COMMENCEMENT.

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Education in our Western Institutions.

The Western Theological Seminary.

Prof. Henry E. Dusser, D. D., '76.

THE Reformed Church in America unquestionably renewed its youth, through the Dutch migratory movements of the last half century, which originated in the religious intolerance of the fatherland 1834–54, and in the spirit of independence and love of liberty of a few prominent leaders.

Snuggly settled in the Hudson and Mohawk valleys, she was apparently content with past acquisitions, when distant cousins, knocking at her door, suddenly aroused her to a display of renewed energy; an energy, which was quickly fanned into bright flame, by a few keen-sighted men, who had eagerly scanned the western horizon, before 1846, and whose daring ambition had given a new meaning to Rutgers' motto, "Sola nostrae et occidentem illustra." For it is well to understand, from the very outset, that our western educational enterprises did not spring from a western initiative, but that their germinal idea long precedes the arrival of the first Dutch immigrant, and was born from a just and eager desire after Church-extension. Some of the fathers had evidently (if the Synodical Minutes belie them not) caught the western fever.

As early as 1836 the Classis of Schoharie memorialized the Synod—"on the subject of establishing a theological seminary, a college, and a preparatory school, in the valley of the Mississippi."

The Synod caught enough of the infection of enthusiasm to pass a resolution to send out two men to "report on the expediency of establishing missionary stations."

A few years passed by. Loyal Dutchmen planted the standard of the old beloved Church in Illinois and in Michigan.

Then Dr. James Romeyn arose to preach the Synodical sermon in 1842, and in it he proposed the inauguration of a new aggressive policy, with two main principles: 1. The discovery of some method, by which western men could be prepared for western work, on western soil. 2. A settled plan of western invasion, with fixed stations, pledged means, and selected men. "Thus our troops were to be poured into a battlefield, where so much depends upon the issue."
But the Church had too few Romeyns, and alas the Women’s Boards did not yet exist in the forties.

And thus the broad plan of Dr. Romeyn fizzled out in 1843, in a narrow gauge resolution, in which Synod recommended that the struggling churches in the West "exert their influence toward creating and sustaining schools of a superior grade."

Think of it: "Create and sustain."

But now the immigrants began to pour in, and when the first news of their arrival reached the General Synod, it reopened at once the old question of western education.

Of the movement itself, the Synod said in 1847, that it would "not lose on the score of its moral grandeur, by comparison with any associated act of immigration, in the history of our country."

Then the voice of Dr. James Romeyn was once more lifted up as, almost prophetically, he declared that "the establishment of a high school, at some commanding point, would hardly fail to prove eventually the germ of something important."

And he goes on to say: "A year later this enthusiastic advocate of western education presented a report to the General Synod, in which he said, ‘Let an institution of high order, for classical and theological instruction, under our patronage as long as necessary and at first under our control also, be established.’ He claimed on the floor of Synod to voice the minds of ‘several leading men.’

He considered the occasion a crisis in the operations of the Church, and he met that crisis with his aggressive advocacy of a vigorous western policy, carved out a larger future for the Church than she could ever have attained under the old regime.

It is plain, therefore, that the idea of western education and western theology did not originate in the West, but in the East.

Van Raalte and his co-laborers did not import these ideas, they found them here. Providence was at work both for the West and for the Church at large.

And yet how chimerical seemed the idea! Well did Dr. Phelps say, "the idea of starting an English high-school in a wilderness, among a people ignorant of the language and at times struggling for a bare subsistence!"

The first trees fell in 1847, and almost the first logs were trimmed up to build churches and schools. Here parallel the New England and the Michigan pilgrims runs very close.

As early as 1838, in their first Classical meeting, the pioneers talked and planned education.

Things began to move rapidly, and, in 1850, Secretary Garretson visited the colony at the request of Synod.

A year later favorable action was taken, and in that action of 1851 lie the foundations of all our later educational enterprises in the West.

Our training in the arts and letters and theology—they all spring from this one common root. The union between the Classics and Theology, in the West, is so inseparably close, because it is organic. Elder Walter T. Taylor began his self-sacrificing labors in 1851.

In 1852 Dr. Van Raalte made a plea before his congregation in behalf of the new enterprise, in which his prophetic eye saw teachers and preachers and missionaries proceed from his school.

Call him a day-dreamer, or an illusionist, or whatever you please, that man was a prophet, with a seer’s vision: Van Raalte’s ideals were large to infinitude, he looked at the distant mountain tops and would waste no time on the tumbling foothills.

The Particular Synod of Chicago, just organized, took its cue from him, in 1856, when it talked of Western education. Dr. Romeyn had now multiplied himself in a number of Western enthusiasts, and our Dr. Phelps stood shoulder to shoulder with Van Raalte.

Where would we be to-day, had those idealists lost this day and had the counsels of the alarmists prevailed?

The West would, perhaps, be dotted with a few Academies, but neither College nor Seminary would exist.

Hope College, from the very beginning, was preeminently a theological college, as Rutgers had been, sure proof of which, is the fact that all our theological professors, East and West, are called to positions in ‘the theological college’ at New Brunswick or Holland.

As early as 1857, by Synodical dispensation, actual theological instruction was given at Holland, ten years after the arrival of the pioneers.

The first college commencement occurred in 1866, and the graduates of that year who looked forward to the ministry, (and what early graduate did not?) by their self-sacrificing devotion have laid the historic foundation of the Western Theological Seminary.

