

*Lois Gunden*

# The College Record



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# THE GOSHEN COLLEGE RECORD

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## The Liberal Arts College Movement

President Sanford Calvin Yoder

For some years there has been a growing feeling among educators that the Liberal Arts Colleges of our country were not receiving the consideration due them in view of the fact that the majority of our young people are still educated within their halls. During the past several decades accrediting agencies have assumed a dominating influence in the field of education and raised educational standards to the point where the smaller and weaker colleges have found it difficult to operate and attract patronage. Since Philanthropists and Educational Foundations are increasingly turning their gifts in the direction of the larger colleges and universities, the smaller Christian colleges are finding it difficult to operate.

With this in view a group of men, under the leadership of President A. N. Ward of Western Maryland College, met at Washington, D. C., at the time of the annual meeting of the American Association of Colleges, January 14-16, 1930, to consider plans for a movement to bring before the American people the rightful place, value, and needs of this very important unit of our educational system.

This resulted in a call of Presidents of Liberal Arts Colleges to meet in Chicago in March, 1930. This meeting realized the momentous importance of its undertaking and after much discussion, a committee of fifteen was appointed to lay further plans of procedure. This group set itself earnestly to the task of defining the purpose and policy of the movement, and to formulate a program whereby its purposes may be carried out. It submitted its report at a second conference of the Liberal Arts College Movement held at Indianapolis, Indiana, January 21, 1931, at which time the main objectives of the movement were defined as follows:

"The main objectives of the Liberal Arts College Movement as defined by the Movement in its recent conference at Indianapolis are (1) 'to set forth the place of the college of liberal arts in higher education in the United States,' and (2) 'to cooperate with colleges approved by the movement in securing funds adequate to their needs.'

"The first of these objectives which the Movement has accepted as its immediate task involves an extensive program of publicity and education. To this the energies of the Movement are to be directed throughout the coming year.

"Plans for meeting the second objective, which in the purview of the Movement is still in the offing, have not been fully worked out. It has been decided, however, that the Movement shall not engage in money raising activities on its own account. Neither will it undertake a 'simultaneous campaign' in the interest of all the colleges. Such campaigns, when undertaken by denominational or other groups, may have the benefit of such support as the Movement may be in a position to give. In like manner, a campaign for funds undertaken by any institution independently, for which the Movement's endorsement and help may be sought, will have its support if the institution is a member of the Liberal Arts College

Movement and if, after careful inquiry, its campaign is found to be worthy in the view of the Committee of Fifteen. The Movement will not become a standardizing agency.

"In contemplating this feature of its activity, the Movement has employed the term 'concerted appeal.' After the present fact-finding and publicity campaign shall have been carried on effectually, the cause of the liberal arts in higher education will in a large measure have made its own appeal. However, when the keynote shall have thus been sounded, and the individual colleges take it up in their own behalf, the 'concerted appeal' thus made will be of greater value than could possibly be the unrelated and unaided efforts of institutions put forth here and there separately."

More than two-hundred-fifty institutions have enrolled in the Movement. Offices are maintained in Chicago for the promotion of the cause of the Liberal Arts College. Monthly bulletins are issued over a large mailing list supplied by the member colleges with a view of promoting interest in this part of our educational system. An extensive radio program will be put on throughout the United States, November 14, in behalf of the colleges. At this time President Herbert Hoover will be the principle speaker.

What benefits this Movement will be able to bring to the Liberal Arts Colleges remains to be seen. In this group are to be found the faithful, small, Christian colleges who have and are doing much to furnish the intellectual equipment, moral stabilization, and spiritual force so much needed in the world today, we should welcome the influence of any agency to give promise of support.

Most of the friends of Goshen College are located within the bounds of Division III, which includes the following states and stations: Illinois, WENR; Indiana, Iowa, WHO and WOC; Kansas, WDAF; Michigan, WWJ; Missouri, KSD; Nebraska, WOW; Ohio, WSAI and WTAM. Colorado and Idaho will receive from station KOA, Pennsylvania from stations WLIT, WFI, and WCAE and Maryland from WRC.

There will be no advertising of any particular institution but a setting forth of the place and value of the small college, which in spite of many handicaps, continues to wield a larger influence in the educational affairs of our country.



## An Adequate Philosophy of Education

Dr. Silas Hertzler

An adequate philosophy of education must know and reverence the past. It must at the same time represent a point of view that is open-minded and ready to grow. It will be recognized at once that these may readily become opposing tendencies, and thus constantly make trouble for one another. How may these two ways of thinking be harmonized and brought to work together? Is it possible for an honest educational thinker to take a "middle of the road" position?

Let us begin to work toward a solution of the problem by considering what attitude one is justified in taking toward the past. To educators, the past has much to contribute: ideas, thoughts, and doctrines do govern our lives. Theology and philosophy are potent forces for Christian education—in fact for all education. Theories, ideals and attitudes, permeate one's actions as well as one's mind and spirit. It is very necessary to know where one is going before one can know whether he has already arrived, or whether he is going in the right direction.

One ought to pay special attention to the more permanent and abiding aspect of human nature and heredity rather than to the constantly changing circumstances of one's environment. An adequate education calls for development along four lines: growth of the mind or intellect, which results in information and knowledge; growth and modification along physical lines, resulting in the formation of habits, useful or otherwise; development along emotional lines, giving to the one being educated mental sets, attitudes, convictions or even prejudices of one sort or another. The development of character then results from a proper combination of the elements of growth along all other lines. It makes a vast difference in one's educational outlook, whether one believes, as did Rousseau that nature is always right, or whether one follows Locke in believing that nature contributes nothing at all, with environment being the potent force in molding the emptiness of heredity into an education.

On the other hand we must "not be afraid to try the new, provided it is true." Education should be forward looking. Where the past really needs reconstruction, this should be done fearlessly. At the same time, it must be recognized that a thing is not bad merely because it is old, and good merely because it is new. Ideals, attitudes, principles, and theories which have stood the test of time are almost certain to have some good qualities or they could not have proved useful for so long a time.

