in the evening and as they rode along they discussed freely the plans they had considered. When they came to John's home, John found his father and mother very tired with the hard toil of the day and they were soon ready to retire.

Mr. Sherman saw them approaching and looked with amazement at them, wondering what it might all mean. Soon John and uncle Jerry had come up to the house and John greeted his parents with a fond "Good evening" and a pleasant smile.

"What's de meanin' of dis, John?" inquired his father earnestly.

"O we came on a little matter of business," replied John thoughtfully.

Upon that they proceeded to speak about their regular duties and tasks of the day. They had spoken about half an hour when John opened the normal school question.

"Uucle and I would like very much if you would let me go to the normal school this year," began John slowly. "That is why we have come this evening. What do you think about it, father?"

"What a foolish question you're askin', John, you know dat I nebber had any time for dose high-headed, conceity normal school fellers walkin' aroun' here and not workin' anythaing. An' now you come and wan' 'o be a feller of dat kind. Why I nebber

sought any of my children should waste dar time in dat sort er bisness," gruffly returned the old farmer.

"Well Abe, John is seventeen now and it's about time, I think, that he should go to school, for next year he'll be old enough to teach if he succeeds in his work, a thing which I believe he will be able to do," interrupted Mr. Halk.

"Hum, hum, so it was you wot put dis foolishness in John's hed. I'm sure I never gave him a bit o' sich foolish advice. It's shust dis, John. I don' gif you no money for't, for it runs up pooty high at dem normal schools in a year, I underschtand, an' I sink it is all bosh in de end," continued Mr. Sherman.

"Well, Abe, if I help John in this work, will you have any objections?" inquired Mr. Halk.

"Well, if you want to gif him de money and look after his well-bein' while at de school, why I guess—. But, Jerry, don't forget dat I'm schtill obbosed to dis here blan, and John, I wan' you to remember dat when you're hard up down dere and git in a fix fer money don' you offer to come aroun' and beck an' say you need money. I'll not haf any o' dat," were the father's concluding remarks.

"Well, then, I'll take care of John, I'll pay his way. Are you satisfied with our arrangements, Mrs. Sherman?" further inquired Mr. Halk.

"Well, if you wan' 'o make a worsless fellow out o' John, I guess we got 'o let it go. But we shall never help John in dis an' if he never amounts to anysing, don' blame us for't," replied the mother.

After this interview John and Uncle Jerry left for home not so well pleased

because of the parent's half-hearted consent to their plans.

With these preparations, John set out for the normal school. During the year he was home at his uncle's and wrote many letters telling how he liked his work. He completed his work at the normal school that year with great credit and succeeded in getting one of the best teachers' certificates from the Superintendent of Lancaster County, so that he felt fully repaid for his work at the normal school.

That year Chestnut Hill school was vacant, for the teacher had been unsuccessful the previous year. This was a splendid opportunity for John to apply. Everybody in the community was agreeably surprised with the change John had made in one year, especially in the manliness he manifested and the splendid record he had made for himself at the normal and best of all with the superintendent.

Everybody seemed willing and eager that John should have charge of the school and sure enough when the report came from the directors it showed a unanimous vote for John Sherman. John was never so happy in his life, for success seemed to come his way remarkably.

John taught the Chestnut Hill school for five years in succession but then he saw the need of better preparation for his life's work. He went back to the normal to complete his course and he finished it creditably. The last report of the little German farmer boy was that he is now pursuing an advanced course in one of the best colleges of eastern Pennsylvania. Who knows what the future may reveal for this country lad of slight opportunity?

The Heroine, Juliet.

Elizabeth Kline.

Shakespeare has created this "passionate child of the South" richly glorious and alert with beauty. Reared under the intense blue of an Italian sky, this serene figure of girlhood, clad in the beauty of Southern spring, steps out into the warmth and sunshine of love, and shows to the world, "that without which life is worthless; that without which, death is welcome."

In order to understand more fully this "flower of Purity," we must know something of her influences and environment. Her parents seem to have no marked affection for her, and no particular interest in her welfare except to see her married to the man of their choice. The nurse has filled the mother's place, and no wonder then that the mother, shallow and conventional, stands in awe of her sober, demure, steadfast daughter as she presents to her Paris' suit. In reply to which Juliet calmly replies:

"Marriage is an honor that I dream not of."

And thus we see that she is entirely unconscious of love, and free from its thoughts. The glowing description of her wooer does not arouse her imagination in the least, but only calls forth this cold response:

"I'll look to like, if looking liking move;

But no more deep will I indart my eye
Than your consent gives strength to
make it fly."

In this ideal character we find qualities which are rarely blended. She is beautiful, grave, highly serious, and possesses an imaginative refinement. Thus Romeo meets her, and loves her at first sight. Her soul lies open to his view. A Romeo's eye discerns at once her earnestness and frank sincerity, her sweet devotion, purity, and self-subordination. And now the inspiration of the proper object kindles her passion. She has learned what love means, and the larger life of womanhood has begun. Her heart possessed by a noble love, she is indeed the true woman in frankness, courage, and self-surrender.

Juliet is a real heroine, and she becomes such not by becoming something mannish, but is surprised into heroism. When the marriage of Paris is forced upon her, all her feelings as woman, lover, and wife are aroused. Truthful, she must "live an unstain'd wife to her sweet love." Hudson says: "Juliet has both the weakness and the strength of a woman. For, if she appears weak in yielding to the touch of passion, she is thenceforth strong as a seraph." When deserted by her family and cast upon her own strength, resolute and determined, she "finds herself sufficient for herself." In her discourse with the Friar she unconsciously plays the part of a heroine. The remedy casts her into a frenzy of excitement, and her

imagination so strengthens her resolution that she suffers experiences worse than death for the sake of Romeo's honour.

"Beautiful, devoted, self-sacrificing

Juliet! Her life has lost its goal, her world is empty of all that gave it glory, and so she sinks back into the sleep of death in the repose and certitude of a fulfilled career."

Resolutions of Sympathy

Whereas our Heavenly Father, who knoweth all things best, has seen wise to remove from her earthly home, Mary, the little sister of our co-worker and fellow-student, Charles L. Zook, be it resolved:

First, That we commend the sorrowing parents, brothers, and sisters to our Heavenly Father who knoweth all our griefs and who can heal all our sorrows.

Second, That we, the Faculty and students of Elizabethtown College, do hereby tender to the bereaved family our sincere and heartfelt sympathy.

Third, That the bereaved family receive a copy of these resolutions.

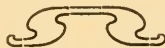
Fourth, That these resolutions be published in Our College Times, and in the Lititz Express.

Anna Wolgemuth
Lydia C. Miller
Owen Hershey
Committee

Take Notice.

Quite a few subscriptions expire with this issue. We wish those whose subscription has already expired to favor us with a prompt renewal. We aim to make the paper the best paper possible, but to do so we need the support of our friends. Former students and alumni especially should not fail to get Our College Times. It shows your loyalty and interest in your Alma Mater, and at the same time you are receiving more than you are paying for. It is only through the kindness of our advertisers that we are able to publish this paper at the low rate of fifty cents a year.

We are sure that many do not wish to have the paper discontinued, but simply neglect to renew their subscription when it expires. Kindly give this matter your attention before you forget it and send your renewal to the Business Manager, J. D. Reber.



Bible Term Impressions.

In response to a call by the editor for some impressive truths received during Bible Term, the following were received from the student body and the faculty:

— If we keep walking in the footsteps of Jesus, we will get to the place Jesus is.

Find out what you can do and then do it with your might.

— Enoch walked with God; and when God walked into heaven, Enoch walked in also.

A life lived as God directs is a hymn of praise.

— Struggle begets strength.

To study the Bible successfully one must love the Bible.

Ministers and Sunday School teachers should hide behind their Master.

Character—As you make it, so you take it.

We can do much by cultivating the powers which God has given us.

Caleb did not fear the giants. He was humble and followed Israel forty years, but when he received his inheritance he was given the land of the giants.

— We should “hang around” our Bibles, even while at work, if possible.

The light that shines farthest shines brightest nearest home.

— Our parents have made considerable sacrifice that we can be at school.

Our Creator has placed us here in this world and has given us privileges, and in return expects something from us.

— We all have social qualities in bud

form and can develop them if we will.

Meditation is the daughter of retirement and the mother of devotion.

— Christ laid down his life as a good shepherd, arose as a great shepherd, and will return as the chief shepherd.

If we attempt to pull the world after us as we enter the church, the result will be that the world has pulled us out of the church.

— God, Christ, and the Holy Spirit vote one way; the devil, the flesh, and the world vote the opposite way. You must cast the deciding vote.

After conversion we are no longer servants but children of the King.

— Come before the public cheerfully, leaving apologies and long faces at home.

Our everyday life will continue through eternity.

The work of the kingdom means that I be a missionary wherever I am.

— We should “take” time to study God’s Word, use spare moments; but, above all, meditate more upon what we read, so as to get the truths into the heart and not into the head only.

The great wisdom and tact that stands out so prominently in the Master Teacher’s work is sadly lacking in much of our teaching and preaching today.

— All roads led to Rome in olden times, so every verse in the Bible leads to Jesus.

He who would be a great soul in the future must be a great soul now.

Faithfulness in the Valley of Humility is the ladder by which we climb

round by round heaven-ward.

Good common sense has never yet been surpassed by a College Diploma.

In order to win, you must do the thing that is worth while, do it well, and do it all the time.

Do not feel that you must say something, but feel that you have something to say.

Be absorbed in your message.

The world does not owe us a living, but we owe the world a life.

Bible study should be made a part of our daily duties. Then, he whose mind is in a prayerful concentrated mood, will surprisingly increase his store of Bible knowledge.

There are two kinds of education. One is that which is gotten out of The other, and more important, is that tant, is that which you give yourself.

The path to success is named Merit.

The Old Testament says, "Do and be saved"; the New Testament, "Be saved and do."

We see what we are trained to see, and hear what we have taught ourselves to hear.

Unbelief and apostasy begin with the church.

The morals of the home can not be saved without the dynamic of Christ.

The minister must aim at unity of thought, at sustaining interest, and at making a religious impression that will be carried away.

God is not after getting money out books. The other, and more important character in proportion to our giving.

When sunset comes the laborer goes home; when the sunset of life comes the Christian goes to his Heavenly Home; and when life's sun has set, the sinner will also yearn to go home. But alas! he has no home.

Some young men are too weak to keep a cigar out of their mouths.

The life of any church depends

largely on how well it supports education and mission work. Such support is a material expression of of spiritual well-being.

Too many of us do not at all appreciate the work that is being carried on at College Hill.

Anything in our lives that cannot be consecrated to the Master's service must be cast aside.

More and more of our Brethren in Eastern Pennsylvania recognize the necessity of special training or education for all who would do efficient church work. These workers must come up through our Christian Colleges.

We should not read the Bible heedlessly but look for something when we read.

Jesus aimed to reach the conscience of the people or person taught.

We cannot follow in Christ's footsteps unless we go after souls.

True growth is not growing into evil habits.

Faith is a definite act committing one's self as a sinner to Christ as his Savior.

God had to contract the Divine so that the human could understand. Even though the Infinite had to contract himself so that we poor finite beings could understand, yet we cannot broaden ourselves to the extent that we can fully comprehend the Infinite.

Teaching is a bursting forth of what has first burst in.

The church should be on the alert to see the one God calls to the ministry and then act in her call.

Some Christians who are not very strong need to be dealt with as tenderly as the house plant that is started under glass.

It takes some people so long to do nothing.

Sermons Outlines.

By Eld. J. G. Royer.

The Purpose and Mission of the Bible

Text—Psalms 119:11-16.

I. The Bible is preeminently The Book for all.

(a) Thomas Carlyle says:

1. The Bible is all men's book.
2. It is the guide to all human conduct.

(b) The Bible is God's word to man—to all men.

1. It reveals God's will.
2. It finds man's conscience.
3. It convicts of sin and impels to confession.
4. It moulds character.

II. God's word is of priceless value.

(a) It is God's rule of life for man—for all men.

(b) It is a perfect rule. Ps. 19:7.

1. Perfect in itself as a law.
2. Nothing to be added or subtracted.
3. Free from correction.
4. Filled with all good.
5. Fitted for the end it is designed.

(c) Its priceless value is shown in the results that follow its loss.—Example in Judah.

1. Judah sank rapidly after its loss.
2. True worship passed away.
3. Temple service ceased.
4. Wickedness always means weakness.

III. Mankind needs a book to keep alive in the world the knowledge of a spiritual personal God.

(a) The Bible is that book.

1. It is the best of all books.
2. No other suits all times and peoples as the Bible does.
3. No other has so blessed mankind.

(b) Wickedness abounds where Bible is not read.

(c) The Church and the Bible go hand in hand.

1. No church—soon no Bible.
2. The forces that will conquer the world for Christ.
 - (a) God's book, God's house, God's day, God's people.

IV. Bible must find its way into our hearts.

(a) If God's word be only in the Bible, it may be a long way from your heart.

(b) Bible must be used to find God. 1. Be an astronomer then a microscopist.

(c) God's word is a treasure worth laying up.

V. The good use the Psalmist designs to make of it.

(a) Hide it in the heart to keep from sinning.

(b) Use it to answer spiritual enemies.

(c) Find time to read it.

(d) The Bible has a message for all.

God's and Man's Work in Salvation.

Text—I Jno. 2:15-17; Rom. 14:7-8;

I. Cor. 6:19-20.

I. Introduction.

(a) Christians must keep out of mis-

chief—Negative Religion.

- (b) Christians must do good deeds
—Positive Religion.

II. The unconverted one is

- (a) Commanded to repent and believe the Gospel. Mark 1:15.

1. God gives us the power to believe.
2. We are commanded to exercise it.
3. Faith grows by exercising it.
4. Repentance is man's work.

- (a) More than sorrow for sin
—hatred for sin—abandon it.

- (b) God cannot repent for us.

III. Conversion is more than turning from sin.

- (a) It is also turning to God for salvation.

- (b) Regeneration is at the bottom of conversion.

1. It guarantees conversion—make the tree good.
2. It is God's work in the heart.
3. Man can not regenerate self.
4. It is God working by the Spirit through the Word.

- (c) We become new creatures.

1. We have new life, new hates.
2. This is no mystery.

- (d) Justification follows.

1. It is God's work.
2. We are regarded as if we had never sinned.
3. It can never precede regeneration—Justification of self unscriptural.

- (e) Consecration follows next.

1. This is man's work, like faith and repentance.
2. Is a voluntary offering. Rom. 12:1.
3. It can not precede regeneration.

- (f) Then comes sanctification.

1. Like regeneration it is God's work.

2. Is God working in the heart through the Word. Jno. 17:17

3. The sinner surrenders the bad for God in repentance.

4. The Christian surrenders his good to God in consecration.

IV. What may be brought into the cause.

- (a) Everything that can be used or fitted to God's service.

1. Our time—How spent.

2. Our talents.

- (a) Song.

- (b) Beauty—Esther.

- (c) Business.

- (d) Money.

- (e) Education.

3. All we have and do should tend to bring others to Christ.

- (a) In this way we grow.
II Peter 3:18.

- (b) Live a life becoming holiness.

The Law of Sacrifice.

Text—Mat. 16:24-26; Jno. 14:6.

- I. Law of sacrifice is fundamental everywhere.

- (a) In getting a watch, farm, education, etc.

- (b) Life is fed by death.

- (c) Have nothing without sacrifice.

- (d) Godliness sacrifices vice.

- II. Be near Jesus.

- (a) Deny self and take up the cross.

- (b) Not to deny self is to deny Jesus.

- (c) We take the cross by denying self.

- III. Straight is the gate, narrow is the way.

- (a) Why is this so?

1. So as not to keep us out of heaven.

2. It is narrow from necessity.
3. Only one way to be a Christian.
4. Each sin furnishes a path.
- (b) The nature of this way.
 1. A select way.
 - (a) Uncleaness can not enter.
 - (b) God walks with us.
 - (c) Can not pull the world into it.
 2. A plain way.
 - (a) For common people.
 - (b) The critic does not find it.
 3. A safe way.
 - (a) Hear the roaring lion but not be harmed.
 4. An old way.
 - (a) Is still open and traveled by pilgrims.
 - (b) Is the one way for salvation.
- (c) Is the way of the Savior.
 - (d) Must be born again to get into the way.
5. A way through the wilderness
 - (a) A highway over the hills of doubt.
 - (b) Old, but in good condition.
 - (c) A tried way—Jesus, Apostles.
- (d) Our duty.
 1. Keep in the way.
 2. Point it out to others.

Privileges of the Christian

Text—Psalms 91:9-12.

- I. All who live a life of communion with God are constantly safe under his protection.
 - (a) We must know the name of God.
 - (b) We must set our love upon Him.
 - (c) We must call upon Him in prayer—The neglect.
- II. Privileges evident by contrasting spiritual experiences with those of our homes.
 - (a) Manner of approach.
 - (b) Daily bread—Appetite.
 - (c) Place of protection.
 1. Brings enjoyment.
 2. The world is cold spiritually—no home.
 3. Poor sinner—no home.
 4. Backslider, go home--Wrestle with God.
 - (d) Time of danger.
 1. Storm—go home.
 2. Cyclone—Christ is the foundation.
 3. Sinner—go home.
 - (e) Night comes on.
 1. Then, go where? Home.
 2. Life's sunset—Sinner has no home—Christ has.
 3. Sinner have you a home to-night? Sad, if not.
 4. Presence of those we love makes any place homelike—Jno. 14:21.





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Our College Times is published monthly during the Academic year by Elizabethtown College. Arrearage on subscription to this paper is charged. Report any change of address to the Business Manager. Subscription rates:—Fifty cents per year; ten cents per copy; five years for \$2.00.

Entered as second-class matter April 19, 1909, at the Elizabethtown Postoffice.

Another Bible Term has passed into history, and so many rich truths were given by the instructors that we feel sure the results will be far reaching. There is a greater interest in school and church work since this excellent feast of good things, and the only regret is that some of those who need the inspiration obtainable in such a conference, did not receive it because they were not present. However, we hope they may see the good results in their co-workers who attended this Bible Term and then plan to be pre-

sent the next time, the Lord willing. We feel especially encouraged in the work of this Bible Term because of the large average attendance. Never before were the classes attended as faithfully and regularly as this year. This indicates growth in the appreciation of the truth as it was presented, and of those who labored so faithfully for the glory of God. One instructor put it this way, "Never before did the classes ask questions so intelligently. This shows to me, at least, that those asking them are comprehending the

teaching that is done." This voices the sentiment of all of us. Then, too, a proof of the unusual interest this year is evident from the large class attendance of the last day's work. The last day was the best. It was the climax of the term; the grand climax of all the Bible terms ever held on College Hill.

We surely can not pass over another striking fact. The number of elders from adjoining congregations and from congregations at quite a distance, was much larger than that of any previous year. From this we feel that our school is spreading its influence and making friends. We also noticed that the ministers for the most part attended almost all of the sessions, instead of coming for only a few days. We are quite sure that next year we will have a larger ministerial body present than this year, because of the inspiration for Bible study that we know will spread in ever widening circles.

Every student of the Bible Term says this was the best Bible Term ever held here. We are sure this is an encouragement for the instructors. This expression is also a good thermometer which unconsciously gauges the benefits derived by those who attended the sessions. Because everybody has received so much inspiration we think it profitable to give some of the rich truths to our readers. We asked our student body for the most precious truth they received and have placed them on the preceding pages of this issue in the order in which they were received by the editor. We hope they may inspire our readers as we know they have inspired our student body.

During the Bible Term Eld. J. G. Royer preached five soul-inspiring sermons. He has kindly given us his sermon outlines for publication in this issue of the paper. We hope they may be of service to those engaged in the Lord's work. Eld. W. B. Stover also preached a number of sermons and gave us a lecture on Mission Work. The messages of these beloved brethren were filled with the power of God and as a result fifteen precious souls resolved to follow the Savior. Can we determine whither the inspiration received at this Bible Term will lead? No; God alone knows.

Come for the Spring Term

Under School Notes we have published an announcement of the Spring Term which opens March 24. We request all those contemplating preparation for teachers' examination to read the announcement. This school affords some exceptional advantages, not to be secured at many schools. Many classes, up-to-date methods, personal interest of the teacher, small number in class, good library, good equipment for special work, good moral atmosphere,—these are a few of the advantages we offer.

Those who intend to board at the College should send in their application for a room as soon as possible. The school will not have a super-abundance of room during the Spring Term; consequently those making the first application for a room will be given the preference in selecting a room. For further information with reference to your plans for the Spring Term work, write to our President, Dr. D. C. Reber.



SCHOOL NOTES

The scriptures teach us the best way of living, the noblest way of suffering, and the most comfortable way of dying—Flavel.

Whence but from Heaven, could men unskilled in arts,

In several ages born, in several parts, Weave such agreeing truths? or how, or why.

Should all conspire to cheat us with a lie?—Dryden.

James Hamilton says, "The Bible is a treasure. It contains enough to make us rich for time and eternity. It contains the secret of happy living. It contains the key of heaven. It contains the title-deeds of an inheritance incorruptible and that fadeth not away. It contains the pearl of great price. Nay, in so far as it reveals them as the portion of us sinful worms, it contains the Saviour and the living God Himself."

The thirteenth Bible Term of Elizabethtown College extending from January fifteenth to the twenty-fourth came and is gone, but its results will never die but live for ever in the inspiration it has given, the Scriptural

knowledge it has taught, the ideals it has raised, and the souls it has saved. This year's Bible Term has been the best of its kind yet held on "College Hill." The following was the corps of teachers that gave instruction during the term: J. G. Royer, Mt. Morris, Illinois; S. H. Hertzler, Elizabethtown; J. Kurtz Miller, Brooklyn, New York; Lydia Stauffer, College; Jesse Ziegler, Royersford, Pa.; H. K. Ober, Elizabethtown; Katherine Miller, College; Wilbur Stover, Anklesvar, India.

Chapel-filled audiences were in attendance during practically every evening service and also in the afternoon to hear Wilbur Stover's lectures on "Missions." The attendance was exceptionally good during the whole term. Not only was our own State represented here but also many others such as New York, Illinois, Ohio, Maryland, and Missouri. Outside of the United States, Persia, India, and Africa were also represented thus making "College Hill" rather cosmopolitan.

The first five sermons in the evening were given by Eld. J. G. Royer and

the remainder by Eld. Wilbur Stover. On the evening of January the twenty-third Bro. Stover gave a special lecture on "World Missions."

Abram Mallick from Urumia, Persia, who represents the Chaldean Evangelic Apostolic Church of Persia gave us two speeches on his mission, some of his experiences as a Christian with the Mohammedans, and the remarkable similarity of the doctrine of the church he represents and that of the Church of the Brethren.

On January eighteenth the Educational Program was rendered in the College Chapel during which Elder J. G. Royer gave a talk on "Education as I see it." Also an excellent address was given by Dr. Geo. L. Omwake, President of Ursinus College, on "The Heart of the Teacher."

On Sunday forenoon, January the nineteenth, was rendered the most touching and forceful Temperance Program ever given at the College. Tears were shed, hearts were touched, and resolutions formed that will play their part in the abolition of America's great curse. Miss Naomi Longenecker gave us a true picture of a drunkard's life and home, and the misery he brings to others, in the pathetic story of "Tommy Brown." This was followed by a sermon on "The Social Evils of the Saloon" by Arthur J. Culler, Ph. D., Pastor of the Geiger Memorial Church of Philadelphia. The true picture and conditions of vice and sin associated with the saloon so vividly presented by Bro. Culler, should stir many hearts to nobler efforts against this agent which has brought and is still bringing so much degradation and misery into the world.

On January twenty-first, Byron C. Piatt gave his lecture on "The New Era" to the largest audience that ever listened to a "Course Lecturer" at the College. Not only was the Chapel filled but also the Commercial Hall. This lecture is nationally regarded as one of the strongest lectures of its kind. It proved to be an eye-opener to many on the night of the twenty-first of January. Mr. Piatt showed and proved very forcibly and beautifully the contribution which Jesus Christ has made to the social life of mankind, the insufficiency of the race unto itself, the ever growing power of the moral code of Jesus Christ and the absolute necessity of having Jesus Christ in all and thus purifying and raising the standard of the five institutions of man; namely, the state or politics, industry, the church, the school or education, and the home.

On the coming February thirteenth the fifth lecture of the College Course will be given by Hon. H. Frank Eshleman on the "German—Swiss Religious Foundation and Background of Lancaster County." As the subject intimates, this is a lecture that should interest every one who is loyal to the sturdy German or Swiss blood that is running in his veins.

The athletic phase of college life is manifesting itself mostly in basket ball. Three games have been played between the Juniors and Seniors out of the series of seven. They always resulted in a victory for the Juniors by the following scores, 24 to 20, 14 to 11, 27 to 19.

Seniors		Juniors
Diehm	Center	Geyer
Martin	Guard	Coble

Rose	Guard	Hershey
Reber	Forward	Kulp
Herr	Forward	Brandt, Garber

Some creature only known to those beleving superstitions, and unknown to most of us, must have been meddling in our basket ball games between the "Day Students" team and the "Boarding Students" team. When the last half ended in both games the score was tie 23 to 23 and then this unknown creature interfered and gave both games to the "Day Students" team by the score of 25 to 23.

Day		Boarding
Geyer	Center	Diehm
Martin	Guard	Hershey
Garber	Guard	Coble
Reber	Forward	Kulp
Herr	Forward	Becker

The sturdy German team carried off the victory over the Lancaster County German team in the last two games played by the scores of 27 to 14 and 21 to 15. This makes the score in games 3 to 2 in the seven game series.

German		L. C. German
Diehm	Center	Geyer
Garber	Guard	Hershey
Reber	Guard	Coble
Herr	Forward	Kulp
Becker	Forward	Martin

Mr. Rose while making cocoa: "My, but that hot water makes the cococular molecules excited with molecular motion."

Two new faces added to the College group since Christmas vacation are those of Misses Bertha Perry and Lilian Falkenstein.

Mr. Krejder to Mr. Hoffman after receiving a favor: "Ich donke dich."

Mr. Hoffman: "I want you to stop calling me a donkey."

On December thirty-first a "watch

night" meeting was held in Music Hall starting at 11:30. The meeting adjourned some time in the following year. As the hands on the college clock neared twelve that night the bell in the tower slowly tolled out the old year and rang in the new.

"Rang out the bad. Rang in the true."

Question: "Why does Miss Stauffer want a sewing machine?"

Messrs. Amos Geib and Earhart, Alumni of the school, paid a visit to College Hill on December 21.

Rufus Bucher conducted a series of meetings in the Church of the Brethren of Elizabethtown from December 21 to January 7. There were five converts.

Horace Reber who has been very ill with pneumonia is now considered out of danger.

If you have not yet renewed your subscription for Our College Times, please do so at once.

Mr. Leiter has written an excellent thesis in sociology on "The Art of Home Making," which is richly supplemented by his personal knowledge. Anyone wishing to know which affords the greater joy, pursuit or possession, will find in Mr. Leiter a person fully qualified to answer the question.

On the night of January 11th, College Hill saw the best social ever held within its walls. A new precedent was set when the social of that night was not conducted under the management of the social committee but by the Physics class. It is hoped that other classes will follow the example set by this class. The first part of the entertainment was conducted by Prof. Mey-

er, Physicist, who gave an entertainment in Music Hall on the "Funny Side of Physics." He was aided by the physics class. This was followed by demonstrations in three of the class rooms conducted by the physics students. After this, refreshments were served in the library, which was very beautifully decorated. A poem was sung by the class on that evening to the music of "The Old Oaken Bucket." It was composed in an hour's time and was beautifully rendered.

K. L. S. News

On account of religious services in town the Society did not render a program on January 3. We are glad that the Society looked upon preaching services above its own meetings so that the members might enjoy hearing the Word of God. The following program was rendered on January 10.

Inaugural Address—"The Duties of the New Year." President Moyer.

Vocal Solo—"Rock Me to Sleep." Della Shank.

Declamation—"The Isthmus of Panama." Henry Brandt

"Biography of Woodrow Wilson." J. S. Lineaweaver.

Piano Duet—"Midsummer Night's Dream." Misses Sheaffer and Shank

Select Reading—"Josiah Allen's Wife at A. T. Stewart's Store." Carrie Dohner.

Recitation—"Little Boy Blue." Ruth Reber.

Vocal Solo—"The Song the Angels Sang." Ruth Coble

Literary Echo—"Naomi Longenecker

On January 17, the Society met in executive session. Five persons made

application to become active members of the Society. The following program was then rendered.

Piano Solo—"Grand Valse Caprice." Carrie Dennis.

Declamation—"North American Indians.".....O. Z. Becker.

Vocal Solo—"Among the Fields of Nazareth." Sarah Moyer.

Debate—Resolved, That 'the United States has reached her zenith.

It was discussed affirmatively by Messrs. Harry Nye and William Kulp.

Negatively by Messrs. Edgar Diehm and C. L. Martin. The judges decided in favor of the affirmative.

Music—"Alles Still," German Quartet.

Address—"How to Win," J. Kurtz Miller.

On January 24, the Society met in private session. The following were elected regular officers for the next month:

President, E. G. Diehm; Vice President, Elam Zug; Secretary, Helen Oellig; Editor, Rebekah Sheaffer; Critic, Miss Leah Shaeffer.

Homerian News

At their last private meeting the Homerians elected new term officers. The election resulted as follows:

Speaker, Ruth C. Stayer; Vice President, Isaac J. Kreider; Chaplain, Prof. J. G. Meyer; Monitor, Nora L. Reber; Recording Sec., Gertrude Miller; Critic, Leah M. Sheaffer.

On Friday afternoon, January 24, a public program was rendered in Music Hall. Every performer seemed to do his best. The addresses given at this meeting by two of our Bible Term instructors, W. B. Stover and

J. G. Royer, were much appreciated. The following features constituted the program:

Prayer.....Chaplain
Solo—"Nazareth"...Katherine Miller.
Reading—"When Love and Duty Meet".....Leah M. Sheaffer
Address.....Wilbur Stover
Oration—"A Handful of Corn."
B. F. Waltz.
Vocal Duett—"Go Pretty Rose".....
Katherine Miller, Elizabeth Kline.
Address.....J. G. Royer
Critic's Report.....Leah Sheaffer

THE SPRING TERM

Reorganization of Class Work

On March 24 the Spring Term opens to continue twelve weeks and offers excellent advantages to those who have been teaching as well as to prospective teachers. Many new classes will be formed and most of the work will be reorganized. For others wishing to do college preparatory work, there will be a number of classes suited to their needs during the spring term. There will be opportunities for those who have been teaching and wish to take up a commercial, agricultural, or Bible course.

Faculty

The Faculty consists of thoroughly trained and tried teachers who have made special preparation for their particular work and who have a long record of successful experience. It is ample to accommodate the many new students that enter for the Spring Term.

DEPARTMENTS

Collegiate

The College Department offers regular work in the classical course along the line of Latin, Greek, German, French, English, Mathematics, and Pedagogy.

Pedagogical

In the Pedagogical Department, classes in Elementary Pedagogy, Methodology, Genetic Psychology, Systems of Education, Ethics, and Philosophy of Teaching will be conducted. The Class of 1913 is the last class to finish the old course. Next year's class will be graduated in the recently revised and enlarged four year's Pedagogical Course which is fully as strong as that offered by the Normal School.

English Scientific.

Such classes will be formed in the common school branches as will be adapted to the needs of those who may be coming from the public schools. All branches required by those who take the teachers' examination will be taught during the Spring Term, including History of Pennsylvania, Civics, Algebra, American Literature, Drawing, and General History.

College Preparatory

Classes in Caesar, Cicero, Vergil, Elements of Latin, Plane Geometry, English Classics, and Etymology will be formed.

Commercial

The Commercial Department offers thorough, revised, and up-to-date courses necessary for a commercial education equal to the best. Classes in Bookkeeping, Commercial Arith-

metic, Rapid Calculation, Business Correspondence, Shorthand, and Typewriting will be conducted.

Music

The Music Department offers daily instruction and practice in Chorus Singing, Sight Reading, Theory of Music, Harmony, in addition to lessons in Voice Culture, Piano, and Organ. The high standard of work of former years is maintained in this department which is amply equipped with teachers and instruments.

Industrial

Elementary Agriculture will be taught as well as more advanced subjects along this line. Persons wishing to take up the Sewing Course offered

in this department will also be accommodated during the Spring Term.

