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THE ANCHOR.
"Sprin in Red." Po. xxii. 5.
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A Free Lance for Keats, Tito Melema and All that is Poetic.

THE Apostle of Sweetness and Light makes the two divine accents of poetry—"the higher truth and higher seriousness." I grant that this definition is both highly true and highly serious, but none the less humbly maintain that a higher poetic voluptuousness and a higher poetic seriousness appeals to the heart—love's fervent citadel—of the youthful poet and lover. The following is a fit creed for the young band.

At seven o'clock hour of love! O grieve! O grieve!
All records, saving those of love, were sold, and sold...
And shadow, through the mist of groved years;
For others, good or bad, hated and feared.
Have become incident; but touching lines,
One dark delight, one poor self-delight gone,
Our lines bring honey dawn from blood days.
The sons of Troy, lovers-mothering-o'er their blank,
Stirred to their deeds, for piercing spears, keen blades,
Struggling, and blood, and death—will dimly fade
Into some backward corner of the brain;
Yet, in our very souls, we feel even
The close of Trojans and Creased wheat,
Horses, pagan history! heroes, gilded chaste!
Sweat plant in the universe of desire.
Wide sea, that one continuous mountain breeds
Along the puffed shore of memory!
Many a red tela-emblazoned heart there be
Upon thy vaporous bosom, mine! and
To beauty's vessels, many a suitor prize,
And golden key, in left unclaimed and dry
But therefore thine! What care, though ear did fly
About the great Athenian alphabet's mast!
What care, though striding Alexander past
The Indus with his Macedonian numbers,
Though old Pyramus forlorned from his wanderings
The gloved eyeballs, what care!—Jupiter leaning
Aim'd her window hovels, sight, seeing, weighing
Tenderly her fancy from its maiden movement,
100,000 more vast than those, the silver star
Of Hero's tears, the swarm of Images.
Fair Pastoral! in the bands she dons,
Are things to be found on Wall Street expediency
Than the death-ray of empire?—

*Hallam.

I like Sainte-Beuve's definition better: A true classic is a work which enriches human knowledge, to take a step in advance, or "reawaken an eternal passion in the human heart..." which renders his thought in a form, no matter what, broad and extensive, nice yet sensible, healthy and beautiful in itself." Milton in a somewhat similar strain says poetry must be "simple, sensuous and passionate." Leigh Hunt says Love and Beauty are the parents of Poetry, and pleads for "luxuries, laughing graces, and animal spirits" in poetry. Turning from precept to example, we have Spenser, the poet's poet. Why? It is on love and beauty, on holiness and virtue, that he reposes with all the sympathy of his soul...he loves to dwell on the sweetness and beauty his fancy portrays. Hoping that the above may justify the character of this article and likewise the sin of writing at all (for that is the eight 'deadly sin'), I shall break a lance for Keats, Tito Melema, and all that is poetic.

Taine has noted in the character of the Northman the "sluggishness and coldness of sensibility which prevents his falling easily and headlong under the sway of pleasure, the bluntness of his taste, the irregularity and evolutions of his conceptions, which..."
arrest in him the birth of fair disposition and harmonious forms.......

Such are the primary characteristics of the Anglo-Saxon race as well. In spite of their physical connections with the southern element through the Conquest, and the spiritual through the Renaissance, these characteristics crop out betimes in a too Puritanic truth and seriousness. I wonder if, this southern element being absent, we should have had such poets as Spenser and Keats—aauroral lights in profusion, but no lightning.

This vein of southern gold—or alloy as some insist—is interesting. It runs through the earlier poems of Milton, the minor poems of Shakespeare, largely through Spenser, and the poems of the Romantic movement in general, with Keats in particular—Keats, "one who dreamed of idleness in groves Elysian." To him I shall confine myself.

A straw will show the direction of the current: Tito Melema "with whom we at first fall in love and afterwards hate as the worst criminal." This utterance was culled from a recent Anxon. It is not so bad, it's only unesthetic. Let us glance at Tito. Tito's fault is not so great, he is only the incarnation of careless pleasure, a guileless creature, a but- tler-fly. But he did not rescue Baldassarre. Every objection to Tito's rescuing him is plausible. The chances were that Baldassarre was dead. And had he been dead no one would have called Tito a criminal. Nemesis is the unseen power. But Tito is a coward; he shrunk from Romola, and from Baldassarre. That Tito, poetic creature that he was, should shrink from stern Romola, who after all is nothing but a reproduction of George Eliot herself and not an Italian girl, no wonder. As to Baldassarre, he was a madman. Who of us even, phlegmatic, heartless, Calvinistically- prosaic Dutchmen would not shrink from a madman? There is, indeed, no evidence that had Baldassarre met Tito as a sane man Tito would not have treated him as we should. Tito is forced to the wall by circumstances which make a trivial neglect a crime. Such cases as Tito's are, however, not to be measured by the standard of right and wrong. We must treat them poetically, mythologically. For example. How much more poetic is Milton's Satan, or rather, how much less is the poet in him blasted if we treat him as Prometheus. We cannot now admire him, he rebelled against our God. Satan can be nothing but evil. And hence we shrink from making him the hero of the Paradise Lost which technically he is, and would generally have been acknowledged to be, had this poem had a mythological, not a biblical, coloring. Likewise, make Milton's God a Jove and his Son a Hercules, and we can appreciate them without a sense of the sacriligious, and without senselessly bickering about Milton's Arianism. He could have mixed their religion and poetry is a source of weakness; in Dante it necessitated the placing of the divine bards in Hell, and it placed cumbersome restrictions on Milton's muse. You can build poetry to any height on mythologic rock, which will always present some level surface, but none on the ever-shifting sand of unproven fact.