An adequate philosophy of education stresses more the permanent and abiding aspects of life and civilization, and puts less emphasis on the so-called demands of modern society. While these newer wishes and needs must not be ignored, they must be viewed in their proper perspective. "Self activity," "creative education," "the pupil at the center," "activity that leads to further activity," are all expressions that cannot be summarily dismissed just because they are new. They represent points of view which suggest fundamental lacks in the philosophy of education of former generations. However, there is no need that the whole of the past be discarded merely because the past was not itself able to comprehend completely the implications of its own philosophy. By a proper union of the past and the future our present will be much more stable and vigorous than can possibly be the case with one or the other entirely eliminated.

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## Meet The Farm

A few weeks of farm life can make a great change in a city boy. I know. I am an example. When I was a little younger than I am now, I had the usual knowledge and opinions of farm life—I knew that a cow differed from a horse and I thought that the country was a good place to go for a vacation. That was before I went. My first summer on the farm enlightened me. The first question I asked my employer was about the rising hours. "Why," he said, "As you are a new hand, you needn't get up so early at first—say about five o'clock." I didn't ask any more questions. My work was really light at first. I helped with the chores, plowed a little corn, and did other easy jobs. Soon came haying and harder work. The climax came during the harvest season. I was allowed to "pitch bundles." Now, "pitching bundles" is not a particularly hard job if you are a bronzed farmer lad, but if you happen to be fresh from the city it is a different story. I struggled along manfully for the first fifteen minutes. After about twenty minutes I wilted a little. At the end of forty minutes I was just working mechanically. Then a burly old farmer noticed me. "Son," he said, "you weren't cut out for farm work. You just go over there in the shade and sit down, and I'll take your place." The city was being insulted! This must not be. So I thanked him kindly, but told him I thought I could manage. I continued to work mechanically. After ten more minutes had passed I began to look for the farmer, and you know the rest of the story. Now I am back in the city, but I am just a farmer at heart. I know now that not only is a horse different from a cow, but it is also different from a mule. I favor farm loans, and when I become of age I am going to vote for farm relief. And if you should ever hear that I have been elected president, you will know that it is all due to my farm life.

Leon Greenwalt, '35

## Opie Read

The first number on this year's lecture course was rendered October 9 when Opie Read, one of America's oldest living novelists, gave his lecture entitled "Human Nature and Politics." It consisted of a number of human interest stories which he gathered in the course of his wide experience, stories which have never been published. He began his career as a newspaper reporter and has, during his life time, edited the "Arkansas Traveler," written many novels and short stories, and had a wide experience on the lecture platform. His three best known novels are "The Juckling," "The Starbucks," and "The Harkriders."

In spite of the fact that he is seventy-nine years old and that he stood on the platform with very little gesturing or moving about, he painted some very vivid word pictures. Everyone listened spellbound as he pictured not only the life of the southern mountaineer but also the psychology of hatred and the miraculous way in which love overcame hate. Those who listened to the story of the Bronsons cannot soon forget the picture of the dying man as he passed his mission of blood on to his young son, nor the scene in the early dawn when young Bronson found his father's old enemy upon his knees and a reconciliation was effected.

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## EDITORIAL



In recent years education has been advocated as the panacea for all ills. The prohibitionist said, "we must educate," and he was at least partially right. Those who are most actively opposing war are saying, "we must educate our people to the ideal of peace if we hope to out-law war." There is, undoubtedly, a great deal of truth in that assertion, especially if the modern theory of education is carried out. The best educators throughout our country are no longer teaching English, mathematics and history; they are teaching children. In the best schools, the process of education is no longer a pouring-in procedure; it is a drawing-out process, with the view of helping the student develop where he is weak and encourage him to make better efforts in the direction in which his talents lie. Reading books, English courses, community civics and other courses are arranged on the basis of character building. Such ideas as the universal brotherhood of man, the greatest good for the most people, friendliness and unselfishness are stressed a great deal. But human nature, somehow, remains the same and the greatest good cannot be attained unless some further program is carried on. Here a challenge is presented to the churches. Renewed interest in religious education has sprung up in the last decade. The Presbyterian and Methodist presses are out-standing in their publication of plans and material for a highly organized program

of religious education. They, however, fail to go very much beyond the public schools in their aims. The church school and other church organizations for religious education must answer the challenge and take up the work where the public school must of necessity discontinue it. Their aim should be the personal evangelism of every one with whom they come in contact. A person is able to throw his influence with the most possible weight, only when he has a conviction based on a religious belief. Therefore, the ills of the world can be most effectively remedied if the church builds upon the character foundation laid by the public schools, the more stable and deep-seated spiritual convictions of regenerated men and women.

E.

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It has been said that the purpose of colleges and universities is the "conservation of knowledge and ideas." We believe the purpose of colleges and universities to be more than this; they should also produce men and women who are not merely members of a group but individuals who can and do think—creative personalities. How apt are the words of Professor Shambaugh of the University of Iowa in the following excerpt from his address on "The More Than University." What we need is—"more of synthesis and less of analysis; more of creation and less of manufacturing; more of the individual and less of the crowd; less of method and more of morals; less of efficiency and more of living; less of the letter and more of the spirit."

These words convey our conception of one of the needs of institutions of higher learning. This need demands not only an adequate teaching staff and necessary equipment but also a student body which is acutely aware of the work it has to perform. If Goshen College is to produce creative individuals, we as students must seriously consider the import of our duty. Our inherent abilities are constants, but our attitudes and desires are variables. It is vital, to the success of Goshen College, that our attitudes and desires are proper, for they partly determine the degree of success that Goshen College attains in making creative personalities. We must develop the attitude and desire to create and not merely to manufacture—to think. In writing and speaking we must learn to recognize the real meaning of words. By knowing the finesse of word values, we can add color and life to our compositions and conversations. Our conversations, in particular, are commonplace, centering around experiences and ever failing to lead into honest discussions of problems

Our rote memorization, our never ending copying, our quoting, our commonplace conversations make slaves of all of us. If we never strive to break these fetters and rise above the common into the world of creative thinking, Goshen College can never make of us creative personalities. If we develop the attitude of constant striving to express ourselves clearly in writing and speech, to rise above the commonplace in our daily conversation, to hear and understand the advice of elders, to garner the good from our instructors, to think, to create—then we shall have filled our place, as students, in this program of education.

