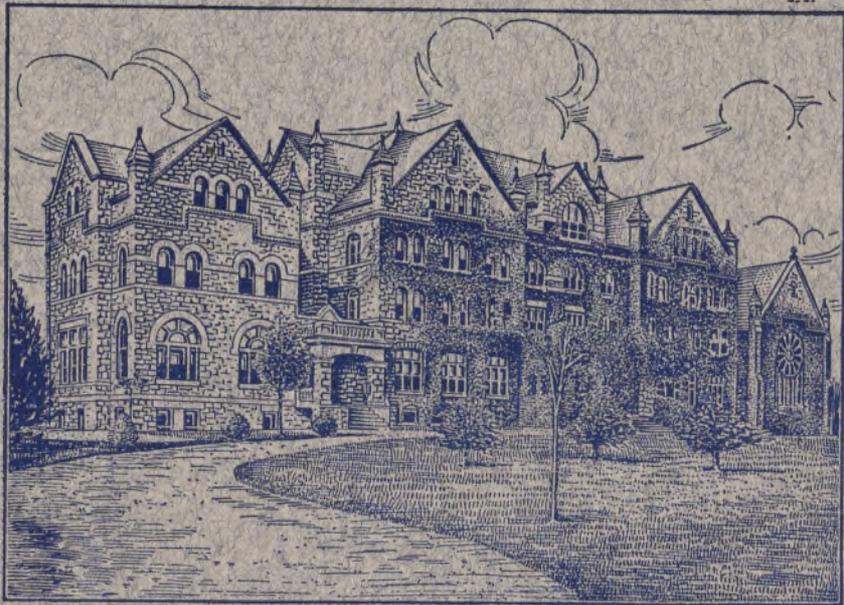


# THE COMENIAN

VIA LUCIS



Vol. 24  
No. 8

Bethlehem, Pa., May, 1915.

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# The Comenian

Volume XXIV.

BETHLEHEM, PA , MAY, 1915.

Number 8.

## Give the Boy a Chance

C. O. WEBER, '16

**T**HERE is a period in the lives of most boys when they do not seem to belong anywhere. This is the startling condition that must give the Church great concern, for more souls are lost to organized Christianity between the ages of twelve to eighteen than in any other six years of life.

The period of the most rapid development in a man's life ends at about six. The infant is like the wild creature of the wood, and it is as cruel to confine the physical activities of young children in Kindergarten and the school as to confine those of squirrels and swallows. Mentally, the infant boy appears to consist mostly of a bundle of instincts, of these the simpler ones of grasping, locomotion, curiosity, etc., are means of self-education, but the most marked is imitation.

The instinct of imitation is one of the most important factors in a child's moral life. Imitation is the unconscious effort of a child to understand life, by doing as the people about him are doing. It is only when we ourselves imitate any line of work that we get into real sympathy with other workers in the same direction. "It takes a hero," says Lessing, "to write the biography of a hero;" only a man of equal or greater power can rightly understand the hero.

We see the manifestation of this inborn impulse in children of all stages of growth. Workers among children have come to the sad realization that the many failures in the line of Church activities among children are not due to the children but that the fault lies with the workers. How many attempts are made to lead the children when it were as if "the blind led the

blind." How often we workers forget that we should be living examples of what we place before the children as a realizable ideal. How many sad, miserable blunders we make by forgetting that old axiom, "Practice what you preach." No wonder so many children go wrong when they do not what we say but what we ourselves do.

An instinct which plays a great part in a boy's life is the play instinct. It is both expression and means of education. It expresses the awakening instincts, and so teaches us what the child's nature is. It is the natural way by which a child finds out things.

The boy-child begins to imagine and to personify in his games, and often wishes to play with others. But that this social instinct is yet incomplete is shown by the fact that, in games, it is each one for himself; the team work so admirable among young men is entirely lacking; and even in playing team games, each player seeks his own glory and repeatedly sacrifices the welfare of the team to himself. To take advantage of this play-instinct is the newest problem in education and religion.

The wise worker among boys will make use of the natural play instinct by making himself a boy and mixing with them. No matter what the age of the boys worked among may be, they will look up to the worker who places himself among them as one of them. Here is the opportunity to give the boys the greatest of all lessons. Example: Show them the clean game, the beauty of nature and, above all, show them what clean moral living can make of the manhood which is blossoming in them. What a great in-

fluence the worker can have over the boys, if they know he can be trusted as an elder brother, to whom all the problems and perplexities can be brought with the foreknowledge that they will be answered in kindness and consideration. What greater reward can a worker receive than the knowledge that he is the confidant of those he is trying to lead.

It is in this state of boyhood that team work can best be developed. What a sad lack of that team-work which characterizes our national game is lacking in our church organization? And why is it? Delving down to the bottom we find the elder brother missing during the formative years of the officers of our churches. Have we been preparing our laymen to take hold of our church activities as they should? Have we been preparing young men to step in to take the places of those who are growing gray in service and who must soon depart? Can we expect the office boy to take the president's chair? Yet we expect the boys in our churches to step in and take hold. Thank God, many of our churches are waking up and giving the boy his rightful place, by giving him the opportunity to work for which he so craves. The boy will work if shown what he can do, and if he is made to feel the great hole he can fill in the church.

