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THE ANCHOR.

"Spina in Deos." Ps. 118:5

VOLUME IV.

HOPE COLLEGE, HOLLAND, MICH. MAY, 1891.

NUMBER 8.

NOTES.

Our exchange list contains no fewer than fifty college and high-school papers, representing as many institutions in fifteen states of the Union. The Anchor is not behind the best of them either.

We publish in this number the prize essay of Mr. Herman Van der Ploeg, which won the laurel in the contest of 1890. Mr. Van der Ploeg treats the subject in a very systematic and logical manner, and it deserves the careful perusal of every reader.

Every reader of The Anchor must have noticed how our Personal column has grown of late. This column is one of the most interesting features of our paper. It is matter boiled down and flavored to suit the tastes of all, and is probably more generally read than any other department. Its range is the whole field over which the sons and daughters of Hope are scattered. It is a new supply where everybody may find something about everybody else, if everybody will kindly sit in news about himself and everybody else. Everybody try it.

Dame rumor has it that Dr. Steffen's only awaits the action of the general Symloc by severing his connection with our theological seminar, an action in which our school sanes a decided loss.

During his sojourn in our midst, Dr. Steffen has proven himself not only an exceptional teacher, but also a hard worker, an ardent scholar and writer. He has been the happy faculty of winning the affections of the students under his care, not one of whom but feels a sincere regret at losing as good a teacher and so true a friend. The Anchor joins with his many friends in wishing him Godspeed in his new field.

A few days ago a student, whose name need not here be given, stopped the writer on the sidewalk and said, "I'm going to get in college, and I want you to see that it is not reported through The Anchor that I have been expelled! I have
not been." Then he went on to say that the faculty were pressuring him pretty hard, as he termed it, on account of misconduct which he evidently considered something quite unbecoming to a faculty member of his standing.

The ANCHOR.

THE PROGRESS OF CREDENCE.

When Columbus made that trifling discovery of Cat Island, the Europeans of the dying 15th century shook their stubborn heads and refused to give credence to a discovery so trivial, so natural, and so expectant. When, a few years later, good old Dr. Harvey declared that the blood went all through the body without waiting to be told a second time, those crudely incredulous Englishmen called him a "crank," and carried their doubtfully pragmatic to such a shamefully ridiculous extent that the celebrated Dr. Leibnitz went all through the body without waiting to be told a third time.

The pure, original, and full-blooded gentleman, if he would remain as such, would probably be disposed to say that the student is a gentleman, if he would remain a student of Englishmen called him a "crank," and carried the doubtfully pragmatic to such a shamefully ridiculous extent that the celebrated Dr. Leibnitz went all through the body without waiting to be told a third time.

"Why?" simply because the faculty demanded an answer, and he could not find any other to give than the one in the dictionary. "Because the faculty demand ed, because the faculty demanded, because the faculty demanded," was the answer that seemed to do at the time.

That sentence has been turned down a leaf in his book and joined his discipline fellow, who had thrown aside his croquet mallet and started for the quarry, flushed with enthusiastic hope, and ready to bet five to one that the missing link has been found.

We should not forget to add that the boys derived an indirect benefit of exercise from the discovery.

ACQUISITION AND PRODUCTION.

The intense desire for knowledge often induces a capacity of mind for conceiving and retaining ideas, and often leads to the production of new ones. It is the stimulus that goes on to seek every means of improvement.

It generally lies at the root of a successful education.

Whatever it be that prompts the desire—pleasure, ambition, benevolence,—to fulfill that desire there must be the ability, either in the individual or in his instructors, to meet and answer its requirements; also the systems he employs must be efficient.

The college and preparatory courses are taken up in acquiring preliminary knowledge, which must serve as a basis for larger acquisitions. Knowledge is of such value if it leads not to the still higher stage of production, one of the difficult features of education being to balance the two, spirit and intellect, and in production.

That student who is the most original is most respected of his class. He who has discovered a new method will call forth applause. He who has been respected by his instructors will be respected by his instructors; he will awaken thoughts in the minds of his friends with which they will associate his name through life.