Bible

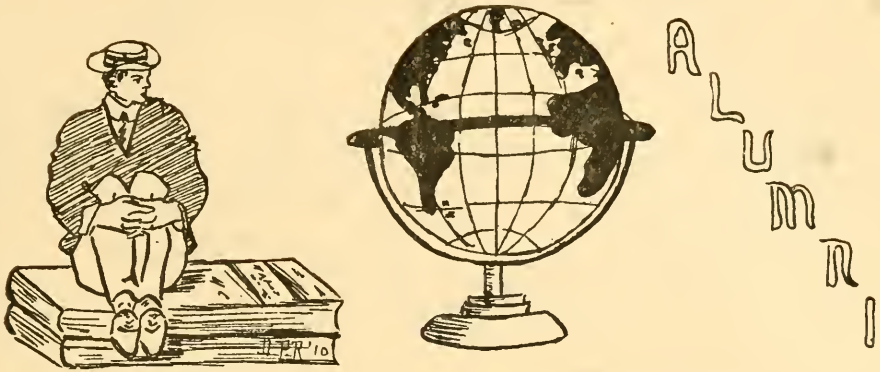
The Bible Department offers a number of classes that meet daily for Bible study. There are also classes in Mission study and Sunday School Teacher-Training meeting weekly.

Expenses

The expense for boarding students for the Spring Term amounts to fifty-five dollars. For day students the expense is eighteen dollars and fifty cents.

For further information apply to the President, who will be pleased to mail the annual catalogue and receive your application for a room.





Elizabethtown College is always glad to receive letters from her sons and daughters. Recently, during the Bible Term a very interesting and encouraging one came to the Bible Term students from Kathryn C. Ziegler, '08. She longed to be at her Alma Mater to enjoy the good things but as she was denied that privilege she tried to encourage others to lay hold of the opportunity. It is gratifying to know that one as far away as India should still think of us on the Hill.

Lillian Falkenstein, '11, and Mary Royer, '07, have resigned their positions as teachers at Hebron Seminary, Nokesville, Virginia. Miss Falkenstein is now taking further work at this place.

Elma Brandt, '11, is at present filling the position of bookkeeper in the Huntzberger-Winters Store in Elizabethtown. Her loyalty to the school is shown by her visits to the College.

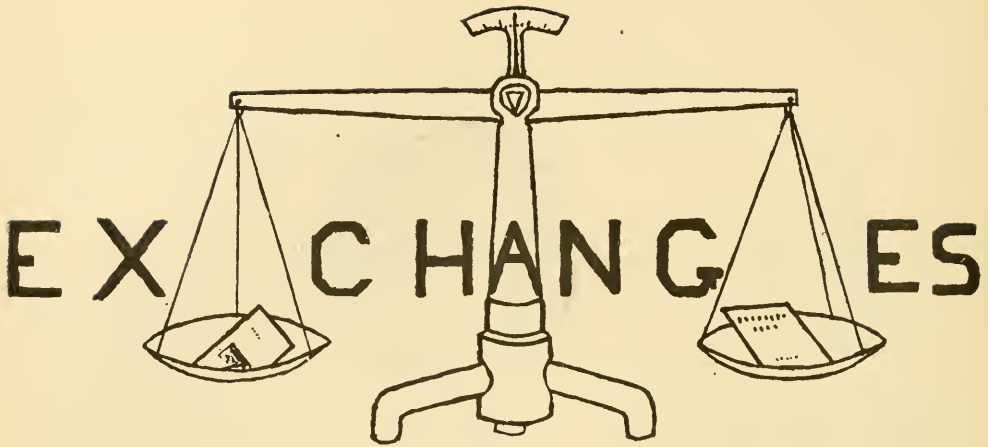
Elizabeth Kline, '10, is now continu-

ing her voice work with Mme. Osborne of the Sternberg Conservatory of Philadelphia. She makes weekly visits to the city.

The school received visits after the holidays from Holmes S. Falkenstein, '10, and Amos P. Geib, '08.

A baby girl, Leah Elizabeth, recently entered the home of S. G. Meyer, '10. Another member added to the cradle roll!

During the Bible Term a number of the Alumni visited the school and attended different sessions of the Bible work. The following were present, part or all of the time: Amos Hottenstein, Mary Hess Reber, Carrie B. Hess, Mary E. Myers, Andrew Hollinger, J. H. Breitigan, John Miller, Will E. Glasmire, Martha Martin, Mary Stayer Groff, Elma Brandt, Irene Wise, Viola Withers, Abel Madeira, Enoch Madeira, W. F. Eshelman, Martin Brandt, Stella Hoffer Buffenmeyer, Nora L. Reber, H. L. Smith, C. M. Neff, and J. Z. Herr.



For All.

In searching for a characteristic which determines the success of any editorial staff we could decide upon no other than good taste,—good judgment of the beautiful, the harmonious, the sublime. Consider a man who writes in a charming style and soon you attribute his success to good taste. It is the determining characteristic of the artist. In fact, anyone without it is almost nothing.

Manifestations of taste,—bad, ordinary, or good,—are easily noticed in school papers; the selection of the material, the cuts, the arrangement of the material, the color of paper, the type, and what not,—all other manifestations of taste. Pick up a paper with poor material poorly arranged and you can draw no other conclusion than that something is lacking.

Expressions of good taste are not due to the god of chance. To show good taste, one must have it; for, how can we show that we do not have. Effort for only a day will not produce it. Every paper we publish we must judge by the presence of the good, the sublime, and the beautiful.

If you plan cuts for your paper do not give up until you have produced something that has some significance. Do not allow any sort of material to be printed in your paper. Blank space is better than space covered with material worse than nothing. Furthermore, never judge your paper by what the many say but by the remarks of the accomplished few. They should constitute your criteria.

The Western Maryland College Monthly is altogether neat in appearance. We wish to commend this paper for having courage enough to stand up straight.

Whether "The Examination" in the Spectrum pictures a bit of experience or not, it seems very true to life.

If you wish to know how to keep up to the standard just notice how The Weekly Gettysburgian, the Albright Bulletin, and the Susquehanna do things. "Trash," "superabundance of athletic news," "borrowed bosh," and "would-be-wit" are not to be found on their pages. The chief characteristic of their papers is an obvious expression of good taste.

paper would be more creditable to the school it represents.

The Budget comes to us neat and well done. A few good stories or essays would help to give the paper proper balance.

Please notice the inconsistency of the Courant. Read the editorial on New Year and get the editor's view in regard to smoking. Then examine the cut for that department of the paper. The author of "The Chink" needs to be congratulated. The joke department, the most important (?) part of the paper should not be mixed with the advertisements.

The M. H. Aerolith is keeping up to the standard.

The Narrator—About five pages of solid material, and about five pages of athletic news and "would-be-witticism." Balance needed.

The New Year poem and the three following articles, especially "After Many Days," in the Philomathean Monthly, deserve a reading.

We are glad to greet the "The Oriole". As a whole it is a worthy paper. However its cuts might be a little more significant. If some of the things that seem rather trashy were eliminated, the

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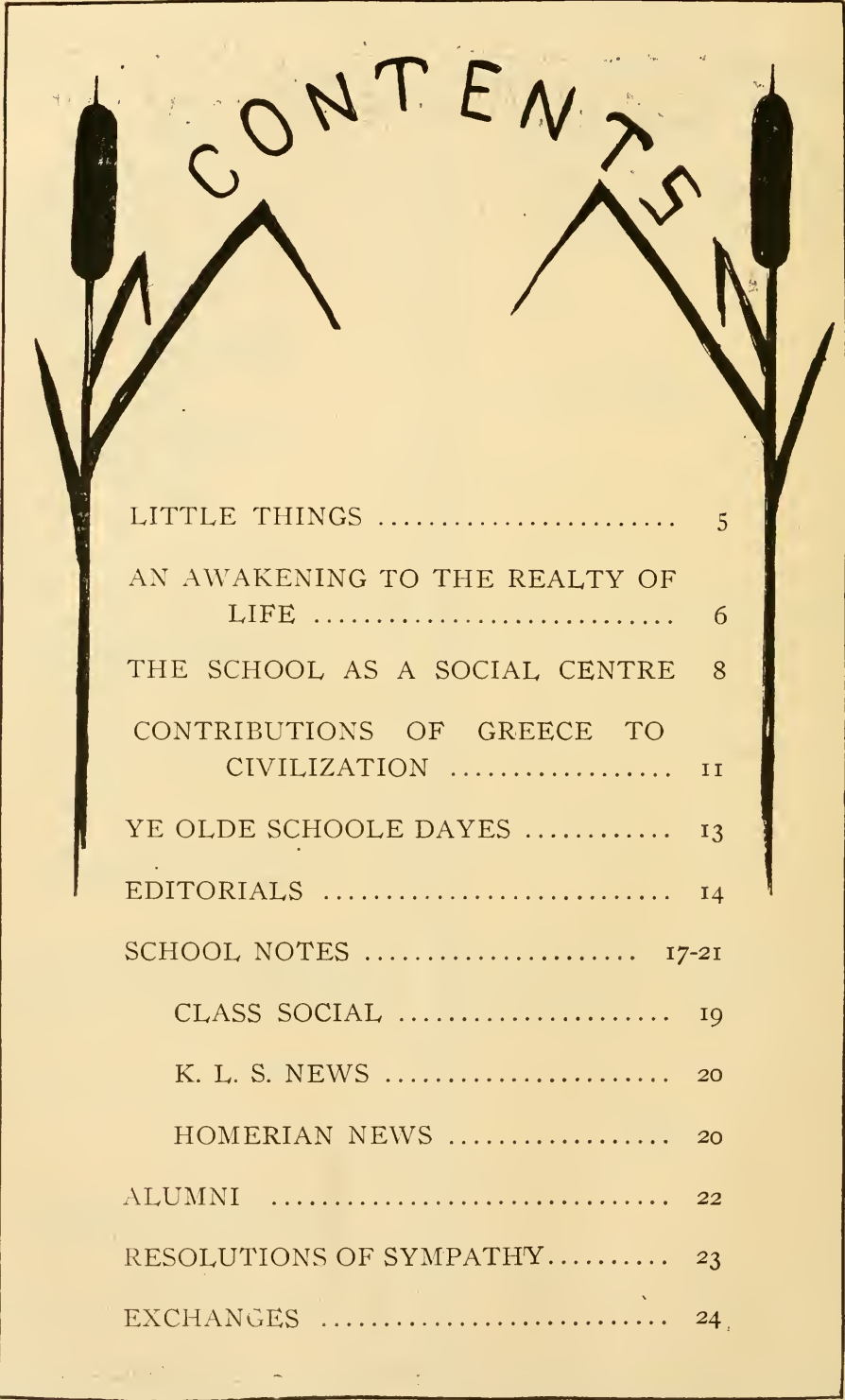
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Our College Times

VOL. X

ELIZABETHTOWN, PA., MARCH, 1913

No. 6

Little Things.

A little coin on service bent its busy circuit made,
Quickening the pulse where'er it went of industry and trade;
Anon and oft with cheery chink it dropped into the till,
Full soon to add another link of ministration still.
It lessened want throughout the land, it eased the load of debt;
All welcomed it with open hand, and parted with regret.
I watch thee on thy devious ways, my unpretentious dime,
And here thy much belated praise I celebrate in rhyme.

Borne by the awful crimson flood that surges through our frame,
Minute corpuscles in the blood fulfil their useful aim;
In myriads they the current throng, and yet with naught of strife
Each bears in ceaseless haste along its tiny freight of life;
It kindles aspiration high, it moves the giant arm,
The beaming smile and lustrous eye both owe to it their charm;
Each vital organ feels its thrill, each sense it renders keen;
With magical unerring skill it labors all unseen.

One day a gentle being spoke a sympathetic word,
And thus a faltering soul awoke, to noble action stirred;
That simple word of sunshine thrives though born but of a breath,
Reflected in a thousand lives it triumphs over death.
The blood which streams with muffled roar some day shall cease to flow,
The industrious coin at last no more on helpful errands go,
But the music of a kindly word shall still reverberate
Until its echo clear is heard at heaven's pearly gate.

—Nescis.

An Awakening to the Reality of Life.

Grace Moyer

I cannot recall of ever having paused long to consider the question: Am I going away to school? To me that had always seemed to be an understood fact. Nor did I have much trouble to decide to what school I should go, for after Kathryn came to Elizabethtown College it was definitely decided, in my own mind at least, that this school would be my choice. There has always been an unusually close tie existing between Kathryn and me, which makes her influence over me very great. She told me much of her school life at this place and I came to feel as if I knew the school through her. I looked forward with eager anticipation and great expectancy to the time when I should be a student in this school. I built air castles and dreamed dreams about it until the time came that my dreams were to materialize into reality.

My experiences with life were very few; with few exceptions my life up until this time had passed smoothly. I was sheltered in a good home; counselled by wise parents; and made happy by many friends. Thus I left home, little realizing what the months about to come would mean to me, or how they would influence my life. Enthusiastic and expectant I came to school, with interest and faith in all about me.

In due time the novelty and strangeness of school life wore off and I attempted to settle down, but for some reason something did not seem right;

I was not happy; I was disappointed. The reality was not the dream. School life was not the rosy picture I had painted; nothing seemed as I had thought it would be; the students were not as I expected them to be. Although everyone treated me kindly, yet I had a feeling I could not explain,—I never felt so friendless in my life. Though I longed for home, I never once thought seriously of leaving school. I had come for a purpose and that purpose must be fulfilled. Nor did I ever write home to anyone but to Kathryn my real feelings about the school, for a strange feeling of loyalty forbade me to do so.

As time passed my disappointment grew, and added to this I became discouraged because my work in my studies fell so far below the standard I had set. I was depressed and began to take a pessimistic view of the situation. There were times in which I would forget and be very happy, but when they had passed I would feel just that much the more depressed.

When I would see those about me successful and happy in their work. I had to fight against a feeling of envy and resentment. I thought I did not care, but I did care—I cared greatly when others surpassed me in my work.

But this condition of mind could not continue long under the influences of this school. The religious atmosphere influenced me greatly, especially as I had recently acknowledged Christ as my personal Saviour and since I felt

the need of strength and help very keenly. Under these influences I came to a realization of the fact that I had erred and was at fault. I found that if I had fully surrendered my will and heart to God, my life would be changed more than it was. I had allowed things to creep into my life which would take constant fighting to overcome. This realization brought about a revolution in my life. I no longer thought so much about the students around me, but I began to study myself and I at once began to find where I stood. Here lay the whole trouble in a nutshell—it was self. I had expected things which I had no right to expect; I had failed to count the cost. In many ways it was I myself that had caused my disappointment. I did not realize this all at once, but by degrees under the influences of the school, through the words and living examples of those whom I met day after day, thus the realization dawned upon me. I began to reform; to change myself; to alter my ideas; and to right the wrong where I could do so. I knew that I was insufficient of myself to be able to do this, but with help from higher power I meant to do what I could. My attitude toward life was entirely changed and with this change all else seemed to change. I began to understand the cause for various things which hitherto I failed to see.

In the lives of those about me I learned that large souls and much heart culture existed. I began to realize that true greatness was a matter of what was in the heart. Then, too, I perceived that character was far greater than all other attainments. I began to see qualities in those about me

which hitherto I had not noticed. I learned that happiness does not come to those who wait for it or expect to have it without doing anything for it. I found that it was true service to others rising from unselfish motives, which brings genuine happiness. Then, too, I had foolishly avoided people expecting them to come to me, and thought that if they did not approach me, my company was not desired. I now see that this was a false view and I also see that just in proportion as you give of yourself to the world and for the benefit of others, so will your reward of love from others be measured to you.

My view of popularity and success in school was completely changed. It does not necessarily mean that a person who has many talents is the one who is most popular in school. Though this is always of value, yet the matter rests entirely with the individual himself. It is his personality which counts and the character which reinforces him. And it is in the power of everyone to develop both character and personality. ”

Neither do I now look with envy at people who are successful in their work. I also realize that there is no one who is not endowed with some talent and as he makes use of it, he is given other talents. Success is not reached at a single bound but by constant effort.

There was a time when I looked upon cheerfulness as a quality which some people fortunately possessed. I now feel that it is something which we owe the world, owe to those about us, and that it is our duty to cultivate it.

In fact, after summing it all up, I feel that it has been the influence and spirit of Elizabethtown College which has caused me to awaken to the fact that "Life is what we make it," no matter where, or in what circumstances we may be. I feel that I have received something invaluable and priceless

during the months which I have been here. The attitude of the teachers, who, to a large extent, make the school, has always been such toward me, that I have felt that they expected me to do my best and their hope in me has goaded me more than anything else to make an earnest effort.

The School As a Social Centre

C. L. Martin

Today there is no corner of the United States so remote, no rural district so isolated, and no town or village so insignificant that it does not have its public school. At some time during his life every individual attends these schools. It matters not whether he be the son of a farmer or merchant, a miner or millionaire, a Christian or an infidel, a Catholic or Protestant, or whether he be white or black, he is found there. The public school is the only institution that does not make any distinction whatever, with respect to religious belief, class or color, as to who shall enter its doors and take advantage of its benefits. All are allowed the privilege to attend it.

Seeing the wide scope, the unlimited range, and the unhindered universality of the school, we may not hesitate to conclude that it is the most fitting, the most appropriate, and the most widely accepted nucleus around which should centre many of the activities of the community.

The question may arise, should there be centralization of activity in a community? It has long been concluded that social contact and centralization of the interests of society constitute the main-spring of racial advancement. Isolate man from his comrades and he ceases to develop, but group men of like interests, and to what heights will they not attain? If the stock raisers of a community discuss among themselves different questions pertaining to their occupation, they will as individuals accomplish better results than if each one were left to "paddle his own canoe." A community with disconnected activities may be termed a variable approaching nothing as its limit, while on the other hand a community with connected activities may be considered as a variable approaching as its limit inestimable results.

We have now shown that it is necessary for progress that the interests of a community be centered and that the school is the most fitting

center. We shall now bring into our examination a few school communities of our own county—Lancaster.

Fifteen years ago the schools of a certain township held debating contests, spelling bees, holiday entertainments, and singing classes as a profitable way in which to pass the long winter evenings. Such is the case no more. School houses may be used only six hours a day, five days a week, and twenty-eight weeks in a year. Some narrow-minded people in authority, rather than encourage such beneficial proceedings, have forbidden them simply because it would have cost fifteen or twenty dollars more a year for incidental expenses. They do not realize that by so doing they are shutting from their community that which would finally result in wonderful progress. As a result of such miserly, blind legislation our young people become impatient during the long winter evenings. They either spend their time loafing on the street corners of the nearby towns, or squander their lives in the village tavern or saloon. Of course, school taxes are low, but so are many of the young men and women in more respects than one.

Unlike the township referred to above, we find East Donegal township with Maytown High School as its large center, every smaller school of the township being smaller centers gathering around this larger center, throwing open the doors of its schools to farmers' associations, entertainments, spelling bees, and anything upon which the community may decide. The High School Building not being large enough to accommodate the

people on these occasions, the school board has furnished a large hall for such purposes. As a result Maytown is turning out more leaders than either Lancaster or Columbia, and its farmers are the best in the county.

Having considered what is being done along these lines in our immediate communities, we will now discuss what is possible along this line in any school community. We shall note such things as school libraries, school museums, and any activities which may interest the community at large.

In many cities philanthropists and other benefactors have expended vast sums for the erection and furnishing of public libraries, with the idea that such advantages would uplift society beyond estimation. Not every community can afford an expensive library but every community can afford to have in its school a collection of the best books and magazines on the market and allow free use of these to every individual of that community. We need not use many pages to calculate its benefits and power of unification. The conclusion is easily reached.

Who is so selfish or who is so narrow-minded,—if he wishes to be a good citizen—that would not gladly aid in helping to make collections for a school museum? In this feature of the school we would have a common interest and a common benefit. All would enjoy contributing to it, all would receive some benefit.

Many communities would organize farmers' associations if there would be but little encouragement and a place for their meetings. The farmers help to pay the school taxes. Why not, then,

allow them some direct benefits? This would help to draw together that class of people which otherwise would be left to themselves. For this purpose no other place would be more fitting than the school.

The school then, is the center around which should be gathered the readers, the antiquarians, and the farmers of the community. There are yet two other phases of this subject, viz., mothers' clubs, and the school as the community laboratory. These we wish to discuss, simply mentioning literary features and the like, such as the lyceum, singing school, entertainments, lectures, etc.

In a few communities of our land mothers have hit upon the idea that to discuss among themselves problems relative to their work would be exceedingly helpful. We cannot decide otherwise than that the school house is the place to hold such discussions. The only reason that we have so few mothers' clubs, is that nothing facilitates such activities.

Since the dawn of manual training in our schools, such implements of education as the school garden, the school shop, etc., in short, the experimental

department of the school along nearly every line was introduced. In the Western States when a farmer breaks his machines, in many cases he goes to the school where he can find tools to aid him in repairing them. The girls of many districts have bread-baking contests. The boys have corn-raising contests, and the school is always the place for their meetings.

The next question that arises is who should facilitate such movements? The school authorities in the first place should see to it that the equipment is furnished, whatever encouragement is needed. Every good teacher is glad to give. The movement needs a start. When once set in motion it will never cease except by great opposition.

The socializing effects of such movements upon a community are almost inestimable. Homogeneity and heterogeneity will meet and fight their battle, strike their balance, and roll on the wheel of progress. False, prevailing ideas will be exploded and new ones will be installed into the minds of every individual until the community is bound together in sympathy by ties that will make it a mighty engine of progress.

Contributions of Greece to Civilization.

Mamie A. Price

Greece was considered in her time one of the greatest nations on the face of the globe. She attained the highest place in culture among the ancient nations.

Although Greece was considered a great nation, she was defective in her government. Her physical features were such that divided the country into many small states. Each of these city states was independent and self governed like a modern nation. Local patriotism and strong city feeling among the people of the city states prevented them from ever uniting to form a single nation. Yet Greek civilization was the fruit of the city state. The most significant feature of the imperial power of Greece through her city states, was the combination of material and intellectual resources. Literature and art had been carried to the greatest perfection. Literature had its roots in their political and social life. Each branch of the Hellenic race bore a characteristic part in its development.

The Ionians, the Dorians, and the Aeolians contributed their share and each found their appropriate work. The period between the Persian Wars and the Peloponnesian War, known as the Age of Pericles, was the "Golden Age of Greece," in which Athens contributed her part to civilization. During this period Greece seems to have been at the height of her glory and

during this age "she gave birth to more great men—poets, artists, statesmen, and philosophers—than all the world besides has produced in any period of equal length." Among all the great men of this age, Pericles was the most prominent. He knew that to rule worthily, the people must be educated first politically by constitutional freedom, giving all classes of people equal rights in the government; and next socially and intellectually, by an equal participation of all in social and intellectual enjoyments, all these were splendid and efficient educational agencies, which produce and maintain a standard of average intelligence and culture among the citizens of Greek cities that probably has never been attained among any other people on the earth.

The Spartans under the Dorians educated almost wholly for gymnastic and military purposes. They gave us the ideal of a strongly developed body which they acquired through their games and festivals. Some festivals were attended with athletic contests or recitations; some were scenes of musical or dramatic contests; and some were accompanied by rites of popular superstition. The art of oratory was developed by the democratic character of their institutions. In the courts every citizen was obliged to be his own advocate and defend his own case. Hence the high degree of perfection

attained by the Greeks in the art of oratory. Through their military taste historical composition was cultivated. The vast amount of practical wisdom is shown by the great works of philosophy.

Through all these agencies, Greece developed along literary lines. Her literature is of great importance not only because it was the earliest literature in Europe and that which had a masterful influence on all others, but because of the remains which prove it one of the greatest of all literatures. They possessed no model for guidance; it is an original and a natural development. The period of decadence in Greek literature began with the extinction of free political life in the Greek cities.

Art as it manifests itself in sculpture and architecture is another contribution to civilization. Sculpture was advanced by the custom of setting up images of the victors in their games. Particularly were the games promotive of sculpture, since they afforded the sculptor living models for his art. Without the games we should never have had Greek sculpture so highly devoted. Almost all the masterpieces of Greek sculpture have perished but they are known to us mostly through the Roman copies.

Architecture was in three distinct styles; namely, Doric, Ionic, and Corinthian. The perfecting of these

orders of architecture has been with one exception—the introduction of the arch—the most important event in the architectural history of the world. It was the religious feeling which created the noblest monument of the architectural genius of Hellas. Their attention in architecture was almost exclusively confined to their temples. The buildings have now long been buried in ruins. The remains that have been unearthed give us a vision of the scene upon which the visitors looked in the days of the architectural glory of Greece.

The freedom and power of Greece have for more than twenty centuries been annihilated; her people have degenerated into slaves; her language into a barbarous jargon; her temples have been given to depredations of Romans and Turks; but her intellectual empire is imperishable. Her power is indeed manifested at the bar; in the senate; in the field of battle; in the schools of philosophy. And who shall estimate her influence on private happiness? Many thousands have been made wiser, happier, and better by those pursuits in which she has taught mankind to engage. Many studies which took their rise from her have been wealth in poverty, liberty in bondage, health in sickness and society in solitude. Greece is "one of the few, the immortal names, that were not born to die."

Ye Olde Schoole Dayes.

Della G. Shank.

Oh dear! I am so tired of school. I don't see why I must go anyway. The teacher was exceptionally cross to-day. He is just dreadful sometimes.

This morning when he was about half done reading the Bible, he stopped and cried "Attention!" and there wasn't anyone making a noise.

He had his spectacles sitting just on the tip of his nose and I was afraid they would fall off any minute, and I knew if they did he would be so much the more angry.

Our spelling class was then called up and just think, missing only two words and then sending us to our seats and saying, "You people may take your seats and study your lesson." Then we had to stay in at recess and recite it.

Poor little Sammy Newsale. When he went up to class his shoes screeched so—and then the teacher said to him "Sammy Newsale, you walk more quietly." But the poor fellow could not help it.

The teacher himself did not seem to be very much excited. He walked up and down through the room and at times the whole building would shake. But Sammy had to walk on tip-toes.

Well, after dinner we sang and I wonder how he expected us to follow him and keep good time. Sometimes he went so fast, just like a streak of lightning that we could hardly get our breath—at other times, almost as slow as our old horse walks.

His long arms swung from ceiling

to floor, then across, and every once in a while he would say, "Louder! Now slower."

I could not see much use in that. It was a wonder he wasn't afraid of striking his hands against the ceiling some time and hurting them very badly.

Oh my! how excited we were this afternoon when the visitors came; but I suppose no one was more excited than poor Josiah Walkover, for when he came down from class he stumbled over a bucket of coal and emptied it all over the floor. Then the teacher said, "Josiah Walkover, you pick up every coal or I will make use of my stick."

Poor Josiah! he was so scared that in about three minutes he had them all picked up. I think it was real mean to scare him so.

Then the visitors asked us to sing and I suppose the teacher thought he would show them what we could do as our school was counted one of the best for singing around here.

The teacher seemed to use all the different arm movements; and just think those visitors sat there and put their handkerchiefs in front of their faces and laughed. The teacher didn't see it but we did and we thought it was a shame after singing the way we did.

After we were done singing, one of the visitors was trying to make a speech and said the school had impressed him very much that afternoon. He did not say how, but I guess I know.



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The Fully Unfolded Life.

There is hardly a human being who does not have some value placed on knowledge of some kind or other. The savage and the barbarian in their various occupations are even skilled along certain lines to a greater degree of perfection than the civilized and the enlightened man; on the other hand, many of the accomplishments of the educated man have no charm whatever for the savage. We also believe that there are many men and women who have a premium placed on know-

ledge but do not actually possess the knowledge they desire. This class again divides itself into those who are striving to attain that which they desire and those who are unwilling or indifferent with respect to paying the price for it. Every one of the former class will, if he be sincere in his efforts, have a claim to a part of the great treasure of knowledge. But, to live the complete life, the fully unfolded life, one must not only set a premium on knowledge, not only aim to possess a certain portion of knowledge, but

also be openminded for more. The man who was once a sincere student will always be a student; as he surmounts the rocks of difficulty his views will be more extensive, his ideals higher; the finite once aroused will eternally strive to know the Infinite.

Here, then, we see that there must be an awakening from our state of lethargy. We must realize that we are created for a purpose and that we can not reach the design of our creation without a knowledge of nature, man, and God. We look with respect to the man who walks through the fields and woods and sees nature in all its beauty: who enters the groves and penetrates the forests and catches the music of birds, insects, and babbling brooks; who looks at the snow-capped mountain and the thundering cataract and sees there a reflection of the sublimity and power of God. O how we love him who, though alone with nature, is never lonely! Then, too, we all admire the man who has a soul that sees into the depths of human nature; the man who sees the intricacies of right living; and who knows when and how to speak the words of hope and cheer. Again, did you ever notice the respect shown to those who live a life of peace and holiness? What does it all mean? Such appreciation in the hearts of men is nothing less than the outward stamp of value placed on knowledge as it manifests itself in others. He who has aimed at the acquisition of such qualities has entered upon real life, for we can never hope to attain true manhood unless our thoughts are centered upon God's creation and God's Word. We have not truly valued knowledge unless we see

the reflection of God in the truths of Nature, the image of God in the righteous man, and the will of God in the Bible.

At this point it must be observed, however, that there are many people who value knowledge but who possess practically none at all. Then, too, there are many who think they possess some knowledge and at the same time are ignorant of God and his will. This is an absolute contradiction. The student who does not recognize God in Nature, in the human organism, and in his Word, does not possess knowledge in the true sense of the word. The test of possession is profession; consequently, he does not live the God-fearing life does not possess a true knowledge of nature, man, or the Bible, for God has unmistakably revealed himself in each.

To obtain this knowledge is incumbent upon every individual. We can appreciate life only in proportion to our right conception of God as revealed in Nature and in his Word. Knowledge does not come by spurts and jerks, but is a gradual awakening. It is this very fact that brings discouragement to so many students, but it is needless. We are strengthened only by overcoming difficulties, and thus we see that those who have smooth sailing are never in a position to endure the wild waves of a rough sea. Young man, if you have to struggle to get through College, be thankful for that opportunity to meet life as you will find it after your college days. Capture the arsenal of knowledge while in school and when you try to stand alone you will be able to withstand a siege. Remember that without a struggle you

are but a weakling, and that without a clear title to knowledge you can profess little before a wise generation.

Just as there are those who value knowledge and do not possess any, so there are those who possess some—yes all they need. They form a large part of our population and will go a mile to hear a Punch and Judy show but turn a deaf ear to a lecture by Jacob Riis next door. They have reached their ideals; they can do what their fathers could do, and much more than their grandfathers in a shorter time. In short, they are not open-minded for more knowledge.

Any person who has reached his idéal, or thinks he has, is to be pitied. Ideals should grow as we develop and they will be enlarged and elevated if we grow properly. The man who is beginning to see some of the wonderful truths of Nature will ever have a desire to know more of them. He will be like a tree that strikes its roots into a rich vein of earth. He who can catch the cadence in the songs of the birds; the soothing melody in the sighing of the breezes; the harmony in the tones of the cricket, katydid, and beetle on a summer evening; the rhythmical pulse of the mountain stream warbling its way over its rocky bed; and the music of the tadpole tenor accompanied by the bull-frog bass; he who hears these, his life is unfolding in all its beauty.

Then, too, the student of sociology in his great study of man must ever be on the alert, be openminded, so that he may see life with its daily changes. Methods of yesterday will prove futile

in the future. Life is no constant thing, but an ever changing reality and consequently, the man who would cope with the problems of life must be openminded and not headstrong. We must learn that to live rightly we must be awake to the relation we bear to our fellowmen. It is because we see some men giving their lives for the benefit of others that we respect them. They have lifted themselves above the plane of selfishness and have entered upon the altruistic plane of life; he who has not done this is not truly educated and needs to have his conception of life changed.

But above all men, that man is educated who has a knowledge of God and whose soul is continually yearning for a closer walk with his Creator. The ideals of a Scripturally-intelligent man will never be realized in this life for to him true living is a pressing on in the path of love and duty. We again say that the man who has reached his ideal of what he thinks a Christian ought to be is one to be pitied, for he is but a step from fanaticism,—yes perhaps from apostasy, simply because his hand does not clasp that of the Divine. Knowledge is power only when it is applied in getting a broader vision. The greatest blessing that comes to man is the capacity to appreciate life; and we can appreciate life only as we perceive the immanency of God in everything. Therefore, let us value knowledge; strive eagerly to have a goodly portion of it; and what is far better, let us during our lives be openminded for a clearer view of God in his creation and in his blessed Word.