What a great power the Sunday School, Junior C. E. and Boys' Club can become if guided by one who knows whereof he speaks. Make the boy feel that he is a spoke in the wheel and he will do his share of the pushing, but let him believe that he is not needed and he is lost to the Church.

During these two periods of imitation and play the boy has been changed from a bundle of instincts to a bundle of habits. The trails are becoming well traveled roads. Boyhood is the time for forming habits, as adolescence is the time for shaping ideals. This is the era for conscience building, politeness, moral conduct and even religious observance may now be made so much a matter of course that they will never seem foreign. During this period of adolescence the boy can absorb more nutriment and more information, more helpful or hurtful facts, more

proverbs of wisdom, more Scripture and hymns for future use than ever again in his life.

The boy of this age is not mere animal. His emotional instincts are growing, and of these love is one of the deepest and one of the first. Although it be true, as Paolo Lombroso says, that "the child tends not to love, but to be loved and exclusively loved," yet his love marks the brightening dawn of the social and altruistic instincts; and so love for mother, for teacher, for some older friend who is an ideal, love for truth—which is so startling in the unperverted child, love for God and good, these are all characteristic of the warm-hearted days of boyhood.

Together with the ideas and ideals, which the boy absorbs by precept and imitation, there begins to appear something else during this period, and that is the sense of personal responsibility. Make the boy responsible for some department of church activity and you will get him interested. Widen his horizon so that he will see the needs which he can remedy and the wonderful possibilities locked up within him which may materialize. Lancaster says, "The pedagogy of adolescence may be summed up in one sentence, inspire enthusiastic activity." Every little while an instinct pops up in a boy's mind and feebly seeks for utterance. If it is not noticed it sinks back again to rest or it becomes perverted. All boys have the constructing instinct. If it is neglected it either fades away or becomes the destructive instinct. Some wise man sets the boy to whittling or modeling and the instinct becomes an ardent interest.

These three instincts, namely, Imitation, Play and Responsibility, must be well studied by the one who would work among boys. To blindly place a man or woman over boys, who knows little or nothing about the boys' wants, is folly. The molding of our boyhood is too delicate a matter to be trifled with. If we have a Church of men nothing can withstand the onward rush of that Church we prize and love, but if our boyhood is neglected the Church will pay the penalty. Let the Church of the future be built upon the solid foundation, and that the foundation of manhood.

# Education in Athens

ROWLAND W. STROHMEIER,<sup>17</sup>

GREECE passed on to posterity more, in the line of education, learning and fine arts, than almost any other country in the world. She developed to a high state of perfection many departments of literature which later countries copied, and which today, after twenty-five centuries, are closely studied by those who desire to be well educated. Of course she did not originate all she passed on, and sometimes more glory and praise has been given to the Greeks than they deserve. It could hardly be said, as some people would have us believe, that they were so infinitely superior to the other nations who lived contemporaneously with them; nor were they equal in knowledge and intellect to the more highly developed peoples who followed them.

The Greeks received most of their ideas from the older civilization in Asia, but we must surely give them credit for having improved and developed them more than others, and more, perhaps, than the originators themselves. Therein lies the great glory of Greece; not in originating or inventing, but in improving and making the best use of that which she received.

It is commonly conceded that Greece has done much to improve and to increase the knowledge of mankind; that she has left much which we now take as a standard. It is a well-known fact that Hellas has been the educator of the world, not only directly by means of the gems of Greek literature left to posterity, but also indirectly as the educator of Virgil and Horace, and thus she reaches the minds of our own school children. Since all these facts are undisputed, it is very natural to inquire: "How did the teacher of nations teach her own sons and daughters?"

But where would be the best place to take up the study of Greek education? Were we to attempt to take up all the systems used in every part of Greece we would be obliged to study the peculiarities of each separate city and state, and to look into the differences which are found in the educational systems of all countries.

However, the best educated Greeks of the sixth and fifth centuries, B. C., the golden age of Greek culture, were found in Athens. There were situated the schools of the renowned educators and philosophers of the age. There was, naturally, the spot in which the teachings of wandering professors began to be shaped into schools. Of course, by studying conditions in Athens, one could not find the average conditions of all Greece, but they are the best example, for the Athenians were the keenest and most intellectual of the Hellenes. Also, Athens, possessing all the advantages of a commercial center, was free from the disadvantages, because the vulgarity of trade was confined to the seaport, Peiraeus. Pericles had called Athens the school of Hellas, and there we find the cream of the Hellenic educational system.

The schools of Athens did not aim, mechanically, to stuff pupils with facts which would be useful in after life. The Greeks wished all things to be "fair and good" and, in order to have pupils assimilate this idea, the lessons were made attractive, and in every stage masters urged their charges to love what is fair and to hate what is ugly. Through every department the course was about evenly divided between intellectual pursuits and physical culture. In Sparta, in the beginning at least, the sole aim was to make a perfect body, to raise a class of perfect men and women, who should in turn produce children who had no defect; but in Athens they were much more liberal and wished to have their citizens well balanced and symmetrical, both as to intellect and physique.

The field of education covered music, art and literature. Their music is now almost all lost, only a few fragments are left. But their literature, consisting for the most part of adventure and heroism, recounted in verse, is the main source of our knowledge concerning their education.