Lowell very nicely adapts Milton's definition, that poetry should be "sim- ple, sensuous and passionate," when he speaks of Wordsworth, Keats, and Byron as recovering for poetry her triple inheritance of simplicity, sensuousness, and passion. I am sorry I cannot treat of Wordsworth and Byron: it would be an interesting study. In regard to my fancies on Keats, it were better for me to surround myself with a goodly legion of quotations and great names, for the sin of originality is accounted greater than that of parading one's quotation marks. Keats—"the most essentially a poet"; "master of imagination in verbal form"; "the beauty which Keats pursued, whether or not we call this beauty 'truth', was love- lines in this meaning that more than any other poet he aimed at and succeeded in depicting in words, the beauty the painter puts on canvas and the sculptor in marble"; "delicacy and richness in ideal sensations of taste and touch and sound and odor are found throughout."

Matthew Arnold's Essay on Keats can be summed up in one sentence: he had the "Shakespearian faculty," but he was not ripe. On the whole the Essay is that of a "critic of appreciation." One finds however, a too rigid higher truth and a too rigid higher seriousness. He preaches against "those prime objects of a passionate poet's regard," love and women. He unrestrainedly condemns Keats's love for Fanny Brawne. Is there anything more poetic and highly true and highly serious than a youthful poet and his mistress? Take, for example, the pathetic story of Swift's Stella and Vanessa; of our own Poe's Lenore; Buras and his "bonnie lassies"; the great Goethe's many loves; or even Byron and "the Guiccioli"—even if it be "entering the purple palace of sweet sin," it is poetic. Put it in a mythological frame, it is divine. Lambs say that he is lovers; in at least the cooling touch of time, the circum procula frigus, must not have so dampened our faculties as to take away our recollection that we were once so—before we can duly appreciate the glorious varieties and graceful hyperboles of the passion."

And how very different, the following from Sainte-Beuve, Arnold's great model. It is a description of Madame Recamier in her prime. "She observes always her pleasure of conquest and sweet address to win her heart (let us utter the word) coquetry; but (may the orthodox doctors pardon the expression) it was non coquet continent angelique." To cap the climax, we find the great, serious, intense spirit of Dante promising to speak of a woman "such words as were never spoken of any one." The Divina Commedia is the fulfillment, in La Vita Nuova we have the story of his love, a sort of preface to his epic. The following sonnet translated line for line as it stands, will serve as an example of his fervor:

*These quotations, in their order, are taken from Lowell, D. G. Rossetto, Mento and Mason.
To illustrate the sensuous quality I quote a few scattered fragments from the Endymion: "dew-dropping melodies," "honored words," "blush summer," "downiest clouds," "sigh-warm kisses," "cradled in roses," "popped warmth of sleep," "words came as through bubbling honey."

"He answered bending to her eyes,
Where he was mirrored small in paradise.

"O'er sweetened soul," "sweet as musk rose on new-mown hay.

"Delicious roughness, like airy flowers
Built of, and excised, and fall-brown, real fall showers
Of light, soft, unseen leaves of sounds divine.

The wind exhalions
Her scarf into a fluttering position;
'Tis blue, and over-spangled with a million
Of little eyes, as though they went to sleep,
Over the darkest handsome blind-bed,
Mantles of dews.

"And sometimes too a little cloud would push across the blue,"

These are but a little taste of the insidious whole. The metrical workmanship and structure of the Endymion is far from perfect. There is in it a sort of bungling ensnhment; and the rime is often so sensuous that his English sinks and swoons under the excessive weight of feminines and edicles. In general, the poem is a picture such as pleasure would paint. Here Keats shows himself the "muses friend," and indeed the "re-incarnation of joyous mythologies." The scene is such as we would have seen if Tito had been able to take Romola to some sylvan solitude, under the liquid climate of Greece. The theme of the poem is the loves of Diana and Endymion; there is no plot, but the poem consists of the meetings of the lovers and the lament of their partings.

Endymion resembles closely Hawthorne's Donatello and George Eliot's Tito Melema. Hawthorne's Miriam also belongs to this type. All are "simple, sensuous, passionante" southern natures. Miriam and Donatello are shrouded, however, in Hawthornian mystery, a remnant of Salem witchcraft, and in this bear some resemblance to the Lamia of Keats. All three are contaminated by the touch of the real world. The Lyceus of Lamia is placed in similar positions as Fendol's Telemaque; and further Appolonius of the former is like the Mentor of the latter. There are slight differences however; for example, Lyceus yields to woman's will, while Telemaque overcomes: Appolonius is shown in a cruel light, but Mentor only in severe kindness, consonant with the author's priestly character. Both the latter are men of iron, cold philosophers,—no other ambition or feeling than to follow stoic virtue. I cannot help but fancy that Keats wrote Lamia when all his hopes and joys were blasted. There is nothing in it of the complete joyousness of the Endymion, but the cold hand of realism destroys all.