And when these same brethren graduated in 1869, the Theological school, in, at, or of Hope College was a fait accompli. Its history was one of slow evolution. It had to contend with the ill-will of brethren in the West and brethren in the East, with financial troubles, with the question of its place in relation to the college, and finally, after years of struggle, it was suspended in 1877.

But who will tell how much of the destructive agitation of the years 1879-82, and how much of the phenomenal growth of the Christian Reformed Church in the West, since that time, was directly or indirectly due to this suspension?

No one will surely deny that such a connection exists, who lived through those stormy days, with open eyes.

I myself was a member of the Junior class of the Western Seminary, when the ground caved in under our feet and let us down.

The four members of that class were so effectually scattered that no two remained together.

But the old spirit still survived and labored unceasingly for the restoration of Theology, which came at last in 1884, when very appropriately, at the first Synod ever held in the West, Dr. N. M. Steffens was elected professor of Theology at Grand Rapids.

The period of 1865-1877 had been one of uncertainty and tentative efforts; that of 1877-1884 was one of quiescence and test of principles; that of 1884 to 1895 was one of growing hope and courage and strength. In it Prof. J. W. Beardslee had come to permanently share the burdens of the Senior professor, and, towards the year 1900, the chair of Historical Theology was established and filled.

Before it was fully ended the Seminary sustained the loss of Dr. Steffens.

With 1896 a new period begins, which I may call that of learned professors. The rearing of a suitable theological hall meant far more than its
kind hearted donor, Mr. F. Semelink, surmised—it changed hope to cer-
tainty. To-day our Western Semi-
raries stand on its own merits. It asks
but justice. It is the final living
embodiment of Dr. Romeyn's sentiment
of 1837, "Western men to be trained
for Western work on Western soil." Our Seminary is still in its vigorous
infancy. It lacks, and ever will lack,
what larger Seminaries afford: it
affords what larger institutions can
not offer—a close and intimate con-
tact between teacher and pupil, where-
by the best in both can be drawn out:
it affords a full and thorough course
of training in Theological science:

The Constituents of a Sound Education.

WHILE education and the acquisi-
tion of knowledge are gener-
ally coincident, they are not neces-
sarily identical. It is a fact of com-
mon experience that a man may be
educated without having acquired
much knowledge. So on the contrary
a man's mind may be encyclopedic
and yet be may have but little real
education, because he can not trans-
mute his knowledge into power. In
real education, therefore, we seek for
results in the man himself, hence
the first object in all disciplinary men-
tal training is not so much the amass-
ing of knowledge as the enlarging,
ennobling, strengthening, and sharpen-
ing of the mental powers. This too
seems to be the world's ideal of true
education. Every avocation and pro-
fection has a place for the man that is
most, not for the man that knows
most. The blunt question the world
asks, and has a right to ask, is, What
can you do? not, From what cele-
brated school did you graduate? The
great question that confronts the
young men of to-day as they enter
upon the race of life is, What has your
school training accomplished for you,
and in you? Has the training you re-
ceived made you men of thought, of
persistent purpose, of executive abil-
ity, of moral and intellectual force?
Are you men whose capacities are so
developed and so disciplined that you
can put them to good service in doing
the world's work? For such as can
satisfactorily meet this crucial test of
power of ability to do, our busy and
busting world of to-day offers abun-
dant opportunity for attaining posi-
tion, influence, and usefulness.

President Andrews, of Brown Uni-
versity, summing up the chief con-
stituents of a sound education, says:
"They are, first, character; second,
culture; third, critical power, includ-
ing accuracy and also sympathy
with all the various ages, nationalities,
and modes of men; and fourth, power
to work hard under rule and under
pressure."

We note that mere knowledge, al-
though many have considered this the
sum and substance of education, is
here left out of the account. The defi-
tion makes character part of educa-
tion, and even gives it first place.
And this is right. Unless education
makes men morally better, nobler,
stronger, and kinder, it is not worthy
the name.

Culture comes next, because in im-
portance and in essential nature
it stands so closely related to charac-
ter. Edu-
cation must do
more than mere-
ly enlighten life,
it must enrich it
and make it
beautiful, or it
fails of complete success.

Third comes critical power in its
two elements of accuracy and sym-
pathy. "To be accurate requires
that of many things a finite mind
should deliberately remain in igno-
rance." That one's mind is full sig-
nifies nothing unless the contents are
definite. A little knowledge well
grouped comes nearer ideal education
than large floods lying unassorted in
the mind.

A fourth essential element is the
power to work hard under rule and
under pressure. This means that
there must be complete self-mastery
for every great purpose of life, that
there must be the power to put our-
selves and to hold ourselves to any
task that may devolve upon us, the
power that enables us to accomplish
much and in a short time.

THE SMALL COLLEGE.

Applying the line of thought pre-
sented above we make bold to claim
that, for the average undergraduate,
the small college comes nearest to
furnishing such ideal training and
mental discipline as will result in
what is generally termed a practical
education. Among this class of
schools the denominational colleges
throughout our country occupy a very
important posi-
tion, and among
their number we
would with be-
coming modest-
uty yet with pro-
er self-respect
place our own
alma mater,
Hope College.
In such insti-
tutions the individual is not lost in
the multitude, the student comes un-
der the direct influence of his instruc-
tor, and, hence, the training becomes
individual, looking to direct results
in the man himself. Moral and religious
training are here not neglected, or
made optional, but occupy an impor-
tant place in the curriculum, thus
emphasizing the above described
idea of a sound education—character
taking first place.