Knowledge must be made to yield immediate interest; otherwise it will be an estate which requires your care without remuneration. It thus becomes a burden. When one comes in possession of such an estate, he becomes somewhat independent. Knowledge, to be most useful as a producer, must lead to independent trains of thought; it must be acquired must be capable of being daily enlarged upon. New territory must be set aside which may be set aside; will be made self-supporting. With new facts it must come new thoughts. But new facts must be thoroughly understood. They must be exactly known. To make constant use of them is the great aim, and therefore they must be placed in the memory, where they can be at once seized and wielded. The wick is a great extent of the manner in which the weapon is held.

MUSIC.

Now that nature has once more shaken off the traces of old age and death, when "there's music in the air" and in the woods, it seems appropriate to call attention to one of the best boons preserved to mankind from that awful wreck in Eden.

Music is the peculiar language of the emotions, joy, love, patriotism, and even sorrow. Music is the language of heaven. Wherever the Bible brings us within hearing distance of heaven music will be a part of the music, majestic, sweet, melodious, divin, falls on our ears.

And music is, and undoubtedly will be so in the future, one of the greatest forces that will lead mankind back to its former unobstructed communion with heaven.

Civilization and public leaders are becoming to realize every day more the great power in music, which they neglect to utilize. The evil known one influences and employs it to its utmost.

Civilization keeps pace with the gradual restoration of music to its proper sphere and use. Any leader, teacher, or preacher, who works for the betterment of the world, and does not have a teaching knowledge of music, will find himself half equipped, however well prepared he may be otherwise. Let no one say, "I can't," or imagine his education complete or play some musical instrument.

Education is a better safeguard of liberty than a standing army.

HONOR THEM ALL.

The Civil War has long been over; the soldier's work is done; the war is ended, the heroism is over; No more the signal gun.

But of the heroism there was none.

These brave "thens" at their post, February 14th, 1861, through error almost laid.

Yet are their graves stood, ignoring threatened doom, till they say by the breath of a hand

Lost ready for the touch.

Though "In a dreary, deathly night," Yet still "In glory, on.

"To see men falling for the Right, When sought but bled will do,

Yes for the Union, Peace, and Right, And all that we hold dear,

"Wrong, common falling round they'd fight As though none knew save fear.

And the one that they did save, Let us not be forgetful,

But "sir's" grave; In the United States.

Yet, while we thus our honor pay, Yet's not by curtailed,

But is such memory to-day Extend a monument.

To all who died for Conscience's sake, The ring as well as blue,

Nor longer such distinction make, For most of both were true.

"The boys in blue" said, "We're right, And will not yield under;

The "boys in gray" said, "Right makes might; Our cause is just;"

Some "sir's" died thinking they were right, They'd fought as they believed,

The "Blue-coat" said, "Fought. Musical, Rights;" And had not been deceived.

Then think no more music and songs, But honor the true: A heart that's not a song, a soul.

In Gentile or in Jew.

Like journey in byures true, Who journeyed on, Between the North and South there grew A strife which shook to kind.

But after many angry words And many angry words,

Both parties laid aside the swords, And all was right again.

One says right; it should have been, 6000 ships sunk from four overseas, And known.

Two pieces better Sherman be unlawful, And sectional for ever,

Then that sectional and tongue Over issues that should not be.

The ancient soldier in circle, Whose another asked such a like Break peace that should be kept?

But laps of time has well explained The licks of time the peace sustained Through all the world around.
Ancient Shrines in South Dakota.

If we were standing on Horeb or on Olibec, we naturally take my shoes off my feet out of veneration for the holy surroundings and for the memory of events that were awful and so powerful in their effects. May be I would be overcome by the power of the historic past and the prophetic future and be helpless as Peter when he saw the Resurrection.

But here I am in the far West of the new world on an elevation a little higher than the surrounding country in a country only known to most of us as the recent home of the buffalo and coyote and the summer hunting ground of the Indians. A country of recent formation, of little history, and of no particular interest, save as to future possibilities of wealth and population.

I tell you, however, that the archaology of these plains shall become better known and the secrets of the dim past brought to light, there will be many surprises. Perhaps, history, after all, does not record the first revolution of the course of empire around the world.

