The parents of the subject of this sketch, Alexander Scott and Miriam Buchanan, were the descendants of Scotch ancestors, who settled in this country in 1725-1729. True to the noble instincts of the stock and moved by Him who had a great mission for their son Charles, born to them Dec. 18th, 1822, in New Windsor, Orange Co., N. Y., they secured for him the advantages of a common country school education, with a college course in view, in preparation for which he spent over two years at Washingtonville, N. Y.—In September, 1849, he accordingly entered the Freshman class of Rutgers College, at New Brunswick, N. J. In the Spring of the following year the temptation of an appointment as cadet at West Point came to him, but he promptly declined, completed his course, and graduated in July, 1844—with the highest honors of a class of twenty-five. In December of the same year we find him engaged as a private tutor at Adam's Run, South Carolina, in which capacity he served two years. During this period it pleased God to call him effectually into His service, and upon his conversion he was baptized in the Presbyterian Church of Wilton, So. Carolina, in May, 1846. The following April he undertook independent work by opening an Academy at Aiken, So. Carolina, and, after one year's very gratifying success, felt that the Lord called him to higher service in the ministry of the gospel. In obedience to this conviction, he provided for the transfer of his school to safe hands, and, further, having declined two tempting offers of schools, the salary of one being $3,000, he entered the Theological Seminary of the Ref. Church in America, at New Brunswick, N. J., in December, '48, completed the 3-years course, and was licensed by the Classis of New Brunswick in July, 1851. Having accepted the call to the Reformed Church of Shavangunk, N. Y., he was ordained by the Classis of Orange, and immediately installed Sept. 9, 1851, where his labors, continued until '66, were greatly blessed, over 300 members, mostly on profession of faith, being added during his very acceptable pastorate. With sacred devotion to the welfare of his charge, he combined admirable public services of varied character. The Ulster County Bible Society was a special object of his care. The report of $4,000 received for its grand work in '65, was to him, who had so earnestly

(Continued on Page 134.)
The first year of a paper like this is undoubtedly the hardest, as there are many extra expenses connected with it. The sample issue of June, 1887, costing over thirty dollars; the design and cut for first page of cover; department headings, stationery, etc., have all been expenses for which nothing has come into the treasury, yet, if all moneys due us are paid, we can fully meet all expenses. We are informed that this is doing wonderfully well for the first year of a college paper.

The subscription list of the Anchor for next year should be greatly enlarged. Other college papers with less reading matter than ours, are charging $2.00 a year for subscription and yet their circulation is larger than ours. This ought not to be. If the Anchor is worth anything to the alumni and friends of Hope, they should help us in getting subscriptions. This will advertise their classmate and assist us in improving the paper. We trust that all who receive this article marked with blue pencil will remit at once.

It is our intention to issue an attractive Midsummer number, but we cannot do so unless all dues are paid.

COMMENCEMENT WEEK, 1888.

TUESDAY.

Second Anniversary of the Ullslib Club. Exercises in the Holland language.

TUESDAY EVENING.—In the College Chapel. Graduating Exercises of the Preparatory Department.

MONDAY EVENING.—In the College Chapel. Second Anniversary of the Ullslib Club. Exercises in the Holland language.

TUESDAY EVENING.—In the College Chapel. Alumni Exercises.

Male Quartet.—* In Absence.* Messrs. De Vries, Mullenberg, Soelen, and Nykerk.

Inauguration.—Rev. J. W. Beardlee, D. D., of the Theological Seminary.

Duet.—Barcarolle. De Vries and Nykerk.

The sermon was founded on Exodus 36:1, and discussed "the relations of educated men to the community, especially the State and the Church." The preacher said it was a subject of very great importance to the graduations of our Colleges and Universities.

Moses was called to deliver the people of God from the bitter bondage of Egypt. But who was Moses? A man fitted to be the finder and leader of Israel, by a long continued and thorough course of education or training. In the same way, among the artificers of Lala or Memphis, or in the scientific schools of the Pharaohs, had been trained and taught to build the sanctuaries and edifices of which the Son of God may be said to be the final model. Here we may put our \textit{alma mater}, and all the powers they are called upon to exercise, and their duty in the kingdom and glory. The thrice happy young men and young women of talent, who have fairly "gone where the eagle's flight is," and have "soared like eagles." They have been trained well, and are to take the van and head the banner for God.

