

*Lois Gunden*

# The College Record



OCTOBER 1931

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# THE GOSHEN COLLEGE RECORD

OCTOBER, 1931

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## Student Scholarship

DEAN BENDER

The level of student scholarship in an institution of college grade depends primarily upon the attitude of the student body toward learning. It is true that this attitude depends upon the atmosphere of the institution, upon its traditions, upon its faculty and its equipment, but primarily the students themselves create this attitude. The best of faculty and equipment, together with fine traditions may not be able to halt the gradual decline of student scholarship in an institution. On the other hand it has often been the case that a very high level of scholarship has been maintained in an institution whose equipment was by no means so luxurious as that of richly endowed schools, and whose faculty were by no means composed exclusively of Doctors of Philosophy. In the end, the level of student scholarship depends primarily upon the attitude taken by the student body as a whole toward learning, plus, of course, original capacity for intellectual achievement.

Let us analyze for a moment the elements of the proper attitude on the question of scholarship. First of all there must be a serious attitude toward life as a whole. Light-mindedness or frivolity, low-mindedness or sensuality, easy-mindedness or laziness are deadly enemies of scholarship. The student who is conscious of the importance of making use of current opportunities, of the significance of what is taking place in his intellectual growth, of the worth-whileness of intellectual goals, cannot help but take a serious attitude toward intellectual endeavor. Seriousness characterizes the true scholar and no high level of attainment in the field of scholarship is possible without it. No student will commit himself whole-heartedly to the hard work necessary for scholastic achievement without a sense of the seriousness of the work which he is undertaking. This is not to say that the serious-minded scholar is one who will find no joy in the ordinary social contacts of life, or will despise wholesome recreation and relaxation, or will lack interest in other things beyond the range of his own scholastic interests, but he will count the work in which he is engaged of sufficient importance to throw himself whole-heartedly and effectively into it, to give himself without stint to the work at hand.

The second element in the attitude necessary to the high level of scholarship is that expressed by the phrase "intellectual curiosity." Without intellectual curiosity work for the scholar becomes arduous and often degenerates to mere drudgery. Eagerness to push backward the horizon of knowledge, to explore the unknown, to plumb hitherto unplumbed depths, to make journeys to the distant lands in the universe of learning and come back freighted with rich, new material, this is what puts zest and drive into scholarship. Without this spontaneous interest, which does not depend upon "pushing" by instructors or the artificial stimulus of rewards and marks of distinction, no true scholar can be created. In the end a genuine, sincere interest in learning must somehow arise within the student, must somehow become a part of his attitude toward his work, or ultimately, tired of the constant drain upon his resources by what

often seems to be unfruitful labor, he will resign himself to the inevitable and withdraw as graciously as possible from the field of intellectual endeavor.

Serious-mindedness and intellectual curiosity are, then, the two prime elements of the proper attitude toward learning, which is a prerequisite to scholarly achievement. A student body which possesses these to a large measure is bound to maintain a high level of scholarship, even with meager equipment or a limited faculty. It is difficult, of course, to imagine that these attitudes can be actually maintained in a student body for any length of time without a faculty of superior quality who will stimulate serious-minded students to achievement by the contagion of their own attitudes and by wise guidance and direction of student scholarship. There is no doubt that the faculty have a large measure of responsibility for the maintenance of the level of student scholarship from this point of view. They will be large factors in creating intellectual curiosity and supplying it with constant stimulation; they will be influential in developing serious-mindedness among students; they will furnish vision and guidance.

On the other hand these attitudes of serious mindedness and intellectual curiosity will depend to some extent on the previous background and training of students. High standards in preparatory schools, a stimulating atmosphere in the home and community life, will have their inevitable effect upon the adolescent mind. It is very difficult for students to overcome habits of intellectual indolence and indifference once they have been developed, and thwarted intellectual curiosity and a dulled interest in learning can be with difficulty reawakened even by the best of environments in college.

There are some serious handicaps to maintaining a high level of scholarship in modern college life. One of them is the prevailing over-emphasis on non-intellectual activities in college. College social life, recreational life, athletic activities, etc., can make a real contribution to a well-rounded educational program, but they must be kept in a secondary place. If they become so inflated as to capture the first interest of a student body, intellectual activities are bound to suffer. If the hard work necessary for true scholarship comes to be the mark of a "plugger" or "a dead one," while the athletic hero or the social star is viewed, as the true incarnation of the spirit of his Alma Mater, scholarship might as well take wings and fly away to some more congenial perch. That this has happened in numerous instances cannot be denied. Everywhere warning voices have been raised against this danger. One college dean has raised the question whether a college is to be a kindergarten or a seat of learning. One of the most progressive modern American colleges has from its foundation eliminated inter-collegiate athletics because it felt that such a program was incompatible with the proper intellectual attitude on the campus. The development of unduly luxurious tastes and excessive spending, of high cost fraternity life, of expensive week-end trips and other manifestations of inflated interests which cannot be classified as intellectual, have played their part in ruining many a student's prospects for scholastic achievement. It is the responsibility of self-respecting college faculties to see to it that such handicaps to student scholarship (like them) disappear out of college life. A high level of scholarship must have its full right in institutions which were after all established primarily as institutions of learning.

It is hardly necessary to remark at this point that learning in its fullest and largest sense, scholarship in its truest meaning, does not imply a

pedantry characterized by social atrophy or religious indifference. The fact is, true scholarship flourishes best in connection with a strong social spirit and well-developed religious life, for both contribute to that fullest flowering of personality which is necessary for the finest scholarship. It is quite true that intellectual development which is not accompanied by the development of wholesome social attitudes and religious experience is unworthy of the truly educated man with a well-rounded culture. For this reason as well as other reasons, social life and an effective religious experience on the college campus should be cherished by the faculty and student body and given their rightful place.