Of the St. Agnes Eve I shall quote only one line. It contains the spirit and beauty of the whole poem.

"Madeline lay asleep in the lap of legends old."

These are but thoughts struggling for utterance,—the fancies of a poetic eleutheromaniac, for To son e un sog no tare, and my dream is

"A thing of beauty is a joy forever,
If intellect increases, it can never
Pore into nothingness."

—Endymion.

SONO SGNATORE. '99.

The Origin of Moral Distinctions in Consciousness.

JOHN F. VAN SLATEN. '97.

I n investigating the origin of moral distinctions, the faculties of the mind, in which conduct originates, demand our attention. An analysis of the mind shows it to consist of the will, the intellect, and the sensibilities. The sensibilities, which comprise the desires and the affections, are the sources of all action; for there must be desire to act before action can take place. Some desire is aroused, and directs to a certain course of action. The intellect reflects upon the result of the action suggested, upon all the inducements and motives of the sensibilities. The will chooses or rejects in regard to them.

Those powers of the mind occasion the necessity for the moral faculty, or conscience, by giving rise to the thoughts and acts of which it has jurisdiction. This moral faculty, thus, is the same as the faculties of the mind, applied in a peculiar manner upon a special subject-matter, viz., moral. It is a capacity for perceiving moral distinctions, a power for distinguishing right and wrong. Where this is missing no praise or blame can belong to acts of conduct. This is the distinguishing difference between the brute and man. The brute has no idea of obligation, no conception of right and wrong; no feeling of self-appraisal, or remorse, for any of his acts. The brute has no conscience and therefore, is no moral being. In him the sensibilities predominate, while in man the characteristic mental faculty is the intellect. The power of the will is also vastly superior in man. An act of sensibility in itself has no moral quality. It is only as it is controlled by the will that it admits of responsibility. Nor is an act of the intellect in itself right or wrong, except as its knowledge is called right or wrong in the sense of true or false. Hence moral quality belongs only to the acts and states of the will.

The only test as to the powers of soul brought into service in moral experience is consciousness, defined as the power by which the soul knows its own acts and states. If then there were no consciousness, there could be no good. Hence, consciousness becomes conspicuous among the endowments which form and apply the standard of duty in moral relations. These relations are the results of the self-conscious intellect, and the voluntary sensibilities. They are discerned by finding and applying the standard of voluntary activity. This standard is furnished by man's natural capacities, when his voluntary activity is judged with reference to the ends and adaptations of his soul. When the self-conscious intellect reflects upon the sensibilities which are subject to the will, and compares them, it judges one to be naturally better than the other, even before affected by the will, and thus forms a standard of ideal worthiness for them. This ideal the self-conscious intellect proposes to the will as a law of voluntary action, and so of conduct and character. As the ideal becomes conformed to the will, it now becomes a real standard. When the will makes a choice to the highest natural good, the choice is morally right; if not, it is morally wrong. But to act morally is also to act rationally, and it is the character-
istic of rational action that it involves a conception of design. A morally good choice, then, is the best possible end to the nature of man and the design for which he exists.

After man has thus attained the conception of right and wrong, he uses it to try all his subsequent choices. And in his first experience of right and wrong, he is convinced that moral good is the highest of all good, and moral evil is the greatest of all evil; and that they are of supreme importance in the design of his life.

At the Bier of William Wallace.

MARTIN WALTER, PRIEST.

That head at last is lowered to silent death.
That heart no more shall beat for Scotland's bliss.
And no more shall that arm, now stiff and cold,
Wield sword and falchion true, to guard the lives
Of friends. These feet shall not again ascend
The rocky steeps of Dumbarton, the Clyde.
Shall never more receive the bitter tears;
Not shall the ways of Elibertae resound
With loudly-echoed hurr, from that widowed heart.
No! Edward's wrath at last has struck the blow,
So base, so cowardly, on that brave head.
The hero fell. His country lost his aid.
But Wallace lived within the hearts of Scots;
His dauntless spirit filled the army's breast;
His name, the cause of right, has won the day.
And view in shape of tyranny accursed,
Oh, wretched sleep, thou champion of right,
Then who didst live to die a martyr's death.
Dreadful gold of Edward could not buy
Thy principe. And thus thy matchless head
Must pay the price which love of truth demands.

Athletics in American Colleges.

GERRIT BONDSKEL, '96.

In the minds of many there exists a widespread misapprehension as to the amount and the system of physical training in our American colleges. Newspapers would have us believe, and a certain proportion of rather intelligent people would lead us to suppose, that athletics, gymnastics, and aquatics, are the chief subjects of a college education. In the present brief article I desire to rectify this mistaken notion, and to say a few words concerning the physical training and development of the student.