Seventy years ago the local papers appealed to me to tell the true history of certain stone structures or mounds found all along the valleys of the Missouri and the Platte rivers. There ruins consist of large concentric circles of huge boulders placed side by side in true circles of 36 feet in diameter, with a rough pile of rock in the center.

We turned loose on this rubbish all the known forces of nature, as icebergs, glaciers, shallow and deep rivers and the like. We pictured this country before our minds as the real "midland sea" of the past and saw icebergs floating, and the streams loading their loads of rock on these knolls.

The question always remained, how are these circles formed, and why that rocky mass in the center? They could not have been thus arranged without human hands. The early settlers found them when they came into the country. I inquired of the Indians, but they know nothing of their origin or use and say that they always were there.

I am here again to-day, and the question, what do these stone means? It is still not satisfactorily answered.

These circles are not places of defense. They are too small for that purpose, and with the Indians would be too lazy to roll together such masses of rock into circles. Can it be that, in ages past, bands of Ateces or Toltec, or some of their predecessors, moved to and fro on these plains, fought battles, and hunted the elk, bison, and other animals now extinct? But that rough heap of stones in the center of these circles, what does that mean? Ah, perhaps it was once an altar! These stones might indicate the effects of the doors of heaven is full of ashes. This begins to tell the story. From the mass of stone I judge this rude altar must have been 3 feet high and 7 feet in circumference. Upon this ancient altar very likely fierce savages have offered burnt sacrifices to the sun-god, the moon, the stars, and the storm-cloud.

Perhaps they have upon this very altar once prepared and roasted human victims captured or slain in battle. May be innocent children were once offered here to some form of deity.

Tis an awful place, and I feel almost as if I sit here upon one of the great stones and write these lines.

Only God knows what tears and blood lie buried beneath these ancient shrines! I will go to the opposite side of this place. Here is a piece of rock, granite, that weighs a ton. Here naturally stood upon some mound.

How little we know of the dim past; of the awful scenes enacted here; of savage sorcery and superstition that found satisfaction in dreadful ceremonies and sacrifices.

To the northwest I see the spire of our church, and before I leave this ancient shrine I must kneel amidst these roaring rocks and offering for the blessed Gospel of God and the rich grace of Jesus, which has chased away night and darkness and have established among these dreadful heathen places of worship the altars of the living God.

J. H. Marion, South Dakota, April 1, 1887.

No permanent fame can be founded, except in labor that promote the happiness of man-kind.

Public Opinion as a Standard of Right.

Before entering upon a discussion of above subject we will endeavor first to explain how the subject is understood.

By "public opinion" we understand the general opinion, or the opinion of the majority. This may pertain to the nation, the state, or to smaller divisions and circles. This general opinion, whether established by respectable authority, by custom, or by general consent, serves as a standard, a rule or model for action, whether for right or wrong.

Since right is defined as that which is conferred to the constitution of man and the will of God, never deviating from the true and just, it is evident that public opinion must have sound fundamental principles in order to serve as a rule.

At the outset of the discussion, then, it is assumed that the subject is expected to be treated of a moral opinion. This admitted then we will next examine how public opinion is formed; then try to show in how far it may or may not be accepted as a standard of right.

It has been well said by J. G. Sussex that the greater part of men have no opinion. With regard to many things they are undoubtedly true, e.g., in literature and art. However, it does not follow that the majority are incapable of receiving an opinion. Giving and receiving opinions is in constant progress, especially in a country where public opinion governs.

Public opinion, therefore, is a creature of constant change and will decline in proportion to the merit and popularity of a certain cause, pending or brought before the public. Any one person or group has a scheme to carry out which he needs the public assistance, will undertake to influence the people with his opinion. The public is thus brought to consciousness by a certain leader, who can give voice and clearance to what was in them but a vague idea or thinking. Individual opinions, in tum, are the germ from which public opinion grows. Another source of public opinion, and the more general one, is found in the prevailing customs relating to religion, society, and government. It does not always manifest itself, but is best observed—and prove very strong—when these customs are interfered with.