Although Athens was essentially a commercial city, her inhabitants would include under so honorable a name as education no course in

which pupils mastered their future trade or profession. Technical training was excluded from Athenian schools. All forms of handicraft were contemptible and ungentlemanly. The boys alone were educated. By these things it is plain that Athens was very discriminating in her education and offered it only to those whom she thought most deserving.

The ordinary system of education in Athens consisted of three departments or stages: Primary, Secondary, and Tertiary. The Primary education lasted till the boy was 14 years of age, and consisted of a foundation in the three r's, reading and reciting Homer, music and scientific physical training.

The Tertiary education, the only part really compulsory, consisted of military training under the supervision of the state and, since not much attention was paid to intellectual pursuits in this course we may pass this part in comparative silence.

But the Secondary part of Athenian education, corresponding nearly to modern college courses, brings out the more matured thoughts and ideas of the youth of Athens.

The Secondary schools were optional and were seldom attended by any but the wealthier class, and by no means all of them did so. Sons of poor men began to learn some trade by which to support themselves, while sons of rich men spent most of their time in athletic exercise. But with the Periclean Age arose a desire for a further course in education, to occupy the four years which intervened between the completion of the Primary course and the age when the state summoned her youth to undergo military training.

Very often such secondary instruction was given by wandering professors, called Sophists. These are the men Plato accuses of taking pay for philosophic instruction. There surely was much room for criticism in such teachers and in their methods. The Sophists came and went, without a definite route or schedule, and taught those who would listen, in most uninspiring places and some even taught in the streets. Thus it can be seen that such instruction was scattered and fragmentary. The Hellenic lad acquired a little knowledge about many subjects; he was a Jack-of-all-trades, but master of none.

The Sophists taught essentially the same subjects as those taught in permanent institutions, but theirs was a much inferior method. Since they wandered from place to place they had little chance to study the individual peculiarities of their pupils and, consequently, were able to do little more than give general information such as was clear to all in the audience. Yet they attracted large and enthusiastic crowds; to these they gave the heterogeneous collection of facts which they had gradually assimilated in their wanderings. We cannot tell to what extent these lectures benefitted the hearers because no contemporaneous writers have given us unprejudiced accounts of them. Of course they would naturally appear to great disadvantage when compared to great philosophers and to some of the most intellectual men Greece ever produced.

But several men, among them, Plato and Isokrates, realizing the grievous error of such a scattered and incomplete system of education, tried to counterbalance it by establishing permanent schools, where only certain subjects were taught, taking care that these should be taught well. These two men maintained the two most important schools in Athens, teaching Logic, Philosophy and Rhetoric, and their schools became recognized features of Athenian life. Besides these two, other schools were established, which taught along the same lines, but some specialized in acquiring highly developed oratorical and forensic ability.

Gradually these permanent schools established themselves in Athenian life and, towards the end of the fourth century, B. C., youths wishing an education did not trust themselves to wandering Sophists, but turned at once to the permanent schools of recognized worth.

It was with these permanent schools that most of the Greek writers were connected, whose works are read now in our colleges. We look to these works now to study the life of this glorious period in Greek history, and without them such knowledge would be much more limited than it is. The prestige which the Greek language enjoys as a cultural study is divided between these later writers and the Homeric works which they studied so diligently. These concrete products of Athenian education will

never be forgotten so long as people desire a liberal education and so long as students are interested in studying the literature of the first highly intellectual people of civilization.



### Y. M. C. A.

STOP!            READ!            PONDER!

We started off our new month with spirit, dash, and enthusiasm. The first meeting after the Easter recess was on April 8, the subject for discussion being "Passion Week Inspirations." Mr. Gutensohn was leader. Inspirations in the way of music, speaking and worship were the main facts brought forth at this meeting. Many of the men gave their several vacation inspirations and how they differed from other recesses. This was a very interesting meeting and enjoyed by all present.

The next week the following notice was posted on the bulletin board for Y. M. C. A.: "Prize Fight Meet." Leader, Limbach, and the following questions beneath the notice: "Have you given temptation an *Uppercut*? Are you *Guarding* your health? Have you dealt Satan a *Knockout Blow*?" This was novel and many men came out just to see what was going to happen. Many valuable expressions were given vent to at this meeting, such as guards for health preservation, evil and temptation.

On April 22, another live meeting was held. The topic was "A Musical Meeting." Mr. Rights presided over the meeting. The Scripture reading was taken from the 100th Psalm. Mr. Ehlers, the traveling Y. M. C. A. Secretary of Pennsylvania, was present and gave some valuable remarks on the power of music in the work for Christ. He also created enthusiasm for the delegates to be sent to the Eaglesmere Conference in June. The quartet, consisting of Messrs. Fulmer, Henkelmann, Rights and E. Clewell, rendered a selection.

April 29, Mr. R. Shields was leader; the topic, "Mexico." Messrs. Kant and Weber led in the opening prayers. The Scripture lesson was taken from the third chapter of John, verses 14-21. The mission study book, "Mexico of Today," was the book much discussed at this meeting. With the aid of this publication Mexico was brought before us in the way of its natural climate and religion. Many interesting stories were told of the religion, morals and politics of Latin America. Mr. Wedman gave a very interesting account of the religion of Mexico, and Mr. Splies of the characteristics of the people.