During the past few years the science of Physiology and Hygiene has made marvelous progress. The elementary laws of health are being more widely diffused and more intelligently followed by the people at large. Physicians are convinced that air, food, sleep, and exercise, when properly administered, are the best preventives of disease, and, in many cases, the best cure. Ventilation is more properly attended to, and clothing is more sensibly modified to promote health as well as comfort. Physical training, too, is receiving attention. Gymnasiums are continually being built for the training and development of the physical powers.

Physical training is considered to be of especial value to the student, whose habits are sedentary. By the faculties and trustees of colleges in possession of gymnasiums this is considered to be so beneficial, we might almost say essential, to the attainment of the best results, that they hold this forth as an inducement for a parent to send his child to that particular institution. A parent is not unmindful of what will benefit his child, and many times sends his son to such a college with the expectation that he will obtain a physical as well as a mental training and development. The child's proclivity, too, is for this two-fold development. For what child is there that does not long to possess a large rounded chest, well-developed limbs, a symmetrical form, and the health and the grace of movement obtained from a physical training?

But let me now consider the attitude of the child while in college toward his physical education. The child in college—the student—differs from his companions in his attitude towards physical education as he does in his liking for a certain branch of study. His temperament and disposition determine this attitude. If a student is strong and full of life and vigor, he naturally seeks out-of-door sports, while if he is of a very serious and studious turn of mind, he usually contentes himself with study alone. The temperament and disposition of the student classifies him under four general heads: athlete, sport, scholar, or idler.

The athletes, the strong and robust students, the very personification of health and strength, are those who spend their time in foot-ball, base ball, boat races, and general gymnastics, and who pay but little attention to their mental education. The second class, the sports, are those who attend the games for the pleasures they afford, and who help pay the expenses of the games. They are the athletes' financial support. The third class, the scholars, are the hard-working intellectual men whose only aim is to acquire a mental development. A few of this class sometimes systematically develop both body and mind; but much more often this class entirely ignores the education of the body. The fourth class, the idlers, are those who engage in neither physical nor mental training. These are wasting the golden opportunities of their youth.

Statistics declare that not more than fifteen per cent. of the students pay any attention to physical exercise, and that less than six per cent. take it systematically. Surely, then, it cannot be truthfully said that too much time is given to physical training. The athlete is an exception and cannot be considered as a proper representative of the physical condition of the average student of the American college. Let us now consider the gymnasium itself.

Not to call the gymnasiums in our American colleges poor, I shall say that with a very few exceptions, they never meet the expectation of either parent or child. On further examination they will be found to have a more perfect existence in the minds of the faculty and the trustees than they have in reality. Subject their so-called first-class gymnasiums and excellent systems of physical culture to the cathode rays of a mind capable of dis-
tistinguishing between a good and a poor gymnasium, and a good and a poor system of physical culture, and the falsity, even absurdity, of their notions will at once appear. They are incorrect usually for one of two reasons: either because the gymnasium itself is poor, or because it lacks a competent physical director. Common sense tells us that proper physical training cannot be given or received if the gymnasium be poor. A good gymnasium is the first requisite. By a good gymnasium is not necessarily to be understood a grand edifice, as grand as money can make it, and filled with the costliest material and apparatus. Nor do I mean a gymnasium having a few pairs of Indian clubs, a few more pairs of dumb-bells, a splintering pine-wood horizontal bar ready to precipitate its lord upon a more solid foundation, a hanging rope of hemp tarred to make it more durable, a punching bag covered with every kind of conceivable material one blow at which removes the skin from every knobble and makes an impression that lasts a lifetime; mats filled with exs操or, old rags, and corn husks: a gymnasium wherein every movement is accompanied by a cloud of dust filling the nasal cavities as well as every other cavity in a few moments of time. It is with a sense of shame that I must admit that such gymnasiums do actually exist among the colleges of this land, and that therein the student must develop and train his body. And these are advertised as good—sometimes as excellent, gymnasiums. Again, there are other gymnasiums that are built without any intelligent plan, furnished with heavy, and in many cases, dangerous apparatus, and then left open to the haphazard experiments of all students. No one to instruct. This leads me to a consideration of a second requisite of a proper physical training: namely, a physical director.

A physical director is a man chosen to superintend the departmt physical education. For every other branch some person, an adept therein, is selected, but for that of physical education most college authorities have seen fit to have none at all; or one who is anything but fit to occupy his position. Will anyone ask why some gymnasiums are nearly deserted? The cause must be sought not only in the quantity and character of the apparatus, but much more often in the entire lack of a director or in the lack of a competent director. A director—and a good one—is essential to the success of a gymnasium and the best results to the student. He is as essential to the proper and the best development of the body as a professor in Greek and every other branch is essential to the proper and the best development of the mind. Many students have ruined their studies in gymnasiums by over-taxing their powers, or by an improper development, because an able physical director was lacking.

From the facts which have been stated, I conclude that the proper physical training of the student can never be accomplished until the gymnasium shall be filled with suitable apparatus, and shall be blessed with a physical director. To these a third might be added: that the training in the gymnasium be made a part of the regular curriculum. This may be called the most effectual of all methods for the accomplishment of the student's physical education.