—B.

## CAMPUS OPINION

**"WHO IS THE EDUCATED MAN?"**

This month the contributors have been asked to confine their remarks to fifty words. It takes more effort and skill to give an abundance of thought in fifty words than it does to conceal poverty of thought in two hundred words.

Acquired knowledge, in the minds of many people, is the criterion of education. In my estimation, the truly educated person is one who has cultivated an appreciation of the various phases of life, an appreciation which enables him to grasp the full nature of his relation to God and his fellow men.

Robert Bender, '32

Living is an art, but not an infused art. It is acquired. Life is a perpetual series of problems calling for patient and deliberate solutions. It is a continuous process of self adjustment to constantly changing circumstances. The man who has learned to live, not only for himself, but for the service of mankind, is, in my opinion, a truly educated man.

H. M. Nase, '32

Education is a process for the development of the whole personality. Its purpose is to help the individual to respond to his largest possible universe in thought, feeling and will. He is constantly enlarging himself, and, like the chambered nautilus, builds "more stately mansions." Hence, his whole life is a steady and continuous expansion.

Earle Salzman, '32

An educated person is generally considered as one who can do something. To my mind this is not all. He is one who knows why he does things in the way that he does them. He cannot do certain things because he has acquired a set of values. He has become a thinking being.

Barbara Thut, '32

To the man who has studied, read and practiced, and thereby, knows a little about many things and a great deal about one thing, who has thought for himself, maintained his standard of culture, kept his share of common sense, and has recognized the source of his ability to do so, I would give the honorable title of "educated."

Irene Lehman, '32

He is an educated man who has learned to make himself useful and pleasant.

H. Clair Amstutz, '33

The educated man cultivates an open mind. He is blessed with new ideas, and does not laugh at those who advance them. He always listens to the man who knows and does not think himself to know more than others. He knows it is never too late to learn, therefore, he is always alert.

Ross Gerber, '33

I know a man who can adjust himself to society and to the business world without sacrificing his principles. He has convictions, yet he is tolerant. When circumstances demand immediate action he is equal to the task, for he has disciplined his mind and can think. Knowledge is his servant. He is educated.

Carl Birky, '33

It has been said that an educated man is one who is developed both mentally and morally. The extent of knowledge, then, is not the only requirement. The educated man is cultured in manner, claiming knowledge but not proclaiming it. He lives up to the principle of the Golden Rule.

Sarah Esch, '33

An educated man looks on life as a mission to serve his God, his home, his neighbors. His deeds square up with the things he says. He enjoys life by cultivating a love of the beautiful. He excels in the little things—those that are helpful, cheerful, kind.

Anna Hertzler, '33

He is the man whose mind is broad and open, not necessarily a college man; a man who, holding himself up to the light of his beliefs, sees and tries to mend the thin places; the educated man—he who adapts himself to his present surroundings, however good or poor, without begrudging his fate or his God.

Hope Stutsman, '34

I distinguish between the educated and the cultured man. My conception of an educated man may be summarized as follows: He has, above all, acquired the art of viewing life and the universe synoptically; he has learned to be altruistic, and he has attained to temperance in thought, word, and action.

Mildred Risdon, '34

The educated man is he who lives nobly, generously, industriously; who uses his faculties wisely; whose life has been enriched by contacts with people, books, and things; who, in serious discussions advances well-grounded suggestions and opinions; whose decisions are judicious; who, when alone, is neither lost nor lonely; who loves.

Ronald Shenk, '34

He has acquired book knowledge and culture and yet he has remained humble. He loves his fellow men. He aims to be a guide to the blind, a helper to the dull, and a light to those in darkness. He is the man who is the most useful.

Mary Gross, '34

The educated man is he who having developed his faculties and powers, has them at ready command, and directs them in mental, social, religious, and physical channels for the benefit of mankind. He appreciates the views of others, knows real values, and thus has a good foundation for the solution of problems.

Marvin Hostetler, '35

A cultured man, some one has said, is "one who knows the best that has been said and thought in the world." Education goes beyond that. An educated man not only knows the best that has been said and thought in the world but utilizes his knowledge to better mankind.

Rose Adams, '35

ON HEARING "AIR OF THE FISHERMAN" PLAYED ON A  
CHINESE FLUTE

Deep rose, and blue, and Chinese gold; a chair;  
 A song on a flute—a haunting weirdness low,  
 An air of mounting cadences (the care  
 And joy of life) and falling notes of woe;  
 A golden Buddha; a beggar sitting so—  
 As Buddha wise he lives—and lives to die;  
 A careful-eyed old worshipper—slow,  
 At menial tasks—"When he wills, I die;"  
 A mem'ry of scenes and scents that always pass one by.

Hope Stutzman, '34

## "OWED" TO SPENSER

A gentlee mayde was wryting wythe a penne,  
 Upon ye students cluttered, well-strewn desske,  
 Wherein olde dynts of deepe wounds well marked in,  
 The cruell marks of many a fruitless taske;  
 Yet words till that tyme had she ne'er expressed;  
 Her pretty teeth were clenched in angry rage,  
 For help from teacher she disdayned to aske;  
 Full jolly mayde she seemed and very sage,  
 But now in writing Spencer's stanzas she did 'gage.

Mildred Risdon, '34

## MY AND

To me, you are not Life, as poets fain  
 Would sing of their fair Loves—and you  
 Are not my Heaven, neither yet my gain—  
 Nor are you still my All; and so adieu  
 Fair fancies—'maginings aery. To  
 My own dear Love I'll give a better name.  
 'My Dream and me'—you are the 'and'—you do  
 Each moment hold me closely to my Dream—  
 As, 'tween my Guiding-star and me, the linking beam.