By further study of these sources it will become plain that public opinion may as often be erroneous as right.
and will cling obstinately to what is old. It was this tendency that prepared for Socrates the cup of hemlock; that made it easy for the Jews, during the Middle Ages, to settle a multitude to shout, "Crucify Him!" that drove the Apostles from city to city. It was the opinion of the ignorant men to say: What is impossible for prudence, for those scientific truths for the cause of which Roger Bacon and Galileo suffered imprisonment? Public opinion went to the persecution of the"Reformers;" and the life-blood of scores of martyrs flowed amid the loud applause of the populace. It put to scorn Wesley and Whitefield traversing the country to awaken the slumbers of a greedy age. It opposed age after age all attempts at religious toleration in many countries. For many years the humane principles of Wilberforce were either disregarded or opposed by the people. Long before time elapsed the advocates of missions gained the favor of public opinion.

Ignorance, prejudice, false instructions, clinging to old customs, whether for gratification or for gain, are yet the barriers to make public opinion the standard of right. A long struggle of conflict of opinion preceded the uncovering of the Southern slave. Yes, the time was when North and South advocated the right of slavery. The first agitators of freedom found little support, and, as aid increased, opposition became more violent. Years and decades passed before public opinion was strong enough to settle this question in right.

As with slavery so it is with all social reform. No well-minded citizen will deny that abolition of the traffic in sin was once the barrier to make public opinion the standard of right. But it is a question have been considered wisely and deliberately. No good results can be expected from rash proceedings, no wise judgment. And it is thus that we may count public opinion as the settled opinion of the majority, not well informed, often praise highest what is least excellent.

Education, therefore, is inseparable from right judgment. And it is of great importance that the public be instructed rightly and fully, without bias or sect, in this great value where the national welfare depends upon the prudence of the people. No nation can prosper where people act from impulse, unguided by common sense. No good results can be expected from rash proceedings, no wise judgment.

It is only after age all attempts at social reform. For many years the humane principles have been considered wisely and deliberately. No good results can be expected from rash proceedings, no wise judgment. And it is only after age that the advocates of missions gained the favor of public opinion. In regard to social and moral administration of their faculties and which exercises and exalts those faculties, it is evident that opinions, resulting from vulgar and undeveloped ideas, cannot be such standard. Another requisite, therefore, is that the idea be right, the morals pure. No opinion can be right when it springs from an impure source or when it is based on a wrong tendency. The majority is right only when it is more probable that each individual is right. Upon that principle our jury system is based, and upon like principles society should rest.

Public opinion, though it be in accordance with public choice, is on the side of wrong when it holds that which it should be but a free exercise of our faculties, perhaps in any other sense, sprang up as best we could in an educational sense. It might then be but a laborious, cumbersome, and unmanageable race. If we shall now recognize these educational fair-gounds, it will do us all good to look at one specimen growth of our own race's planting and culture.

And this is the more so since Prof. Kollen's fundamental charge that man's image has sometimes been made against our colonial views, as if we raised the crop ecumenical, and as if our soil was capable of producing nothing else. For the importation of us, it is true, had, to use a western phrase, "the preach in" us, which is a reformation, a revolution, or civilization. The subject of my sketch, though thoroughly home bred, was of the genius pedagogical.

Prof. Gerrit John Kollen was born in Nyverdal, Province of Overysel, Netherlands, in
In the fall of 1862 he began his studies at Hope College.

I remember well "when first we met within these walls" and, walking there, where he remembered that the boys took up a song of a schoolmaster in his mother's di

schooling, and winning some big unruly boys and gaining the confidence and moral support of the teachers of the school. From that time on his fame went before him through all over these regions as the reputed "school master."

In the fall of 1862 he began his studies at Hope College.

desire to say anything against the necessity and beauty of this form of charity.