SCHOOL NOTES

This term will soon be drawing to a close with all school work progressing nicely and it is hoped the beautiful spring weather we are now enjoying will not put a damper on this progress by bringing with it a number of cases of spring fever.

The prospects for the enrollment of next term are exceptionally fine. Almost all the old students will be back for the spring term, and also a number of new ones, as well as public school teachers some of whom will have to be provided with lodging in town as all the rooms at school will be filled. We are glad for this splendid growth of the school during this last year.

On the eve of February the thirteenth, Hon. H. Frank Eshleman of Lancaster gave the fifth lecture of the College Course on the "German-Swiss Religious Foundation and Background of Lancaster County." College Hill never heard a lecture containing more data than this one. It was also on a subject of such great interest to those of loyal German and Swiss ancestry. The subject was beautifully and ex-

tensively discussed and met with warm approval.

The series of basket ball games between the Seniors and Juniors is finished, resulting in four victories for the Juniors. The last game played resulted in a score of 26 to 11 in favor of the Juniors.

Juniors		Seniors
Geyer	Center	Diehm
Hershey	Guard	Martin
Coble	Guard	Rose
Garber	Forward	Herr
Becker	Forward	Reber

The evening of February the seventh saw the "great" basket ball game of the season between the second teams of the Day and Boarding students. Although it was started as a basket ball game, it at various times changed into a marble game, peanut race, and a floor cleaning contest and resulted in the sensational score of 15 to 1 in favor of the boarding students.

Day		Boarding
Engle	Center	Eberly
Root	Guard	Shelly
R. Martin	Guard	Royer
R. Becker	Forward	Brandt
Falkenstein	Forward	Swope

Dr. Reber in Educational Classics: "Did the Amazons mentioned by Plato in The Republic live along the Amazon River in South America?"

Miss R. Sheaffer: "Yes, sure they did."

Warning to Mr. E.: "Do not write letters to "Dear Ella" and then because the wording of the letter does not suit you, tear it and throw it on the street, for College boys will find you out. The theme discussed, the alliteration, and the beautiful combination of words have made it a fine addition to the College museum."

Mr. Lineaweaver has adopted the plan of attending Sunday morning religious services in town during the evening.

Mr. Christman a former student and member of the class of 1912 visited the College several times this year thus far.

There also was a basket ball game between the two hall teams and the one team "put it all over" the other team and—that is all.

On January twenty-ninth the boiler room suddenly became a center of attraction for the boiler took a day off and we were left to enjoy all the beauties of a cold winter day without its aid. Through the co-operation of the boys it was repaired during the next night and the doctor was again cheated.

If Ruth Land—is, is Elizabeth Meyer—?

It is certainly kind of one of the musicians of the school to offer to play "Dixie" for Miss Elizabeth Kline when discouraged.

College Prayer Week ending on January the thirtieth, was observed at Elizabethtown College on that day by fitting exercises in which much thankfulness and gratitude to the school for its help, was expressed by the students with the best wishes and prayers of all for its continued advancement.

If your letters weigh too much follow Miss Kable's plan and send them by parcel post.

St. Valentine's Day affected the College mail somewhat but not as much as usual.

Although Mr. Kreider is afraid of ghosts yet the ghosts in the Conewago Hills do not hinder his weekly visits to Beverly.

Mr. L. in bed, on receiving a hard blow across his face from his roommate Mr. Hershey, wakened him and on inquiring the cause received the following answer: "O I thought I was driving pigs."

Prof. Meyer was missing a few days but he is back again.

Prof. Schlosser started a series of revival meetings in the Lancaster Church of the Brethren on February the ninth. The meetings are well attended; six have stood for Christ at present writing.

Although Harvard University gives the A. M. degree without a knowledge of the Greek alphabet yet it is an essential part here before receiving the B. H. degree. Certifying to its standard we may state that Mr. Rose received his B. H. degree recently.

Who says: "Now Percy?" Ask him for particulars.

Mr. Neff on a windy day: "This wind is certainly fine to take the dan-

druff out of my hair. It's about all out already."

Gentlemen, when it is cold and windy on top of "College Hill" don't growl but follow our optimistic Bull Moose party leader's example.

Student to Mr. D.: "Why is your 1913 class pin in Palmyra instead of in Elizabethtown.

Mr. D.: "Oh! Because- Maybe-Huh—What did you say?"

Class Social.

A very novel and interesting affair occurred on College Hill on Saturday evening, February 22, when the Senior Class entertained the school in a body. The program of the evening began at 7.45 and closed about 10.30. The evening was most pleasantly spent in chatting, listening, thinking and eating. The aim of all social events offered to the students here is to entertain educationally, and this ideal was well carried out by this notable class of young men and women.

The first part of the evening was spent in Music Hall, in arranging partners, such personages being present as Enoch Arden and Annie, Romeo and Juliet, Erick and Elizabeth, and others of equal literary, historic and mythological fame.

The amusements were of a very high order, being both artistic and literary, as well as scientific. Two musical contests were held, the successful participants being tendered prizes in the form of George's hatchet and Washington's hat.

Perhaps the most interesting feature was a "quiz" conducted by Prof. Harley. This was not only interesting and

amusing, but instructive as well.

After a change of partners, among some at least, all were asked to repair to the Library. The room was very neatly and artistically arranged with tables, each bearing a green plant and cherries. The entire company was seated around these tables in groups of four and five. In keeping with the day the favors of the evening were a hatchet and a red, white, and blue bow. Some of the ladies were very much elated over the fact that they had several "dates" and two "beaux."

In a most pleasing and graceful manner the class served the refreshments consisting of ice cream and cake, bretzels, stuffed dates, and coffee. One of the most attractive things of the evening was a large chocolate cake decorated with a hatchet and cherries, the same having been baked by the mother of Mr. Martin, president of the class.

While the refreshments were being enjoyed the class rendered a short program as follows: Vocal Solo, C. L. Martin; Recitation, Ruth Landis; Piano Solo, Carrie Dennis; Paper, "George Washington," Mary Schaeffer.

Following the program Mr. Waltz, Prof. Harley and Prof. Meyer gave toasts and the social was at an end.

Everybody present enjoyed the kindness of the class to the fullest extent and expressed themselves as having had a very pleasant time. This class should be highly commended for the manner in which they conducted the social, for the appropriate decorations, and for the high order of literary entertainment which they offered.

The social committee surely have had their burdens lightened by the efforts of our noble boys and girls.

This Senior Class has set an ideal which other classes will do well to emulate.

Then here's to the maidens of 1913
The girls who are skilled and true,
Who worked so long and served so well,
And displayed the good they can do.

And here's to the youths of 1913
Brave and trustworthy sons,
And may they strive to attune their lives,
To the virtues of Washington.

K. L. S. News

On January 31, the Keystone Society met in regular literary session. The new officers were inaugurated and the president then gave his inaugural address.

The following program was then rendered.

Music—Chorus of Girls.
Biography of Senator A. J. Beveridge
G. C. Neff

Debate—Resolved, that the president and the senators of the United States should be elected by the direct vote of the people.

The affirmative speakers were Ella Ebersole and A. L. Reber; the negative, Lydia Miller and J. D. Reber. The judges decided in favor of the affirmative.

Music—German Quartette.
Select Reading—"The Photograph"
Laban Wenger
Literary Echo—Rebecca Sheaffer.

The society met in executive session, February, 7. In the business session two amendments were passed upon and added to the constitution. A

program was then rendered as follows:
Music—Piano Duet, Misses Dennis and Shenk.

Recitation—"No Room for Mother"
Grace Moyer
Description of the Vatican at Rome
J. A. Buffenmyer

Impromptu Debate—Resolved; That Moses was a more faithful servant than David. Debated affirmatively by Sarah Replogle and negatively by Mary Schaeffer. The judges decided in favor of the affirmative.

Music—Female Quartette.
On February 14, a literary program was rendered as follows:
Vocal Solo—"Herod's Vision"

C. L. Martin
Essay—"The Duty of Punctuality"

Mamie Price
Recitation—"Curfew Shall not Ring
To-night
Gertrude Kable
Mixed Quartette—"Stars of Summer
Night."

Debate—Resolved, That four years spent in travel would be more beneficial to a young person, than an equal time spent in College. This question was debated affirmatively by Anna Schwenk and John Kuhns, and negatively by Rhoda Miller and Elam Zug.

The judges decided in favor of the negative.

Declamation—"The Southern Soldier"
Harry Royer

Vocal Solo—"Come Where the Blue
Bells Ring."
Elsie Stayer

Literary Echo—Edna Brubaker (Substitute for Editor).

Homeric News

Our society is steadily moving onward. At a recent private meeting

three of our old students, H. H. Nye, C. L. Martin, and J. D. Reber were elected as active members. The private meetings are becoming very interesting since the constitution is being carried out more strictly.

On the evening of February 21, a public Washington and Lincoln program was rendered in an excellent manner. Prof. Myer's illustrated address on the "Life of Washington" thrilled the audience with patriotism. The address was much appreciated. Addresses of this nature are not only entertaining but also instructive in every sense of the word. The following features constituted the program:

Prayer	Chaplain
Piano Solo—Sonata Pathetique	Leah Sheaffer
Speaker's Address	Ruth Stayer
Reading—Washington and Lincoln	Gertrude Miller
Oration—Abraham Lincoln	Lillian Falkenstein.
Address—Life of Washington	Prof. J. G. Myer.

When earth's last picture is painted,
And the tubes are all twisted and dried;

When the oldest colors have faded,
And the youngest critic has died
We shall rest—and—faith, we shall need it,

Lie down for an eon or two
Till the Master of all Good Workmen
shall set us to work anew.

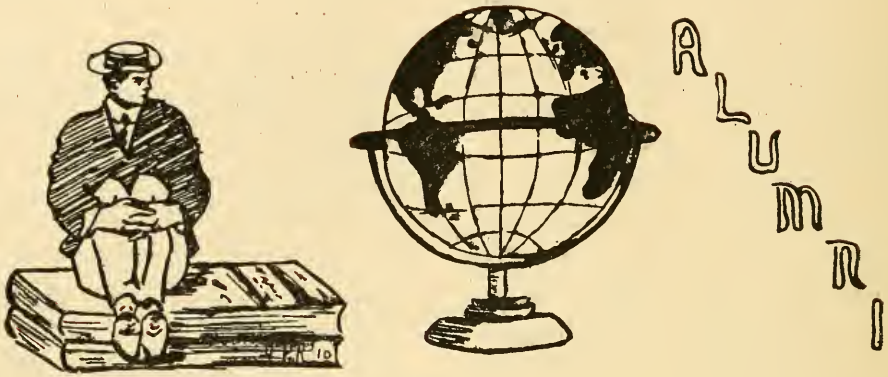
And those that were good shall be happy,

They shall sit in a golden chair,
They shall splash at a ten league canvas

With brushes of comet's hair.
They shall find real saints to draw from,

Magdalene, Peter, and Paul.
They shall work for an age at a sitting
And never get tired at all!

Only the Master shall praise us,
And only the Master shall blame;
And no one shall work for money,
And no one shall work for fame;
But each for the joy of the working.
And each to his separate star
Shall draw the Thing as he sees it
For the God of Things as They are.
—Kipling.



Spring Term is approaching and with the flight of the Winter Term come numerous applications for rooms for the coming session. Among these applicants we note several Alumni. This is very encouraging and adds inspiration to the work on the hill. Among those who have already applied for entrance in the Spring are Agnes M. Ryan, Florence Miller, Nora Reber, and Irene Sheetz. Several others are expected. The last two named expect to finish the Pedagogical Course in June.

The following from the Harrisburg Telegraph may be of interest—"The engagement of Miss Mary E. Hertzler, of Elizabethtown, and Milligan C. Kilpatrick was announced at a pretty Valentine party at Miss Hertzler's home. Miss Hertzler is the daughter of Mr. and Mrs. Isaac Hertzler of Elizabethtown and a teacher of the Woodward school building, this city. Mr. Kilpatrick is teacher at State College in the department of animal hus-

bandry. The wedding will be an event of the summer." In the name of the Alumni Association of Elizabethtown we extend to these young people our heartiest congratulations.

Prof. Schlosser, '11, is at present holding a series of meetings at Lancaster. He goes back and forth each day, teaching during the day and preaching in the evening. He reports good interest in the meetings. Prof. Schlosser has become quite an able and enthusiastic speaker as is proved by the frequent calls he receives. He has recently been appointed to assume charge of the Stevens Hill Church near Elizabethtown.

Mr. John Miller, '05, of Lititz is the new president of the Alumni Association. Any one desiring any information can obtain it from him or from Irene Wise, '11, of Elizabethtown, who is the Corresponding Secretary.

The class of 1913 is an energetic one and bids fair to add a number of enthusiastic workers to our number.

Each year brings new members into the Alumni Association. Each year the assets of the school become larger, for loyal Alumni are the most valuable assets of any school. The College needs money. Some of her Alumni are endowed with talents for financial success. Be loyal, she needs students. Some of her graduates are shining lights and are shedding forth her light. Send students. She needs encouragement. Some of her sons and daughters are eloquent speakers. Let a good word fall for her whenever possible. She needs loyal Alumni, she has them, but she needs them not only in word, but in deed and truth. What are we doing for our Alma Mater? Are we walking advertisements for the school? Does the world

know that we are Alumni of E'town College? Are we making the world better for having been within her walls?

Prof. J. G. Meyer, '05, has recently purchased the Stauffer cottage on College Avenue. He with his family, will occupy it before the beginning of the Spring Term. We all rejoice with Prof. and Mrs. Meyer in that they will now enjoy the comforts of their own home, but we are loathe to lose them. We will miss them on the hall and in the dining room and especially so because all of us have fallen in love with Mildred.

March is here—only four months till Commencement. The Executive Committee should be busy by this time.

Resolutions of Sympathy

Whereas, God in His infinite wisdom has seen fit to remove from his earthly home Robert Lincoln, son of our worthy trustee, J. W. G. Hershey, and the brother of one of our fellow students, be it

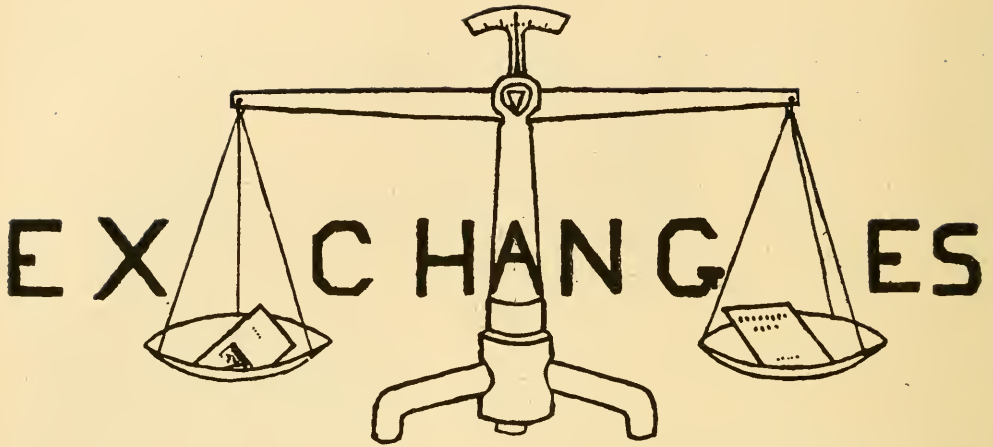
Resolved, That we the faculty and the student body of Elizabethtown College express our sincere sympathy to the family and relatives in their sorrow, and commend them to our

Heavenly Father who doeth all things well.

Resolved, That a copy of these resolutions be sent to the bereaved family and that they be published in the College Times and in the Lititz Express.

I. Z. Hackman
J. S. Harley
Ruth Landis

Committee



We have attempted up to this time to handle the exchange department of this paper according to our ideal. We however, do not say that our ideal is the only, neither would we be understood that it is the best ideal. Still we would not be very stable if we had no faith in our ideas of what a good exchange department should be.

In the first place the purpose of having an exchange department is, or at least should be "to see ourselves as others see us." This purpose should be our first guide in determining the nature of the exchange department. We usually judge the purpose by the article, and we find portrayed in some of our exchanges purposes like these. Some write articles because they have been appointed to the task; some want to appear "funny" and so they copy "funny things"; others like to receive privileges and grant special favors and comments, so they comment only on the papers of the schools that seem to strike their fancy, newspapers on the staffs of which are some of their personal friends; once in a great while we find a real good exchange department.

In the good exchange department we find portrayed the true purpose of comment. The papers are weighed and viewed from every standpoint. When they are worthy of praise they receive praise; when they have missed the mark, they are frankly told. A good exchange department excludes trashy, nonsensical, and worthless material. It does the thing as though it meant business.

The Conwayan. We believe that there always should be a material recognition of the receipt of a paper. The long recognition paragraph could thus well be omitted. We should further refrain from copying from other papers. In general the exchange department of this paper is handled in a fair manner. The literary department shows careful work.

The exchange department of the Comenian is short and good. The paper has few advertisements and presents a neat appearance. The article by Walter Wesenberg is a good one.

The first sixteen pages of the Tatler would make a good paper by themselves. The exchange department would be better if the acknowledgments were omitted.

We should not fail to recognize the neatness of the Muhlenberg. The first page of the exchange department is ideal, the rest seems more like ballast than anything else. A few pictures now and then make the paper interesting. The literary department of this paper is always up to the standard.

The Tech Tatler gives us nine pages of humor (?) and ten pages of other things not very solid. Give us a few stories and essays. Your arrangement and appearance is very good, what you need is balance and taste in other re-

spects.

We like the editorial of the exchange department of the Perkiomenite. That editor has his eyes open. In other respects the paper needs better arrangement. A little less news and a few more stories would give the paper better balance.

Orange and Black has the most beautiful cover we have seen so far. Its appearance throughout is good. It seems to be well balanced. It is the best high school paper on our list this month.

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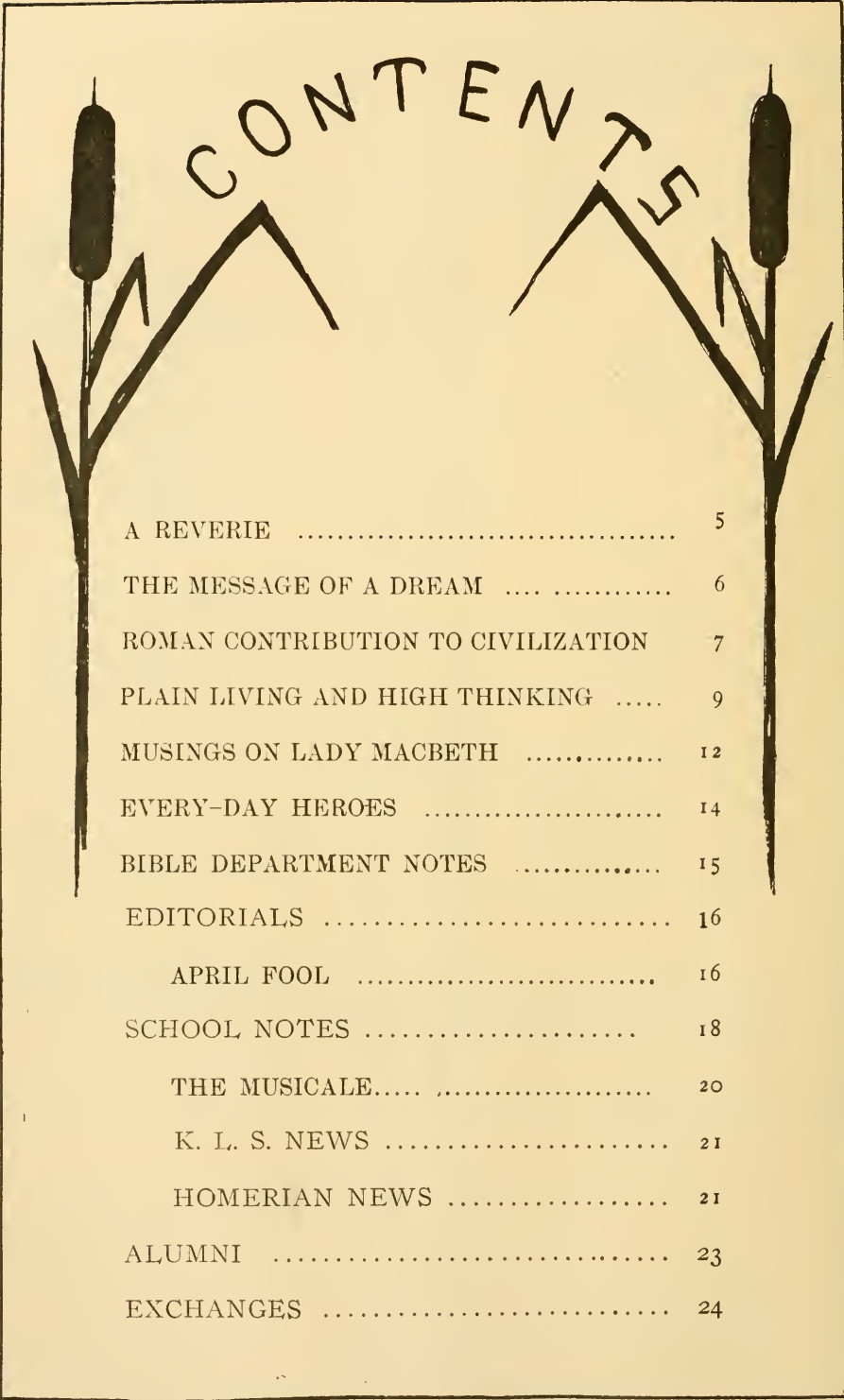
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Our College Times

VOL. X

ELIZABETHTOWN, PA., APRIL, 1913

No. 7

A Reverie

In a house by the side of the mill stream wide
Is a garret with treasures rare,
And I am beguiled as a curious child
To climb that attic stair.

My little feet tread through the gloom in dread
Of the ghosts which my fancy weaves
'Neath the roof where the rain beats a dull refrain
And the willow boughs lash the eaves.

My sister scarce three, with innocent glee
Joins me in the adventure bold,
While we rummage and pry through journals piled high
In an unused cradle old;
Then bend o'er a book in a cobwebbed nook
Till we hear mother's hurrying feet,
Who with unfeigned joy spies her girl and her boy
Snug and safe in their dim retreat.

'Tis a reverie only, by night winds lonely
Borne back o'er the tide of the years;
Then why should I wake and my sad heart ache
And my pillow be wet with tears,
When that mother has rest, and her gentle breast
Is forever free from pain;
And that sister sleeps though the hurricane sweeps
O'er her grave on a western plain.

—Nescis.

The Message of a Dream.

Edna Brubaker

It was to Elizabethtown College I came last year. Then my mother said, "You may go for one term and till then you will know whether you enjoy the work and I will also know whether I can do without you at home" After the first month was past I went home on a visit. This afforded me great pleasure as I had not been away from home for so long a time before. When Mother learned that I enjoyed the work she decided to let me come to Elizabethtown another term.

All the while my vision of the worth of an education was growing larger, but I did not feel a great desire for an education until after the following experience.

On a beautiful, calm winter night as I gazed meditatively on the stars, I fell into a light slumber. Immediately an interpretation of the heavens in terms of the world appeared to me in a dream.

I noticed three stars especially. I thought they represented persons wearing a star on their breasts. They had different degrees of brightness and as I observed them more closely, I noticed they were having a discussion on their abilities and positions in the stellar world.

CLARUS, the most dim, I first heard remark, "Well, I know I cannot amount to much in the world for I have no education and I think this is a good excuse for me not to do any thing but amuse myself."

"Oh! no," said CLARIOR, "that is no excuse for you. It is the duty of each one to make the most of his opportunities. You do not want to be like the man with the one talent. I know I am not the man with five talents but I want to be like the man with the two. I desire to use my talents and gain two others."

CLARUS not yet convinced and inclined to look on the dark side replied listlessly, "That may all be true but then I am older than you and there is no use beginning now. Every one knows my former mistakes."

CLARISSIMUS, the brightest star could no longer hold his peace, "Why brother! What is your purpose in speaking like that? Don't you know one is never too old to do good? I think I can sympathize with you in your position. I know I have a good education, a possession which indeed is enviable; but then did you never know that there are two kinds of education,—the kind which one gets from books—"

"Yes but what other kind?" inquired CLARUS.

"Why, the more important kind, that which you acquire, that which each individual gives himself," continued CLARISSIMUS.

"Well, I declare, I always heard a man with no "book-learning" can't make anything out of himself, but you give me a glimmer of hope. I will go now and try to get your second kind of

education!" CLARUS soberly replied.

"Brother, you gave that man a clear view of his case pretty soon," added CLARIOR. "Now I would like to know why I myself cannot do more than I do at present. My father gave me much schooling and yet every one praises you so much and I know you merit it, but why do I not merit praise?"

"Well, brother, you have stored that knowledge in your brain so long that the lock has become rusty but you be-

gin to have Other's for your motto and I am sure you will succeed," advised CLARISSIMUS.

"You go on shining and help us poor mortals to make better lives. I am sure your talk this evening has completely changed both my brother's and my future for the better," concluded CLARIOR.

At this moment I awoke and after pondering over my dream, I applied it to my life.

Roman Contributions to Civilization.

Helen G. Oellig.

In discussing Roman contributions to civilization we cannot bring to your notice wonderful productions in art and sculpture, nor much originality in architecture, nor a great many philosophers, nor a great amount of poetry, nor many records of history as we could of Greek contributions, for the foundation of Rome's greatness lies not in these things but in the system of government and the code of laws which she gave to posterity.

Although the Romans borrowed the elements of art and architecture from the Greeks yet there is a distinctive style of architecture called Roman which varies from that of the Greek. However, the influence of Greek art is seen not only in the decorations but in the massive structure of the Roman

buildings. Without doubt the Romans perfected the arch and this is their chief contribution to art. But this, in itself, was a great step for it laid the foundation for a new style and became a great economic advantage in building.

Another contribution of the Romans was their beautiful and rich language. It was through the medium of the Latin language that modern peoples were able to translate the rich treasures of Greek literature. The language of the Latin tribes which settled at Rome in early times spread over all Italy and through all the provinces and so became to a great extent the language of the common people and subsequently the literary language of the Romans. In the Middle Ages and even at the beginning of the Modern Era the Latin

language was the language of all civil and ecclesiastical proceedings. As such, the service it has performed to the world is great. The productions of Horace, Livy, and Cicero are full of thought and beauty of expression, and have a great influence on the youth of our modern times. These works, like all works of art, have lived and will live to bear their influence through succeeding years.

The Latin language is the foundation of the Spanish, Italian, and French languages as they are spoken today. Many of our English words, also, are of Latin derivation.

The Romans not only gave the Italians, Spaniards, and Frenchmen their languages but the Romans are a part government which has had its in- of the foundation of these nationalities. It was the blending of the Romans and Teutons that gave these people their own peculiar personalities. Can we imagine what Europe would be like without the humorous, witty, and versatile Frenchman, the brave and head-strong Spaniard, and the dark-browed, revengeful Italian?

But the greatest contribution of the Romans to civilization is their system of government and their code of laws. The fundamental idea of the Romans in government was the ruling of an entire unified state from a central city. So long as this central power remained

there was little danger that Roman power would decline but when separation began in the central government the whole structure was doomed. Roman contributions, then, to civilization along the line of government is the development of the municipal form of fluence on every modern town.

The Romans developed a system of law which has found its place in all modern legal codes. Myers says, "Nations, like men have their missions. Rome's mission was to give laws to the world." The code of laws which was handed down by Romè and which has wielded its influence ever since is the *Corpus Juris Civilis*, or Body of Civil Law, compiled by Justinian in 528 A. D. The body of Roman law thus preserved and handed down through the ages was the greatest contribution of the Latin intellect to civilization. It has exerted a profound influence upon almost all of the systems of law of European countries and was the most precious legacy of the Romans to the world.

These are the chief contributions of the Roman system to the progress of humanity. "While it is common to talk of the fall of the Roman Empire, Rome is greater today in the perpetuity of her institutions than during the glorious days of Republic, or the magnificent rule of the Caesars."

Plain Living and High Thinking.

I. J. Kreider.

Let us for one moment look at the meaning of these great terms, "plain living" and "high thinking." We must necessarily have a firm background on which to paint a plain-living character and a high-thinking being. By plain living we mean a life that not merely exists but one that is active, lively, and vigorous and which at the same time is contented to be seen as it is—plain, simple, undisguised, sincere, and honest. And a high-thinking person is one who has not only developed the faculty of thought but is also endued with the power that enables him to hitch his wagon to the stars or, in other words, one who always has lofty and noble ideals towards which to strive.

These influences must travel hand in hand if nothing but the best results are desired. Genuine high thinking can not exist without having plain living as a foundation on which to erect its mighty pillars. It enables us to distinguish truth from error, and to reject what is wrong after we have seen, read, or heard anything. We can never exaggerate the great importance of clear and correct thinking. We should, therefore, ever eat, drink, sleep, walk, and exercise both body and mind to this end. Take away the thought from the life of a man and what have you left? Is not the thought of a man the very life of a man. For "as a man thinketh in his heart so is he." Fill the head and heart of a plain-living young man with high and noble

thoughts and I will show you a man who loves his fellow-men and one who is loyal to his native land.

Our great country is just full of opportunities the requirements of which none but independent thinkers and common sincere persons can properly meet. There is no reason in this twentieth century for only the select few to do the thinking. Books are so cheap that even the poorest can have access to the channels of thought. Books, however, should be used only as a means to set the mind in motion to search out the boundless realms of truth. It behooves us to work toward this end and to favor our age with new thoughts and new ideas, and by so doing we may raise the world step by step in the scale of civilization and intelligence. Men may do it today for men have done it in the past. But of the thousands and millions who have lived and died comparatively few are remembered. Among those few we have some who, through simple lives and high thinking, have become great leaders, educators, reformers, philosophers, orators, statesmen, and poets. These men of whom we are about to speak are those who had not merely obtained their knowledge from books but were able to see a beauty and a living spirit in nature itself.

Bryant said, "The groves were God's first temples." Noah on coming from the Ark "built an altar unto Jehovah" in the clear sunshine. Abraham, on

coming to the land of Canaan pitched his tent and built an altar and worshiped under the canopy of heaven. When Jacob slept in a certain place with a stone for a pillow, dreams of angels and Jehovah came to him during the night.

Agassiz had inscribed over the door of his laboratory, "Tread softly; God dwells here." Kepler and Newton professed that in their great scientific discoveries they were thinking God's thoughts after him. Also every physician, worthy of the name, has met, in his professional studies, these same fundamental laws of God's universe.

In addition to these great leaders we have Horace Mann as the most interesting character in American educational life. He was reared in a home of poverty and thus, early in life, he learned how to fight difficulties while he was braiding straw for the purpose of earning money to buy his school-books. This enabled him to grow up as a thoughtful youth with intense convictions. It takes no moralist to point out the lesson of the life of Horace Mann. It is good to take its significance into our hearts and follow his teaching which is not length of life but depth of life.

We shall next look upon Martin Luther as a great reformer. He was born in a miner's hut in a small village in Germany. His parents were industrious and worthy, but poor. The lad often went about without receiving sufficient food. This however did not prevent him from standing upon the rock of reason with the word of God as a guide. Through the help of the great Guide he ascended the ladder of knowledge step by step until finally

we have him, as founder of the Reformation, uttering such remarkable statements that they shook the continent of Europe.

From the great reformer let us look to the great cynic philosopher who spent his boyhood days in Athens; who wore the coarsest clothes; who lived on the plainest food; whose bed was on the bare ground; and who on one occasion, in default of a better place, took up his residence temporarily in a huge tub. The chief aim of his philosophy was practical good. He smiled at those who studied how to enforce truth but not how to practice it. In the latter part of his life we have him on one occasion in Corinth in conversation with Alexander the Great who is said to have been struck so forcibly with the cynic's self-possession that he went away remarking, "If I were not Alexander, I should wish to be Diogenes."

As a statesman, who lived plainly and thought deeply Benjamin Franklin is one of the best types in our history. You all know the story how Franklin from poverty, through perseverance, made his way to the front until at last we find him representing American interests in Europe, particularly in France. Later he held the office of governor of Pennsylvania. His greatest service to America was undoubtedly due to his skill in diplomacy. His public spirit and devotion were re-enforced by powers of mind and wisdom that made him practically unrivaled.