Ronald Shenk, '34

## AN AUTUMN EVENING

As shadows stretch their spears across the plain,  
 And birds leave off their constant song and play,  
 One lone and lofty cloud does yet remain  
 To eye the close of nature's busy day.  
 The gorgeous colors, trees in mixed array,  
 Produce a picture unexcelled by art.  
 As Sol's last ray of light doth fade away,  
 All men at work lay down their task and part  
 To rest and wait the morn, their labors new to start.

Merrill Vandever, '34

## TWILIGHT

What is there in the twilight dim and pale  
 When darkness falls with quietness serene  
 And stately night creeps o'er each hill and vale,  
 When banks of purple clouds fold out a screen,  
 That soon reveals the evening's wanton queen?  
 What means this sadness ling'ring at my heart,  
 This ache that at the morn I ne'er do ween?  
 'Tis pain, bro't by the aged day's depart,  
 That pierces in my soul like arrow's biting dart.

Vera Snyder, '34

November, with its brisk, cool days, is here;  
 The summer morning dew has turned to frost.  
 Thanksgiving, with its customary cheer  
 Amidst the Christmas rush will soon be lost,  
 And Christmas shoppers soon will pay the cost  
 Of precious gifts that gleam with beauty bright.  
 The Christmas tree will now again be glossed  
 And shed afar its feeble, colored light  
 To keep in mind that first great joyous Christmas night.

John Williams, '34

The wind a mighty monster held at baye  
 Now breaks his bonds with pent-up fuerry.  
 Y-clad in icy snow he blasts his way  
 Through mountain wood and vale and tinted tree  
 Until below him lies the waking sea.  
 The breakers high now slap the shiv'ring saile,  
 And open all the sea as with a key  
 Turned by the demon's whistling, flailing taile.  
 But soon his futile anger dies with one last waile.

Robert Shidler, '34

*Continued From Page 3*

A philosophy of education, therefore, which is adequate for the directing of our thoughts concerning modern educational problems, must not be too much concerned about the surface eddies, the ephemeral tendencies of educational fads and fancies. Our educational birthright from the past dare not be squandered for a mere mess of pottage from the passing pedagogical frills of today.



## RELIGIOUS



Sermon—"The Christian Outlook," October 4.

The Christian must interpret the facts of the universe in the light of the great plan of the Creator. He must recognize the fact that the Gospel is for all men. He must appreciate the value of the individual soul. There is a great conflict between the forces of righteousness and the powers of evil. We must enter into this conflict. Our only method of interpreting the outcome of the conflict is by divine revelation. There will be a day of victory. We must sense the situation, enter the great conflict, and find ourselves in the plan of God.

Professor G. H. Enss

Young People's Meeting—"Contribution of the Christian Church to Education," October 4.

Why should the church bring a contribution to the educational system which in our conception is dead in sin? The church cannot make a contribution, but she must have a system of investigation through which she will have her own text books, authoritatively written.

Professor G. H. Enss

Bible Study Class—"The way of love or the use of force," October 13.

The fact that Christ lived by love is enough to cause his followers to pattern after his example. The simple story of the cross is an irresistible power to move the hearts of men. Has anything ever been acquired that is of spiritual value by the use of force? We can accomplish nothing that is worthy in itself without taking into consideration the motive back of the act. The only possible way to make people want to do the right, to love the true, the chaste, the holy, the beautiful—is to win them to this point of view by love.

Dean Bender

Foreign Volunteer Band, October 25

One of the gravest and most momentous dangers confronting the mission activities of the Christian Church is the danger of compromising with religions already on the mission field. Gandhi says India needs no spiritual conversion. India DOES need a spiritual conversion. Unless students, as prospective workers in the foreign field, are firmly convinced of the truthfulness and the importance of Luke's message—"There is none other name given among men, by where we must be saved"—unless that great Truth has firmly gripped your life **DON'T GO TO THE FOREIGN FIELD.**

P. A. Penner

Sermon—"The Kingdom," October 20.

In the parable of the mustard seed we see the plan of God for the development of his Kingdom—a small beginning and a gradual growth until it develops into a strong and mighty power. The most miserable failure the Christian Church ever made occurred when she dabbled in politics and endeavored to accomplish without regeneration that which can only be accomplished through the new birth. It is right that the church should exercise her influence to make it as difficult as possible for individuals to

indulge in sin. But when all is said and done we still have only an unregenerated mass of humanity.

The most effective preaching is not always done by the minister from the pulpit. The greatest influence ever exercised by the church occurred when the individuals of the church were hurled out of their environment and went everywhere preaching the word. Every one has a definite work—just a simple telling of the Gospel story. The greatest satisfaction that can come to man is to "Dwell in the secret places of the most High," and then to "Abide under the shadow of the Almighty."

President Sanford Calvin Yoder

Vespers—"Fashioning Yourself," October 25

How may I reach the goal toward which I am striving. The psalmist says "My soul is in my hand." In the fashioning of one's soul, there is a part for God to do and a part for man to do. Our standard must be "To be holy as he is holy." The Christian believer has chosen Christ as his model, or rather, the ideal has chosen him. We must fashion ourselves after this model. When we rely on him there are hands working with our hands, there is wisdom working with our wisdom, there is strength working with our strength, there is patience working with our patience, there is a Master Craftsman directing our tasks in the fashioning of our souls. May we ever make this activity the prime objective in life. May we limit ourselves to this one thing, the development of our souls. May we make each day a stepping stone to greater things in the Lord.

A. H. Leaman

Sermon, October 11.

"Now if any man have not the Spirit of Christ he is none of His," Romans 8:9. The Holy Spirit is our seal. Man can not be man, in the greatest sense of the word, until we receive the seal of adoption and are restored to what man was before the fall. The Spirit is our mark of ownership, also, the earnest of our inheritance. The Holy Spirit is God's down payment to us. It is our authority proving to us our relationship to our fellow man and to God.

J. A. Hiser

Sermon—October 11.

Romans 1:14 "I am debtor"; to God for what he has done, what he is doing and what he will do for us; to Jesus Christ because he left heaven, came into the world and became my sin-bearer. It is impossible for sin to enter heaven. Jesus paid the penalty so that we may enter heaven guilt free. I am debtor to the world, as well as to the believer, for the Christian must be a light to the world.