Young men and young women of talent, who do not secure the highest attainments, may not compare with the Arab Sheik, or with the cultured stamp of Moses. Here we may put our \textit{alma mater}, and all the powers they are called upon to exercise, and their duty in the kingdom and glory. The thrice happy young men and young women of talent, who have fairly "gone where the eagle's flight is," and have "soared like eagles." They have been trained well, and are to take the van and head the banner for God.

The conclusions of the preacher were substantially as follows:

1. Historically.

2. In the nature of things.

3. According to the views and expectations of those who seek a liberal education.

but they belong to the community, especially the State and the Church.

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but they belong to the community, especially the State and the Church.
Urged ita claims, an occasion of devout gratitude. How dearly he cherished his alma mater, appears from his agency in securing nearly ten thousand dollars for "Rutgers" in '63-'64. The popular pastur was exceedingly fond of local historical researches, collected a mass of valuable materials, organised the Ulster County Historical Society, and, on account of his eminent qualifications for the work, was offered $1,000 to remain East and complete the history of said county.

In the Spring of 1866 his ability and experience as an instructor were called into requisition by Hope College—just chartered, and he, being attracted to this important field because of its missionary character and aims as a nursery of the Reformed Church, passed through the trying experience of bidding his beloved Alma Mater goodbye and commencing Normal instruction in connection with our higher institutions of learning.

When our State was first settled and its pioneers were earnestly engaged in clearing away the forests and preparing the soil for cultivation, the possession of the mesager attainments of reading, writing, arithmetic, and a little something of geography, was deemed sufficient for the employment of the teacher. Little was required, and less rendered, in the service. Now the wonderful growth of our noble State and the rapid development of our educational system constantly demand teachers who possess not only a knowledge of the facts and principles of the subjects to be taught but also a knowledge of the art that governs the growth and development of the faculties of the human soul. The successful teacher must also have a knowledge of the methods discovered and used by the most advanced educators—those who have proven from a long and successful experience that their practice is founded on scientific principles, and correct theory.

A person may possess a thorough knowledge of the principles of the science of teaching, and still without clear and well defined concepts of how best to apply these principles to the unfolding of the various powers of the soul, signal fail as an instructor.

The successful teacher must thoroughly understand the subject he is to teach; he must also know definitely how it ought to be taught, and he must possess the ability, power, and personality to awaken in the pupil the highest and most beneficial effects on his mental, moral, and physical growth of children, and train in accordance therewith.

Teaching is an art which is based upon principles and rules as uniform and exact as those which underlie the science of medicine, or the law of gravity. A late writer truly says: "The science of teaching is a classification of principles derived by observation, investigation, and experience from a knowledge of the mental and intellectual development of the child to be trained. The object of school education is to aid the mental, moral, and physical development of the child by means of appropriate training and instruction in the kinds of knowledge required by existing social conditions as an outfit for the duties of life. From age to age school instruction has been modified to meet the needs of each succeeding generation occasioned by each successive advance in civilization."

How can an instructor accomplish these noble and beneficent results for his pupils, unless he has himself passed through a course of instruction and training that will not only inform and enlighten his understanding, enlarge and quicken his affections, and give him the ability to impart to others in a manner to leave the most lasting impressions, the thoughts that are essential to moral and mental growth?

It is stated in the last report of the Superintendent of Public Instruction of Michigan, that fifteen thousand three hundred and fifty-eight teachers were employed in the public schools for that year. Of this number a very large proportion must have been mere apprentices without any special training or qualifications for their work. The necessity and importance of Normal training is evident when we consider that the injury that must result from the entrance of these novices will affect the success and happiness of their pupils for all future time.

What the public schools demand is not only that teachers shall be informed in the principles of language, the facts of history, the formulas of mathematics and physics, but that they shall also be familiar with the principles of Comenius, Pestalozzi, Froebel, and possess the art of exemplifying them in the practical work of the schoolroom. To accomplish this, a course of Normal training is indispensable to all who engage in the profession of teaching, and I am confident that the authorities of Hope College have acted wisely in offering to the teachers of Western Michigan opportunities for such training in connection with the course of study.

In order to do this, he must know the laws that govern the mental, moral, and physical growth of children, and train in accordance therewith.