The question might be raised whether artificial stimuli for scholarship are necessary for the maintenance of a high level of attainment. Certainly the true scholar does not work for rewards. He does not put forth his best only because of the possibility of winning a Phi Beta Kappa key or to earn a Magna Cum Laude, or to attain the highest ranking in the class. In the end such a scholarship is a commercialized scholarship, prostituted to serve the ends of personal aggrandizement. Yet, human beings are still human, and it may be that the average human being needs artificial stimulation even in the field of scholarship. Possibly after having been artificially stimulated he may awaken to the delights of scholarship and cherish scholarship for its own sake. Most institutions of higher learning do give recognition for superior scholarship in some form or another. Goshen College has not done so at any time in its history, in part at least because she has feared the possible deleterious effect on other interests in its school life by undue emphasis on scholastic attainment through reward. The faculty has doubted, for instance, the justice and wisdom of singling out scholastic attainment for recognition apart from character attainment and the expression of wholesome social attitudes. It may be, however, that some recognition for scholarship could be made which would not place an undue premium upon intellectual attainment apart from development of the whole personality. In spite of the fact that no artificial stimuli have been applied to student scholarship at Goshen College in the past, it is a source of genuine satisfaction to know that throughout the years Goshen College has maintained a high standard of student scholarship and that a large proportion of her graduates have attained distinction in their graduate study or in scholastic pursuits of various types after graduation. An atmosphere has been created here which is conducive to hard work, and to serious-mindedness, and which has led to a high level of average achievement. May this atmosphere continue to permeate the entire school life, and may it be productive of genuine scholarship in the future as it has been in the past.

## Our Student Body

The following interesting facts are gleaned from the matriculation cards and the records in the registrar's office by Bonita Birky, Mary Jones, Ferne Smith, and Leona Yoder.

A few weeks ago one hundred and eighty-three students arrived at Goshen College eager to start another year's work. To some of us it was a new experience, to others a pleasant continuation of past experiences. We came from far and near, from cities, mountains, plains and across seas. Four continents, five countries and ten states are represented.

Indiana .....	85	Canada .....	4
Ohio .....	36	Maryland .....	2
Pennsylvania .....	13	Colorado .....	2
Illinois .....	10	South America .....	2
Iowa .....	9	Michigan .....	1
Nebraska .....	4	Germany .....	1
Kansas .....	1	India .....	4

After a few preliminaries we were classified as follows: Freshmen: 48, men 23, women 25; Sophomores: 26, men 14, women 12; Juniors: 30, men 21, women 9; Seniors: 27, men 14, women 13; Academy: 9, men 4, women 5; Specials: 43.

Our ages cover a considerable range of years; some of us are quite young while a few of us can no longer be called such, although we all feel young in our hearts: Our average ages are: Freshmen: men 19, women 18; Sophomore: men 21½, women 21; Junior: men 23, women 22; Senior: men 25, women 24.

In the entire enrollment our youngest member is 16 and oldest, past three score.

We belong to eighteen different denominations:

Mennonites .....	103	Catholic .....	4
Central Mennonites .....	8	First Brethren .....	3
Gen. Conference Mennonites .....	2	Evangelical .....	2
Methodist .....	11	Brethren in Christ .....	2
Church of the Brethren .....	6	United Brethren .....	1
Christian Science .....	4	Christian Reformed .....	3
Lutheran .....	4	Hebrew .....	1
Presbyterian .....	4	Quaker .....	1
Christian .....	2	Episcopalian .....	1

Members of no church .....

Continued on Page 10

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## EDITORIAL



Scholarship, when once acquired, brings proficiency and adeptness in learning. The scholar is not born but self-made. The chief factors in the acquisition of scholarship and the making of the scholar are attitude and effort; the two are inseparable.

Some think that the scholar achieves his distinction by narrowing his field to class work, vehemently pouring his energy and time into the study of this restricted field—to receive, as a reward, an “A”. That is not true. Who then is the scholar? Is it he who, with three hours of preparation, receives an “A”, or he who, with one and a half hours of preparation, receives a “B”? Which one is the more proficient and adept in learning? We cannot pass judgment, with honor, until we know what each individual does with his spare moments. If the “B” student squanders his time and for that reason has only one and a half hours to devote to his studies, then indeed, he is not a scholar. But, if financial conditions necessitate the devotion of half his time to gainful employment, and in his other half he carries the same number of hours of school work as the “A” student, who does not need to work, is it not true that the “B” student is the more proficient and adept in learning and therefore the better scholar? If the “A” student uses all of  $n$  number of hours in  $m$  studies and if the “B” student uses three-fourths of  $n$  number of hours in preparation of  $m$  studies and one-fourth of the  $n$  number of hours in chorus and committee work, which student has received the most knowledge in  $n$  number of hours?

You need not solve the problem, but I trust the point is clear; scholarship is not determined by grades but by the ability to accumulate and the actual accumulation of knowledge in a given length of time. The scholar does not strive to **use** two hours in preparing a lesson but he strives to **prepare** his lesson **well** in one hour and spend the second hour in further research on the same or other subjects. He ever strives to increase his hourly production.

If my analysis is correct, attitude and effort together determine scholarship. The scholar seeks not only good grades but also knowledge, both through the study of books and through the experiences of college life with its manifold duties. His attitude is one which creates a desire to know; his efforts tend to satisfy that desire. He never tires. He does not have the feeling of weariness and dissatisfaction arising from satiety. "A scholar has no ennui."—Richter. —B.

"I never let my studies interfere with my college life," is an expression usually given and taken as an exaggeration, but occasionally a student is found who virtually lives it out whether he is conscious of it or not. The height of his ambition seems to be to have a good time. Only courses are taken which seem to present the least work or can not be avoided. Very often students will discuss the professors from the point of view of the amount of work they require in their courses. No extra-curricular activities are undertaken which might include some honest effort and thus add a little responsibility.