After graduation Mr. Kollen accepted a call to teach at Hope College; and in the same three years. By that time his unqualified success in the grammar classes and full growth of daily and enthusiastic convert. It is true, to have a "school meister" of one of our boys, which also a college graduate, to teach these three years he spoiled some of the

in the Overyssel school, where he remained

ligerent the spirit of education into the Overyssel at

is to drain the land and make it capable of

true Dutch windmill, and its purpose is to pro

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producing an influx of Chinese immigration. Several gentlemen, whose opinion on any subject relating to the working power of wind is very reliable, have freely expressed their opinions on this scheme. They say: it's all right, but it will require a big breeze.

Paul Cady.

O, well, I don't know, it acts a little funny sometimes.—Wm. Zoehout.

A chair and rumors of pillaging pails and gan.

will take charge of his classes.

D and C classes.

heap of big timber standing up with little

sometime

ject relating to the working power of

I think that the man who brings such an an-

Prof. J. B. Nykerk has for some time been

It's quite a thing, haint

Miss Emma Kollcn has severed her connec-

Never

The thing is practicable. The professor will

get lots of money out of it, if he rents that land for

—Klaas Dykema.

Never mind that at all; it works first rate.

Go and see for yourself,—John Lauen.

Verbazend mooi. It stands too slanting; it

will never work this way. It ought to stand

perpendicular to the wind. A regular old Ach-

indicine, to speak truth. —Pay Williams.

It's quite a thing, haint it?—John Schafer.

I think that the man who brings such an an-

tediluvian thing into existence ought to be—

Dick Glayser.

Academy items.

Miss Emma Kollcn has severed her connec-

tion, as instructor, with the Northwestern Classi-

cal Academy. She has discharged her duties, during those four years, with great honor; and the academy has lost in her one of its best teachers. We wish her a hearty success and God's blessing in whatever occupation of life she may enter. —The Anchor.

Mr. Hubert Rhynsburger, one of last year's graduates, has been employed to instruct the D and C department. —The Anchor.

Prof. J. F. Zwemer recently left for Michi-

gan. Until his return Rev. J. W. Warnshuis will take charge of his classes.

Prof. J. B. Nykerk has for some time been engaged in State Institute work. —Wm. Talen.

Since the Freshmen "bust," the odors of coffee and cocoa come floating through the windows of Van Vleck's hall at certain hours of the day.

The contract with R. Kanters for publishing De Hope has been extended till June. Mean-

while bids will be received for the paper's fur-

ther publication.

After two years of faithful service some of the teachers at Pine Creek Sunday school bade farewell to their classes last Sunday. Others will take their places.

The Council have recommended the degree of A. B. to be conferred on the members of the Senior class, and the degree A. M. on the mem-

bers of the class of '98.

Ulfils held its tri-monthly election recently.

Klaas Dykema was chosen president; John Lauen, vice-president; Girt Tyssen, secretary; Geo. Dangermond, treasurer.

The council of Hope College met in regular session on the 29th ult., to be present at the Senior examinations and attend to other busi-

ness connected with the college.

According to established custom the "A"'s are considered the likeminded taken in Grand Rapids the last vacation. They were unusually unfortu-

nate, over half a dozen broke the glass.

The Anchor suggests that the professor who called on his neighbor professor a short time ago and forgot to take his hat with him when he left, tie that by a string to a button hole in his coat. —The Anchor.

The campus looks as gay as a bride. The

leaves and rubbish have been raked together and burned.

The grass is as green as old Ire-

land, when there is no sickness among the po-

tatoes; and the "boys" are as musical in the blackbird's in the tall pines.

Hope Seminary opened the season of com-

memorations, anniversaries, etc., Wednesday evening, April 29. Addresses were made by Messrs. John Lamson and Albertus Pieterson Rev. Wm. Moerdly, after which Prof. N. M. Stephens, D. D., presented the certificates to the four members of the class of 1874.

Labor-day was very peaceably observed in

Holland this year. No parade, no speeches, no picnics, no riots. Nothing was up all day ex-

cept the flag on Van Vleck's hall, proclaiming the joy of the Juniors at the exit of the Seniors. For now the Columbiens are next to the coun-

try, the faculty, and the "A's" at the head of affairs.

The college was considerably shaken up by the report that the head of some gigantic, pre-

historic monster had been unearthed at the stone quarry. It induced a number of the stu-

dents to venture out over the country a few miles to see it. Zoethout declared it to be a lower jaw of a water monster, and that ended the discussion.