But some will say that a college is to give an intellectual, not a physical, education. A college is not to give an intellectual education only. A college should educate the whole man; should prepare one so that he may be able to properly discharge his duties arising out of his relation toward God and man, society and the state. A college giving a physical, as well as an intellectual, education alone prepares man thus.

In all our colleges the education of the body is neglected because it is considered a matter of minor importance. It should assume a place of equal dignity with that of the mind. But physical education will never attain its proper place in a college curriculum, until it shall be known that its object is not to develop muscle but also to increase the functional organs of circulation, respiration, and nutrition; not only to gain physical endurance but also to augment the working powers of the brain; not only to gain bodily health and beauty but also to break up morbid tendencies and to dispel the shadows of a gloomy disposition.

Well may it be asked why some students will spend from twelve to fifteen hours each day in study and in the recitation room, and not devote as much as one hour a day to the development of the body. The answer is, ignorance. Is it not a reproach upon common sense that a student's schedule appears as follows?

<table>
<thead>
<tr>
<th>Study</th>
<th>8 to 9 a.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>7 to 7:30 a.m.</td>
</tr>
<tr>
<td>Study</td>
<td>7:30 to 9 a.m.</td>
</tr>
<tr>
<td>Recitations</td>
<td>9 to 12 a.m.</td>
</tr>
<tr>
<td>Dinner</td>
<td>12 to 12:30 p.m.</td>
</tr>
<tr>
<td>Study</td>
<td>1 to 5 p.m.</td>
</tr>
<tr>
<td>Supper</td>
<td>6 to 6:30 p.m.</td>
</tr>
<tr>
<td>Study</td>
<td>7 to 7 p.m.</td>
</tr>
</tbody>
</table>

Surely students should not follow such schedules. They should not be permitted to leave college well acquainted with the classics, mathematics, and the sciences, and be a total physical wreck. The mind should not be cultivated at the expense of the body, and the most precious of all gifts, health. Students should open their eyes and permit the beams of intelligence to enter and fall upon the retina of their understanding. The faculties and governing boards of our colleges should do likewise, and should place physical education upon its proper footing. And I would close with the wish that that happy day may soon dawn at Hope when physical education shall assume a place of equal dignity with mental education, when a physical director shall be a member of the faculty, and when the students shall be instructed physically as well as mentally and morally.

**Peace.**

LEZIE VAN ZWALLENBERG, F.E.P.

No longer do we hear the sullen roar
And loud report of cannon with its train
Of smoke, piercing roar were, indeed,
Did terrify our souls with shrieking fear.
And brought so much destruction on our land.
But Peace, sweet Peace, has entered all our homes.
And hovers 'o'er us with canvas doors.
While, health and life are, and with crowning looks,
In all the children of the land.
And lift! that again the battle—c—r—
But not "in But the echo of the shot,
Peace bearing us and this, our own dear land."
especially in the world of literature. No life is long enough to exhaust its treasures, or to reach the limit of its riches.

The language of man's discourse is to his thought what the glass of a show-case is to the things contained in the show-case. It is the medium through which the thought is seen. Consequently, the first requisite in writing is that one's style, or mode of expression, be clear. Ruskin well says, "The author has something to say which he perceives to be true and useful, or helpfully beautiful. He is bound to say it, clearly and melodiously if he may; clearly at all events."

The first object of all discourse is to communicate thought. That this thought may be most easily perceived, the language must, necessarily, be as plain and simple as possible. The author should write, not so that the reader must work laboriously to find the meaning of the writing, but so that he cannot fail to perceive the thought at first sight. As impure or stained glass would be unfit for showcases, so an ambiguous style is unfit for discourse. After the thought has been made clear, the writer may introduce beautiful expressions, apt figures, neatly flowing phrases, or other variations, but never must clearness of thought be sacrificed to sound.

True, the style of different kinds of discourse should vary, but clearness is paramount in all. In narration and description the simplest Anglo-Saxon words can be used, and while the thought is clear, the style may, at the same time, be most beautiful. In oratorical and didactic discourse the style, perhaps, can not be as simple, but it can, nevertheless, be clear. Ambiguity of style and long involved sentences do not make one's style oratorical.

If it is true as Disraeli has said, that, "It is style alone by which posterity will judge of a great work," then certainly one should seek to acquire a beautiful style which will clearly express his thoughts.

The question of discipline has always demanded considerable of attention in our colleges. It has called for the careful thought and prudent action of those in authority; and on the part of the students it has sometimes occasioned very viandicative assertions of their rights. The former may have been rather conservative in their adherence to the tried paths of past experience; while the latter may have shown too much mistaken zeal for gaining new privileges. Although errors have certainly been made in this regard, the fact remains that authority as such should be duly recognized. We are attending school for the purpose of being guided in our studies and directed in the use of our energies by instructors, who, by reason of their various abilities, are placed over us. Is it not then imperative that in order to carry out their ideals of instruction, they must have our obedience and cooperation? Can we as students really afford in any way to thwart the earnest efforts of our instructors? If the methods used are questionable, a fair statement of the case will obviously aid more to smooth over difficulty than self assertion. There is also another reason why we should cultivate the power of manly submission. Many of the students of today will occupy positions of leadership to-morrow. These cannot command the respect and obedience of others, if they have not learned to exercise these essentials themselves. The beginner in the pursuit of true education will naturally hold very decided opinions on the subject of school discipline. But he must remember that his teachers are persons of ripe experience and wide observation; and that they will not introduce any new feature, unless there is a reasonable certainty that it will prove beneficial to the interests of the institution. The effectiveness of many regulations can be learned fully only after an extended lapse of time. Because of this, college authorities are very cautious in making any experiment, since there is a possibility that its result may be injurious. The student ought not to indulge in any harsh criticism of the rulings of the faculty. It is his privilege to take a decided stand for the right, but let it be done with proper respect for his superiors.