Lastly, but not least, let us not forget the noble examples that are found in literature, a treasure which preserves the ideals of a people. For it is the

ideals of a people that form the foundation upon which their whole civilization, their freedom, their progress, their homes, and their religion rest. It is therefore impossible to overestimate the value of those men, with high ideals, who have preserved noble thoughts, while men, cities, governments, and empires have vanished from the face of the earth. Study the lives and characters of the greatest poets and you will find a large number of them were men of plain living and high thinking. Among the most important of these we have Samuel Coleridge, Robert Southey, and William Wordsworth. The last one of these is especially noted for his simple life, and who, when alone in the woods and fields, ever felt the presence of some living spirit, real though unseen, and companionable thought silent.

Poetry was his life; his soul was in all his work; and only by reading what he has written can we understand the man. Especially when we read such poems as his "Intimations of Immortality," the beauty of which inspires us with something of the poet's own faith and hopefulness, are we enabled to recall many happy memories of youth.

Thus we see what men of all classes have done in the past and what they have contributed to humanity by simplicity of life and by the upholding of high and noble ideals. The world to-day is standing with out-stretched arms to those who are willing to set such examples before the world that will help others to see the beauty there is in the simple life, and who at the same time, are ashamed to die until they have won some victory for humanity.



Musings on Lady Macbeth

Lillian Falkenstein.

Drake says, "Macbeth is the greatest effort of our author's genius, the most sublime and impressive drama which the world have ever beheld." In studying the main characters of this play, our interest centers especially about Lady Macbeth. This is due to the artful way in which Shakespeare has veiled rather than revealed her true character. Is she the evil genius of Macbeth's soul, Has she no qualities to be admired? Is it from selfish motives that she spurs him on to murder?

Let us notice carefully Lady Macbeth's relations to the various crimes. To what extent is she guilty? After the witches have predicted that Macbeth will become king, he says:

"My thoughts, whose murder yet is
but fantastical,
Shakes so my single state of man that
function

Is smothered in surmise, and nothing
is,

But what is not."

It is after Macbeth tells her his plans, that she takes part in the crime. She strengthens his purpose with the most effective arguments. She plans and finishes the work. In the first murder, then, Lady Macbeth is an accomplice. Her guilt is equal to Macbeth's. But can this be said of the later crimes? Before the murder of Banquo, Macbeth says, "Be innocent of the knowledge dearest chuck; Till thou approve the deed." She has no knowledge of the murder of Macduff's

family.

Her influence upon Macbeth, so strongly marked at first, wanes. They gradually drift apart. Only once more do we find Lady Macbeth attempting to strengthen his spirit with hers, but the potent influence over his will is gone forever.

How shall we picture Lady Macbeth? Is she a mere fiend, a creature to be loathed? Do we feel satisfaction during the sleep-walking scene? Do we gloat over the news of her death and approve of Macbeth's heartless speech. "She would have died hereafter"? Surely such an estimate is not in harmony with the woman of Shakespeare's imagination. It is evident that the woman who is called "my dearest partner of greatness," "my dearest chuck," and who eloquently speaks of her "little hand" must have been beautiful and attractive.

Notice how unselfish Lady Macbeth is throughout the play. When she reads the letter from Macbeth, she does not utter one selfish word. As a queen she can say:

"Naught's had, all's spent,
Where our desire is got without content."

But notice how her tone changes when Macbeth enters. To him she Says:

"Things without remedy
Should ge without regard: what's done
is done."

Is Lady Macbeth ambitious? Yes, but it is ambition for her husband. She does not think of becoming queen, but only Macbeth's becoming king. "Glamis thou art, and Cawdor, and shalt be, what thou art promised."

Her will power is marvelous. While plotting the murder of Duncan, she welcomes him with every evidence of hospitality. She lays the dagger in readiness. When the knocking at the gate works upon her racked nerves, by sheer force of will, she directs Macbeth and replaces the daggers. Never a word does she utter which would reveal the crime until sleep deprives her of self-control.

Lady Macbeth is a woman with womanly instincts, crushed only by her deliberate effort of will.

"Come you spirits that tend on mortal thoughts: unsex me here, and fill me to the toe topful of direst cruelty."

She nerves herself with wine, but even then she lacked the heart to kill Duncan because he resembled her father. The sight and smell of blood are odious to her, yet with her strength of will she can say: "The sleeping and the dead are but as pictures." "If he do bleed, I'll gild the faces of the grooms withal for it must seem their guilt."

Lady Macbeth prays to be fortified against her conscience.

"Stop up the access and passage to remorse

That no compunctious visitings of nature

Shake my fell purpose, nor keep peace between

The effect and it."

From the moment of her sin, she begins to feel the blackness of remorse. It deprives her of enjoyment. She finds no pleasure in being queen.

"'Tis safer to be that which we destroy

Than by destruction live in doubtful joy."

This remorse grows stronger until it overcomes her self command and royal will. Once she could say, "A little water clears us of this deed." But how different in the sleepwalking scene!

"Here's the smell of blood still, all the perfumes of Arabia will not sweeten this little hand." Lady Macbeth is slain by conscience.

How eloquently her life portrays the effect of crime! A lady, beautiful and delicate, her nature born for noble living becomes insane, babbling her awful secrets to every ear. She paid dearly for her crime. She lost her soul, her husband's love, and her peace of mind.

Every-Day Heroes.

Ruth E. Coble.

In every age, in every country, and in every nation we find true heroes, who have made that country famous; heroes who have faithfully and loyally fought, bled, and died that their country might become great. We cannot look at any history without finding names of men and women whose noble qualities and deeds rank them as heroes. In ancient times we find Macedonia had its Alexander; Greece, its Miltiades; Spain, its Hannibal; and Rome its Caesar. In later history, the lives of such men and women as Napoleon, Luther, Huss, Joan d' Arc, and Florence Nightingale, stand out prominently as heroes.

But the question is: Must we look back into the past centuries to find heroic men and women? Must we search the histories to read about noble-hearted men and women? Surely, we have forgotten the many about us; the many who are daily performing heroic deeds; the many who are endangering their lives that their fellowmen may live. Numerous are the examples which are about us. I am sure we have never thought of the track-walker who daily braves the weather. Through sunshine, through rain, and through snow, he may be seen trudging along the tracks and searching the least defect. Have we ever thought of the responsibilities he bears upon himself; the many lives which principally depend upon his vigilance and upon his care?

Through valleys, over prairies, and down mountains the train glides bearing its burden of human freight. Little do the passengers know what is before them. They trust and rely upon the track walker to remove all obstacles and impediments.

The nurse who unceasingly bends over the sick, and untiringly administers to the afflicted is also a noble example of an every day hero. For hours she may be seen sitting by the bedside of somebody's mother. She may be seen straining her energy to save that person's life and as a final resort her head may be seen reverently bowed in prayer.

Surely these men and women are performing services which are as valuable, yes just as valuable as those performed by the popular hero. Why is the every day hero's name not recorded with the name of the popular hero? Certainly his name is just as worthy of mention. The reasons for the every day hero's name not becoming famous are these: first, it is simply because their work demands them to prevent train wrecks or to nurse the wounded. These every day heroes are paid to attend to their duties and therefore people do not regard their deeds as heroic. It is not so with the popular hero. He is not paid to rush into the thickest of the fight. Another reason may be that the deed performed is no unusual happening: The walking to and fro of the trackwalker

is an every day occurrence and therefore it may be thought that it requires no attention. Unlike the popular hero, he daily seeks to prevent wrecks. Perhaps once in his life the popular hero performs a brave or courageous act and, then, he becomes a world-famous hero. Surely the every day hero's deed is not witnessed beneficial as that rendered perhaps once in the life time of an individual. Moreover, the every day hero does not become famous, because the deed per-

formed by the every day hero is sometimes unseen while that of the popular hero is generally witnessed by a throng of people. Certainly, if the every day hero's deed is not witnessed here on earth it is witnessed by an all-seeing, omnipotent, person. These heroes if not rewarded here, shall be rewarded hereafter; they shall be rewarded not with a gold medal nor with a huge marble monument, but with a gift much greater than any ever given by any earthly being.



Bible Department Notes.

The interest in the Bible Department has been very encouraging throughout the Winter Term. The enrollment for the term has increased 74 per cent. above that of last year's Winter Term.

The mission study classes are doing faithful work. The advanced class has had an average attendance of eleven. This class with Mr. B. F.

Waltz as leader has finished the "Uplift of China" and is now reading "Day break in the Dark Continent." The beginning class has had an average attendance of twenty-three. We have also finished our first book and are now reading "India Awakening."

Saturday evening, March 15, a program was given on the life of Livingstone, in honor of the Centennial of his birth.



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April Fool.

We believe that many a person was again tricked into a bootless errand on the first of April. Almost every one knows of this facetious practice but few are acquainted with its origin, or at least with the theories of its origin.

In seeking for the beginning of this custom, it must be observed that according to the old Roman method of reckoning time, April was the second month and that when the Julian calendar was adopted it became the fourth month. Before the year 1564, France regarded the first of April as New Year's day, but thereafter it was

fixed on January 1, thus leaving April 1 without any particular significance. This change resulted in some confusion, before all the inhabitants of France were adjusted to it, whenever the first of April arrived. The peasants of France, however, finally understood the change and averted many of the mistakes made on that day. Whether the practice of duping some one had its origin here is not certain, but it is by far the most plausible theory of its origin. The unfortunate subject of the trick in France is called a "poisson d'avril," or April-fish; in Scotland one is said "to hunt a gowk."

One of the most far-fetched theories is that it dates back to Noah. It upholds the idea that Noah sent out the dove on such an errand,—a bootless errand. As there is no evidence supporting the observance of this custom before the sixteenth century, it must be placed among the dubious hypotheses of the past. Another theory traces some resemblances in the performances of the old English Miracles,—short plays given with a view to popular religious instruction. But here the only similarity to a bootless errand is the sending of Christ from Annas to Caiaphas and from Pilate to Herod. There is also a festival held annually in India on March 31, in honor of Huli, at which the same trick stands paramount in the celebrities. Thus it is evident that its origin is practically unknown, but it is also clear to sincere men and women that the ethics underlying this obnoxious "fooling" does not savor of Christian manhood and womanhood.

From this custom of duping we wish to point out several lessons to be learned in our school work. Many persons on April 1 spend time, money, and care in doing some errand which profits them nothing, in like manner there are students who begin a term's work in earnest, but end it with little benefit to themselves.

One class of students who proceed in the above manner are those who attempt to carry a program of studies that is too heavy. Such a student may seem to start his work favorably but the average student can not bear such a strain, and then a physical collapse is the result. Sometimes, however, the student can bear the strain physically but then his work lacks thoroughness. This is the essential characteristic of any student's work; if it is lacking, the student's chance for success

is slim. Moreover, it often happens that the student who has a surplus of studies can not become thorough enough in some of them, and consequently fails to pass those branches. This is a waste of time and energy to the student; it would be far better for him to take a branch or two less and master them than to attempt to "rush" over a larger number and not become proficient. Those who are troubled with a mania for a large number of studies may be assured that they are on the road "hunting a gowk."

There are also those in every school who are indifferent to their work. One needs only to visit their rooms in order to be convinced of the presence of this malady. There seems to be a place for everything, but nothing is in its place: one may find books scattered over the whole table; the wardrobe extends almost around the room; the pictures have been moved by human disturbances—surely not by terrestrial quakings; the waste paper basket has grown to an enormous size; the arrangement of quilts and counterpanes sadly betrays ignorance of geometrical and symmetrical arrangement; the broom, blushing at the floor, has been loaned to Mother Goose—these conditions do not presage success. In short, these students have never learned to watch the "so-called" little things in life. Our success in life will not be determined by the few good qualities we possess but by the average of all the traits we can claim. If we want our lives to count for good in the world they must sing that song in our daily school life. In view of all this, the student who would succeed must necessarily pay close attention to his indifference to the little things, or he will find at the end of his school days that he is little more than a "poisson d'avril,"—an April-fish, or a "gowk."



SCHOOL NOTES

'Tis spring-time on the eastern hills!
Like torrents gush the summer rills;
Through winter's moss and dry dead
leaves
The bladed grass revives and lives,
Pushes the mouldering waste away,
And glimpses to the April day.

—Whittier.

It is not merely the multiplicity of tints, the gladness of tone, or the balminess of the air which delight in the spring; it is the still consecrated spirit of hope, the prophecy of happy days yet to come; the endless variety of nature, with presentiments of eternal flowers which never shall fade, and sympathy with the blessedness of the ever developing world.—Novalis

On March the twentieth the winter term closed, ending a record term for attendance and with bright prospects for an excellent spring term which opened on March the twenty-fourth.

The basket ball season is drawing to a close with the series between the Seniors and Juniors, won by the Juniors by a score of four games straight; the score of the games be-

tween the Germans and the Dutch standing three to two in favor of the Germans; out of the games thus far played between the Day and Boarding teams, the Day team has two games and the Boarding team one. The last game between the Day and Boarding teams resulted in a victory for the Boarding team in a score of 29 to 23. There also was a game between the Commercial Department and the English Classics team. The Business Men carried off the game with a score of 23 to 11.

Commercial		English Classics
Eberly	Centre	Diehm
Coble	Guard	J. D. Reber
Royer	Guard	Root
Brandt	Forward	Kulp
Garber	Forward	Herr

The Bird-seller: "What bird would you hear sing?"

Miss Moyer: "Oh, the Martin."

Prof. Meyer who occupies the chairs of Mathematics and of Greek at the College and who has been the hall teacher of Independence Hall for many years, has changed his residence from

that hall to a beautiful home on College Avenue. We are sorry to see Mildred go from College Hill for she has proved a source of much interest and attention to both the boys and girls at school.

Miss Edna Brubaker to Miss Sheaffer: "When the thing is all over I want to tell you more about how the thing went." We were not expecting it so soon but wish them everything well.

Calvin Rose to get Wise.

Miss Sheaffer, addressing Miss Shelley at the table: "Pass your soup up for some more Shelly."

The beard league organized at the school by some of the gentlemen for the purpose of acquiring philosophic appearances has gone to the place it came from and so did the beards.

The Keystone Literary Society has purchased a beautiful flag which it has draped in the society hall.

Prof. to J. G. Gingrich: "What is deglutition?" J. G. Gingrich: "I think it is the work of a delegation."

A student in Educational Classics thinks much of the following, said to be quoted from Plato's Republic: "If youth is to do its work in life it must make Grace its perpetual aim."

Prof. Meyer to his Arithmetic class: "What is the hippopotamus of an angle?"

"When I get married my wife shall have as much right to my pocket book as I do." It might be well if more students on College Hill would have the foresight of Mr. Waltz's roommate.

Question: Would the reflection unnerve William Tell to shoot an apple from Professor Harley's head?

Miss Stauffer to Mr. Elam Zug: "What is the German name for angels?"

Mr. Zug: "Engle."

On March the fourth, the day when the reins of this government were handed over to another leader and his followers, the school celebrated the thirteenth anniversary of the founding of the College. The principal feature of the evening was an inspiring address by Dr. Eisenberg, a professor in the West Chester State Normal School, on "The Educational Ideal."

On the evening of April the eleventh the Homeric and Keystone Literary Societies will render a program in celebration of the anniversary of the founding of the two societies. It promises to be a good program and you are invited to come.

Mr. Martin was singing, "De Coppa Moon," and when he came to the part—"Tell her dat you lob her, m—m—m—." Mr. Rose interrupted him and said: "That's real. That's just the way a few does."

The Governor of Pennsylvania says: "Let the people lay aside for a season the habitual activity of the day and devote sufficient time thereof to plant a forest, fruit, or ornamental tree along the public highways and streams, in private and public parks, about the public schoolhouses, and on the college grounds, in gardens and on the farms, thus promoting the pleasure, profit, and prosperity of the people of the State, providing protection against floods and storms, securing health and comfort, increasing that which is beautiful and pleasing to the eye, comforting to physical life, and elevating the mind and

heart and by associations and meetings excite public interest and give encouragement to this most commendable work."

The Senior class of Elizabethtown College will celebrate Arbor Day this year by rendering a public program in the afternoon of April the eleventh beginning at three o'clock.

Arbor Day Program

Opening Address.....C. L. Martin.
 Duet.....Misses Shank and Dennis.
 Recitation.....Rebekah Sheaffer.
 Oration.....E. G. Diehm.
 Music—Vocal Solo.....C. L. Martin.
 Address—by a Representative of the
 State Department of Forestry.
 Planting of Tree.....By the Class.
 Song.....By the Class.

The Musicales.

On March 19 was rendered one of the best musicales ever given on College Hill. It was a credit to the musical department in every respect. It showed untiring efforts on the part of the instructors and the performers. We were made to realize that the standard of the music department is continually rising and that the instruction given in this department deserves the highest commendation. The audience showed its appreciation of the high-grade selections and their excellent rendition by their continual calling for encores.

The program opened with a gleeful chorus of mixed voices in rendering Spofferth's "Hail Smiling Morn." This number showed a careful equalization of parts in difficult passages, a precision of tone, and a beautiful in-

terpretation of the spirit of the morning.

Misses Dennis, Shank, and Stayer then rendered in a very creditable manner Oesten's "Alpine Glow." This piano trio gave evidence of careful practice and ease of performance.

Clarke's "A Bowl of Roses" was next sung by Miss Della Shank to the delight of the audience.

Mendelssohn's "Fantasia" and Grieg's "To Spring" were executed in an artistic manner by Miss Carrie Dennis. The contrast between the two selections was delicately drawn by the performer.

Miss Ruth Coble then favored the audience with a charming interpretation of Parker's "Spirit of Spring." Miss Coble showed by the control of her voice that she bids fair to become skilled in this art.

A piano quartette, "Galop de Concert," by Milde made the halls of Alpha Hall ring with music. The ladies who acquitted themselves so nobly in interpreting this selection were Misses Dennis, Wenger, Shank, and Stayer.

Mr. C. L. Martin followed this selection by giving two vocal soli. "What am I love, without Thee?" by S. Adams was the first selection; the second, Oley Speaks' "To You." Mr. Martin's smoothness of tone and resonance of voice won the attention of every ear; his graceful poise on the rostrum together with his interpretation of each selection was very marked.

There were no listless persons in the audience while the chorus class rendered Rossini's "Carnovale." The musicale directress, Miss Katherine Miller, led the chorus in a masterful manner. The selection was sung with the grace and ease characteristic of

such a selection. Accuracy of tones was striking in the minor strains; vigor and expression was very clearly evident throughout.

After a short statement by Miss Sheaffer on the composition of Beethoven's "Moonlight Sonata," Miss Della Shank pleasingly rendered the first and second movements of this famous work. The sad, melancholy dirge of the first movement was executed by a delicate touch with the continual accompaniment of a resonant rich-toned bass. The second movement with its more fantastic, care-free style displayed the performer's ability along a different line of music.

"O Rest in the Lord" by Mendelssohn, was the title of a vocal solo by Miss Elizabeth Kline. This selection was the climax of the vocal productions. A clear and distinct articulation, a graceful adaptation of physical expression to sentiment, and a well trained, melodious voice constitute Miss Kline's success as a vocalist. The audience recognized her ability and called for an encore to which she cheerfully responded in a beautiful selection entitled "Come see the Place Where the Lord Lay."

Just as the above was paramount in vocal music for the evening so Miss Leah Sheaffer's rendition of Liszt's "Hungarian Rhapsody No. 2" was the nonpareil in instrumental music. Miss Sheaffer showed extraordinary ability by the apparent ease with which she executed this most difficult selection. Her forte is penetrative insight which leads to the proper interpretation of a selection. Her delicate touch, combined with her precision, bring out the very soul of a composition. Her clever rendition of cross-hand measures, her

unerring performance of difficult runs, and her masterful display of the blending of tones, brought forth loud applause, but time forbade her giving an encore.

Bishop's "Hark, Apollo Strikes the Lyre" was sung by Misses Sheaffer, Miller, and Kline. This selection was rendered in a pleasing manner and was very much appreciated by the audience and was responded to by an encore. The blending of the voices was perfect, and the spirit of the song was brought out in a very forceful and harmonious conclusion.

A piano quartette, "Feste Overture" by Leutner, was next given by Misses Sheaffer, Dennis, Kline, and Shank. It was the opinion of more than one musical critic that this was the best piano quartette ever rendered on College Hill. The movement was beautifully sustained throughout, and the solos were given the required prominence. The time was excellent, the eight hands played as one, and the interpretation masterful.

The concluding number was Myer's "O Sing We of Fair Columbia," sung by a mixed chorus. The directress, Miss Katherine Miller, had all eyes centered upon her baton, and with melodious tones the chorus did sing of "fair Columbia." The solos of the different parts, and the strong ending of the selection thrilled the audience with an intense feeling of patriotism.

We hope the musical department may give us another treat of this nature this term.

K. L. S. Notes.

On February 28, the society met in regular literary session. The newly elected officers were then inaugurated

as follows: Pres., Miss Rebekah Sheaffer; Sec., Mr. Elam Zug. We note that the society believes in woman suffrage in electing a lady for its chief executive. The following program was then rendered:

- Vocal Solo—"Lad and Lassie,"
Carrie Dennis.
- Oration.....A. L. Reber.
- Referred Question—Discuss Briefly
the Balkan War,.....George Neff.
- Recitation.....Elizabeth Miller.
- Good Night.....Mixed Quartette.
- Recitation—"Philosophy of Love"
C. L. Martin.
- Recitation—"Engaged," E. G. Diehm.
- Vocal Solo....Miss Katherine Miller.
- Echo.....Sarah Replogle.

In the regular executive session of March 7, the society decided to purchase a flag. The following program was then rendered:

- Music—Instrumental Solo,
Edna Wenger.
- Select Reading—"The Dutchman's
Telephone,".....N. J. Gible.
- Debate—Resolved, That there should
be educational qualification for suffrage.

This question was debated affirmatively by Miss Landis and Mr. Moyer; negatively by Miss Douty and Mr. Eberly.

- "A Father's Lullaby" Girls, Quartette.
- Declamation—"Why I Came to College,".....Ephraim Meyer.

The program rendered on March 14 was as follows:

- Music—"America".....The Society.
- Essay.....C. J. Rose.
- Music—"Come See the Place where
the Lord Lay,".....C. L. Martin.
- Address—"The Conception of Education,".....C. L. Martin.

- Recitation—"One Niche the Highest,"
Ira Coble.
- Echo.....Sarah Replogle

Homerian News

On the evening of March 14, the members of this society met in a regular private session and the following officers were elected: Speaker, Leah M. Sheaffer; Vice President, Harry H. Nye; Chaplain, Prof. Harley; Monitor, Katherine Miller; Recording Secretary, Benjamin F. Waltz; Critic Dr. D. C. Reber. From the past two elections, the society seems to favor ladies for performing the Speaker's duty. This indeed is to be considered a privilege. Woman, as well as man, is given executive ability. Then why not allow her to develop these powers? Such training is certainly essential for making a full-fledged suffragette. After the election of officers a very instructive and interesting talk was given by Prof. Schlosser. He selected for his subject. "The Study of the Classics." He was full of his subject and inspired his audience to the further study of literature.

Friday evening, March 28, the following public program was rendered:

- Invocation.....Chaplain.
- Readings—Macbeth (Selections)
Lillian Falkenstein.
- Vocal Solo—Anchored
Christ L. Martin.

Debate—Resolved, That the United States government should own and operate the Railroads.

- Affirmative, J. D. Reber, H. H. Nye.
- Negative, I. J. Kreider, L. W. Leiter.
- Piano Solo.....Leah M. Sheaffer.
- Critic's Remarks.....Critic.



Since the last issue of Our College Times word from Canada reached us saying that Mr. and Mrs. W. K. Gish are the proud parents of a baby boy. We have not yet heard the date of his birth nor his name. This is one more addition to our cradle roll. Twenty-five years from now Elizabethtown College will have twice the number of students now in attendance.

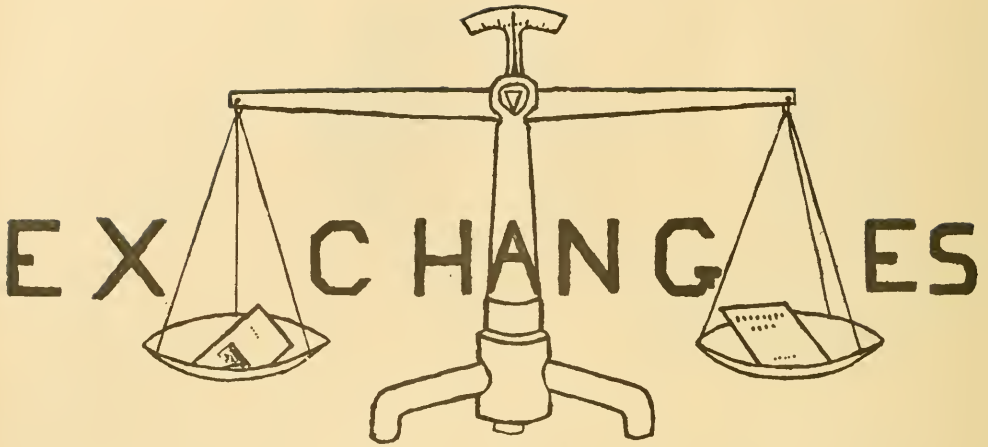
Abel Madeira is at present employed at Rheems by Mr. Greider, the poultry dealer.

Prof. and Mrs. Meyer are now nicely settled in their new home on College Avenue. The students and teachers will find this cottage home a very pleasant retreat during this new term.

Prof. H. K. Ober has been busily engaged during the past few months in delivering temperance addresses and baccalaureate sermons. On Sunday evening, March 16, he preached to the graduates at Milton Grove. On Sunday afternoon of the same day we are told that he gave an excellent and soul-thrilling talk at the Men's meeting in the Y. M. C. A. building at Lancaster. He gave addresses in the interest of the Anti-Saloon league, too, at Gettysburg, Lewistown, and Waynesboro.

Will E. Glassmire attended the Musical given at the College on Wednesday evening, March 19.

A number of Alumni have returned for school work for the Spring Term.



In every activity of life the result and even the activity itself must possess regularity, symmetry, and harmony. To apply the sum total of these qualities to the production of school papers we would use the terms balance and arrangement.

To have papers balance, each department of the paper must be sufficiently treated without transgressing on the rights of another. The paper may not be mostly literary, it may not be all athletics, it may not be mostly jokes, it may not be all news,—each would be a mark of improper balance. Of course paper balance does not necessarily mean that an equal number of pages shall be devoted to each department. It does demand, however, that each department shall receive emphasis according to its importance.

There are a few ideas regarding arrangement that we would express. Every one with a few exceptions agrees (and it matters not whether a few disagree, for public opinion is not formed in accordance with few exceptions) that reading matter should

not be mixed with advertisements, for advertisements of the proper kind will distract from the reading matter. Furthermore, we believe that material in other respects should be arranged in a methodical, orderly manner,—not a bit of news here and a bit there, but news in one department and literary work in another and so on.

The Xcellentidea has its news mixed up with its literary work somewhat. Your cuts are quite appropriate. You do not have your reading matter intermingled among the advertisements.

The Echo has a very up-to-date cover. The paper as a whole makes a neat appearance. Its literary department is interesting, otherwise the material is somewhat scattered. The exchange department could be improved somewhat. It shows a lack of penetrative insight.

The Albright Bulletin again deserves our usual comment. It keeps up to its usual high standard.

The Susquehanna has a most excellent literary department this month.

It perhaps seemed a clever idea for

the editor of the exchange department of the Muhlenberg to draw a contrast between the two articles that appeared on college fraternities in Our College Times and in Delaware College Review. In our judgment this editor is more of a visionary than either of the other writers in that he tries to contrast things that are not to be found in either article. However, we can pardon his error as great men like Ma-

cauley have also sacrificed truth for the sake of picturing a striking anti-thesis. Your paper presents a good appearance, and is well arranged.

The editorial department of the Narrator is up-to-date. The paper is well balanced but lacks a little in arrangement.

We believe that cover cuts significant of the season are entirely in place. Let us have more of them.

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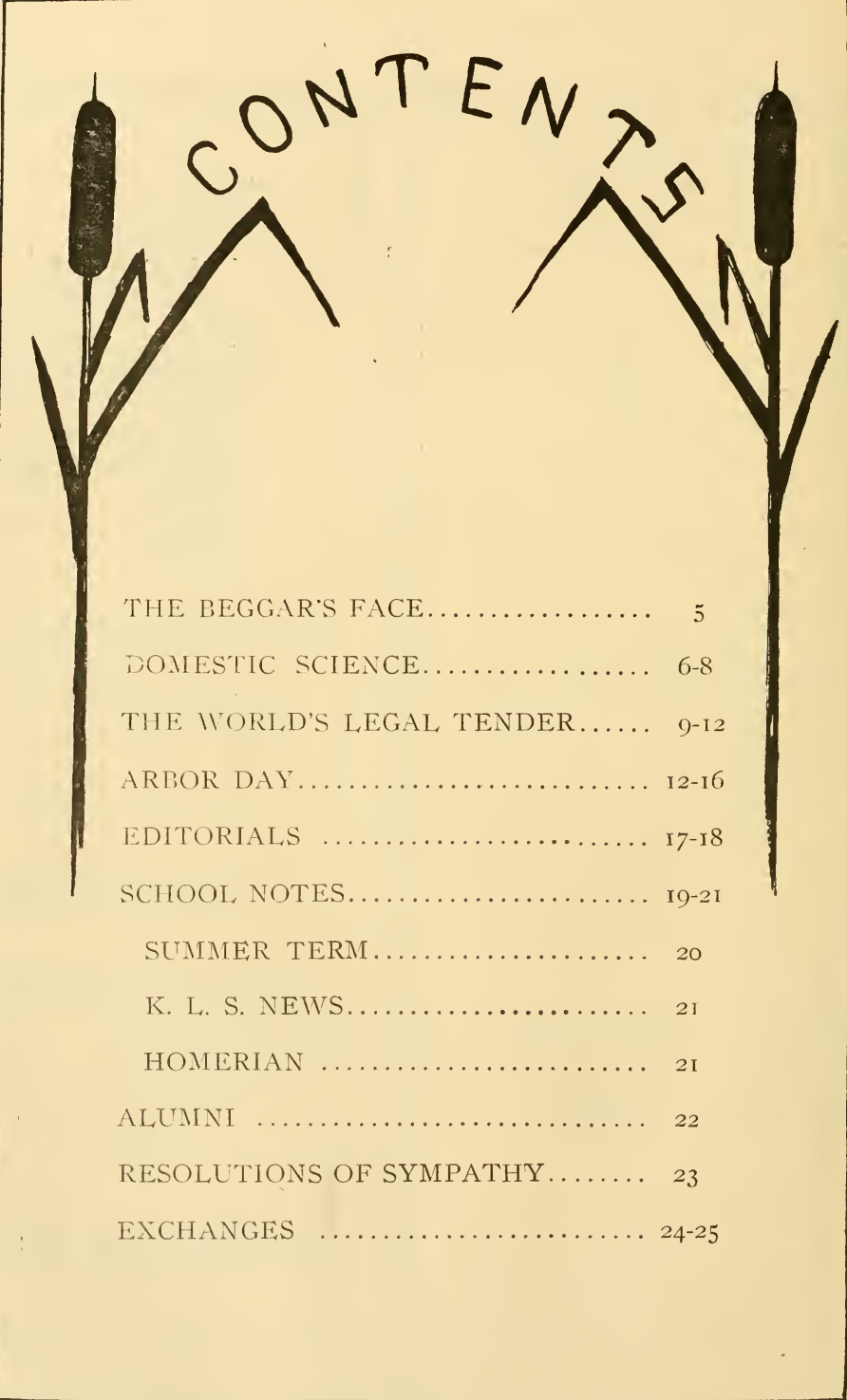
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Our College Times

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No. 8

The Beggar's Face.

The young wife sang at her twilight tasks,
When there came to her vine-wreathed door
A woman in ragged garments clad,
Shelter and food to implore;
Her shriveled face and faltering step
Were expressive of life's decline;
At the threshold she heard a tender voice
Singing of auld lang syne.

The singer opened the portal wide
And welcomed the beggar in;
She looked at the sad discouraged eyes,
At brow and cheek and chin,
Till the face was transformed to the bloom of youth
When it mirrored the divine,
And to her vision she seemed as fair
As in days of auld lang syne.