"Studies come first with me," or "I came here to study," are occasional remarks, but not so frequently heard. They represent the group who are seldom or never seen without a book. Every lesson is prepared flawlessly, even to the smallest detail. No matter what subject is undertaken there is but one inevitable result, an "A" at the end of the semester. They are the professors' delight. But of what benefit are they on the campus? They couldn't be hired to serve on a committee, join any organizations, or take part in any extra-curricular activities, no matter how beneficial, because it might hinder them in getting a straight "A". Any visitors to their rooms are soon made aware that somehow they are interrupting this excessively busy person. There is no time for being friendly or practicing neighborliness.

Another and larger group insist that extra-curricular activities are as important a part of one's education as the studies pursued. They contend that scholarship is measured by the aggregate amount of learning which takes place. They not only take the usual sixteen hours of work but become members of every organization which they see will help them gain useful experience; they are ready to go to a party to help give a good time as well as to have one. The problems of the school challenge them to give their best interest and effort to the solution; a neighbor dropping in, even during study period, receives a warm reception. They are learning to carry responsibility, to live with people successfully, to take a broad view of life, and yet not neglect those sixteen hours of work. A lesson in psychology receives its due amount of preparation because its facts and theories may be successfully applied to vital circumstances in the surrounding world. These students succeed in enjoying themselves to a greater degree than the first group and still gain a sufficient supply of knowledge from books to bring to them the fullest possibilities in life. They make an effort to attain scholarship in the sense that it means a well rounded personality physically, socially, spiritually and mentally.

—E

## CAMPUS OPINION

In volume 28 of the RECORD, a new department, Campus Opinion, was introduced. Campus Opinion was dropped in the last few volumes, but, since the present staff feels that such a department would add materially to the value of the RECORD as an expression of college thought, it is again being introduced. The editors will be pleased to receive suggestions as to profitable questions to be discussed in future issues.

This month four students are giving their opinions on "Scholarship" with the following questions in mind: "What is scholarship? Should more emphasis be placed on scholarship at Goshen? Should scholarship come first? Do extra-curricular activities heighten or lower scholarship? To what extent does our attitude in the lecture room, at study, and during leisure hours determine scholarship? If scholarship is lacking, how can it be gained? Give your candid opinion."

Scholarship is a word every student would be pleased to hear in connection with the work he has done in school. Scholarship refers not only to the amount of our ability but how we apply it. We need not be on the campus very long to find that there is a great range of abilities among students. However, this fact does not debar anyone from being a scholar, because scholarship deals with the attainment of useful knowledge. This attainment is a personal matter which depends largely upon the attitude we take.

Perhaps we might ask this question, "Do students here take a scholarly attitude?" The answer surely is that some do but others need encouragement. Should we put scholarship first? I like to think of it near the head of the list. Should we crowd out our Christian life, social activities, and health program to be a scholar? Certainly not! That is unnecessary. We should be able to do these things simultaneously. What we do in our spare moments will answer that question nicely. We can take a scholarly attitude by doing things intensely, whether at work or play, instead of idling our time away. If we wish to study, we must help to create an environment of study. We should enter into the proper spirit of everything we do, whether in the classroom, chapel, dormitory, reading room, or at a party.

It is best to do a few things well than to try to do a little of everything. This brings up the problem of extra-curricular activities and their influence on scholarship. If extra-curricular activities could be equally divided, scholarship should not be hampered. For without these activities college life would be spoiled. Often the training we get in these outside activities comes nearer training us for future service than our lessons. For this reason I would try every other method to increase scholarship before doing away with extra-curricular activities. I believe scholarship could be improved by the cooperation of all the students for a better college spirit, by taking a better personal attitude toward our lessons and by more equally dividing our extra-curricular activities.

Ada Lapp, '32

Should more emphasis be placed on student scholarship at Goshen College? In simpler terms a student's scholarship standing is his attainment in science, literature, and other fields of learning. Should we at Goshen College spend more time and apply ourselves more diligently in gathering facts? Goshen College ranks well with the larger institutions of learning as to scholarship. Are we satisfied with that or should each one of us take a second thought as to how we could raise our standard of scholarship? Some say that the great number of extra-curricular activities on the campus has drawn students from their studies. No doubt there is some truth to that, but it does not necessarily follow that any of them should be done away with. After all, isn't it while engaged in these activities that we gather a great amount of our education. A well educated person not only stands high as to scholarship, but must have learned to fit in and work harmoniously with different groups of people. Extra-curricular activities round out this part of a student's education. But on the other hand our scholastic standing should not suffer as a result. Each student should carefully plan his schedule so that his studies are not slighted. He must not feel each time a new club is organized that he must join it. He should choose carefully those that interest him most and give his hearty support to them. He should also plan his study periods and then put forth an extra effort to concentrate and to grasp the subject material, taking advantage of the class period to clear up any doubtful questions on the lesson. When each student has learned to organize his thoughts and his study hours we can look for a higher standard of scholarship at Goshen College.

Earle Brillhart, '33

No doubt it could be truly said of any school that more emphasis should be placed upon scholarship, but how to get that emphasis is not so easily said. Scholarship should be stressed above social or athletic activities.

None of us would wish to be without the extra-curricular activities of the school. Now, do these activities lower scholarship? Usually, I believe they do, but not necessarily so. On the small college campus every one becomes acquainted with everyone else. We also become acquainted with all the activities of the school and since we are eligible to most of them, we soon find ourselves participating in many. Surely that is as it should be. However, let us be careful not to sacrifice scholarship in doing so. Whether we do or not depends not so much on how many societies we join or even how much time we spend on them, but rather upon our attitude toward both our school work and our extra-curricular activities.

Do we enter these extra activities for social purposes only? Do we maintain a proper balance between school work and extra-curricular work? We need to select the activities in which we are most interested or which will be of most value to us and then enter them whole-heartedly not merely for enjoyment but for real values resulting from hard work.