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In order to do this, he must know the laws that govern the mental, moral, and physical growth of children, and train in accordance therewith.
THE IMPORTANCE OF THE STUDY OF MODERN LANGUAGES.

By John E. Mattke, Ph. D., '82.

Of all the studies in the college curriculum, there is perhaps none that holds a less defined position than that of the modern languages. This fact is due to the diversity of opinions held concerning them. There are those, who hold that the ancient tongues are no more an integral part of college training and that there are few who are so much left to the system of personal interpretation and character of the translator. One advantage, therefore, accruing from a knowledge of the modern languages, is the possibility of becoming acquainted with the literatures of the great modern nations. The fact, that so few people do in after life really make use of the knowledge of these languages, is due to an inherent deficiency or uselessness of the languages themselves, but it is the fault of the system. "If I would like to read French and German, if I only could," echoes the student, "then I have just promised a large collection of books to the college library."

But while a knowledge of French and German is of the highest importance for the educated man of the 19th century, it becomes an absolute necessity for the scholar. The fact is well known that France and Germany lead modern investigation in every one of its branches.

Even the student of Latin and Greek can no longer be thoroughly conversant with his branch of study, unless he be able to read French and German. The same holds true of all the other subjects of study that engage the attention of the thinking world. The Johns Hopkins University receives at present over 900 periodicals in all branches of science, and of that number more than 400 are in French and German. This same university, which takes the lead in so many things, does not give the degree of A.B. to any student that has not studied French or German. This is just as it should accept the candidates for the degree of Ph.D. any student that is not able to read both French and German at sight.

I know that our advice matters forms a happy exception as regards the position it holds towards the modern languages, but still not enough time is given to them. How many graduates can read ordinary French and German at sight?

In closing let me quote the following sentence from a recent address of Pres. Gilman of the Johns Hopkins University. It is full of deep truth and healthy advice. I will be pardoned in quoting it in German. I do not have the original quotation at hand, and this is the way in which it has been often cited in German books and periodicals. "Wir, im mittelfalter des Lateinischen, so ist heute das Deutsch die sprache der Gelehrten und Bildung, und kein student kann ohne diese ausreichend machen, welcher das Deutsche nicht gründlich beherrscht."
The ANCHOR.

The entire graduating class will study for the ministry, but whether they will study East or West is yet a question. During Commencement week a committee of the Council met the class in the interest of the Western Theological Seminary.

In '84, when the General Synod spent a day in Holland, Dr. Wm. B. Gordon made arrangements with President Scott to present his private library to the college. We notice from the records of the last Synod that this intention has been carried out by donating the books to the Theological Seminary.

The two "George Birkhoff, Jr., prizes" of twenty-five dollars each were awarded Commencement evening. The Dutch essay prize, for which there were five competitors, was awarded to Gilbert G. Haan, '91, with honorable mention of Jurry Winter, '91. The English essay prize, for which there were eight competitors, was awarded to H. G. Keppel, '89.

The Summer School opened very auspiciously July 10. Over eighty-five members have been enrolled and more are expected. The students are mostly from Ottawa and Allegan counties, but other neighborhoods are well represented even as far north as Big Rapids, a majority of the students are studying for third grade, but many are taking the studies required for second and first grade certificates. Prof. Humphrey conducts the school, and Professors Taylor, Latta, Kleinheksel, Kollen, and Boers are daily meeting the classes in the lecture rooms. A class in Short-hand and Type-writing has also been organized under the direction of Mrs. Sooy. A number of lectures will be delivered during the summer, by Hon. J. M. Ballou, Prof. Street, Rev. L. R. Scott, and others. The school will close with the State Institute, beginning August 20, under the direction of Prof. Humphrey, who has been especially appointed by the State Superintendent of Public Instruction to conduct this Institute.

IN MEMORIAM.

ROSE M. DOYLE, Formerly Member of A Class, '88, Died June 1, 1892.

RESOLUTIONS PASSED BY THE CLASS.

Whereas, It has pleased Providence to remove by death our esteemed friend and former classmate, Rose M. Doyle, and while we bow in humble submission to the Divine will, we desire to express our sorrow at her untimely death; therefore,

Resolved, That we extend to the family now so bereaved our sincere sympathy in their heavy loss, that we offer them our heartfelt consolation, and assure them that we will ever hold in remembrance the many good qualities which endeared Rose to us.