We regret exceedingly the loss of our President, Mr. Kuehl, for the rest of this year, and hope he will be with us in the Fall ready to take up the work anew.

Easter Sunday a deputation team held service at St. Luke's Hospital. The team consisted of Prof. Schwarze, who led the service; Mr. Kant, who delivered the address; Mr. Ruprecht, the organist, and Messrs. Fulmer, Henkelmann, Stolz and Wedman, who composed the quartet. A very interesting and inspiring meeting was reported.

Sunday evening, April 25, Messrs. Spaugh, Richter and Dech held service at Shimer's Station. Mr. Spaugh delivered the address and Mr. Richter rendered a solo.

May 2, Messrs. Rights and Splies visited Shimer's Station. Mr. Rights delivered the sermon, Mr. Splies assisting in the service.

We hear very good reports from the Foreign work. The several English classes and the Greek Sunday School are all flourishing.

The prayer circles are all in a very encouraging state and are of much benefit to those engaged therein.

The Mission Study classes are in "full swing" now under the leadership of Messrs. Vancura and Wucherer. The book, "John Hus, the Martyr of Bohemia," seems to be a publication of much value for this study.

We had the privilege of having a delegate present at the Pennsylvania Association of Student Y. M. C. A. Presidents, held at the University of Pittsburgh, at Pittsburgh, Pennsylvania. Mr. E. Clewell, the vice-president, represented us at this conference.

The conference began on Friday evening, April 30, and closed Sunday afternoon, May 2. Many of the leaders of the conference were men of wide international experience.

The meeting on Friday evening was a "get together" session. After an address of welcome by Dr. John M. Mecklin, of Pittsburgh University, the delegates were called upon to express their expectations of the conference, and the leaders then endeavored to meet these. After this informal session there was a social hour, during which the delegates became acquainted with each other, with the leaders, and with the members of the local Y. M. C. A. and Y. W. C. A. The young ladies served refreshments.

On Saturday morning the delegates and leaders held a service of song, devotion and prayer. "My Brother's Keeper" was the subject of an inspiring talk by Frank N. D. Buchman, General Secretary of State College. He laid stress on the value of personal work. "A Voluntary Bible Study Program for 1915-16" was outlined by Harrison S. Elliott, Bible Study Secretary of the International Committee. The purpose of Bible study, he said, was to lead to active service and to bring men to conviction; and the plan outlined in two ways, personal and group study.

Mr. Paul Micou, Eastern Field Secretary of the International Committee, said, in speaking of evangelism in the Association campaign, that personal work was not

(Continued on page 97)

# THE COMENIAN

(Published on the 15th day of the month.)

Devoted to the interests of the students and alumni of the Moravian College and Theological Seminary.

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Articles for publication are invited from alumni and students. All contributions must be submitted to the editors before the 1st day of the month.

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## Memorial Day Reflections

Another national holiday is fast approaching. It is one of the few days when we are taught to cast our glance backwards and pay our due respects to those who have fallen for the Union. We honor them for the self-sacrifice they made and for the noble purposes which impelled them onward.

But the world is full of opposites. For us, Memorial Day has become largely a holiday affair. We no longer think of the bitterness and loss which this day once brought to remembrance, and there remains only "the cherished memory of the loved and lost."

Should our thoughts, however, turn toward Europe, the sight ought to dampen our Memorial Day enthusiasm. We might there witness the same subject from a different angle—Memorial Days in the process of formation. How many countries will have another day to add to their national calendars after the present war! While we are wont to observe Memorial Day in a jubilant spirit, this reminder across the water ought to awaken in us a few more serious

reflections this year. We may grow callous with hearing about war, but we cannot take away its terribleness. The hardships to be suffered are no lighter than our own men bore. The men who are being sacrificed today are just as noble as were our own, whether they march under the standards of Germany, England, Russia or France.

Every American ought to be able to extend, in thought, the brother's hand to the men of Europe. Even though you think the fault does lie mostly on one side, it certainly does not lie with the individual men who suffer. It would be selfish for us to observe our Memorial Day just as usual, without a thought for those now in trouble. So, while we strew the graves of our own honored veterans with flowers, let us also remember the heart-aches and wounds of those across the sea with the best we have—our sympathies and prayers.

A. P. Z.



He that talks so loudly **Procrastination** against a prevailing fault, is generally himself not least guilty. And this may equally be true of the editor. But we have, at least, an honest desire to combat this subtle foe, *procrastination*. By this we mean that kind of procrastination which robs us of our opportunities, that cuts short our possibilities of achievement and that consumes our efficiency. For it is not always a fault and it may sometimes be the part of wisdom to procrastinate. Not so, however, when procrastination is a culpable delay in doing that which it is both to our own best interests and our duty to do. In short, when we put off until tomorrow what we can and should do today, then procrastination becomes the part not of wisdom but of folly. It is then a foe that must be combated with determined effort.