Perhaps no other season of the year is so eagerly welcomed by mankind as spring. Winter is ended with pleasure by many, but who would not exchange even the sunniest winter weather for a genial enchanting day of May? To the student this season is an unceasing, irresistible invitation to 'come forth and feel the sun.' To be caged
by the four walls of a little room, whose windows offer only a negative invitation to look upon a leafless wintry sky; and to browse along the verandah banks of the brooklets and streams of classic literature; is, in reality, a far greater delight than one would think on looking back through a pair of spring-tinted glasses. Now it all becomes hateful. Wordsworth does well enough in winter but who would not toss even him into a corner, when he can hold for himself communion with Nature’s visible forms. Aside from the fact that ‘in the spring time of the year the young man’s fancy,’ etc., you know the rest—there is a joy in being out and feeling the spring. “There is a blessing in the air, Which sees as a sense of joy to yield To the bare trees and mountains bare, And grass in the green field.” “Love, nor a universal birth, From heart to heart is stealing. From earth to man, from man to earth; It is the hour of feeling.” **[To page]**

Alas! the invitation is often too strong, as witness term reports. What then must be the student’s principle? We believe that man poorly understands both his own nature and duty, who expects to do as much in a day when he is fanned by the murmuring zephyr, breathing through his open window, as when he catches a distant triumphant bowl of the north-wester, tearing around the corner. But the influences of spring are so adverse to study, that we should decidedly keep this motto in the mind’s eye: Do not neglect your lessons. The business of every student at a college is not to develop, but to develop along such lines as the faculty has decided shall be embraced in the course he takes. And therefore a student’s first duty is to study his lessons. But these things ought ye to have done and those ought ye not to have left undone. Never let a man regard that time as lost which he has spent in field sports, in a ramble along

![Image](image-url)

or even lying full length upon the greensward. Nature is no mean teacher; Wordsworth and Bryant did not listen to her teachings in vain.

> “Not less I deem that these are powers Which of themselves, our minds impress; That we can feel this mind of ours, In a wise presence.”

> “Think you, ‘mid all this mighty sum Of things forever speaking, That nothing of itself will come But we must still be seeking?”

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**Senior Scientific Expedition.**

A. L. WARDEN, '97.

T**WENTY years ago a prophecy was read by Mr. Simonson in the Fraternal Society, of a scientific expedition to be conducted in 2050 A.D., under the auspices of Hope College. Unknown to most of them the class of ’97 fulfilled this prophecy more than one hundred and fifty years before the time appointed. Almost unknown, except to those living in the immediate vicinity, there is a cave about one mile south of what is known as East Saugatuck. Those who did know of its existence never dared to explore its mysteries. Some years ago, it is true, a few young men attempted to enter, but, almost at the entrance of the cave one of their number was crushed to death by some rock, which he had loosened by tapping on the walls with a hammer. With such danger attending one entering it, no one had since then done more than simply look into the dark hole. To study the geology of its formation, rather than merely to look for curios, the Senior class set out on the morning of April 14.

The class is blessed with some very kind-hearted members who have the use of horses. With a little crowding, and the aid of four bicycles, the party of twenty-two were all provided with conveyance to the place. It was a beautiful spring day, but the bright sun had dried but little of the mud on the roads, caused by the rains of the day before. With six inches of clay mud to be endured, the making of fast time was out of the question, especially with who, with bandy legs, pushed the “bandy bike.” But a most hearty dinner, eaten in the open air of a barn-yard, repaid one for all the fatigue of the ride. Shortly after noon the party set out for the cave, which was found in the side of one of the numerous gullies. Externally viewed, it appeared to be nothing but a hole about two feet in diameter, bounded by massive boulders. A peek into the hole reminded one very strongly of polecats. For this reason the first arrivals refused to enter the place, where, possibly, an unpleasant reception awaited them. Finally, however, one of the party, re-enforced by the pleasing fumes from a corn-cob, crawled into the opening. Emerging from a passage of only a few feet in length, he found himself in a chamber perhaps four feet high and large enough for three persons to seat themselves comfortably. It was here that the young man already mentioned met his sad fate, although at that time this chamber must have been larger; the floor was now filled in with several feet of loose sand. From here several passages branched out, all only a foot or two in diameter. Creeping into the largest, the explorer advanced about eight feet when further progress was blocked by sand, which had filled the passage. Having returned to the open air, he reported his discoveries and several others entered. Such was the cave as found by the scientists.