HOPE COLLEGE.

It is said to be one of the character-
istics of youth to be boisterous. Hope
College is still young, and as a result
probably too much inclined to blow
her own trumpet. The truth may, however, always be uttered, and as we are in The Anchor addressing indulgent friends, we will be pardoned for the following statements with reference to the institution itself, its religious character, some of its special features, its location, its student body, and its aim and outlook; thus indicating what facilities Hope offers for securing a practical and Christian education.

Hope is proud of the fact that she is a child of that kind and Christian mother, the Reformed Church of America; proud that she is a Christian school; that such a large percentage of her graduates are in the Christian ministry, and in mission work, in almost every field on the globe; she is grateful that she has so many dutiful sons and daughters who reflect honor and credit upon her name, and she is — Weep!—pleased to think her bairns respected like the lave."

Hope remembers with appreciation and much gratitude, her kind and devoted benefactors of the past, and is thankful that as the years roll on the number of her generous friends increases. Through their gifts comfortable and commodious buildings have been erected on her campus, and other improvements have been made which make her work more pleasant and successful and add to the enthusiasm and devotion of her students.

**SPECIAL FEATURES.**

Hope College has a very convenient fire-proof library building named "Graves Library" for its donor, the Hon. N. F. Graves, L.L.D., of Syracuse, N.Y. It contains over 10,000 volumes and new books are constantly being added. To the library a well-equipped reading room is attached.

Under the same roof there is also a very convenient Y. M. C. A. room. The meetings of this Association are well attended by the students of both departments and going forth from this large body of Christian young men prove very helpful and beneficial.

The college maintains in connection with its regular curriculum, a course of Bible study, thus making the systematic study of the Scriptures a part of the classroom work.

Physical culture also receives due attention, regular gymnasium training and drill being systematically pursued.

**LOCATION.**

Hope's environs are pleasant.

Holland is an enterprising little city of about 8,000 inhabitants, easily reached by rail or boat, and standing in direct communication with all central points in Michigan, and in surrounding States. It is a clean, healthy, and shady town; its moral and religious atmosphere is pure, and there is the very kindest feeling between the citizens and college, so that Hope has not only the good wishes of Holland, but also her hearty co-operation.

**THE STUDENT BODY.**

Of the annual matriculates, Michigan contributes by far the larger share, but other States contribute a goodly quota. The conduct of the students is marked by a high degree of application to work, the bearing of Christian gentlemen, and a distinct sense of personal honor.

The test of standing is not family or money, but personal worth and success.

In such an open-minded institution, the day's work is invariably opened with devotional exercises conducted by one of the professors and attended by all the students. Societies for the cultivation of the art of speaking and writing, and for the cultivation of religious life and usefulness are encouraged.

**THE AIM AND OUTLOOK.**

One high aim is always kept in view by the college management: Not to gain members by the sacrifice of scholarship, but from year to year to lay deeper and broader the foundations of solid learning, and to make the diploma a veritable evidence of scholarly achievement. The test of standing is not family or money, but personal worth and success.

The Northwestern Classical Academy.

A. As early as 1882, twelve years after the settlement of the Holland Colony in Sioux Co., Ia., Rev. Jacob J. Van Zanten, then principal of the Orange City Public School, began to teach Latin to a few advanced pupils, at the instance of the Hon. Henry Hospers and the ministers in the colony, viz: Revs. Bolks, Buursma, De Pree and Warnshuis.

The force of the educational idea of the Dutch "Pilgrim Fathers" of '47 was not exhausted in the first generation. May its powers ever multiply in quantity and quality! The little Academy was formally opened in September, 1883, in a small frame building erected on a prospectus campus, by donations secured in the colony.

There the first principal, Rev. John A. De Spelder, began his labors on January 14, 1884, and organized and classified the work, laying strong foundations for the future. When it proved inadequate to the work of four classes, the Academy moved on to its "tenting ground" in an abandoned Skating Rink; and in company with the newly organized American Reformed Church, used that Hall, temporarily, for educational and religious purposes. But we tented in hope, as all the fathers did, and the engraving of our present $16,000 Hall proves that we did not hope and toil in vain.

1890 the present principal was installed, and it was his pleasure to graduate the twelfth class last week, bringing the number of its graduates up to an even hundred. Of its seventy-six young men, fifty have received or are enjoying a college education and of these fifty Hope has had forty.

To-day nearly one fourth of the baccalaureate-students of my Alma Mater are young men who were my pupils; and I could add, that during
THE ANCHOR

THE OLYMPIC GAMES.

Unspeakable Van der Meulen, *A* Class, Pref.

In the Greek and Roman provinces of Elbe, on the shores of the river Alpenhas, is the beautiful plain of Olympia, filled with historic abundance.

The cold winds from the North intercepted by the lofty Cretan mountain.

From the heat of the great desert down by the hills of Messina sheltered.

From the east there came gentle springs flowing over the valley.

Making it cool and delightful. Truly a lovely country.

War that is now the plains of Olympia. The date-palms and the Greek olive.

Together with vines, oak, and flowers, scattered in this fertile country.

When Greece was in the height of her glory—a nation of strong men and heroes.

Who willingly fought for their country against the foreign invaders.

At the strip-mountains pass of Thessaly—battled with such undaunted ardor,

And against such overwhelming numbers, first not one of all the three hundred

Was spared to bring back the story—there were footprints left of Olympia.

To which all the descendants of Helen gathered in very great numbers.