J. A. Hiser

Sermon—October 18.

"Thy Kingdom Come." We are so absorbed in the things of the world, that we have no time to enjoy spiritual things. The Kingdom is spiritual, not material. It cannot be appreciated by people with natural eyes; it is hid from those who are lost. Blessings of the citizens of the Kingdom are: everlasting life, divine guidance, universal church brotherhood, and fellowship with the King Himself. To enter the Kingdom, we must be humble, not proud and self-willed. The world says be a man, but God says be a child. We must be sincere and earnest; we must watch and pray; we must be obedient and willing to serve. Citizenship is voluntary acceptance of Jesus Christ.

C. L. Graber



## LITERARY



### AVON NOTES

"A thing of Beauty is a joy forever."—Keats

October 5 was one of those smoky fall days that made one yearn to be outside absorbing the mellow sunlight and beauty of the painted leaves. To satisfy that longing, we Avons hiked the short distance to the woody bank of the race, just up-stream from the hermit's home, for our first meeting. We found blocks of wood, and soft, grassy places on which to sit during the business meeting. Then we started the campfire to roast weiners. As we ate, the sun slowly dropped behind the trees. It was dark before we replenished the fire and gathered around it for our program. Valeria Barnard read Bliss Carmen's "Vagabond Song" as an introduction to an impromptu program. Autumn leaves, Autumn parties, Autumn moods, Autumn at home, Indian Summer, and the spell of the camp-fire provided subject matter for each Avon to talk about. Remember the "Katy-did" that called from a tree close by? And how the sun sent its last rays through the trees to reflect itself in the water? How could "Beauty," our literary theme for the semester, have been more charmingly introduced? Autumn with its beautiful days! Nature!

E. La Verne Yoder, '34

### THE AURORA BANQUET

In keeping with the spirit of progress, the program committee of the society arranged for a banquet which was held October 26, in the private dining hall of Kulp Hall. The attendance at this banquet was limited to members of the society and faculty members who were formerly active members.

The dinner was served in fine style through the kind co-operation of members of the Avon society. The room itself was effectively decorated in the brightest of autumn colors, and draped with Aurora pennants.

At the conclusion of the dinner, the toastmaster, Niemann Brunk, called on B. F. Hartzler for a vocal solo. Mr. Hartzler was accompanied at the piano by Dorothy Smith. A series of toasts were then given by Ezra Hershberger, Robert Shank, Professor Samuel Yoder, George Luther, and Robert Bender.

The purpose of this banquet was to enjoy an hour of fellowship with a formal dinner, and to make a practical application of the art of toast-making.

George Bishop, '34

## VESPERIAN

Educate the Public! Educate the Public! This seems to be the slogan of everyone, from great educational lecturers down to tobacco advertisers. Evidently this modern theory is approved of by the Vesperian program committee, as they have undertaken the task of educating the society into a better understanding of the "Magazine World." The entire programs for the months of October and November are brief surveys of magazines found in our library. When Donna Belle Hepler started us off on this survey with her original story on the cover design of the October issue of the *Etude*, the success of the programs was insured. However, the climax of each program is reached when some member is called upon for an extemporaneous speech, two to three minutes in length, on a subject closely related to the rest of the program. Vesperians one and all will agree that so far our programs have been inspirational, educational, and recreational.

Barbara Thut, '32

## ADELPHIAN

Our four October programs were on the following subjects: Russia, "The Adelpian Booster," October, and World Figures. In the first meeting a history of the Slavic race was sketched, the causes for the revolution were discussed, and a survey of present conditions was followed with a look into the future. "The Adelpian Booster" gave us all the news, from the activities of former Adelpians to a review of the sport world and the weather report. Music was furnished by Harold Smith and his quartette. We were especially eager to hear the informational talks on Roger Babson, Sinclair Lewis, and Von Hindenburg. As October comes to its close, we turn our attention to the opening of winter sports and to Home-coming.

Leland Brenneman, '34

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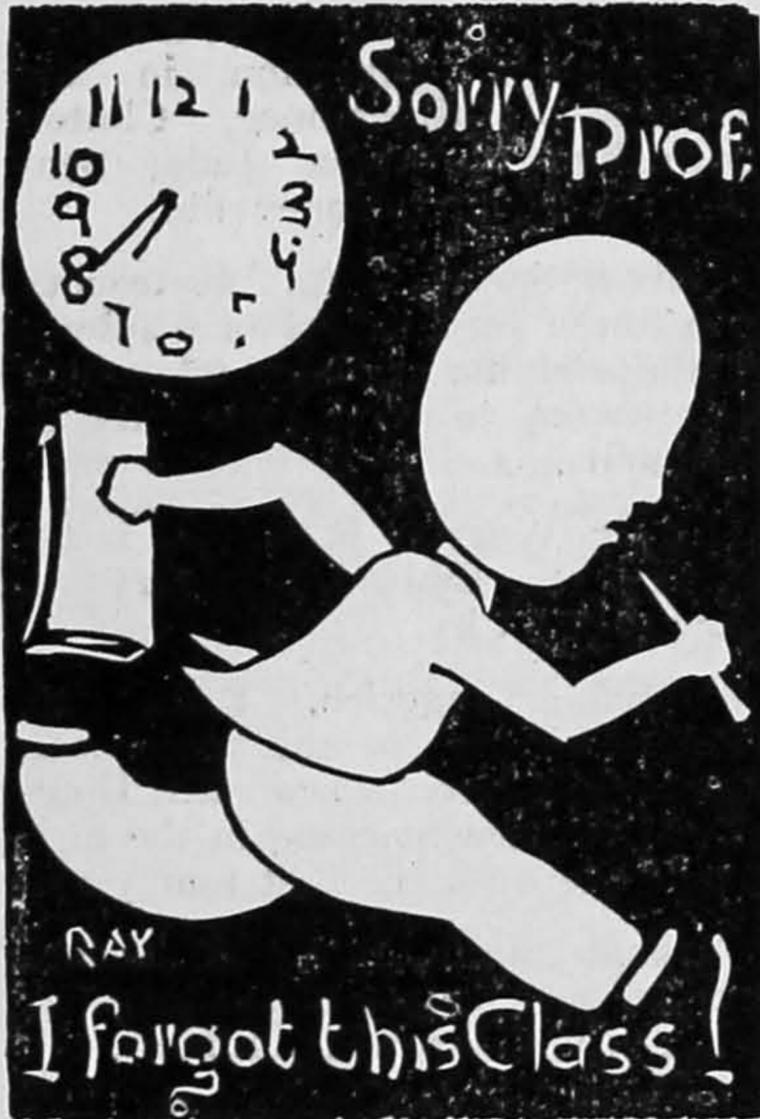
Simplicity is beauty in quietness.