By blasting the rocks forming the opening to the cavern, and the use of shovels, about eight feet of the side of the hill were removed,—enough to lay bare all of the cave as far as the farther wall of the chamber. Then by drawing out the sand forming the bottom of the passage, the largest one was entered to a distance of about ten feet. Here it was found that this passage divided into two, and it became possible to see about ten feet farther into the bowels of the earth. But the passages appearing no different from that one already examined, and it now being already after four o’clock in the afternoon, further search was abandoned. In the meantime Professors Nykerk and Yntema, and also some fifteen students had arrived, who all encouraged the toiling Seniors. Several photographs were taken as souvenirs of the occasion.

The ride home was uneventful, except to those who rode wheels. These, preferring almost anything to the mud
they had passed through in the morning, took a "tie-pass" and rode home over the railroad. It may be that surprises are pleasant, but those experienced in riding over railroad ties are certainly not very delightful. These ties were found to be placed at anything but regular intervals, and to receive a jar when least expected was sometimes very shocking. But a way out of this difficulty was discovered; for it was observed that if the wheels were only made to go fast enough they seemed to skim lightly over the top of the ties without noticing the spaces between. Dismounting only for cattle guards, and never stopping for bridges, the ride was only too short.

One benefit of the day's excursion was the appreciation shown for the boarding-house bill of fare.

This article would not be complete without attempting to present the scientific results. The origin of the cave and the formation of the rocks, were the questions to be solved. The rocks were said to be limestone, but the cave is situated where the surface-rocks are all Waverly sandstone. Is this an out-crop of subcarboniferous limestone strata? Or did some bay of the great inland sea, forming the centre of carboniferous Michigan, extend here, making this limestone? Is it of marine or fresh water origin? Was the cave formed by an earthquake, or how?

In reply we would say that no fossils were found, nor did we find Wa

Among the Societies.

L. L. L.

Special to the Anchor:—The L. L. L. held their first regular meeting this term on April 16. A very pleasant program was rendered, and several new members were received with the customary and highly fitting ceremonies. The regular quarterly election resulted as follows: Miss Hattie Zwermer, president; Miss Lizzie Van Zwaluwen, vice-president; Miss Grace Yates, secretary; Miss Minnie Van der Ploeg, treasurer, in response to the prevailing sentiment that an honest person should be elected to this office; Miss Antoinette Boer, marshanness.

(Qu: feminine of marshal?—Ed.) An active person is need to discharge the arduous duties devolving upon this officer, and the society was well satisfied with the election.

The ladies feel the need of more fluency of speech and less timidity in appearing before the public. They intend to spend more time in extemporaneous speaking, toasts and oratory of that kind. The policy of the society will hereafter be more conservative, realizing that the cream of the female contingent of Hope is found on its roll.

MELOPHONE.

The two sections of the Melophone Society have again combined and are fully organized for another term's work. The "bust" question is again strongly agitating the minds of the Melophonists, and, judging from the spirit manifested, nothing will be left undone which could in any way tend to make the "bust" of '97 the most successful in the history of the society. The following officers have been elected: J. S. Baum, president; O. E. Fisher, vice-president; J. Gennant, secretary; H. Yntema, treasurer; J. Nywening, sergeant-at-arms; D. De Leis, marshal.

THE ANCHOR.

Replying to the Anchor's request for a communication from the German Society, we beg leave to say that the society was formed for study, in German, of the German language and literature. It was formed by a number who speak and read German, for mutual help to further acquisition. German songs are sung. German stories are told, and each week a lecture is given. This lecture is on some linguistic or literary subject. Retitits, poems, jokes, proverbs, quotations and volkslieder are among other contributions. Characteristic features of the winter's work were Herr Pastor Graber's fine lecture on Kolonialen Zeiten, and Herr Pastor John's Humoristische Erzählungen. The services of both these gentlemen have been highly appreciated.

The society adjourned with a banquet, to resume next fall.

De Alumnis.

'66. Rev. P. Moerdyke, D. D., has declined the call from the Reformed church at Pekin, III. 

'03. Wm. M. Dehn, of Welton College, Welton Junction, Iowa, spent his spring vacation at his home in this city.

'76. Rev. A. A. Pfanzstiehl recently visited relatives and acquaintances in this city.

'78. Prof. Kleinheksel attended the twenty-eighth annual meeting of the Michigan Schoolmasters' Club, held at Ann Arbor, on April 2nd and 3rd. The subject of an address he delivered at that occasion was, "The Prepara-
tion of the High School Teacher of Mathematics."

'89. Rev. A. Stegemann, New Hol-
land, has received a unanimous call from the Third Reformed church at
Kalamazoo.

'91. Rev. R. H. Joldersma has de-
clined the call of the Grace Reformed
church of Grand Rapids.

'89. Rev. H. Hoppers has again
been called to Gibsos, Wis.

'91. Attorney G. H. Albers recently
sent us some items of news for the
Anclor. This is a good example, and
we earnestly hope other alumni
will fall in line. We shall try to
take up once more the class-reviews,
which were dropped because alumni
failed to correspond. We earnestly
request all alumni to help us in this
work, and to send us any items of
news which may be of interest.

'92. Rev. A. Oosterhof, of Green-
leafon, Minn., was in the city re-
cently.