At the time of the feast of Olympia there was peace throughout the whole nation;

No soldier could come into Elbe unless he possessed with arms and

And to all the Helenic cities grace heralds were sent to give warning.

That all might receive an announcement of the feast to be held at Olympia.

When the great multitude had assembled in the plains of the river Alpenhas,

Where the Chorus joined with the Alpenhas. Two truly a beautiful vision—

Two of various colors mingled with palms and wild olives,

And in the magnificent stadium thousands of people were gathered

To behold the athletic contest, the beauty and skill of the athletes,

Their strength and invincible courage.

At the very first glimpses of daybreak

The spectators began to assemble, striving for seats near the judges.

When the sun rose in the horizon they all had obtained their positions.

Then the herald summoned the athletes already prepared for the contest.

They took the places assigned them, and at the sound of the trumpet,

Shot forward as swift as the eagle, for the name of the Olympian was given

By him who won the first foremost; and only a poet was spared toward

By a power more potent than this was, for surely no maiden or father

Would spurn a son so famous who gave his name to an epoch

And won a man at Olympia. After the races were over.

The defaced and limb-broken wrestlers forth came to display skill and science;

And when the blind was given ten pairs of alabaster wrestling shoes,

Twisting and straining together, and when the first hands were finished

The wrestlers again face each other and again, till but two are remaining.

Then for this final struggle they clinch and tug and write

With the hand their throes the thumbed. The boxers with fists bound with oak

To which plates of metal were added, fought a contest that lasted for hours—

A contest too brutal to dwell on, but the time saw thought not of the sufferings,

The bruises and wounds of the boxers; they noted their strength and endurance,

And now there remains but one trial—a nailing of wrestling and boxing—

And then the victors rewarded; their efforts have worn them no harm,

But simply a crown of wild olive and a reputation enduring,

Such was a day at olympia when there was the first among nations.

* This poem was read at the graduation exercises of the Preparatory Department of Hope College.

SANDS.

GRANITE.

THE ANCHOR.

Revolution—Virginia; Albert Jangeneau, Impression.—The Railroad Crossing; Dr. Rose.


Oration—Armenia; Henry F. Schummers.

Imposition—The Story of the Bible; Anne Bloomershore.

Imposition—Sokery's Rat; Louis Bene.

Vocal Duet—Harp of the Wind; Anne M. Moww.

Vocal Duet—Anna Meyer.


Sesquialter.

Music—Class Song.

Presentation of Certificate.

Music—Vogel's Waltz; Karl Mez.

Benediction.

...
THE ANCHOR.

Published monthly during the select year by the Anchor Association, at Hope College, Holland, Michigan.

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Notes and Comments.

Now that the harvesting month of the great majority of educational institutions is here, it is interesting to notice the ridicule indulged in by the June press at the expense of the graduates. Their Commencement productions are likened to the gorgeously arrayed flowers of June, as to their profusion, we suppose, but certainly more as to their short-lived existence. True, the graduating senior's grand effort may often be a medley of wild ideas and speculative theories, garbed in language superb enough, but still ephemeral. Occasionally the truly learned and experienced may be constrained to smile, as they hear the graduate expatiating on a subject beyond his reach, or presenting thoughts directly conflicting with empirical truth. However this may be, he has at least publicly posed as an independent thinker. That is worth something. Besides, if the college-bred man's education has been as it should, he graduates as a man saturated with ideal knowledge and pure views. And just such men the world needs. Long experience often breeds corruption of ideas. Old experienced men often are insusceptible to salutary modern influences, and stubbornly tenacious of untenable and injurious views that should be discarded. How fortunate, then, that yearly hundreds of young graduates, not tainted by the filth of realism and unbiased, but imbued with pure ideal sentiments, go forth capable of raising the world to a higher plane of nobleness and truth.

** Commencement week has again recorded its history. The Senior class have bid their last farewell; and what a noteworthy and, indeed, gratifying thing it is that our fellow-graduates are numbered among the Christian brotherhood. God be praised for those young men who begin their active career with a definite purpose, with Christ! It shows that a college is a national safeguard. It means a strong Young America, a strong nation. Oh, for more spirituality in our colleges! The development in the last few years along this line has been remarkable, and we were pleased to receive a number of the June Courier, a journal published by the University of Pennsylvania, entirely devoted to Young Men's Christian Association work. Surely an advancement in the right direction. The introduction of the Bible into our colleges is another indication. These influences are eliminating the frivolities of the young man at college. Such discipline will develop true manhood, and instill motives not insipid but definite. And then, what a grand commencement—a young man going into active life, strong physically, strong mentally, strong morally, strong spiritually!
The Birth of the Flowers.

From the south his course he journeyed,
From the land of birds and flowers,
From the calm and dreamy sunland,
Where he spent his early hours.

Panned with a caution dreamy breeze—
The gentle sloping hillside,
Neath the ever drooping branches,
Where all nature slept at noonday,
As he journeyed to the northward.

Over mountain, hill, and valley,
Over river, lake, and streamlet,
Over forests vast and secret.
Over morrows dark and gloomy.

He, the loving tender wooer,
The courting great a lover.
The singer of the sweet song.

Fought and drove the cruel north wind,
Drove the cold and cruel Winter.

From the and in which, unwonted,
He had sent the Prince of spoilers;

In that bright and flowery sunland
To the bliss and mundane bedland.

Was he driven, slowly, surely.
Thro' he fought a mighty battle,
Waged a war of great importance,
Struggled long and was victorious.