Notice. Students desiring an extra cata-

logue must do well to secure the following sub-

scriptions: First go to the secretary, who will send you to the president; then take the cata-

logue the president gives you and hand it to the secretary, and he will again give it to you. One and only one extra is allowed to each stu-

dent; but if you have a good cause, and ask your friend to ask for one in his name, who can then hand it to you? See? If these directions are strictly followed, success is assured.

The Episopal orchestra will give a concert at the evening of May 22, in the Lyceum thea-

tre. A highly entertaining program has been prepared and indications point to a suc-

cess worthy of this young organization. The college has reason to feel proud of it. Nor has the interest of the students been neglected in the past and the orchestra seizes upon this opportunity of retaining the favor of its listeners by giving an appreciable treat. Tickets can be secured at Vanuren shoe store or from members of the orchestra. Reserved seats at Breyman's.
Sietsema, the conspicuous figure at the Y. W. C. A. social.

Miss Quinlivan, '93, has returned from Iowa and is at present stopping with her uncle, Prof. Kollen.

Rev. Wm. Moerdyk of Muskegon, Mich., has been called as pastor of First church.

Rev. H. E. Doser recently repeated his lecture on "De Genecet" in Roseland, III.

Bessie Scott, formerly member of the "V" class, has paid her old classmates a visit.

Ten Eyk, '93, will assist Phil. Soulen in the library department for the ensuing year.

Miss Birkhof, Chicago, III., has spent a few days in this city, with Prof. and Mrs. Boers.

Whom G. H. Dubbink escorted home from the Y. W. C. A. social is still a mystery to many.

Van Duine, student of the theological seminary, will spend the summer in preaching at Muskegon, Mich.

Mr. Wm. Talen will hereafter furnish The Anchor with news from the Northwestern Classical Academy.

Garret Piikkeema, "A" class, has been obliged to leave his studies on account of ill health, and has left for his home in Fulton, Ill.

John De Jongh, "D" class, on account of his father's sickness, has been obliged to go to his home, at Grand Haven, every week thus far.

Miss H. — is now prepared to furnish her fellow students with "pointers" on flower culture.

Her parasaule experiment is a decided success.

Henry Straks, graduate from the theological seminary will soon leave for Cleveland, Ohio, where he will be pastor of the Reformed church.

Prof. J. W. Humphrey and F. A. Latta have recently been elected members of the American Academy of Political and Social Science of Philadelphia.

Prof. A. W. Taylor, member of the Ottawa Board of Examiners, will assist Prof. Humphrey in his office work during the session of the Summer School.

"O See Flaneur!"

Prof. Gillies is enjoying a visit from his father.

Prof. Kollen has been re-elected college librarian.

S. J. Harmeling now represents the class of South Dakota in the college council.

Mr. M. E. Byrny, who has been teaching for nearly a year, will soon resume his studies at Hope.

S. J. Harmeling writes that he expects Prof. Nykerk soon to visit him, and together they will visit the Santee Indian agency.

It is now commonly reported that George L. Gillies will not return to Hope. He speaks of entering the Michigan University next fall.

Whether Dr. Steffens will sever his connection with the seminary is a question yet to be decided by the Particular and General Synods.

"It is fortunate enough to have a sailor in their midst, namely, W. Dehn, who has recently made himself owner of a sail-boat.

Lewis P. Pecke is now taking up the regular duties of the "B" class. His innocent boldness of character adds to the good spirit of the class.

Rev. R. H. Joldersma, '85, of Chicago and Rev. Stephen J. Harmeling, '78, will go to New Mexico, about May 27th, to organize a church in that territory.

Our Hon. G. J. Dickema is a little boosted by the Allegan Gazette as Republican candidate for the congressional seat made vacant by the death of Mr. Ford.

Harry Kremers and J. Ossewaarde, of last year's illustrious class, are again in our midst. They will probably spend the summer in Dakota and Northern Michigan respectively.