Resolved, That these resolutions be printed in the Holland City News and The Anchor, and that a copy be sent to the bereaved family circle.

H. VAN DER POLO, H. VAN DER POLO, J. Committee.

PERSONALS.

George Birkhoff, Jr.

From De Hooge we glean the following facts: Mr. George Birkhoff, Jr., who recently established the two "Birkhoff Prizes," in Hope College, was born in the Netherlands in 1852; received his education in Rotterdam; came to America with his parents in 1869, and settled in business in Chicago. In 1886 he was appointed by Prof. Van der Ploeg, Council of the Netherlands for Illinois and Michigan, and this year the States of Wisconsin, Minnesota, Nebraska, and the Territories of Dakota and Wyoming have been added. Mr. Birkhoff is married and a member of the First Presbyterian Church in Chicago.

Prof. G. J. Kollen is at present in New York on business.

Hoppers, '89, has been attending the sessions of Moody's Summer School, at Northfield, Mass.

Zwemer, '88, will spend next year as agent for the American Bible Society in Allegany County, N. Y.

W. R. Lammers, '86, is preaching this summer for the Reformed Church at Pipestone Colony, Minn.

Hon. G. J. Dijkema, '81, has been mentioned as candidate for Attorney General on the Republican State ticket.

Werkmans, '89, has been to Ann Arbor, to have his eyes tested. Hereafter he will see the world thru spectacles.

Prof. J. J. Van Zanten, '90, will undoubtedly study theology at the Western Theological Seminary next year.

Rev. A. Van den Berg, '83, was married to Miss Allie LeFebre, of Holland, July 5. The Anchor extends congratulations.

Rev. J. W. Beardale, D. D., will be Professor of Biblical Languages and Exegesis, in the Western Theological Seminary, next year.

Prof. J. J. Anderson has accepted an appointment as Professor in Greek language and literature at Westminster College, Fulton, Mo.

Prof. P. A. Latta has resigned his position as Normal Instructor, and the Council have already taken steps to secure another instructor.

William A. Beardale, formerly '87 here, a member of this year's graduating class at Rutgers, is at present in Germany, where he will continue his studies for a time.

The familiar face of A. Leenhouts, formerly '89, was again seen on the campus during Commencement week, and "Doe" will undoubtedly study medicine at Ann Arbor next year.

Mr. L. K. Martin, a graduate of Kalamazoo College this year, and known by many of our students, is on his way to Japan where he has accepted a position in a government school.

Kuiper, '89, in connection with his studies here, has been attending Prof. Swensson's Business College at Grand Rapids. Having completed the course, he now finishes a diploma from that institution.

Tutor J. B. Nykerv, '85, has been attending the sessions of the Music Teachers' National Association, recently held in Chicago, and is now at Chan­taquay, N. Y., where he is attending the exercises of the Summer School.

Tasemets Matsala, '83, has recently been appoint­ed Principal of the High School, supported by the State, at Toyama-kan, Japan. In a recent commu­nication Mr. Matsala promises a handsome donation to Hope College each year.

Officers of the Council for next year are as fol­lows: Rev. P. Lopethal; President; Rev. W. Moer­dyk; Vice President; Rev. P. Moerdyk, Secretary; Mr. I. Cappon, Treasurer; Rev. P. Lopethal; P. Moerdyk, D. Brook, and Mr. I. Cappon, Executive Committee.

In The Church Record we notice, that Rev. P. Dotker, '86, now in the Netherlands, has been com­missioned by the General Synod to convey its official greetings to the Synod of the Christian Re­formed Church, which convenes at Assen, Province of Drentse.


Resolved, That the efforts about to be inaugurated throughout the whole Church, to secure endowments for the Western Theological Seminary, Hope College, and the North-Western Academy, be and are hereby cordially rec­ommended in general to the churches under our care, and in particular to those whom God has blessed with means for their liberal donations and hearty co-operation.

Particular Synod of Chicago, May, 1888.

NOTICE.—Subscriptions to THE ANCHOR for next year should be sent in as early as possible. Always address THE ANCHOR, Hope College, Holland, Mich.
THE ANCHOR.

FROM THE COLLEGES.

Ninety-two of Yale's graduates have become college presidents.

—Of the 1,404 persons confined in the penitentiary at Joliet, 129 are college graduates.