Still it hardened not his wing.
Roused not his gentle manner.

Sharpened not censure winged,
Hindered not his tender wing—

After this great conflict over,
He surveyed the conquer'd region,
And beheld its desolation.

Some of worthless hung o'er him;
As he sought for friends to cheer him,
Sought for friends to cheer and comfort.

All his sad and lonely feelings;

But his search revealed no one.
Then his mighty heart of sorrowing.
Heart which never knew of trouble,
Never knew of toil, but comfort.

Burst its bonds with double grievance.
Such a feeling didn't awaken.
That his heart's chords tuned to music.

Played a tune of disappointment.
In vibrations low and dreamy.

Freedom of those past up feelings.
Took away the sense of sadness.
Slowly changed his deep emotions.

Changed the music of his heart's song.
To a sweet divine like music.

Each vibration of that great heart
Caused a sympathetic beating.

In the heart of nature's bosom.
Then up sprang the sweet pure flowers.

Is the pleasant sunny valley.
By the brooklet's dreamy murmuring.

In the dark and shadowy forest.
By the calm majestic river—

One to match each changing feeling.

Oh! those sweet and lovely flowers.

Emblems of true joy and love.

Do they not some message bring us.

From the realms of light above?

Do they not in words unspoken.
Yet in accents plain and clear.

Speak a dark mysterious language.

To the hearts of them that hear?

Yes; that language, dark, mysterious.

Borne along in sweet d'stains.

Bears one to delightful regions.

Where sweet song and music reigns.

The Lark.

Look! in the east, the golden morn doth break.
And now the lark his song begins to sing.

Those melodies, so joyous, loud, and clear,
Which move the echoes, make the wood'd ring.

Now the sweet heavens he wings his flight.
And waves his pinions in the air, to soar
Higher andelier still, till lost to sight.
Then comes again to cheer us as before.

Bird of the morn, O tell, O tell to why—
When in the east the dawn doth break, you lift
Your wings, and soar to the azure blue—

Do not greet the sun there, in thy flight so swift?

We, too, O lark, shall rise some day to greet
Our Saviour in the skies when all is past—
Our stars, our waters, griefs; and we complete
In holiness, are safe at home at last.

The stars grow pale, the night is past.
The lark on high doth soar.
The glorious morn hath dawned at last.
The shadows have fled, before
The rising sun, in flight so swift.
The birds meet him and sing.
Their joyous songs our hearts uplift.
And make the echoes ring.

* This poem was read at the graduating exercises of the Preparatory Department.
When Life is Worth Living.

The Rev. D. C. Klingle, LL.D., PREF.

Hour ye the sound of the cannon's dull roaring.
The steal that death is still here employed.
That the passions of man are still crazily ignoriz'd.
The peace of their dear ones, so sadly,, ignored?

Fight they for freedom or fight they for glory.
Is soul rent from soul for the sake of renown?
Is the home desolated, are fields left so gory,
To lift up the right that was badly cast down?

Fight they for freedom! Oh, glorious their striving.
In life then worth living when oppression holds sway.
Is the home then made happy when loved ones while living.
Are subjects to insult each hour and each day?

Never, ye Freemen, leave tyranny reigning.
For death is much sweetter. the grave has a charm,
In the dust it is better, earth has no use painting.
Oppression is hellish, and damned be its arm.

Commencement.

This year the baccalaureate sermon was preached in Winants Chapel instead of in one of the city churches as has been the custom in former years. The services were held on Sunday evening, June 21. The order of exercises was as follows:


The following is a short synopsis of the sermon:

Text.—Who passing through the valley of the shadow will make it a well; the rain also filleth the pool.—Ps. 23, 4.

Introduction.

1. The valley of Bera is everywhere—the whole earth a scene of sorrow and woe.

2. We are passers through the valley.

(1) Encouragement and hope.

(2) Responsibility.

3. Our duty toward this world. Fig. wells. "Do not only good, but good for something.

4. God's right to fill the wells that were dry in Bera.

The Lord will bless a life of usefulness and will give you success.

COMMENCEMENT EXERCISES.

The Annual Commencement Exerc-
The program was a Greek speech composed and delivered by Mr. A. De Young. The speaker wore a Greek costume.

It was excellently rendered, and an exercise as this certainly redounds to the credit of the instruction given in that department of the college. The class made quartette rendered three musical selections which were very highly appreciated by the audience. All the speakers acquitted themselves well, but some might have given more satisfaction if they had but exercised more vocal exertion.

The program also gave good testimony of the original talent of the class, the original poems, and oration which were of a very high order. The following was the program:

**PROGRAMME**

**Yale March.**

Miss Jeannette Vasehi, Violinist.

**Ludwig Trio.—Ring the Lily Bell.**

Misses Spriens, Ochs, and Yates. Song of Arthur's Knighthood by "The Coming of Arthur" by Poor Vossen. A Day in May (original poem), Andrew Versuche.

In Amsterdam, Albert C. Brown.

The Olympic Games (original poem), Cornelia Van der Meulen. The Ocean Sport, Capt. Wm. B. Simons of U.S. A.

Miss Jeannette Kadoff.

"A Class Made Quartette."

Mrs. Chauncey S. Wyckoff, Harry F. Booth, Longfellow.

Nonsense Song—"The Dance, the Sleep, the Play and Tongue." 

"A Class Made Quartette."

"Break, break, break."

Miss Jeannette Vasehi, Evens' Revenge, Leonard L. Leavens.