Ah, the young wife's queenly heart beat true;
In compassion she cheered her guest,
Bade her eat and be merry and banish care,
Then laid her fondly to rest;
O'er that beggar's face spread a peace and a glow
As of morning's soft sunshine,
While she slept in that couch of love, and dreamed
Of the days of auld lang syne.

—Nescis.

Domestic Science.

Mary E. Hertzler.

Domestic Science as adopted by the Public School system includes household economics. The introduction of manual training into American public schools naturally led to the development of sewing and cooking as branches of study for girls, and courses of this kind have been established in the grammar and the high schools of our cities.

As instructors in Domestic Science, women of sound education and thorough professional knowledge are required. Schools and colleges in all parts of the country are demanding such teachers. As I remember, the course in Home Economics outlined in the catalogue of the Pennsylvania State College is a four year's college course including the Romance Branches; namely, English, Latin, German, History, etc., and the Scientific Branches such as Botany, Zoology, Geology, Chemistry, together with Psychology, Pedagogy, History of Education, Physics, and Mathematics, laying special stress upon all the branches relating to Domestic Science and Art, including Bacteriology, Cookery, Sanitary and Applied Chemistry, Chemistry of Food, Household Sanitation, Household Management, Laundry, Sewing Courses, Care of the Sick and Convalescent, Physical Training, Sewing, Dressmaking, Millinery, Design, History of Costume, Embroidering and Crocheting, Handwork,—including Cord work, Raffia, Loom-weaving, and

Basketry. As the subject is such a broad one, I shall not confine myself to any particular head but will give a general idea of the values to be derived from some of the different phases.

A home economist is one who expends, or directs the expenditure of money, time or labor judiciously and without waste. Living should be made more economical and less burdensome. Why should we not give more time, thought, and study to the care and welfare of our homes? Are our homes and children not more important than our business attachments? The home is the nursery of the citizen. Nothing which Church, School, or State can do will quite make up for the lack in the home; then no subject can be of greater importance than a discussion of the standards involved in home life. "Man advances when his comforts keep pace with his intelligence." The need in household organization is for a complete readjustment in accordance with modern conditions. Home will not be home if the mother is mother to world-children and not to those of her own flesh and blood. The home still means the perfection of child life for which it exists. The home should be made attractive and pleasing. It should be the expression of the persons in it,—of their ideals, tastes, education, and needs of soul, as well as of body.

There should be no unnecessary things in the house to become dusty

and need additional care. Furniture should be simple, with plain surfaces that are easily cleaned and not highly polished. A careful account of expenditures should be kept. Under ordinary circumstances one-fourth of a man's income is spent for food, one-fifth for rent (including fuel) three-twentieths for operating expenses, three-twentieths for clothing and one-fourth for higher life, as education, religion, books, charity, and savings.

The happy-go-lucky way brings debt, disgrace, and dependence which is debasing. It is the unexpected, the unprovided for, which eats into the bank account.

Economy should be observed as well in the Preparation of Food, and the mistress of every home should have a knowledge of the chemical composition of food in order to give the inmates of the home a properly balanced diet. The health of the family should be her first consideration. The proper cooking of food may be regarded as an art, and cooking has always been and always will be an accomplishment in a woman even above that of painting and music.

She should know that the food contain not only the nourishing material but that this should be of such a character that it is just adapted to the wants of the body. In order to find out what the human body needs for its sustenance we may notice either the composition of the body or we may study milk, which is the food provided by nature to nourish the young. The body contains the following chemical elements: oxygen, carbon, hydrogen, chlorine, fluorine, silicon, calcium, potassium, sodium, magnesium, iron, man-

ganese, and copper,—sixteen in all. It is reasonable that, as some foods are too rich in proteids and others contain too large a portion of carbohydrates, we should mix these in the proper quantities. This we do when we eat bread and cheese; potatoes and beef; or rice, eggs, and milk in puddings. As the system adapts itself to a certain kind of food and the stomach secretes gastric juice sufficient in kind and quantity for that food, it is not advisable after being accustomed to one kind of diet for a long time to change too suddenly to one that is entirely different, for indigestion may result. The food selected should be suited to the habits, age, and employment of a person. A sedentary man will not thrive on a diet that is too stimulating, nor one engaged in active manual labor upon starchy foods alone. The food that is readily digested by an adult will be not at all adapted to the use of a young child.

In cooking an albuminous food, as an egg, if frying is the method of cooking used, the temperature is necessarily so high that the egg albumin is rendered hard and partially insoluble in the digestive fluids. Oysters, when satisfactorily cooked, are heated only to boiling, or if fried, are surrounded by a batter, which protects the albuminous tissues from being overheated. A high temperature also greatly decreases the digestibility of the gluten of grains and of the casein of milk, so the latter liquid is less wholesome when boiled. In general, vegetable food is cheaper than animal food, either as a source of energy or as a builder of tissue. The reasons for this are evident when we consider that the vegetable foods are built

up from the simple substances found in air, water, and soil, while the food of animals consists of highly organized vegetable or animal substances. One author states as an illustration of the comparative cost of vegetable food, that two and one-half acres devoted to raising mutton would support a man for a year, while the same amount devoted to the growing of wheat would support 16 for the same time. While carbohydrates are cheap constituents of food, proteids and fats are expensive. If the fat is derived from animal sources this is particularly true, but foods containing cotton-seed oil and the oil of some varieties of nuts, furnish fat at a reasonable price.

There is no necessary relation between the cost of a food and its nutritive value. We pay for color, size, appearance, and flavor in foods, not for their value in feeding the body. There is practically as much nourishment in the cut of beef costing eight cents per pound as in that costing sixteen cents.

It is important that the right method of cooking should be selected for each food, a method that shall develop the agreeable flavors and make the food as digestible as possible. A cheap cut of beef may be made appetizing and wholesome by careful and skillful cooking, and it is equally true that an expensive cut may be made tough and tasteless by the ignorant cook. It is easy to spoil good food and render it unwholesome by cooking it in fat, or

by too slow heating. Potatoes may be cooked till they are "mealy" and the separate starch grains glisten in the light, or they may be water soaked and waxy and consequently hard to digest. It is easy to prepare sour or heavy bread, overheated toast, tough beef steak, or muddy coffee, but the raw material costs just as much as if the food product had been made wholesome and agreeable.

But I dare not weary your patience. Suffice it to say that the importance of knowing how to choose and combine foods, so as not only to please the palate, but also to promote the health and happiness of all persons in the home, can hardly be over-estimated.

Owen Meredith seems to advocate the importance of good cooking in his poem:

We may live without poetry, music,
and art;

We may live without conscience and
live without heart;

We may live without friends; we may
live without books;

But civilized man cannot live without
cooks.

We may live without books,—what is
knowledge but grieving?

We may live without hope—what is
hope but deceiving?

We may live without love,—what is
passion but pining?

But where is the man that can live
without dining?



The World's Legal Tender.

H. H. Nye

In terms of law, legal tender is an offer, either of money to pay a debt, or of services to be performed, in order to avoid a penalty or a forfeiture which would be incurred by non-payment or non-performance. But we shall now look upon legal tender as having a social significance. Every person born into this world is placed here for a purpose and that purpose is designed by an All-wise Creator. Every individual as he arrives at maturity opens an account with the world, with an enormous debt to countless ages past.

All through the centuries man has been toiling, struggling, and pressing forward to an ideal which actuated all his efforts. That ideal which has moved him to action is freedom,—physical, intellectual, and spiritual freedom. Have you ever thought that the valleys of this old earth have been stained with the blood of the hero and the martyr; how that from the hillsides of our beloved nation,—yea, from the hillsides of many nations,—flowed streams of humanity's blood poured forth on a hard-fought field so that home, nation, and principle might be preserved? Did you ever stop to think how that countless generations have been persevering under the cruel hand of barbarism and despotism that their posterity might enjoy comforts and blessings which they themselves were so strictly denied by the cruel hand of the tyrant? Do you not stop with a feeling of reverence and adoration when you ponder over the fact that your

forefathers have often lived in seclusion, spent their days in prison, in the dungeon, in darkness; have lived apart from friends, home, and loved ones for the sake of carrying forward a righteous cause in the progress of humanity?

Not only has man been eager for his spiritual freedom and development but he has ever tried to improve his physical comforts. So from the crudeness and imperfection in man's food, shelter, and tools has evolved a complex and highly-fashioned product ministering to his needs and comforts.

Nor is this all. For all ages have preserved against the corroding elements of time what thinking men have accomplished in liberating the human brotherhood from the bondage of ignorance. Every age has solved its perplexing problems under the crushing pressure of necessity and without a precedent. "The growth of human civilization is like the upward mounting of the coral reef in the midst of the sea—each worker rises upon the shoulders of his predecessors."

Now with this golden heritage of the past laid in your hand and in mine as a free yet priceless gift, do you not bow your head in gratitude to your fathers and raise your voice in thanksgiving to God for the glorious privilege in this golden age of the world? All civilization has been working for you and me and the fruitage of their labors incurs a great obligation upon us. Will you say that you have been thrust into this

world against your will, without your consent, and for that reason you owe nothing toward it? Will you selfishly say that you owe the race nothing for its trials and turmoils? Nay, this is an inevitable debt which can be canceled only by noble, efficient, and altruistic services. The only recognized legal tender of the world is personal service. It is a law of God's own design governing the life of every human being and clearly exemplified in the life of the Saviour of mankind. The violation of this law brings upon the transgressor indescribable wretchedness both in this life and in the life to come; but an humble observance brings unspeakable joy and peace into every life.

What is your aim in life? Do you prefer to mount to the highest pinnacles of fame and honor and be crowned with a diadem of fading glory and yet be scorned by a multitude of enemies behind? Or do you desire to apply your talents in establishing a brotherhood of noble friends in the lower walks of life who shall pronounce upon your head choice blessings and gratitude for the love and service that you have manifested toward them in dire need? Do you aspire to the legislative hall, the judicial bench, or the presidential chair? Is your ideal of greatness to mingle with the high and exalted? Or are you content to stay among the lowly and touch them with the finger of love and feeling of compassion, to lift them from the mire of debauchery, ignorance, sensuality, and sin? Surely obedient, humble service toward man^d kind and toward God deserves the most enduring crown. It is that kind of service which crowns the servant with a diadem, not made with hands

and of gold, but with joy and happiness that shall endure through never-ending ages.

Should you despair of honor and fame, do you look forward to worldly pleasure and sinful luxury? Do you wish to while away your precious moments and to sacrifice your noble manhood in seeking that which satisfies but for a time? Do you wish to lay on the altar your vigor, your energy, and your power and allow your sinful self to develop all its effeminate qualities? How devitalizing in its effect is the pleasure-seeking element of our American civilization today! It does not only rob them of the best that is in them but in its immoral influence it reaches out and poisons the many thousands with its venomous fangs. How many men and women today are all astir and lurking around questionable places seeking cheap fun and debasing pleasure which endures but for a season? And then, alas, the wretched penalty is inflicted. They satisfy their voracious appetites with all the rich dainties, but the Creator keeping watch over all is filled with grief at the fact that his sacred temple is defiled, and he pronounces the dread penalty of unending wretchedness upon the guilty. How foolishly men seek pleasure and yet it cannot be acquired nor bought with a price. Happiness and pleasure are conferred upon the individual only in proportion that he makes others happy and conforms to the laws of his being. Then let us shun the worldly and debasing pleasures of this life and cleave to that which exalts and uplifts the soul, and though we be rejected and perchance unknown to the world at large, and be denied of that which man pronounces pleasure,

yet we shall have the blessed assurance of eternal bliss if these corrupt things have not robbed us of time for true service toward humanity and culture of the soul.

If you do not long for honor or covet pleasure, perchance you may desire riches and an abundance of worldly goods. Do you aim at hoarding wealth, at filling large coffers with gold, at accumulating costly mansions, farms, and lands? Shall your sole purpose in life be amassing a fortune consisting of all these things? Will you go through the world seeking these things continually and forget the best of life, or will you shun these and aim beyond them all at the wealth of true manhood? For what shall it profit a man if he gain the whole world of wealth, fame, and pleasure and in the end fall short of God's divine approval. These are but gayly-colored leaves fallen from nature's lavish tree. Then will you search for these persistently as they lie upon the ground, or will you look up and see the golden, luscious fruit which you may pluck from the tree of life abundantly if you but show yourself worthy of the prize? The greatest demoralizing influence on American life and institutions is the accumulation of wealth. How often the miser says to himself, "Though widows are penniless and children are crying for bread and shivering in the cold, though the laborer toils by sheer force of poverty for a slender compensation, though I send demented men to the gallows by snatching away their small portion of earthly goods, though I drive thousands against poverty's wall by exacting harsh tributes, and though I reach down into poor men's pockets and steal

their last precious coin; little need I care for my coffers are overflowing, my bank account brings heavy interest, my possessions are innumerable and pleasant to look upon; yea, verily I have accumulated sufficient to buy the largest city in the world. Soul, take thy ease and live in luxury."

Then do we want these things which satisfy not the soul and last but for a season. Turn away from these and be a servant of humanity, be willing to pay your just debt to former generations, humble yourself and raise the world from all that is low. Work, exercise, self-effort, self-help, and self-reliance are the laws to which we must conform. It is this class of toilers that has borne the burdens of the race under the scorching heat of the midday sun. No other can do your work and let you sit idly by. No father is so rich as to be able to confer upon his son immunity from personal effort in the struggle for existence. No matter what others have achieved you cannot do the same without earnest effort. So do not be a human drone and demand the best from the garners filled by the toil of others; nay, rather put your shoulder to the wheel and save others from human drudgery.

Idleness results only in deterioration, rust, and decay. Self-destruction begins as soon as effort ceases. There is no power in heaven nor on earth which can prevent an idle brain from deteriorating. No man can become strong unless he obeys the natural laws written in his very constitution. Nature's edict is "use or lose." Effort, constant effort, is the inevitable and indispensable price of manhood.

Be not deceived! the price must be

paid, not in wealth and material gifts, but in acting well your part in the upward march of civilization. If you would be a man, your life, when weighed in the balances of truth, must have the true spirit and clear ring vibrating from a long life of personal service. If you make the world just a little better than you found it, if your life has radiated a righteous influence and has brought light to multitudes drifting into the whirlpool of darkness, then and then only shall your life pass as legal tender. The highest service that

you can ever render the world, the greatest thing you can ever do, is to make yourself the largest, noblest, and best man possible. Direct your ability, education, talent, and energy into the channels of character, helpfulness, and usefulness,—and though this world may place upon you the stamp of failure,—nevertheless, with your feet firmly planted, on the rock of justice and with the wings of truth bearing you aloft, you shall transcend into the higher realms of true bliss, unspeakable wealth, and everlasting joy.

Arbor Day.

An Address Delivered at the Senior Arbor Day Exercises by Prof. A. E. Ziegler of the Mont Alto School of Forestry.

April days are glorious. If they bring rain, the grateful soil treats with a life pulsing draught each joyful blade of starting grass, each spurting stalk of lately dormant winter grain. We cannot help but sing with Robert Loveman:

“It is not raining rain to me,
It’s raining daffodils,
In every dimpled drop I see
Wild flowers on the hills.

“The clouds of gray engulf the day,
And overwhelm the town;
It is not raining rain to me,
It’s raining roses down.

“It is not raining rain to me,
But fields of clover bloom,

Where any buccaneering bee
Can find a bed and room.

“A health unto the happy,
A fig for him who fets!
It is not raining rain to me
It’s raining violets!”

Behold the magic soft green mantle that cheapens the rugs and tapestries of a king’s cloisters, for the walls of the grandest palace are but monkish cloisters when the April days are calling: or they bring such sun, as only April knows, to burst the buds into leaf and flowers in wayside and orchard, lawn and forest, the billowy bloom makes conquest of yet another sense with its fragrance! And as if

to surfeit all the human senses, April brings to the ear the songs of birds babbling warbles as if to celebrate the return of life. How utterly spiritless are they whose pedantic early minds see in all this only the coming crop of hay and wheat on farm; or see with mind on stomach more plentiful vegetables on the city market; or see in the forest only the growing logs for the insatiable saw! There is life—new life, full life, vigorous life all about us! We must go out, inhale deeply and let our spirits rise when we feel these potent appeals of God through His wonderful creation, filtering, flooding, rushing in through all the senses, the avenues of the soul!

Such is the setting of Arbor Day! Who can resist offering some tribute for this triumphant pageant of Nature? And what more fitting than the planting of a tree? It puts our hearts in harmony with the beautiful song of life about us.

Are we perchance unwittingly angels of death instead of life in the planting of this tree? Too many Arbor Days are all fair words and wind up in a tree funeral. The songs of happiness should be dirges or the solemn requiem mass. The successful planting of a tree requires the adjustment of its organs to the forces of nature eager to give it sustenance. After taking up its tender rootlets so as rudely to break them after cutting back the crown until its naked truncated stem resembles the despised bean-pole, we are but hypocrites with our fair words and well wishing. A shallow hole and covering of barren earth are but the final casting in of sods, and the tree is interred—not planted.

The spirit of tree-planting is not usually based on any selfish motives, for most often we plant that others may enjoy. And in this it is the badge of greatest service. The limited vision of bygone generations imposes on us the duty of reconstructing the tree associations whether for lawn or forest, and in this reconstructing for coming generations we have need for the intelligent action coming with special training. The results of our work will fully show only in fifty or one hundred years. Yet it is high time it is begun.

Sometimes we foresters find it a real pleasure to get away from our tasks which must necessarily be largely utilitarian and intensely practical, and join with you in the task of tree-planting where the aesthetic spirit and the spirit of personal association dominate. We like to get away from planting embryonic porch pillars, and plastering lath, and quartered oak furniture, and telephone poles or perchance pine coffins; away from planting trees by the thousands where each tree planted represents less than one cent; away from the feeling that trees possess value only in numbers and the individual tree is lost sight of. We are in constant danger (as one of my cherished instructors well said) of acquiring the inability to see the beautiful life of a tree for the very forest of trees. While I have great enthusiasm for the labors of the forester, I have a peculiar pleasure in here joining you in the pleasant task of starting a tree on its development, where it will possess individuality and shed forth its spirit of class association with its beauty and shade. It will receive consideration as an individual ministering to the highest

things in our lives and not the mere furnishing of fuel and lumber.

Although it would be a greater pleasure to suppress for the day the utilitarian aspects of trees that control in forestry practice, the need of a clearer understanding of the situation by all the citizens is necessary for that general support so essential in a policy of forest restoration.

The Forest Problem

The motto of every generation of patriotic citizen should be so to use the natural resources intrusted to them that they may hand on to the next generation a land unimpaired in comfort and producing power. If this can be done there will be no poverty ridden China, India, Italy, Spain, or Palestine duplicated in America. Let us see if this creed can be made practicable.

Natural resources group themselves readily into three groups:

A Those consumable but un-renewable.

B Those consumable but renewable.

C Those self-renewing.

The first class includes such resources as coal mines, mines of ores, petroleum, natural gas, and in fact all mineral resources. The metals are used up slowly while the fuel,—coal, oil, and gas, are being consumed very rapidly. Since these cannot be replaced the best each generation can do is to reduce waste to a minimum and compensate the later generations as much as possible for the stores consumed, by a permanent contribution to their well-being in the form of inventions, canals, etc., and improved condition of the renewal factors.

The second class of natural resources

that are renewable include the products of the soil, forests, agricultural products, and might include animals and fish. These may be propagated and kept constant or even increased in supply. In fact these resources should be increased to compensate for the exhaustion of the coal, gas, oil, etc.

The third class—those self renewing, are the forces of nature such as rain, sun, and water supply. These will take care of themselves as far as constant quantity is concerned although waters must have some care in their handling. Water must not be contaminated nor water powers ruined.

We may now go back to the renewable resources,—agriculture and forests particularly, as results of soil cultivation. In the main agriculture with us has been improving soils and yields constantly with some local exceptions. How is it with the forests? Where is now "the forest primeval, the murmuring pines and the hemlocks?" It is not necessary to lament the passing of the primeval forests but we do seriously lament the failure to replace it. I need not detail the need of forests to you; the tremendous supplies of wood products annually necessary; the furnishing of valuable yields from lands otherwise barren; the furnishing of homes and a livelihood to many families in the forest industries who contribute a constant stream of mental and bodily vigor to the entire nation; the maintenance of forest cover for the benefit of our springs and streams; and although we do not claim forests influence climate or rainfall, what scientist or near-scientist dare proclaim that the sweeping away of the wide expanse of forest over

America would not react disastrously on other climatic conditions?

Out of the 1900 million acres of land in the United States exclusive of Alaska 550 million acres are estimated to be wood-land,—only a fraction of which now contains merchantable timber. We are credited with a supply of 2500 to 2700 billion board feet of timber against which we draw some 45 billion feet of saw timber plus large quantities of other wood supplies each year—and this need is growing. Our forests are in such a condition (where even forests still appear) that an average of only one-eighth of a cord of wood is produced on each acre each year. We are using four times this amount, but our forest land is capable of producing what we use if we but restore it. We hear much of a final timber famine, but prices will pinch long before the acute famine stage. Note this price comparison:

	Price per 1000 bd. ft.	
	1860	1911
White pine		
extra quality—rough	\$24	\$100
White oak:		
plain 1st and 2nd quality	11	53-56
Poplar:		
1st and 2nd	13	61-63
Hemlock:		
rough	7	20-21

This rise has been the greater because methods of manufacture have been cheapened.

Must we wait until driven to care for our forests? In Pennsylvania we have less than twenty-seven million acres of land of which approximately nine million are forest land. That is one-third is forest. In 1860 and 1870 Pennsylvania was first or second

among the lumber-producing states of the United States. Now she is fourteenth or lower. The wood product from her nine million acres should bring to forest labor fifty million dollars annually. Instead a fraction of that comes in. The state has bought one million acres of land at \$2.24 per acre. This land is generally in fair condition as to forest cover in the southern counties and devastated in the northern counties. It would be worth \$50 per acre in a satisfactorily forested condition even at present prices. In the next twenty-five years the state should spend fifty million dollars on her forests at the lowest calculation and even then they will be but half under good forest. Our nine million acres of forest should be worth 450 million dollars and support more than 50,000 families in the forest, 100,000 more in wood working industries, or a total population to receive their direct living from the forest of over half a million. The state must become more aggressive in its policy and private forest owners must do their share if it is to be done. The state should own at least five million acres out of the total nine million.

Can this reforestation be done with financial success? We are now reforesting land at a cost of \$7 to \$12 per acre, planting 1200 to 1300 trees per acre or six feet by six feet. The size of these trees is seen by these specimens I here hold before you. In fifty years each acre should have cost at 4% compound interest under a more rational system of taxes about \$75 and an acre of white pine should have on it thirty M bd. ft. of timber and an acre of red oak fifteen M bd. ft., giving

a cost of \$2.50 to \$5 per thousand feet for growing. Slower growing species would have a higher cost. White pine to-day is worth \$8—\$12 per M ft. "on the stump" and red oak as much so that even now prices are high enough to grow the fast growing species at a profit. However, let me warn you against the swindling claims of get-rich-quick eucalyptus and catalpa growers!

Pennsylvania farms, improved by private owners for the increased yields will immediately repay the outlay. Pennsylvania mines—oil and gas—are yielding a large monopoly profit and they should bear a large weight of public tax to furnish permanent improvements to water-power, roads, and forests as a contribution to the permanent wealth of the state to compensate for the exhaustion of these natural resources. The private forests must be taxed lightly (since the same crop is taxed for fifty or more years before it is ripe for harvest) if private owners are to grow forests. Even then the long wait and difficulty of protection will force the governments to manage large parts of the forest. Pennsylvania needs better roads, yes but even much more, Pennsylvania needs better forests!

Now what are you going to do about your share in this larger Arbor

Day for the welfare of your state? Will these be fair words and a forest funeral in a larger sense? What can you do? Let me tell you. Have your institution pass a resolution asking your Representative in Congress at Washington and Pennsylvania's Senators to support National Forestry and oppose the parceling out of the National Forests to the states. Further, pass a resolution asking your Representative and Senator at Harrisburg to support forestry and particularly the Auxiliary Forest Reserve bills now before the state legislature. Do this and you observe Arbor Day in a much wider sense than the planting of a single tree! You then serve your state and nation as well as your Alma Mater and class association.

Finally, what could be more fitting for a college class to leave as a token to their alma mater a tree that will start on its unfolding even as you are about to start forth, transplanted as it were along the wayside of life, some to become sturdy oaks, or well formed pines, developing slowly but with firm roots striking deep into the nourishing soil of Religion, Truth, and Knowledge. Let us hope none may be reckoned as thorns or storm wrecked trees fit only to be hewn out from among your associates. Rather may each stand fast as a sentinel pine high up on Life's peak.





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Our College Campus

The many showers of April and the beautiful warm days of the last few weeks have called loudly to sleeping Nature. Spring has again given a Nature. Spring has again given promising fore taste of a luxuriant sum- strikingly evinced than on our College Campus. The maple trees now about fifteen years old are being rapidly clothed in garments of various shades of green; the different class trees are also sending forth their foliage with the exception of one which died and should be replaced. The

lilacs are now blooming in profusion and the rest of the shrubbery is putting on the vesture of the spring season.

But to what avail is all this effort of Nature, when the entire lawn is literally covered with dandelion and other weeds, when there is no attempt made to sow lawn grass seed? Nature is striving against great odds, yet she is never weary in her well-doing, and it is simply impossible to have a beautiful campus when she alone is at work. Our janitor has heretofore taken great pains in trying to get a good set of grass on the lawn

and has succeeded remarkably well,— indeed, he is to be congratulated for the way in which he kept it last year, but there are places in front of Alpha Hall where a lawn mower alone will not form a lawn. Besides, there is some grading to be done within the walks before a permanent lawn is started. We do not intend to criticise any one connected with the superintendence of the College Campus in the past, for we believe they have done much under the circumstances of the past; but we believe the time has come for us to have permanent grading done, especially within the elliptical drive-way and in the maple groves.

Not only should all this ground be graded but it should have sown on it lawn grass seed, and then some one put in charge of this section of the campus. No one will dispute the fact that this would greatly enhance the value of the College property, that it would be an inestimable aesthetic value to the student body and the faculty, and that it would be a strong inducement to secure students. Since such values accrue to this project we think it worth our consideration.

Of course such an undertaking as proposed above, will require some funds. These, however, we believe will be forthcoming, if some one will rise to the occasion and push the project. As an example of what might be done in this work we allude to the work of Mr. E. G. Diehm, on the

“lake project.” He informed us that in one day he raised about one hundred dollars toward the building of the lake; and all these subscriptions were received in the vicinity of Lititz.

Now we would like to see each loyal student of Elizabethtown College solicit contributions in their respective communities the first few weeks after Commencement and send them in not later than July 5. Then the grading could be done during the summer and the seed sown before the coming fall. If the funds would not all be needed for the lawn, the remainder might be used in the building of the lake.

Students, we earnestly desire that you take up this matter and show that your heart is in the work on College Hill. If one student raised one hundred dollars in one day in one community, what could be done by one hundred or more loyal students in three weeks? Be loyal! Spend several days in the interests of the school among you neighbors and friends! We hope to see a caucus held by the student body which will designate several advanced students to act with the faculty and the Superintendent of the College Grounds in bringing about this much needed improvement. Students, let it be said of you in years to come, “It was the students of the Spring Term of 1913 who gave Elizabethtown College her beautiful campus.”





School Notes

When April steps aside for May,
Like diamonds all the rain-drops
glisten;
Fresh violets open every day:
To some new bird each hour we
listen.

—Lucy Larcom.

'Tis like the birthday of the world,
When earth was born in bloom;
The light is made of many dyes,
The air is all perfume:
There's crimson buds, and white and
blue.
The very rainbow showers
Have turned to blossoms where they
fell,
And sown the earth with flowers.

—Hood.

Spring has come to College Hill in all its fullness and beauty. The balminess and softness in the warming air; the ever increasing perfumes and variegated colors on shrub and tree; the sounds from neighboring hills and vales reminding many of us of our homes on the farm; and all the delights and high aspirations of spring are making school days on College

Hill a joy since the cold and gloom of Winter has fled.

Outdoor sports have usurped the place of basket ball and other indoor games. The tennis courts and the baseball diamond are the centers of many enjoyable and interesting occasions.

The tennis association reorganized at the beginning of this term and has for its new and able President, C. J. Rose.

Mr. Kreider who is Treasurer of the association will sooner or later be the guest of all of its members and will direct his conversation along financial lines. The association at the present time has four tennis courts which are in fine playing condition under the supervision of our new President and plans have been made for the addition of two other courts so as to meet the demands for this kind of sport.

The baseball season has also opened. Preliminary practice before the opening claimed much interest and time for some. Two teams have been organized thus far; namely, the Kulpites

and the Herrites, being under the managements of Captains W. K. Kulp and I. R. Herr. The teams have played four games, three of which were won by the Kulpites. The scores are:

Kulpites		Herrites
First Game	17	3
Second Game	6	7
Third Game	10	5
Fourth Game	11	3
Kulpites		Herrites
Burgess, c.		A. L. Reber, 1 b.
Shenk, 1 b.		Geyer, c.
Lineaweaver, 2 b.		Herr, p.
Kulp, p.		Kentzel, s s.
Brandt, 3 b.		Kreider, c f.
Shank, s. s.		Engle, 3 b.
Hershey, c f.		Royer, 2 b.
Rose, 1 f.		Hackman, 1 f.
Shelly, r f.		Merkey, r f
Diehm, 1 f.		
Edris, s s.		

Although Spring is here with all its splendor and joys long looked for by the students yet it has also brought with it its annual disease which is so contagious and which spreads as rapidly among students as among other people: namely, Spring fever. Many are made to like Riley when he so artistically said:

"In Spring, when the green gits back
in the trees,

And the sun comes out and stays,
And yer boots pull on with a good
tight squeeze,

And you think of yer bare-foot days;
When you ort to work and you want
to not,

And you and your wife agrees
It's time to spade up the garden-lot,
When the green gits back in the
trees.

Well! work is the least o' my idees
When the green, you know, gits
back in the trees."

The Summer Term.

The sixth annual summer term at Elizabethtown College will open June 30 and continue six weeks.

AIM—The value of the summer term is so great that it has come to stay. Although only a few have availed themselves of its advantages very excellent work has been done because of the small classes and the conditions favoring thoroughness of work. Persons preparing for college, or those pursuing a regular college course, and those who are pursuing regular courses in this school will find rich opportunities for furthering their studies.

INSTRUCTION — The student's program consists of two or three studies to which he devotes all of his time thus enabling him to accomplish from a third to a half year's work in these studies. The recitations last one hour and all work satisfactorily completed will receive credit towards the completion of a course of study.

EXPENSES—In preparatory subjects the tuition is ten dollars; in college studies, fifteen dollars, payable at the middle of the term. Text books may be rented or purchased at the college book room. Room rent for the summer term will be at catalogue rates. Those desiring to board at the college may make arrangements with Mrs. E. G. Reber. The tennis court, gymnasium, library and reading room will be accessible to the summer students free of charge.

Those interested in availing themselves of the opportunity afforded, by the summer term should make their wants known early so that proper arrangements can be made. Make your wants known to the President.

K. L. S. Notes.

On March 7, the Keystone Literary Society met in regular executive session. The program rendered was as follows:

Music—Instrumental Solo,
Edna Wenger.

Select Reading—"The Dutchman's Telephone," J. N. Gibble.

Debate—Resolved, That there should be an educational qualification for suffrage. The affirmative speakers were Ruth Landis and Harry Moyer; the negative, Ada Douty and H. M. Eberly. The judges decided in favor of the affirmative.

Music—Girls' Quartet, "A Father's Lullaby."

Declamation—"Why I came to College," Ephraim Meyer.

The following literary program was rendered on March 14:

Music—"America."

Essay—"Some General Principles of Teaching," C. J. Rose.

Music—"Come, see the place where the Lord lay," C. L. Martin.

Address—"The Conception of Education," C. L. Martin.

Recitation—"One Niche the Highest,"
Ira Coble.

Literary Echo—Sara Replogle.

The Society met in Literary session April 4. The new officers were inaugurated and the president delivered his inaugural address.

The following program was then rendered.

Select Reading—Selection from Mark Twain, "Visit to Niagara," Daniel Hoffman.

Music—Instrumental Duet, Leah Sheaffer and Gertrude Kabel.