Professor G. H. Enss

If the basic principle of non-resistance is of any value in fair weather, it is also worth staking our lives upon.

Dean Bender

## The Visit of Ed and Co-Ed



Ed and Co-Ed, being not very sub-normal young people, and not having yet repressed their instinct of curiosity, came to college one day to see "what it's all about." They wanted to know these Freshmen, Sophomores, Juniors, and Seniors who always "answer 'aye' when duty calls." And they learned things, from the moment they set foot on the walk that curves around the fountain, until the storm, precipitated by the dismissal of Men's Chorus, had died away in the corridors. They received their "first impressions of Goshen College" when one of the girls who stopped just in front of them at the mailbox said, "I hope I won't be late this morning; I made my bed before I got up." Ed and Co-Ed began to feel that in the environment of such ingenious people their inferiority complexes would certainly thrive. Because Co-Ed was interested in the psychology of Sopho-

mores, they visited Types of English Literature class. Here they found an interesting sidelight on the "social life" of the campus.

The professor, glancing over outside-reading reports, commented: "Miss Snyder's report is all right, but she has no date. That's too bad. Mr. Shank's is also good, only—he also has no date." There was a brief pause broken by Mr. Shideler's suggestion: "Well, they'd better get together."

As Ed and Co-Ed walked back and forth between the buildings, they sometimes overhead bits of conversation that were more than ordinarily interesting. Naturally, they wondered, but never found out, who was the subject under discussion when Evelyn Brenneman asked the girl beside her, "Does he wear curly hair?" and received the uncertain reply, "Not very often." Just as they passed Jack Frey, late, and hurrying to class, he was overtaken by a still more belated classmate who asked him, "Has the last bell rung?" Jack was breathless, but he managed to say, "I—I guess so; I haven't heard any since." They were impressed by the contrast when they saw Joe Swope ambling along beside the impatient Carl Birky, but all they could hear of the conversation was Joe's saying, "So your mother was born in Switzerland? Then, of course, that makes you a Swede." Just then Joe was overtaken by Ross Gerber. Carl seized this chance to make his get-away, but Joe has a strange faculty for adapting himself to any subject, so he met Ross with "How many animals did Moses take into the ark?" "Two of each kind, of course," came the answer.

Ed and Co-Ed no doubt agreed with Mr. John Howard Nase in his hope that "it will all prove to be for the better."



## ALUMNI



Freeman Gingerich, Academy, '31, is enrolled in the Waterloo Seminary, Waterloo, Ontario. On Sundays he has charge of a new Sunday school opened at Hawksville, Ontario.

Una Cressman, Academy, '31, is a student nurse in La Junta, Colorado.

Orlin Reedy, Academy, '31, and Viveron Huffman, Academy, '31, are enrolled as Freshmen in the College.

Paul Slabaugh, B. A., '31, is regularly employed in the Kroger Grocery and Baking Company, 104 South Main St., Goshen.

Lester Litwiller, B. A., '30, and Ruth V. Yoder, B. A., '29, were married at the home of the bride's parents near Wooster, Ohio, on October 9, 1931. Mr. and Mrs. Litwiller are at home in Pekin, Illinois.

Beatrice Hershey, B. A., '29, and William Hallman, B. A., '29, were married on Sunday, October 18, in Elverson, Pennsylvania. They will make their home at 102 South Seventeenth Street, Harrisburg, Pennsylvania. Mr. Hallman is field representative for the International School of Correspondence, Scranton, Pennsylvania.

David Leichty, Academy, '27, and Mrs. Leichty (Helen Yoder, Ex-'33) are at home in West Liberty, Ohio.

Mrs. Herman Andres, (Joanna Suderman, B. A., '30,) teaches religious education in the city schools of Newton, Kansas, and is also enrolled in Bethel College.

Leroy Hostetler, B. A., '29, and wife, with their five-months old daughter, Esther Ruth, are at home in West Liberty, Ohio.

Allen Ebersole, B. A., '30, is tutoring and doing substitute teaching in La Junta, Colorado.

Esther Brunk, B. A., '27, is teaching religious education in the schools of Millersburg, Clinton Township, Wakarusa, Judy, Benton, Topeka and Honeyville.

Milton Smith, B. A., '28, teaches in a junior high school in a suburb of Philadelphia and also takes part time work in the University of Pennsylvania.

Edwin Weaver, B. A., '30, is attending the Biblical Seminary in New York City.

Melvin Gingerich, B. A., '26, teaches history in the junior college, Washington, Iowa. Mr. Gingerich had been teaching in the high school there for the past four years.

Tilman Smith, B. A., '28, teaches English and history in the Roanoke High school, Roanoke, Illinois.

Florence Bender, B. A., '22, was on the campus October 25. She is pursuing graduate work in Home Economics in Purdue University.

Ezra J. Camp, B. A., '28, is doing graduate work in the University of Chicago.

Walter Zehr, Ex-'32, sings over WILL, the University of Illinois radio station, every Thursday at 5:45 p. m.

Silas Smucker, B. A., '30, Lela Schertz, B. A., '30, and Marjion Schertz, B. A., '29, are doing graduate work in Purdue University.

Mary Carolyn is the name of the four-month-old daughter of Mr. and Mrs. Ervin Reschly, B. A., '29, Wayland, Iowa.