Gibbon once said, "When I postponed to another summer my journey to England, could I apprehend that I never should see her again?" This is only a passing remark, but it suggests how easily we may forever forfeit today's opportunity through procrastination. One of the essentials for success is a constant readiness to

seize the opportunity when it presents itself. Seize it today and the opportunity is still yours tomorrow. But let it pass today and tomorrow it is gone forever. This does not mean that we shall not exercise wisdom or that we shall blindly make hasty decisions. But there is a wisdom that wisely anticipates opportunities long before they come. And the man who exercises this wisdom is the man of quick decision who is ready for the opportunity when it comes. To such a man an opportunity becomes the immediate stepping-stone to achievement. As soon as the gate of duty swings open, he is there ready to enter. And he does so with that enthusiasm which insures success. He has learned when it is not wise to procrastinate and he has learned a most valuable lesson. Have we?

E. L. M.



### Self-Reliance

We need scarcely turn over the pages of the gem of Emerson to realize that there is need of a clarion call today to bring men to a consciousness of the necessity for a belief in themselves. Man, weak, effeminate, timid, bashful, apologetic, is as useless to himself and others as an automobile with an empty gasoline tank. Men will doubtless learn the lesson, by costly experience, that a man without his spinal-column is too weak to stand. He can use the lower level but will be a minus-quantity in the struggle for the higher positions of life.

Failure is not ruin. Too many times have young men attempted feats of skill and, because of failure, despaired of *ever* attaining the goal. Some new Bruce must teach us that one try will not suffice. But why wait for someone else to remind us of this? Tasks are presented to us daily, testing our reliance.

Men may dress with simplicity, and yet underneath this garb may lie dormant ambition sufficient to send them higher and make them leaders of the visionless, the weak, the harmless.

Man must not only know his weaknesses and inefficiency, but equally as well his capabilities, his latent capacities. This feeling gives men conviction. Conviction when acting in its native excellence is a forerunner of genius.

Be proud! Be convinced! Be not proud of the task accomplished, but be proud of the opportunities for future activity. Be convinced not that all is declining, but that within your heart and soul-life are jewels which the world can use. Thorough, Efficient, these are great adjectives!

R. E. S.



(Continued from page 95.)

enough. "Personal work is all right and is necessary to a successful evangelistic campaign, but the campaign itself cannot be surpassed in furnishing an avenue of approach to men and uniting the efforts of all the Christian students."

On Saturday afternoon general discussion was on "Administration." The delegates were divided into three groups: University, College and Theological Seminary, and Normal School. Under the guidance of leaders these groups discussed such Association affairs as administration, finances, membership, and publicity. After these group meetings Mr. Paul Micou emphasized the value of the Association Press.

An interesting feature of the afternoon session was the outline, by the delegate from the University of Pennsylvania, of the Fall Set-up Campaign of his Y. M. C. A. He told how, in the fall of the year, the heads of the several departments met in Green Lane, outside of Philadelphia, and determined the platform and budget for the following year. Their budget last year was \$38,000, he said. A spirited discussion of this plan for a fall campaign followed. Mr. Honchell, Student Volunteer representative, then spoke and emphasized the value of the Student Volunteer sectional convention at Grove City this year.

The central topic for discussion on Saturday evening was "New Student Service Work." Two speakers, Richard H. Edwards, Social Service Secretary of the International Committee, and J. B. Carruthers, State Secretary of Pennsylvania, spoke on two phases of this work. Mr. Edwards spoke on "Self Sacrifice of True Social Service," and the work about which Mr. Carruthers spoke was "County Work Course."

On Sunday morning a short session was taken up by a question box and talk by Mr. Elliott. He spoke of the present task of the Christian college student and used the story of Gideon to illustrate how one can do it with God's help.

In the afternoon Mr. Micou spoke on "Life Work Guidance." He emphasized the altruistic nature of a life work. He advised that many callings be earnestly considered, and that when one was found to follow it with a whole heart. The last, and one of the best talks, was by Mr. Edwards, who chose as his theme "Doing the King's Service in the King's Spirit." He said that all work, to be done well, must necessarily call for honest sacrifice. After a short address by Chancellor

(Concluded on page 100)



## BEHIND THE BARS OR MUSICAL NOTES

☞ "Yes, sir, just from behind the bars"

One of the newspaper comments on the work of the M. C. Musical Association read, "the entire audience was struck with the Glee Club." Evidently they made a hit.

There was a young man named Bates,  
Who kept all the Glee Club dates;  
He made quite a fuss  
In a Ford jitney buss;  
O du schoener Bube, wie geht's?

Fishel (to Fair One): "Man alive, don't you know I'm the guy that put the *mus*e in music?"

Fair One: "Rather the *sick* in music, I think. How amusing!"

The 'phone book shows the following record: "March 20, Sam Wedman, 1 Bath." Since then no other record has been made for Wedman.

There was a young man rather odd,  
Of the well-known refectory squad,  
His mustache he'd wipe,  
And he'd eat tripe, tripe, tripe,  
Until he became a *tripod*.

The Glee Club is not the only bunch that has been taking trips. Last Saturday night Happy stumbled over a suit case, etc., etc.

The latest popular composition of J. G. B.:

Let melody flow,  
Grabow, Grabow,  
Ha! Ha! we're warm,  
Shanghai Brother Dech!  
Who did? Who did?  
Limbach.

### HEARD ON THE CAR.

Keenan: Say, fellows, did you hear about the little girl that got on the car and the carborater?

Spaugh: Aw, that's nothing. One of the little kids at Parochial last week let the ink eraser.

Clewell: Well, out in Uhrichsville a man bought a motor truck to do truck farming.