Soliloquy—"Selections from Macbeth"
Harry Moyer.

Debate—Resolved, That the members of the President's Cabinet should be elected by the people. The affirmative speakers were Mabel Hoffman and J. Buffenmyer; the negative, Mary Minnich and John Graham. The judges decided in favor of the negative.

Music—Vocal Solo, "Shadowtown,"
Sarah Moyer.

Oration—"Little Beginnings,"
Jacob Gingrich.

Literary Echo—J. S. Lineaweaver.

Homerian News.

The members of this society are constantly increasing. Of those who have come for the Spring Term, Agnes M. Ryan and Florence S. Miller were recently elected as active Homerians. We welcome these new members and hope they will become thoroughly interested in our society work..

The following program was rendered to the public on the evening of May 2.

Music.

Oration—Christ L. Martin.

Solo—Elizabeth Kline.

Address—Prof. I. Z. Hackman.

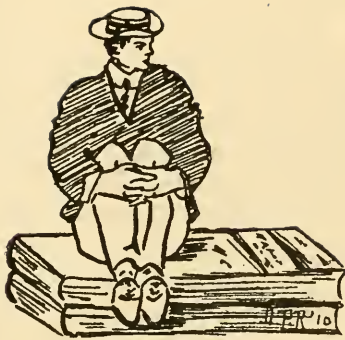
Recitation—"The Fall of Pemberton Mill," Florence S. Miller.

Music.

Speaker's Address—"Life Lessons from Flowers," Leah M. Sheaffer.

Critic's Remarks.

The Library Committee has arranged for another lecture to be given on May the sixteenth in the College Chapel by Dr. C. C. Ellis of Huntingdon, Pa. His subject will be "Dollars and Dunces" and promises to be an interesting one.



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Alumni Notes

Since the opening of the Spring Term Agnes M. Ryan, Florence Miller, Nora Reber, Irene Sheetz, Fred L. Burgess, and Walter Eshelman have enrolled as students. They are pursuing more advanced work and several are preparing to take the examination for permanent certificates. Orpha L. Harshberger had intended to return also but her mother's illness prevented her from doing so.

Miss Emma S. Miller, '11, was recently graduated from the Bethany Bible School of Chicago.

A baby boy, Edgar Haas, was born, in March to Mr. and Mrs. Chas A. Schwenk of Loganton, Clinton County. This young man is now an applicant for entry on the cradle roll.

James Breitigan of Lititz and Will E. Glassmire of Palmyra attended the lecture given by Dr. D. W. Kurtz on April 24.

Mary E. Hertzler, '05, read a very interesting and instructive paper on "Domestic Science" at the Anniversary of the Literary Societies. It was much appreciated by all because of the

fact that she, herself, intends to practice soon what she preached that night. The president on this occasion was Will E. Glasmire, '07; the secretary, Mamie B. Keller, '12. Gertrude Newcomer, '08, gave us a recitation.

Misses Keller and Newcomer spent a few days following the meeting, visiting friends in town and at the College.

One Alumna was present and after the meeting expressed herself as feeling like a stranger. She lives near the College but hadn't visited it for quite a long time. We were glad to have her come back again and hope that others guilty of the same offense will follow her example.

Every member of the Association, as well as all others, will feel very sorry to learn that Olive A. Myers, '10, has been advised by a very noted specialist of Baltimore to change climate, for her health. She will leave for Colorado on April 29, where she expects to remain for some time. Her address will be Elizabeth, Colorado, in care of W. F. Foster. Surely we send with her our very best wishes, hoping that

she will like her new home and that she will soon make many friends and regain her health.

The Executive Committee is busy. The program for June is about arranged. Arrangements are being made for the other activities of the Association. Be on the lookout for an announcement of the supper.

If any one has any suggestions concerning the revision of our Alumni constitution please forward the same to Prof. Meyer or Prof. Schlosser. The committee appointed for this pur-

pose is about to take up the work.

The officers of the Association at present are: Pres., Jno. Miller; First V. President., B. F. Waltz; Cor. Sec., Irene Wise; Rec. Sec., Daisy P. Rider; Treas., Condry Long. Address all communications to Irene Wise, Elizabethtown, Pa.

Every member of the Alumni Association should be planning to come to Commencement the entire week if possible, and especially to the Alumni functions.

Let us make this the banner year.

Resolutions of Sympathy

Since our Heavenly Father has seen fit in his wisdom to call from her earthly home the mother of our friend and fellow student, Mary A. Scheaffer,

Be it resolved, That we the faculty and the students of Elizabethtown College do hereby sincerely tender our heart-felt sympathy to the bereaved family.

Further, That we commend the sorrowing to our Heavenly Father who is the great sympathizer and comforter.

That a copy of these resolutions be sent to the family and the same be published in Our College Times.

Lydia Stauffer

Jacob H. Gingrich

Nora L. Reber.

Committee.

Semi-Annual Statement

Statement of ownership and management, etc., of Our College Times as required by Act of Aug. 24, 1912.

Our College Times is printed monthly except during August and September.

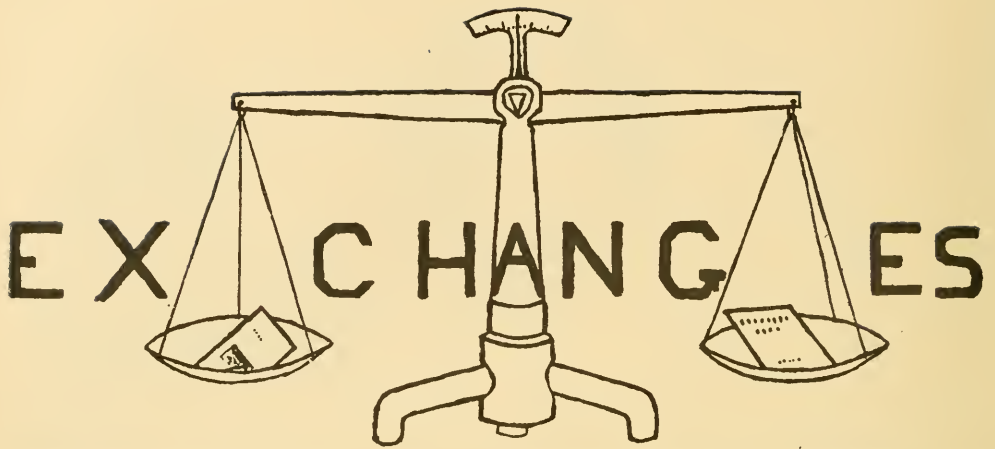
Editor, Ralph W. Schlosser, Elizabethtown, Pa. Business Managers, J. D. Reber, Elizabethtown, Pa., and A. L. Reber, Elizabethtown Pa., Publisher, Elizabethtown College.

Affirmed to and subscribed before me this sixteenth day of April 1913.

H. K. Ober, Notary Public
Elizabethtown, Pa.

My commission expires, March 18 1918.

Read "Pluck the Rose Above You," in the Philomathean Monthly.



If a school paper carries with it or portrays the characteristics of the school that published it, the literary department is one of the essentials of such portrayals. Man's success in life depends largely on what he thinks; if he has been receiving strong influence from the school, depends largely on the school. The result of such thought is found in the literary department of the school paper. Hence our first statement.

Knowing this the editor of a school paper asks himself, "What constitutes a good literary department?" (There are some editors who are not "knowing" and who do not "ask.") Shall the articles all be of a philosophic nature? Shall they be scientific? Shall they be descriptive or narrative? These and a dozen other questions arise in the mind of a thinking editor.

Now then the ideal literary department of a paper should have as nearly as possible an equal amount of each of the main types of literary productions. Not only should this be found, but the productions should of themselves not lack that which makes good literary quality. Some papers we find have a superabundance of love stories, poorly written and not worth reading. This seems to portray that the

editor in his judgment of the articles sacrificed good taste for love's sake. Again other articles are found which are unnatural and not true to life, thus showing that the author wrote because he felt duty bound to do so rather than because he could not keep from it.

In conclusion we would call for a literary department of rich, well-written articles, with each phase of literary work properly emphasized.

The Clipper—"A Thrilling Boot Ride," by Herbert Harris is very well written,—short and interesting. The literary department of this paper is especially well handled. Some college papers would do well in modelling after this paper in this respect. If the humorous department and the athletic news were treated efficiently the paper would be ideal.

The Purple and Gold is a very neat paper but there is not very much to it.

The Ursinus Weekly makes its regular visits to us. It is bubbling over with news of its kind.

The Villa Marian. This paper is ideal in appearance, content, and general make-up,—a criticism we rarely give. Its articles are well-written, especially those on "Modern

Extravagance" and "Is Chivalry Dead?" "Rain Drops" is a beautiful little poem. We see no room for non-sense in this paper.

The Blue and Gold gives us a fair literary department. Its appearance is especially neat. A child of ten could edit these exchange articles. That exchange editor needs a waking-up.

The M. H. Aerolith is worthy of the name Old Reliable. It is always neat. Its literary work is commendable. Its stories are worth reading.

The Comet, like many comets, can

be viewed only a short time then it is gone.

If we were to name a lot of the best papers of the dozens we receive they would be these: The Susquehanna, The Albright Bulletin, The Gettysburg Weekly, and The Villa Marian. If you wish to be on the list do as well as they do and you will be there.

The High School Journal of Grove City talks little but says much.

"Grandmother's Quilt" in the Linden Hall Echo is worth reading twice.

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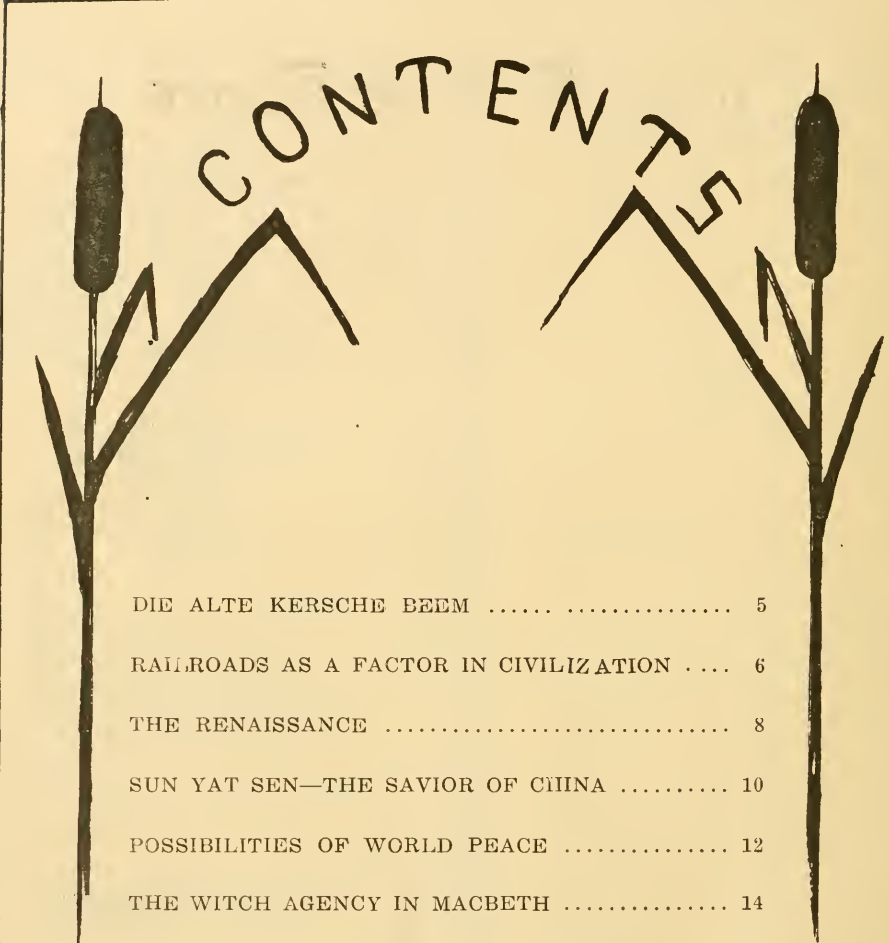
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Our College Times

VOL. X

ELIZABETHTOWN, PA., JUNE, 1913

No. 9

Die Alte Kersche Beem.

J. H. Longenecker.

Es is nau iwer fufzig Yohr
Das ich en klenes Buweli war
In mein Unschuldkleed daheem.
Dort newe am Hiwel war's alt Haus
Un juscht en wenig weiter naus
Zwe grosze alte Kerschebeem.

'Sis viel mit selie Beem connect—
Im Pennsylvanien Dialekt
Daet ich dir's gern verzaehle,
Un awer ich kann nau schun g'seh
Dasz ich gar viel musz iwergeh,
Die Zeit un Worte fehle.

Frueh-johrs do is en Lebens-saft
In stiller wunderbarer Kraft
In selle Beem nuf g'stiege.
Schnell ware sie gekleed in Weis
So herrlich wie en Paradeis
Wer kann sell Pikter ziege.

Die Ehme hen mit grossem Fleis
Der lang Dag gsucht fer ihre Speis
In selle schoene Blumme;
Der Honig hen sie kuenstlich g'stord.
In feine Rose ufbewahrt
Fern' kalder Dag zu kumme.

Die Amschle hen en Nest gebaut
So fei un schlick, s'war just abaut
Karios wie sie's verspunne;
No hen sie Eunge raus gebruet
Un frueh un spot en herrlich Lied
Uf selle Beem dort gsunge.

En schlaue Katz die schleicht dort naus
Versteckt im Gras am Brunnehaus,
Basz uf, nau gebts mol Sache!
Die junge Voegel sin schier flick,
Dort fliegt eens raus zu seim Unglueck
Der feind hots schun im Rache.

Sel awer bringt en groser Smertz
In selle Voegel ihrem Hertz
Guck just mol wie sie fliege!
Sie zanke jaemmerlich 'dert rum,
Die schlaue alt Katz die springt davun
Un lost sich net bewege.

Im Shatte dort der Schleifstee steht
Un wanns als an die Haiet geht
No geht mer s'erst ans Schleife;
Der Stee dreht hart, die Sens is dol,
Sell is ken Fon ich wees es wol
S' vertreibt de Buwe 's peife.

* * * * *

Sie sage mir es gebt en Land
Wo Abschieds-schmerz ist unbekannt,
Ke Ferre-well, ke Suende;
En weit geziertes Blumefeld,
En Paradies, en Himmelswelt,
Wo Truwel net zu finde.

Es werd ah gsat es waer en Stadt
Die wunnerbare Grunde hat
Mit Edelstein gebauet,
Mit Lebensbaeume an der Stras
Die man als ein durscheinend Glas
Im Lichte Gottes schauet.

Wo Freunde sich erfreuen sehr
Zu treffen an dem glaesernern Meer
Un Gottes Harfen bringen,
Wo ewig keine Trennung mehr,
Wo's ganze Blut-erkaufte Heer
Ein Triumphlied anstimmen.

Wo alle um den Lebensbaum
Nur Cott anbeten un das Lamm—
O was fuer Wunder-Namen
O halleluia, selige Zeit!
Fuer die, zu solchem Glueck bereit,
O halleluia—Amen.

Railroads As a Factor in Civilization.

J. D. Reber.

The introduction of railroads created a new world. So accustomed have we become to a civilization with railways that it requires conscious effort to realize the economic, social, and moral influences which have emanated from them. Railroads are a factor which cannot be spared. Without them a city like New York could not exist, for its people could get neither food nor materials for their shops and factories. Without them the western prairies and plains could have but a scattering people, for the grain and cattle could not be marketed and manufactured products could not come in. Life would be reduced to a primitive stage.

Civilization means variety of food, clothing, furniture, tools, objects of art, and leisure to do one thing well. Exchange of products alone makes this possible. The higher life of man is therefore built on transportation. This principle is thus given by Macaulay: "Of all inventions, the alphabet and the printing press alone excepted, those inventions which abridge distance have done most for civilization."

The most important of these inventions are: railways, steamships, and telegraphs. The last named abridges distance to almost infinity, but concerns itself mostly with affairs of the former two. Of these two, railroads and steamships, the railroads seem to be the more important. Only oceans are a barrier to them. Rivers have been bridged, mountains and bays tun-

neled, and the hardest rocks have been cut to make way for them. Steamships can gather their cargoes at a few ports only and deliver them at a seaport which is probably hundreds of miles away from the destination of the cargoes. Railways gather and distribute wherever they go and feed the seaports with exports. It is thus seen that railroads have been a factor of the greatest consequence in the development of seaborne traffic.

Although railroads are constructed and operated at a great expense, necessitating an enormous investment of capital, they are the greatest economists of the age, for they tend to concentrate industries to places where can be found the greatest natural advantages, such as waterpower, favorable climate, and supply of labor. Before there were civilized peoples there was little diversity or specialization in industry.

Each family or tribe supplied its own needs. When tribes began to barter, they found that others had or made what they did not possess or produce, and thus there was a rude concentration of resources and handicrafts in certain places.

Railroads carry out this same principle, only more extensively. People in the New England states devote most of their time to manufacturing because they have abundant water power and poor soil for agriculture. The people in the Mississippi basin are chiefly engaged in the raising of cat-

tle and hogs because they have a good natural supply of feed. Pittsburgh is a great iron center since fuel and iron ore are close at hand. Each section therefore makes special efforts along the line to which it is naturally adapted. Special machinery is produced and skilled labor developed so that a great output can be made at a minimum cost. To do away with this modern way of transportation would mean that we would have to go back and live as the people lived a hundred years ago. Every community would have to dissipate its energies along all the channels in which the whole country is practically directing its activities.

The social and moral effect is more difficult to be estimated because the causes and results are more or less indirect.

By means of this modern convenience food supplies and other necessities are easily transported from one country to another. It affords man a varied diet, suitable clothing and other means by which he can acclimate himself to various conditions and is thus not weeded out so readily by natural selection when a change in location is made.

Railway service is so efficient today that Chicago is closer to New York in time than Philadelphia was to New York one hundred years ago. This brings man in closer touch with more people. This makes competition keener and brings men of different geographical localities with different temperaments in closer touch with each other. This association of many individuals with different standards, customs, and habits tends to develop a world wide sympathy. As soon as the

wants of a suffering people are made known there is an immediate response to give relief. This was shown by the way people sent aid to Ohio during the recent floods. The feelings are aroused and thus a common feeling for the human race, unknown before the days of modern commerce, is developed.

The reason why the North and the South could not arbitrate before the Civil War is because there were not sufficient means of communication to let each side know the exact condition of the other. The men from the North did not associate with the men from the South to acquire that sameness of mind which is essential to unity.

Akin to the development of sympathy is unified public sentiment. The world sits in judgment over every morning paper, upon what men and nations do. This unity which arises crystallizes in international conferences, such as the Hague tribunal and temporary courts of arbitration. Isolation has been called the mother of barbarism, while communication and trade bring people together, and establish better interest to promote the higher life of man. There will probably be no Civil War again in the United States. "Twentieth Century Limited" and "overland limited" trains are closing the suture between the East and the West, the North and the South. International wars will be less frequent because a war between two countries is a loss to all countries. No sooner is a rumor of war announced than the ticker on Wall Street shows a drop in the stocks of our industrial corporations. The world over, railways are harnessed in the interest of progress.

To be sure, railways affect certain localities adversely in order to favor others. They have made and unmade towns; they have caused flowers to bloom and to wither; they have strangled one and made the other fat; they have raised their wizard's wand and commanded puppets to do their bidding; they have placed legislatures on wheels and hauled them whither they had constructed the track.

But with it all railways have been and will continue to be one of the greatest agents of universal progress which the world has ever known. If we can but harness the railway as an institution as the railway engineer has harnessed the steam in his locomotive, human progress will be accelerated and human welfare become more widely diffused. This harness is the law.

The Renaissance

E. G. Diehm.

The word Renaissance in its literal sense means a new birth. But by the word as it applies to the fiftieth and the first part of the sixteenth century is meant a revival of learning in Italy. Or in a narrower sense it is that desire and zeal for literature, learning, and art which characterized life in western Europe. From another viewpoint the Renaissance was the coming back into the world of that independent, inquiring spirit which the men of Rome formerly possessed.

The Renaissance in Italy consisted of two phases; namely, the revival of classical literature and the revival of classical art. The former movement is known as Humanism and the promoters as Humanists because of their interest in the study of letters concerning humanity. It is this phase of literary activity which we wish to discuss briefly.

To this school of Humanism belonged three great men: Dante, Petrarch, and Boccaccio, who were known as the forerunners of the Renaissance. The influence exerted by them upon the Renaissance can not be overestimated. Of these three Humanists Petrarch was criticized and opposed. He was the first student who fully appreciated the beauty of the literature of mediaeval times. He collected about two hundred manuscript volumes of classical literature, including some of Cicero's letters. He had sixteen works of Plato and he himself wrote many letters to Homer, Cicero, and Virgil. Petrarch was criticized and opposed. Nevertheless the movement was not checked.

Boccaccio was a student of Petrarch and imitated him in studying Greek. His contribution to the Renaissance was the manuscripts he copied. In

this way he promoted Italian scholarship. Dante, although exiled, wrote his immortal poem entitled "Divina Commedia." In this work he views the world from the standpoint of the Middle Ages, yet it was the forerunner of the Renaissance.

But coming to the immediate causes of bringing about the Renaissance in Italy, we find the foremost cause, the influence of the Italian cities. In these cities was nourished a political, intellectual, and artistic life like that of the cities of ancient Greece. Florence was the foremost and became a second Athens; and in the ambition of the city, individual talent was developed as of old in Athens.

Again, the break between the old and the new civilization in Italy was not so great. The Italians were closely related in language and in blood to the old Romans. But the other nations were only fragments of Rome and the gap between the old and the new civilization was much greater. Thus their development from an intellectual standpoint was greater.

A third cause bringing about the Renaissance (not strictly in Italy, but nevertheless aiding the movement as started in Italy) was the development of science. Men were beginning to ask the reason for all things. Copernicus was thinking out the true movement of the solar system, and showing that the universe does not revolve around this world as a center. As a result of this activity colleges were established at both Cambridge and Oxford.

Moreover, the discovery of the new world figured greatly in this awakening. This fired the imaginations of men and made the most impossible

dreams capable of realization. We can easily understand what influence this had upon the people when we consider the effect that the discovery of the little territory around the poles had upon the imaginations and desires of men of today.

Furthermore, we find several causes aiding the Renaissance. Chief among these were the invention of the printing press and the fall of Constantinople. About 1477 William Caxton printed the first book in England. The most important book he printed was the "Canterbury Tales," thereby giving Chaucer's genius and language wider influence. In the intellectual growth of a nation printing is an important factor. It enables a language to become permanently fixed.

The capture of Constantinople by the Turks was a factor in hastening the influence of Grecian literature in Western Christendom. Constantinople was the headquarters of Grecian learning, but when it fell many of her scholars went to Italy, taking with them Grecian manuscripts. As Englishmen often visited Italy, they soon began to study Grecian masterpieces and they fell under the spell of Homer and the Athenian dramatists.

In almost every new movement we find both evil and good results; and the results of the Renaissance were no exception to this rule. The evil result of the Renaissance was the revival of paganism. This was due to the study of the old pagan writers. With this new learning came also the vices of low morals that marked the decline of Roman civilization. But the evil was surpassed by the good results. First, the revival gave to Europe large stores

of valuable knowledge which the world could not spare, and never would be willing to spare. It also greatly revolutionized education by restoring to the world the pure classical Latin, and

by rediscovering the Greek language, thus establishing in the universities, chairs in both the Greek and the Latin languages and literature.

Sun Yat Sen---The Savior of China.

A. Mack Falkenstein.

The history of a nation is a history of its great men. Thus it has been from the very beginning of man's existence, and thus it will continue until time is no more. For it is but natural that the masses be influenced and swayed by men born to lead; men who in peace are wise and progressive; in war brave and resourceful. To great men such as these is entrusted the marvelous power to mould and fashion the destinies of nations. They, like bright beacons, shine here and there along the vistas of years and light up the checkered events of history.

Such a man is Sun Yat Sen, the first provisional president of China. He is one of the greatest men of modern times. His connection with the revolution and the great reform movement in China, wherein he achieved greatness, constitutes a long and interesting history. Volumes could be written on his life: his humble beginnings, his hard earned education, his conversion to Christianity, his travels and study, his sacrifices and the persecution of the Manchus, and his final triumph, every detail and episode emphasizing the nobility of his character and the unselfishness of his patriotism.

Sun Yat Sen is quiet in manner and extremely moderate in speech; a man who is in all things thorough and practical, rather than brilliant. He was educated with the hope that he would become a great physician. But his education was to serve a far grander purpose. It enabled him to realize the pitiable condition of his countrymen, he heard the voice of a great people in oppression, and he acted. He bent all his energies to reform, determined to transform the absolute monarchy of the Manchus to a constitutional monarchy. But the irremediable impotency and hopeless waywardness of the rule if the Manchus drove him to desperation and he became a revolutionist, determined to cleanse the Manchu corruption with the baptism of fire and of blood. But realizing his lack of experience and practical knowledge of government, he departed for England, there to study her political and social institutions, continuing his studies in France. Only after his sojourn in Europe did he fully appreciate the grandeur of modern domestic theories and institutions in striking contrast with the tyrannical despotism of the government of his native land.

On his return, he undertook the truly stupendous task of freeing four hundred million people from oppression and servile dependency, established by a direct line of kings longer than the dynasty of the Pharaohs, and enforced by a vast imperial army, and of forging from this material a great and lasting republic. Undaunted by its seeming impossibility, he gave himself heart and soul to the cause. From the very beginning, it is a history of obstacles to be surmounted, failures to be endured, and defeats to be sustained. Nevertheless, exiled, and with a price of half a million dollars on his head, he perfects his plans. At last all is prepared; from San Francisco Dr. Sen gives the word; the revolution spreads like wild fire; the Manchus are forced to abdicate; the republic is established; and his efforts are crowned with success.

The effects of the revolution are the direct result of Dr. Sun Yat Sen's leadership, and they are so wonderful and far reaching, that only time itself will reveal the full extent. But even now, after so short a time, the spirit of progress and reform predominates everywhere. Radical reform measures have been passed to suppress the opium trade and to elevate morality in general; freedom of the press, and grander still, religious freedom has been established; Christianity is coming to

the front and promises to become a potent factor in the further development of China; industry is advancing with gigantic strides; schools and colleges for women are being established and education in general is being broadened and developed by the adoption of modern methods and standards. And China as a whole, alive to her responsibility and her wonderful possibilities, is like a mighty giant, awakened from a slumber of centuries.

Since her recognition by the United States and the powers of Europe, China has taken her place in the galaxy of great nations. Her future is glowing with bright promise. She has taken up the problem of self government on the grandest scale in all history. The blood of martyred missionaries was not shed in vain, for their fondest hopes are about to be realized. The masses are following the example of the educated class in accepting Christianity, and China promises in the not far distant future to become a Christian nation, willing to have the ship of state ruled by the omnipotent hand of the God of the Nations. Then, when she shall have fulfilled her glorious promises and shall have attained the zenith of her glory, will she look back with reverence and with pride to Sun Yat Sen, leader of men, ruler of destinies, and savior of his country.

Possibilities of World Peace.

A. L. Reber

We are justified in assuming at once that a demand for universal peace is not by any means unreasonable. For, when a nation invests millions of dollars to qualify itself to spill the blood of its neighbors' best young men and that of its own young men, when destruction and ruin are left in the path of invading armies, and when hearts are rent without cause, it is highly befitting that the engines of war should be abandoned and hurled to the lowest depths of oblivion, and that disputes between nations should be settled judiciously and at lowest cost.

Peace as a universal end was advocated by Christ nearly two thousand years ago. But then the human race had already spread over the habitable earth, portions had become isolated, all men had become fixed in their customs and moulded by their past. Even to this day the doctrine of peace has not reached every man, and much less has its conquest been complete in those places which it has penetrated.

War is as widespread as the nations and as old as the history of man itself, and in comparison with it the movement of peace seems to be of little interest and recent in origin. When we behold the almost innumerable wars upon the records of history and those wars which we know not of, but which are certain to have been waged during the early development of the human race, and then think of the incredible states of mind which their sac-

rifices and gains, their devotions and fears, their sufferings and glories have instilled upon the race, and then compare them with the futile efforts of peace, we wonder what will become of the dove of peace.

But why is it that men are filled with such a spirit of war? Ah! we can hear the low sound of the answer coming from the haunts of our savage ancestors, we hear it in the twang of the bow, we hear it in the roar of the cannon, and in the roll of the drum. Is it any wonder, if for centuries and centuries men have fought and bled, that they possess an inborn love for the daring? Nor is this spirit at the present in any way quenched. The romantic nature of history taught in our schools awakens early in life that inborn fascination of the grapple. Again, more specifically, wars are often initiated by vain and ambitious rulers, who have only their personal interests at heart. We have numberless examples of such rulers throughout the centuries. This thought is in most cases maintained to the present day, that wars are introduced by men in authority. However investigation shows that "it is often the people who are fired with a desire for war, while their governments, together with their sovereign, devoted to the preservation of peace, resist as long as they can the pressure of public opinion even at the risk of that popularity which they so eagerly seek." This statement is illus-

trated in the late Italo-Turkish war. The Italian government had no decent pretext to open war with Turkey; she did not wish to upset the political and economic equilibrium of Europe, and the outcome of her enterprise was exceedingly indefinite. Yet regardless of its own desire, the Italian government was forced to yield unwillingly to the pressure of public opinion.

We are encouraged to know as we compare the centuries that actual wars are rapidly decreasing in number and that prosperity is advancing as never before. Compare the last fifty years with the latter half of the seventeenth century. Almost continual war existed during the former period, while only a few small wars existed in the latter. To what forces shall we attribute this advancement? Is it due to intellectual, moral, or material forces? It can be seen that it is not due to single one of these alone but through their combined influence. Since democratic forms of government are causing the masses to think, will, and act for themselves and since intellectual development is becoming more universal, the reason of man is beginning to tell him the folly of such a degenerating institution as war. Since man is becoming enlightened by the revelation of God, he is respecting the divine doctrine of peace. But the greatest forces assisting are material forces. Were there no development along this line, the nations could and would not know each other or communicate with each other. Material forces, such as railroads,

canals, steamships, and telegraph systems are making the world smaller and bringing the remotest lands together, teaching them the blessings of love and respect. It is through these means that differences are removed, that national and racial prejudices are being obliterated.

But friends, allow me to say, that the fact of the matter is, that man is not really desiring peace. True it is, however, that man feels the wasting influence of war, that he respects divine commands, and that he loves and regards the rights of his fellowmen; truly he is moving from those ancient barbarities, destitute of all reason and mercy; nevertheless, he possesses that peculiar inborn, God-given self-assertive tendency, which cannot be overcome without great difficulty and length of time. This quality seems to be as much a part of man as his hands and feet, and if in time it is removed he will become both a coward and a sluggard. If we stifle this inborn impulse in our overanxiety for peace, this state will bring forth a throng of enfeebled and spiritless nations. Man has always striven and will continue to strive toward the highest and the best that is attainable. It is only through the influence of this component that man will continue to aim at perfection. But in this struggle for perfection will there not be sorrows and joys, labors and blessings, fellowships and jealousies, both peace and war?

The Witch Agency in Macbeth.

B. F. Waltz.

Many people have the idea that Macbeth was entirely a victim of fate. Such, however, is not the case. None of Shakespeare's characters are thus portrayed. In all his plays he gives all his characters the power of choice. Fate is no man's determining force, naturally speaking, and Shakespeare would not make so great a mistake as to have any of his characters overruled by the decrees of the Saxon Wyrd.

The power of the weird sisters is not absolute but relative. Where there is no evil they do not have any power. This is proved very strongly in the third scene of the first act. All the witches hail Macbeth as thane of Cawdor. They do more than that: "All hail, Macbeth, thou shalt be King hereafter!" They proclaim him lesser than Macbeth, and greater:

"Thou shalt get kings, though thou be none;

So all hail, Macbeth and Banquo!
Banquo and Macbeth, all hail!"

The kingship is the very thing he has been thinking about. That is the reason for the occasion of Banquo's question: "Good sir, why do you start, and seem to fear things that do sound so fair?" The suggestion to Macbeth that others may know of his evil intentions troubles him. Whenever a person is on a tension, having done or thought an evil deed, he is likely to be confounded when confronted with the same thing by somebody

else. The "thou shalt be king hereafter" encouraged him very much. Macbeth still has the power of choice. He has not yet done any evil. He still has a chance to do the right thing. He proves that he has a great desire to hear the sisters when he says:

"Stay you imperfect speakers, tell me more."