Especially in literary societies a more scholarly attitude should be taken than is usually the case. The scholarship of the society depends upon the attitude of each individual member. We should not think of it merely as a chance to relax from our strenuous class work. We should

consider it worth our best support if it is worth our membership. So it is with all our activities, both curricular and extra-curricular. Let us emphasize scholarship in all we do.

Ida Yoder, '33

"Scholarship"? I'm sure we have all heard about it before and seen it a time or two in some educational magazine—that is if we have ever had the occasion to make use of one. For some reason, however, we as students hardly ever say much about it. I wonder why? Might it be that we are too modest about our thorough literary and scientific attainments? Perhaps we have been digging so hard in preparing our lessons during the school hours that when we get a chance to relax we naturally would rather talk about Babe Ruth getting another home run, how Notre Dame will get along in football without Rockne, or, if we are girls we'd rather talk about—I really couldn't say what we might talk about, but since it is quite generally agreed that all women gossip, we'll let it be that. Maybe by trying a little harder we could find some more excuses for our—may I say indifferent—attitudes toward scholarship or high scholastic attainments, but since that would involve extra thinking beside making ourselves only more ridiculous we might as well stop and confess that we are quite satisfied with the grade of college work we are doing as long as we are doing about as well as the average student.

The trend in most colleges has been toward extra-curricular activities, and still is. Whether students participating in them receive lower grades than those who do not has not been definitely determined, but it has been quite satisfactorily shown and proven that students who have received high grades in school have, in most cases, made a greater success in later life than those who made low grades. While extra-curricular activities put snap into college life, and help keep the student from getting that "lean and hungry look," they, on the other hand, must be kept from eating up the time that is meant for lesson preparations. If they are given our primary attention they are absolutely detrimental. We then, naturally, whether we want to or not, lose interest in our courses and become mentally lazy. Lectures then no longer seem interesting but gradually become a bore. They just simply will not soak into our crusted brain. Consequently, scholarship, as far as the over-loaded extra-curricular activity student is concerned, will suffer.

If we students were intellectual beings only, I would not hesitate to say that Goshen College has too many activities, but since we are also aesthetic, religious, social and physical beings, I am hesitant in giving my opinion. Goshen College has plenty of activities for its students, perhaps more than they need, but after all, college students should be able to decide for themselves how much of their time they can give to them.

Whether scholarship is lacking in our college or not, depends to a large extent on the interpretation we place upon it. If by scholarship, we mean only high grades, learning and memorizing, then we are surely to be found wanting. If, however, on the other hand, we not only mean learning and memorizing, but also doing, and along with that, character building, then we perhaps have not so much cause to become alarmed.

Ezra Hershberger, '33

*Continued From Page 4*

It is interesting to note the varied occupations in which our students intend to engage upon leaving college. By far the largest number are preparing to teach in the public schools. Others of us are going into the business world as secretaries, electrical and chemical engineers, lawyers, and journalists. In case we become ill we shall have our doctors, dentists and nurses. There will also be one dietician to tell what we should eat to remain healthy. We are sad to relate, however, that thirty-four students, including nine seniors, do not know what they are going to do. The exact classification is as follows:

**Freshmen**

Teachers .....	23	Chemist .....	1
Electrical Engineers .....	2	Commercial Teacher .....	1
Doctors .....	2	Art .....	1
Engineers .....	2	Office Work .....	1
Lawyers .....	2	Dietician .....	1
Journalists .....	2	Music Instructor .....	1
Nurse .....	1	Do not know .....	10

**Sophomores**

**Juniors**

**Seniors**

Teachers .....	12	Teachers .....	16	Teachers .....	12
Business and Commercial .	2	Doctors .....	1	Ministers .....	3
Kindergarten Teacher ....	1	Music Instructor .	1	Missionaries ...	2
Chemical Engineer .....	1	Commercial .....	1	Dentist .....	1
Journalist .....	1	Dentist .....	1	Do not know ..	9
Doctor .....	1	Do not know ....	10		
Electrical Engineer .....	1				
Do not know .....	5				

Although we come from so many widely separated places, belong to almost a score of churches, and vary so much in what we intend to do, we form, here at Goshen College, one homegenuous group all working together towards the attainment of our ideals. Altogether, we are a happy industrious group working together to enrich our own lives and those of others, ever keeping in mind our motto, "Culture for Service."





## RELIGIOUS



October 1.

Dean Bender spoke to the girls on Social Standards. He expressed his appreciation for the spirit that is and has been evident at Goshen College, and for the high social standards of the students. He emphasized the need of sincerity in our social relations, and the ideal girl's attitude in all phases of social life.

Men's Devotional Meeting—September 10.

"Wisdom is the principal thing. Therefore get wisdom, and with all thy getting get understanding." The first thing which confronts the student in college is the problem of adjustment. The individuals who meet on the campus, even though they are of one faith, represent a wide variety of social customs, traditions, and practices. It is the student's duty to discern **real values** from that which is only tradition. The only way by which one can discern **real values** is through a vital relationship with JESUS CHRIST.

James Steiner, '32

Sermon—September 13.

Every student carries a definite responsibility toward his fellow-student, toward the home which he represents, and toward the church which made Goshen College possible. We represent a group of people which is peculiarly situated to bring a message to the world. We accept the Bible as the inspired word of God, we believe in the biblical principle of simplicity as a christian standard, we believe in the practicability of the peace principles as taught by Christ, and we believe that salvation comes only by grace through faith. Goshen College challenges her students to bring their best judgments, their highest talents, their deepest devotion, and to yield their whole influence in the interests of the church.

President Sanford Calvin Yoder

Vesper Service—September 13. (Special Consecration Service)

The quest for knowledge is a worth while activity. Knowledge is power. As is inferred by our motto, culture is an important asset for efficient service. But the motto of the Christian should have a higher aim, a deeper vision, and a better comprehension of the needs of humanity. This sentiment is expressed in the words of Paul, "That I might attain Christ." We are in a time of crisis. We can afford to stop at nothing short of the best. It is up to Mennonite youth to get a vision of the needs of the church in the light of this motto.