Stolz: Out in Alberta the farmers tell bloody ghost stories to harrow the fields.

Richter: Well, now the apple orchard owners in Michigan have organized under the title of "The Apple Corps."

Shields: In the good old Hope poultry yards, if you find the Indian Game, and the Buff Coaching, what has the Rhode Island Red?

Henkelmann: Yes, we took the mouse out of Emaus, put him in one of the coops of Coopersburg, but he escaped, so we caught him by the neck in Schoeneck, smote him with a ton from Easton just before he was struck by a Bee from Bath.

Wucherer: The Forestry Students strongly recommend organized rooting.

Vogler: If the center of anything is a point, how can Easton have a Center Square?

There was a young man named Backenstoe,  
Who dwelt on the fourth floor, don't you know,  
When business was pressing,  
He sought a redressing,  
And escaped from his Castelluci, Oh!

### TOLD ON THE CAR.

Fulmer: Since electric heating is in vogue, Philadelphians say that coal heating is a has-been.

Michel: Say now, look here, somebody carried away my Green Bay flag. That's a new way of doing penants (penance).

Swavely: The Emaus people say that one of the glee club fellows hired a dray to run over some scales before the concert. That sounds rather fishy.

Vancura: That's a good one. Sherlock went to the dentist and found a man who would put the fill in philosopher.

Hagen: The weary wanderers, Henks and Clewell, claim they got lost among the outskirts of Coopersburg.

There was a young man named Spaugh,  
Whose comrades listened with augh,  
When he played "Perfect Day,"  
They soon ran away  
To have him arrested by laugh.  
Haugh!

## LOCALS

On April 14, Rev. Kuhnt, who had been studying English under Prof. Moses for the past few months, left for his mission field, Nieuw Nickerie, Surinam. The evening before a farewell meal and chapel service were held. All the students have learned to know and love him and we can assure him of our good wishes in his work.

The Ushers' Association of Laurel Street Chapel and the Moravian College students had a joint meeting in the gymnasium on April 9. Of special interest was the address on "Athletics" given by Prof. Reiter, of Lehigh.

The following were among the visitors at the college during the past month: Mrs. Arthur Schultz, of Windsor, Wis., and her mother, Mrs. E. M. Smith; the Rev. and Mrs. Roland Bahnsen, of Dundurn, Saskatchewan, Canada; Rev. Flinn, of New York City; Dr. and Mrs. M. J. Backenstoe and friends; Rev. Robert K. Stansfield, of Canadensis, Pa.; Mr. and Mrs. Louis Goss and Miss Elsie Schlierer, of Philadelphia.

On Wednesday, April 14, the Rev. Roland Bahnsen, of Dundurn, Saskatchewan, Canada, and Miss Rehbein, of New York City, were united in marriage. THE COMENIAN extends its hearty wishes for a truly happy life.

Mr. Augustin M. Abarca, of Colombia, South America, is taking a course in English here at college.

On April 11, Richard Shields, Sem., '16, conducted the morning service in the Wesley M. E. Church of this town. In the evening of the same day Mark Ruprecht, Sem., '16, preached at this place.

The following preached at Edgeboro: Mr. Swavely, Sem., '15, on April 11; J. G. Bruner, Sem., '15, on April 18; Mr. Fulmer on April 25; Prof. Gapp on May 2.

Dr. Schwarze preached in the Bethlehem Presbyterian Church on April 25.

Dr. Schultze read a paper on "The Present Status of the Moravian Schools Abroad" at the Moravian Educational Association, held in the Central Sunday School building, April 24, 25.

On Wednesday, April 14, Bishop Karl A. Mueller delivered a very able missionary lecture in the English Lutheran Theological Seminary of Chicago, at Maywood, Ill.

Messrs. Limbach, Fishel and Pfohl had dinner at Miss Florence Groman's on April 25.

Mr. Edgar Clewell, '16, attended the Presidents' Y. M. C. A. Conference, held at Pittsburgh, Pa., May 1, 2. He also took a short trip to Uhrichsville, Ohio, from Pittsburgh, to see his folks.

Mr. Henry Kuehl, '16, who had been able to resume his work after having spent four weeks in St. Luke's

Hospital, has received the sad news that his father is seriously ill. He left for his home, at Grand Rapids, Wis., on Saturday evening, May 1. We certainly can assure him of our deepest sympathy.

On Sunday morning, April 11, J. George Bruner, Sem., '15, preached in the Olivet Evangelical Church, of Bethlehem, and in the evening in the Altonah Reformed Church, near Macada.

Wednesday evening, April 14, J. G. Bruner assisted in the musical entertainment, given in the Holy Trinity Lutheran Church, of Bethlehem (West Side), by rendering a number of select readings.

The Rev. F. W. Stengel, of Canal Dover, Ohio, has accepted the call as principal of the Linden Hall Seminary, at Lititz, Pa.

Mr. John Mueller's name is on the list of the candidates for an M.A. degree at Lehigh. These degrees will be given in June.

From April 17 to 19, Mr. Douglas Rights, Sem., '15, visited relatives in Pottstown, Pa.

The engagement of Mr. Vaclav Vancura, Sem., '15, to Miss Martha Fendrych, student at Hunter College, New York City, has been announced. THE COMENIAN extends good wishes with congratulations.