"By Special Request." Frank Costin.

Miss Theodore Van Houton.


"Song with a Harmonie Mise" by John D. Tens.

"A Quartette."

"A Monologue."

"A Class Made Quartette."

Among the Societies.

**MELPHONE.**

On Friday and Saturday, June 19 and 20, the Melophone celebrated its thirty-ninth anniversary. The Society entertained the public on Friday evening and presented a literary program which we print below.

The Rev. A. Venneaux opened with prayer, Dr. Kollen not being able to be present.

The program, on the whole, was well carried out and received the close attention of all. The Latest Question was something in the way of a debate as to whether or not the Society shall send congratulations to the Woman's Suffrage Society." The music, especially, pleased the audience. "Listen to My Tale of Woe," was the title of the song presented by the quartette.

The words were written by Mr. W. Van der Hart, of Grand Rapids.

On Saturday morning at ten o'clock, the members and their ladies took the boat for Macatawa Park. There they had to have their annual "Bust." Dinner was served at twelve o'clock, and a light lunch was served for supper. At two o'clock in the afternoon, the company assembled to witness or to participate in the sports. Prizes were given to the victors in each contest.

First, was a game called the "Swinging Apple." G. Brouwer was victor and received the prize, a red handkerchief. Then followed the "girls' race." The prize, a pair of gardens, was given to Miss Wetmore. Messrs. Talken and Raun were victors in the "boys' three legged race." The former received a tin horn, and the latter a mouth organ. The "egg race," followed. The ladies took their turn first. Miss Klompen was presented with a beautiful doll. The boys followed, and the victor received as a prize a doll's shirt. The last game engaged in was called, "searching the st. ko." Many girls and boys searched, but Miss Wetmore found. The prize was a nightgown.

The Society returned to the city late in the evening—a happy although a tired company.

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**PROGRAMME.**
the date for the annual business meeting of the Association. At this meeting the Alumni adopted as colors for Hope College the orange and navy blue. The present Senior class was the first class to use these colors in their Commencement decorations.

The Anchor also received special attention. The following resolution was unanimously adopted and ordered printed in the Christian Intelligencer and De Hoe.

Resolved, That this Association most heartily recommend The Anchor, our college paper, to all the alumni and the friends of the college.

Dr. Kolle remarked, that The Anchor as conducted during the last two or three years, was the most valuable advertisement the college has had, in connection the alumni will notice the following offer.

Notice.
Beginning with the October number, 1896, The Anchor will be sent to all subscribers for one year at half price—50 cents. This offer is made with the hope that the list of subscribers may receive so large an increase in number that hereafter the subscription price may be 50 cents to all alike. Those taking advantage of the offer should send their subscriptions before October 1, 1896.

The Association also adopted a college pin. The pin designed and introduced by the class of ’93. At its Junior exhibition, the class of ’97 re-introduced this same pin, and since then a number more have been sold to alumni. The cut accompanying this shows the design and actual size. In the center the class year of the owner is engraved, and the other engraving is much finer than the cut represents. The pin is made of solid gold. An effort is now being made to secure an order for fifty pins, and if such an order is filled, the price of the pin will be $1.65, to be paid upon receipt of pin. Alumni desiring pins will address A. L. Warnshuis, 593 N. Ionia St., Grand Rapids Mich.

Meeting of the College Council.

The Council of Hope Collegemet on Tuesday and Wednesday, June 23 and 24, and was organized by the election of the following officers for the ensuing year: President of the Council, Rev. P. De Bruyn; Vice-president, Rev. Wm. Moerdijk; Secretary, Mr. G. J. Diekema; Treasurer, Prof. C. Doesburg.

After the Council had been duly organized, the following Executive Committee was elected for the ensuing year: Rev. P. De Bruyn, Rev. G. De Jonge, Mr. G. J. Diekema, Mr. A. Visscher.

The following named persons were elected as members of the Editorial Commission of De Hoe for the ensuing year: Prof. C. Doesburg, Rev. D. Broek, Rev. H. E. Dosker, D. D.

The General Faculty of the College recommended a new course of study in the Preparatory Department, providing for a classical and scientific course, which recommendation was approved by the Council.

THE ANCHOR.
A committee was appointed to prepare suitable resolutions relating to the death of Rev. T. Romeyn Beck, D.D., formerly a Professor in the Institution.

President Kollen made a verbal report to the Council stating that a request of the Council to the General Synod of the Church, asking that the funds of the Institution now invested in the East at a low rate of interest, be hereafter invested in the West, was referred by General Synod to a special committee to report at the next session of the Synod.

Professor Doesburg, the Librarian, made his first annual report to the Council. The report was an admirable one and stated among other things, that the College Library now contains over ten thousand volumes, all of which books had been classified and recorded according to Dewey's classification. Many persons interested in the College gave books during the past year. Dr. Graves, after whom the Library has been named, has added eighty to his eighty thousand six hundred and sixty-seven books, two hundred and ninety-three of which were donated to the college during the past year.

College Jottings.

We no longer say Mr. Mersen and Miss Visscher, but Mr. and Mrs. Mersen.

On June 16, Miss Rose Davidson, of the Holland High School, attended college exercises. The "A's" celebrated "blow-out" at Van Drezer's after the graduating exercises. Why does H—-k and his better half remind one of fishing? Because they meet with (smacks).

J. De Jong, ex-member of the Hot Bay Window Poosh, visited for two weeks, attending the Commencement exercises.

J. Van der Meulen spent the 12th and 13th in Grand Rapids. This is his second trip this term. He says his sister lives there? Use your own judgment.