Professor, G. H. Enss

President Yoder conducted a consecration service after the above message.

Band Meetings.

Just as the sun was appearing over the eastern horizon on the morning of September 13, the Christian Worker's Band and the Forgein Volunteer Band met in a conjoint meeting on the campus. This was a special prayer service in which divine guidance was invoked for the work of these groups for the coming year.

Bible Study Class—September 29. "Mennonite Youth in a Modern World"

Most of us (Mennonites) come from the Swiss Mennonites. We have a unique history. The blood of martyrs flows in our veins. For three hundred years our forefathers suffered extreme persecution. We are

what we are, largely because of this unique past. Those three hundred years have engraved an indelible influence upon our actions and upon our thought life.

Dean Bender

Chapel—September 30.

One of the cardinal principles of religion is a realization of individual need. When Christ was upon the earth He condemned the sin of self-righteousness most emphatically. Only as we depend wholly upon Him can we hope for guidance and leading.

Dean Bender

Extension Work of the Y. P. C. A.

Groups have been going out into homes of shut-ins, aged, and others who seldom hear the message of salvation. The invitations to return to these homes show a deep appreciation for the messages. On the afternoon of September 27, a group of twenty-five went out to the Elkhart County Infirmary. An hour of worship, consisting mostly of quartettes, octetes, and group singing, was conducted.

E. Beachy, '33

The Y. W. C. A. organization for the year is as follows:

Alta Housour .....	President
Sarah Esch .....	Secretary
Dorothy Smith .....	Treasurer

Committee Chairmen:

Lucille Kreider .....	Devotional
Irene Lehman .....	Extension
Ada Lapp .....	Social
Verna Schertz .....	Employment
Selena Gamber .....	Mission Study
Lilly Esch .....	Bible Study

The Y. M. C. A.:

James Steiner .....	President
Ralph Beechy .....	Secretary
Menno Miller .....	Treasurer

Committee Chairmen:

Stanley Miller .....	Devotional
Orie Miller .....	Extension
Howard Nase .....	Social
H. Claire Amstutz .....	Employment
Ezra Beachy .....	Mission Study
Earl Brillhart .....	Bible Study

The Bible study committee has arranged for the Tuesday evening Bible Study classes as follows:

Freshmen and Sophomore women—"A Life At Its Best," Mrs. M. C. Lehman, leader.

Freshmen and Sophomore men—"Galations," Professor G. H. Enss, leader.

Juniors and Seniors—"Mennonite Youth In A Modern World," Dean Bender, leader.

# LITERARY

## AVON

On September 14, when we met in the Avon rooms, we were just ten. Erma Schertz took her place in the president's chair. Elva Gunden and Dorothy Smith took up their duties as secretary and treasurer, respectively, and we started planning our year's work.

Our colors—the blue and the gold—again fly loyally, and the “blue” does not predominate. September 18, we joined the Vesperian Society to give an informal tea, and later, September 21, a program for the prospective members. A week later, on September 28, twelve girls successfully passed endurance and mentality tests and were granted admission to our group. Now we are twenty-two, and with every one of those twenty-two a loyal, aggressive member, we shall accomplish much.

E. La Verne Yoder, '34

## VESPERIAN

All aboard! Here goes the yearly “Vesperian Limited” with thirty-eight peppy travelers enroute. What an exciting and successful trip we shall have, with eighteen old members and twenty new ones!

Our first meeting was held September 14 in Vesperian Hall, during which the new officers took their places. The next meeting was held conjointly with the Avons in Assembly Hall. The following program was rendered:

Erma Schertz, Avon President, presiding:

Vesperian Roll Call .....	Vesperian Secretary
Avon Roll Call .....	Avon Secretary
Address of Welcome .....	Irene Lehman, Vesperian
Vesperian Song .....	Vesperian Society
“Vesperian” .....	Ada Lapp
Piano Duet .....	Dorothy Smith, Avon, Erma Schertz, Avon
Conversational Duet ....	Mildred Risdon, Avon, Barbara Thut, Vesperian
Avon Song .....	Avon Society
“Avon” .....	LaVerne Yoder
Vesperian Quintette .....	Irene Lehman, Mary Gingerich, Helen Moser, Sarah Esch, Barbara Coffman

September 28 we again met in the Vesperian room and initiated our new members. Here's wishing a successful trip to the “Vesperian Limited.”

Barbara Thut, '32

## AURORA

There are more ways than one in which this year's Aurora Literary Society intends to keep alive that stirring motto, "Forward." The initiation of fourteen members and the return of fifteen old members indicates a successful season. These new men bring us a variety of talent, consisting of art, music and forensic abilities. The Auroras have a leader in their aggressive president, Niemann Brunk, who, in his inaugural address, carefully outlined the work of the society and the principles for which it stands. The remaining officers for this semester are Ralph Beechy, vice president; George Bishop, secretary; Linus Eigsti, treasurer; and Robert Bender, critic.

An interesting meeting was held on September 21, at which time the subject "Aviation" was discussed. The topics under discussion were: Lindberg's Influence on Aviation, the Graf Zeppelin, the DO-X, the U. S. Akron, and Airways Transportation. The talks were doubly interesting due to the fact that they were illustrated.

With the interest that is being shown so early in the season, our literary achievements should rise to new heights.

George Bishop, '34

## ADELPHIAN

On September 11, twenty-two former Adelprians returned to Goshen College to "Learn to Do by Doing." The first regular meeting was held September 14. The new officers for the year are: James Steiner, president; Menno Miller, vice president; Leland Brenneman, secretary; and Ori Miller, treasurer.