Mark Hertzler, B. A., '30, left Coffman Hall for his home in Denbigh, Virginia, on October 15.

Mary Hess, B. A., '30, teaches English and music in Burdett High School, Burdett, Kansas.



## COLLEGE NEWS



The student body is very happy to have President Yoder back with us after an absence of several weeks, due to an appendicitis operation.

Sarah Esch, Junior, had the misfortune of dislocating her knee on October 13. It was necessary for the attending physician, Dr. Bowser, to administer an anaesthetic before the knee could be adjusted.

Fern Miller, Atlee and Ralph Beechy, students from Holmes county, spent October 24 and 25 at their homes.

James Steiner, president of the Y. P. C. A., returned to the campus October 18, to resume his school work.

George Bishop, H. Clair Amstutz, Ferne Smith, Pauline Oyer and Agnes Weaver went to Illinois October 17. Ferne and Pauline went home, Agnes visited friends, Bishop and Amstutz ???—

Professor Noble Kreider has announced his intentions of giving a series of music appreciation programs at the College this winter. Each month he plans to give one program in which the life and works of some outstanding composer will be presented with portions of the composer's best compositions. At the first program, which was held in Assembly Hall Wednesday evening, October 7, Professor Kreider gave an address on Cesar Franck and his works. Franck's D Minor Symphony was then analyzed by Professor Kreider, who played the various themes and showed how the symphony was built around them.

Erma Schertz entertained twelve upper classmen at a surprise birthday party for Verna Schertz October 3 on the lawn at the home of her uncle and aunt, Professor and Mrs. Walter E. Yoder.

Mary Jones and Ruth Ebersole spent the week end of October 13 in Elkhart at the Ebersole home.

A short program was given by the Senior class in the dining hall on Thursday evening, October 3, after dinner. Robert Bender gave an impromptu speech. John Paul Yoder played a piano solo, and Barbara Thut gave a reading.

Mr. and Mrs. Jacob Weaver and Mr. and Mrs. Edwin Landis from Lancaster, Pennsylvania, visited Menno Miller at Coffman Hall on Tuesday, October 15.

Brother Roy Otto from Springs, Pennsylvania, conducted chapel service on Thursday, October 22.

Want a holiday? Go to Holmes county with Dave Esch. Gerber, Roth, Eigsti, Zuercher and Hostetler can tell you many appetizing stories of the good things they had to eat while waiting for their car to be repaired.

Miss Dora Hershberger, '31, visited at the college Sunday, October 25.

The Freshmen men's debate try-outs resulted in the election of Atlee Beechy, Virgil Blosser, Herman Smucker and Robert Weldy to represent their class in the coming Freshman-Sophomore debate to be held December 11.

The Freshmen girls' team consists of Leona Yoder, captain, Marion Hamm, Mildred Schrock as team members, and Ruth Ebersole as alternate.

Professor G. H. Enss attended a meeting of the Indiana Philosophical Association at Indianapolis, Friday, October 23.

Harold Burkholder arrived from Canada, Friday, October 2, to continue his academy work. Mr. Burkholder was delayed a few days because it was necessary for him to have his passport renewed.

The men of the college were pleasantly entertained at the Kulp Hall "Open House" Friday evening, October 20. After visiting the rooms the guests enjoyed a social hour. Refreshments consisting of pumpkin pie with whipped cream, and coffee, were served in the dining hall, and an impromptu program was given. Miss Ada Lapp served as toastmaster. Irene and Carolyn Lehman and Lydia Shenk were voted as being the best housekeepers, according to the masculine mind.

Dean H. S. Bender, accompanied by his family, motored to Fisher, Illinois, Saturday, October 31, where he gave a talk on Russia, at the Fisher Mennonite church, Sunday morning. In the evening he gave a similar talk at Tiskilwa.

Niemann and Fannie Brunk, Ada and Velma Lapp, and Mr. and Mrs. Milton Brunk, drove to Chicago, November 1, to visit friends and attend a concert given by Fritz Kreisler.

The members of the Freshman class, who are not permitted to organize until after the first six weeks, held their election Friday noon, October 30. The results are: President, Marvin Hostetler; Vice President, Robert Shank; Secretary, Ruth Ebersole; Assistant Secretary, Fern Miller; Treasurer, Paul Kauffman; Historian, Bonita Birky.

During the dinner hour, Thursday evening, October 8, the social committee of the Junior class put on a short program consisting of a vocal solo by Edgar Frey, "House-cleaning" by Virginia Brown and Sarah Esch, and a male quartet, consisting of Arthur Roth, Carl Birky, Carl Hostetler and Linus Eigsti.

Olive G. Wyse represented the faculty at the Thursday evening entertainment in the dining hall, October 22, with a reading, "The Song of Hugh Glass."

Ada Lapp and Lydia Shenk spent the week-end of October 24 in Bluffton, Ohio.

Dean Bender and Dr. Hertzler attended the Indiana State Teachers' Convention in Indianapolis, Thursday and Friday, October 22 and 23.

Walter E. Yoder, head of the music department, with his family and Miss Erma Schertz, motored to Metamora, Illinois, October 23, to spend the week end visiting relatives and friends.

Following the new policy adopted by the Administration this year, all the professors gave six weeks tests in all of their classes, Thursday and Friday, October 22 and 23.

Dr. Glenn R. Miller, head of the physical science department, was the speaker at the opening fall meeting, Wednesday, October 21, of the St. Joseph Section of the American Chemical Society. The meeting was held in the chemistry hall, Notre Dame, and was open to the public. Dr. Miller's subject was "The Behavior of Halogenated Phenols with Nitrating Reagents."

The annual meeting of "Sister's All" was held Friday evening, October 22, in the social room of Kulp Hall. The theme for consideration was, "The meeting of nations." Talks were given by Ferne Smith, Carolyn Lehman, Sarah Esch, Mrs. Oyer, Irene Lehman, Mrs. Enss, Emily Kauffman, Elsie Shank and Vera Snyder.