June 11, Ferwerda entertained the Juniors by singing a few choice selections from Oedipus Tyrannus. To say the least, he did remarkably well. It was a rare treat.

Among those attending the Commencement exercises we noticed the Misses Boer, Edding, De Bey, Bos, and Steffens; and Messrs. Fles, Broek, Brouwer, and Brink.

June 20, about twenty of our boys hired a launch and made a trip to Macatawa Park, where they spent the day. In the afternoon they enjoyed a ride on the surging Lake Michigan. Harmless sport was the order of the day.

June 3, the Fraternals and Cosmopolitans played ball. The umpire was truly soft and melted in the sun. Shortly after the scoreman fainted, thus bringing the game to a close. A committee was appointed to read the score. As yet they have failed to report.

On June 13, John and Henry Van Slooten and G. Kooyers went to bathe in Black river. When in the water, Kooyers suddenly lost his foothold and sank beneath the surface. Presence of mind on the part of the Van Slooten boys and a long fence board soon brought the expert swimmer to shore.

Wm. O. Van Eyck, '93, graduate of the Law School at Ann Arbor, is visiting in Holland.

Mr. and Mrs. Arthur Van Duren have arrived from Ann Arbor and are visiting at the home of Mr. Van Duren.

Poor Peter! Those previous engagements and guarding parents have spoiled your pleasure. Never mind, your pluck and courage will be rewarded at some future time.

The latest among the Meliphone boys is the offer of a box of bon-bons to a classmate in order that she may use her influence in persuading a certain young damsel to give a affirmative answer to an intended invitation. How is this G—-?

Miss Jeannette Vanpell entertained her classmates (the "A's"). It was something of a lawn social kind, and was enjoyed by all present. Nothing was lacking to effect an enjoyable time and paramount success.

The girls and their dance partners were elaborately decorated with flowers and ferns. The evening was very pleasantly spent in playing games and in general conversation. Select music was amply furnished. It was an evening of general merriment and 12 o'clock came all too soon.
Rev. Henry Huizinga was married in Grand Rapids on July 1st, 1896.

Janitor Bloemendal is already busy with house-cleaning in Van Vleck Hall. Many of the rooms will be repainted, and all will receive the necessary whitewashing.

Several of the stragglers of Hope attended the picnic of the Third Reformed church which was held at Macatawa Park on Friday, June 26. They report a jolly-go-lucky time.

Our delegates to the Summer School at Lake Geneva, Wisconsin, were G. A. Watermeulder, '97, J. Van der Meulen, '97, J. Banninga, '98, J. Van Ess, '98, M. Hyink, '98, H. Sluyter, '99. The members of the Young Men’s Christian Association all marched to the boat landing to bid them farewell. Several letters have since been received, and all the delegates speak highly of the entertainment received and report a good spiritual meeting.

Librarian Prof. Doesburg and his assistants Mr. J. W. Bcaulslee, Jr., and Mr. P. Braak, have spent five days in diligent labor in Graves Library. They catalogued all the books that have lately been received from different parties. Dr. Graves has sent something like three hundred volumes during this last term.

Mr. F. Mansens is the college carpenter for the summer. Graves Library and Winsants Chapel, and Van Vleck Hall will receive necessary repairs. The old shed used by the boys of Van Vleck Hall for a woodshed, will probably be removed and a new structure take its place.

On June 12, J. H. Eefting, while strolling down Eighteenth street in the small hours of the night, was surprised by two of the college boys. The glaring light of a hall’s-eye lantern so frightened him as to make him unable to offer any defense. In a moment he lay prostrate on the walk, bound and gagged. After rifling his pockets, the boys left him to be cared for by some passing Samaritan. Among the articles found in his possession were three sticks of calamus root, two pieces of sassafras, an exceedingly clean handkerchief, a tin box containing a pinch of tin tuck, his pet turtle, and a bathing suit. Of course, the whole affair was a joke, and was appreciated as such by the victim.

On June 12 a company of students left Holland at 9:30 a.m., to walk to Macatawa Park. After an hour’s walk, they reached Central Park, where they sought to quench their thirst and rest for a few moments. They arrived at the Park at 11:30 o’clock. Happily, they found a single restaurant open for trade. Procuring fruit, ginger snaps, crackers, and cheese, they settled to partake of a hearty lunch. Their hunger satiated, they visited the auditorium, each taking his turn upon the stage to entertain his sleepy companions. At 3:00 o’clock, one and all strolled to the lake shore and enjoyed a half-hour’s swim in the water. The remainder of the night was passed upon the wharf, patiently waiting for the steamer City of Holland. At 6:15 o’clock the boat arrived. On board, young Brouwer’s capers provoked remarkable laughter among the passengers. At 7:30 o’clock the company reached the boarding house, just too late for breakfast.

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adjust the body so that it will act of itself. The Physio-Medical School teaches the science of nature as it relates to health, and
more in the body diseases of their own making. The Physio-Medical school is the only one that rejects poisons as medicines and
theories which justify their use. It uses in treatment the hundred of powerful, yet harmless agents that Nature has provided for the cure of disease and uses them on principles that harmonize
with the laws of life, and speedily restore health without damage or threat to the constitution.

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Anonymous. "Correspondence as a Field of University Instruction," VI, 63-64.


BIOHISTORY. "Character Sketches," by O. A. Watermulder, IX, 144-146.


" " "Great Men," VII, 92-93.