We also take pleasure in announcing the engagement of Rev. Taylor Van Vleck, of St. Kitts, W. I., to Miss Bronson, of Canton, Ohio. THE COMENIAN extends congratulations and good wishes.

The Rev. and Mrs. H. B. Johnson, since May 3, are the very happy parents of a little daughter named Judith Erna. THE COMENIAN extends hearty congratulations and best wishes.

Quite a number of the students were among the guests at the lovefeast held on Sunday, May 2, the occasion being the Single Sisters' covenant day.

Dr. Charles Rosenbury Erdman, Professor of Practical Theology, of Princeton Theological Seminary, has been secured to preach the Baccalaureate sermon for our College and Theological Seminary in June. Dr. Edward Payson Johnson, Professor of Sacred and Ecclesiastical History in the Theological Seminary of the Reformed Church in America, New Brunswick, N. J., will deliver the Commencement address.

We are thankful to receive a gift of two hundred and fifty volumes, mostly theological works, for our library. This liberal gift comes from a Methodist minister, the late Rev. Robert W. Jones.

The Musical Association claims a most successful season. On April 16, a concert was given before a crowded house at Nazareth Hall. On April 23 the company visited Emaus. Here they were entertained at a bountiful dinner given by Dr. and Mrs. M. J. Backenstoe in their beautiful home. After the concert in

Emaus, the club members were guests of the Y. P. S. C. E. at a reception. In connection with this excursion was the memorable return of the noble thirteen in a "jitney" at 2:00 a.m. The next evening the musicians journeyed to Schoeneck, where they were greeted by a large and enthusiastic audience. Here a reception was tendered the boys after the concert. On April 30 Easton was visited. The glee club, orchestra and soloists, as well as G. Raymond Schmich, '13, reader, were heartily encored and praised. The C. E. Society served refreshments to the troupe after the concert. May 6 found the company in Coopersburg, where they were entertained after the concert at Miss Young's residence.

Both from the standpoint of finances and from the standpoint of pleasure the trips have been successful. The college has come in contact with over a thousand people who were well pleased with the efforts of the students.

Paul Raub, of Nazareth Hall, was the guest of J. G. Bruner, Sunday, April 25.

Mr. J. G. Bruner assisted at a musicale, held May 13, in the Bethlehem (West Side) Moravian Chapel, by giving a reading, entitled "Meribay's Conversion."

Herbert Dech, '18, has been given charge of the Sunday services of the Evangelical Church at White Haven, Pa.

The following members of the graduating class of the Theological Seminary have received their definite appointments. J. George Bruner has been called to the recently re-organized home mission at Daggett, Mich. He will enter upon his work as soon after graduation as possible. Eugene L. Michel has been called to the newly organized home mission at Tagus, N. D. He will take up this work some time during the summer.



### C. L. S.

The following program was rendered at the miscellaneous meeting, held April 10. The reader, Mr. Nonnemacher, read "The Dells of Montaigne." The essayist, Mr. Gutensohn, read an essay, entitled "Early Moravian Missions in Ohio." Mr. Hagen reviewed the week's events. Mr. E. Clewell delivered an oration, entitled "Have Faith in Thyself." Mr. P. Allen then favored the house with a piano solo, "The Sailor Boy's Dream." Mr. Weber read his paper, "Dedicated to Whomever It Is Concerned."

Debate meeting, April 17. Extemporaneous speeches: Mr. Richter, "The Ford Plant;" Mr. Michel, "The Laborer is Worthy of His Hire;" Mr. Nonnemacher, "My Experiences with Tramps;" Mr. Fishel, "Indiana's Modern Novelists;" Mr. Zimmerman, "Does C. L. S. Pay?" The first declaimer, Mr. Bilheimer, gave "Fame," by Whitcomb Riley. Second declaimer, Mr. J. Shields, recited "Gungadin," by R. Kipling. Mr. Everoad was the reviewer for the evening. The question for debate was "Resolved, That the Government Own and Operate All Railroad and Telegraph Lines." It was debated

affirmatively by Messrs. Stolz and Gutensohn; negatively by Messrs. Wolter and Keenan. The president's decision favored the negative and was upheld by the house. Likewise, the per se vote favored the negative.



(Concluded from page 95)

McCormick, the delegates spoke words of farewell and appreciation for the hospitality of the local Y. M. C. A.

The conference was closed by the singing of "Blest Be the Tie That Binds" as the delegates joined hands about the room. Some delegates left Sunday night while others left Monday morning.

One feature of the conference was the book in which all the delegates registered their names. This book has traveled from conference to conference for 16 years.

The delegates were entertained by the fraternity houses, members of the faculty and students. They attended the ball game on Saturday afternoon between Pittsburgh and West Virginia Universities, and visited places of interest in and about the campus.

All those present deemed it a wonderfully beneficial and spiritual uplift.

Our aim is as the poet writes:

"Have love; not love alone for one,  
But man as man thy brother call,  
And scatter, like the circling sun,  
Thy charities on all."

Let us do this by means of our deputation work, social service, and all other forms of Christian activity. Let us keep ever ahead, full of "pep," never dead.