Van der Ploeg, '92, develops poetical feelings and discovers his affectionate nature by means of a ten mile drive to Drenthe every Friday afternoon. Luxen doth likewise, but indulges more often and wendeth his way Grasschappard.

In a recent number of the American Journal of Philology appears an article on "Analogy in the Semitic Languages," by Rev. A. H. Huizinga, Ph. D. In the same number are contributions by Prof. W. D. Whitney and B. L. Gilkesleeve. It is quite interesting to see an alumnius of Hope in such good company.

Dr. Steffens preached his farewell sermon last Sunday afternoon and has now left for Iowa, intending to stop a few days at the home of his daughter at Roseland, Ill.

"What constitutes a state?" Not high-sounding battle cries nor colored mottoes.

"The state is the product of the struggle of many men over many ages."

"And turn them from their lighted torches because they would enlighten others."

"But know their rights, and knowing, dare maintain them with the long arrow."

"Whence they read the claims of those constitutions a state?"

And if this was true then, what must it be in a state where, like our own, is dependent upon the intelligence of its members for the wisdom and security of its government? In our case the exclamation of one of our foremost patriots is not a figure of speech, but a stern reality: "We must educate or die!"

Remember, that the boy of to-day will be the man of to-morrow, and that he must meet and solve all, of the great problems that are puzzling us to-day, and that he can only do it by bringing to bear on them patriotism, earnestness, skill, all of the highest order. Remember, too, that this wisdom must be possessed, not in the few great leaders, but in the masses. For the day of the masses is coming; they are fast learning their power, and woe to this nation if they
learn it before they know how to use it wisely and patriotically. It would be far better to put a child with a lighted match into a powder magazine.

But remember, I am talking about education, not about mere instruction. A great deal of our so-called education is only the latter, and often a very poor form of it at that. It is altogether too much like the old recipe of fattening thanksgiving turkeys: "Feed him all he will eat, and then catch him, and force little balls of meal down his throat with a stick." The result was a great, waddling mass of fat, good for nothing but to develop indigestion. I fear that too often we have made mental dyspepsias and intellectual thanksgiving turkeys instead of men and women.

"King Henry's right to state may have, it has no right to do this, for, as we have seen, its right is founded on its necessity, and men of that class are no use to it, and very little even to themselves. You know the adage: "There is no fool so great as an educated one." Now that is not true. It should be an inverted fool; for education, real education, is an advantage even to a fool.

The state, then, ought to educate its youth. But what I have just tried to tell you what it is not. The word itself tells in a large measure what it is; to draw out. With out attempting to compare definitions I will only say that about the best that has come under my notice is one given by A. E. Haynes at a meeting of the State Teacher's association in 1893. He says: "The object of education is the symmetrical development of the individual, that he may be the better fitted for the duties and responsibilities of life; it involves correct physical, intellectual, and moral training." (Notice right here the distinction between instructing and training. Not that the latter should be entirely omitted, but that it should ever be subordinate to the former.) "A stronger body, a keener intellect, a quicker conscience.

I cannot forbear quoting a little further from the same source: "Its results should show themselves in disciplined, cultured lives—lives whose hearts beat loyally for the good of mankind, and whose brains have learned to toil whenever there is a call for honest, earnest work. In the midst of the rush and hurry of the present day, as the news of business failures, of failures in the various proscriptions, and of the unspeakably sadder failure—personal failure, come to us hour by hour, it needs no more potent pleading to convince us that the world is calling for disciplined, virtuous, upright men, to promulgate and defend the truth wherever it may be found.

And what the world needs the state needs. And what the state needs, that the state has not only the right to give, but it must give it for self preservation. It is not, then, that the state has exceeded its authority in education, but that it has not reached it. We have forgotten that education and instruction are not synonymous, and still more dangerous, that the sound mind is worthless without the sound heart. We are allowing ourselves to be crushed under the juggernaut of education. A state is made of men as a house is of bricks; and stability depends on the perfection of the material as much in one case as in the other. This, then, is the relation of the state to education. It must educate, and educate in the fullest, trustèst sense of the word, or it must die. It was this truth that inspired our forefathers, when, only sixteen years after the landing of the pilgrim fathers, they appropriated public funds to establish Harvard college; it was made the fact that "in the times preceding the revolution, there was not to be found in all New England an adult born in the country, who could not read and write." It is on this conception, though only imperfectly grasped, that our present system of education, the one that the world has ever seen, has been erected; and it is this that will, should we go forward and abandon it, make us weaker, less a country, less instead of crippling it by leaving out the most vital part—heart education, that will make us the greatest nation of the greatest men and women that the world has ever seen.