It agrees so very well with what he had thought that he cannot see them going. His "Would they had stayed" shows how they appeal to him. Evil associates with evil. It is not difficult for a person to receive sanction of evil if one goes to evil doers.

"Oftimes to win us to our harm,
The instruments of darkness tell us truths,

Win us with honest trifles, to betray's
In deepest consequence."

Hecate says later in the fifth scene of the third Act,

"He shall spurn fate, scorn death, and
bear

His hopes, 'bove wisdom, grace, and
fear;

And, you all know, security
Is mortal's chiefest enemy."

She simply harps on what is already in Macbeth's mind. She, as well as others, presents nothing new. In other words they originate nothing. Macbeth is no longer his own determiner of destiny. He says, "Which must be acted ere they may be scann'd." He is in the firm grip of fate. No longer is he a free moral agent.

The loathsome ingredients of the hell-broth, which the weird sisters brew in Act four scene one, work as a magic charm on him. The first two apparitions which appear, act as "artificial sprites which draw him on to his confusion." They strengthen the witches testimony. When the third one comes his confidence in them is clinched. Their work is finished. He has gone down the scale farther and farther,

and no longer is there any hope for him.

In considering the agency of the weird sisters the witches simply harp on what he desired or premeditated. The evil in Macbeth responded to the evil as suggested by the witches. If we associate with the good, and think only of that, the evil, although suggested, will have no power over us.

Shannon Lectures

Professor T. W. Shannon who represents the World's Federation of Purity visited this place on April first and second and delivered a number of lectures to the ladies and gentlemen separately and also to mixed audiences, on the subjects of Heredity, Environment, Sex Hygiene and Morality, Physical, Mental and Moral Preparation for Parenthood, Courtship, Marriage, Divorce and many more similar subjects. He is a man with a strong personality and a kind heart and was heard at this place by intensely interested audiences. His lectures and private talks have been of great help to many at school and we wish him rich success in the fight that he is helping to wage with an ever increasing number of other good men and women against the evil and degradation of this world.

It was through the efforts of Prof. Shannon that a White Cross League was organized among the gentlemen

having over sixty members. It is beginning its work under the leadership of President W. K. Kulp, and Secretary J. D. Reber. The White Cross Pledge is one that should be lived out by every Christian.

I.....promise by the help of God:

1. To treat all women with respect, and endeavor to protect them from wrong and degradation.
2. To endeavor to put down all indecent language and coarse jests.
3. To maintain the law of purity as equally binding upon men and women.
4. To endeavor to spread these principles among my companions and to try and help my younger brothers.
5. To use every possible means to fulfil the command, "Keep thyself pure."

There has also been organized a White Shield League among the ladies, which has over fifty members.



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The Undiscovered Gold Mine.

A little over a half century ago the valleys of the Pacific coast were sparsely populated and the gold mines of California unknown to the pioneer. But with the discovery of gold in this far western state in 1848, the eyes of entire North America were directed toward this western Eldorado; thousands of people caught the mining fever and pressed with great speed toward this land of treasure, many of whom died while crossing the American desert and left their skeletons as guide-posts to those who followed them in

their wake. Thus at the cost of many stalwart lives the extreme west was quickly settled and the rich gold mines discovered one by one.

Among those whom the mining fever captivated was a young man who at the age of twenty-six had gone to Nevada as a private secretary to his brother. He intended to stay only several months but he spent seven long years in this western country. As he did not happen to strike much pay-dirt in his mining career, he entered upon the work of a newspaper reporter and finally became a distinguished

editor. Thus did Mark Twain discover the gold mine of his genius as a writer and in a few years produce the inimitable volumes called "Roughing It," and "The Adventures of Tom Sawyer."

The life of Sir Walter Scott tells a similar tale. He had made himself famous in verse by his stories of the old feuds between the Highlander and the Lowlander, and between the Scotch and the English lords of the borders; but he began to realize that his genius as a writer lay in writing prose tales which no living auth'r could excel. He also realized that he was being surpassed in the realm of poetry by Byron and partly for this reason turned the full power of his genius on historical fiction and brought forth from his mine of wealth a treasure not as yet discovered—the novel *Waverley*. The world recognized the worth of the work and hailed him as a genius.

From the lives of these two men it is evident that they were both guided in their early career by the rushlight of fancy while the sun of genius was obscured by the night of inexperience. These men, in order to become immortal, had to liberate themselves from the shackles of ignorance and fancy; an awakening to their real mission in life was necessary; their gold mines of genius had to be discovered and exploited.

We may hear of the success of good and noble men; we may eagerly aspire to the deeds of philanthropists, writers, and reformers; but unless we discover the golden mine of our genius, we cannot live life at its best. We may be engaged in some work that is noble, yet we might be doing something nobler; we perhaps have discovered the copper

mine of fancy. We may be doing a work that is holy, yet we might be doing something holier; we perhaps have discovered the silver mine of talent. We may be pursuing the design of our creation; if so, we have discovered the gold mine of genius. It is of the utmost importance that we discover this gold mine; and it should be the purpose of every college and university in the land to assist young men and young women in this great quest. For a life lived with an unexploited mine of genius is a life whose wealth has failed to enrich some one of God's needy children. The question now comes: How may we discover the gold mine of our genius?

In the first place, we wish to state that very few have made this discovery without first getting the mining fever. To discover in which direction our genius lies requires that each individual shoulder a pick and a shovel, for it will require some digging and much "dirt" may have to be shoveled before any pay-dirt is discovered. A noted inventor gives the composition of genius as follows: 90 per cent. perspiration; 10 per cent. inspiration. The sooner the average American college student learns this formula, the sooner will he discover the gold mine of his genius. Very little gold has ever been discovered without a search for it. So, father, if your son has a desire to experiment on your farm, in your office, or in your store, let him follow what may seem to you the rushlight of fancy for it may prove to be the rising sun of his genius.—the dim light of his accomplishments may be the reflection of the gold mine upon his deeds. If he has a desire to go to college, give him a chance to use the pick of thought

and discipline so as to enable him to discover the mine of his genius. The discipline of a college education has assisted many young men and women to turn from the mines of copper and silver to those of gold; to turn from a life of fame to a life of service. So whether we are to discover through our experiences on the farm or in school, in what direction our genius lies, it must be remembered that such a discovery will hardly be made without diligent application to the task. We must get the mining fever, and start at once for the mine.

There are many who get the mining fever but do very little digging. These, of course, discover very little gold. Every college has those students who saunter through her halls and enter her class-rooms, with pick and shovel in hand but rarely use them,—some even seem to have lost all their tools. They lack the inspiration of work; they lack true college spirit. Some students are deluded in the hope of discovering their line of genius by the use of the baseball bat and the football. Athletic tools will pass to clear the surface soil but will never pierce the strata of rock lying upon the rich vein of gold. When athletics occupy too much of the students' time the authorities of such an institution ought to use discretion and give those students the proper tools. Then, there are those who ride through the realms of

Cicero, Virgil, Livy, Plautus, Demosthenes, Plato, and Sophocles, and even through the wide domains of Lessing, Goethe, and Moliere on a "Linear" broncho or on a "Handy" pony. Of course these worthies are dead and gone, and hence say nothing; but the time will come when your bronch and your pony will die and you will have to foot the hill alone; then woe to him who never learned to plod. There will be the rub; *Pedes* will triumph over *Eques*. Gold mines are discovered not by riding about in state, but by digging into the earth.

It is perhaps thought that not every one is endowed with genius, and that consequently, there is no gold mine of genius to be discovered by every one. This is a mistake, for each individual is created with a purpose in view and is endowed with certain qualities especially adapted for the realization of that purpose. As soon as man finds what that purpose is and wills to use his talent in that direction, God's will will be done in earth as it is in heaven. Nothing will assist so well in the discovery of the gold mine of genius as a college education and good common sense. If we desire to uplift society; if we wish our names to be remembered by posterity; if we hope to meet the approbation of our Creator at the end of the world, we must rouse ourselves from our lethargy, discover and exploit the gold mine of genius.



School Notes

And what is so rare as a day in June?
Then, if ever, come perfect days;
Then heaven tries earth if it be in tune,
And over it softly her warm ear lays.

—Lowell

It is the month of June,
The month of leaves and roses,
When pleasant sights salute the eyes
And pleasant scents the noses.

—N. P. Willis.

June has come to College Hill bringing with it all the pleasantries and excitement of Commencement Week. Everybody is heartily invited to attend our different public programs during Commencement Week beginning on the evening of June the eighth and ending on Thursday noon June the twelfth. The Commencement Week Calendar follows:

Sunday, June 8, Baccalaureate Sermon, at 7.30 p. m., by I. W. Taylor, Lititz, Pa.

Monday, June 9, Music Program at 8.00 p. m., by Music Department, in Music Hall.

Tuesday, June 10, Graduating Exercises, Commercial Department, at 8.00 p. m., address by Dr. W. E. Dengler, Philadelphia, Pa.

Wednesday, June 11, Class Day Program, at 2.00 p. m. Alumni Meeting at 8.00 p. m.

Thursday, June 12, Commencement Exercises, at 9.00 a. f. Election of Trustees at 1.30 p. m.

The graduating class of Elizabethtown College in the year nineteen hundred and thirteen is as follows:

Pedagogical Course

Rebekah Sheaffer, Irene Sheetz, Nora Reber, C. L. Martin.

College Preparatory Course

A. L. Reber, C. J. Rose, E. G. Diehm, I. R. Herr, H. D. Root, Alexander Mack Falkenstein.

English Scientific Course

Rhoda Miller

English Bible Course

Sara Moyer, Mary Schaeffer

Music Teachers' Course

Della Shank, Carrie Dennis.

Commercial Course

Ruth Landis, Lydia Miller, J. Z. Hack-

man, Hiram Eberly, H. B. Brumbaugh, E. G. Long.

There are also a number of graduates in the sewing course this year.

Mr. Leiter made an announcement in the dining hall on the evening of April the eleventh calling a meeting of some ushers after which Miss Myer supplemented his announcement by adding that the ushers were not appointed for a wedding ceremony but for the Anniversary exercises. A great disappointment.

Baseball is still claiming much interest. The series between the Kulpites and the Herrites resulted in a victory for the Kulpites by a score of three games to one. Another series has been finished which was played between the Lancaster County Champions and the All Stars and which has resulted in a great victory for Grand Old Lancaster County. The scores of the different games are:

Lan. Co. Champs	All Stars
First Game 17	13
Second game 7	6
Third game 3	4
Fourth game 11	5

All Stars.	Lanc Co. Champs.
Merkey, 1b.	A. L. Reber 1b.
Shelley, s.s.	H. F. Shank, s.s.
Rose, 2b.	Herr, 2b.
Burgess, p.	Kulp, p.
Lineaweaver, c.	Geyer, c.
Shenk, H. P. cf.	Hershey, cf.
Edris, lf.	Engle, lf.
Kinzel, 3b.	Brandt, 3b.
Kreider, rf.	Diehm rf.
*Swope	*Substitutes.
*Wenger, E.	

Last term there was a "Deutscher Tisch" in the dining room, der aus

Studenten bestand die Deutsch studierten. Before the tables were changed at the beginning of the term these "Deutsche" had a feast which was very unlike the usual set-out. The menu consisted of the following: Hueshner suppe, Wasserkress, Pfeffergurke, Weissbrot, einundzwanzig quart Wurzelbier, Roggenbrot, Kartoffeln, Sauerkraut, Wurst, Thee, Bretzeln, Huehnerbraten, Eier, Gemischte Sueszen Pfeffergurke, Oxhoftkaese, Blutwurst, Schweizerkaese, Kartoffelshnitzel, Kesselkaese, Zwieveln, Leberwurst, Kuddelflecke, Hæuschenkaese, Frankfurter, Oelbeere, Kartoffelsalat, Aepfel, Zuckerdicksaft, Runde Schmalzkuchen, Pfefferkuchen, Schokoldekuchen, Milch, Knoblauchbolognawurst, Telamiwurst, Cereblatewurst, und so weiter, etc.

Miss Springer: "Mr. R. would you do a favor for me?"

Mr. R.: "Certainly."

Miss Springer: "Well, please don't stare at me so much in class. It is very embarrassing."

On the evening of Arbor Day, April the eleventh, there was held in the College Chapel the Twelfth Anniversary of the Keystone Literary Society and the Second joint Anniversary of the Homeric Literary Society. The officers of the occasion were: President, W. E. Glasmire, '07, Palmyra, Pa.; Vice President, Daniel V. Shank, Shrewsbury, Pa.; Secretary, Miss Mamie Keller, '12, York, Pa.; Chorister, Miss Kathryn Miller, Green Castle, Pa. The following program was rendered:

Invocation—Frank Carper, Palmyra.
Ladies' Quartet.

President's Address—W. E. Glasmire.
Palmyra, Pa.

Recitation—George Washington, Gertrude Newcomer, '08, Waynesboro.

Paper—"Domestic Science," Mary Hertzler, '05, Elizabethtown, Pa.

Girls' Chorus—Welcome Pretty Primrose.

Address—The Wonderful Land, Rev. Frank Croman, Elizabethtown, Pa.

Male Quartet.

Benediction—Rev. Frank Croman.

Student: "What is love?"

Miss Lydia Miller: "Love is an inside and an outside all overness."

Subscribe for Our College Times before you leave school.

We wish to criticise the incorrect grammar of one of our lady students from Dixieland when she says: "I are her (Herr.)"

The Bible Department of the school gave its social on the night of March the twenty-second in honor of the one hundredth anniversary of the birth of David Livingstone the great African missionary. Mr. Waltz gave an illustrated lecture on this occasion.

Teacher in American History: "What is free coinage?"

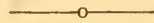
Student: "Free coinage is when any one can bring his bunions to be coined."

On the evening of April the twenty-fourth Dr. D. W. Kurtz, pastor of the First Church of the Brethren in Philadelphia, gave the last lecture of the regular Star Course on the subject, "The Meaning of Culture." We realize this lecture to have been a true exposition of what true culture is and its value. A large audience listened to this lecture and appreciated it very much.

A committee of three has been appointed by the Eastern District of the

Church of the Brethren to consider the advisability of placing Elizabethtown College under the auspices of the Church of the Brethren.

Three of our teachers, Misses Stauffer and Myer, and Professor H. K. Ober are attending the Annual Conference of the Church of the Brethren which meets this year at Winona Lake, Indiana. Miss Stauffer who has charge of the Bible Department has finished all of her work here and will not return before the next school year.



K. L. S. Notes.

The Keystone Society met in regular Literary session on May 9. The newly elected officers were inaugurated. The president then gave an address on Self-reliance.

The following Lyric program was then rendered:

Solo—"O My Luve's Like a Red, Red Rose,"—Ruth Coble.

Recitations—"To a Mountain Daisy," "Ode to the West Wind,"—Percy Shelley.

Recitations—"The Last Leaf," "A Man's a Man for a' That"—Lillian Becker.

Recitations—"To a Skylark," "Evelyn Hope,"—Mary Hershey.

Song—"To Celia"—Male Quartet.

Recitations—"The Old Familiar Faces," "Intimations of Immortality" Helen Oellig.

Recitation—"Elegy Written in a Country Churchyard,"—Edna Wenger

Recitations—"The Courtin'," "The Chambered Nautilus,"—Edna Brubaker.

Solo—"Auld Lang Syne,"—Harry F. Shank.

Literary Echo—Harry Moyer.

On May 23 the Society met in executive session. One new member was elected. The following program was then rendered:

Music—"Auld Lang Syne,"—Society

Declamation—Mr. Elam Zug.

Reading—"The Conjugation Dutchman"—Esther Sauder.

Impromptu Debate—"Resolved, That the President of the United States should be elected by the direct vote of the people."

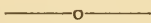
Debated affirmatively by C. J. Rose; Negatively by E. G. Diehm. The judges decided in favor of the Negative.

Solo—"Roses"—Bertha Perry.

Recitation—"Mona's Waters"—Iva Spangler.

Literary Echo—Harry Moyer.

The program on May 16 was postponed on account of a lecture by Dr. Ellis.



HOMERIAN NEWS.

The number of our members is still increasing. At one of our recent private sessions we were pleased to elect Wm. K. Kulp an active member. Miss

Elizabeth Myer lately favored the society with an address on Pronunciation. The discussion proved to be interesting as well as instructive. At our last private meeting the following officers were declared elected by the secretary: Speaker, H. H. Nye; Vice President, W. K. Kulp; Monitor, Gertrude Miller; Chaplain, Lydia Stauffer; Secretary, I. J. Kreider; Critic, J. G. Myer.

On the evening of May 30, a public program was rendered.

Prayer—Chaplain.

Music—Ladies' Quartet.

Recitation—Tim's Vacation—Agnes Ryan.

The Witch Agency in Macbeth—B. F. Waltz.

Railroads a Factor in Civilization—J. D. Reber.

Vocal Solo—Katherine Miller.

Reading—Arena Scene from Quo Vadis—Gertrude Miller.

The Educational Value of Latin and Greek—L. W. Leiter.

Interpretations of Musical Selections, Leah M. Sheaffer.

Critic's Report—J. G. Myer.



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Commencement is coming! Alumni, you should be thinking of E'town now! You should be planning to attend the exercises of Commencement week! You should at least arrange to be present on Alumni day, Wednesday, June 11. Do not let your seat be vacant at the supper! Be on hand for the evening program, and especially for the business session.

The invitations to the luncheon have been issued and every member should have one. If you did not receive any come at any rate, as it was an oversight. Address a card to Irene Wise of Elizabethtown and she will forward you an invitation.

Miss Kathryn Moyer will recite at the Alumni program and the chief address of the evening will be delivered by Amos P. Geib, now of Brooklyn, New York. The program bids fair to be a very interesting one. Be sure to be here!

Prof. R. W. Schlosser had charge of the services in the Spring Creek congregation on Sunday, June 1.

Mr. and Mrs. Frank Byer who were at the Bethany Bible School during the past year are now in Sterling, Illinois where Mr. Byer has charge of the Church of the Brethren.

C. L. Martin, '12, sang at an Anniversary program at Millersville on May 2.

F. L. Olweiler paid the school a visit and attended the public meeting of the Homeric Literary Society.

A letter from Henry J. Sheaffer, now working in Butte, Montana reads in part as follows:

"I have not forgotten the good I received while attending E'town College and when I see my way clear I will be back to take the opportunity of completing your three years' business course. I will give you all the support I can to make the school a success."

Mr. Sheaffer also subscribed for "Our College Times." Can you say as much?

John Miller and James Breitigan were present at the lecture given by Dr. Ellis. We are glad to see them with us frequently.

Carrie B. Hess was also one of the Alumni who enjoyed this lecture.

W. F. Christman was a visitor at the College a few weeks ago. The grand old town and College Hill have pleasant spots for him.

Mrs. Frank W. Groff paid a week's visit to her parents in Bedford County. She reports that she had a pleasant trip.

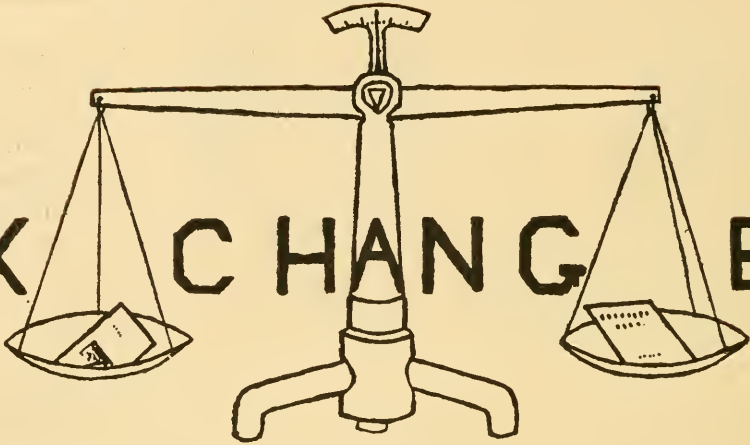
L. D. Rose who taught in Somerset County last year, expects to be at the Commencement exercises.

W. K. Kulp attended the Ephrata lovefeast on May 24.

L. W. Leiter took a trip across the river several weeks ago.

Prof. J. G. Mever intends to spend a part of his vacation in summer school Columbia University.

EXCHANGES



In many cases the standard to which a paper rises, depends directly on the Editor-in-chief. In the first place the Editor-in-chief usually appoints all the associate editors. In this his selection bears a direct influence on the paper. Should he choose some one who is simply a good friend, the chances are that the fact of mere friendship between editors will not produce a good paper. Mere friendship is not sufficient; appointee must have the ability to meet the requirements to produce his share of a good paper. Right here the appointee must have the ability judging of the Editor-in-chief,—the power to gather around him the best ability in the school.

Secondly, every article in the paper passes under the judgment of the Editor-in-chief. What he allows to pass depends on his good or bad judgment, and characterizes his judgment. If he has the power to sift the best from the articles presented his paper will be of that type. Hence, when you judge a paper, you judge the Editor-in-chief to a large extent.

The Senior Number of The Carlisle Arrow is quite an improvement over

the other issues. Its cover is neat. The photographs make it interesting. We especially like the article on "Interesting Features of Lancaster County." William Garlow's article, "Possibilities of spare Moments," ought to be read three times a day by some students.

The Palmerian is the best looking paper on our list this month. It gives us a fair literary department. The editorials are, however, rather conventional.

The exchange editor of the Muhlenberg surely spends some time being about his business. Read the exchange articles.

Read, "Is the Cost of Living Really Increasing?" in the Susquehanna. Seemingly the Editor-in-chief of this paper has pretty sound judgment. The Susquehanna may be classed among the "Reliable."

"Loyal Alumni" in The Albright Bulletin sets forth an excellent truth. The success of a school depends largely on its alumni. Loyalty has almost classed itself among the cardinal virtues.

If you wish to produce a good paper, pattern after the neatness of the Palmerian, the depth of the Albright Bulletin and the balance of the Susquehanna.

When so many of the editorials try to tell us that "spring has come" "another eight months have gone past," "only three months of school are left,"

"we find that we are again at the close of another school year" and "with the first days of spring," we realize that some editors need to wake up and learn that this is 1913. That old conventional way of saying things is soon ready to be placed in some historical museum. Editors please give us something to think about.

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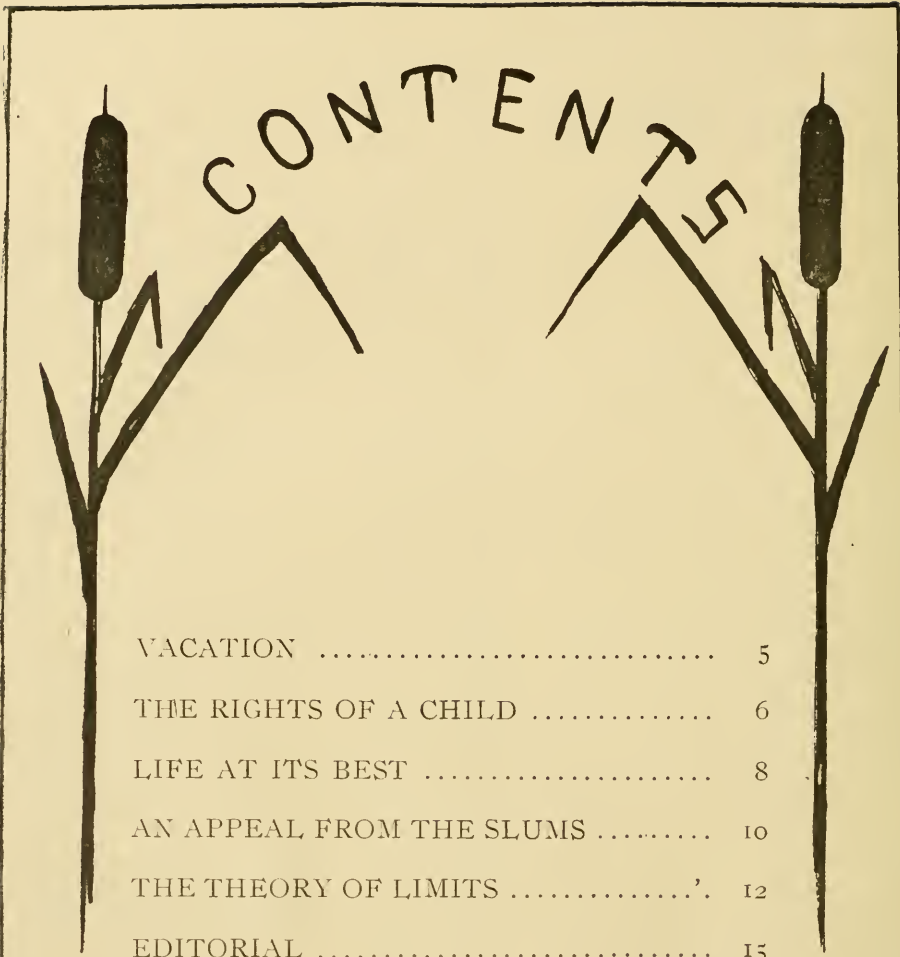
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Our College Times

VOL. X

ELIZABETHTOWN, PA., JULY, 1913

No. 10

Vacation.

These halls which but lately resounded with glee
Are as drear as a port with its vessels at sea,
As still as the vaults of the dead, yet as charmed
As the fireside where childhood was sheltered and warmed.

Like a casket which treasured a necklace of pearls,
Or a crib where once nestled a brow wreathed in curls,
So these precincts are hallowed, though cheerless today,
Where young life has cherished the dream of its May.

And will they return to enliven the port,
Student craft of every description and sort,
From their holiday cruise sailing over the main
Return to renew the old friendships again ?

Some will never, the farewell forever is said,
The last parting salute o'er the waters has sped ;
O'er the wide, wide universe free shall they roam,
Never sighting the port of the old college home.

May none of these gay gallant cruisers so brave
Prove a foundering wreck 'neath the billowy wave,
But the voyage made safely 'mid tempest and shoal,
Through the narrows sweep into the port of the soul.

The Rights of the Child.

C. L. Martin.

All through the cold winter days the flowers of spring time, the grain of summer, and the harvest of autumn lay hidden,—indeed Nature's dress all lay hidden in the little buds. The mighty sun in his majestic calmness entreated the flowers. The dripping, tapping, pattering rain knocked at their door. The blue bird, the wren, and the robin twittered their soprano, the old frog in the meadow croaked his bass to the rippling and rushing of the little stream and to the drumming of the woodpecker. And forth came the flowers dotting the hillside with gems of radiant beauty.

As the buds of springtime grow into the fruit of autumn, and as the acorn bursts forth to be the gigantic monarch of the forest, so the child develops from helpless infancy to stately manhood. Rob the buds of sunshine, moisture and nourishment and they die, but care for them and they live adorning the earth with beauty and blessing it with plenty. Rob the child of good birth, sell his school days, let fate be the guardian of his soul and you contribute to the warfare between right and wrong one more demoniacal monster. Rear him well, care for his health, develop and guard his soul, educate him, and he will bloom forth an honest, mighty man, a jewel whose splendor shall shine through eternity.

Every child has fundamental rights which must be fulfilled if he shall be

worthy of his creation. Every child has an unquestionable right to be born well. But is he? The vilest and most wicked debaucher may legally help to perpetuate the American people. Every child has a legal claim to good health and a liberal education. Is he getting them, when the institutions for the physically, mentally, and morally defective claim more people than all the colleges in the land, and when the fields and streets are dotted with children that ought to be in school? Every child has an unbounded right to good character—God wills that he shall have it, but no, from the very first the demoniacal forces of vanity with their dirty fingers strike all the discords of life from the divine instruments upon which only angels should play.

Such is truth and upon its consideration hangs the destiny of our country. Let us now investigate its present application. Many a time have I stood at these windows and scanned yon hillside and valley dotted with numberless fertile farms, equipped with the best machinery. Near me the town, hummed the busy tune of industry. I heard in the distance the chorus of school bells, I held my breath in terror; my heart thumped in anguish to know that the men of tomorrow, the boys of today, are forced to sell their school days to satisfy someone's greed for worldly attainments. The field, the street, the factory, the greed

for money, claim the boy. Pull from the tree of life the blossoms ere they become fruit, draw from the boy the vitality he needs for his own development and send him on the road to endless inefficiency, increasing misery, earthly debauchery, and eternal destruction and your boy is gone.

Mothers, when your child is lost in dreamland cuddled in his little bed think with me to the mine, the workshop where hundreds of little fellows like yours in spite of law are wasting their lives to satisfy the greed for money.

The question arises: Can these conditions be altered? The time and money wasted in Elizabethtown alone if economized would send ten boys each year to the best colleges in America, pave the streets, establish and maintain a public library, support an excellent, first-class High School, help every youth out of the factory, and place him in the school. Do we wonder where our resources go when one saloon's income for 1912 amounted to sixteen thousand dollars; when enough time is wasted in one Saturday night to build an average double dwelling house, and when our moving picture shows and pool tables rival our churches in finance.

Daily by these processes boys and girls are being starved and actually murdered. Shoot a man down and the gallows is your end. Yet legislative bodies allow this progressive process

of human butchery to go on and at the same time carefully guard the lives of the toads and frogs in their commonwealths. Our modern cow barns bear the notice: No Spitting on the Floor. But I have seen the floor of a school house take the place of a school director's spittoon. Our attitude toward our children in some respects is even far inferior to our attitude toward the meanest brutes of the dust.

The scene of distress is before you. Through its blackness I see the flames of fury. Over it hovers the fiery cloud of divine wrath. I hear with horror the thundering of remorse, the shrieks of misery, and the rattling of the vice machines of greed, of love of money, of vain pleasures, go leaping tumbling rolling to the very jaws of hell carrying with them every child that falls in their way.

The heartless beasts commonly called man look on this scene unmoved. In it there is no significance for them. But so great is its meaning that truth even speaks forth. Mighty works of men are not mere fortunes, but he is great who brings to light the good in others, oppresses evil, and crowns righteousness king. He is great who lifts the soul a little higher. Then back with the man who has only houses and lands, only fortunes and farms, and bring to the front the man who guards the rights of the child.



Life at Its Best.

C. J. Rose

The most perplexing problem which confronts the scientists today is the discovery of some means through which life may be created. All their efforts in this direction have been in vain. God alone can create life. Ask a child what life is, it will answer life is play; ask some fair maiden, she will answer life is pleasure; ask a soldier, he will say life is glory; ask a statesman, he will say life is emptiness; but ask a real, consecrated mother what life is and she will answer life is love, hope, joy, strife, and duty, and in this sense, let us consider Life at its Best. True service to humanity comes only through the person who is conscious of his duty, and strives earnestly, patiently, and sincerely to fulfill his mission in life.

Life is divided into three stages: life before birth, life after birth, and life beyond this world. Each period is dependent upon the other. A child's training should begin before it is born. The mother's physical, mental, and moral life is in her blood. Through her blood the child is furnished not only with air, water, and food; but with life. Love and anger, joy and fear, grief and jealousy, all change the character of the blood, and influence the life and energy of the mother and her offspring. Each new being born into this world is the sum total of all the influences, good and bad, of his ancestry. The child is largely the product of its parents through their blended personalities.

In the next place, let us consider life after birth. The early training which a child receives in the home and the school will determine largely the extent to which he will fulfill his life purpose. The time to train a child in order that he may be self-directive in later life is when the mind is plastic. Habits are formed in early life. Hence, the greatest care should be taken to have the child form good habits, instead of bad ones. Discretion must be exercised in helping the child choose his companions. Environment is a great factor in moulding and in influencing the life of a child. Make the environment what it should be, and you will have a well-trained child.

The plea comes today for energetic, industrious, trustworthy young men and women. To meet this demand, they must be taught the ability to direct their own culture and the desire to build sterling character. The young must school themselves for service, instead of being satisfied with present attainments. This schooling should consist in developing all the inherent faculties, instead of only a few. The motto must be: "Depth for efficiency and breadth for power", otherwise, the boy or the girl will not be able to cope with the stern realities of life. Their life purpose will be frustrated, and they will live in ignorance. Life at its best is lived only by those who possess noble, genuine character, and are instrumental in lifting the race to higher standards of living.