### EXCHANGES.

THE COMENIAN acknowledges, with thanks, the following April Exchanges: *The Albright Bulletin*, Myerstown, Pa.; *The Black and Red*, Watertown, Wis.; *College Chips*, Decorah, Iowa; *College News*, Annville, Pa.; *Ye Manor Chronicle*, South Bethlehem, Pa.; *The Mirror*, Bethlehem, Pa.; *The Moravian Messenger*, London; *The Linden Hall Echo*, Lititz, Pa.; *The Narrator*, Reading, Pa.; *N. H. S. Chronicle*, Nazareth, Pa.; *Ye M. P. S.*, Bethlehem, Pa.; *Ogontz Mosaic*, Ogontz, Pa.; *Old Penn*, Philadelphia, Pa.; *Perkiomenite*, Pottsville, Pa.; *The Purple and White*, Allentown, Pa.; *The Susquehanna*, Selingsgrove, Pa.; *Ursinus Weekly*, Colledgeville, Pa.

*The Narrator*.—Your editorials are excellent. "The Chemical Spat" is especially worthy of mention.

*Linden Hall Echo*.—Your paper would be improved by the occasional insertion of some good jokes and a few "cuts." The article on "Ballads" is well written and interesting.

*Ye M. P. S.*—Your April issue contains several entertaining articles.

# ATHLETICS.

## BASEBALL

The baseball squad has been hampered in practice this Spring because of wet grounds. However, Captain Hassler has had his teams on the field at every available opportunity.

The line-up this year bears little semblance to last year's varsity, with only two men from that team remaining in the infield. Rights has been assigned to the outfield, where he is putting up the best game he has played for Moravian.

The hitting department is one of the weak points in our machine. The men are able to solve a delivery, but are unable to hit safe in most instances. We are confident that this will be remedied with the additional practice that good weather will bring with it.

Likewise, erratic fielding at crucial points of the game has been evident in our practice games. This we are also confidently expecting to disappear with a little more work in practice.

The second team is hitting the high spots as it goes along. They are showing quite well in practice and romped home with a victory over Moravian Parochial School in their opener. Meissner and J. Shields are the battery for the Scrubs, and handle each other nicely.

The 'Varsity played practice games with the crack Bethlehem Steel Company team and the Cooper A. A. on the home field.

On May 1, the 'Varsity opened with Keystone State Normal. We had the game securely tucked away when, through a succession of errors, the visitors were able to score enough runs to win the game, 7-6. A soggy ball on a wet field had much to do with the final result. The score:

Keystone.	R.	H.	O.	A.	E.
Moyer, 2b .....	1	0	6	1	2
Santee, ss .....	1	0	2	2	2
Reitz, rf .....	0	0	2	0	1
Updegrave, c .....	0	1	8	1	0
Maubeck, 3b .....	0	1	0	0	0
Smith, lf .....	1	1	0	0	1
Messersmith, cf .....	1	1	3	0	0
Cosden, 1b .....	1	1	6	0	0
Gallmoyer, p .....	2	0	0	2	0
Totals .....	7	5	27	6	6

Moravian.	R.	H.	O.	A.	E.
McCuiston, 3b .....	1	2	2	2	0
Landis, 1b .....	1	2	8	0	0
Wesenberg, lf .....	0	1	1	0	0
Rights, cf .....	0	0	7	1	0
Hassler, 2b .....	0	2	0	2	2

Turner, c .....	0	0	8	0	0
Limbach, rf .....	1	0	1	0	0
Hagen, ss .....	2	1	0	1	4
Mueller, p .....	1	1	0	2	0
Totals .....	6	9	27	8	6

Two-base hits: Cosden, McCuiston, Wesenberg. Double play: Rights to Hassler, Moyer to Cosden. Base on balls: by Mueller, 1; Gallmoyer, 4. Struck out: by Mueller, 5; by Gallmoyer, 8. Umpire, J. Mueller, Lehigh.

## BINGLES.

Battery fer today?  
 Mueller and Turner,  
 Limbach and J. Shields.  
 They both work good.

\* \* \* \* \*

Landis knows how to take care of first.

\* \* \* \* \*

Dougy Rights is in his prime in the center garden. He also knows how to work a pitcher.

\* \* \* \* \*

Third base and shortstop are still claiming the same man. "Mack" wanders from one to the other, and he's good in either.

\* \* \* \* \*

Keystone was lucky.

\* \* \* \* \*

Now a little more "pep" for the rest of the season.

## TENNIS.

The interclass tennis tournaments were very hotly contested and proved to be of great interest. The Senior Theologues, represented by Hoffman, carried off the honors in singles. Paul Allen, playing for the Juniors, took second place. These two men will compose the 'Varsity. Limbach, the representative of the Freshman Class, came in third, and Kemper, of the Sophomore Class, captured fourth place. The second team will, therefore, consist of Limbach and Kemper. The Freshman team, composed of Limbach and J. Shields, won the race in the doubles.

Although we have two courts this year they are almost constantly in use during free hours. With so much interest and enthusiasm manifested in the game, we ought to have a successful season. Our teams will go into action backed by the chief elements of victory—enthusiasm, unity and determination, and our motto and war song is:

Fight! Fight! Fight! for Old Moravian,  
 To your colors e'er be true,  
 Blue and Gray must wave on top,  
 Moravian's team will never stop;  
 They'll march straight ahead to Victory  
 With a Hip! Hip! Hurrah!

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