In short, in the words of Judge Cooley already quoted, changing only the past to the present tense: "To bring a sound education within the reach of all the inhabitants is the prime object of the American government.

But the question now arises: How will you attain these ends? I answer: 1. The object of all schools should be the symmetrical training of the whole nature of the child, physical, mental and moral. Notice this I do not mean that our schools are to be iron bedsteads on which the child is to be laid and stretched out or cut off until he dies; they are to be placed where individuality is jealously guarded; where every latent possibility is to be sought for and developed to its utmost capacity.

2. No one should ever be allowed to teach, until by a careful and thorough course of training, directed to this particular end, added to a proved, natural ability, he or she is thoroughly qualified to do this work in the proper manner.

3. To furnish these teachers there should be normal schools of sufficient number and capacity. These schools should sustain the same relation to the state that West Point Military Academy does to the U. S. For the same right of self preservation which justifies the education of army officers by the general government, justifies the education of teachers by the state. Appointment should be made to these schools by some rigid system of competitive examination that will show, as far as possible their fitness for the work as well as their educational qualifications. There should be no short course work, the whole aim should be to produce the best teachers, without regard to time required. While in the school, their entire expenses should be borne by the state, and in return they should pledge themselves to serve for a certain number of years in the public school under penalty of a forfeiture of the cost of their education.

These sent answers to questions in April number: Charles E. Houghton, Milwaukee, Wisconsin; H. O. V. Van Sout en, and Gertrude M. Marsijle, Holland; Alice J. O'Brien, Cheshire, Mich.; J. L. Temple, En gridsboro, Ill.; Gertie Telen, Dienna Tavres, Annie Albers, Katie Rigerlin, and Henry Tel men, Versluy, Mich.

Mamma (to her little boy): "Now, Bennie, if you'll be good and go to sleep, mamma'll give you a nice sugar-coated Cathartic Pills, next time you need medicine." Henry, smiling sweetly, dropped off to sleep at once.

Any student will do well to write to the National Library Association, or to H. J. Smith & Co. for the latest improvements elsewhere. Both are firms of good reputation, and use their men well. No fraud or deception being engaged in, but business being conducted on a strictly honorable basis. Read their advertisement in another part of this paper.

The regular annual election of the Y. M. C. A. officers took place Thursday evening, May 7th, and resulted in the election of Henry Goldman, president; O. F. Planean, vice-president; William Van Kersen, secretary; Jacob Van der Meulen, treasurer.

Anybody wishing any former numbers of the Anchor, can obtain them by writing to Geo. Kollen, Holland, Mich., enclosing 50c. for each number wanted.

As a result of Mr. E. S. White's hard work among the students, eight of the boys have decided to go to work for the firm of F. C. Smiley & Co., of Chicago, whom Mr. White represents in the capacity of canvasser. The book, "King Henry's Right to State," is highly recommended by Dr. Scott, and is certainly a very interesting and useful book. We wish them the best of success in their noble undertaking.

Now is the time for every student and reader of the Anchor to get a set of the Encyclopedia Britannica. The price of the engraved edition always has sold for $80.00 per volume. The reprint of this edition can be had to-day for the small sum of $1.50 per volume. We advise all who want an Encyclopedia to get particulars from the publishers, R. S. Peale & Co. See advertisement on another page.

Whatever literature consoles sorrow, or assuages pain,—wherever it brings gladness to eyes which fall with wakefulness upon the dark house of the long sleep,—there exists, in its noblest form, the immortal influence of Athens.—Menander.

A little philosophy inclines a man's mind to atheism, but depth in philosophy brings men's minds about to religion.—Bacon.

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