

What Has It Cost?

It is customary for students at the close of their course of study to estimate as nearly as possible the cost of their training. And he is considered careless indeed, who cannot tell where and how his time and money have been spent. But it is not so easy to compute the cost as it seems at first thought, unless the amount of hard cash employed be the only thing considered. Board, clothing, books, amusements, medical attendance and the like, are the visible returns for the money spent. But what student would be willing to consider even this important element, the sum total of expenditures.

Good hard work and plenty of it is a part of the price each student must pay if he would win a desirable place among his fellows. This is worth a great deal without having any cash value. The value of the student's time is variously estimated. Some people consider that an average farmer's boy

spends twenty dollars worth of time each month while he is pursuing his studies. Others, consider the time as worth nothing or at least as having no market value. But whatever be the valuation of the time, several of the best years of his life are spent in his preparation for future usefulness. Usually, the student is not left to struggle, unaided, in his efforts to gain an education. But by the exertions of parents or friends he is provided with the necessary means for procuring this, other than those with which Nature has already endowed him — intelligence and perseverance. all honor to those who by their own exertions are independent of pecuniary assistance. But most students must depend upon others for support during the years spent at college. And who can estimate the self denial, careful forethought, anxious planning, strength and time expended by the parents of those who have attended but this one school? A service not less great because so willingly, so cheerfully rendered. The cost not di-

minished because we cannot compute it.

Sympathetic, helpful friends we find in our college house, among our teachers and fellow students. What debts of gratitude we owe to them! They give us cheer in our hours of despondency, restrain us in our moments of recklessness, encourage us in our earnest endeavors to reach a higher and better plane of living. By their presence or strong but silent influence, they help us, oft times, when they know it not—living sermons are they which we daily read and profit by.

But all things terrestrial must have a beginning whether or not we are able to find it. The good which we now enjoy is largely the accumulated efforts of others. In the years gone by, the many privileges which we so freely use and value so lightly at times, could not be given to those who might have been benefitted by them. Half a century ago, the place where this college now stands, and the surrounding country were a part of that

which was designated as "The Great American Desert." It was the home of the Indian and the buffalo. A great, wide, lonely plain undisturbed by sounds of civilization. The life of the earliest settlers was not a life of luxurious ease or even of comfort. Hardly did they possess the bare necessities of life. Yet they accomplished a marvelous work. Missions and schools were established by them among the Indians fifteen years before Kansas was organized as a territory. Their lot was hard enough at best. Yet not in peace were they allowed to carry on the work of subduing the wild prairie country. As though they had not enough to contend with in the elements, political problems were given them to solve. But with the difficulty friends were raised up to help them. A freedom loving people were they who came to the rescue of the Kansas pioneers. And they came prepared to endure the hardships which they knew were in store for them—

coarse and scanty fare, rude shelter,
 few comforts in a country where law-
 lessness seemed to reign supreme—
 to be, in fact, pioneers themselves. Many
 who came to Kansas in those days
 were from the New England states, and
 like their Puritan forefathers, they
 brought with them their love of freedom,
 education and righteousness. Hardly
 had they reached the new territory before
 they established newspapers, schools and
 churches. Their spirit was voiced by
 "Freedom's Poet" in the "Kansas Emigrant's Song".

"We cross the prairies as of old

The pilgrims crossed the sea,
 To make the West, as they the East,
 The homestead of the free.

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We're flowing from our native hills
 As our free rivers flow;
 The blessing of our mother-land
 Is on us as we go.

We go to plant her common schools
 On distant prairie swells,
 And give the Sabbath of the wild

The music of her bells.

Upbearing, like the ark of old,
The Bible in our van,
We go to test the truth of God
Against the fraud of man.

We'll sweep the prairies as of old
Our fathers swept the sea,
And make the West as truly the East,
The homestead of the free."

Never did these noble men and women doubt that the question, "Shall Kansas be the home of freemen or the home of the slaves?" — would be of necessity decided, Kansas shall be the home of the freemen.

Seven years of turmoil and strife completed the territorial existence of Kansas. Seven dark and stormy years when injustice, wrong and violence threatened to overwhelm the land. Then even the supporting government was arrayed against the right. Steadfast and true; over all obstacles through all difficulties, these brave pioneers

followed the path which they had chosen and in the end reached the goal of their ambitions - a free country for free people. And is not the result of their labors a part of the cost - of our education? Could civilization be developed in a country without the work of the pioneer? Think you, common schools could be continued, much less colleges established and supported in a country where all were not freemen?

It has been said, "That man who makes two blades of grass grow where but one grew before, is a great benefactor of mankind". Realizing the truth of this fact, how infinitely more beneficial do we find the work of a government in providing means whereby intelligent men and women are enabled more readily to convert a wilderness of prairie lands into profitable crops - a desert into Christian homes. It was with wise forethought that the United States government, by act of Congress in 1862, granted to each state an amount of land with the value of which, a col-

lege was to be established and supported "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life" And that each state might keep an interest in the developement of all good within her borders, it was provided that each should furnish suitable buildings in which to carry on the great work established by the general government. Though we had no part in planning or in contracting for this great expense, does not a portion of it belong to us? And is it not due to our government that we avail ourselves of the privileges so freely offered and fit ourselves to be better, more useful and efficient members of this great nation? The readiness of the people of Kansas to take up the work which the government provided, is shown by the progress of this institution, which, when it was but twenty-seven years old, stood at the head of all institutions of its kind. Though during these years of its growth, the people had endured the scorching heat of droughty summers, suf

fered from floods, and were brought near to famine by visitations of grasshoppers. In these years, too, they had battled with the demon of intemperance and almost banished it from our now prosperous state. How much we owe to our fathers for their patient continuance in well doing!

How far into the past we should go to find the beginning of expenditures leading to results which we are now enjoying, it would be difficult to determine. If the partial account of the expenditures of a few decades proves beyond our computation, what shall be said of all the time which has entered into the whole account? The multiplied cost of unnumbered years would dishearten and discourage us could it be realized. Money could not buy the results which have cost men so dearly. But it is well for us to consider carefully the self denial, loving care, and earnest efforts of those nearest and dearest to us; our own labors which should mean much to us; the skill, patience, and forbearance which our instructors have exercised in our training; the

work of the pioneers - the hardships which they endured, the cruel and bitter injustice which they suffered; the time, strength, health, and even the lives which they sacrificed that right should triumph, that wrong should perish. It is well for us to look back over the past and ask ourselves What has it all cost? Is our education worth it? We can never hope to realize our debt to the past. Nor could we ever hope to repay it. For the future then, we must work. And if by our efforts this Earth becomes a better place in which to prepare for the great future beyond, our labors shall not be in vain and the expense shall, in part at least, be justified.

Mary E. Cottrell.