" " "Our Ideas," VII, 33-34.


Bouwens, Henry, prep. "By the Brook," VIII, 117.

" " "Childhood," VII, 73.


Carleton, Will. (From the St. Lawrence Daily), VI, 151-153 (Oct., 1892).

CELEBRATIONS. "The Island of Celebes," by N. F. Graves, VIII, 139-141.


" " "Christmas Incidents," by Charles Scott, VI, 44-46.


Churches. "A Service in the Old North Church, Boston," by H. V. S. Peake, VII.


" " "The College as a Safeguard," by J. H. Kleinheksel, IX, 142-146.

CONCORD, MASS. "A Visit to Concord," by Anthony Te Paske, VI, 42-44.

Correspondence Schools. "Correspondence as a Medium of University Instruction," VI, 63-64.


Dorsser, Henry L. "The Western Theological Seminary," IX, 163-166.

Douma, Robert W. prep. "From Twelve to Twelve," VIII, 138-139.

" " "The Lotus-Eaters," VIII, 92-93.


" " "Women's Progress," VIII, 29-30.

Eating, J. H. "Life's Sweet While It Lasts," (about a hurricane), IX, 100-104.


English Literature. "English Literature in Schools," IX, 3-5.


" " "Knowledge is Power," by Gustave Watermulder, VII, 85-87.

" " "The Old Flintlock Musket," by John E. Kizenga, VIII, 60-61.

" " "Our Ideas," by E. J. Blekkink, VII, 92-93.


" " "Quo Bono?" by 'Genesomai,' VIII, 86-87.
Huizinga, Henry J. "The Doomed City," VI, 104-106.
HURICANES. "The Doomed City," by Henry J. Huizinga, VI, 104-106.
"Life is Sweet While It Lasts," by J. H. Eefling, IX, 100-104.
Kleinhansel, J. H. "The College as a Safeguard," IX, 142-144.
"Remarks of the Pres. at the Opening of College Year 1893-94," VII, 140-150 (October, 1893).
"The Old Flintlock Musket," VIII, 60-61.
LIBRARIES. "The Library," by Jacob G. Vanden Bosch, IX, 40-41.
Lubbers, F. J. "Ambition," VII, 137 (October, 1894).
McErlain, Charles. "Laying the Corner Stone," VI, 155-156 (October, 1892).
MEMORY. "Memory," by Benjamin Hoffman, VIII, 19 and 22.
"Minneaha Falls," IX, 55-56.
MINNEHAHA FALLS. "Minneaha Falls," by W. Minne, IX, 55-56.
"Originality," by Bert Dykstra, IX, 35-36.
Peach, Harman, V. S. "A Service in the Old North Church, Boston," VI, 75-76.
PHILOSOPHY. "Too Philosophical," VIII, 120.
PHOTOGRAPHY. The Anchor Staff '95, IX, 33. Buildings, VIII, July, 1895.
Faculty, VIII, July, 1895. Foot-Ball Team '95, IX, 41. Graduates of the Prep. Dept., 1895, IX, 173. Reading Room in Graves, IX, 163. Semelink Hall, VII, July, 1895. Senior Class of '95, VIII, July.
PHILOSOPHY. "Phenomenology," by W. Zoethout, IX, 84-86.

POEMS. "Ambition," by Gerrit J. Huizenga, VIII, 118.

"Arbor Day," IX, 125.


"But the Greatest of These is Love," by E. J. Huizenga, VIII, 120.

"By the Brook," by Henry Bouwens, VIII, 117.

"Childhood," by Henry Bouwens, prep., VIII, 73.

"A Day in May," by A. Verschure, prep., IX, 141.

"Farewell," by John E. Huizenga, prep., VIII, 141.

"From Twelve to Twelve," by Robert W. Douma, prep., VIII, 138-139.


"Local Reminiscences," by E. H. Vander Leeuw, VI, 149-150.


"The Oak," by H. Schipper, prep., VIII, 89.


"The Old Homestead," by Isaac J. Fles, prep., VIII, 102.

"The Olympian Games," by C. Vander Heulen, prep., IX, 197.


"The Zephyr among the Flowers," by J. Van Slooten, VII, 117.


Reverts, Andrew. "Do We Study the German Classics?" VIII, 119-120.

REFORMED CHURCH IN AMERICA. "General Synod's Visit to Holland," by Edward J. Bunk, VIII, 142-143.

"Our Church Emblem," VIII, 143-144.

RELIGION AND STATE. "Relation of the State to Religion," by D. Roijt, VII, 100.

RELIGION IN LITERATURE. "Religious Influence upon English Literature," by Jacob Vanden Bosch, VIII, 117-118.


Bunk, Edward J. "General Synod's Visit to Holland," VIII, 142-143.


"The Oak," VIII, 89.


SCOTT, CHARLES. "The Memorial Service of Rev. Chas. Scott, D.D., VII, 121-123.


SHORT STORIES. "The Castle by the Lake," by John J. Banning, VII, 75 and 76.


Steenma, J. B. "Girolamo Savonarola," IX, 140-142.


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Steenma, J. B. "Girolamo Savonarola," IX, 140-142.


Steenma, J. B. "Girolamo Savonarola," IX, 140-142.


Te Paske, Anthony. "A Visit to Concord," VI, 42-44.

Te Paske, J. W. "Life's Motives," VI, 103-104.


Vandor Lan, J. "A Lotter," (about the physical science department) VII, 87.


"Work," VIII, 121.