Martin Luther, in early life, saw the great need of making the best use of his opportunities. He was aware of the fact that true character could never be realized by idling away time and by seeking the pleasures of this world. His God-given talents were developed in time of great oppression through his boldness, determination, self-reliance, and his faith in God. His moral courage caused him to stand firm on the rock of reason, holding high above his head in every flood, the Word of God. His immortal words, when asked to recant his statements against the doctrines of the Papal Church, were these: "I can retract nothing unless I am convinced either from Scripture or by clear argument. Here I stand. I can do nothing else. God help me."

Booker T. Washington, the American negro educator experienced many trials and hardships in his youth. In the face of all this, he schooled himself in order that he might instil into his own race higher ideals of living. In all his noble undertakings, he has met with the greatest success. He is not only known as a man of earnestness and power, but also as a farsighted and practical reformer.

Horace Mann, one of the most distinguished of American educators made an earnest effort to uplift mankind philanthropically, educationally, and religiously. No man was more strongly moved by the modern passion for social improvement. Although he met with great opposition, he conquered through his earnestness and enthusiasm which spurred him on to action. His practical ideas, his devotion to truth and right, his sense of duty, his unselfishness, his benevolence, all were

marked characteristics which will continue to wield a powerful influence, at all times, throughout the educational world.

Frances Willard, the great temperance reformer of America, was the heroine of a thousand conflicts, the victorious leader of a thousand battles in the cause of right. She was the most unique woman the ages have produced. She was filled with enthusiasm and zeal, love to God and to humanity. Angelic anthems chanted by countless multitudes can recount only the valorous deeds of this remarkable heroine. It is said: "Long after the temperance reform has become a matter of history, long after the "Woman Question" has brought about the equality of men and women, political, social, and financial, the name of Frances Willard will be remembered, not only as one who led a great movement, but as one who gave her life, her talent, her enthusiasm, to make the world wider for women and better for humanity." These are a few of the many examples of noble-hearted men and women who have lived Life at its Best.

The supreme need in this world today is men who have enthroned the spiritual life. Without God there can be no complete unfolding, growth, development or progress. It matters little how many talents you have, but it matters a great deal more how you develop and then use those talents in service to humanity. Let us ever remember that as we live up to our opportunities, as we educate ourselves, and as we bring ourselves in tune with the Infinite, can our lives be an everlasting hymn of praise to Him who rules on high.

An Appeal From the Slums.

Rebekah S. Sheaffer.

Go with me if you will while we walk down Water street, New York City. Keep your senses about you or you may be torn from me by the thousands of people rushing here and there seeking food and shelter. As we pass along, we are attracted by a massive structure. A faint cry from one of its windows hundreds of feet above descends to our ears. Curious we enter a doorway when we find ourselves in a dingy, dirty hall that terminates half a block to the rear in a dark narrow stairway. After ascending six flights of stairs, we have gone only half way to the room from which the cry came. Finally, we reach the tenth floor. A ray of light from a nearby room attracts us. We pause and enter. Here are two children lying on one cot; one afflicted with tuberculosis, the other suffering from a broken leg. A baby is playing in the filth on the floor. The mother is bending over a washtub and is weeping because of her husband who is lying in delirium tremens in a rendezvous in the Bowery. In this condition we find thousands of families as we pass through one square.

In this, God's world where Nature calls forth in everything the sublime, where prosperity overshadows the remotest avenue, where love makes its path into the deepest recesses, where service characterizes every living thing (from the amoeba to man) there exist such conditions as terrify the imaginative mind.

Instead of green lawns, we find in the tenement districts of our cities nothing but miserable streets; instead of the chirpings and warblings of birds we hear the cry of distressed children. Massive buildings, the art of man, take the place of the forests, the handiwork of God. Doorsteps and alleys furnish here what fine lawns afford to rural life. The workshop is converted into a gambling den and the home is supplanted by the saloon.

From such places as these we hear a voice smothered as it were by filth, debauchery and crime, telling of the agony endured by the helpless, and the misery and degradation suffered by the innocent. A most agonizing cry ascends to our ears from those who exist in the midst of this environment. A cry for mercy it is from those who are dying in the clutches of ruin.

We have heard the voice telling us of the slums. We have recognized the cry in the slums. We must acquaint ourselves with the appeal for help from the slums.

As early as 1820 the appeal came to us as a result of the eight thousand immigrants who thronged into our ports. Crowded conditions of the city were at once felt. Because of the great demand for houses, rents were raised and consequently the poor aliens—immoral many—with poorer Americans were forced to seek homes in the undesirable portions of the city. Each year brought its six, eight or ten thousand

more until in 1865 the annual influx had increased to 200,000. It led to a congested population, to poverty, crime, and immorality.

It gave rise to economic problems that had never before existed and the situation in the slums waxed more and more intolerable until today the appeal comes to us as a demand—a demand that needs our greatest capabilities and most strenuous efforts.

Why does this appeal come to us? It springs naturally from the trinity of evils:—intemperance, pauperism, and crime. Drink, gambling, white slave traffic—these are forces at work tearing down what the church, reformer, and society are aiming to uphold. The appeal comes as the result of the former and the answer must come as the work of the latter.

“There are many who in times of obvious crises, when the bugle summons to battle, cheerfully make great sacrifice even unto death, but who in times of peace are unwilling to give any time or effort to public good,” notwithstanding this, God has sown in some souls the seed of his bounteous mercy and the reaping day is coming. Rescue missions, socialized churches and social settlements are being instituted. Among those few prophetic souls who recognize the essential oneness of society and try to express it in practical living is Jane Addams of Hull House fame. She is the founder of the Pioneer Social Settlement of America, which she started in the slums of Chicago, which has lifted thousands from veritable cesspools of perdition to positions of rank and homes of splendor.

If one magnanimous soul can ac-

complish this, how much more can be done if all do their duty? Every individual must put on the armor of righteousness and determine to relieve those who are down in the very pits of sin. He must act his part as a royal citizen and help to make a government that will stand for the right; that will enact laws to crush forever these gigantic forces of evil.

It is time for each one of us to recognize that he is a capable and responsible unit in the great aggregation of the masses. Whether we live in palace or hut, it is ours to sacrifice ourselves to the work, to devote all our powers to the rescue of the poor creatures of the underworld.

It is the duty of the church to answer the appeal by improving both people and tenements. We believe that the New Jerusalem comes down from God and that before help can be given, religion must be brought to bear on the people in the tenement districts. Cooperation of all churches is necessitated by this demand in this great fight. For a social regeneration we must save the city to save the nation; we must rid the slums of all evil; we must rid the city of all slums, or see our young people rush into endless ruin, society into nothingness, and the nation into disgrace.

Oh, Americans. Can you not hear the cry from these afflicted ones? Do you not see their degradation? Can you not feel their very life ebb away under such oppression? Will you sit idly by, in ease and luxury while others die at your very door?

Men and women, it is for us to save the city. It is for us to be a father to the fatherless, a husband to the

widow. The appeal has come. We must face this problem. It demands our immediate attention.

Then let us enter the fight! Let us rise in our strength! Let us wage this war for the abolition of every sin of the slums. Let us cast out the saloon, the brothel, the gambling den,

and in their place, substitute the home, the school, the church.

Let us make of the city, a center of civic and moral righteousness, that it may, indeed become a haven for ideal citizenship, a boon to the industrial world, a support to our civil government, an honor to the nation, and a glory to God.

The Theory of Limits.

E. G. Diehm

Unroll with me the scroll of History and study for a few minutes conditions in ancient Egypt. We find that about three thousand years before Christ the Nile River would at times overflow its banks and after the waters had receded the Egyptian peasants discovered that parts of their rich soil had been washed away. This made it necessary for them to re-measure the land and reestablish the land marks which they did by dividing the land into quadrilaterals. Thus away back in Egypt over four thousand years ago originated the principle from which grew the magnificent science of Geometry. Geometry in its literal sense means earth measure; but today it is known as the science of certain abstractions which the mind makes concerning form. In this science of Geometry which has passed through five different epochs of development; namely, the Egyptian, the Greek, the

Hindo, the Arabic, and the European is found the most remarkable theory in mathematics, the Theory of Limits. The rigor of modern analysis depends upon the high state of perfection of this theory. The mensuration of curves and surfaces, the treatment of series, and the foundation of Calculus rest upon this theory. The Theory of Limits then as we understand it, is simply this: We endeavor to walk across this room, we walk half the distance, we become a variable approaching that wall as a limit, we walk half of the remaining distance, and continue each time walking half of the remaining half, but in theory we will never reach that wall because there is always a half remaining. The fundamental laws governing the Theory of Limits are the commensurable and incommensurable magnitudes. The commensurable magnitudes are magnitudes that have a common unit of

measure while the incommensurable magnitudes vary in value, hence do not have a common unit of measure.

Just as we have in the Theory of Limits in Geometry commensurable and incommensurable magnitudes so we have in the Theory of Limits of life commensurable and incommensurable ideals. The commensurable ideals have a common unit of measure and can be reached, while the incommensurable ideals do not have a common unit of measure and cannot be attained. The incommensurable ideals are those pertaining to education; such as teaching and Christianity. The commensurable ideals are such as manual labor, not involving Christianity or higher education for service which tends toward the uplift of humanity.

Today we are living in an age of moral and political corruption and the only way by which the standard of morality can be raised is for the Home and the School of our country to implant into the hearts of our boys and girls true ideals or incommensurable limits toward which to strive. The only way in which a young man can reach success is to have constantly before him a high ideal. Oh, I do not mean success measured by dollars and cents but by a higher standard of measurement—service. Service is the law of life. We are not independent beings, but we are dependent upon others and others are dependent upon us.

The fact that only three out of every one hundred young men and women are enthusiastic enough to take advantage of the splendid opportunities of acquiring a college education and the fact that there are more insane people in our country than college students

tells us that there is something radically wrong. When we consider the statement made by our Secretary of State, "That the suffering endured by women in motherhood and in rearing families is greater than all the suffering in all the wars combined," can we not in a small measure feel the grief that comes to a mother when her boy or girl goes wrong? Can we not understand why a mother is so desirous of her children making the best of life?

Yet in the face of all this thousands of young men and women throw their lives away. Why? Merely because they fail early in youth to form a high ideal, a limit which may never absolutely be attained but toward which every young man and woman should aim. Which class of ideals are we going to choose? Will it be the commensurable limit which with a little effort on our part can be attained, or will it be the incommensurable ideal which will be so far distant that it cannot be reached by leaps and bounds, but in which we become variables approaching our ideals as a limit little by little. It is no doubt the incommensurable ideal to which Emerson refers in one of his essays when he says, "Now that is the wisdom of a man in every instance of his labor to hitch his wagon to a star, and see his chore done by the Gods themselves. We cannot bring heavenly powers to us but, if we will only choose our jobs in the direction in which they travel, they will undertake them with the greatest pleasure." Let us indeed hitch our wagons to stars, and though we often become discouraged let us divide that incommensurable ideal by labor as a common unit of

measure, remembering that all men who are remembered for their deeds have become great by virtue of the incommensurable goal which they had constantly before them and by the struggle they underwent to reach it. Our best literary productions were written by men and women in adverse circumstances. Bunyan wrote his immortal *Pilgrim's Progress* upon the untwisted papers used to cork the bottles of milk brought for his meals. J. R. Green's *History of England* was written when he was in mortal illness. Milton wrote *Paradise Lost* when he was blind, decrepit, and defeated by his party. Washington, the Father of our Country, had before him the incommensurable ideal of service to his country. Lincoln who is regarded as the Savior of our Country had written out an ideal code of laws for himself.

So it has been and ever shall be. A shield will not shine until it is rubbed and polished. A diamond is not most brilliant until it has undergone the severest grinding. The world wants men, real men. Let us choose high ideals and become true men. Men who will enter this individual life and make men wiser, better, diviner; men who will enter this national life and make

our government purer. The moral law as set forth in the Bible is a limit of perfection and our government will be ideal only when through the means of men with high ideals, the civil law of our country as a variable approaches as near as possible the moral law. Let us choose the Savior as an incommensurable ideal. Christ is the limit of perfection. He lived a life of sacrifice and service, the only true measure of success. Young men! Young women! Let us indeed become variables approaching Him as a limit, little by little, step by step, "adding to our faith virtue, and to virtue knowledge, and to knowledge temperance, and to temperance patience, and to patience godliness, and to godliness brotherly kindness, and to brotherly kindness charity," and even though in this life it is impossible to quite reach Him as the limit of perfection, He will after we have done our part fill the gap that remains between our attainments and the limit of our ideal. For when we reach the brink of Time, we hope to meet our Pilot face to face and have Him bear us safely over the chasm between Time and Eternity, and launch us safely into the Haven of Rest.





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COMMENCEMENT WEEK

—Christian Workers' Meeting

The exercises of Commencement week began on the evening of June 8, when a very interesting Christian Workers' Meeting was held with Miss Leah M. Sheaffer as leader. The theme discussed was "The Christian Workers' Meeting." Mr. L. W. Leiter discussed the topic, "Who Shall Serve?" He showed the purpose of the meeting and then urged that everyone should take part in these meetings. Mr. J. D. Reber then spoke on "How to Conduct the Christian

Workers' Meeting?" He emphasized the duty of the leader and that of the program committee in selecting speakers. Mr. B. F. Waltz followed on "The Relation of the College Student to the Christian Workers' Meeting." He presented the idea that she college student must support the meeting, take only his share of the time, and not be a fault finder of the work of those who have not had school advantages. Mr. I. J. Kreider discussed "The Relation of the Sunday school to the Christian Workers' Meeting." He said that in the Sunday School

the child learns of God and worship and in the Christian Workers' Meeting he puts into practice what he learns. Mr. H. H. Nye closed the discussion on the topic, "The Relation of the Church to the Christian Workers' Meeting." He pictured the Christian Workers' Meeting as a department of church work that needs the supervision of the church, the attendance of every member, and the workers for the programs. This relation would bring about unity of work.

Baccalaureate Sermon

This service was opened by a short spiritual prayer by Bro. Rufus P. Bucher. The sermon to the graduates was preached by Eld. I. W. Taylor of Neffsville. It was a soul-inspiring sermon full of good counsel and timely admonition. Bro. Taylor selected for the basis of his remarks Jno. 14:31 and II Sam. 15:15. He spoke in part as follows: "The interest in and the influence of this institution is shown by your presence and we trust this spirit will continue. There are two things in life that must be observed if success is to be attained: First, we must not get an idea of abandonment; second, we must be conscious of the duty awaiting us. A sermon of this nature is rather customary and yet may be needed at some schools more than at others because of the lack of religious training.

"Without the blessings brought by Christ we could not live. He has brought two kinds of blessings to man: the universal gift to every one, and the special gifts to a certain people on a certain condition. The universal gift is Christ himself who unconditionally

surrendered himself for us. (Jno. 10:11). Full surrender makes life easier. There are many special gifts offered to those who will have them. It is our privilege to become sons of God. (Jno. 1:12). Jesus is the only source of power to deliver us from the bondage of sin. He gives us peace. (Jno. 14:27). Many things are precious to us, but his peace is above all that the world can give. It follows you all through life while in a righteous calling. It will help you to perform the duties of life. He also gave us an example. (Jno. 13:15). His life was the influential life. Our influence will go out just as we are related to Christ. We can not live a day without leaving an influence. Life will be successful if we go out with the inspiration of Jesus Christ. Do not get an idea that your church does not have quite all there is to be gotten. Do not be about half ashamed of your church. If you live the life of a Christian, the world will respect you.

"As you go out into life you will meet some evils, and many of them are not gross evils but the deceptive evils of society. You have more to face than the past generation. There are so many social evils not generally recognized by churches as evils. Many have made it a part of their religion their pulpits dare not sound against them.

"There are about sixteen thousand moving picture shows in the United States and on an average each one is patronized by about five hundred people daily. This means that about eight million people go to these shows every day, and about 75 per cent. of what is seen there has a downward tendency. They are the source of many that went

to ruin. We must stand unflinchingly against these.

"Then there is the modern dance. It has a strong tendency to lead a ruined life. It is the ruination not only of the unmarried but even of the married. Plato said: 'Virtue is knowledge. We are wrong because of ignorance.' The Savior has given us power to stand above all. For Christ and the Church may you loyally stand."

—

Musical Program.

The musical program rendered on Monday evening, June 9, was a treat to all lovers of music. Misses Carrie Dennis and Della Shank were the two graduates in this department this year. The program consisted of vocal solos, duets, trios, and chorus class selections. There were also a number of piano solos, duets, and quartets. Miss Kathryn Miller conducted the chorus class in an excellent manner, and Miss Leah M. Sheaffer directed the instrumental work. A large and appreciative audience was present to hear this program.

—

Commercial Program.

The commercial program was rendered on Tuesday evening, June 10, to a large audience in the Chapel. Professor Isaac Hackman and Miss Anna Wolgemuth had the program in charge. The program, which was up to the standard, consisted of orations, essays, and an address by Dr. W. E. Dengler, Principal of the Philadelphia Business College. The room was artistically decorated for the occasion and showed much originality. Dr. Dengler said in part:

"We are beginning to realize that business is service, and service is divine. We are learning that living a life and earning a living are the same thing. The world is a school-room. Learning and education do not cease at Commencement. The extent to which we measure success by leisure is the extent of our barbarianism. Success means getting away from leisure. We are happiest when we live naturally. Tell me something of a man's religion and I will tell you of his chance for success. We must be more than good, we must be good for something. For every negative there must be a positive. The man who succeeds is a worker. We must not only work, but work with an object in view. Changing of purpose has no place in success. We must be persevering or we will lose. The best way to honor or serve God is to honor and serve mankind. Dignity of labor must be upheld. We prepare for war to get peace, and we get what we prepare for. We usually see what we look for. Every man ought to be a producer and not only a consumer. There is a wrong principle underlying the standing army. The insane are not insane all the time more than the sane are sane all the time. The secret of success is co-operation. We must be of the productive type of men not of the speculative kind. Success is not in speculation but in production. We are changing our tactics in business as well as elsewhere today. We are no longer doctoring the symptoms but the cause of disease. If you can not succeed at home you can not succeed in San Francisco. You must recognize your opportunities at home. After all there is no secret of success."

Class Day Program.

On Wednesday afternoon, June 11, the Senior class rendered a commendable program. The president of the class, Mr. C. L. Martin, gave a short address of welcome. Miss Nora L. Reber delivered a pertinent oration on the "Unwritten Laws of College Life." The class history by Miss Ruth Landis and the class prophecy by Mr. E. G. Diehm were well written and distinctly read. They contained much humor and the prophecy was of such a nature that its fulfilment is not an impossibility. The class presented as a memorial to the College, a set of books on history. The program was closed by singing the class song.

Alumni Program.

The Alumni Association held their public program in the Chapel on Wednesday evening, June 11. The program was of a high grade and was listened to by a large audience. President John Miller in his humorous way delivered the address of welcome. He was all smiles; (but why should he not have been so? his second little lassie arrived just a few weeks ago.) Kathryn T. Moyer then recited the impressive story of Mary, Queen of Scots. She recited her selection in a very commendable manner and we congratulate her on her choice of a selection. Mr. Amos P. Geib of Brooklyn, New York, then delivered the address of the evening on the subject, "The Hope of Immortality." It was a difficult subject handled in an admirable manner. He forcibly showed that the end of man's existence is not here, and gave many illustrations showing the reasons for an immortality of the soul. He showed much study of the subject and familiarity with poets and other writers on this great theme.

Commencement Program.

On Thursday morning, June 12, the thirteenth annual commencement exercises were held. The invocation was impressively offered by Eld. S. H. Hertzler. The following nine orations were delivered by graduates in various courses:

- "The Rights of the Child,"
C. L. Martin
"The True Value of Music,"
Carrie Dennis
"The Duty of the American,"
Ira Herr
"A Voice from the Throne,"
Mary A. Scheaffer
"The Theory of Limits," E. G. Diehm
"Nature—An Open Book,"
Rhoda Miller
"The Heart's Response,"
Sara T. Moyer
"Life At Its Best," C. J. Rose
"An Appeal from the Slums,"
Rebekah Sheaffer

All these orations were delivered in a creditable manner. They showed great care in their preparation; they seemed to be the outburst of something felt within the life of each orator. The tenor of the productions showed a firm stand upon the great moral issues of the age.

These orations were interspersed by musical selections by the chorus class and the ladies' quartet.

Dr. Reber gave a short farewell address to the class in which he stated some of the things that would be required of the graduates after leaving school. This was followed by the presentation of the diplomas.

In a very impressive way, amid the tears of quite a few, Dr. Reber then dismissed school and announced that school would open again on September 1, 1913.

Thus passed one of the most inspiring Commencement Weeks ever held on College Hill.



SCHOOL NOTES

As the month of June closes and we enter upon the summer month of July, we leave behind us one of the most enjoyable and successful spring terms and Commencement weeks that Elizabethtown College has ever seen. The programs and associations of Commencement week will long be remembered not only by the august senior class but by the whole student body. Ideal weather prevailed during the last weeks of school, such that we could truly say with Lowell:

“And what is so rare as a day in June?
Then if ever, come perfect days.”

Especially when made dear by memories of your graduation or your school days.

At half-past eleven on Thursday, June the twelfth, President D. C. Reber dismissed the school for this school year to reconvene on the first of September, nineteen hundred and thirteen, when we expect to see most of the old students back on College Hill accompanied by many new faces.

Any person who desires to have a catalogue of the school to obtain par-

ticulars for the coming school year will have one cheerfully sent by writing to President D. C. Reber, Elizabethtown, Pa.

The Senior class of this year numbered thirty-four including the graduates from the Industrial Department.

The base ball season closed with the usual games between the Seniors and Juniors, and between the Alumni and the School. The Seniors lost to the Juniors by a score of 26 to 14. The Alumni was beaten by a score of 23 to 12.

Charles A. Schwenk, a former student of Elizabethtown College, was ordained to the eldership of the Sugar Valley Congregation on May 19.

Great interest was manifested in tennis throughout the whole term and the tennis court was the Mecca of many happy times.

Teacher in History: “Who was Gladstone?”

Student: “Gladstone was the first missionary in China and did much for missions in that country.”

Mr. J. Z. Hackman who recently graduated in the Commercial Course has since that time bought the Master-sonville store and has entered the business world.

Miss Brubaker: "I am not the only one that watches the sun (son) rise from the cottage. Miss Rebekah Sheaffer does TOO."

The mother, sister and brothers of Misses Grace and Sara Moyer spent Commencement week on College Hill.

C. L. Martin. "One of my favorite songs is 'Through Grace I'll Win the Promised Crown.' "

Mr. Rose: "Gimme that piece of pie or do you want it Miss Brubaker?"

Question: "Did you ever see Mack Falkenstein hypnotize a rooster in the College barn? It's great."

Have you learned who the poet from College Hill is that composed the poems for the College Times for the past year under the name of "Nescis'?" It was our beloved professor, J. S. Harley.

Miss Naomi Longenecker of Palmyra is on the Physical Culture Committee for the coming year.

Mr. C. J. Rose formerly the College mail-carrier will succeed Mr. B. F. Waltz as the College Librarian.

Miss Edna Brubaker and Mr. A. L. Reber spent the Sunday following Commencement very pleasantly at the home of Miss Lilian Becker.

Mr. Gingrich is said to have a flower in his herbarium, the common name of which he thinks is "Heart's disease."

Professor Schlosser is building a bungalow on the corner of Mt. Joy and Orange streets, which he intends to occupy by the time school re-opens.

It is said that Professor Harley does not own a comb thus saving quite an expense.

The College Hill male quartet has had another very successful season.

Mr. Lineaweaver's favorite flower is the Morning glory.

Mr. Hiram Eberly who graduated in the Commercial course has a position as bookkeeper and stenographer in Lancaster.

Miss Dohner being very much pleased when she received a present said: "Why, I was smiled all over."

Messrs. Waltz and Leiter will take the last year's work of the college course at Franklin and Marshall College.

Miss Price to the mail-man: "I thought I would get a Nice letter this evening." She is now Mrs. Nyce.

The parents, sisters and friends of Miss Hoffman and of Mr. Hoffman who graduated in the Agricultural course were on College Hill during Commencement week.

The evening following the purchase of a new raincoat Mr. H. was seen sitting on the pavement in the rain for a long time so as to test his new purchase.

We are sorry to learn the news that Miss Leah Sheaffer will no longer be seen on College Hill as our instrumental music teacher. We wish her success and happiness in her new vocation and environment.

K. L. S. Notes

The Society met in a private session on May 30, 1913 at which time

the following officers were elected for the remainder of this term. Pres., Mary Hershey; Vice Pres., Elam Zug; Sec., Edna Wenger; Critic, C. L. Martin; Editor, Grace Moyer; Treas., Henry Brandt; Chor., Wm. Kulp; Reporter, Jacob Gingrich; Recorder, Mamie Price; Custodian, C. J. Rose.

On June 6 the Society met in regular Literary Session. The officers were inaugurated after which the following program was rendered:

President's Address

Piano Solo—"Rustic Chit Chat"—by Edna Wenger.

Select Reading — "Commencement" Grace Moyer.

Debate—Resolved, "That punishment by imprisonment is unjust." Debated affirmatively by Miss Price and Mr. Shelly, negatively by Miss Brubaker and Mr. Graham. The judges decided in favor of the negative.

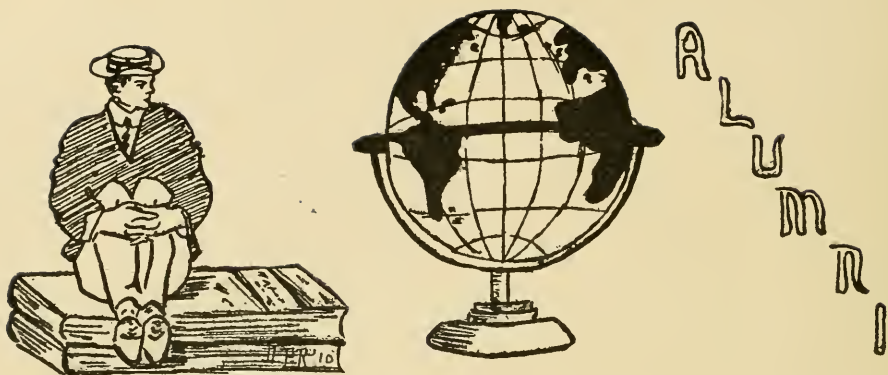
Recitation—Ruth Coble.

Music—Quartette.

Homerian News

At the last private meeting of this school year little business was transacted. When the last election for new officers was held a treasurer should have been elected, but he was not elected until our last meeting. The majority of members then voted for J. D. Reber after which the secretary declared him elected as treasurer for the coming year.

The Homerian Society has now been organized for about two years. In comparing the accomplishments of these two years it will be noted with pleasure that this year has been one of steady progress. Its membership is increasing and the members are becoming thoroughly familiar with the new constitution. A few of our old students and loyal members of this society are leaving us not to return next year. The support which these members gave us is felt and it must be replenished by those graduates who are now eligible to membership. Thus far the society has held to its standard of dignity and advancement.



Many members of the Association were in attendance at the Commencement exercises this year. The Annual Luncheon was served on Wednesday. About eighty people were present. The Luncheon was followed by the annual public program. All these meetings were enjoyed by all.

Amos P. Geib, '09, gave a very fine talk on the evening of June 11. Mr. Geib surely has been developing his talents since he left E'town.

We have not yet learned the name of the new baby girl who came to the home of John Miller a few months ago. One more name can be added to the cradle roll.

J. D. Reber, '09, is at present selling Aluminum ware in Berks county. After his tour he expects to enter the University of Pennsylvania prior to his assuming the position as head of the Commercial Department at Elizabethtown next year.

L. W. Leiter, '10, expects to resume his work at Elizabethtown for the summer. Next year he and B. F. Waltz will complete their College

course at Franklin and Marshall College, Lancaster Pa.

A number of new members were added to the Alumni Association this year. But not every member of the new class joined. We hope that before another year has gone all, who have not yet done so, will become affiliated with this organization.

Dr. Reber reports that the Alumni are not all doing what they pledged themselves to do. We ought to get busy, so that this association may mean something material to Elizabethtown College.

The newly elected officers are as follows: Pres., James Breitigan; 1st. V. Pres., H. H. Nye; 2nd. V. Pres. E. G. Diehm; 3rd. V. Pres., Francis Olweiler; Rec. Sec., C. L. Martin; Cor. Sec., Lillian Falkenstein; Treas., J. D. Reber; Ex. Com., R. W. Schlosser, J. G. Meyer, Gertrude Miller.

Elizabeth Zortman, '06, is still located at Municipal Hospital, Philadelphia, Pa.

Miss Olive Myers' new address is 912 S. Washington Ave., Denver, Col.

The Alumni editor is about to lay down her pen and to allow some one more able and perhaps more experienced to take it up and wield it. She wishes her successor well and assures

him that he shall ever have her support. May "Our College Times" continue to grow and prosper so that it may be the means of helping many souls who need aid and encouragement.

Books Added to the Library for the Year 1912-13

Senior class of 1912-20 volumes poetry.

J. A. Buffenmyer—Tom Brown at Oxford, Tom Brown's School Days, History of Johnstown Flood, Centennial Exposition, Natural Philosophy, Things Not Generally Known.

Albert Reber—God's Financial Plan.

Lillian F. Perrett—Fireside University.

Hon. U. C. Lodge—Sugar at a Glance.

Missionary Reading Circle—Redemption of Africa, 2 volumes.

Kathryn Ziegler—Mission Conference, Calcutta, India.

George C. Neff—Heber's Poems, Last Days of Pompeii, Waverly, Scott's Poetical Works, Ardath, Tom Brown at Oxford, Gibbons, Faith of our Fathers, Poetry of Flowers.

Prof. R. W. Schlosser—Le Francais et sa Patrie.

Dr. D. C. Reber—The Writer.

Ezra Wenger—Flood and Cyclone Disasters.

Harry D. Moyer—The Pathfinder.

J. S. Lineaweaver—Capital for Working Boys, Stephen, Soldier of the Cross. Sterne, Sentimental Journey Through France and Italy.

United States Gov't—Sixty four volumes.

State Librarian — Thirty four volumes.

Library Fund—One Hundred and five volumes.

Miscellaneous—Five Volumes.

Magazines bound — Eighty-five volumes.

Outlook—Twelve volumes.

Missionary Review of the World—Seven volumes.

Record of Christian Work—Eight volumes.

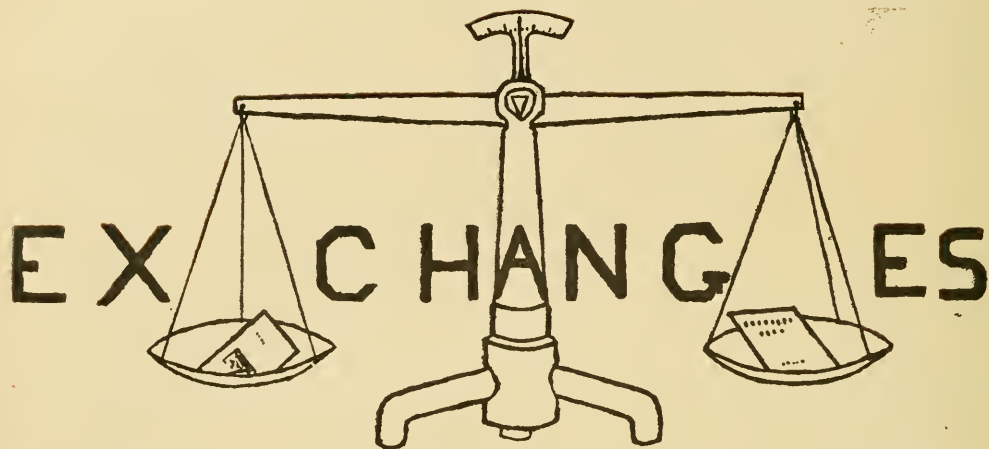
Popular Science Monthly—Fifteen volumes.

Review of Reviews — Eighteen volumes.

Educational Review—Three volumes.

Atlantic Monthly—Twenty-two volumes.

Total for year—Three hundred and thirty-eight volumes.



Friendship at this time seems to be a nasty thing. To say that because of friendship one must endure pain seems inconsistent. But so it is. When the things we have been doing and the things we have learned to love to do cease to be we feel sorry. It is then that our little prejudices sink into oblivion and we think of our friends as friends.

With this in mind we would close this year's work with a feeling of gratitude to our exchanges whose kind criticisms have been a very great help to us during the past year. Hoping and trusting that when our work is turned over to other hands, the general standard of school papers may still be raised, we bid you farewell.



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