—The captains of the Yale, Princeton, and Wesleyan foot ball teams are divinity students.

—[Rz.]

—Dr. Hattie Allen, an Iowa woman, has been elected Assistant Professor of Medicine in Michigan University.

—The students of Boston University have organized a band of young men who will hold evangelistic meetings in parts of the city.

—Lehigh students are excited from being examined provided they do not have any cut during the term, and attain the grade of 85 per cent.

—The College yell of the State University of Ill. in "Bah-Hooch Rap Zip boom Ah, Zip-Zoo Rah-Zoo, Jimmy Blow your Banoo, Ipad I Kt U. of I. Campaign!"

—Ann Arbor rules for government are few: 1. No student shall set fire any of the college buildings.

—Under no circumstances shall any student kill a member of the faculty. —[Rz.]

—Harvard has $6,000,000 of endowment and several million in fixed capital, but the authorities say that $5,000,000 more are needed to place the institution on a firm financial footing.

—Of the seventeen Presidents of the U. S. eleven were college graduates; of twenty Vice Presidents ten; of twenty-nine Secretaries of State, nineteen, of forty-one Associate Judges of Supreme Court, thirty. —[Rz.]

—Gordon Taylor Hayes, son of the American Consul at Birmingham, England, has now a Cambridge scholarship, valued at $2,000. He beat fifty competitors and is the first American scholar to win an English scholarship. —[Princeton.]

—Every year the Church delays and defers to give the one hundred thousand dollars asked for and needed, sets back the progress of education five, ten, or twenty years. Seize the opportunity which the present offers.

—G. H. Maspynville, in "The Mission Field."

THE MAGAZINES.

The July Century has for a frontispiece a portrait of Pasteur and his granddaughter by the celebrated French painter, Beznat. This picture is placed in connection with a timely article on "Disease Genes, and How to Combat Them."

The opening illustrated article is in Mr. Edward L. Wilson's series connected with the International Sunday School Lessons, and is on "Sinai and the Wilderness."

This article is profusely illustrated with pictures of the scenes of Bible events.

Appropriate to the Gettysburg Sesquicentennial are the poems by a Northern and a Southern soldier: Colonel Higginson and W. H. Thompson.

A supplementary paper in the War Series deals with the career of the Confederate "Albemarle."

The two great illustrated serials of The Century, the Life of Lincoln, and Kenneth's Silver-Rays Papers, are continued in this number. Mr. Kenan describes the Stupes of the Irsh. Those who suppose that Siberia is a land of ice and desolation will be surprised at his description of the flowery country through which the route of the expedition lay. The illustrations are very numerous and fine.

Rev. Dr. Buckley of "The Christian Advocate" has in this number another of the series he is writing on various superstitions and psychological phenomena. The present essay is on "Dreams, Nightmare, and Somnambulism."

Mrs. van Brentzland's cathedral article is this month on the Lichfield Cathedral.

THE CENTURY CORPORATION, NEW YORK.

The August number of the Atlantic Monthly is characterized by a playing variety and range of topics. South Carolina is the scene of the opening article, "The Mistress of Seddon Plantation," by Sarah Orne Jewett, from which the reader is transported to the beginnings of Papal Rome, in the following article, "A Bishop of the Fifth Century," by Edmund Noble is the author of "A Call on 'Mother Moses."

In "An Enchanted Day" Julia C. R. Dorr has given a fresh pen-picture of a delightful excursion in Sonya Scotland. The serial of this number are the concluding chapters of "Yose Santa," and two further installments of the highly colored romance by Charles Egbert Craddock, "The Desert of Broccornock Core."

Two succeeding timely and practical contributions, which will be given close attention just now, are Horace E. Scudder's article on "Literature in the Public Schools," and an unsigned but powerful review of the new book of "Soldiers' Essays" by James Russell Lowell. Another practical contribution is furnished by President Eliot of Harvard under the caption "Can School Programmes be Shortened and Enriched?" by William H. Dowen discusses on "Boston Painters and Paintings." The poetry of this number is by Helen Green Lane and Lanny C. Bull.


NOTICE:—The Anchor is for sale at the News Stand of Yates & Kane, corner Eighth and River Sts. Single Copies 5 cents. Subscriptions for the year will also be taken at 50 cents.

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