The first program consisted of a piano solo by J. P. Yoder, a descriptive talk on Kansas by Harold Smith, another talk by Clair Amstutz, and a quartette. The chief number on the second program was the inaugural address by James Steiner. This was followed by a conversational duet by John Baer and Ezra Beachy. They gave a glimpse of the White House. Edgar Frey then favored us with a vocal solo, and the meeting was closed by singing the Adelprian song. Immediately following the meeting, solicitation for new members began, the result being that thirteen new members joined the society.

In the third meeting, which is considered one of the most important meetings of the year, the new members were initiated. Following the meeting, refreshments were served in honor of these new recruits.

The prospects for the new year are bright in athletics and literary activities, and the society will try, as in years past, to carry on the true Adelprian spirit.

Leland Brenneman, '34

## Bright Beginnings for 1931-32

Professor Enss (calling the roll in Philosophy class): "Miss Swope."

Answer: "Here!"

Ida Yoder (in dining hall): "Wherever did you girls get this butter?"

Hope Stutsman: "Oh, we were out gunning."

Ida: "...and shot a cow."

Professor Umble: "When and if the equator moved out of Siberia and the temperature fell very suddenly what must have happened to the animals there?"

Sarah Esch: "They were cold-packed, of course."

Teacher (to little boy): "And you don't know when Columbus discovered America, when right here in the book it says 'Columbus, 1492'?"

Linus: "Yes, but I always thought that was his telephone number."

Elizabeth Ann Hershberger to Hope Stutsman: "Why don't you take all your hair off?"

Almost any freshman, in chemistry: "Of what metal are these steel balls made?"

### DID YOU KNOW THAT:

Speaking of unemployment, the average man has 12,000,000,000 brain cells?

Since Mary Musselman will not be in school this semester, she is taking Art by correspondence.

A certain man who owned two cars, a Ford and an Austin, was so hard hit by the depression that he got rid of the big car.

One freshman, whose slumbers were for the first time disturbed by the interurban, concluded that just another happy pair was being serenaded and given a ride, and thereupon peacefully dropped off to sleep again.

Lost for a season, Ferne Smith and Pauline Oyer; found again with cork-screw curls and permanent waves after a brief interval spent in Mrs. B. J. Schertz's basement with a tub of rain water and and a bar of tar soap.

Come and look at our campus. It is really quite pretty. Yea it is even enchanting. With the magic of a single night, bushes have crowded out ugly corners, flower beds have sprung into existence, and even the grass has slipped behind an even line where strict discipline bids it spread its blades over naked earth and cover well-worn pathways. For many days the trees have been whispering, but the secret is out, they too have decided to do their share and are slowly changing their dresses.

Don't be too stingy with the "sunshine of your smile." It won't sunburn anyone!

### TO A WATERMELON

Oh, thou messy, ugly melon  
 In thy coat of brilliant green,  
 Thy rind it was I fell on,  
 In a slide then unforeseen.  
 Could'st thou not control thy juices,  
 Hold them back with firmer strength  
 In spite of all thy gashes  
 And cuts,—a full arm's length?  
 In a field you look most stable,  
 As a mouthful you taste good,  
 But when messed upon the table  
 You simply can't be understood.

The Table Clearers



## ALUMNI



Fourteen of the College graduates of 1931 are teaching, four are pursuing graduate studies, and eight are either at home or otherwise gainfully employed.

Barbara Coffman, B. A., '31, is assistant librarian at the College and is also taking some college work.

Orie Eigsti, B. A., '31, is a graduate student in biological science in the University of Illinois.

Leonard Kreider, B. A., '31, is starting work toward the master's degree in chemistry at Ohio State University.

William Jennings, B. A., '31, is doing graduate work in the University of Tennessee.

Barbara Hershberger, B.S., '31, and Katie Reber, B.A., '31, are teaching in rural schools near their homes in Iowa.

Rosa Gish, B.A., '31, is in rural school work in Lancaster county, Pennsylvania.

Since last June, Samuel Schmidt is entitled to three degrees: B.A., Goshen College, Th.B. and B.D., Northern Baptist Seminary. At the present time Mr. Schmidt is teaching school near his home in Marian, South Dakota.

Paul Swope, B.A., '31, is teaching in the elementary schools of North Lima, Ohio.

Ellis Hostetler, B.A., '31, and Grace Schwary, B.S., '31, are located in Louisville, Ohio. Mr. Hostetler teaches in the junior and senior high school, and Miss Schwary teaches in the elementary grades.

Raymond Litwiller, B.A., '31, teaches biological science in the Tremont High school, Tremont, Illinois.

Harley Hunsicker, B.A., '31, is

teacher of history and athletic coach in Bangor High school, Bangor, Pennsylvania.

Leah Risser, B.A., '31, is a junior high school teacher in a private school in Hershey, Pennsylvania.

Rachel Weaver, B.A., '31, has a high school position in Latin and English in Roann, Indiana.

Nellie Miller, B.S., '31, teaches English, German, Home Economics and Physical Education in the Honeyville Consolidated School, Honeyville, Indiana.

Titus Weaver, B.A., '31, has a teaching position in the Walnut Creek High school, Walnut Creek, Ohio.

Ruth Brunk, B.S., '31, teaches English in Winchester Academy, Winchester, Kentucky. She is also faculty supervisor of one floor in the girls' dormitory and is obliged to see that "all girls get to bed promptly at ten."

Abram Hallman, B.A., '31, is employed by W. S. Bishop, Doylestown, Pennsylvania.

Ora Keiser, B.A., '31, at the present time is employed by a farmer near Cazenovia, Illinois.

Paul Slabaugh, B.A., '31, Ora Yoder, B.A., '31, and Raymond Yoder, B.A., '31, visited friends on the campus in the past weeks. Mr. R. Yoder is doing commercial art work in this community. Mr. O. Yoder and Mr. Slabaugh have not made definite plans for the winter.

Dora Hershberger, B.A., '31, is at home, R. R. 2, Shipshewana, Ind.

Lucille Miller, B.A., '31, is at home, R. R. 7, LaGrange, Indiana.