'92. "Rev. C. M. Steffens and Miss
Anna M. Meulendyke were married at
Rochester, N. Y., on Thursday, April
29, by the groom's father, Rev. Dr.
N. M. Steffens of Duluth, la. Mr.
Steffens is a promising young clergy-
man and his many friends here wish
him success in his matrimonial ven-
ture."—Holland City News.

66. On April 21st Rev. P. Moer-
dyke, D. D., delivered the commence-
ment address at the Heidelberg The-
ological Seminary, Tiffin, O.

'93. Another of our graduates has
won a scholarship. At the last con-
voction of the University of Chicago
Wm. Zoethout was awarded a schol-
arship for study in biology. He has
already spent two years at the Uni-
versity and expects to remain one
more year in further study of that
science.

'93. At the recent local election
Wm. O. Van Eyck was elected city
clerk for a term of two years. He was
a candidate on the Silver ticket.

'88. At the same election Henry
Gerritsen, of the Republican ticket,
was elected alderman, also for a period
of two years.

'96. D. C. Ruigh, who is taking a
course in theology at the New Bruns-
wick Theological Seminary, is very
low with typhoid fever. Dispatches
received here a little over a week ago
said that the hospital physicians con-
sidered his recovery altogether im-
probable. Later reports are that he
is slightly improving.

Prof. Kleinheksel recently conduct-
ed an Inspiration Institute for Ottawa
County, which was held at Coopers-
ville. Of the Institute the Coopers-
ville Observer says: "The first ses-
sion of the Inspiration Institute for
Ottawa county was opened most aus-
piciously in the Reformed church,
Thursday evening, by the conductor,
Prof. John H. Kleinheksel of Hope
College............ "The English Class-
ics" and kindred subjects were pre-
sented by Prof. Nykerk, who is an ex-
cellent instructor. He makes himself
understood, bringing himself to a level
with the teachers, and giving practical
ideas. He spends no time in useless
oratory, but confines himself to the
subject in hand and makes the most
practical use of every moment at his
command. Prof. Kleinheksel acted as
instructor in "Measurements" and
kindred topics. He advanced some
valuable ideas and gave an interesting
talk on the "Metric system." Two
topics also are deserving of special
notice, "School Room Discipline," by
Prof. Kleinheksel, and "How to Deal
with Impediments of Speech," by
Prof. Nykerk. These are matters
with which every teacher has to do, and
the suggestions there given were
both practical and useful. .... Prof.
Kleinheksel then delivered an address
upon "Patriotism," which was full of
valuable thought and patriotic emo-
tion. Prof. Nykerk gave some choice
readings, and rendered two solos."

Seminary Commencement.
The twenty-first annual Commence-
ment exercises of the Western Theo-
logical Seminary were held in the
Third Reformed church, Wednesday
evening, April 28th.
The addresses were both short.
They evinced careful preparation, and
while there was considerable to com-
ment, the criticism holds that they
were both somewhat discursive. In
the absence of Dr. Beardslee, the Rev.
Dr. Collier presented the certificates
to the graduates. The remarks he
made were very earnest and thought-
ful; their gist may be expressed in the
words, "Be earnest." The address of
the Rev. Mr. Dr. Speller of the Board
of Superintendents, was brief,
ters, suggestive, and interesting.
Taken as a whole, we believe the
exercises gave much greater satisfac-
tion this year than on former oc-
casions. This was due, doubtless, in no
small proportion to their judicious
length—not so long as to grow
tirescme, nor so short as to disap-
point, but enough to satisfy:
The following are the graduates:
Martinus F. Breckstra, Donwe De
Groot, Cornelius A. Jongewaard, Peter
Swart, John W. Te Selle, Aart Van
Arendonk.

College Jottings.

Koster says: "His season of winter
has passed into history as an event
long to be remembered because of the
many reminiscences he cherishes."

On his return to Holland, Ferweda
made the assertion that he would fish
during the last two weeks of his col-
lege course. It is not yet evident that
he has caught anything.

The Freshman class are at present
busily engaged in the study of botany
Van der M., however, has not yet
become reconciled to this branch, pre-
erring zoology, especially the study
of minnies; L. devotes his spare
time to his specialty—the rose: God-
to the thorn apple blossom: while
Brink studies anything he can get.

Tel. is already preparing for the
"bust."

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The “cactus” will consider it.

P. Ver— is trying hard to become a “Bill Nye”. His jokes are said to be of a very spicy nature.

Miss Minnie Bird, of Ypsilanti Normal School, attended college exercises on April 16.

Feldie Wiers— appeared resplendent in his new ’97 Easter hat recently. The intended effect of the new hat is lost in his long locks.

Miss Minnie Wilterdink has been detained from recitations a few weeks this term by the illness of her sister.

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The Juniors are improving along all lines. They have consented to take ethics for accommodation, and any observer can also notice their marked advance in elocution. “Practice makes perfect.”

John Brower, a ’94 Prep., was recently married at North Holland. The Asconz extendea congratulations.

The Rev. Dr. Drury, editor of the Christian Intelligence, addressed the students on April 13th, after which a reception was tendered him at the home of the President.

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