Tuesday morning, M. D. Fast of Reedley, California, conducted the chapel service and told of his many interesting experiences in shipping and distributing clothing to needy Russian Mennonites following the Russian Revolution.

Niemann Brunk, editor of The Record, was pleasantly surprised by a group of his school friends, Wednesday evening, October 28, when they arranged a special dinner in honor of his birthday, in the dining hall.

I. W. Royer will be one of the instructors during the Short Bible Term.

After the chapel service, Monday, October 19, the student body elected the following officers of the Students' Library Association: H. Clair Amstutz, president; Helen Moser, vice president; Verna Enns, secretary; Otto Binkele, treasurer; Barbara Coffman, librarian.

The men's chorus, consisting of twenty-seven members, has elected Robert Bender, president; Ezra Hershberger, vice president; Jacob Sudermann, business manager; Carl Hostetler, assistant business manager; and Arthur Roth, librarian.

The ladies' chorus, consisting of twenty-four members, has for its president Irene Lehman, treasurer, Marie Yoder, and librarian, Fern Miller.

Professor G. H. Enns, head of the German Department, gave a short talk on the purpose of the recently organized club, "Der Deutsche Verein," at the meeting of that organization in the Vesperian room, Thursday evening, October 8.

The administration has published the following program of the Third Annual Home-coming, November 26 to 29:

#### Thursday

- 11:00 a. m.—Thanksgiving service, President Yoder.  
 1:30 p. m.—Thanksgiving Dinner.  
 8:00 p. m.—Oratorio, "The Holy City," College chorus.

#### Friday

- 1:30 to 3:00—Regular classes.  
 3:20 p. m.—Basketball.  
 8:00 p. m.—Lecture, F. M. Snyder.

#### Saturday

- 3:00 to 4:30—Tea.  
 7:30 p. m.—Home-coming social.

#### Sunday

- 9:30 a. m.—Sunday School.  
 10:45 a. m.—Sermon, Milo Kauffman, Chicago.

Mac Cripe registered as a Freshman in the college department, Tuesday, October 27, bringing the enrollment up to 195 students.

Hints on Christmas shopping and glimpses into Santa's dolly shop were given by the kitchen force as their part of the after-dinner program, October 29. They even had a big baby doll and an honest-to-goodness Jack-in-the-box!

## Twenty-Five Years Ago

The Oratorio Society has reorganized for the coming year, and will meet for its regular, weekly rehearsals at the College on each Thursday evening at 8:00 p. m. Professor J. D. Brunk has been elected its director. At present Gaul's "The Holy City" is being studied.

Professor Geo. L. Cole's illustrated lecture on "The Ancient Cliff Dwellers," given in the College Hall, Wednesday evening, October 16, was thoroughly appreciated by the students.

C. B. Blosser, '07, attended a county institute at LaGrange, October 27.

J. E. Hartzler, '04, East Lynne, Mo., occupied the pulpit at the College services, October 14.

Twelve college juniors accompanied by a few of their friends enjoyed a few hours' boat ride up the Elkhart river, Saturday, October 20.

A new music student (Niemann Artler) has taken up permanent residence with his father, Professor J. D. Brunk, Sunday, October 28.

Mr. Parfitt, of this city, exhibits a splendid photograph of a group of students and faculty taken near the entrance of the college building, October 23.

About one hundred students spent several hours in a very pleasant manner at the regular social tendered by the Y. P. C. A., Saturday evening, October 6.



# ATHLETICS



## MEN'S ATHLETICS

Fall is one of the transition periods of sports. Tennis and kittenball give way to soccer, and a little later, basketball. There remains one more kittenball game to be played, but this game has an important bearing on the final standing. At present the Eagles and Kats are tied for first, but by winning their remaining game the Bearcats would make it a three way tie. The Pirates and the Irish will occupy the two bottom positions. Individual stars of this season's games have been: Bradford, Schmucker, Nase, and Miller of the Kats; Eigsti, Bender, R. Beechy, and Neff of the Eagles; Zuercher, H. Smith, and Hershberger of the Bearcats; C. Hostetler and A. Beechy of the Irish; and Gerber and M. Hostetler of the Pirates.

Tennis enjoyed rather poor success this fall because of the wet and cold weather. The tournament of the first four men in the perpetual tournament is being played now. Bradford easily disposed of Ori Miller for the right to play "Doc" Yoder who beat Howard Nase. The winner of the Bradford-Yoder meet will have first place, the loser second. Miller and Nase are to play a match to determine third and fourth places.

Forty men have signed to play soccer. Athletic director, Nase, plans to divide this group into three squads and complete a schedule which calls for each team to play the other two teams twice.

Practice for the annual home-coming basketball game with the ex-students began when Director Nase issued a call for varsity material. The personell of the team has not been decided but men sure to see action are: R. Gerber, A. Beechy, R. Beechy, O. Miller, C. Hostetler, Brenneman, and Nase.

## WOMEN'S ATHLETICS

The fall baseball season came to a close with a team representing the ladies chorus in the lead. This team won all the games they played. The team of which Sarah Esch was captain took second place, while the team led by Virginia Brown took last place.

Since cooler weather has come, the physical education classes have deserted the athletic field for the warmth of the gymnasium. Hikers seem to thrive on the invigorating air; five Kulp Hall girls have reported that they have covered the mile and a half to town in seventeen minutes. Although only a comparatively small number of girls have signed up for the perpetual tennis tournament, an interesting spring workout is anticipated.

On Tuesday evening, November 3, sixteen girls came out for a basketball scrimmage. This was the first practice in preparation for the home-coming game at Thanksgiving. Sometime during next week the team will be chosen. Gladys Burkhart and Fern Miller, forwards, and Marie Yoder and Ada Lapp, guards, seem to be the most promising new players. When it comes to long shots, Barbara Coffman hasn't lost any of her ability. The Sophomore and Junior teams both feel the loss of a number of players. Only one regular and one substitute player returned for the Sophomores, while three regulars returned for the Juniors. Unless these two classes can find some new players soon, it may be necessary to combine the two teams. If this combination is made, there will then be three strong class teams and an assurance of strong competition.

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