Arline Yoder, B.A., '31, at home in East Baird, West Liberty, Ohio, has been contributing poems and articles for the Church papers published at Scottdale, Pennsylvania.



## COLLEGE NEWS



President Sanford Calvin Yoder underwent a successful appendectomy at the Goshen Hospital, September 30. It is hoped that he will have a speedy recovery and will be able to be with us shortly.

The last report from the Registrar indicates an enrollment of 183 for the first semester. This number includes regular and part-time students. Evening classes are being offered in Types of English Literature, Elementary French, Intermediate German, Analytic Geometry, American History and Principles of Economics.

The officers and social committee of the Junior class entertained the Freshmen at their first party Friday evening, September 18.

Miss Elsie Shank, who recently returned from South America, and is a student at Goshen College, is conducting a small class in Spanish.

Carolyn Lehman applied for extra hours this semester. Reason: "Because I want to."

Mr. and Mrs. J. N. Smucker of Smithville, Ohio, called upon Emma Rohrer, Iva Smucker and Mildred Schrock, Monday evening, Sept. 28.

Mr. and Mrs. Ira Eigsti of Burda, Illinois, who are on their way to visit relatives in Ohio, visited Linus Eigsti, September 29. They were accompanied by Niva Miller of Wellman, Iowa.

Anna Hertzler attended the funeral of Melinda Camp on Friday, September 25, at the Ashley Church near St. Johns, Michigan.

After an interval of two years the Audubon Society has been reorganized. President, Stanley Miller; vice president, Jacob Sudermann; secretary, Lilly Esch; treasurer, Clair Amstutz.

Mrs. Erie Yoder and Mrs. Greenawalt had dinner in the dining hall with Mrs. M. C. Lehman,

Tuesday evening, September 29, in honor of Mrs. Lehman's birthday.

Edwin Weaver, '30, spent several days on the campus last week on his way to Philadelphia, where he will attend Westminster Theological Seminary.

Brother M. C. Lehman left Goshen on Wednesday, September 16, for New Haven, Connecticut, where he will do graduate work in Yale University.

Dr. Hertzler spent the morning and afternoon of Sunday, September 27, at the Salem Church, west of New Paris, where he had charge of the review of the Sunday School lessons of the last quarter.

E. J. Camp, B.A., '28, of the Mathematics Department of the College, absent on leave for graduate study, visited on the campus September 29. Mr. Camp expects to enter Chicago University in a few days.

A number of students have been ill for a few days. Those who were unable to be about their regular work were Mary Gingerich, Iva Smucker, and Menno Miller.

Joe Swope, (after refusing to tell his age): "Chronological age has no significance anyway. A person can be fifty years old and still be youthful at heart."

Linus Eigsti: "Defending yourself, Joe?"

The members of the Y. W. C. A. and the new girl students held a Thimble party at College point on Thursday evening, September 10.

On the first Sunday evening of the school year, September 13, the students assembled in Kulp Hall social room for an hour of singing, under the leadership of Professor Walter E. Yoder.

The Avon and Vesperian Literary societies entertained all the

new girl students at an informal tea at four o'clock, Friday, September 18, in the social room of Kulp Hall.

Miss Agnes Weaver entertained a group of friends on September 25, in honor of her friend, Miss Ruth Hershberger, of Hubbard, Oregon.

Due to the illness of their father, Mary and Emma Shoemaker, of West Liberty, Ohio, were not able to take up their duties in the kitchen until Tuesday, Sept. 22. During their absence the needs of the students were supplied by Lilly Esch, Grace Brunk, and Matilda Lambright.

The parents of Ernest Frey, Mr. and Mrs. Lukas B. Frey, of Ohio, visited their son and friends at the College on Sunday, September 20. Mr. and Mrs. Frey were accompanied by their three daughters, one son, and friend, Marie Aschleman.

Requested by all the Junior and Senior "ladies" that all Freshmen "girls" study Physiology or Hygiene, so that they may know that the effects of Vitamin D are obtained through the rays of the sun and not through the rays of the moon. It appears that they very thoughtlessly left their bedding on the fire escape to air while attending their first party, on Friday evening, September 18.

Senior, Junior, and Sophomore class parties were scheduled for Friday, September 25, but it rained. All energy was stored up for an hour of campus frolic to be held the following evening, but it poured. "Patience is a virtue."

"Oh, here's to the cooks—they're with us again!" We had cherry pie for lunch.

Sarah Esch, walking past a cemetery: "It's very strange that none of the people living in this community are buried here."

Carolyn Lehman: "I wonder why."

Sarah: "Well, they really haven't died yet."

Art Roth is studying Psychology so that he may determine whether it is instinctive behavior or reflex action that causes him to connect certain events with the sight of a pea-green sport roadster.

Silence in Kulp Hall at eighty-three on Thursday night. New Vesperians retired early so as to be able to sing Vesperian song at five-forty-five next morning.

Wilma Lehman, sitting near her window, holding a damp handkerchief: "Home, home, sweet, sweet home. There's no place like home, there's no place like home!!!"

Miss Miller and Miss Wyse entertained the Home Economics club at its first meeting of the year, Wednesday evening, September 30. At this time various committees were appointed, and general plans for the year's work were formulated.

Fannie and Niemann Brunk spent the week end of September 27 with their mother, Mrs. J. D. Brunk, of Bluffton, Ohio.

Among those registered in evening classes are Dr. and Mrs. A. C. Yoder, Mrs. Ina K. Slate, and Mr. and Mrs. Reginald Brinkelow.

The officers for Le Cercle Francais are: President, John Paul Yoder; Vice president, Lucille Kreider; secretary, Erma Schertz; treasurer, John Foreman. Le Petit Cercle Francais composed of first year students, has for its president, Jacob Sudermann.

The Senior class at a meeting held on September 16, elected the following officers: President, Niemann Brunk; vice president, Robert Bender; secretary, Dorothy Smith; treasurer, Merle Hartzler; historian, Lilly Esch. The senior representatives for the Student Council are Ada Lapp, Velma Lapp, Ralph Beechy, and Howard Nase.

Joe Swope sold his Ford touring car to George Bishop and Howard Nase.

The results of the Junior class election are: President, Ross Gerber; vice president, Edgar Frey; secretary, Lucille Kreider; treasurer, Earl Brillhart; Student Council representatives, Verna Enns, Ezra Hershberger, and Orie Miller.

James Steiner, who underwent an appendectomy at the Salem City Hospital, Salem, Ohio, on September 30, is reported as doing very well.

Wednesday evening, September 30, the German students organized a German club, known as "Der Deutsch Verein." The election results are as follows: President, Jacob Sudermann; vice president, Ezra Beachy; secretary, Barbara Coffman; treasurer, Ezra Hershberger; chief usher, Carl Hostetler; member-at-large, Otto Binkele.

The Sophomore class elected Paul Zook as their president, John Williams as vice president, Mildred Risdon as secretary, and Leland Breneman as treasurer. Carolyn Lehman was elected Historian, and George Bishop and Ronald Shenk as representatives to the Student Council.

Harry Leatherman, former Goshen College student, and at present radio operator on the S. S. "Cherokee," is visiting friends in Goshen.

For the sake of experiencing the thrills of dormitory life, Robert Bender has decided to be an inhabitant of Coffman Hall. Bob is rooming with Carl Birky in room 222, since Monday, September 28.

The Lecture Board met Wednesday evening to arrange for this year's series of lectures. The schedule is as follows: Opie Read, novelist, October 9; Brayton Eddy, naturalist, November 6; Frederick M. Snyder, inspirational lecturer, November 27; Dr. Fay-Cooper Cole, traveler and scientist, January 8; Maude Ballington Booth, renowned social worker, March 22.

Robert Bender, editor of the

1932 Maple Leaf, has appointed his staff as follows: Associate Editors, Irene Lehman and Earle Brillhart; Business Manager, Howard Nase; Artists, Ezra Hershberger and Carl Birky; Photographer, Stanley Miller; College Life Editor, Ralph Beechy.

To a group of college students, C. L. Graber gave an illustrated lecture on Syrian Relief Work in 1919, at his home Sunday evening, September 27.

Professor D. A. Lehman, who attended the Boulder University during the past year, has returned to Goshen College, resuming his duties as head of the Mathematics department.

A dinner was served to faculty members and their wives, September 28 in the dining hall.

The Junior Class Debating team for this year will be: H. Clair Amstutz, captain, Otto Binkele and Huber Yoder.

President Sanford Calvin Yoder addressed the student body and faculty Monday, September 28, after chapel on "The Purpose of Education," pointing out the fact that college should be a preparation for a life of service.

The class in "Fundamentals of Christian Faith and Life," upon invitation meets regularly every Saturday evening for an informal discussion at the home of Professor and Mrs. Enns.

The Audubon Society went on its first bird hike of the year, on Thursday morning, October 1.

The men residing in Coffman Hall at the first house meeting of the year held Wednesday evening, September 16, adopted a constitution which provides for the formation of a dormitory council to assist in carrying out regulations. The election of councilmen resulted as follows: third floor, Stanley Miller and Niemann Brunk; second floor, Ross Gerber and Howard Nase; first floor, Earl Brillhart.



# ATHLETICS



## MEN'S ATHLETICS

"This year, again, we shall give out three sweaters and seven letters to the ten men with the highest number of points." Thus Howard Nase, president of the Men's Athletic Association set in motion athletics at Goshen College; fully explaining the competitive point system in vogue. Each man participating in any of the scheduled athletic contests will receive a certain number of points, all counting toward a letter. Mr. Nase appointed the following managers to co-operate with him for the school year: baseball, Ezra Hershberger; playground ball, L. J. Eigsti; tennis, Paul Zook, basketball, Ralph Beechy; track, Orie Miller.

The playground ball manager has arranged a round-robin schedule in which five teams will participate. Fifty-six men have signed to play on the five squads. The two games already played have resulted in wins for the Kats and the Irish over the Bearcats and the Pirates, respectively. The Eagles are the fifth team in the loop.

Interest in tennis was aroused when the perpetual tournament was started. Forty men are taking part in this athletic contest. At the close of the tennis season an elimination tournament of the four highest men will be held. These four persons will receive points toward a letter as follows: First, five points; second, three points; third, two points, and fourth, one point.

The Athletic Association is already making arrangements to better the playing conditions for basketball. Last year students will recall the chill and smoke the players and spectators encountered at times. Mr. Yost Yoder has offered to build a new chimney to improve the heating system. College men are to aid him in laying the bricks.

## WOMEN'S ATHLETICS

In order that more interest may be aroused in the various fields of athletics, the Women's Athletic Association has a manager for each department. The managers were appointed at the first meeting of the association: tennis, Erma Schertz; basketball, Ada Lapp; track and miscellaneous, LaVerne Yoder; baseball and volley ball, Verna Schertz; and hiking, Mary Gingerich. Bicycling and roller skating are included in the miscellaneous group of sports. The point system which was adopted several years ago is being carried out again this year.

The weather has been excellent for outdoor sports, and students have been taking advantage of the reconditioned tennis courts. With Rose Adams, Freshman, Sarah Esch, Junior, and LaVerne Yoder, Sophomore, in school there should be some real competition in the tournaments. There will be a tournament in the spring, and a perpetual tournament may be arranged this fall.

In the physical education classes baseball and soccer seem to be the main sources of interest. Anyone can well imagine "Glad" Burkhart being on the winning team in soccer, while Fern Miller and Mildred Schrock, members of the Freshman class, are showing up well on the baseball diamond. The baseball manager has divided those girls interested in the sports into three terms, one consisting of the girls in chorus.

Everyone is eagerly awaiting the opening of the basketball season.

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